

Accreditation Self Study *in support of* **Reaffirmation of Accreditation**

Submitted to the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 2011



Shasta-Tehama-Trinity
Joint Community College District
11555 Old Oregon Trail
P.O. Box 496006
Redding, California 96049-6006

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Certification of the Institutional Self Study Report

Date: August 17, 2011

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Shasta-Tehama-Trinity Joint Community College District
Shasta College
11555 Old Oregon Trail
P.O. Box 496006
Redding, CA 96049-6006

This institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

Joe Wyse, Superintendent/President

Judi D. Beck, President, Board of Trustees

Sue Loring, President, Academic Senate

Michael Pratt, President, Student Senate

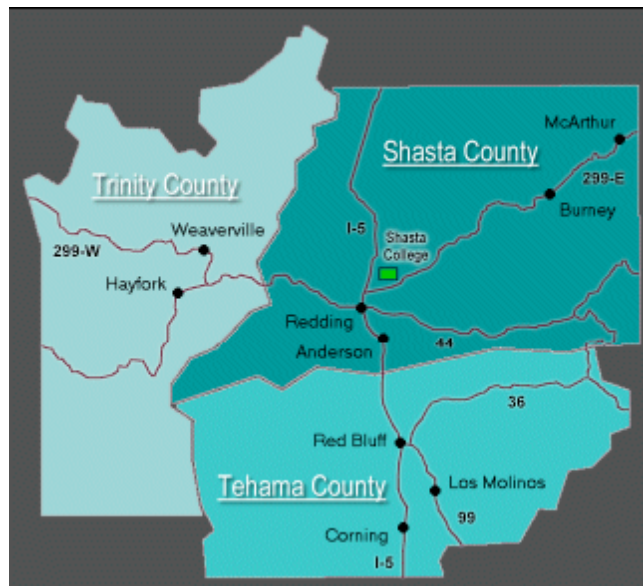
Ken Cooper, President, C.S.E.A. Chapter 381

Sandra Hamilton Slane, Accreditation Liaison Officer

History and Demographics of the Institution

History

Shasta College is one of the 112 California Community Colleges in the state and was originally authorized by the Board of Trustees of the Shasta Union High School District in 1947. In 1948, the college received approval from the State Board of Education as a public junior college within the Shasta Union High School District and began formal operations in 1949. In 1967 the people of Shasta, Tehama, and Trinity Counties voted for an expanded, multi-county District that was later named the Shasta-Tehama-Trinity Joint Community College District with Shasta College comprising the single college in the District.



Distinctives

Projects

- Efforts to promote sustainability
 - Creation of Sustainability Committee with broad membership
 - Establishment of volunteer Community Teaching Garden
 - Installation of a one megawatt Solar Field on the main campus
 - EWD courses in Alternative Energy Technology
- Dynamic Board of Regents for the Shasta College Foundation
 - Creating a walking trail on Tehama Campus
 - Sponsoring fundraisers such as Harvest Fest to support Agricultural programs
 - Installation of a water quality monitoring station on Stillwater Creek
- Sponsorship of Educational Talent Search, Gear UP, Student Support Services, and Upward Bound programs
- Early childhood education lab school – the only site in Shasta County with accreditation by the National Association for the Education of Young Children
- Firm commitment to K-16 partners including efforts to provide a seamless transition between segments through TRiO and Gear Up partnership programs, and involvement with Early Assessment Program, the Higher Education Task Force and the College Options Governing Board

Events

- Hosted statewide Latina Leadership Network conference
- Sponsor two cohorts of Puente students
- Student trustee appointed as student representative to the CCC Board of Governors
- Two Educator of the Year Award winners at Shasta College who went on to become Hayward Award winners: Frank Nigro in 2005-06 (Shasta College) and 2006-07 Hayward Award, and Elizabeth Waterbury in 2007-08 (Shasta College) and 2008-09 Hayward Award
- Annual Celebrity Auction Fundraiser for support of the Athletic program
- Participant in Egypt Initiative Student Exchange program from 2009-2011

Facilities

- Completion of the Health Sciences and University Center, revitalizing the downtown Redding community
- Completion of Tehama Campus on the site of the historic Diamond Mill
- Completion of the Trinity Campus
- Completion of the Library annex on main campus; renovation of existing library
- Completion of a \$3 million HVAC upgrade on the main campus which received an honorable mention award at the 2009 UC, CSU, CCC Sustainability Conference
- Remodeling of main campus buildings to increase ADA physical access; remodeling of welding program facilities
- Newly remodeled Residence Halls for 60 male and 60 female students

Demographics

Shasta-Tehama-Trinity Joint Community College District covers over 10,000 square miles in Northern California, encompassing the three counties of Tehama, Trinity and Shasta and portions of Humboldt, Lassen and Modoc Counties. The estimated population of the district boundaries is over 254,000 including 196,000 adults (age 18+) and 58,000 minors/children. This is a 9.5% increase in total population since 2000, or less than 1% population growth per year. In academic year 2009-10 Shasta College enrolled 15,406 individual students or approximately 10,253 full-time equivalent students in both credit and non-credit programs. Our adult participation rate is 78.5 students enrolled per 1,000 adults residing within the district. Enrollments fluctuate over the last eight years, especially with statewide budget cuts and reduced class offerings. The college anticipates slow growth over the next few years as statewide funding for community colleges is restored.

Approximately 39% of students are placed in pre-collegiate writing courses, 42% are placed in pre-collegiate reading courses, and 84% are placed in basic skills math. The student body reflects our service area ethnicity with 72% white and 11% Hispanic students (Fall 2010) compared to 80% white and 12% Hispanic in our population (Census 2010). All other ethnic groups are relatively small (less than 3%) in both our student body and service area populations. Similar to our students, in Fall 2010, 88% of all faculty and staff are white. Shasta College has 11.1% of Educational Administrators with Hispanic heritage, while only 5.2% of all faculty/staff are Hispanic.

The main campus is comprised of 39 buildings including classrooms and labs, a student center and student center annex, dormitories, theater, museum, horticulture and agriculture facilities, automotive and welding facilities, fire station, gymnasium, swimming and diving pools, football stadium, track, baseball and softball fields, and tennis courts. In addition to the main campus,

the College has established education sites in Anderson, Burney, Corning, Hayfork, Los Molinos, Red Bluff, Weaverville and the Health Sciences University Center (HSUC) located in Downtown Redding.

The College has experienced relatively few Superintendent/President leadership changes. From its inception in 1949, the institution retained the same Superintendent/President until his retirement in 1972. The next administrator served in this capacity until 1981 with the third Superintendent/President serving the District until his retirement in 1992. The fourth Superintendent/President served from 1992 until 2003. The College employed an interim Superintendent/President during the transition to our fifth Superintendent in June 2004. The sixth Superintendent/President began his service in 2005 as an interim, but moved to the permanent position in 2006. This Superintendent/President retires in August 2011 as our seventh Superintendent/President takes office.

Response to previous action plans

The Midterm Report submitted in October 2008 details the status of eighty planning agendas identified in the previous self study. Many of these action plans were completed as a part of the modified Planning process (I.A, I.A.3, I.A.4, I.B.2, I.B.4, I.B.6, III.B.1, III.B.2, III.D.1, IV.A.1, IV.A.2) and Program Review process (I.B.7, II.A.2, II.A.6, III.A.6, III.B) introduced at that time and described in detail in this self study. The comprehensive update of board policies has addressed numerous action plans (III.D.2, IV.B.1) related to institutional functioning, evaluation, and community relations. Community relations plans were also met through the expansion of the Economic and Workforce Divisions and Shasta College Foundation (III.D.2, IV.B.2). Action plans related to development of Student Learning Outcomes (I.A.1, I.B.5, II.A.1, II.A.2) are imbedded in the current SLO timeline. Several planning agendas such as review of student outcome data, completion of technology plan, and alignment of fiscal resources were identified in recommendations from the Commission and are addressed in detail later in the self study.

Student Achievement Data

Shasta College uses student achievement data in program review, annual updates, and college-wide planning including results of Student Learning Outcomes at the course and program level. The college participates in the Accountability Reporting for Community Colleges (ARCC) with annual reports on performance indicators to the College Council, Cabinet, and Board of Trustees. A summary of student achievement and success is provided in the 2004-2010 Fact Book. For example, fall student retention rates are 84% on average with course success rates between 67-69% overall. The number of awards granted each year is increasing with 815 degrees and certificates awarded in 2009-10 including 314 Associate of Arts degrees, 376 Associate of Science degrees, and 125 certificates.

The Director of Research and Planning closely reviews the Student Progress and Achievement Rate (SPAR) from the last two ARCC reports and shares results with College Council, Cabinet and the Board of Trustees regarding transfer rates and percent of graduates for first-time student cohorts. These data show Shasta College is below the peer group average on most performance indicators with basic skills showing improvement each year. The ARCC data show 25.9% of first-time students transfer to a four-year institution within six years. The Fall persistence rate is 64.2% and basic skills course success rate is 63.2%. Both of these measures show an increase over the last three years.

The office of Research and Planning has acquired access to the Cal-PASS SMART Tool for program review for all Deans across campus to increase the use of data related to program performance and student achievement outcomes. Additional reports and data access tools are being developed to support a more informed planning process across the college. The college plans to use Federal Perkins funding to improve data collection and reporting for Career Technical Education by surveying students that have completed a vocational certificate with questions on job placement and satisfaction with the program. Supplemental data on licensure pass rates and transfer are collected by individual departments.

Program review and planning

Following an initial review of the self study document in June 2011, College Council, the College's lead participatory committee, affirmed that Shasta College has achieved a level of sustainable continuous quality improvement in the areas of Program Review and Planning. A joint committee of the Academic Senate and Instructional Council formed to review and revise the Program Review process in Fall 2007. From that collaboration, new models for program review, with more qualitative and quantitative information, were developed to make sure adequate information was generated for program and college planning purposes and to improve student learning outcomes and achievement. Annual updates, prioritized goals, and plans are important to the new Program Review process, as are the development, implementation and integration of [Student Learning Outcomes](#)^{P-1} (SLO) and Service Area Outcomes (SAO) into the planning process. Refinement of the new process followed from a discussion with program administrators and College Council about the strengths and weaknesses of the process. A timeline for review of programs on a five-year cycle has been established, with annual reviews that identify goals linked to financial and human resource needs.

Shasta College has established a broad-based, comprehensive, systematic planning and evaluation process in order to improve student learning and achievement. The primary participatory committee is College Council which promotes open, dynamic dialogue about institutional effectiveness. The process has been reviewed and revised with the result of increased linkage to other committees that impact student learning and institutional effectiveness. The development of more formal and timely data collection and analysis is underway, along with more formalized evaluation tools to assess the effectiveness of the Planning and Program Review processes as they impact educational effectiveness.

Student Learning Outcomes

Shasta College has demonstrated a sustained commitment and investment in institutional effectiveness in Student Learning Outcomes (SLOs). The role of faculty coordinator was established with release time beginning in 2007 and has steadily increased in hours. Faculty Flex Day activities have focused on SLO training and evaluation each semester, with timelines established for various stages of implementation. An SLO committee was established by the Academic Senate, and both Program SLOs and Institutional Student Learning Outcomes have been established, as well as Service Area Outcomes (SAOs) for divisions such as Student Services and Administrative Services.

A review of institutional effectiveness in Student Learning Outcomes was conducted by College Council in June 2011 using the Accreditation Self Study document. College Council concluded that the College has established a timeline for completing the SLO process that gives us confidence that we are near the proficiency level, and will be at the sustainable quality improvement level by 2012. Through the ongoing constituent and participatory and shared

governance committee meetings, dialogue on SLO/SAO process is pervasive and robust. Through the Planning Framework and integrated planning and review cycles, ongoing evaluations are being conducted to fine-tune organizational structures to support student learning, and refine the program review process to improve institutional effectiveness. With the integration of the SLO/SAO process in all program reviews, course, certificate, and degree programs, there is a highly visible and functional priority in all practices and structures across the college.

Distance Education

Since the late-1960s, the College has demonstrated its commitment of sufficient resources to insure appropriate service and educational opportunity is made available to the distant learner. Distance education, representing an area of consistent institutional growth, is an integrated part of the planning process that provides continuity and quality of service in a comprehensive, effective approach.

Internet-based instruction accounts for approximately 2,000 FTE per year. Interactive television instruction contributes approximately 400 FTE, and courses conducted at one of the instructional sites coordinated by Extended Education account for approximately 650 FTE. Unduplicated headcount enrollment for Fall 2010 in all types of distance education (excluding face-to-face instruction at Extended Education sites) was 3,495. The college has the ability to deliver more than 50% of a degree or certificate through asynchronous Internet-based or two-way interactive television instruction, through face-to-face instruction at one of the three Extended Education campuses, or through a combination of the above.

The College's "[Proposal \(2007\) and Addendum \(2009\)](#)"^{P-2} to the Accrediting Commission Substantive Change Committee concerning the endorsement and approval of ongoing distance learning programs at Off-Campus Centers and through Distance Learning Delivery" was critically reviewed and approved by the Commission. Both the change in mode of delivery and establishment of off-campus sites have proved to be essential components for the institution to accomplish its mission. Enhanced technologies, training, and dedicated facilities have been effective solutions as evidenced by increased opportunities through expanded curriculum and enhanced services.

External independent audit / integrity in use of federal grant monies

An independent CPA firm performs an annual audit report to examine all financial records of the College, including all district funds, federal grants and state categorical grants, student financial aid, bond funds, student senate funds, and trust funds. The audit is presented to the Board of Trustees as an action item for acceptance on the agenda of a regularly scheduled board meeting which the auditor attends. Copies of the College audits for the past five years show few findings and provide evidence that timely corrections of audit finds occur.

Abstract of the Self Study

Institutional Commitments

The primary aspiration for Shasta College as a community college is to create a learning environment that is flexible and responsive to the changing nature of higher education in its specific economic and cultural context. Access to postsecondary education is a critical issue in the rural communities represented by our District and is facilitated through active partnerships with local high schools and with college preparatory programs such as College Options, GEAR UP and TRiO. Without a public university within our District boundaries, transfer to a four-year institution creates increased challenges for students and magnifies the need for quality academic instruction, support, and counseling. For many students, completion of a degree or certificate may only be possible at Shasta College; therefore, we are committed to providing program offerings that are relevant in content and superior in quality, especially in Career-Technical Education programs. However, education in the 21st century also requires flexibility, innovation, and openness to change. These qualities are especially evident in the Distance Education and Economic and Workforce Development divisions within Academic Affairs.

Student learning is central to the mission and organizational processes at Shasta College. A systematic and periodic review of the college mission statement has promoted dialogue about the goals and purpose of the institution and establishes the foundation for all other planning and program development. The allocation of physical, financial, and human resources is predicated on the mission and goals of the organization as an educational institution. Ongoing evaluation of performance and plans for improvement are integrated into the participatory planning and shared governance committees and the program review process for all instructional programs (credit and non-credit), all student service areas, and several administrative service areas, demonstrating a firm institutional commitment to transparency and institutional effectiveness.

Evaluation, Planning, and Improvement

Throughout the institution, a robust and targeted effort towards evaluation, planning, and improvement is evident through the establishment of College Council, the staffing of the Office of Research and Planning, the implementation of institutional planning and program review cycles, and the formation of a meaningful process to measure student and institutional learning outcomes. These structures provide the tools and processes to assess student and community needs and develop effective programs and services to meet those needs. The College Strategic Plan establishes measurable activities to achieve the established goals of student learning and growth, quality staffing, fiscal integrity, strong community connection, and a positive campus climate.

In the course of analyzing the College's Planning and Program Review Processes, we have identified opportunities for improving the linking of planning and implementation to improvement and outcomes. A developing culture of evidence and a lack of clarity regarding analysis and use of data in decision-making revealed areas for improvement. The Program Review Process, while comprehensive, has yielded reports that are actually too extensive and exhaustive to be disseminated widely and utilized as meaningfully as is desired.

Student Learning Outcomes

Our commitment and investment to the achievement of student learning outcomes is unmistakable in the narrative descriptions that follow in this self study. The creation of evaluation procedures and methods, along with the assignment of faculty co-coordinators for SLOs, are intended to create an internalized and reflexive mind-set that permeates the institution. An assortment of pedagogical resources and techniques has grown up around the discussion about student learning outcomes and student success, demonstrating the pervasive nature of this dialogue on campus.

The greatest progress in SLO development and evaluation has been at the course level. Momentum is building to implement SLOs at the program/degree level with specific action steps and timelines established. Institutional Student Learning Outcomes have been revised and are included in the plan for fully implementing learning outcomes college wide. As mentioned above, the institution as a whole will benefit from a deeper understanding and capacity related to use of evidence to direct decisions and planning. This is critical to our commitment to evaluating institutional effectiveness more globally.

Organization

Shasta College has exerted extensive effort in establishing a participatory planning and shared governance process that is inclusive, representative, and effective. This has included the establishment of numerous committees which have instituted organizational practices designed to facilitate dialogue and open communication expressly for the purpose of evaluation of institutional effectiveness and evidence-based decision making. While student success and achievement are the underlying values and priorities for this planning process, an area identified for improvement is the alignment of the tasks and decisions of these committees with assessment of learning outcomes.

Budget constrictions have necessitated decisions regarding staffing and administrative assignment changes over that past several years. Shasta College has chosen to reduce administrative positions more aggressively than faculty or classified in order to preserve adequate staffing to support student learning directly. Open communication about these decisions and rationale has been provided, but the increased workload for all employees remains a significant issue for the college. The college has maintained a commitment to faculty support and training related to assessment and evaluation of student learning outcomes, including use of a consultant, and has invested in new technological resources to support these efforts. Planning agendas have emerged from this self study focused on improved capacity for data analysis tied to evaluation, clear articulation of decision-making structures and procedures, and improved institutional dialogue. These efforts will all be synthesized to positively impact evaluation and communication of the effectiveness of learning and program outcomes.

Dialogue

The interactive and inclusive process of preparing for this Accreditation Self Study Report has been productive in exposing shortcomings in our current channels and modes of communication. The structure of the college in general, and of our planning and program review processes particularly, is intended to facilitate dialogue among representatives from all constituencies, but evidence suggests that the college is not fully achieving its goals in this respect. The language that permeates our participatory planning and shared governance process reflects the values of communication, feedback, buy-in, participation, and openness, yet

deeper exploration of the extent to which this is realized is indicated as a result of our self appraisal in the narratives that follow.

Institutional Integrity

The values of openness, collegiality, honest disclosure, and transparency guide the development of Shasta College policies and practices. As an institution we seek a balance of stability and responsivity in managing within a dynamic and changing educational climate while maintaining fiscal discipline to insure adequate long-term viability. Shasta College adheres rigorously to all legal and regulatory requirements and openly discloses its practices, policies, and procedures in its publications. Students and staff from all backgrounds and experiences are treated with dignity and respect and are afforded equal opportunity to participate in educational programs, leadership roles, and campus activities.

A climate that promotes full participation and respect for ideas and initiatives from all members regardless of their constituent group has resulted in intermittent misunderstandings and conflict. The delineation of responsibility for decision-making and accountability has not kept pace with the emergence of a more vibrant participatory planning and shared governance process. It is not yet clear whether difficulties surrounding how decisions are made and implemented are related to the origins and rationales of the decisions themselves or are reflective of inadequate communication processes. In order to maintain a reputation based on trustworthiness and integrity, the institution plans to probe more fully into this issue and continue an honest, open and accurate appraisal of its own strengths and limitations.

Organizational Process and Timeline for the Self Study

The Accreditation Steering Committee was constituted in Spring 2009 with an organizational meeting on March 4, 2009. Meetings were held monthly during the academic year. The first major activity was a one-day onsite training session by the Accreditation Commission on October 8, 2009. Members of the Accreditation Steering Committee as well as other faculty and administrators were included in this training. Members of the Accreditation Steering Committee in 2010-2011 are listed below.

ACCREDITATION STEERING COMMITTEE

Dr. William Cochran, Accreditation Co-Liaison	(A)
Mr. Brad Banghart, Accreditation Co-Liaison	(A)
Ms. Sandra Hamilton Slane, Liaison / Co-Chair	(A)
Mr. John Livingston, Co-Chair	(F)
Dr. Ramon Tello	(F)
Dr. Ralph Perrin	(A)
Ms. Debbie Goodman	(F)
Mr. Marc Beam	(A)
Ms. Lisa Stearns	(C)
Ms. Nancy de Halas	(MSC)
Ms. Deborah Parisot	(MSC)
Mr. Doug Manning	(C)
Mr. Matt Hoffman	(S)

Legend:	(A) <i>Administrative</i>
	(C) <i>Classified</i>
	(E) <i>Ex-Officio Member</i>
	(F) <i>Faculty</i>
	(MSC) <i>Classified Management, Supervisory, Confidential</i>
	(S) <i>Student</i>

A call for participation in the self study was initiated by the Superintendent/President in January, 2010. Co-chairs for each of the four major Standards and the sub-standards were identified by the Accreditation Liaison Co-Chairs, and general participants assigned as writers for each standard. Orientation meetings were held for all participants between March 3 and March 9, 2010, and the timeline for the self study was distributed. Primary leadership for the self study process came from the Accreditation Liaison Officers, William Cochran and Brad Banghart from March 2009-April 2011, and Sandra Hamilton Slane from May 2011-present.

Shasta College Accreditation Self Study Timeline

Accreditation Overall Self Study Timeline: January 19, 2010 to October 2011

August 2010 – First Draft Due
 January 2011 – Second Draft Due
 March 2011 – Third Draft Due
 May 2011 – First Draft to Editors
 July 2011 – College Council Approval
 August 2011 – Cabinet Approval
 August 2011 – To Board for Review
 August 2011 – Submission of Report to ACCJC
 September/October 2011 – Site Visit Preparation
 October 24-27, 2011 – Site Visit

ACCREDITATION STANDARDS COMMITTEE PARTICIPANTS

Name	Responsibility	Standard Role
Ms. Janet Albright	Administrator	II
Ms. Caryn Bailey	Classified Confidential	III
Mr. Don Cingrani	Instructional Faculty	III
Ms. Starlyn Corley	Classified	I Co-Chair
Mr. James Crandall	Administrator	III
Ms. Robin Darcangelo	Classified	II
Ms. Patricia Demo	Administrator	III
Ms. Tenley Ellison	Adjunct Faculty	IV
Ms. Nancy Funk	Classified Management	III
Mr. Kevin Fox	Instructional Faculty	I
Mr. Roger Gerard	Instructional Faculty	II
Mr. Tom Glass	Instructional Faculty	III
Ms. Debbie Goodman	Non-instructional Faculty	II
Ms. Cathy Grana	Classified	II
Mr. Gary Houser	Administrator	IV
Ms. Idalia Huckman	Administrator	II
Ms. Sandra Israel	Classified	IV
Ms. Christine Jones	Classified	II
Dr. Kate Mahar	Administrator	II
Dr. Tom Martin	Instructional Faculty	IV
Mr. Tom Masulis	Instructional Faculty	III Co-Chair
Mr. Marty McFadden	Adjunct Faculty	I
Ms. Melissa McDonald	Classified Confidential	I
Mr. Doug Meline	Administrator	III
Mr. John Moore	Administrator	III
Mr. Monte Murphy	Retired Administrator	I
Dr. Frank Nigro	Instructional Faculty	IV Co-Chair
Mr. Tom Orr	Administrator	II
Dr. Kevin O'Rorke	Administrator	II

Name	Responsibility	Standard Role
Dr. Lucha Ortega	Administrator	IV Co-Chair
Ms. Deborah Parisot	Classified Management	IV
Dr. Ralph Perrin	Administrator	I
Ms. Shelly Presnell	Instructional Faculty	II
Ms. Helaine Rampley	Classified	II
Mr. Morris Rodrigue	Administrator	I Co-Chair
Ms. Sylvia Ruano	Administrator	II Co-Chair
Mr. Lew Schmitt	Instructional Faculty	III
Dr. Brian Spillane	Administrator	II Co-Chair
Mr. Alan Spivey	Instructional Faculty	III
Ms. Wanda Spratt	Administrator	I
Ms. Margie Stauft	Classified	IV
Mr. Ron VanOrden	Classified	II
Mr. Joe Wyse	Administrator	III Co-Chair

Organization of the Institution

BOARD OF TRUSTEES

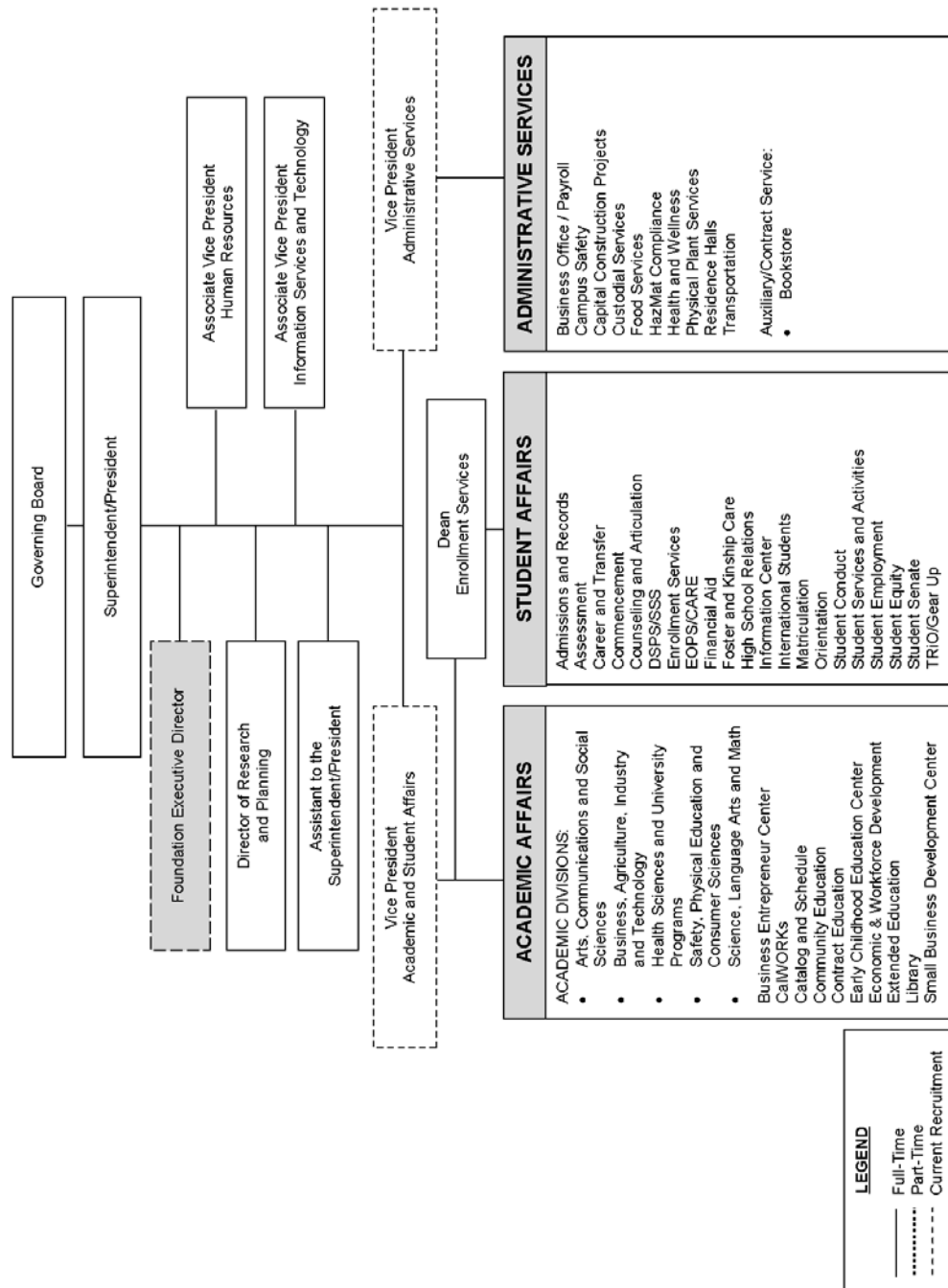
Mrs. Judi D. Beck	- Board President (Represents Trustee Area D)
Mr. Kendall S. Pierson	- Board Vice President (Represents Trustee Area A)
Mr. Scott Swendiman	- Board Clerk (Represents Trustee Area C)
Mr. Harold J. Lucas	- Board Member (Represents Trustee Area F)
Mr. Duane Miller	- Board Member (Represents Trustee Area B)
Mrs. Rayola B. Pratt	- Board Member (Represents Trustee Area E)
Mr. Robert Steinacher	- Board Member (Represents Trustee Area G)
Mr. Marcus Wetter	- Student Trustee (2010-2011)

COLLEGE COUNCIL MEMBERS

Dr. William Cochran	(A)
Dr. Lucha Ortega	(A)
Mr. Joe Wyse	(A)
Ms. Caryn Bailey	(MSC)
Mr. Ken Cooper	(C)
Ms. Lisa Stearns	(C)
Ms. Cathy Anderson	(F)
Ms. Sue Loring	(F)
Mr. Robb Lightfoot	(F)
Ms. Denise Spencer	(S)
Ms. Patricia Demo	(E)
Mr. Doug Meline	(E)
Mr. Gary Lewis	(E)
Mr. Marc Beam	(E)

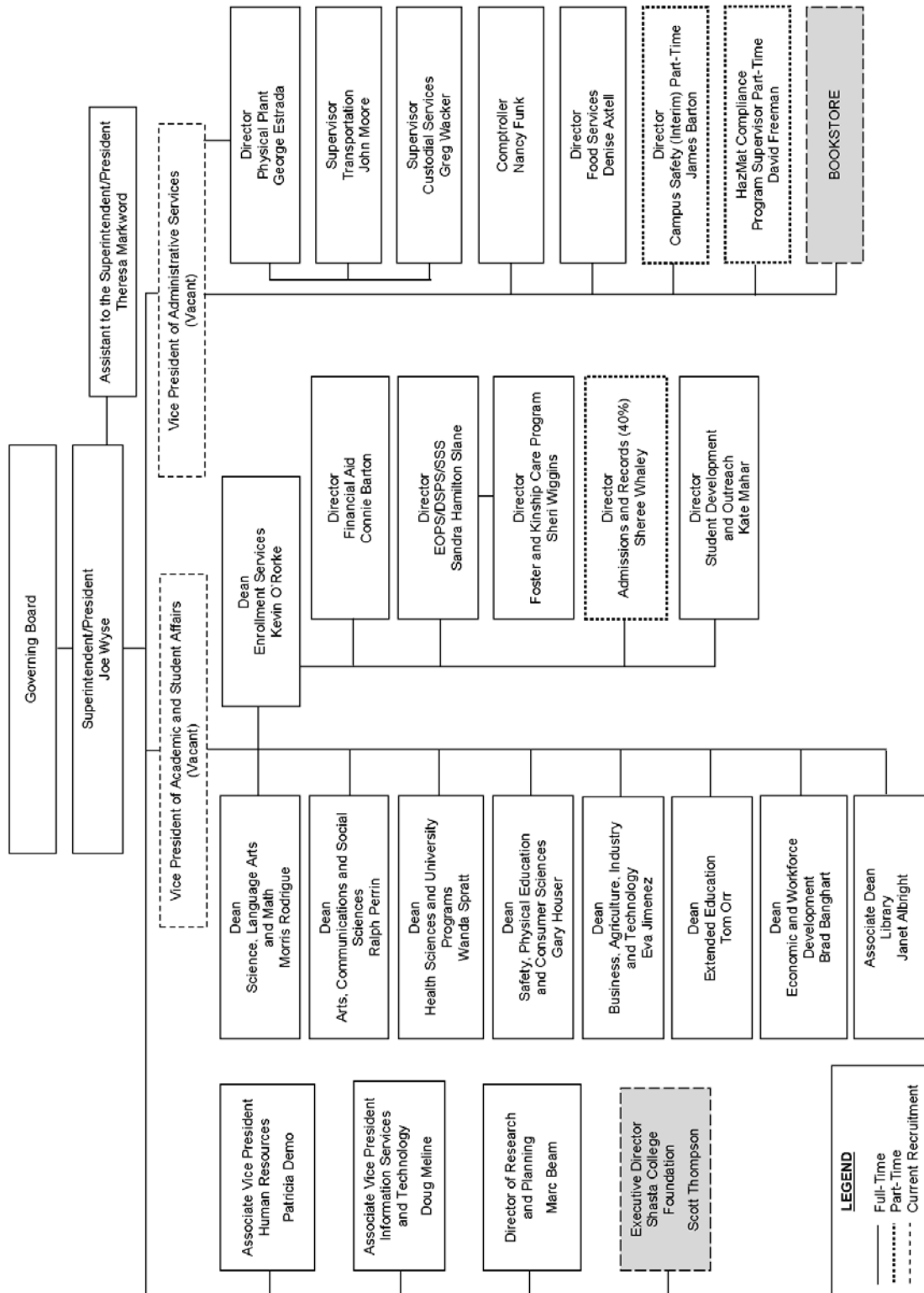
Legend:	(A) <i>Administrative</i>
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	(E) <i>Ex-Officio Member</i>
	(F) <i>Faculty</i>
	(MSC) <i>Classified Management, Supervisory, Confidential</i>
	(S) <i>Student</i>

Students Served By:



**SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2011-2012 Administrative Assignments**

Students Served By:



Certification of Continued Compliance with Eligibility Requirements

A review was conducted in conjunction with the self study evaluation on the eligibility requirements, to ensure continued compliance with accreditation Standards.

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

The following statement may be found in the 2011-2012 Catalog available as hard copy or on the college's website, or on the Shasta College Accreditation [home page](#)^{P-3}: "Shasta College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of School and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, Telephone (415) 506-0234, Fax (415) 506-0238. Shasta College is listed as a public community college in the approved list of the Education Directory, Higher Education Part 3, published by the U.S. Office of Education.

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The College adheres to the California Community Colleges' Mission statement as presented in Education Code Section 66010.4. In addition, the College instituted its own mission statement, approved by the Governing Board in April, 1994, with revisions in 2003, 2005, 2007, and 2011. The 2007 mission statement can be found in the 2011-2012 College catalog and the Schedule of Classes which are available on the College's website, or on the Shasta College Mission Statement [web page](#)^{P-4}. The 2011 mission statement was not approved until after the 2011-2012 catalog and fall schedule were published.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing Board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members has no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not

interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Shasta College is governed by a seven-member Board of Trustees. Details regarding the Trustees, Trustee District areas, Board Policy and Agendas/Minutes of the Board meetings are accessible on the College's Board of Trustees [web page](#)^{P-5}. Hard copies of these documents are available upon request. Board Policy (BP 2000 – BP 2790) clarifies the expectations and responsibility of the Board and defines the relationship between the College and Board members.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Reference to the Superintendent/President may be found in the College's President's Corner [web page](#)^{P-6}. The relationship between the Governing Board and the College Superintendent/President is clearly defined in [Board Policy 2790](#)^{P-7}.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

As presented in the Organization of the Institution section of this report, the institution is in compliance with [Board Policy 7125](#)^{P-8} (selected administrators).

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Historical information related to longitudinal enrollment data is available from the Office of Research and Planning. In addition, the Office of the Vice President of Academic Affairs retains copies of the college catalogs dating back to 1954. The catalogs list the degree programs, and combined with longitudinal student data provide evidence of the ongoing operations status of the institution.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

The college catalog contains a listing of degrees offered, a description of courses, and program offerings. Degrees are offered primarily in Transfer programs and Career Tech Education, with 33 Associate Degree Majors, 22 General Studies Associate Degree Emphases, 24 University Studies Associate Degree Emphases, and 49 Certificates. The program reviews for the various programs and departments contain quantitative data related to student statistics, with the Office of Research and Planning maintaining the information used for California Management Information System (MIS) and Federal Integrated Post-Secondary Education Data System (IPEDS) reporting.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

All degree programs are reviewed by Curriculum Council for quality, rigor and content as outlined in the Curriculum Council Handbook and required by Title 5. All degree programs consist of a minimum of 60 units, requiring at least two academic years of study.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

The catalog provides the information related to the awarding of academic credit, grading definitions, and grading policy, as applied to Shasta College. Non-traditional ways to earn credit are included, as well as policies related to course repetition and withdrawals.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

The catalog provides narratives for each program's educational objectives for students, including applicability of the curriculum to employment settings and eligibility for transfer to a four-year institution of higher education. The faculty regularly assess the outcomes and modify as needed to improve student success.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education.

All degree programs require a general education component that assures student competence in writing and computational skills and includes coursework in science, social science, humanities, oral communication and cultural diversity. Learning outcomes for the general education program have been identified and degree credit is consistent with levels of quality and rigor appropriate to higher education as outlined in the catalog and include transfer patterns for the California State University and University of California systems.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

[Board Policy 4030](#)^{P-9} sets forth the policy for faculty and students regarding the College's academic freedom. The Board Policy is readily available on the College's web site and published in detail in the Catalog under Student Rights and Responsibilities. [Board Policy 3900](#)^{P-10} establishes a designated free speech area in which "Students, employees, and members of the public shall be free to exercise their rights of free speech, subject to the requirements of this policy". Official College Values^{P-9} are published on the President's Corner web page and include mutual respect, integrity, honesty, learning, and intellectual curiosity.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

A listing of the Academic staff is viewable in the college catalog. The educational background, faculty service area and hiring dates are also provided. Each course in the schedule of classes lists the scheduled instructor that can be matched to the Academic listing to verify the core of qualified faculty that are full-time and responsible to the institution. [Board Policy 4020](#)^{P-11} designates responsibility for course approval, establishment of prerequisites and corequisites, and assignment of courses to specific degrees to full-time faculty or in the absence of full-time faculty in that subject area, to Curriculum Council. Academic Senate and designated subcommittees have responsibility for reviewing curriculum, and development and assessment of student learning outcomes are included as part of the faculty evaluation process.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Shasta College provides a wide variety of services that support student learning and development such as counseling, financial aid, career and transfer assistance, employment, health services, and childcare. Detailed information related to student services and programs, consistent with student characteristics, are provided in the college catalog. The student demographic information was presented in the Introduction section of this report and Board Policy chapter 5 details a list of student services and programs. This information is also accessible on the College's [Student Services web page](#)^{P-12}. Academic support services are provided by the Student Learning department under the Academic Affairs division and include specialized learning centers and support services.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The Catalog provides the college's admission policy including definitions related to residency status and special admits (generally high school students seeking concurrent enrollment). Specific requirements for enrollment into particular academic programs are listed in the catalog and are directly related to the field of study or course activities. The matriculation process including assessment, orientation, and counseling facilitate access and appropriate placement to all students.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The library is physically housed at the main campus in Redding but also provides numerous online reference sources to support the long-term access to information and learning services for all of the college's educational programs. The library maintains their own [web pages](#)^{P-13} for this specific purpose as well as the resource and learning material housed in the facility. The tutoring centers provide learning support for students across the curriculum regardless of location.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Financial planning is the purview of the Vice President of Administrative Services. The final budget for the 2011-12 fiscal year, with the latest financial statement for the Shasta College Foundation, is available from the Administrative Services office.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained.

The Comprehensive Annual Audit Report for fiscal year ending June 30, 2010, conducted by Nystrom & Company LLC, Certified Public Accountants, is available from the Administrative Services office. These reports are presented to the Board of Trustees for their approval each fall.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

[Board Policy 3250](#)^{P-14} requires the institution to engage in institutional planning that must contain but is not limited to the following: a long-range educational or academic master plan; a facilities plan; a faculty and staff diversity plan; a student equity plan; matriculation; the Transfer Center; Cooperative Work Experience; and EOPS. In conjunction with the college's strategic planning document that defines specific goals and objectives, the evaluation of student assessment and outcomes can be found in the program reviews located in the office of the Vice President of Academic Affairs. In addition, the College is currently completing its first Educational Master Plan.

20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information:

- ***Official Name, Address(es), Telephone Number(s), and Website Address of the Institution***
- ***Educational Mission***
- ***Course, Program, and Degree Offerings***
- ***Academic Calendar and Program Length***
- ***Academic Freedom Statement***
- ***Available Student Financial Aid***
- ***Available Learning Resources***
- ***Names and Degrees of Administrators and Faculty***
- ***Names of Governing Board Members***

Requirements:

- ***Admissions***
- ***Student Fees and Other Financial Obligations***
- ***Degree, Certificates, Graduation and Transfer***

Major Policies Affecting Students:

- ***Academic Regulations, including Academic Honesty***
- ***Nondiscrimination***
- ***Acceptance of Transfer Credits***
- ***Grievance and Complaint Procedures***
- ***Sexual Harassment***
- ***Refund of Fees***

Locations or publications where other policies may be found.

All information is currently available on the college [website](#)^{P-15}. In addition, the catalog and schedule of classes contain current information regarding the college's purpose and objectives, admission requirements and procedures, rules and regulations affecting students, programs and courses, costs and refund policies, compliance data and information related to withdrawing from the institution. The catalog provides a listing of the degrees offered and their requirements, grievance procedures, and the academic credentials of faculty and administrators.

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution must comply with Commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

[Board Policy 2000](#)^{P-16} provides assurance that the Shasta-Tehama-Trinity Joint Community College District adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and discloses information required by the Accrediting Commission to carry out its accrediting responsibilities. The College participates in the Accreditation process in a manner that demonstrates an intrinsic value for open and honest self evaluation, communicating with integrity, candor, and cooperation in interactions with the Accrediting Commission.

Responses to Previous Recommendations and Commission's Concerns

Following the previous comprehensive visit and subsequent recommendations of the accreditation visiting team, the administration instituted an ad-hoc Institutional Effectiveness Committee in March 2006 to review and make recommendations as to how the college should structure its planning processes and procedures. The ad hoc committee's efforts also highlighted awareness related to institutional planning and the need to build a culture of evidence. The sequence of accreditation reports, visits, and notices is outlined in the following Table 1.

After the 2008 Accreditation Midterm Report and Special Report were filed, a site visit took place in November, 2008. The result of this visit was that the college was found to be at the Proficiency Level for 5 of the 8 recommendations. However, for three of the recommendations (numbers 1, 6, & 8), the College was placed on warning and had to satisfy the Commission that it had progressed toward the continuous quality improvement level. The general concern with these Recommendations was that the College had not completed a full planning cycle at the time of the November 2008 visit. The College filed an Accreditation Follow-up Report in March 2009 and this report asserted that the College had completed a planning cycle and was now at the continuous quality improvement level for these recommendations. The Commission agreed and removed the College from warning on June 30, 2009.

The evaluation process through program reviews and ongoing dialogue in the various participatory committees and sub-committees provides an institutional distribution of information with ongoing review, evaluation and modification, designed to improve institutional effectiveness and efficiency. This process is a dynamic, cyclical, and ongoing refinement and improvement of institutional and program practices that provides demonstrable evidence of the College's priority to enhance student achievement and learning. The current self-study process, however, has revealed a number of gaps where continued improvement can be achieved in the College's overall planning processes. These gaps are addressed in the planning agendas, but revolve around including a more systematic implementation and evaluation of its planning processes, improvements in internal communication and collegial dialogue, completion of and revision of several important planning documents, and improvements in maintaining a culture of evidence and stronger linkages between budgeting and planning.

TABLE 1
Shasta College
Accreditation Recommendation History Dashboard

PLACED ON WARNING, JANUARY 2008 - required two reports: (1) October 2008 Mid-term & Special Report (2) Special report on recommendations 1, 6, 8, & 5			Continued on Warning: February 2, 2009 for Recommendation numbers 1, 6, & 8		
Eight recommendations from 2005 visit (January 31, 2006 letter)	Standards Relating to Recommendations	2007 Visit - Team's evaluation of our Mid-Term Report	Our Assessment from the two October 2008 reports (Note: warning for 1,5,6, & 8 may imply we are at SCQI for 2,3,4 & 7)	2008 Special Visit Team's evaluation of our two reports - focused only on recommendations 1, 6, 8, & 5	Follow up report filed in March 2009 - Our Assertions
1 - Integrated Planning	I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, II.B.4, III.D.1.a, IV.A.2, IV.B.2	Awareness Level	Proficiency Level (have not completed a full planning cycle)	Will be SCQI Level in early 2009	Now at SCQI Level
2 - Staff Research Office & Implement Datatel	I.B.3, I.B.5, I.B.7	Satisfied Recommendation & at Proficiency Level	No assertion	--	--
3 - Mission	I.A.1, I.A.3, I.A.4	Satisfied Recommendation	No assertion	--	--
4 - Culture of Evidence/dialogue	I.B.1, I.B.6	Satisfied Recommendation & at Proficiency Level	No assertion	--	--
5 - SLOs	II.A.1.c, II.A.2.a, II.A.2.c, II.B.4, III.A.1.c	Development Level, should be at SCQI in a year	Proficiency Level	Development Level, some aspects achieved at Proficiency Level, some at SCQI Level	
6 - integrate fiscal planning with institutional planning	III.B.2.b	Satisfied Recommendation & at Development Level	Surpassed Proficiency Level and moving toward SCQI Level	Will be SCQI Level in early 2009	Now at SCQI Level
7 - develop technology plan	III.C.2	Development Level, should be at SCQI when Technology Plan is completed	Technology Plan is complete (Implied SCQI Level)	--	--
8 - assess use of fiscal resources	III.D.3	Satisfied Recommendation & at Development Level	Surpassed Proficiency Level and moving toward SCQI Level	Now at SCQI Level	SCQI Level Continued
			Removed from Warning on June 20, 2009		

RUBRIC LEVELS

Awareness
Development
Proficiency
Sustainable Continuous Quality Improvement (SCQI)

RECOMMENDATIONS AND STATUS

Recommendation #1. The college must develop an integrated, ongoing, and broad-based planning process. It must inform all resource allocations and other college decisions, as well as allow for participation by all appropriate constituencies. The process should be one that establishes goals and measurable objectives that lead to demonstrated evidence of institutional improvements that can be communicated to the public. The institution should ensure that there is a clear, well-communicated cycle in which the planning process itself is evaluated (Eligibility Requirement 19; Standards I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, II.B.4, III.D.1.a, IV.A.2, IV.B.2).

Response:

Under the guidance of the Institutional Effectiveness Committee, the college evaluated the structures and processes for planning and resource allocation based on fact-finding and available data, recommended improvements that enable the College to address its mission and goals, and recommended operational models where procedures and processes were not in place. Upon review of the findings, the Institutional Effectiveness Committee provided a Recommendation Report to the Superintendent/President and his cabinet who then formalized a strategic planning structure proposal. Under the formation of the new College Council in 2007, the process was refined and, as reported, the Planning Framework (Figure 1) was presented to the Board as well as the College constituents between August 2007 and September 2008 for final modifications, acceptance, and implementation.

College Council serves as the primary planning and shared governance committee. Several existing and resource committees gather and analyze data to provide College Council with necessary information for effective decision-making. This process also addresses Recommendations 4, 5, 6 and 7 of the initial 2005 Self Study site team review. The Planning Framework proposed a participatory committee structure that includes the Academic Senate, Budget Committee, College Council, Distance Education Committee, Enrollment Management Committee, Facilities Planning Committee, General Education Committee, Instructional Council, Invest in Our People (Staff Development), Student Equity Committee, SLO Committee, Student Services Committee, and the Technology Planning Committee.

The role of College Council is to set short and long-term goals, planning efforts or initiatives and evaluate their effectiveness; make college-wide recommendations to the Superintendent/President in matters of budget, staffing, equipment and facilities; and ensure alignment of the College mission and goals with state directives, statutes, and plans. Policies and procedures are developed based on evidence and in consultation with constituencies ([College Council Bylaws](#)^{P-17}).

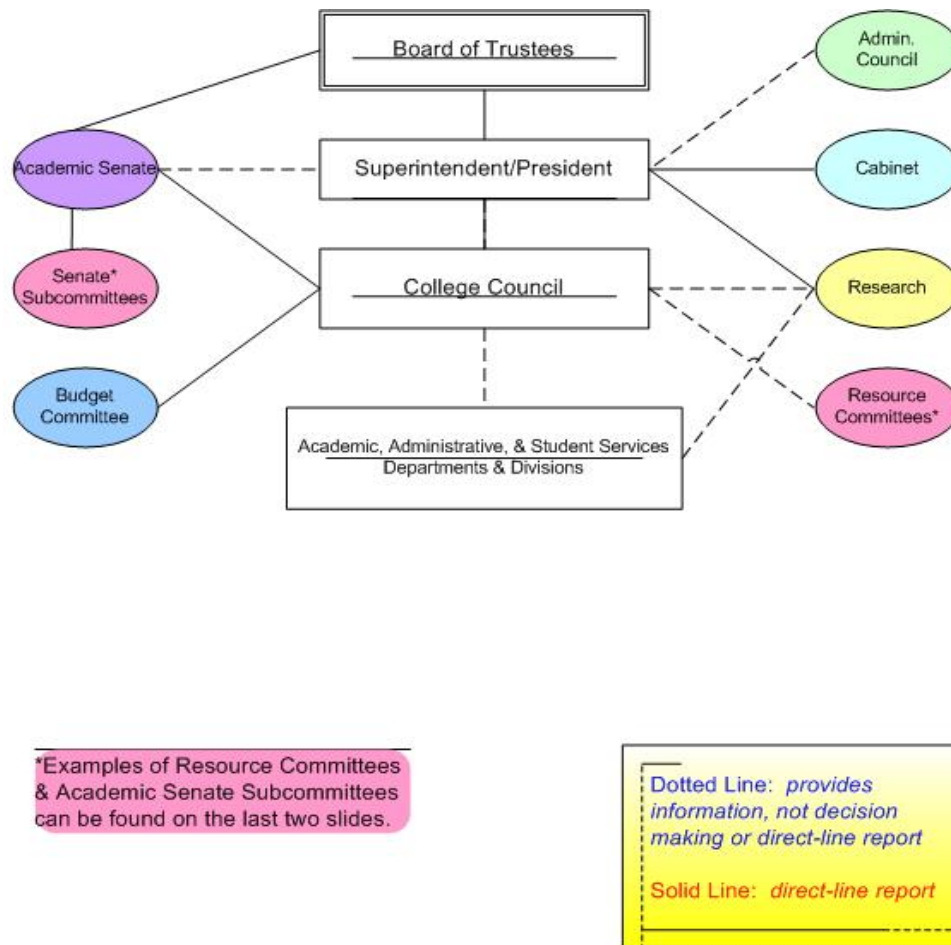


Figure #1 – Planning Framework

In March 2008, under the leadership of the Vice President of Academic Affairs, College Council developed comprehensive program review models for all existing instructional programs and student service programs, and other administrative services. This new model supports the college mission of offering quality transfer programs, career technical programs, instructional support services, and administrative and student services. Additionally, this action ensures continuous quality improvement and responsiveness to changing situations. The new program review models provide an opportunity to look constructively at programs and services with an eye toward improving them and making effective and efficient use of resources. Program review is now an essential element of the Shasta College integrated planning and budgeting process. The Commission stresses the need to link the process of reviews to college wide budget planning. This link is being implemented through College Council and the Budget Committee.

Figure #2 depicts the College Planning and Review Cycles for Shasta College. Student learning outcomes (SLOs) and service area outcomes (SAOs) are incorporated into the planning process at the course or functional service level, the program level (degree, certificate, general education, or service area), and the institutional level. Information about the Planning Framework and Participatory Committees can be found on the College Council website.

Shasta College's Planning & Review Cycles

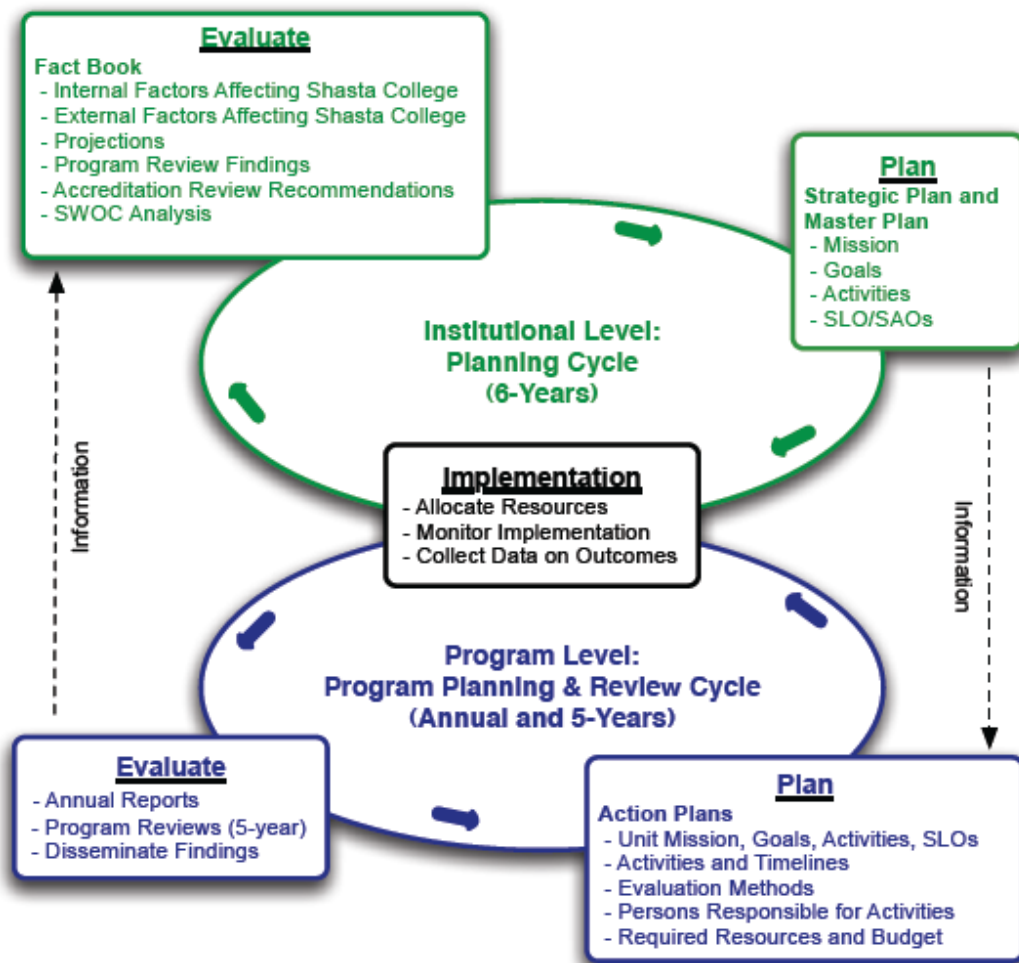


Figure #2 – Planning and Review Cycles

With the Planning Framework, ongoing dialogue and review of programs and processes are accomplished through the participatory planning and shared governance committees, which provide a vehicle for diverse representation of College constituencies and for ongoing discussions. The agendas and minutes from these various meetings provide necessary input for the ongoing program review process as well as the mandatory annual updates, which are submitted to College Council for review. The process and procedures for program reviews are posted on the College Council website. The effectiveness of the program review process is assessed in an ongoing way by the College Council requesting immediate feedback from participating areas and programs as they complete the formal five-year process. One area recently identified for improvement is the evaluation of the program review process (see

Planning Agenda #6). The Office of Research and Planning is charged with devising a tool or system to formalize this process.

District plans are developed in a hierarchical fashion, starting with plans from each instructional division, each student support service and administrative office area. In addition to program review and annual plans, input and information are sought from campus resource committees such as Budget Committee, Academic Senate, and the Enrollment Management Committee.

The College Council is responsible for integrating the division and area plans into a cohesive, integrated strategic planning document. The integrated College plan includes the back-up materials and data used by the divisions and areas in the development of their individual planning documents and recommendations.

In the development of the Planning Framework, the College identified specific criteria to ensure that the model satisfies an integrated, ongoing, and broad-based planning process. The Planning Framework also adheres to and addresses Board Policy 3250 – Institutional Planning. Actual implementation of the new Planning Framework occurred in the spring of 2008 and is evaluated and modified annually by the College Council. The most recent flow chart to assist in the participatory planning and shared governance-budgeting process was adopted by College Council on February 1, 2011 (see figure #3).

The College remains at a sustainable continuous quality improvement level of implementation. The systematic evaluation process through program reviews and ongoing dialogue in the various participatory committees and sub-committees provides an institutional distribution of information with ongoing review, evaluation and modification to improving institutional effectiveness and efficiency. As presented in figure #2, this process is a dynamic cyclical process resulting in ongoing refinement and improvement of program practices that provide demonstrable evidence of the College's priority to enhance student achievement and learning. As a result of the current self-study process, several areas that will keep the College at the level of sustainable continuous quality improvement are identified in planning agendas number 1, 2, and 6 addressing improvement of institutional dialogue, maintaining a culture of evidence, and implementation and evaluation of planning.

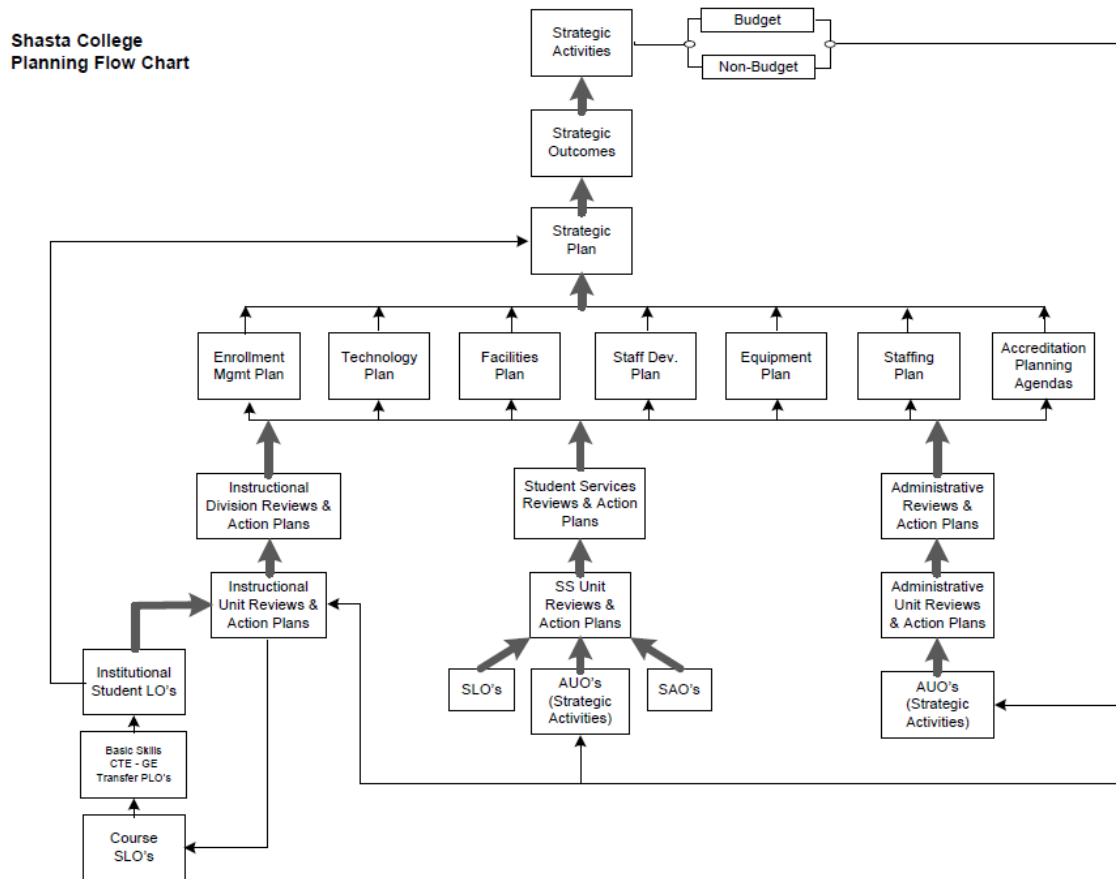


Figure #3 – Planning Flow Chart

Recommendation #2. *The college must staff the institutional research and planning office and fully implement the Datatel system in order to facilitate all ongoing institutional assessment, evaluation, and improvement activities (Standards I.B.3, I.B.5, I.B.7).*

Response:

In the report compiled after the November 9, 2007 visit for the Progress Report, the site team communicated in their conclusion for Recommendation #2 that “the college has satisfied the recommendation.” This conclusion was based on the actions by the College beginning in January 2006 with the hiring of a full time Director of Research and Planning. The director was assigned to chair the ad hoc Institutional Effectiveness Committee formalized by the Superintendent/President. In addition, software programs were acquired that facilitated the extraction of specific institutional data from the Datatel system, thereby increasing data availability. Ongoing dialogue with Cabinet and the Academic Senate defined data elements that enhance MIS reporting - data that directly facilitate ongoing institutional assessment, evaluation, and improvement activities related to district operations.

The Director of Research and Planning position was vacated in June 2010, with the hiring of a new director in February 2011. With particular concern for the need for assessment of

SLO's and SAO's, program review data, and general college effectiveness, the College retained a consultant who focused on developing program SLOs. During this time, responsibility for data extraction to assist with program reviews and other research needs throughout the college was fulfilled by the Information Services and Technology (IST) department.

Significant progress has been made by the College to implement the Datatel system with full integration achieved by the Technology Department. Positions in the department were assigned to coordinate specific departmental requests and to facilitate the use of additional operational modules into the system and assist in incorporating the large volumes of historical information into the database. The additional resources help to expedite full institutional utilization of the Datatel system. For example, in the last two years, the budget module was implemented, which has enhanced the development of the budget district-wide. All requisitions are now approved on-line through Datatel, greatly reducing the paper trail required by the process of printing requisitions and requiring signatures on the hard copies. This increased the efficiency of the requisition approval process. In addition, the Board of Trustees authorized the purchase of CurricUNET to help handle curriculum, program review assessment, and SLO/SAO assessment data and is in the process of implementation. This will help ensure attaining the continuous quality improvement level of SLO/SAO assessment by Fall 2012. The College has satisfied this recommendation.

Recommendation #3. The college must develop a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning (Eligibility Requirement 2, Standards I.A.1, I.A.3, I.A.4).

Response:

In the report compiled after the November 9, 2007 visit for the Progress Report, the site team concluded that "Shasta College has satisfied this recommendation." Shasta College continues to satisfy this recommendation. During the March 2006 Board of Trustee meeting, the Superintendent/President requested and received board approval to revise the College's mission statement. The reinstatement of the former mission statement was approved at that time. In keeping with the planning framework, the Superintendent/President and Cabinet presented another draft mission statement that incorporated the board policy on student learning outcomes formalized by the Academic Senate. The proposed changes had been introduced into the participatory planning and shared governance process on August 7, 2007 and were approved by the Governing Board on October 10, 2007. Furthermore, the mission statement is reviewed on a biennial basis by the Board.

The mission of the Shasta-Tehama-Trinity Joint Community College District is to provide open access and opportunity for success to students who have diverse backgrounds, interests, and abilities. The District is committed to providing the knowledge and skills necessary for a student to succeed. The District recognizes that success requires specific life skills and professional skills and also effective communication, critical thinking, global consciousness and global responsibility. By offering programs leading to successful completion of a quality university-transfer program, or career-technical education, the District is responsive to the needs of our communities within a changing global society. By offering comprehensive campus and community service programs, the District enables students to achieve personal as well as academic potential and contributes to the social, cultural and economic development of our region.

In November 2010, the College Council began a review of the College Mission Statement with the intent of aligning it with the SLOs and college goals. Reviewed by the Academic Senate on April 11, 2011 and by College Council on February 15, 2011, the current mission statement was approved by the Board of Trustees on June 8, 2011.

Shasta College provides students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of our region. The District offers programs and extensive distance education offerings in general education and transfer curriculum, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills.

The continued periodic review of the college mission statement through the various participatory and shared governance processes demonstrates that the College remains at the level of sustainable continuous quality improvement with regards to this recommendation.

Recommendation #4. The college must develop a culture of evidence in which there is broad-based dialogue that leads to a collective understanding of the meaning of data and research used in the evaluation of institutional programs and services as well as assessment of student learning (Standards I.B.1, I.B.6).

Response:

In the report compiled after the November 9, 2007 visit for the Progress Report, the site team concluded that “Shasta College has satisfied this recommendation and is at the proficiency stage” for recommendation #4. Although this was not cited as a reason the College was placed on, and subsequently removed from, warning by the Commission in January of 2009, the current self-study has provided the impetus for a close look at this recommendation and the Standards behind it.

Since the site visit in 2007 and follow-up visit in 2008, the College has met the above recommendation and continued to find ways to improve. The progress includes developing a new planning model with College Council and revised program review for both instructional and student services, however there is room for improvement in the area of “broad-based dialogue” and “evaluation” as explained below.

In the last four years Shasta College built a more formal planning and budget recommendation process that is inclusive, participatory and leads to decisions based on improving student success. Changes include a revised program review model developed in 2009 and three instructional programs have gone through the process, Science, Language Arts and Math (2010), Economic and Workforce Development(2010), and Business, Family, and Consumer Science (2011). Student Services did a comprehensive program review in 2010. These were shared with College Council as part of the participatory governance and decision-making process. College Council also developed the 2009-2012 Strategic Plan, reviewed the college mission, and approved the revision of Institutional Student Learning Outcomes this year (May 2011). The Board approved both revisions in June 2011 (see [Item 9.1](#)^{P-18} of the June 8, 2011 Board agenda, and corresponding meeting minutes).

Over the last three years, the College has developed SLOs at the course level substantially. An example to support this is the flow chart developed by Academic Senate for College Council to demonstrate how SLOs are integrated into the planning process (see figure #3 above). The college increased course level assessments, although data collection efforts have provided challenges. The SLO Coordinators have expanded assessment activities to the program and institutional level, but efforts are still in the developmental stages.

Over the same time the college experienced staff changes in key areas including the Director of Research and Planning, Vice Presidents of Academic Affairs and Student Services, the reconfiguration of academic divisions and deans, as well as two changes in Superintendent/President. While the college has conducted many surveys of students, faculty and staff on a variety of topics, most were used to inform a single decision or committee, not shared or discussed beyond a small group. There also has not been a formal evaluation of the new planning process. There are indications that informal evaluation happens within committee meetings via discussions and quick single-issue surveys. However, the planning process has not developed formal, systematic evaluations outside of the faculty course evaluations known as Student Opinions of Teaching. Recent changes in staffing bring opportunities to re-energize dialogue that “leads to a collective understanding of the meaning of data and research.” The accreditation self-evaluation process itself has been an opportunity for those involved in the writing, gathering of evidence, and review of the self-study. Other examples include the Board of Trustees work-study session on the Accountability Report for Community Colleges (May 2011). Planning agenda #2 addresses specifically the institutional commitment to Maintaining a Culture of Evidence to support planning and ensure achievement of student learning outcomes.

Recommendation #5. *The college community must fully pursue meeting standards related to student learning outcomes. The action must include identifying outcomes and assessment practices in revision of courses, programs, and services; developing outcome assessment data; and using assessment results in planning improvements. Further, this action must be supported by a specific plan - including people responsible, a timeline for work to be completed, and a mechanism for periodically gauging progress and making changes as needed (Standards II.A.1.c, II.A.2.a, II.A.2.c, II.B.4, III.A.1.c).*

Response:

In the report compiled following the visit for the Progress Report on November 9, 2007, the site visitation team concluded: “the college has implemented this recommendation to the development level. With continued support for the SLO coordinator and accomplishment of various disciplines to serve as models, the college ought to be at the proficiency level in the next school year for this recommendation.”

Working in conjunction with the Superintendent/President, Cabinet, and the Academic Senate, the Vice President of Academic Affairs identified a faculty member to be an SLO coordinator with 40% release time. A formal report was developed in May 2007 providing an overview of the level of investment and implementation across academic disciplines. SLO workshops have been included in every annual all-faculty Flex Day since 2007. The college added a co-coordinator position, with both coordinators assigned 30% release time beginning in Fall 2008 and increased to 40% each in 2010. The SLO co-coordinators have the responsibility of developing, implementing and directing the timeline for the full implementation of SLOs, which can be found on the student learning outcomes website.

Along with development of SLOs, the College began to identify SAO's (Service Area Outcomes) within the various student services programs as reflected in the 2010 Student Services Program Review. In addition, the SLO committee has addressed issues related to Program SLOs, Course-Level SLOs, and General Education SLOs. As of January 2008, one form per course is being used campus-wide to document the five steps of the SLO cycle. These SLO forms for courses will be archived along with the official course outline of record for each course.

In January 2008, the Academic Senate voted to formalize the SLO committee as a standing subcommittee of the senate. This committee is instrumental in guiding the SLO process as it relates to instruction and counseling. The template for program reviews incorporates a substantial number of questions regarding the SLO/SAO processes. Programs are required to submit annual updates in which they report their progress in the development and implementation of SLOs, and how they are using assessment of those SLOs to improve student learning and program planning.

Since the October 2007 Progress Report site visit, Shasta College has established a timeline for completing the SLO process that gives us confidence that we are near the proficiency level and will be at the sustainable quality improvement level by 2012. Through the ongoing constituent and participatory committee meetings, dialogue on the SLO/SAO process is pervasive and robust. Through the Planning Framework and integrated planning and review cycles, ongoing evaluations are being conducted to fine-tune organizational structures to support student learning and refine the program review process to improve institutional effectiveness. With the integration of the SLO/SAO process in all program reviews, course, certificate, and degree programs, there is a highly visible and functional priority in all practices and structures across the college. The collective work of the college community to prioritize the full integration of student learning outcomes, at all levels, allows for a sustainable continuous quality improvement process for student learning and achievement to be attained by Fall 2012.

Recommendation #6. The college must integrate its fiscal planning into a comprehensive institutional planning process that ties fiscal planning to its strategic plan and educational planning. This integration must result in fiscal planning for operational costs associated with new facilities, equipment replacement, and the total cost of ownership for facilities and equipment (Standard III.B.2.b).

Response:

In the report compiled after the November 17, 2008 visit for the Accreditation Special Report, the site team concluded that "The college has completed the criteria for the developmental level regarding the integration of fiscal planning with institutional planning. It has completed most of the criteria for the proficiency level. As soon as it completes a full planning cycle, early 2009, it will have completed the proficiency level and be at the sustainable continuous quality improvement level in 2009." This had been one of three recommendations cited by the Commission as the reason for the College being placed on warning in January 2008 (see the [January 31, 2008 letter](#)^{P-19} from the Commission). The Accreditation Follow-up Report filed by the College in March 2009 demonstrated that it had met the concern and completed a full planning cycle. The Commission removed the College from warning on June 30, 2009.

Shasta College's comprehensive planning process incorporates fiscal planning and resource allocation. Program review, which incorporates program level resource needs, is an important component of planning. Hiring requests from programs are tied to program review information and prioritized by a new hiring priorities committee. Priorities are sent to the

Superintendent/President's Cabinet and to the Academic Senate. If the Superintendent/President's Cabinet changes the hiring priorities, a written rationale is to be given to the Academic Senate, thus incorporating faculty participation in decision-making regarding resource allocation. Other requests for resources, such as instructional equipment, are required to be tied to program review data as well.

In February 2011, College Council established a document entitled [Participatory Planning-Budgeting Processes](#)^{P-20} outlining the primary participatory planning and shared governance committees that contribute to the planning-budgeting process. These committees develop plans and priorities that tie fiscal planning to strategic planning as they impact educational outcomes. Considerations for staffing, equipment, and facilities are designated to specific committees which report to College Council and ultimately the Superintendent/President and Board of Trustees.

College Council receives program reviews from instructional, student services, and administrative service areas. These program reviews contain information about planning, achievement of goals, and fiscal implications (see the [November 2, 2010 College Council Minutes](#)^{P-21}, and the [Administrative Services 2010 Program Review](#)^{P-22}). This self study has provided the impetus for a thorough evaluation of the ways in which the College is integrating its fiscal planning to its strategic plan and educational planning. Through this effort at continuous quality improvement, several planning agenda items have been identified to further refine and improve the College's efforts at exceeding this recommendation and the standards associated with it (see Planning Agenda #5, Impact of Fiscal Resources and Decisions).

Recommendation #7. *The college must develop, implement, and evaluate a technology plan that systematically assesses current efforts and identifies resources to be expended. Integrating this plan with other institutional planning efforts is crucial (Standard III.C.2).*

Response:

In the report compiled after the November 9, 2007 Progress Report visit, the site team published their conclusion that "the college has implemented this recommendation to the proficiency level. The technology plan, once implemented and evaluated, will allow this recommendation to be at the level of sustainable, continuous quality improvement."

A committee chaired by the Associate Vice President of Information Services and Technology developed a formal technology plan that was subsequently approved by College Council on May 6, 2008. It systematically assessed the situation at that time, identified gaps, created objectives, and identified and prioritized initiatives. In line with recommendation #1, the technology planning is a model to integrate district planning efforts and prioritize resulting initiatives. Technology planning was formalized to:

- Annually produce a three-year technology plan for the district
- Act as a repository and communication point for technology related initiatives and information
- Review and analyze district technology initiatives with respect to institutional student learning outcomes and district strategic goals
- Prioritize technology initiatives for the district
- Recommend prioritized technology initiatives to the Superintendent/President's Cabinet for adoption

- Evaluate the success of adopted technology initiatives
- Annually review the technology planning process and make improvements
- Annually review the initiative prioritization methodology and make improvements
- Annually update a three-year technology plan for the district and present it to the Superintendent/President's Cabinet
- Tie the technology plan to institutional planning efforts by formalizing a technology resource committee in the planning framework

This plan has been completed and is available on the [Technology Committee website](#)^{P-23}. The efforts documented above confirm that the College continues to meet this recommendation and is at the continuous quality improvement level.

Recommendation #8. The college must systematically assess the effective use of financial resources and use the results of the assessment as the basis for improvement (Standard III.D.3).

Response:

In the report compiled after the November 17, 2008 Accreditation Special Report visit, the site team concluded that “the college has satisfied the criteria at the proficiency level for this planning recommendation and is now at the continuous quality improvement level.” This was the last of the three recommendations cited by the Commission as the reason for the College being placed on warning in [January 2008](#)^{P-19}. The Accreditation Follow-up Report filed by the College in March 2009 demonstrated that it had met the concerns of the recommendation and remained at the continuous quality improvement level. The Commission removed the College from warning on June 30, 2009.

Shasta College relies on the College Council to guide the process for systematic assessment of the effective use of financial resources and makes recommendations to the Superintendent/President's Cabinet for improvement based upon assessment. Some of the responsibilities of College Council are to develop short-term and long-term goals, establish college-wide priorities, systematically assess the effective use of financial resources, assure integration of fiscal planning into the college's participatory planning and shared governance process, and review tentative and final budgets for reasonableness of budget amounts and underlying assumptions.

College Council used the input from the Budget Committee in the development of the college's 2009-2012 Strategic Plan. One of the goals on which the strategic plan is based is fiscal integrity – ensuring the fiscal integrity of the district to fulfill its mission (see [College Goals](#)^{P-24} on the College Council web page). Central to the planning process is the comprehensive program review process. Unique, key components of the program review process are the program review annual reports and action plans that are required to be completed by each area of campus. Information from the annual reports and action plans is used as the basis for developing college-wide plans for budgeting operational costs associated with staffing, facilities (new or old), and equipment purchase or replacement that necessarily lead to improvements in the educational process and learning environment. By requiring those reports and plans on an annual basis, the college is assuring that the process is a dynamic one and the review cycle is ongoing, providing a mechanism to address change over time. Further, the annual reports allow for the incorporation of new needs or new initiatives into the planning process, automatically allowing for fiscal implications to be assessed by the various participatory planning and shared

governance committees as time passes. Continual review and self-assessment helps to assure that college planning is current, responsive, timely, and focused on improvement.

Commission's Concern:

The college must address the gaps in its general education by providing courses that address computer literacy and cultural diversity and assuring that these elements of the general education are consistently met by all students completing the degree (Standard II.A.3.b.c).

Response:

In the report compiled after the November 9, 2007 Progress Report visit, the site team asserted that "the college has satisfied this recommendation and is at the proficiency stage."

The Academic Senate accepted the initial responsibility to address computer literacy and cultural diversity elements of the general education requirement. It did so through the General Education Committee, which established a sub-committee to address the cultural diversity issue in September 2006 (see the [September 11, 2006 meeting minutes](#)^{P-25}). The new multicultural requirement was approved by the General Education Committee in April 2007 and approved by the curriculum committee in March 2008. The requirement went into effect in Fall 2008. The catalog describes courses meeting this requirement as those which contain perspectives on people from other cultures and backgrounds, as well as an examination of the contributions of non-Western cultures, or the intersection of culture with race, ethnicity, gender, class or other important social categories, such as religion (see page 23 of the [2009-2010 Shasta College Catalog](#)^{P-26}).

Concerning computer literacy, the Academic Senate convened special meetings to define computer literacy as applied to the college's academic setting. The outcome was formal approval on October 27, 2008 of a policy outlining the methods for meeting this general education requirement (see the [October 27, 2008 Academic Senate Meeting Minutes](#)^{P-27}). Options included specified, 3 or 4-unit courses, successful completion of a computer literacy exam offered through the assessment office or the CLEP Information Systems and Computer Applications exam, or coursework at the high school level or another college that meets the college articulation agreements.

Through these efforts, the college has met the Commission's concerns.

Planning Agenda Themes

1. Improvement of Institutional Dialogue

The Superintendent/President will ensure that a systematic evaluation of current channels and modes of communication is completed in order to identify gaps and work to bridge them. This will broaden and enhance the College's existing collegial dialogue. Effective communication and self-reflective dialogue are essential to student success, institutional effectiveness, and proper execution of all our planning agendas. The goal is to disseminate complete and consistent information to promote continuous improvements to a transparent culture that fosters higher engagement where all stakeholders are well-informed and understand how to participate in the institution's processes.

2. Maintaining a Culture of Evidence

The Offices of Research and Planning and Information Services and Technology will facilitate broad based dialogue that leads to collective understanding of the meaning of institutional data and applied research, assures data integrity, and increases the use of student achievement and survey data in order to ensure that improvement in student learning is a priority in all practices and structures across campus. The Director of Research and Planning will take the lead on providing timely, accurate, and relevant data.

3. Student Learning Outcomes

Shasta College will continue its ongoing collegial and self-reflective dialogue regarding student learning. The Student Learning Outcomes Committee and the Academic Senate, with active support of Superintendent/President and Cabinet, will monitor and revise, where necessary, its plan to fully attain the proficiency level in student learning outcomes by June 2012. The college will continuously revise, implement, and assess student learning outcomes in all instructional and student services programs. The assessment information will be used for annual program improvement.

4. Program Review Process

To continue to improve beyond the Standards, Instructional Council in collaboration with Academic Senate will develop systematic evaluations to assess the program review process by Summer 2012. This will ensure the findings are integrated more effectively into the comprehensive planning process in a way that demonstrates measurable impact on institutional effectiveness and student achievement and learning.

5. Impact of Fiscal Resources and Decisions

In order to improve beyond the Standards and support student success, the Superintendent/President with the support of President's Cabinet and in collaboration with appropriate participatory planning and shared governance committees will develop rubrics which include ranking and prioritizations for the allocation of fiscal, physical, technological, and

human resources. These rubrics will be based on formal criteria that align budget recommendations with the mission, goals, and overall institutional effectiveness of the college.

Moreover, Shasta College will align budget recommendations and college-wide decision-making with institutional goals targeted for improvement through the planning process to improve student success and institutional effectiveness. This will include further integration of SLO assessments into planning at various levels and a process to review college goals and evaluate alignment in:

- Non-general fund areas (e.g. Perkins/VTEA and grant-based programs)
- Instructional areas
- Student Services
- Administrative areas

6. Implementation and Evaluation of Planning

To maintain a continuous quality improvement level of institutional planning, Shasta College administration, in cooperation with College participatory planning and shared governance groups, will evaluate and revise the current planning process to become more systematic, formalized and integrated. Under the direction of College Council and with the assistance of the Director of Research and Planning, Shasta College will develop a tool and a process for systematically analyzing and subsequently refining the planning process. This will allow the finalizing or updating of other plans as outlined below:

- Under the direction of the Vice President of Academic and Student Affairs, complete the Educational Master Plan.
- Under the direction of College Council, develop the next three-year Strategic Plan (2012-2015).
- Under the direction of Vice President of Administrative Services and Facilities Planning Committee, finalize the Facilities Master Plan.
- Under the direction of the Dean of Enrollment Services and the Enrollment Management Committee, develop the Enrollment Management Plan.
- Under the direction of the Associate Vice President of Technology and the Technology Planning Committee update the Technology Plan.

7. Decision-making

Under the leadership of the Superintendent/President, the President's Cabinet will ensure the development, revision, and implementation of written policies and procedures that delineate decision-making processes by Fall 2012. These policies and procedures will clarify the roles and responsibilities of the Board of Trustees, Superintendent/President, and participatory planning and shared governance committees, and will align with the planning process and be communicated clearly. This ensures that Shasta College will continue to improve the understanding of the way in which decisions are made by all the College's constituency groups.

PREFACE EVIDENCE LIST

P-1	Student Learning Outcomes	PDF Link / Web Link
P-2	2007 Substantive Change Proposal & 2009 Addendum Thereto	PDF Link / Web Link
P-3	Shasta College Accreditation Home Page	PDF Link / Web Link
P-4	Shasta College Mission Statement Web Page	PDF Link / Web Link
P-5	Board of Trustees Web Page	PDF Link / Web Link
P-6	President's Corner Web Page	PDF Link / Web Link
P-7	Board Policy 2790	PDF Link / Web Link
P-8	Board Policy 7125	PDF Link / Web Link
P-9	Board Policy 4030	PDF Link / Web Link
P-10	Board Policy 3900	PDF Link / Web Link
P-11	Board Policy 4020	PDF Link / Web Link
P-12	Student Services Web Page	PDF Link / Web Link
P-13	Library Home Page	PDF Link / Web Link
P-14	Board Policy 3250	PDF Link / Web Link
P-15	Shasta College Website	PDF Link / Web Link
P-16	Board Policy 2000	PDF Link / Web Link
P-17	College Council Bylaws	PDF Link / Web Link
P-18	06-08-11 Board Agenda Item 9.1 & Minutes	PDF Link / Web Link
P-19	01-31-2008 ACCJC Letter Re Shasta College on Warning Status	PDF Link
P-20	Participatory Planning-Budgeting Processes	PDF Link / Web Link
P-21	11-02-10 College Council Minutes	PDF Link / Web Link
P-22	Administrative Services 2010 Program Review	PDF Link / Web Link
P-23	2007-2010 Technology Plan	PDF Link / Web Link
P-24	College Goals	PDF Link / Web Link
P-25	09-11-06 Academic Senate Meeting Minutes	PDF Link / Web Link
P-26	2009-2010 Shasta College Catalog, Page 23	PDF Link / Web Link
P-27	10-27-08 Academic Senate Meeting Minutes	PDF Link / Web Link

Standard I.A

Mission



Shasta College provides students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of our region. The District offers programs and extensive distance education offerings in general education and transfer curriculum, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills.

Shasta College Mission Statement 2011

Standard 1

Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary:

The Shasta-Tehama-Trinity Joint Community College District (known as Shasta College) has a mission statement that defines its broad educational purposes, its intended student population, and its commitment to achieving student learning.

In response to the 2005 planning agenda and the visiting team's recommendations, Shasta College reinstituted its previous mission statement in 2006. Then, with the establishment of the new college-wide participatory planning and shared governance process, the mission statement was reviewed and further revised by the College Council. This revised mission statement was approved by the governing board in October 2007 (see Item 10.4 of the [October 10, 2007 Board Agenda](#)^{IA-1} and corresponding [Board Minutes](#)^{IA-2}). In February 2011, College Council once again reviewed and revised the mission statement. This revision was adopted in June 2011 by the governing board. The current mission states:

Shasta College provides students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of our region. The District offers programs and extensive distance education offerings in general education and transfer curriculum, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills (see [Board Policy 1200 District Mission](#)^{IA-3}).

As seen above, the mission defines the broad educational purpose as "open access to educational and life-long learning opportunities." These educational opportunities include "general education and transfer curriculum, career-technical education, and basic skills education." The intended student population is "students of diverse backgrounds, interests, and abilities." Finally, the college's commitment to achieving student learning is demonstrated by providing "opportunities to practice and improve critical thinking, effective communication,

quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills”, and also through its commitment to life-long learning and distance education opportunities. In fact, one of the primary goals of the college is Student Learning and Growth (see [College Goals](#)^{IA-4} on the College Council web page). Student Learning is further defined in the Institutional Student Learning Outcomes (see [BP 1300](#)^{IA-5} Institutional Student Learning Outcomes). The ISLOs are: Critical Thinking, Information Competency, Effective Communication, Quantitative Reasoning, Self-Efficacy, Workplace Skills, Community and Global Awareness. These ISLOs are now emphasized in the mission statement, which demonstrates a commitment to student learning.

Self Evaluation:

Shasta College meets this Standard.

To meet the needs of our diverse student population, Shasta College offers a wide variety of support programs and services, including:

- Admissions and Records
- Articulation
- Assessment
- CalWORKs
- Career Center
- EOPS/CARE
- Counseling Services
- Disabled Students Programs and Services (DSPS)
- Financial Aid
- Foster and Kinship Care Education
- GEAR UP
- Learning Resource Center (tutoring)
- Health and Wellness Services
- International Student Program
- Orientations and Outreach
- Puente (two cohorts)
- Student Employment
- Transfer Center
- TRiO (Talent Search, Upward Bound, & Student Support Services)
- Veteran Services

Planning Agenda:

None.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character and its student population.

Descriptive Summary:

As defined in the mission, the institution's educational purpose is to provide "open access to educational and life-long learning opportunities," specifically in general education and transfer curriculum, career-technical education, and basic skills education to students of diverse backgrounds, interests, and abilities. The institution has established student learning programs aligned within each of these areas.

General Education and Transfer Curriculum

- The Academic Senate has a General Education subcommittee. This committee meets monthly and handles issues regarding general education and transfer curriculum (see [Academic Senate Subcommittees](#)^{IA-6}).
- In 2008, the University Studies and General Studies degrees were revised to comply with new state regulations.
- Curriculum Council recently approved AA-T Degree programs in Sociology and Communications Studies using the new state model. These were approved by the Chancellor's Office on May 6th 2011. Shasta College has met the state requirement to have at least two Associate Degree transfer programs by Fall of 2011 (see [AA-T Degrees Approval Documents](#)^{IA-7}).

Career-Technical Education

- A revision and realignment of the Agricultural programs leading to an Associate of Science degree in Sustainable Agriculture and Agricultural Business was approved (see the [December 6, 2010 Curriculum Council Minutes](#)^{IA-8}).
- Faced with the need for more nurses to meet the growing demands of healthcare and replace the current aging nurse population, the California Community Colleges has had grant funding since 2004 for ADN programs to promote nursing enrollment growth and retention. Shasta College has participated in the bi-annual grants providing for the enrollment of an additional 20 ADN students per school year. In 2010, in addition to the 20 standard ADN students, Shasta College was also able to add six LVN-RN Transition students per school year to the second year of the program (see [Items 9.5 of the August 18, 2010](#)^{IA-9}, [April 9, 2008](#)^{IA-10} and [April 12, 2006](#)^{IA-11} [Board Agendas](#) and corresponding [Minutes](#)).
- Not-for-credit program offerings through the Economic and Workforce Development (EWD) division provide a variety of quality services and programs such as business training, consulting, and workshops that benefit the community, employers and employees of the region. Through grants, partnerships, and contract education opportunities, EWD has introduced new programs in pharmacy technician, medical assisting, phlebotomy certification, and green/solar energy based courses, and a high school electronic technician program to meet the career interests of students and community workforce demands (see [Economic and Workforce Development Division](#)^{IA-12}).

Basic Skills Education

- In 2007 the college reorganized, which located all basic skills areas in the same division. In the reorganization, an Associate Dean of Student Learning was hired to oversee this area. Due to budget cuts this position became vacant July of 2009. In order to continue the focus on basic skills, a Basic Skills Student Success Coordinator was hired in August of 2009. The new coordinator is a full time faculty member who has expanded the Student Success Workshop Series and helped guide all areas of the Basic Skills Plan.
- Faculty in basic skills have revised curriculum and focused on using effective practices in their classrooms with the goal of increasing student success. This has resulted in changes to curriculum in English as a Second Language (ESL), Reading and Math. The ESL department created a sequence of non-credit ESL courses to provide a pathway to the Academic Sequence (see the [October 5, 2009 Curriculum Council Minutes](#)^{IA-13}). The reading area has revised its reading sequence to shorten the pathway for students (see the [October 4, 2010 Curriculum Council Minutes](#)^{IA-14}). They have also collaborated with the counseling area in the delivery of targeted orientations of students placing into reading classes. The efforts of this collaboration appear to be paying dividends. The completion rates in credit reading classes have increased from 48.1% in 2007-2008 to 57.1% in 2009-2010 (see [Basic Skills Completion Rates Table](#)^{IA-15}). The Math Department is currently developing a course combining its Basic Math and Pre-Algebra into a single semester course. This will shorten the timeline required for students entering at the lowest levels. They have also created a lab that ties to Basic Algebra. This lab is intended to provide a deeper understanding of the material as well as focusing on study skills required to succeed in a college level math class (see the [September 20, 2010 Curriculum Council Minutes](#)^{IA-16}).
- Basic skills plans are updated annually with input primarily from instructional faculty and counselors. In Fall 2010 this task was taken over by the Student Success Committee, a subcommittee of the Enrollment Management Committee (see [Enrollment Management Committee Bylaws](#)^{IA-17} and [2010-2011 Basic Skills Action Plan](#)^{IA-18}).
- The California Community College Foundation grant provides funding for the Youth Empowerment Strategies for Success (YESS) program to assist foster youth to successfully transition to college and attain a certificate or degree.

The college's commitment to the student population and student success is further reflected through various support services offered to students, including [Health and Wellness Services](#)^{IA-19}, [Financial Aid](#)^{IA-20}, [Assistance Programs](#)^{IA-21}, and [Counseling Services](#)^{IA-22}. The [Transfer and Career Center](#)^{IA-23}, [Child Care Center](#)^{IA-24}, cultural activities, [Veterans' Services](#)^{IA-25}, [Library](#)^{IA-26} and [Student Housing](#)^{IA-27} are all oriented toward student success. Tutoring services are found in the [Learning Resource Center](#)^{IA-28} and the [Science Learning Center](#)^{IA-29}.

Shasta College has secured additional funding to establish new programs and services to meet the changing needs of its students. Federal and state grants have benefited the students in a variety of ways. The college receives a series of ongoing Federal TRiO grants to serve low income students whose parents did not attend college (see [GEAR UP Partnership and TRiO Programs](#)^{IA-30}). The purpose of this funding is to ensure that students attending Shasta College receive the resources and information they need to graduate from high school, enter, and succeed in postsecondary education.

Since the last accreditation, the college has constructed new facilities in Tehama and Trinity counties, as well as the Health Sciences and University Center in downtown Redding. These changes provide increased access for students throughout the district, especially in the remote areas (see the [2002 General Obligation Bond Construction Update](#)³¹).

As part of the Program Review Process, instructional programs are provided with student demographic and performance data from the prior three years to assist in determining program effectiveness and student success. Proposed revisions based on these data and from the analysis of student learning outcomes in the SLO cycle are included in the Annual Report and Action Plan. In addition, various programs and departments use additional department level surveys to assess student satisfaction and needs within their individual programs.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary:

The current mission statement was approved by the Shasta-Tehama-Trinity Joint Community College District Board of Trustees on June 8, 2011 (see [Board Agenda Item 9.1](#)^{IA-32} and corresponding [Minutes](#)). This update was distributed in an e-mail on June 9th to key constituents notifying them of the approval recommending changes be made to documents where the Mission Statement appears ([Mission Statement E-mail](#)^{IA-33}).

The mission statement appears on the [college website](#)^{IA-34}, in the [college catalog](#)^{IA-35}, in [class schedules](#)^{IA-36}, and on page 6 of the [faculty handbook](#)^{IA-37} (the 2011-2012 faculty handbook will contain the revised Mission Statement approved by the Board of Trustees on June 8, 2011).

The 2010 Faculty and Staff Survey consisted of 75 questions using a four-point Likert scale (0 to 3) for each item to rank levels of importance and agreement ([2010 Faculty and Staff Survey Results](#)^{IA-38}). In April 2011 the Office of Research and Planning prepared a document ranking the gaps and comparing like items from previous surveys ([Faculty and Staff Survey Comparison](#)^{IA-39}). The 2010 survey has a mean (average) gap of 0.86 between importance and agreement for all questions. Items with gaps one or more standard deviations from the mean are identified, either as very low gaps or very high gaps. Results are summarized using both the percent of agreement (agree and strongly agree) and the gap between importance and agreement as shown below.

Item #1: I am aware of the content of the Shasta College Mission Statement.

On this item, the average agreement rating for all groups was 2.16 (well above the mean of 1.69 for the entire survey). Eight-six percent of respondents agree or strongly agree with this statement.

Item #14: Shasta College communicates its mission effectively.

On this item, the average agreement rating for all groups was 1.36 (below the mean of 1.69 for the entire survey). Only 44% of respondents agree or strongly agree with this statement. This suggests that the college could improve in communicating the mission.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary:

Shasta College uses the institution's governance and decision-making processes to review its mission statement on a regular basis and revises it as necessary. In 2005 the mission statement was reviewed, revised and the revision was adopted at the March 2006 Board of Trustees meeting. Subsequently, in response to a recommendation by the Accreditation Committee, a new mission statement was drafted, incorporating Institutional Student Learning Outcomes. The proposed draft was presented to the Board of Trustees for a first reading on September 12, 2007 and adopted on October 10, 2007 (see Item 10.4 of the [October 10, 2007 Board Agenda](#)^{IA-1} and corresponding [Board Minutes](#)^{IA-2}). In April 2008, while developing the new participatory planning and shared governance process, College Council adopted bylaws which state that College Council will, "Review the college Mission Statement every three years and ensure alignment of the college mission and goals with the State Community College mission and goals." (See the [College Council Bylaws](#)^{IA-40}.) In February 2011, as per the bylaws, College Council reviewed and revised the mission statement (see the [February 1, 2011 College Council Minutes](#)^{IA-41}). The revised mission statement was adopted by the governing board on June 8, 2011 (see the [June 8, 2011 Board Meeting Minutes](#)^{IA-32}).

College Council is now charged with ongoing and systematic evaluation and review of the mission statement every three years (see the [College Council Bylaws](#)^{IA-40}). All constituent groups are represented on the College Council. The College Council Representatives have the opportunity to solicit input from their respective constituencies, which the College Council then uses to fine-tune the mission statement. After adoption by the College Council, the proposed

mission statement draft appears on at least two Board of Trustees agendas. This gives the public opportunity to provide input as well.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

I.A.4. The institution's mission is central to institutional planning and decision-making.

Descriptive Summary:

The College Council was established in 2007 as the primary participatory planning and shared governance committee and as such, is responsible for maintaining the framework for planning and decision-making processes at the college. After revising the college mission statement in 2007, College Council developed the [2009-2012 Strategic Plan](#)^{IA-42}. College Council also oversees the development, review, and revision of other college planning documents. At that time, members have the opportunity to consider the mission while planning. The five central themes in the Strategic Plan are:

- Student Learning and Growth
- Quality Staffing
- Fiscal Integrity
- Community Connection
- Positive Campus Climate

The strategies and activities under these themes relate to continuous improvement in meeting the mission. For example, Strategy I.3 is “develop services and retention strategies to increase the rate at which students successfully complete their academic goals.” This directly relates to student success. Additionally, the first activity listed under Strategy I.2 (offer curriculum that is responsive to the needs of students and the community) is to “develop the concepts of sustainability and infuse them throughout the college community.” This relates directly to providing opportunities for students to improve their community and global awareness.

In addition College Council has been instrumental in developing and/or approving several primary planning documents including the [2007-2010 Technology Plan](#)^{IA-43} and the [2009-2012 Strategic Plan](#)^{IA-42}. Both of these significant planning documents reference the college mission statement. The Academic Program Review process references the college's mission statement but does not link it as directly as it could to other areas of the review. The action plans submitted by the academic divisions through the program review process link actions to Supporting Student Learning, Strategic Plan Goals, or an Operational Need (see the [Program Review Action Plan Template](#)^{IA-44}). The Administrative Offices' Program Review template has a

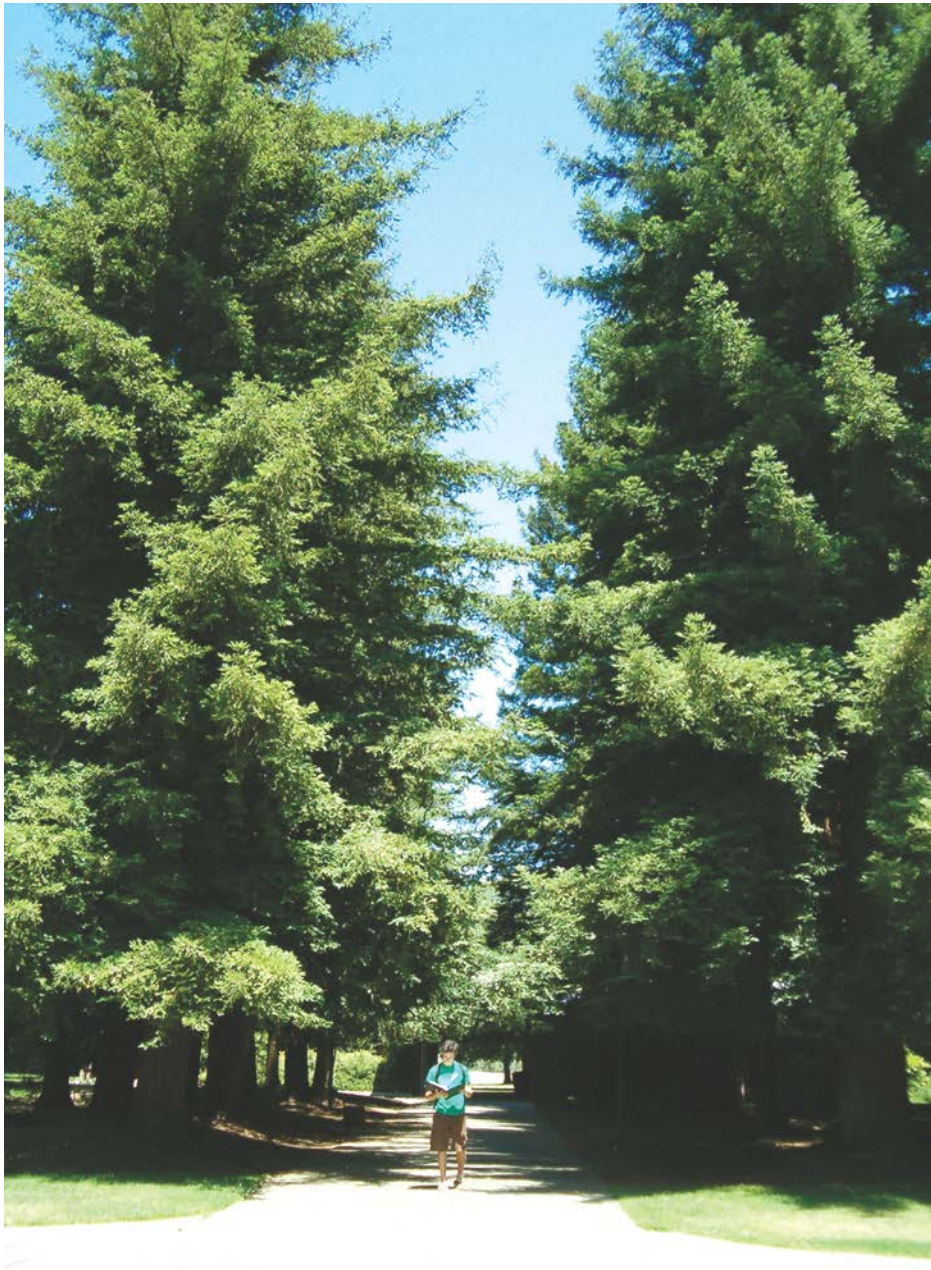
section that asks the question “What is the relationship between the office’s role and the district’s mission (BP 1200)?” (See the [Administrative Offices and Services Program Review](#)^{IA-45} document.)

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.



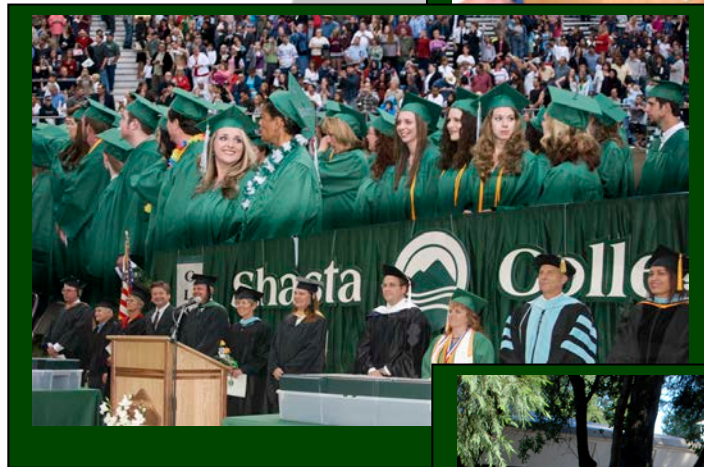
STANDARD I.A EVIDENCE LIST

IA-1	10-10-07 Board Agenda, Item 10.4	PDF Link / Web Link
IA-2	10-10-07 Board Meeting Minutes	PDF Link / Web Link
IA-3	Board Policy 1200	PDF Link / Web Link
IA-4	College Goals	PDF Link / Web Link
IA-5	Board Policy 1300	PDF Link / Web Link
IA-6	Academic Senate Subcommittees	PDF Link / Web Link
IA-7	AA-T Degrees Approval Documents	PDF Link
IA-8	12-06-10 Curriculum Council Minutes	PDF Link / Web Link
IA-9	08-18-10 Board Agenda Item 9.5 and Corresponding Minutes	PDF Link / Web Link
IA-10	04-09-08 Board Agenda Item 9.5 and Corresponding Minutes	PDF Link / Web Link
IA-11	04-12-06 Board Agenda Item 9.5 and Corresponding Minutes	PDF Link / Web Link
IA-12	Economic and Workforce Development Division	PDF Link / Web Link
IA-13	10-05-09 Curriculum Council Minutes	PDF Link / Web Link
IA-14	10-04-10 Curriculum Council Minutes	PDF Link / Web Link
IA-15	Basic Skills Completion Rates Table	PDF Link
IA-16	09-20-10 Curriculum Council Minutes	PDF Link / Web Link
IA-17	Enrollment Management Committee Bylaws	PDF Link / Web Link
IA-18	2010-2011 Basic Skills Action Plan	PDF Link
IA-19	Health and Wellness Services Web Page	PDF Link / Web Link
IA-20	Financial Aid Web Page	PDF Link / Web Link
IA-21	Assistance Programs Web Page	PDF Link / Web Link
IA-22	Counseling Services Web Page	PDF Link / Web Link
IA-23	Transfer and Career Center Web Page	PDF Link / Web Link
IA-24	Child Care Center Web Page	PDF Link / Web Link
IA-25	Veterans Services Web Page	PDF Link / Web Link
IA-26	Shasta College Library Web Page	PDF Link / Web Link
IA-27	Student Housing Web Page	PDF Link / Web Link
IA-28	Learning Resource Center Web Page	PDF Link / Web Link
IA-29	Science Learning Center Web Page	PDF Link / Web Link
IA-30	GEAR UP Partnership and TRiO Programs Web Page	PDF Link / Web Link
IA-31	2002 General Obligation Bond Construction Update	PDF Link
IA-32	06-08-11 Board Agenda Item 9.1 and Corresponding Minutes	PDF Link / Web Link
IA-33	Mission Statement E-Mail	PDF Link
IA-34	Shasta College Mission Statement Web Page	PDF Link / Web Link
IA-35	Shasta College Catalog-Page 2	PDF Link / Web Link
IA-36	Shasta College Class Schedule-Page 1	PDF Link / Web Link
IA-37	2010-2011 Faculty Handbook	PDF Link / Web Link
IA-38	2010 Faculty & Staff Survey Results	PDF Link
IA-39	2004 and 2010 Faculty and Staff Survey Comparison	PDF Link
IA-40	College Council Bylaws	PDF Link / Web Link

IA-41	02-01-11 College Council Minutes	PDF Link / Web Link
IA-42	2009-2012 Strategic Plan	PDF Link / Web Link
IA-43	2007-2010 Technology Plan	PDF Link / Web Link
IA-44	Program Review Action Plan Template	PDF Link
IA-45	Administrative Offices and Services Program Review Document	PDF Link

Standard I.B

Improving Institutional Effectiveness



I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary:

Shasta College is maintaining an ongoing process of collegial dialogue, both formal and informal, about the continuous improvement of student learning and institutional processes.

Some areas where this dialogue occurs are:

- College Council
- Academic Senate
- Instructional Council
- Deans Meetings
- Curriculum Council
- Distance Education Committee
- Enrollment Management Committee
- Distance Education Committee
- Budget Committee
- Facilities Planning Committee
- Student Equity Committee
- Academic Departments
- Student Services Departments
- Advisory Committees
- Student Senate
- Matriculation Committee

Examples of dialog regarding continuous improvement of student learning:

- In Fall 2007 a voluntary Early Alert program was adopted. This program, initiated by the Matriculation Committee, has been used by faculty to alert counselors regarding students who are showing early signs of poor class performance, as well as alerting students themselves. This has enabled the counselors to employ early intervention strategies to help retain those at-risk students. Since 2007, the number of instructors

voluntarily using the Early Alert option has markedly increased (see the [Spring 2010 Student Services Program Review](#)^{IB-1}, pages 33 and 34).

- Faculty members are engaged in writing, assessing, and reporting student learning outcomes. The administration has shown a strong commitment to this effort by allotting time during Flex Days. The first of these occurred January 17, 2006 and there has been a follow up every fall Flex Day since then ([2006-2010 Flex Day Schedules](#)^{IB-2}). This has been an excellent opportunity for faculty and staff to work together in evaluating Student Learning Outcome data. This commitment has led to enhanced collaboration among colleagues and increased dialogue regarding student performance and ideas for instruction. In addition, eighty percent release time is being shared by two SLO Coordinators, in part to chair the SLO Committee where the SLO cycle and student learning are discussed (see the [Senate SLO Committee Minutes](#)^{IB-3}).

Examples of dialog regarding continuous improvement of institutional processes:

- The newly formed College Council developed the college strategic plan using input from all of the college constituencies over the course of the spring and fall semesters of 2008 (see the [2009-2012 Strategic Plan](#)^{IB-4}).
- At the departmental or program level, the writing of Program Reviews relies upon collegial, self-reflective dialogue about student learning and the college's strategic goals. The Action Plans which are included in the Program Review annual reports link proposed program or division activities with student learning, strategic plan goals or operational needs (see [Annual Reports and Program Reviews](#)^{IB-5}).
- The Program Improvement Committee (PIC – formerly Program Assessment Committee –PAC) is in the process of rewriting procedures and policies for program discontinuance that accurately reflect the Education Code and the institution's mission and strategic plan. The purpose of the committee is to provide at-risk programs with assistance and impetus for improvement as well as to provide clear, consistent application of objective criteria in analyzing program viability. A revised procedures and policies document will be proposed to the Academic Senate for ratification in Fall 2011 (see [Draft Procedures for Program Assessment & Improvement](#)^{IB-6}).

Currently, the college is reviewing data collected from course level SLOs to improve student learning. However, the college has yet to begin collecting data for the Institutional Student Learning Outcomes (see [BP 1300 Institutional Student Learning Outcomes](#)^{IB-7} [ISLOs]). The ISLOs were developed during the late fall 2010 semester and early spring 2011 semester and are integrated into the most recent revisions to the [mission statement](#)^{IB-8}. One of the college goals is Student Learning and Growth. This has encouraged the Academic Senate to revise the ISLOs so they are more relevant and measurable. This goal along with the ISLOs will enable the college to begin quantifying student learning. The Schedule for Institutional Student Learning Outcomes lists the timeline for assessing the ISLOs ([ISLO timeline](#)^{IB-9}). Assessment of the Critical Thinking ISLO will begin in Fall 2011. When data regarding the ISLOs becomes available, the institution can begin to reflect upon it and incorporate ideas for improvement into both the Program Review and the Strategic Planning processes. The Program Review Annual Report Template will need to be revised to incorporate reflection upon ISLO data.

Shasta College strives to improve learning outcomes and institutional processes. The 2010 Faculty and Staff Survey revealed the following levels of agreement (on a scale of 0 to 3) to statements related to this Standard.

Item #3: I am aware of the Shasta College Participatory Planning Process.

On this item, the agreement rating for all groups was 1.79 (above the mean of 1.69 for the entire survey). This represents 65% of all respondents agreeing or strongly agreeing with this statement. Only 35% of adjunct faculty agreed, while 71% of full-time faculty agreed.

Item #4: I feel that I have a voice in the District's Participatory Planning Process.

On this item, the agreement rating for all groups was 1.22 (below the mean of 1.69 for the entire survey). This represents 42% of respondents agreeing or strongly agreeing with this statement. Adjunct faculty respondents had the lowest agreement with 20% agreeing or strongly while 36% of Classified respondents agreed or strongly agreed.

Item #5: I am satisfied with my opportunities to participate in key institutional decisions.

On this item, the average agreement rate for all groups was 1.38 (below the mean of 1.69 for the entire survey). This represents 50% of respondents agreeing or strongly agreeing with this statement. Adjunct faculty respondents had the lowest agreement with 30% agreeing or strongly agreeing with this statement.

Item #6: The District provides usable data that is both relevant and understandable for effective program decision-making in my area.

On this item, the agreement rate for all groups was 1.29 (below the mean of 1.69 for the entire survey). This represents 45% of all respondents agreeing or strongly agreeing with this statement. Full-time faculty respondents had the lowest agreement with 21% agreeing or strongly agreeing with this statement.

Item #9: Instructional planning results in on-going, self-reflective continuous improvement.

On this item, the agreement rating for all groups was 1.80 (above the mean of 1.69 for the entire survey). This represents 68% of respondents agreeing or strongly agreeing with this statement. All groups had a majority of respondents agree or strongly agree with this statement.

Item #19: I have had the opportunity to provide input to Shasta College's development of learning outcomes.

On this item, the agreement rating for all groups was 1.67 (near the mean of 1.69 for the entire survey). This represents 65% of respondents agreeing or strongly agreeing with this statement. All groups except the classified respondents had a majority of respondents agree or strongly agree with this statement.

Item #73: Faculty have an equitable role in governing, planning, budgeting and policy-making bodies.

On this item, the agreement rating for all groups was 1.51 (below the mean of 1.69 for the entire survey and below the average agreement from the 2004 survey, which was 1.76). This represents 54% of all respondents agreeing or strongly agreeing with this statement. Only 38% of full-time faculty respondents and 34% of adjunct respondents agree or strongly agree with this statement.

Item #75: Faculty have a substantial voice in matters relating to educational programs.

On this item, the agreement rating for all groups was 1.90 (above the mean of 1.69 for the entire survey and below the average agreement from the 2004 survey, which was 2.08). This represents 72% of all respondents agreeing or strongly agreeing with this statement. All groups had a majority of respondents agree or strongly agree with this statement.

Item #12 of the Fall 2010 Student Survey states: The quality of instruction is excellent at Shasta College.

The average agreement rating from the student respondents for this statement was 3.15 on a 4-point scale (from 1 to 4). This represents 88% of respondents agreeing or strongly agreeing with the statement.

Self Evaluation

Shasta College meets this Standard. The 2010 Faculty and Staff Survey shows mixed results and indicates areas where improvements will be targeted to maintain continuous quality improvement for this Standard.

Planning Agenda #1. Improvement of Institutional Dialogue

The Superintendent/President will ensure that a systematic evaluation of current channels and modes of communication is completed in order to identify gaps and work to bridge them. This will broaden and enhance the College's existing collegial dialogue. Effective communication and self-reflective dialogue are essential to student success, institutional effectiveness, and proper execution of all our planning agendas. The goal is to disseminate complete and consistent information to promote continuous improvements to a transparent culture that fosters higher engagement where all stakeholders are well-informed and understand how to participate in the institution's processes.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary:

As defined in the mission, the institution's educational purpose is to provide "open access to educational and life-long learning opportunities," specifically in general education and transfer curriculum, career-technical education, and basic skills education to students of diverse backgrounds, interests, and abilities. In December 2010 the college adopted five [College Goals](#)^{IB-10}: Student Learning and Growth, Quality Staffing, Fiscal Integrity, Community Connection, and Positive Campus Climate. These identical goals also serve as the five Themes of the [2009-2012 Strategic Plan](#)^{IB-4}. The college made the decision during the development of the Strategic Plan that the Strategic Themes would echo the College Goals for the sake of clarity. The College Goals (Strategic Themes) are consistent with the college mission and stated purpose. The first goal, Student Learning and Growth, relates directly to the stated purpose to provide educational and life-long learning opportunities. The other four goals are intended to support the first goal, making student learning possible.

Students and college employees had opportunity to contribute to the development of the Strategic Plan and its Themes, through representation on the College Council. The plan was approved by College Council and officially presented to the College in January 2009 (see the [January 20, 2009 College Council Minutes](#)^{IB-11}).

Each of the five Themes (college goals) in the Strategic Plan has Strategies with corresponding Activities that articulate how the goals will be achieved. Additionally, an administrator is assigned responsibility for completing the Activities. The [Strategic Plan Annual Update](#)^{IB-12} reports the degree to which the goals have been achieved. The Annual Update is discussed in College Council and posted on the College Council website.

The five year Program Review report requires that each program aligns its mission with the College Goals. Additionally, the [Action Plans](#)^{IB-13}, which are included in the Program Review Annual Report, link proposed program or division activities with, among other things, Strategic Plan goals. All program review reports are sent to the appropriate Vice President and then forwarded to the College Council for review. Since [Program Review](#)^{IB-14} is a collaborative process, most employees have the opportunity to be aware of and understand the College Goals.

Also in the Program Review process, each program is asked to specify program goals for the next five years along with the plans to achieve them. For each goal a timeline is established and an individual is designated as the responsible person for overseeing the activities to accomplish that goal. The program must also prioritize its goals. By April 1st of each subsequent year, every program must prepare an Annual Report update that identifies the program's progress in implementing its plans to achieve the identified goals, and lists any new, modified or deleted goals.

At the beginning of each academic year, the instructional deans set professional goals as part of their evaluation process (see [Template for Professional Goals](#)^{IB-15}). These goals are tied to either a specific strategy in the Strategic Plan, student learning, or an operational need. A self-assessment of the progress on these goals is presented to the Vice President for Academic Affairs at the end of each academic year.

Additional evidence comes from the 2010 Faculty and Staff Survey.

Item #8: Program reviews are integrated into the overall institutional evaluation and planning process.

On this item, the agreement rating for all groups was 1.60 (slightly below the mean of 1.69 for the entire survey). This represents 64% of all respondents agreeing or strongly agreeing with this statement.

Self Evaluation:

Shasta College meets this Standard. The annual update on progress toward the themes in the Strategic Plan ensures that we are monitoring our progress toward meeting our Institutional Goals. At the program level goals are reviewed annually. These goals are tied to Strategic Plan, student learning or an operational need. They are reviewed for progress toward completion and updated for changing priorities. This is a dynamic process demonstrating a consistent and continuous commitment to improving student learning.

Planning Agenda:

None.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary:

The institution has both Program Goals and College Goals. Program Goals are established and assessed in the program review cycle. The College Goals serve as Themes of the Strategic Plan and are reviewed and assessed as part of the strategic planning cycle.

The six-year strategic planning cycle and the five-year program review cycle are integrated as follows:

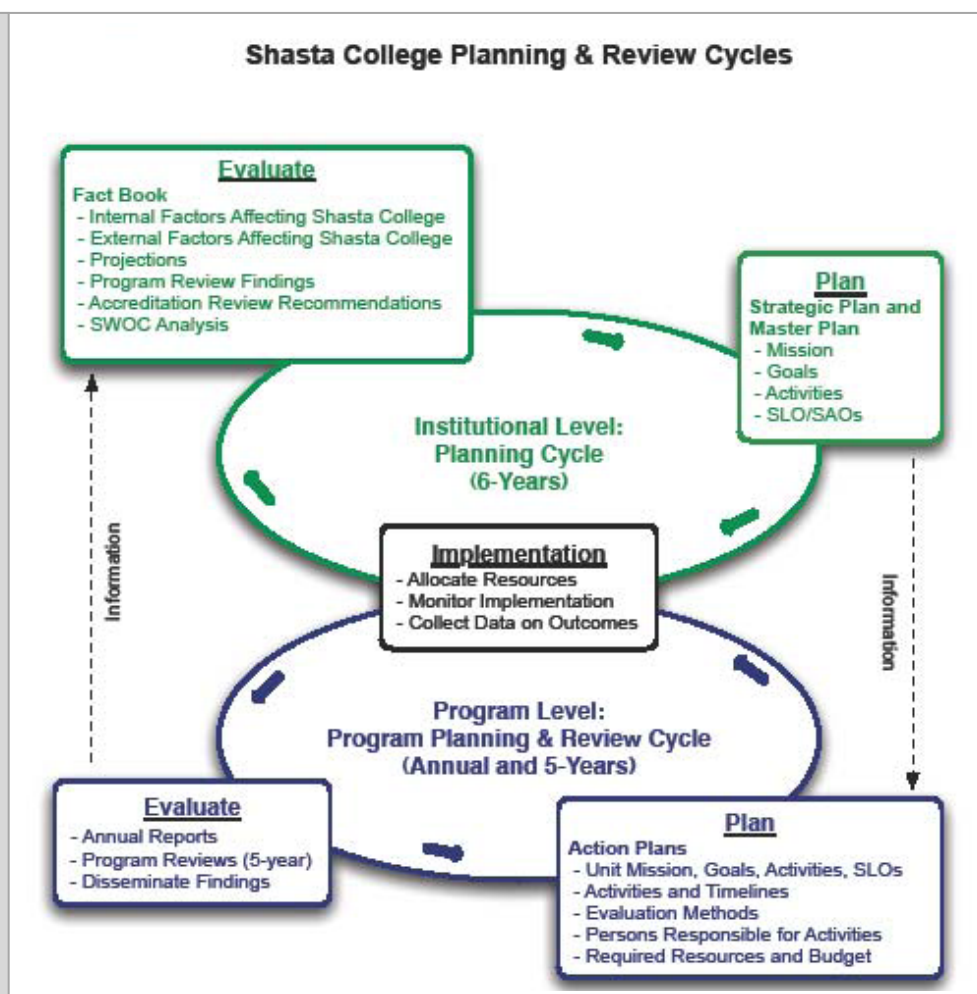
1. The five-year Program Reviews use both qualitative and quantitative data to guide goal setting for the program. Data include, for example, retention and success rates, program completions, student demographics and census data. Goals that are set in the

- five year program review are discussed and reviewed annually. Revisions and progress toward reaching the Program Goals is conveyed in an Annual Report. Each Annual Report includes an Action Plan. The Action Plan delineates specific activities to support the goals (see [Program Review and Action Plan Instructions and Templates](#)^{IB-14}).
2. Program Reviews, Annual Reports and Action Plans are submitted to College Council electronically. College Council and its affiliate Participatory Planning and Shared Governance Committees use the information to prepare long-term and short-term plans for budget, staffing, professional development, facilities, technology and equipment. In this way, Program Goals are incorporated into college-wide planning. Based on this assessment and planning process, College Council prepares a [Strategic Plan Annual Report](#)^{IB-12} and forwards it to the Superintendent/President and to the Board of Trustees (see the [Planning Flowchart](#)^{IB-16}).
 3. The Board of Trustees has at least one scheduled retreat each year in which it reviews the progress made toward achieving the College Goals, addresses major challenges anticipated for the upcoming year and provides direction to the Superintendent/President (see the [August 28, 2010 Board Retreat Minutes](#)^{IB-17}).

A diagram of the planning cycle adopted by College Council is reproduced below.

This diagram depicts the framework for Shasta College's planning process and program planning and review process. Student Learning Outcomes and Service Area Outcomes are incorporated into the planning process at the course level, the program level, and the institutional (Degree, Certificate, General Education) level.

January 2009



Self Evaluation:

Shasta College meets this Standard.

There is a well-defined planning cycle which utilizes quantitative and qualitative data. This cycle is used to determine both Program Goals and College Goals. The goals are then incorporated into all of the college-wide plans, and annually the college assesses progress made toward achieving those goals. The Technology Planning Committee used the items in the various division action plans to develop a faculty survey gauging interest in classroom technology (see the [November 3, 2010 Technology Planning meeting minutes](#)^{IB-18}).

Planning Agenda:

None.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary:

Shasta College has the following Participatory Planning and Shared Governance Committees: College Council, Budget Committee, Curriculum Council, Distance Education Committee, Instructional Council, SLO Committee, Student Equity Committee, Sustainability Committee, Technology Planning Committee, Facilities Planning Committee, Invest in Our People, and Enrollment Management Committee (see [Participatory Planning-Budgeting Processes](#)^{IB-19}).

Certain of these committees are responsible for developing college-wide plans as follows:

- College Council – Educational Master Plan and Strategic Plan
- Technology Planning Committee – Technology Plan
- Facilities and Equipment Planning Committee – Facilities Master Plan
- Invest in Our People – Staff Development Plan
- Enrollment Management Committee – Enrollment Management Plan

The bylaws of each of these [Participatory Planning and Shared Governance Committees](#)^{IB-20} specify broad-based campus-wide representation from administration, faculty, classified and confidential staff, and students. This allows constituents ample opportunity to provide input into the planning process.

In addition to these Participatory Planning and Shared Governance Committees, other campus committees, such as the Instructional Council, Student Services Council, Administrative Council, Distance Education Committee, and the Academic Senate contribute information to the President's Cabinet to assist in their decision making process. For example, the Instructional Council provides the Cabinet with a Faculty Hiring Priorities List which the Cabinet uses to develop a Staff Hiring Priorities List.

Planning at the program level provides the opportunity for participatory input from every member who works within the program. Detailed [Action Plans](#)^{IB-5} are developed by the program to accomplish program and district goals.

Community members are actively involved in the planning process through Career-Technical Advisory Committees, the [Shasta College Foundation](#)^{IB-21}, and the [Citizens Bond Oversight Committee](#)^{IB-22}.

The Budget Committee, which is one of the Participatory Planning and Shared Governance Committees, reviews the proposed budget based on college plans (see [Participatory Planning-Budgeting Processes](#)^{IB-19}). This ensures that the budget planning process is timely, accurate, participatory, and comprehensive. In this way, the Budget Committee assures integration of fiscal planning into the college's participatory planning and shared governance process (see [Budget Committee Bylaws](#)^{IB-23}).

Additional evidence comes from the 2010 Faculty and Staff Survey.

Item # 65: Departmental planning and program review are tied to resource allocations.

On this item, the agreement rating for all groups was 1.71 (on a scale of 0 to 3). This represents 67% of all respondents agreeing or strongly agreeing with this statement. Full-time faculty respondents had the lowest agreement with 43% agreeing or strongly agreeing with this statement.

Item #8: Program reviews are integrated into the overall institutional evaluation and planning process.

On this item, the agreement rating for all groups was 1.60 (slightly below the mean of 1.69 for the entire survey). This represents 64% of all respondents agreeing or strongly agreeing with this statement. Full-time faculty respondents had the lowest agreement with 40% agreeing or strongly agreeing with this statement.

Self Evaluation:

Shasta College meets this Standard.

Shasta College has a clearly defined planning process that is broad-based and offers opportunities for input from appropriate constituencies. This planning process guides the allocation of necessary resources.

Planning Agenda:

None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary:

The college collects a wide range of assessment data, primarily through the Office of Research and Planning. Examples of assessment data and the corresponding modes of dissemination follow:

1. Annual Accountability Reporting for the California Community Colleges (ARCC) data has been acquired from the California Community College Chancellor's Office. The Director of Research and Planning prepares the annual summary of this data to present to campus constituencies (see the [April 5, 2011 College Council Minutes](#)^{IB-24}, and the [April 13, 2011 Board Minutes](#)^{IB-25}).
2. The college participates in the California Partnership for Achieving Student Success (Cal-PASS) a regional initiative that collects, analyzes and shares student data in order to track performance and improve student success throughout the educational pathway. Information is shared in multiple ways – regular board of trustee meeting minutes, outreach activities, and publications from Shasta College.
3. The Shasta College Fact Book was updated recently by the Director of Research and Planning. This book provides demographic, socio-economic, performance, enrollment and student success data. A brief summary of the Fact Book titled "[Quick Facts](#)"^{IB-26} is updated annually and made available on the college webpage.
4. Institutional data on student achievement are provided by the Office of Research and Planning to various faculty and managers in support of Program Review. Data include student retention, course success, term persistence, awards granted, and efficiency (seats per section and faculty workload). Prior to the academic year when a division conducts program review, a template and outcomes data are provided each area coordinator and Division Dean. Course level SLO and other data are added by individual faculty.
5. Faculty course evaluations are contractually obligated each fall and spring semester. Full-time Tenure-Track and Probationary (adjunct) faculty are reviewed on a fixed schedule with specific dates to administer surveys. Students receive a short survey called the "Student Opinion of Teaching" (STOT) asking for opinions on faculty's expertise, the course materials and more. STOTs are processed by the Office of Research and Planning in a timely and confidential manner including on-ground and online courses for all selected faculty and each selected section. Responses are aggregated by faculty for all sections each term, then combined with comments from students and shared with the faculty during a review with the Division Dean.
6. In collaboration with the Office of Admissions and Records, enrollment data and reports for various departments, programs, and divisions are made available by Information Services and Technology (IST). These data support informational needs of various participatory committees, such as Enrollment Management, Counseling, and

Matriculation. Furthermore, ad hoc requests are handled by IST and the Office of Research and Planning.

7. The Jeanne Clery Crime Statistics Act Report is compiled annually by Campus Safety. The report is submitted electronically to the U.S. Department of Education. Copies are distributed by Human Resources to new employees and others who may want or need them. The information is also posted on the [Campus Safety](#)^{IB-27} Website. Students will find information on how to locate the crime statistics in the Shasta College Catalog and Schedule of Classes.
8. Faculty assess student learning at the course level and report assessment activities once per year, either in the fall or spring. Data collection has been a challenge and the college is currently using an online survey to capture efforts by individual faculty assessing one or more sections for each course offered in Fall 2010/Spring 2011. SLO findings are aggregated and summarized annually at faculty Flex Days.
9. Student satisfaction and climate surveys are conducted regularly to inform institutional planning. Many departments and participatory committees have conducted student surveys over the past few years. There are many examples of student surveys on course/scheduling preferences, course evaluations, and assessment of learning (SLOs). In addition, counseling faculty use surveys to measure outcomes and improve student orientation. Most surveys focus on a specific issue from a single department and results are used within that department.
10. In 2010, a Faculty and Staff climate survey was used to gather information for the accreditation self-study. Items were designed with the accreditation standards in mind and were made comparable with the previous survey to help measure change over time. In addition, the staff development committee (Invest in Our People) conducts specific surveys of faculty and staff to gather input on training topics, schedule preferences, and more. College Council recently conducted a quick survey of all faculty and staff on their opinions of the council's communication efforts. Information is shared with the originating committee, and other stakeholders via email and participatory governance.

Datatel is our system-wide database that allows real-time access to information such as: class size, student retention, grades, etc. In addition, Datatel has been expanded by the IST department. Secondary databases have been created for tracking and reporting data, such as, FTES, MIS information, internal program reports, individual program and department data and analysis.

The Office of Research and Planning works closely with IST to provide consistent, accurate, and timely data to our stakeholders. IST submits our state MIS data and routinely re-submits data to correct errors. The Director, recently hired in February 2011, works with state and federal reporting requirements to verify local data submissions, and in turn, reports local data to college decision-makers and stakeholders for review.

The Office of Research and Planning is the primary office for data collection and analysis at Shasta College. The Director of Research and Planning position was vacant from July 2010 through February 2011 and as a result much of the assessment data was delayed. The Director of Research and Planning position was filled in February 2011.

In the program review process data relating to student success and retention has been regularly used as a means of evaluating program effectiveness. The new Director of Research and Planning has recently encouraged the Deans to train in the use of online program review tools.

The [2010 Faculty-Staff Survey](#)^{IB-28} includes a statement that relates to this Standard.

Item #6: The District provides usable data that is both relevant and understandable for effective program decision-making in my area.

On this item, the agreement rating for all groups was 1.29 (below the mean of 1.69 for the entire survey). This represents 45% of all respondents agreeing or strongly agreeing with this statement. Full-time faculty respondents had the lowest agreement with 21% agreeing or strongly agreeing with this statement.

This could indicate that there is some concern about the data but given the multifaceted question, it is not clear whether respondents are concerned about the availability of the data, the relevance, and or understanding of the data, or its use in program decision making.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

See Planning Agenda #2: **Maintaining a Culture of Evidence**

The Offices of Research and Planning and Information Services and Technology will facilitate broad based dialogue that leads to collective understanding of the meaning of institutional data and applied research, assures data integrity, and increases the use of student achievement and survey data in order to ensure that improvement in student learning is a priority in all practices and structures across campus. The Director of Research and Planning will take the lead on providing timely, accurate, and relevant data.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary:

The systematic review of the planning cycle is the role of the College Council. According to the [bylaws](#)^{IB-29}, the College Council will:

- Ensure effective college planning processes are in place and being used.
- Be responsible for initiating and organizing a review of the participatory model as part of the accreditation process.

Central to the planning and review cycle is the revised Shasta College program review process. In fall of 2007, a joint committee of the Academic Senate and Instructional Council formed to review and revise the Program Review process. From that collaboration, new models for program review, with more qualitative and quantitative information, were developed to make sure adequate information was generated for program and college planning purposes. Annual updates, prioritized goals, and plans are important to the new Program Review process, as are the development, implementation and integration of Student Learning Outcomes^{IB-30} (SLO) and Service Area Outcomes (SAO) into the planning process. As the programs finished the new review process for the first time, administrators from some of these programs met with College Council and discussed strengths and weaknesses of the process (see the April 21, 2009, March 16, 2010 and April 20 2010 College Council Minutes^{IB-31}). After reviewing weaknesses, College Council has updated the planning process by incorporating a Planning Flowchart^{IB-16} and more clearly delineating the Participatory Planning and Shared Governance Budget Process^{IB-19}. (See the February 1, 2011 College Council Minutes^{IB-32}.)

College Council also annually receives an update of how well the college is doing in meeting the goals outlined in the Strategic Plan (Spring 2011 Strategic Plan Annual Update^{IB-12}).

Self Evaluation:

Shasta College meets this Standard.

See Planning Agenda #2: **Maintaining a Culture of Evidence**

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary:

All departments and programs at Shasta College, including Student Services, Career Technical Education and Library Services write introspective Program Reviews. The Reviews are supported by qualitative and quantitative data provided in part by the Director of Research and Planning. Data includes information regarding effectiveness, for example retention rates, successful course completion rates, FTES, and enrollment trends.

The Program Review process includes an evaluation of the proposed Program Review document by a Level II review team comprised of members from outside the department or program being reviewed. This team includes representatives from other departments, community members and students. The Level II team does a critical analysis of the Program Review document. The members of the program under scrutiny will then meet with this team to consider and incorporate suggested revisions. The program then prepares the final draft to submit (see Program Review Documents^{IB-5}).

The program review process is essentially a programmatic self-study done every five years to assess the effectiveness of the program. In addition, an Annual Report is used to assess and

revise on a yearly basis the progress made in achieving the goals delineated in the previous Program Review.

[College Council](#)^{IB-33} receives and reviews all Program Reviews and Annual Reports, including all submissions from Student Services Programs and Library Services. The College Council examines the [Program Reviews and Annual Reports](#)^{IB-5} for future needs and plans. Since initiating the Annual Reports in 2008, this assures that the institution is assessing this programmatic evaluation mechanism systematically.

In addition to the Program Reviews there are other ways that programs are evaluated for effectiveness including:

- Annual Basic Skills Reports and Action Plans
- State and Federal reporting requirements for CalWORKS, TRiO/GEAR UP, Puente and Disabled Students Programs and Services
- Outside accreditation for programs such as Nursing and Dental Hygiene. All three nursing programs undergo a state review process on a regular basis. ADN-self study every 4 years; VN self study every 4 years; and CNA self study every 2 years.
- Outside licensing such as American Welding Society (AWS), Automotive Service Excellence (ASE), National Automotive Technician Education (NATEF), and Associated General Contractors of America (AGC)
- Advisory Committees for Career Technical Programs
- Service Area Outcomes in Student Services
- Accreditation Self Study
- Perkins federal grant funding measures CTE programs against state standards: Core Performance Indicators for Skill Attainment, Persistence, Completion, Employment and Non-traditional/special population participation and completion criteria are assessed annually by institution and specific CTE program performance.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

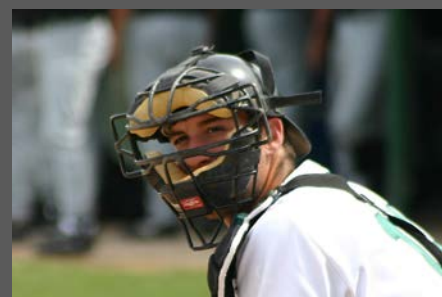
None.

STANDARD I.B EVIDENCE

IB-1	Spring 2010 Student Services Program Review-Pages 33 & 34	PDF Link / Web Link
IB-2	2006-2010 Flex Day Schedules	PDF Link / Web Link
IB-3	Senate SLO Committee Minutes	PDF Link / Web Link
IB-4	2009-2012 Strategic Plan	PDF Link / Web Link
IB-5	Annual Reports and Program Reviews	PDF Link / Web Link
IB-6	Draft Procedures for Program Assessment & Improvement	PDF Link
IB-7	Board Policy 1300	PDF Link / Web Link
IB-8	Shasta College Mission Statement Web Page	PDF Link / Web Link
IB-9	ISLO Timeline	PDF Link / Web Link
IB-10	College Goals	PDF Link / Web Link
IB-11	01-20-09 College Council Minutes	PDF Link / Web Link
IB-12	Spring 2011 Strategic Plan Annual Update	PDF Link / Web Link
IB-13	Program Review Action Plan Template	PDF Link
IB-14	Program Review Web Page	PDF Link / Web Link
IB-15	Template for Professional Goals	PDF Link
IB-16	Planning Flowchart	PDF Link / Web Link
IB-17	08-28-10 Board Retreat Minutes	PDF Link / Web Link
IB-18	11-03-10 Technology Planning Meeting Minutes	PDF Link / Web Link
IB-19	Participatory Planning-Budgeting Processes	PDF Link / Web Link
IB-20	Participatory Planning and Shared Governance Committees	PDF Link / Web Link
IB-21	Shasta College Foundation Web Page	PDF Link / Web Link
IB-22	Citizens Bond Oversight Committee Web Page	PDF Link / Web Link
IB-23	Budget Committee Bylaws	PDF Link / Web Link
IB-24	04-05-11 College Council Minutes	PDF Link / Web Link
IB-25	04-13-11 Board Meeting Minutes	PDF Link / Web Link
IB-26	Quick Facts Web Page	PDF Link / Web Link
IB-27	Campus Safety Web Page	PDF Link / Web Link
IB-28	2010 Faculty-Staff Survey Results	PDF Link
IB-29	College Council Bylaws	PDF Link / Web Link
IB-30	Student Learning Outcomes Web Page	PDF Link / Web Link
IB-31	04-21-09, 03-16-10 and 04-20-10 College Council Minutes	PDF Link / Web Link
IB-32	02-01-11 College Council Minutes	PDF Link / Web Link
IB-33	College Council Web Page	PDF Link / Web Link

Standard II.A

Instructional Programs



Standard II

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development of all its students.

II. A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II. A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary:

Because of the District's physical size and complex geography, there are unique communities and economies in the region. This diversity presents the college with the formidable challenge of identifying and meeting the varied educational needs of its students. Various efforts, some quite recent, have enabled the college to more accurately identify and to more effectively meet the educational needs of students. These efforts include:

- **Program Review**

A key component of the college's participatory planning and shared governance process is the restructured Program Review process. The scope of the Program Review process now includes reports not only from instructional programs, but also from student service areas, the library, and administrative offices. The format of Program Review has been standardized to assist with institutional data collection and analysis (see the [Program](#)

[Review Web Page](#)^{IIA-1}). The Annual Report for Program Review now includes a discussion of how the department/program is using assessment of SLOs to improve student learning and program planning. The Annual Action Plan for Program Review asks the department/program to identify how proposed activities will support student learning.

As part of the Program Review process, departments/programs consider input from varied sources to help identify student learning needs including: career-technical advisory groups, local industries, focus groups, discussions and articulation agreements with other institutions, and regional consortiums. Quantitative and qualitative data regarding student opinion and satisfaction surveys, retention/success/completion rates, and SLOs is provided by IST and the Office of Research and Planning. Additional data is gathered from local labor market information and environmental scans.

The College Council receives and reviews the Program Reviews, Annual Reports and Action Plans. One of College Council's primary roles is to establish long- and short-term college-wide goals. The college's recent changes in the Program Review structure provide a more systematic way to assess student needs, set institutional goals based on meeting these needs, and allocate college resources appropriately.

- **Student Orientation Survey**

With the implementation in 2008 of the Student Orientation Survey (see the [Student Orientation Survey Results](#)^{IIA-2}) data is collected on the college's incoming student population to better assess scheduling needs and delivery modes. This is part of an ongoing effort to ensure that the institution meets the varied educational needs of students in the diverse local communities.

- **North/Far North Regional Consortium**

Shasta College is a member of the [North/Far North Regional Consortium](#)^{IIA-3} (N/FNRC). The college supplies local Labor Market Area information or job market analysis and the answers to a number of questions to the consortium. The N/FNRC reviews proposed programs or certificates based on regional needs and determines whether stated learning outcomes are appropriate to the need. If sufficient evidence of need exists, the N/FNRC will grant approval to forward the program or certificate to the Chancellor's Office for approval. The form which must be submitted for consideration by the Consortium can be accessed in the [Resources section of the N/FNRC website](#)^{IIA-4}.

- **Curriculum Council**

The [Curriculum Council](#)^{IIA-5}, a standing subcommittee of the Academic Senate, is responsible for review and recommendations for approval of curriculum development and revisions in accordance with [Administrative Procedure 4020](#)^{IIA-6} – Program and Curriculum Development. It is the college's primary committee for the quality control for course and program offerings and relies on multiple sources for the initiation of curriculum proposals: faculty, advisory committees, special service populations, changes in standards, specific private or public sector needs, student input, and program reviews.

- **General Education Committee**

The General Education Committee, a standing subcommittee of the Academic Senate, has responsibility to coordinate the course offerings for the General Education/Transfer Program. This committee also has the responsibility for the development of the GE/Transfer Program Learning Outcomes (PLOs).

- **Extended Education**

Shasta College's service region covers approximately 10,500 square miles and is characterized by isolated locations with winding mountain roads, few major highways that traverse the region, and extended periods of inclement weather.

Since the mid-1960s the college has established off-campus instructional sites at multiple locations within the district to meet the educational needs of its constituent counties. There are now three Extended Education campuses: Intermountain, Trinity, and Tehama (see the [Distance Education Web Page](#)^{IIA-7}).

In 2004, the new 1,920 square foot Shasta College Intermountain Campus was constructed. In 2008, the 4,200 square foot Shasta College Trinity Campus, funded by a \$1.6 million District-wide local bond measure, opened for classes. It has interactive television classrooms, a computer lab and assessment area, and office space for student service activity. In 2009, the Shasta College Tehama Campus opened. This \$13 million campus is situated on 40 acres and is designed to accommodate the planned growth of Tehama County and the shifting demographics.

Secondary instructional sites, some of which have two-way instructional television capabilities, continue to be utilized for selected course offerings in more remote areas. For example, it was determined impractical (through conversation between Shasta College and College of the Redwoods) for College of the Redwoods to provide face-to-face instruction in Hoopa for the small numbers of students that required general education coursework. By mutual agreement, Shasta College then extended its ITV broadcast to serve this population. A similar agreement was reached with Lassen College when Shasta extended its service to the small rural health clinic in Cedarville. All secondary instructional sites are coordinated and supported by one of the three Extended Education campuses, and offerings at any site are determined by an identifiable student need (see [Distance Education Campuses-Other Sites](#)^{IIA-8}).

- **Instructional Technology**

Extended Education works in consultation with departments on the main campus to identify and meet the needs of the service area by offering college-approved courses taught by college-approved instructors. Prior to establishing additional off-campus sites or expanding program offerings, the Dean consults with a variety of people both on campus and in the respective community, conducts a cost-benefit analysis based on projected enrollments to determine sustainability, inventories available resources to support the location, and confers with the respective Campus or Site Supervisor and the respective academic division. One example was the creation of the 2-year ITV sequence developed in collaboration with the DE Counselor and the academic divisions. When the college chose to adopt a single platform for delivery of Internet-based

instruction, it did so following extensive review and discussion with the Distance Education Committee, the Academic Senate, and Instructional Council with the intent of better meeting educational needs of the student. Another example was the 2011-12 reduction in Internet-based offerings which allows for better support for this learning environment and was based on discussions amongst the Distance Education Committee, the Instructional Council, and the Associate Vice President of Information Services and Technology.

In March 2010, ACCJC notified the college that the *Substantive Change Proposal (2008)* and *Addendum (2009)* that addressed off-campus site operations and change in mode of delivery (asynchronous Internet-based and two-way interactive television) had been approved by the Commission's Committee on Substantive Change (see the [Accreditation Web Page](#)^{IIA-9} for a link to the March 9, 2010 approval letter).

- **Economic and Workforce Development Division**

The [Economic and Workforce Development Division \(EWD\)](#)^{IIA-10} includes the region's Cascade Small Business Development Center (SBDC), CalWORKS, Community Education (not-for-credit) courses, and contract educational offerings. EWD contract educational offerings have been expanded as a direct result of Industry Driven Regional Collaborative (IDRC) and Job Development Initiative Training Fund (JDIF) grants.

Since 2007, the Economic and Workforce Development (EWD) Division's focus has been "gathering primary/secondary data as it pertains to the needs of the service area, continuing to refine the Division's mission statement, and modifying operational processes." Goals and objectives, as outlined in Attachment C of the [EWD 2010 Program Review](#)^{IIA-11}, are closely aligned with those of the state and integrated with the mission and strategic plan of the college. In so doing, it has enhanced the economic well being of the service area by: strengthening the workforce through contract and not-for-credit vocational programs and courses, SBDC consultations and training, providing educational opportunities and related support activities that facilitate CalWORKS clients in their efforts to obtain gainful employment, establishing a Concurrent/Dual Enrollment process as a means to lower high school drop-out rate while increasing college persistence and success rates, and providing life-long learning courses to enrich the community.

EWD affords the college the ability to quickly respond to community needs for specialized courses and/or programs with not-for-credit offerings as well as beta test programs that, once validated and justified, can become a formalized traditional unit-based college offering. For example, the EWD Center for Nonprofit Resources recognized and implemented a not-for-credit certificate targeting the needs of the nonprofit manager. Based on feedback from the local agencies and in consultation with the college's academic division, a traditional unit-based certificate was established. A similar process was followed for the establishment of unit-based certificates in both Industrial Technology and Business Administration-Entrepreneurship (see the [Spring 2010 EWD Division Program Review](#)^{IIA-12}).

After vocational training is completed, EWD collects data on the ongoing success of students to verify the training provided the necessary skills and knowledge to insure employment retention (see the [EWD Division Data and Resources Web Page](#)^{IIA-13}). This

level of analysis is required to validate its program learning outcomes. Data also shows that EWD is meeting the needs of students who would not benefit from a more traditional college program.

- **Basic Skills Program**

In 2007 the college reorganized so that all basic skills areas were in the same division. In the reorganization, an Associate Dean of Student Learning was hired to oversee this area. Due to budget cuts this position became vacant July of 2009. In order to continue the focus on basic skills, a Basic Skills Student Success Coordinator was hired in August of 2009. The new coordinator is a full time faculty member who has expanded the Student Success Workshop Series and helped guide all areas of the Basic Skills Plan.

Faculty in basic skills have revised curriculum and focused on using effective practices in their classrooms with the goal of increasing student success. This has resulted in changes to curriculum in English as a Second Language (ESL), Reading and Math. The ESL department created a sequence of non-credit ESL courses to provide a pathway to the Academic Sequence (see the [October 5, 2009 Curriculum Council Minutes](#)^{IIA-14}). The reading area has revised its reading sequence to shorten the pathway for students (see the [October 4, 2010 Curriculum Council Minutes](#)^{IIA-15}). The math department faculty are developing a course combining its Basic Math and Pre-Algebra into a single semester course. This will shorten the timeline required for students entering at the lowest levels. They have also created a lab that ties to Basic Algebra. This lab is intended to provide a deeper understanding of the material as well as focusing on study skills required to succeed in a college level math class (see the [September 20, 2010 Curriculum Council Minutes](#)^{IIA-16}).

Basic skills plans are updated annually with input primarily from instructional faculty and counselors. In Fall 2010 this task was taken over by the Student Success Committee that serves as a subcommittee of the Enrollment Management Committee (see the [Enrollment Management Committee Bylaws](#)^{IIA-17}, and [2010-2011 Basic Skills Action Plan](#)^{IIA-18}).

The Basic Skills Program also has the responsibility for the development of the Basic Skills Program Learning Outcomes (PLOs).

- **Program Improvement Committee (formally the Program Assessment Committee)**

The Program Assessment Committee (PAC) was formed in the early 1990's to make recommendations regarding program discontinuance to the Vice President of Academic Affairs. Based on Early Alert Status data that reach or exceed three of five criteria which place a program "at risk," the PAC reviews the assessment criteria and conducts interviews with respective faculty. Through a series of subsequent assessments, a program may be recommended for discontinuance. The complete process is contained in [Administrative Procedure 4020](#)^{IIA-6} – Program and Curriculum Development.

Since the committee's formation, the college has recognized the process to be ineffective and is the midst of developing a more collective supportive effort that assists

in the analysis and assessment of programs that leads to program improvement. The proposed revisions are in draft form and will be submitted to the Academic Senate in 2011-12.

Self Evaluation:

Shasta College meets this Standard. The College has recognized the varied educational needs of its vast District, and effectively integrated its Extended Education and Economic and Workforce Development divisions in the College-wide planning and Program Review process to achieve learning outcomes. Since the last accreditation, the College has made significant progress in more thoroughly addressing the needs of both current students and District constituents with diverse demographic and economic backgrounds.

With greater reliance on data-driven decision making in institutional planning, program development, and measurement of learning outcomes and student satisfaction, the College is better able to provide access to and assessment of learning opportunities throughout the College. By expanding the number of Internet based and ITV courses, better utilizing Extended Education campuses for delivery of and support services for instructional programs, and more effectively integrating EWD with institutional objectives, Shasta College has demonstrated its longstanding commitment by responding to the needs of its diverse communities by offering viable programs while balancing community demand with overall cost and benefit to the District.

To help assess progress toward achieving stated learning outcomes, the College recently decided to adopt CurricUNET. This will facilitate more standardized reporting of SLOs and allow the College to better assess the alignment of course, program, and institutional learning outcomes.

[Administrative Procedure 4020](#)^{IIA-6} – Program and Curriculum Development identifies the procedure by which a program is evaluated. The College has established a rigorous process to critically assess the program and, when warranted, develop an improvement plan and timeline for corrective action. This procedure is currently under review by the Program Improvement Committee. The Predella Research Group has provided recommendations to the committee for consideration in the review process based on measures, thresholds, and weights to identify a program's access, productivity, and outcomes. The PIC needs to become more functional. (*Program Improvement Metrics for Shasta College document*)

Planning Agenda:

None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary:

With a service area of more than 10,500 square miles, Shasta College utilizes a range of delivery systems and modes of instruction designed to support curriculum objectives as well as the current and future needs of its students. Methods of instructional delivery include: lecture, lecture-discussion, discussion, activity, laboratory, lecture-laboratory, work-site learning, asynchronous Internet-based (online, hybrid, and web enhanced), and synchronous two-way interactive television; the latter two methods utilize Voice Over Internet Protocol (VOIP).

The college maintains three Extended Education campuses to accommodate face-to-face, ITV, and Internet-based instruction and coordinate other off-campus instruction in six communities.

More than 200 Internet based courses (online or hybrid) have been developed by Shasta College faculty and subsequently reviewed and approved by the college's Curriculum Council for online delivery (see [DE Approved Courses](#)^{IIA-19} on the Curriculum Council Web Page). Eighty-seven of these courses fit into the college's IGETC, General Education, or CSU transfer patterns, and approximately 94% of students enrolled in a fully online or hybrid course reside within or in close proximity to the District's service region. With the development of the 2-year Sequence for ITV (see the [2-year ITV Sequence Link](#)^{IIA-20}) in 2006 and the corresponding increase in programming, students that only attend classes at one of the College's receive sites can now complete selected degree, transfer, or certificate requirements.

Initial determination of delivery systems and modes of instruction are made at the time a course is submitted for approval to the Curriculum Council and recorded on the *Course Outline of Record*. Any subsequent changes are also submitted for review/recommendation to the Curriculum Council. Courses that contain Internet-based instruction must demonstrate the ability to achieve course objectives by including the *Distance Education Attachment for Online/Hybrid Instruction* with the submission, and be reviewed and approved by a designated Division Dean. Courses that utilize ITV instruction must be reviewed and approved by the Dean of Extended Education. Regardless of location or mode of delivery, all courses or changes must be approved through the College's course approval process.

The Technology Planning Committee, another of the college's participatory planning and shared governance committees, has developed a *Student Satisfaction Survey* to assess the effectiveness of the technology to support instruction (see the [2009-2010 Student Technology Survey](#)^{IIA-21}). Until recently, when the program was discontinued, the college also participated in the semiannual *Distance Education Survey* administered by the Chancellor's Office to assess satisfaction amongst online and ITV instructors and students. Both of these surveys have been used in the planning process, particularly within the Extended Education and Information Services and Technology divisions.

The Library, Writing Center, Math and Business Learning Center and the Science Learning Center utilize delivery systems for their support services which complement the various modes

of instruction offered by the institution. The availability of these services enables students to access resources which will enable them to accomplish their course objectives.

- **Library**

The Library has compiled an extensive collection of electronic resources to support distance instruction (see the [Shasta College Library Web Page](#)^{IIA-22}). Online tutorials and online help modules have been developed. Streaming video (*Films on Demand* and *Intelecom*) and iChat Live (Instant Messaging) have been integrated into the Library's web site. A rotating group of Library staff (Circuit Riders) visit the Tehama, Trinity, and Intermountain campuses twice a year. Library cards have been integrated into online services. Delivery of physical media (e.g., interlibrary loans, books checked out online) is facilitated by the Extended Education courier service. ITV faculty provide "on reserve" holdings and electronic resources at each of the Extended Education campuses.

The college systematically evaluates the Library, assuring its adequacy in meeting identified student needs. Evaluation of these services provides evidence that library and learning resource services contribute to the achievement of student learning outcomes. In 2007, the Library also instituted an annual survey to specifically assess needs and services for the distant learner (see the [Fall 2007-Fall 2010 Library Satisfaction Surveys](#)^{IIA-23}). Evaluation results are utilized as a basis for continuous improvement (see [Library Reports](#)^{IIA-24}).

- **Writing Center**

The Writing Center promotes the *Electronic Communication Across the Curriculum* (ECAC) model and, in doing so, provides all students with a variety of information competency experiences through its website that displays a wide array of links to writing, Internet, grammar sites, on-going workshops and orientations (see the [Writing Center Web Page](#)^{IIA-25}). Students can receive instruction in basic computer skills (MS Word, email usage, PowerPoint), MLA or APA documentation protocols, Internet research including Library databases and search techniques, and information competency (evaluating Internet sites). The Writing Center provides this instruction by classroom presentations, ITV orientations, Writing Center workshops, or by one-on-one tutoring via email/phone/fax. The Writing Center also funds an English tutor on the Tehama Campus. Regardless of a student's physical location, the Writing Center has established appropriate delivery systems for its services.

- **Math and Business Learning Center**

The Math and Business Learning Center (see the [Math and Business Learning Center Web Page](#)^{IIA-26}) provides tutoring in math and business subjects as well as access to computers with software programs utilized in applications courses. A Math tutor, funded by Extended Education and Basic Skills, is located on the Tehama Campus while math tutoring to the Trinity and Intermountain campuses has been accomplished using the college's ITV network. Regardless of location, classroom aides are also used in many of the Basic Skills math courses.

- **Science Learning Center**

The Science Learning Center has computers, models, microscopes, tutors, and other resources to assist students with physical, life, and natural science lab activities. A Chemistry tutor, funded by Extended Education, is located on the Tehama Campus and

open lab time at the Tehama Campus is regularly made available for students to access materials and equipment.

The Distance Education Committee (DEC) (see the [Distance Education Committee Web Page](#)^{IIA-27}) provides input about online and interactive television delivery of instruction to the College Council, the Academic Senate, and the Vice President of Academic Affairs. Its role is to address “issues of concern and to formulate recommendations affecting policy, budget, purchasing, staffing, and planning decisions of online and interactive television delivery of instruction.” The committee has been instrumental in effecting positive outcomes in the online environment identified in the Strategic Plan and Extended Education Program Review and Annual Update and in the recent approval by ACCJC of the college’s *Substantive Change Proposal and Addendum* (see the [Accreditation Web Page](#)^{IIA-9} for a link to the March 9, 2010 approval letter).

The DEC has developed or revised several policies and procedures (see the [Distance Education Policy and Procedural Recommendations Web Page](#)^{IIA-28}) and regularly reviews each. These include the *Online Peer Review* form (adopted by the Senate March 2009), the *Online/Hybrid Course Proposal* form (approved by the Senate February 2009), the *Incomplete Grade Report* form and accompanying procedure addressing online or hybrid courses (adopted October 2008 and revised in February 2011), the *Definitions of Modes of Delivery for Online Courses* (adopted March 2009), *Access Code Fees and Use of e-Packs* (approved by the Senate October 2008), *Faculty Guidelines for an Online Environment* (approved by the Senate September 2008), *Blocking Student Access to Web-based Materials* (approved by the Senate January 2009), and *Authority for Access to Online or Hybrid Courses* (adopted October 2008).

In Spring 2009, an *ad hoc* committee of the DEC and representatives from the office of Disabled Students Programs and Services (DSPS) conducted an assessment of 57 sections of online and hybrid course offerings to determine the degree of compliance with [Section 508 standards and assistive technologies](#)^{IIA-29}. The committee also established a tentative timeline to achieve full compliance and has conducted ADA training using the “Dare to Care” program developed by Long Beach Community College during Fall 2009, Spring 2010, and Fall 2010 Flex Day activities. Faculty members are also encouraged to take the training independent of Flex activities. These many efforts are a direct outgrowth of the [Strategic Plan](#)^{IIA-30}, the [Technology Plan](#)^{IIA-31}, and the [Extended Education Program Review Annual Update](#)^{IIA-32}.

Beginning Spring 2008, based on a recommendation by the Distance Education Committee (DEC) and approval by the Academic Senate, the college began transitioning from *WebCt* to *ANGEL*, the LMS platform for Internet based instruction. In cooperation with the 24/7 Online Help Desk, a revised *Online Student Resource* page was created to support the new platform. At the same time, the Deans supported the DEC with a policy decision: an instructor must use the new LMS (*ANGEL*) platform and participate in required LMS and online pedagogy training sessions prior to teaching an online or hybrid course. The multi-year contract with *ANGEL* expired in May 2011. Members of the DEC began the process to assess other platforms in 2009 and, in Fall 2010 a pilot group of six faculty began using *joule*, a product of MoodleRooms. Based on the results of the pilot group, Remote Learner and Moodle were chosen and have been fully implemented in Summer 2011.

Self Evaluation:

Shasta College meets this Standard. The college has created a sustainable process to ensure delivery systems and modes of instruction are appropriate and best serve the diverse needs within the District.

Data now exists that afford the opportunity to better compare the effectiveness of one delivery system with another. Quantitative data from which to evaluate and compare student success and retention for distance education offerings to those of the main campus has, since 2006, been made available. Based on 2008-09 data and using the main campus as the baseline, retention and success rates at Extended Education campuses or on ITV are comparable while Internet based offerings are 5-10% lower. More significant, however, is the fact that Internet based retention and success rates have shown improvement in the past three years. The college adopted policy and procedural changes recommended by the Distance Education Committee (see the [Distance Education Policy and Procedural Recommendations Web Page](#)^{IIA-28}).

Planning Agenda:

None.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary:

Development of the Student Learning Outcomes (SLO) process at Shasta College began in Spring 2005 when the Academic Senate formed an ad hoc committee to research models for developing and implementing the SLO-cycle. A model was chosen and in Spring 2007, the college began identifying and assessing course level SLOs. This was a primitive effort and proved to be cumbersome and impossible to sustain without the appropriate technological support.

The college assigned a tenured faculty member 40% release time to serve as the SLO Coordinator for the 2007-2008 school year. In January 2008, the Academic Senate created a standing subcommittee to make recommendations to the executive committee on all issues related to SLOs. This [SLO Committee](#)^{IIA-33} is co-chaired by the SLO Coordinator and an Academic Dean.

During the 2008-2009 school year, the college increased the release time for the SLO Coordinator to 60%. The Senate chose to divide the release time between two SLO Co-Coordination. Under direction of the co-coordinators, an ad hoc committee was formed to investigate electronic reporting systems to support the SLO process. The ad hoc committee recommended the purchase of TracDat; however the college denied the request. Subsequently, the Director of Research and Planning worked with the SLO Committee to adapt

an existing web-based survey tool. This proved inadequate. Assessment results were not meaningful due to the inadequacy of the survey tool. Improvements were made in Spring 2010 to correct some of the reporting errors. However, the survey tool was still unable to produce meaning assessment data.

In the 2009-2010 school year, release time for the SLO Coordinator position was reduced. The SLO Coordinator position returned to one faculty member with 40% release time. For 2010-11 and 2011-12 the college has committed to 80% release time for the SLO Coordinator position. The position has once again become a shared responsibility between two tenured faculty members, each with 40% release time.

The SLO Co-Coordinators are responsible for developing, implementing and directing the timeline for the full implementation of the SLO cycles. The SLO cycles include those for courses (SLOs), programs (PLOs) and the institution (ISLOs). The Co-Coordinators are also responsible for designing the SLO website. The [SLO web page](#)^{IIA-34} includes the *SLO Handbook for Instructors* (approved in Fall 2008 and revised in Spring 2010), relevant forms for the SLO cycle, timelines for the SLO cycles, and information about student success strategies. The SLO Co-Coordinators make regular reports at the Academic Senate meetings.

In December 2010, the College Council adopted five [College Goals](#)^{IIA-35}. The first goal is “Student Learning and Growth”. The Academic Senate takes primary responsibility for assessing this goal. The Senate elected to use the ISLOs as the definition of “Student Learning and Growth”. After discussion, the Academic Senate determined that the previously adopted ISLOs were too limiting and vague for meaningful assessment. In February 2011, the Senate revised the ISLOs (see the [February 14, 2011 Academic Senate minutes](#)^{IIA-36}.) The Board adopted these proposed ISLOs at their June 2011 regular meeting (see Item 9.1 of the [June 8, 2011 Board agenda and corresponding minutes](#)^{IIA-37}).

In Spring 2011 College Council developed a [Planning Flow Chart](#)^{IIA-38} to show how Student Learning Outcomes (as well as Administrative Unit Outcomes and Service Area Outcomes) will be used to inform strategic planning activities.

Also in Spring 2011, at the recommendation of the SLO Coordinators, the Academic Senate adopted three broad program areas to assess Program Learning Outcomes (PLOs). These three program areas are General Education/Transfer, Basic Skills, and Career Technical Education. Each PLO will be mapped to an ISLO which will provide data about “Student Learning and Growth”. Furthermore, course level SLOs will be identified with at least one PLO. With this embedded strategy, course level SLOs are assessing some aspect of “Student Learning and Growth” and will provide data for both PLOs and ISLOs.

- Course Level SLOs:

The SLO process for courses includes five steps. These steps and their implementation are described in detail in the [SLO Handbook for Instructors](#)^{IIA-39}, which can be accessed through the SLO web page, and are as follow:

1. Identify course Student Learning Outcomes (SLOs)
2. Develop methods for assessing the outcomes

3. Use these methods to gather information, data
4. Compile and interpret the resulting information
5. Discuss and plan for improvements

Since 2007, a portion of each Flex Day has been allotted to focus on one or more element of the SLO cycle, particularly Steps 4 and 5. Each department is provided with data from the previous year's SLO cycle. This affords faculty members the opportunity to meet with others within their respective disciplines to explore ways in which to improve teaching and learning using the SLO assessment results (see the [2007-2010 Flex Day Schedules](#)^{IIA-40}).

Since 2007, Flex Day activities have continued to focus on one or more elements of SLOs. During Fall 2009 Flex Day workshops, faculty met within their respective discipline to explore ways in which to improve teaching and learning using the assessment results. Spring 2010 Flex Day included General Education and Degree/Certificate workshops. Fall 2010 and Spring 2011 Flex Days were oriented toward the Student Learning Outcome and Assessment Cycle data and process for each course that was assessed during 2009-10 to determine which changes, if any, were needed in pedagogy, the course, the assessment, or the learning outcome itself. Flex Day schedules are available on the college's Human Resources web page (see the [Flex Day Web Page](#)^{IIA-41}).

Assessment results from course level SLOs are used in the Program Reviews and Annual Updates to improve student learning and program planning within each department. The course level SLO assessment data is further used in the Strategic Planning Process as illustrated in the [Planning Flow Chart](#)^{IIA-38}. Beginning in Fall 2011, the SLO Committee will do a random sampling of course level SLOs to look at and discuss the assessment methods.

- **Program Learning Outcomes (PLOs)**

A Program Learning Outcomes (PLO) Assessment Cycle includes five steps:

1. Write the PLO
2. Develop the assessment
3. Design a rubric to guide scoring
4. Conduct the assessment
5. Review and submit the results

This process takes four semesters and is repeated every three years. Assessment results from PLOs are used in the Strategic Planning Process as illustrated in the [Planning Flow Chart](#)^{IIA-38}.

General Education/Transfer Program:

The GE Committee (a standing subcommittee of the Academic Senate) completed Step 1 of the PLO Assessment Cycle by developing GE Program Learning Outcomes (GE PLOs) for each of the six Areas of the Associate Degree in General Education (see the

SLO web page for a link to the [GE PLOs](#)^{IIA-42}). Each GE course was mapped to at least one GE PLO. In September 2011 the GE Committee will link each GE PLO with an ISLO.

The GE Area assessment schedule shows the timeline for each area to begin the PLO Assessment Cycle (see [Assessment Schedules for SLOs](#)^{IIA-43}). To date, a complete PLO Assessment Cycle has been completed by the faculty who teach courses in GE Area 4b – Oral Communication. Steps 2 and 3 of the PLO Assessment Cycle have been completed by the faculty in GE Area 4a – English Composition and GE Area 4c – Analytical Thinking. During the 2011-2012 school year, faculty in these areas are scheduled to complete Steps 4 and 5. With this, the whole of GE Area 4 – Language and Rationality, will have accomplished a complete PLO Assessment Cycle.

As part of the process, the SLO Co-Coordinators have developed a training workshop to be presented to faculty in each GE Area as they begin Step 2 of the PLO Assessment Cycle.

GE PLO assessment data will be reviewed by the GE Committee to improve the General Education/Transfer Program.

Basic Skills Program:

The Basic Skills Program is scheduled to form a focus group to identify BS PLOs during the Fall 2011 semester. It is anticipated that most assessments will be indirect assessments which may begin as early as Fall 2011.

BS PLO assessment data will be reviewed by the Basic Skills Committee and the institution to improve the Basic Skills Program.

Career Technical Education Program:

The Career Technical Education Program is scheduled to form a focus group to identify CTE PLOs during the Fall 2011 semester. These CTE PLOs will be broad in scope and will apply to any of degrees and certificates offered by the CTE Program. The intent is to assess how well the college is preparing its CTE students to meet their career goals.

In addition, learning outcomes will be identified within the CTE Program for each of the specific fields which have awarded 25 or more degrees or certificates in the past year. In Fall 2011, the fields of Fire Technology, Nursing, and Office Technology are scheduled to identify learning outcomes for the degrees and or certificates they offer.

CTE PLO assessment data will be reviewed by the CTE faculty and by the institution to improve the Career Technical Education Program.

- **Institutional Student Learning Outcomes (ISLOs)**

ISLOs will be assessed in multiple ways. Some assessment will be done at the course level and program level using SLOs and PLOs respectively. Additional institutional assessments will be identified for each of the ISLOs. The institution will focus on

assessing one ISLO each semester beginning Fall 2011, starting with ISLO1- Critical Thinking. The [*Institutional Student Learning Outcomes Schedule*](#)^{IIA-44} describes the timeline for assessing each of the seven ISLOs.

Self Evaluation:

Shasta College has established a timeline for completing the SLO process that gives us confidence that we are near the proficiency level and will be at the sustainable quality improvement level by 2012.

Processes are in place to identify student learning outcomes for courses. Assessment results are already being used to make improvements. Remaining areas of concern are accuracy of data and participation of faculty.

Good progress has been made on GE PLOs, with a satisfactory timeline. Approximately 97% of GE courses have been mapped to GE outcomes (see the [*Fall 2008 GE SLO Matrix*](#)^{IIA-45}). Plans are in place for identifying BS PLOs and CTE PLOs. Implementation will not begin until Fall 2011.

While course level SLO assessments have been integrated into the college's Program Review process, the process needs revision to include questions related to PLOs. The SLO Committee plans to make recommendations to the Academic Senate regarding this issue in Fall 2011.

Under the proposed revision by the PIC, scoring programs for early alert of "at risk" status is operationalized into eleven metrics that measure enrollment/access/demand; productivity/efficacy; or student outcomes. Each metric is weighted to account for relative importance. Student Outcomes metrics include SLO Assessment Results, Success Rate, and Retention Rate. SLO Assessment Results carry the highest Weighted Risk Factor (see [*Program Improvement Early Alert Metrics for Shasta College*](#)^{IIA-46}).

Planning Agenda #3: Student Learning Outcomes

Shasta College will continue its ongoing collegial and self-reflective dialogue regarding student learning. The Student Learning Outcomes Committee and the Academic Senate, with active support of the Superintendent/President and Cabinet, will monitor and revise, where necessary, its plan to fully attain the proficiency level in student learning outcomes by June 2012. The college will continuously revise, implement, and assess student learning outcomes in all instructional and student services programs. The assessment information will be used for annual program improvement.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary:

The Curriculum Council is a standing subcommittee of the Academic Senate. The Curriculum Council has established procedures to design, approve, and evaluate courses and programs. The Curriculum Council webpage includes links to the *Shasta College Curriculum Guidelines Handbook*, all of the curriculum forms, the *Chancellor's Office Program and Course Approval Handbook*, and many other relevant curriculum-related resources (see the [Shasta College Curriculum Guidelines Handbook](#)^{IIA-47}).

The Curriculum Council is co-chaired by the Vice President for Academic Affairs and a faculty member selected by the Curriculum Council and approved by the Academic Senate, with the faculty co-chair having primary responsibility for conducting Council meetings. The Vice President for Academic Affairs has primary responsibility for staff support, minutes, and logistical support. The co-chairs share responsibility for constructing agendas. The Council has 17 voting faculty members, and one non-voting member, the administrative co-chair.

The Curriculum Council performs the following functions:

- Ensures consistency of curriculum with the District's educational philosophy;
- Ensures compliance with local and state standards;
- Acts as a clearinghouse for the sharing of new ideas;
- Evaluates proposed curriculum to avoid curriculum duplication and to meet other appropriate criteria for course approval;
- Approves revisions and deletions to existing curriculum;
- Reviews and approves prerequisites, corequisites, limitations on enrollments and advisories;
- Reviews and evaluates proposed disciplines/FSAs on new and revised curriculum;
- Reviews and evaluates new programs for approval;
- Ensures all courses are reviewed within each five-year review cycle

As part of the course approval process, the Curriculum Council discusses and takes action on the discipline/FSA proposed by the faculty/division for each course to ensure qualified faculty will teach the course and they evaluate proposed methods of course delivery.

To remain active in the college catalog, all existing courses are required to be reviewed and updated every five years. Course revisions and updates are reviewed and approved by the Curriculum Council. A published [Five-Year Curriculum Review List](#)^{IIA-48} identifies when each course is scheduled for review.

Faculty played a central role in establishing the Program Review procedures which are used to evaluate programs on a 5-year Program Review cycle. Faculty members continue to play the central role in the Program Review process. The Program Review procedures are described in detail in Standard IB.

The SLO Committee is a standing subcommittee of the Academic Senate. The SLO Committee has established procedures to identify learning outcomes for courses and programs. The SLO Committee webpage includes links to the *SLO Handbook for Instructors*, all of the SLO reporting forms, student success reference material, and many other applicable SLO resources (see the [SLO Web Page](#)^{IIA-34}).

The SLO Committee is co-chaired by an Academic Dean and a faculty member selected by the SLO Committee and approved by the Academic Senate, with the faculty co-chair having primary responsibility for conducting meetings. The Academic Dean has primary responsibility for staff support, minutes, and logistical support. The co-chairs share responsibility for constructing agendas. The committee has 14 voting members and with the exception of the Academic Dean, all of the representatives are faculty members.

Self Evaluation:

Shasta College meets this Standard. Through the Academic Senate and its subcommittees, faculty are central in establishing quality instructional courses and programs and evaluating them for improvement.

Planning Agenda:

None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary:

Shasta College relies on faculty expertise to identify and assess course level SLOs. The course level SLO procedure, including the assessment of SLOs by faculty, is overseen by the SLO Committee and is described in detail in Standard II.A.1.c.

Shasta College relies on faculty expertise to identify and assess Program Learning Outcomes (PLOs) for the GE/Transfer Program. The GE PLO procedure, including the assessment of PLOs by faculty, is overseen by the General Education Committee and the SLO Committee and is described in detail in Standard II.A.1.c. The Curriculum Council and/or the General Education Committee set minimum competency levels for Associate Degrees, which are listed in Chapter 5 of the [2011-2012 Shasta College Catalog](#)^{IIA-49}.

Shasta College relies on faculty expertise and the assistance of advisory committees to identify competency levels for vocational (CTE) courses, certificates, programs and degrees. CTE faculty meet at least once per semester with local advisory boards in the Shasta, Tehama, and Trinity county areas. The advisory board members review the direction of their respective programs, provide practitioner perspective on trends, and assist faculty in determining whether the current program is equipping students with the desirable competency levels to succeed in their vocation. For example, in 2006-2007 the Agriculture Advisory Board was instrumental in acquiring a program evaluation from the statewide Agriculture and Natural Resources Advisory Committee (see the [Report of Shasta College AG/NR Program Evaluation](#)^{IIA-50}). The Committee spent three days visiting the college farm, interviewing graduates, meeting with advisory committee members and campus administrators, and reviewing curriculum. As a result of this visit, numerous recommendations have been implemented including renaming curriculum to follow the CID system, developing plans for improvement of lab facilities, and restructuring of the advisory committee to include an executive advisory committee whose task is to oversee the individual program-level advisory committees. Each program-level advisory committee appoints two members to serve on the Executive Advisory Committee. Some vocational programs require students to meet state and national competencies. Examples of certifications would include licensing through the Board of Vocational Nursing and Psychiatric Technicians, National Restaurant Association, American Hotel and Lodging Association, and CISCO Systems.

Shasta College relies on faculty expertise to identify and assess competency levels for the Basic Skills Program. The Basic Skills Initiative has resulted in regular review and implementation of effective practices in Basic Skills Mathematics, Reading, ESL and Student Development. State and national research has demonstrated the need to streamline and shorten the timeline that basic skills students need to progress to college level courses. With that in mind the ESL faculty members have streamlined the classes with the intent of providing a natural movement from non-credit ESL to the academic sequence (see the [ESL Center Web Page](#)^{IIA-51}). This new series, which identifies specific competency levels to facilitate and better assess a student's progress, started in Fall 2010. Faculty from the Reading Program are currently making similar modifications and identifying competency levels in their courses.

Identification of measurable CTE PLOs and BS PLOs and their assessment are scheduled to begin in the 2011-2012 school year.

Self Evaluation:

Shasta College has established a timeline for completing the SLO process that gives us confidence that we are near the proficiency level and will be at the sustainable quality improvement level by 2012.

Faculty in the CTE Program and the BS Program need to identify and begin to assess PLOs. High student pass rates on state or certification exams such as Nursing, CISCO, Dental Hygiene, and Fire Technology confirm that those students achieved the necessary

competencies and desired outcomes. For other programs, though, there is no culminating examination and the only consistent institutional measure is student retention and success rates and, in most cases, SLO assessment for individual courses. The college also lacks the ability to track student progress through a course of study. The format for collection of course data is available to the campus community and a required component of the *Program Review* and evaluation process. As the institution moves further in the SLO process and comprehensively assesses and aligns Course SLOs with those of the respective program, data will become available from which the college can make a more thorough assessment of student progress towards achieving outcomes for certificates, programs and degrees.

Meanwhile, the Office of Admissions and Records (A&R) has been developing a degree audit procedure to give more accurate information on students completing degrees or certificates. The college has had no mechanism in place, other than requiring students to file for graduation, to validate whether a student completed a degree or other educational objective. The procedure has been developed, and is currently undergoing a trial run with the 2007-2008 catalog year. Refinements to the procedure are anticipated and will be directed by the Technology Planning Committee.

Although tracking measures are in place throughout vocational programs using the *Perkins IV Core Indicators of Performance*, there is little data available on the success rates of students after leaving Shasta College. And while data and tracking mechanisms for completers and employers are in place for some programs, other programs have little, if any, means of measuring completer competencies with employment needs.

Planning Agenda #3: Student Learning Outcomes

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary:

High-Quality Instruction

One of the five goals outlined in the 2009-2012 Strategic Plan for Shasta College is:

Quality Staffing - *Attract, retain and develop an exceptional group of diverse employees who support student learning and growth* (see [College Goals](#)^{IIA-35}).

Faculty hiring procedures coupled with ongoing evaluations and staff development opportunities promote quality faculty who can provide high-quality instruction. The faculty hiring procedures were developed and adopted by the Academic Senate (see the [Faculty Hiring Priorities documents](#)^{IIA-52} or [Administrative Procedure 7210 – Faculty Hiring Priorities Procedure for Full-Time Tenure-Track Positions](#)^{IIA-53} on the Academic Affairs web page, and the [Adjunct Faculty Hiring Criteria Procedures](#)^{IIA-54} document on the Academic Senate web page). Hiring committees for full-time faculty positions are chaired by the appropriate academic dean and include 4-6 tenured faculty members. Hiring committees for adjunct faculty positions are

chaired by the appropriate academic dean and include 2 faculty members. Having faculty from the subject area on hiring committees helps to ensure the hiring of instructors who can deliver high-quality instruction at the appropriate breadth, depth and rigor expected in the program.

Probationary faculty are evaluated each semester by members of their Individual Tenure Review Committee. The committee is chaired by the appropriate academic dean and also includes three tenured faculty members who are affirmed by the Academic Senate. Additionally, faculty are evaluated each semester by students through the *Student Opinion of Teaching* survey. Tenured faculty are evaluated every third year by their dean and by a peer who is affirmed by the Academic Senate. They are also evaluated by students through the [*Student Opinion of Teaching survey*](#)^{IIA-55}. Adjunct faculty are evaluated every three years by the appropriate dean and a peer evaluators. Student Opinion of Teaching Surveys are included in this evaluation as well.

Faculty teaching internet courses must complete mandatory training in both the Learning Management System (LMS) and online pedagogy. The quality of online education and course delivery is evaluated through student satisfaction and *Student Opinion of Teaching* surveys, peer reviews, program reviews, and the Division Dean. Data compiled by the Office of Research and Planning is reviewed by the Dean of Extended Education and, when appropriate, shared with the respective Division Dean. (Note: For 2011-12, the college has opted to replace ANGEL with Moodle as its LMS.)

One of the Shasta College's Participatory Planning and Shared Governance Committees is the Invest in Our People Committee. The committee's primary role is to identify, plan, and implement professional growth activities, including Flex Day activities. Numerous Flex Day workshops have presented strategies to improve student engagement and retention (*On Course*), achieve Section 508 compliance (*Dare to Care*), access training via technology (*@One*), or ideas for enhancing teaching (*G.I.F.T.S*). A "Faculty Corner" website emphasizing teaching strategies to promote student success will be launched on Flex Day, Fall 2011. This website will include links to the Faculty Success Workshop archives, *On Course* Teaching Strategies, Student Success Workshop information, a faculty Book-In-Common discussion site and more.

Despite budgetary restrictions, professional development travel funds were increased in 2009-10 to \$500 for full-time faculty and \$150 for adjunct faculty (see the [*Professional Development Application for Funding*](#)^{IIA-56}). Further evidence of the college's commitment to accomplishing *Quality Staffing* can be found in the [*Spring 2011 Strategic Plan Annual Update*](#)^{IIA-57}.

Breadth, Depth, Rigor of Instruction

Breadth, depth, and rigor of instruction are determined by faculty within the discipline and with input from program advisory committees, external accrediting agencies or licensing boards when appropriate. Course proposals are first submitted to the Curriculum Council to be screened by its standing subcommittee, the Technical Review Committee. Course proposals are returned to faculty for further clarification and revision, and then are submitted to the Curriculum Council for review and adoption. Courses are also reviewed by the college articulation officer to verify they meet the depth, breadth and rigor necessary for transferability (see the [*Shasta College Curriculum Guidelines Handbook*](#)^{IIA-47}). Shasta College requires that each program and its corresponding curriculum be reviewed by faculty and by the Curriculum Council every five years in accordance with Title 5 requirements.

Additionally, the breadth, depth and rigor of the Associate Degrees are ensured by the multidisciplinary nature of the GE Area requirements. Individual courses are approved for inclusion into each GE Area by the General Education Committee, a subcommittee of the Academic Senate (see the [2011-2012 Shasta College Catalog, Chapter 5](#)^{IIA-49}).

Regardless of location or mode of delivery, courses are required to meet the same standards and requirements. The Distance Education Committee, in cooperation with the Academic Senate and the academic Deans, have established additional procedures to ensure consistency and academic integrity of courses taught at an off-campus site or through technology-mediated instruction. Courses offered via the internet require separate approval from the Curriculum Council to ensure breadth, depth, and rigor are not compromised (see the [Curriculum Council web page, Distance Education Attachment for Course Outline](#)^{IIA-58}).

Sequencing of Courses

Discipline faculty establish course sequencing through instituting prerequisites and co-requisites. Faculty complete both a *Prerequisite, Co-Requisite and Advisory Form*, and a *Multiple Measures Form*. These forms are reviewed by the Technical Review Committee, a subcommittee of the Curriculum Council, to confirm they are “completed with the proper level of scrutiny”. (See the [Shasta College Curriculum Guidelines Handbook](#)^{IIA-47}.) They are then received and reviewed for approval by the Curriculum Council.

Time to Completion

Course scheduling is a collaborative endeavor between faculty and administrators. Courses required for degrees are offered at least one time per year.

State and national research has demonstrated the need to shorten the time in which basic skills students progress to college level courses. With that in mind, the ESL program has streamlined their classes and corrected coding errors. This will provide a timely movement from non-credit ESL to the for-credit courses. Implementation of these changes began in Fall 2010. The Reading program has made similar modifications with implementation set for Fall 2011.

Shasta College has established two Associate Degrees for transfer under SB1440, a bill intended to give community college students with these degrees priority to transfer to state universities at the junior level with the guarantee not to have to repeat any courses. The Sociology –T and Communication Studies-T degrees were based on the Transfer Model Curriculum provided by the Chancellor’s Office. These degrees were approved by Curriculum Council on [March 7, 2011](#)^{IIA-59}, presented to Academic Senate on [March 14, 2011](#)^{IIA-60}, and presented to the Board of Trustees on [April 13, 2011](#)^{IIA-61}.

Given the available broadcast time for ITV instruction, the Dean of Extended Education and the Distance Education Counselor developed a 2-year progression that increased the variety of courses previously made available. The sequence affords students in the remote locations an opportunity to complete specific degrees or objectives in a timely manner.

Self Evaluation:

Shasta College meets this Standard. Tech Prep funds have been utilized for professional development courses for both on-campus and online courses to provide greater opportunity for faculty to keep abreast of their discipline. Partnerships have been made with the local high schools for the professional development of their faculty in conjunction with Shasta College faculty for educational advancement. Basic skills faculty are currently able to take advantage of basic skills reapportionment funds.

One Extended Education campus, Intermountain, only has two ITV classrooms so students may not be able to complete a degree objective within two years at this site. The college is evaluating the costs associated with renovating a classroom at the Intermountain Campus to accommodate a third ITV room. The [2-year ITV sequence](#)^{IIA-20} is made available on the Distance Education – ITV Classroom web site.

Planning Agenda:

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary:

Shasta College has developed a variety of approaches to accommodate the diverse needs and learning styles of its student population.

Modes of Delivery

Shasta College provides access to education not only through traditional lectures and labs, but also by offering classes using a variety of other delivery modes including internet-based (online/hybrid/web-enhanced), and 2-way interactive television (ITV) instruction. Because the college offers a variety of programs and courses held at each of the three Extended Education campuses, as well as other sites throughout the District, students are now able to complete their degree or certificate without commuting to the main campus in Redding. In addition, high school students can earn credits toward high school completion through the Special Admission (concurrent enrollment) procedures available at each campus.

To help students overcome barriers that may interfere with traditional class attendance, such as work schedules or child care issues, the college uses a variety of scheduling modes. Courses may be offered in traditional 18-week cycles, accelerated cycles of 4-6 weeks, or even weekend sessions.

Technology-based delivery systems have been integrated into the curriculum and are now often used to augment traditional instruction. Use of web enhancements as part of traditional or ITV delivery has increased significantly in the last three years. Since Fall 2007, faculty have used the Internet to enhance instruction by making electronic resources available through a faculty

web page, providing web resources for additional information, and using downloaded video to augment portions of a lecture. Web enhanced instruction does not replace seat time, but is intended to provide students with a richer learning environment that accommodates a variety of learning styles. Approximately 125 sections of classes are web enhanced using the LMS each semester, while other courses use “open access” to enhance instruction.

Students with physical and/or learning disabilities are served through the Disabled Students Programs and Services (DSPS). DSPS staff work with students to evaluate the educational impact of their disability and authorize reasonable accommodations and services. A specially equipped assistive technology computer lab is available for students with disabilities referred by the disability specialist (see the [Assistive Technology and Alternate Media Lab](#)^{IIA-62} web page).
Teaching Methodologies

Shasta College faculty incorporate a variety of instructional methodologies including lecture, lab, discussion, problem-based learning, collaborative groups, demonstrations, computer assisted instruction, audio/visual aids, guest speakers, and field trips. The selection of which teaching methodology is used for each course is made by the department faculty and approved by the Curriculum Council based, in part, on criteria established in the [Shasta College Curriculum Guidelines Handbook](#)^{IIA-47}.

- One of the life science faculty members, as part of the California Math and Science Partnership grant, has developed a series of three educational courses designed to provide science education experience for students planning to become science teachers in our public schools. Students have the opportunity to teach public school children in the region who participate in hands-on labs developed by the Shasta College Science Department. This provides educational experience not only for our students enrolled in the education class but the visiting children and their current teachers. (P 304 SLAM 2009/2010 program review)
- The English Department with Fire Science provides a learning community to assist firefighting students with writing within their discipline. (P 14 SLAM 2009/2010 program review)
- The math department has developed a lab that ties to Beginning Algebra. This lab provides more in depth coverage of the topics in the class with the intent of increasing understanding and retention of the concepts. Time is also spent on study skills and college success strategies. This class was delivered for the first time during the Spring of 2011. The math department is currently working on developing curriculum that shortens the timeline for students to go from beginning to college level in the math sequence. (Enrollment Management Committee Minutes 10-20-2010, Basic Skills Report)
- Tutors have been embedded into basic-skills math classes for those instructors who want them. Instructional aides are placed in ESL and Reading classes. (Basic skills action plan section D discusses some strategies in instruction.)
- The basic skills area, in collaboration with the Invest in Our People Committee, has committed to providing On-course training to our faculty. This training provides the opportunity for faculty collaborate and develop alternate strategies to their classroom. In

addition, two of our faculty members are training in becoming certified to present On-course at our campus.

- In the past year, the Student Development program has implemented changes that continue to focus on our mission to increase student success and retention. Notably, this was evidenced by partnering with the YESS program for a Student Success course primarily focused on the needs of former foster youth. In addition, in seeking ways to accommodate the needs of our students, we have reconfigured our offerings to include a “late start” STU 1 beginning Spring 2011. Our rationale is that many students who drop a class from their schedule by February 25 (drop date with no record) would be looking for another 3 unit class. (SLAM program review Annual update 2011 page 49)
- To extend student learning beyond the classroom, Shasta College currently offers work-site learning and through a faculty led initiative is in the early stages of developing a service learning program

Self Evaluation:

Shasta College meets this Standard.

On Flex Day, faculty are given an opportunity to attend workshops that delineate student learning styles, effective teaching/learning methodologies for each style as well as the use of various instructional software programs (see the [2007-2010 Flex Day Schedules](#)^{IIA-40}).

Throughout the semester, **Great Ideas For Teaching Students (GIFTS)** is a lively and fun Flex workshop that provides faculty with innovative teaching tools to increase student engagement and retention. In a round-table format, four Shasta College faculty members will explain one of their most unique or creative teaching ideas. Everyone who attends will leave the workshop with teaching tools or “gifts” that can be adapted for immediate use in the classroom. This is an approved Flex activity for full-time and adjunct faculty and one example of how the college provides training to encourage faculty to modify teaching methodologies to meet diverse needs and learning styles of students.

In Spring 2009, an assessment of Internet based course offerings was conducted to determine how well faculty had achieved Section 508 compliance in their course design. The assessment was made using assistive technologies. Similarly, when the college moved to a mandatory LMS for all Internet based offerings, it significantly flattened the learning curve previously experienced by students in an online environment. Prior to standardization of the LMS, each time a student experienced a new online instructor, the student was confronted with a different look and feel. Consequently, students spent too much time learning how to use the tools of the course instead of learning the material of the course. The college expects to achieve even greater improvements with the adoption of the new LMS, Moodle.

Planning Agenda:

None.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary:

Courses

Courses are reviewed in an on-going systematic process; to remain active in the college catalog, all existing courses are required to be reviewed and updated every five years. A published [Five-Year Curriculum Review list](#)^{IIA-48} identifies when each course is scheduled for review. Course revisions and updates are reviewed and approved by the Curriculum Council. Some of the criteria the Curriculum Council considers are: consistency with the college mission; meeting Title 5 requirements; meeting a demonstrated need; feasibility; and having a quality design which includes coherency, rigor and currency of content (see the [Shasta College Curriculum Guidelines Handbook](#)^{IIA-47}).

There are three possible outcomes when a course is reviewed:

- 1. No Change:** When a course has been reviewed and a determination is made that no changes are required, the *Course Review Validation Form* is submitted the Curriculum Council for approval. This option can be used only one time for every two scheduled review cycles. The form certifies that faculty in the discipline have done a thorough complete review of current course documents.
- 2. Course Revision:** When revisions are made to a course, including adding or removing a distance education format, a full course packet is submitted to the Curriculum Council for approval. The packet includes a *Revised Course Synopsis*, a *Course Outline of Record*, a *Prerequisite, Corequisite and Advisory Form* (if necessary), and a *Distance Education Attachment for Course Outline Form* (if necessary). During the revision of a course, if an internet-based delivery is added, the faculty must demonstrate the ability to achieve course objectives and comply with distance education guidelines on the *Distance Education Attachment for Online/Hybrid Instruction*.
- 3. Course Deletion:** When a course is deleted, faculty in the discipline submit a memo to the Curriculum Council, requesting the deletion and explaining the reason(s) for the request. If the course is required or is an elective in an existing program, the appropriate program modification paperwork must be submitted.

If a course revision or deletion is approved and the course is a General Education course, then a *General Education Program Course Application* form is submitted to the General Education Committee for evaluation.

Programs

The comprehensive Shasta College Five-Year Program Review Cycle, including the Annual Update and Action Plan, is described in Standard I.B.

As stated in the document [Directions for Completing the Program Review Self Study](#)^{IIA-63}:

The purpose of academic program review at Shasta College is to evaluate all existing instructional programs and services in order to assure their continuous quality, vitality, and responsiveness. Program review is a process that provides an opportunity to look constructively at programs and services with an eye toward improving them and making effective and efficient use of resources. Program Review is also an essential element of the planning and budgeting process. The Academic Senate for the California Community Colleges stresses the need to link the process of review to college-wide planning and budgeting.

Included in both the Program Review and Annual Report is an update of progress in the course/program SLO process. For CTE programs, advisory committee input into the course and program review process for relevance, appropriateness, achievement of learning outcomes, and current as well as future needs is addressed.

In the Program Review self study, the program is evaluated for: academic quality, external relations, resource efficiency, staffing, student success data, and general planning. The self study also includes a section to document progress toward achieving Student Learning Outcomes for courses, programs, degrees and certificates. The Program Review document is then evaluated by a Level II review team comprised of members from outside the department or program being reviewed. This team includes representatives from other departments, community members and students.

The role of the Program Improvement Committee (PIC) is to evaluate programs on an annual basis. The PIC is currently revising the list of program evaluation criteria. Criteria will include both qualitative and quantitative data that highlight areas of concern including information on enrollment, student retention, revenue, expenses, or community interest.

Self Evaluation:

Shasta College meets this Standard. Courses are evaluated through an on-going process. This process is satisfactory. However, the [Shasta College Curriculum Guidelines Handbook](#)^{IIA-47} which describes the process should be revised and updated. The last update was for 2006-2007.

The Program Review process gives an on-going evaluation of programs for their relevance, appropriateness, currency and future needs and plans. At this time there is no evaluation of Program Learning Outcomes because they have yet to be defined. Advisory committees have become effectively integrated with the Program Review process and provide relevant input for the current and future needs of career technical training.

The Program Improvement Committee (formerly Program Assessment Committee) needs to finalize the criteria used to evaluate programs. Until this is done, the PIC is unable to evaluate programs.

When the college was faced with mandatory workload reductions in 2009-10, the administration chose certain courses and programs to move to Community Education where they became not-for-credit offerings. Many of those courses/programs had previously been part of Shasta's regular academic offerings: e.g., Real Estate, Wildlife of Northern California, Advanced Transportation Program, Taxidermy, Welding and Fabrication for the Arts. A total of 23 courses were transferred to Community Education.

Planning Agenda:

None.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary:

The SLO Co-Coordinators, the SLO Committee, and the Invest In Our People Committee have worked closely together to develop Flex [workshops](#)^{IIA-64} that have been dedicated to supporting faculty in understanding and progressing through the SLO process.

- Fall 2008 Flex Day: Instructional faculty met by discipline to complete the SLO cycle for all Spring 2008 courses, plan for Fall 2008 courses, and continue work on degree & certificate SLO assessment. During this time, faculty collaboratively used assessment results in planning improvements and in development of new outcome assessments.
- Fall 2009 Flex Day: Instructional faculty met again to pull together SLO data by course but with an emphasis on discussing potential ways in which to improve teaching and learning in light of the assessment results.
- Spring 2010 Flex Day: Faculty with courses in the General Education Areas met to create assessments for General Education courses. Faculty not involved in GE Areas met to work on learning outcomes for degrees and certificates.
- Fall 2010 Flex Day: Faculty area coordinators were provided with detailed reports from the web-based survey data collected. They distributed those reports to each department for review. After reviewing the findings, faculty noted their observations on the *Summary SLO Assessment Reporting Form*. The *Course SLO Assessment Reporting Form* and the *Summary SLO Assessment Reporting Form* can be found on the SLO web page under [Forms for Reporting SLOs](#)^{IIA-65}.

Shasta College is committed to dedicating future Flex Days to SLO work so that collaboration among faculty can continue.

In addition to Flex Day workshops, the college has developed training and tools which support the SLO process. These include a dedicated SLO website, [training activities](#)^{IIA-66}, [links to outside resources](#)^{IIA-67}, a process for submitting SLO reports (see the [SLO Forms Web Page](#)^{IIA-65}), and the *SLO Handbook for Instructors*^{IIA-68}.

Beginning in Fall 2009, GIFTS (**G**reat **I**deas **F**or **T**eaching workshops) have been offered once a month. These workshops are designed to connect best teaching practices across disciplines to student learning outcomes and improved student learning.

Self Evaluation:

Shasta College has established a timeline for completing the SLO process that gives us confidence that we are near the proficiency level and will be at the sustainable quality improvement level by 2012. The [Planning Flow Chart](#)^{IIA-38}, adopted by College Council in February 2011, clearly articulates the role SLOs have in developing campus-wide plans. Information about course-level SLOs are included in Program Reviews, however at this time there is no evaluation of PLOs because they are in the process of being defined.

Planning Agenda #3: Student Learning Outcomes

Shasta College will continue its ongoing collegial and self-reflective dialogue regarding student learning. The Student Learning Outcomes Committee and the Academic Senate, with active support of the Superintendent/President and Cabinet, will monitor and revise, where necessary, its plan to fully attain the proficiency level in student learning outcomes by June 2012. The college will continuously revise, implement, and assess student learning outcomes in all instructional and student services programs. The assessment information will be used for annual program improvement.

II.A.2.g. If an institution uses departmental course and/or program examination, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary:

This does not apply to our institution.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary:

The evaluation of student learning is based on clearly stated and published criteria available in the printed and online catalogs, the *Course Outlines of Record*, and the course syllabus.

Specific grading standards are established by faculty, and published in the respective course syllabus in accordance with [Board Policy 4230](#)^{IIA-69} – Grading Symbols, Extenuating Circumstances, Changes. At the start of each semester, faculty members are required to submit their course syllabi to their Division office. Course syllabi include the grading procedure and policy for each course. The information required for the grading procedure and policy is outlined for the faculty in the *Faculty Handbook* (see the [Faculty and Staff Resources Web Page/Faculty Handbook](#)^{IIA-70}).

Final grades are based on completion of course objectives. In accordance with guidelines of the Curriculum Council for the awarding of credit in an Associate Degree course: “Grading must be based on the ability of students to demonstrate subject matter competency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, problem solving exercises or skills demonstrations.” Furthermore, “The unit value of a course is based on the number of lecture and lab hours and requires a minimum of three hours of work per week (typically, either one hour of lecture plus two hours of outside class assignment or three hours of lab activity) for each unit of credit, prorated for short-term courses.” Criteria also exist in the *Shasta College Curriculum Guidelines Handbook*^{IIA-47} for awarding of credit in non-degree and non-credit courses.

The Carnegie Unit is universally applied for the college’s award of academic credit. Award of credit is based on clearly stated and published criteria as described in *Chapter 4: Grading and Academic Standards* of the catalog. These criteria are based upon generally accepted norms and equivalencies.

Non-traditional ways to earn credit are also outlined in Chapter 4 of the [2011-2012 Shasta College Catalog](#)^{IIA-71}: receiving credit by advanced placement examination; course challenges (Credit by Examination); College Level Examination Program (CLEP); independent study and credit for military experience.

Self Evaluation:

Shasta College meets this Standard. Shasta College follows statewide practices regarding evaluation of student learning and awarding of credit.

Course Outlines of Record state measurable objectives. Grades earned are based on these measureable course objectives. Shasta College faculty use course-level SLOs as a means of self-evaluation to improve instruction.

With the improved automation of grade reporting by the faculty through *My Shasta*, students now have more immediate access to final grades.

Planning Agenda:

None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary:

At the time when a new degree or certificate is proposed by a faculty sponsor, an oversight committee comprised of faculty within the discipline and the respective Dean develop an abstract of the program and circulate it among the Instructional Council, Curriculum Council, and other faculty within the Division. Feedback is collected and a complete proposal is prepared and, if appropriate, using the Chancellor's Office proposal form. The completed proposal is then recirculated for additional feedback and, if necessary, modified or changed prior to submission to the Curriculum Council's Technical Review Committee. The Committee then forwards the proposal to the Council for consideration and forwards its recommendation to the Academic Senate Executive Committee who then forwards their recommendation to the Vice President of Academic Affairs and the President. This procedure is outlined in [Board Policy and Administrative Procedure 4020](#)^{IIA-72} – Program and Curriculum Development. The philosophy and criteria for Associate Degree and General Education is included in [Board Policy 4025](#)^{IIA-73}.

Throughout the development process, dialogue among faculty and administrators occurs. Each *Course Outline of Record* within a degree or certificate has clearly identified the learning objectives. Criteria for the imposition of course prerequisites are established to insure their need and contribution to achieving the learning objective. Course specifications are such as to typically enable any student who successfully completes all of the assigned work prescribed in the *Course Outline of Record* to successfully meet the course objectives.

To ensure the integrity of the curriculum within the degree or certificate program, the college regularly evaluates instruction, regardless of location or mode of delivery, in accordance with the collective bargaining agreement, *Board Policies*, the program review process, and other measures previously mentioned.

In each publication of Shasta College's annual [Course Catalog, Chapter 5](#)^{IIA-49} contains descriptions for all degree and certificate programs, including minimum competencies in reading, written expression, mathematics, grade point average requirements, and the courses needed for each requisite field of study. Each Associate Degree and Certificate is listed under its sponsoring academic Division. An electronic version, along with the recommended course sequence for each program, is available on the Academic Affairs web page under [Degrees and Certificates Overview](#)^{IIA-74}. Course objectives are listed in the *Course Outline of Record*. Outlines are made available to students in the Office of Academic Affairs and each respective Division office, and are contained within the instructor's course syllabus distributed to each student on the first day of class (see [Board Policy 4100](#)^{IIA-75} – Graduation Requirements for Degrees and Certificates).

Some of the degree and certificate programs involve California state proficiency exams to enable the student to work in the designated field. The A.D.N. and L.V.N nursing programs, Dental Hygiene, Early Childhood Education and Fire Technology programs are examples of programs where a student must pass the state Board examinations before working in the field. The success rates of these programs have been tracked. Degrees/certificates designed to

enable the student to pass the targeted certification or licensing exam required by the State of California encompass appropriate curricula. Awarding of the degree or certificate, however, is not dependent upon the student successfully passing the state exam.

Self Evaluation:

Shasta College meets this Standard.

The number of students completing an associate degree (A.A. or A.S.) has increased slightly since 2005-06, regardless of the overall number of students enrolled. While the number of A.A. degrees has declined, the number of A.S. degrees has increased. The number of certificates awarded has increased slightly during the same time period. However, the certificates requiring less than a year of study have declined and those requiring more than a year for completion have risen. These data are also made available on the college's internal network drive. An issue that adversely affects the reliability of this data is the fact that many students who complete degree or certificate programs never apply for graduation. The newly-developed degree audit program will allow the college to have more accurate information on degree and certificate completion rates, in addition to being better able to track student progress through a program of study.

In some of the occupational programs, student outcomes are measured by the Licensure Examination Pass Rates and Employment Placements Rates. These outcomes are reported to the appropriate accrediting agencies. For the programs at Shasta College, both rates are extremely high. The Registered Nursing, Licensed Vocational Nursing, Nurse Aide/Home Health, Dental Hygiene, Fire Technology and Early Childhood Education graduates had an average of 96.5 percent employment placement rate during the 2008-09 academic year. During the same period, Licensure Exam Pass Rates averaged 94.5 percent.

Although program objectives are identified and established by faculty, the process for approval is a collaborative one requiring input and supporting data. Shasta College clearly specifies the learning objectives that are expected within each course, all of which are available for review by any student. Learning objectives for any class are described in the class syllabus and the official curriculum documentation. Online access is also provided through individual faculty web pages. Collectively, success in each and every course implies success within the corresponding degree or certificate program.

Planning Agenda:

None.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary:

All academic and vocational degree programs require a component of general education; descriptions of which can be found on [pages 20-30 of the 2011-2012 Shasta College Catalog](#)^{IIA-76}. The philosophy is clearly stated on page 20 of the catalog as well:

General education courses are designed to broaden the knowledge of students, increase their ability to reason clearly and critically, build speaking and writing and quantitative skills, and expose them to different modes of thinking about themselves and the community. These courses are designed to increase an understanding of the natural world, build knowledge of the social world, and foster an appreciation of arts and culture. Just as the main purpose of course work aimed at developing employment skills is to prepare students to work productively, then the main purpose of general education is to prepare them to be better informed, more skilled citizens--productive not only in the workplace, but also in the community and within the family. The goal is a more well-rounded, responsible individual: healthy in mind and body, tolerant of divergent points of view, able to think rationally and openly, and competent to adapt to a changing world.

Shasta College awards both the Associate of Arts degree and the Associate of Science degree. For either of these degrees, the student must successfully complete at least 21 units of general education. Associate Degree general education requirements include courses from five areas of study: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Multicultural/Living Skills. The degree also includes a Multicultural requirement and a Computer Literacy requirement.

For CSU Transfer, Shasta College may certify a maximum of 39 units of general education. For IGETC Transfer, twenty-one courses, typically 3 units each, of general education may be applied depending on the transfer institution. General education requirements for CSU and IGETC Transfer have been articulated and listed in the *Course Catalog* and also are maintained on the [ASSIST website](#)^{IIA-77}.

Shasta College relies primarily on the Academic Senate for establishing the general education component of the Associate Degrees, and for determining the appropriateness of each course for inclusion in the general education curriculum. The Academic Senate delegates these tasks to its General Education Committee. The General Education Committee is a standing subcommittee of the Academic Senate and as such is composed primarily of faculty representatives from each division.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

II.A.3 General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b. A capability to be a productive individual and lifelong learner: skill includes oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity' historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary:

Shasta College awards both the Associate of Arts degree and the Associate of Science degree. For either of these degrees, the student must successfully complete at least 21 units of general education, including at least one course from each of the following General Education Areas:

Area 1 - Natural Sciences; Area 2 - Social and Behavioral Sciences; Area 3 – Humanities; Area 4a - Language and Rationality, English Composition; Area 4b - Language and Rationality, Oral Communication; Area 4c - Language and Rationality, Analytical Thinking; Area 5 - Multicultural/Living Skills.

To meet the general education requirements, students may choose from among 67 courses in natural science, 56 courses in the social and behavioral sciences, 48 courses in the humanities, 26 courses in language and rationality, and 44 courses in the multicultural/living skills area.

In Fall 2008, at least one General Education Program Learning Outcome (GE PLOs) was identified for each of the GE areas. In the Areas where more than one GE PLO was identified, the faculty who teach the courses in that area have linked each course with the more appropriate GE PLO in that Area. A matrix showing how each course in the general education curriculum links with the GE PLOs can be found on the [Student Learning Outcomes web page under General Education Program Learning Outcomes \(GE PLOs\)](#)^{IIA-42}.

The GE PLO Assessment Cycle four semesters and is repeated every three years. It includes five steps:

1. Write the PLO
2. Develop the assessment
3. Design a rubric to guide scoring
4. Conduct the assessment in individual courses
5. Review and submit the results

The [GE Area Assessment Schedule](#)^{IIA-43} shows the timeline for each GE Area to begin the GE PLO Assessment Cycle. To date, a complete GE PLO Assessment Cycle has been completed by the faculty who teach courses in GE Area 4b – Language and Rationality, Oral Communication. Steps 2 and 3 of the PLO Assessment Cycle have been completed by the faculty in GE Area 4a – Language and Rationality, English Composition and GE Area 4c – Language and Rationality, Analytical Thinking. During the 2011-2012 school year, faculty in these Areas are scheduled to complete Steps 4 and 5. Then the whole of GE Area 4 – Language and Rationality, will have accomplished a complete GE PLO Assessment Cycle.

As part of the process, the SLO Co-Coordinator have developed a training workshop to be presented to faculty in each GE Area as they begin Step 2 of the GE PLO Assessment Cycle.

GE PLO assessment data will be reviewed by the GE Committee to improve the General Education/Transfer Program.

The capability for students to become productive individuals and lifelong learners is demonstrated throughout the college's breadth of general education course offerings, regardless of location or mode of delivery. Students, through an integrated curriculum, are exposed to numerous opportunities for oral and written communication as well as analytical, scientific and critical thinking.

Students seeking to obtain an Associate Degree are required to demonstrate minimum competencies in mathematics, reading, and written composition. The college has recently implemented higher standards in mathematics and written composition for degree completion. Math competency is accomplished by successful completion, indicated by a passing grade of "C" or higher, in one of the following: Math 102 (Intermediate Algebra) or Math 110 (Essential Math) for the A.S., or one of several Math courses numbered 2 – 41AB. Each of these courses was selected based on its ability to successfully integrate analytical skills within the curricula. An alternative to completing one of these courses is performing at or above the level specified on one of the following examinations:

Examination	Score
College Board Advanced Placement Math Test (CALC or STAT)	3
Scholastic Aptitude Test – Mathematics (SAT-M)	520
American College Testing (ACT)	23
Intermediate Algebra Diagnostic Test	26
COMPASS Algebra Test	39
Accuplacer – College Level	45

To fulfill the General Education Area 4a - Language and Rationality, English Composition requirement, students must earn a grade of "C" or higher in English 1A (Reading and

Composition), or BUAD 66 (Business Communications). Development and demonstration of information competency skills are embedded into each of these classes. The objectives in the course outline for English 1A: College Composition include: "Find, analyze, interpret, and evaluate outside sources, including print and electronic media." The objectives in the course outline for BUAD 66: Business Communication include: "Collect, evaluate, and organize information in planning, developing and preparing oral and written reports (including an employment portfolio)."

To fulfill the General Education Area 4b - Language and Rationality, Oral Communication requirement, students must earn a grade of "C" or higher in one of six Communication Studies classes.

To fulfill the General Education Area 4c - Language and Rationality, Analytical Thinking requirement, students demonstrate a proficiency in critical analysis by earning a grade of "C" or higher in one of eighteen classes from Math, Computer Information Systems, and Philosophy (Logic).

With the recent addition of a computer literacy requirement to the Associate Degree requirements, students must demonstrate computer literacy in one of the following ways:

- Complete CIS 1 Computer Literacy with a grade of C or better.
- Complete AGNR 52 Computers in Agriculture and Natural Resources with a grade of C or better.
- Earn four units to include the coursework options listed below with a grade of C or better:
 - ☐ CIS 70 (Windows); and
 - ☐ CIS 80 (Internet Basics); and
 - ☐ OAS 91 (Word) or OAS 51 (Introduction to Keyboarding and Word); and
 - ☐ One additional class from: CIS 20 (Access), OAS 10 (Excel), OAS 80 (Outlook), or OAS 94 (Powerpoint).
- Pass the Shasta College computer literacy exam.
- Receive credit for CIS 1 through an articulated high school course.
- Possess IC3 certification.
- Receive a score of 50 or higher on the CLEP Information Systems and Computer Applications exam.
- Document completion of a computer literacy requirement at another college.

Shasta College recognizes the importance and value of influencing the development of students to become ethical and effective citizens. In fact, one of the seven newly adopted [Institutional Student Learning Outcomes](#)^{IIA-78} is Community and Global Awareness, which includes the ability to:

- Understand the perspectives of diverse groups
- Appreciate the contributions of diverse groups
- Respect the needs, difficulties and rights of diverse groups
- Appreciate the importance of public service
- Understand the grounds of civic duty
- Understand current environmental issues

[Board Policy 4025](#)^{IIA-73} – Philosophy and Criteria for Associate Degree and General Education reinforces that philosophy: "...general education programs involve students actively in examining values inherent in proposed solutions to major society problems." Furthermore, "ways shall be sought to create coherence and integration among the separate learning outcomes" to influence the development and success of the complete individual. The General Education Committee, the Curriculum Council, the SLO Committee, and the Academic Senate each have a critical role in the development, assessment, and integration of general education curriculum to foster this philosophy.

The following is a list of General Education courses offered at Shasta College that specifically address the qualities described in Standard II.A.3.c:

- Appreciation of ethical principles, civility and interpersonal skills is taught in various courses. Communication Studies courses include Interpersonal Communication, Intercultural Communication (Elective), Argumentation and Debate (Elective), Public Speaking and Small Group Communications. All of these courses teach the ethics of communication (both written and verbal) and delve into various aspects of the ethics of argument, the media, politics and research. Journalism courses in Newswriting and Reporting, and Mass Communication also stress ethical behavior in the mass media along with the responsibilities of media to the society in general. Other courses that seek to instill a greater appreciation of ethical principles and civility include Understanding Human Behavior, Ethics and Personal Values, Environmental Ethics, Adulthood and Aging, and Life and Death Moral Issues.
- Respect for cultural diversity is taught in a variety of courses that fulfill general education requirements such as Intercultural Communication, Exploring the Humanities, Cultural Anthropology, Cultural Geography, African American History, Ethnic Art of the World, Multicultural Perspectives in American Literature, African American Literature, Cultural History of North American Indians, Humanity Culture and Ecology, Teaching in a Diverse Society, Sociology of Minorities, History of Mexican Americans, History of the Far East, History of World Religions, Russian History of the 20th Century, Politics of 3rd World Nations, Global Politics and Cross-Cultural Psychology.
- Historical and aesthetic sensitivity is offered in several courses including Religion, Myth, and Ritual, History of Western Civilization, History of World Civilization, Introduction to Art, History of Western Art, History of Modern Art, World Literature, Survey of American Literature, Literature By and For Women, Humanities Through the Film, Exploring Contemporary Television, Music Appreciation, History of Jazz and Rock, and Oral Interpretation of Literature.
- The willingness to assume civic, political, and social responsibilities is addressed in several courses including Introduction to Political Science, Introduction to American Government, California State and Local Government, Politics of Third World Countries, Global Politics, Social Psychology, Social Problems, Sociology of Aging, Social Welfare, Sociology of Minorities, Human Development, Child Family and Community, Marriage and Family, Adulthood and Aging, Life Management, Human Sexuality, and Understanding Human Behavior.

Until recently, a student had the ability to meet the Area 5 -Multicultural/Living Skills requirement by completing a course that may have little to do with multiculturalism. Therefore, the college implemented an additional Associate Degree requirement focusing specifically on multiculturalism and diversity. This ensures that all students earning an Associate Degree take at least one course addressing multicultural issues.

The entire list of courses meeting general education requirements is found in the [2011-2012 Shasta College Catalog, pages 20-21](#)^{IIA-79}.

Self Evaluation:

Shasta College meets this Standard. GE Program Learning Outcomes have been identified, and assessment of GE PLOs has begun in Areas 4a, 4b and 4c. A timeline for GE PLO assessment in the remaining areas has been established.

Faculty on the GE Committee have the responsibility to review each GE course to ascertain that the learning objectives listed for each course to support the inclusion in the appropriate GE Area. Faculty who teach GE courses have the responsibility to design learning objectives for that course. All courses are reviewed to ensure that the stated outcomes remain relevant and purposeful.

By offering such an extensive array of general education courses, complemented by its extensive distance education offerings, those seeking an Associate Degree, certificate or transfer units to four-year institutions are able to fulfill general education requirements for both personal and professional development. General education courses are offered throughout day and evening hours, every semester or on a rotational basis. This provides students with frequent opportunities to accommodate their employment schedules and personal obligations while they complete their general education requirements.

In the evaluation report following the team visit during the 2005 accreditation process, the team made the following observation:

It is questionable whether the college's general education pattern consistently meets the information competency and computer literacy requirements (II.A.3.b). Faculty in Learning Resources and on the Curriculum Committee reported that there is an orientation to the library and research process that is a component of English 1A courses, as well as a number of courses in other discipline areas. However, there is broad recognition that it is not necessary to complete these courses in order to complete the General Education pattern for an Associates degree.

Since that time, library faculty members have worked with English and Business faculty to ensure that language concerning information competency skills is included in the objectives of the classes as listed on the respective Course Outlines which can be accessed through the Faculty and Staff Resources web page under [Docushare/Course Outlines and SLOs](#)^{IIA-80}. The Curriculum Council has approved these course outlines. The requirement to include information competency skills in the General Education pattern for an Associate Degree is now being met.

The implementation of the computer literacy requirement in Fall 2010 allows students to demonstrate competency in several ways. In addition to successful completion of selected courses, students may complete an online assessment (SIMNET) or meet the requirement through equivalent training or education. The committee tasked with identifying an appropriate assessment tool, SIMNET, has also identified appropriate outcomes.

Planning Agenda:

None.

II.A.4. All degree programs include focused study in a least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary:

Shasta College awards both the Associate of Arts and the Associate of Science degrees. All degree programs require a minimum of 18 units of focused study in at least one area of inquiry or in an established interdisciplinary core. Furthermore, degrees provide students with the breadth and depth of knowledge consistent with the transfer requirements of institutions of higher learning while also providing students with the opportunity to earn licensing/certification within associated career technical educational fields (see the ([Degrees and Certificates Overview web page](#)^{IIA-74})).

Information about the design of degree programs is found in [Chapter 5 of the 2011-2012 Shasta College Catalog](#)^{IIA-49}. Program advising sheets which reflect core and elective courses and recommended sequencing are also made available to students at the Counseling Center and on the college web site (see [Certificate and Degree Program Requirements 2011-2012](#)^{IIA-81}).

Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary:

Shasta College offers over 40 degrees and 50 certificates that are vocational and occupational in nature. All are delineated on [pages 34 through 54 of the 2011-2012 Shasta College Catalog](#)^{IIA-82} and listed on the [Degrees and Certificates Overview](#)^{IIA-74} web page of the college web site. Within the catalog, the program design, requirements, and course expectations within the program are clearly defined.

Program outcomes rely on the expertise of faculty, advisory groups, and practitioners for their initial development and continued response to local needs, certifications, or licensure requirements. Each program is developed within the respective discipline, and is submitted for review and approval to the Curriculum Council, the North/Far North Consortium, the Shasta College Board of Trustees and, when appropriate, the California Community College Chancellor's Office.

As with all programs at Shasta College, Program Review now occurs on a 5-year cycle with Annual Reports (see the [Schedule of Program Review Studies](#)^{IIA-83} on the Program Review web page). Standardized reporting of data and the inclusion of student learning outcomes facilitates increased ability to determine the relevance of a program to the needs of the students and the community. Standards, delivery methods, and strategies are reviewed and compared with the needs of the students served. Soon, the criteria developed by the Program Improvement Committee will allow for identification of 'at risk' programs and will facilitate the early intervention and implementation of improvement measures. This ensures that each program consistently meets an acceptable standard.

Many of the programs have faculty who are affiliated with local chapters of related professional associations (e.g., American Society of Foresters) or participate in related governing boards of organizations within our larger community (e.g., Shasta Regional Medical Center and Mercy Hospital). Each of these entities may provide input about industry trends and projections, independent labor analysis and educational needs, and local, county, state and/or federal requirements.

Employment competencies are set by the instructors in association with advisory committees that are made up of representatives from within the local community and associated in some way with the respective industry. These competencies are built into the curriculum and learning outcomes. The curriculum is also developed with certificate and/or licensure tests in mind, with the goal of preparing students to pass required examinations.

The competency standards of programs such as Fire Technology, EMS, HAZMAT, Fire Officer, Fire Instructor, Fire Investigator, Prevention and Fire Academies, are established by an assortment of state and federal agencies. These include the California State Fire Marshal's Office, the local Emergency Medical Service Agency, California Governor's Office of Emergency Services (OES), National Wildland Coordinating Group, California Specialized Training Institute (Part of OES), the FIRESCOPE Committee and the State Board of Fire Services. These

programs undergo reaccreditation every four to five years by a team from the California State Fire Marshal's Office, under the supervision of the State Board of Fire Services. The primary goal of the accreditation process is to ensure that the program is in compliance with the standards set forth by the agencies listed above.

For students in the Nursing program, course tests are prepared in the licensure format. Students purchase a testing package (ATI Testing) that is used throughout each of the courses as benchmarks for progress to the licensure test. A comprehensive test, administered in the fourth semester but prior to program completion, gives specific feedback to the individual student on material tested with the licensure exam. Due to the fact that the licensure exam is administered online, students are given quizzes and exams online throughout the program to familiarize them with the format prior to sitting for the actual exam. Information regarding pass rates is acquired from The Board of Vocational Nursing. Nursing students are also provided with a postcard to notify the department when employment is gained. Telephone calls are also initiated in an attempt to keep abreast of former students' status.

For automotive students to become licensed as a Smog Inspector, they must get three ASE certifications in specific areas and pass the Basic Area Clean Air Car Course, which is taught by the college. The program prepares them for the necessary ASE certifications that are also required for employment by many of the local automotive repair shops.

Students have been hired by local employers specifically because of the Structural Drafting course based on American Institute Steel construction standards and because of drafting and CAD classes based on ASME Standards and National CAD Standards. Students acquiring welding skills or heavy equipment operations skills are often employed before completion of a degree or certificate. Natural Resource students are often hired initially as seasonal workers during the summer only to be hired in a more permanent capacity before degree or certificate completion. And although there is little data on program completers within several of these disciplines, anecdotal evidence suggests that many students acquire at least the basic skills to enter employment before achieving degree or certificate completion.

Self Evaluation:

Shasta College meets this Standard; however, with a few exceptions, assessment of most vocational and occupational program outcomes is anecdotal. Significantly better ways of acquiring information on the success of these programs at Shasta College need to be devised. The current methods depend on individual programs creating their own data collection processes which may or may not contribute to the campus' planning or decision making process. A process is needed that integrates quantitative and qualitative evaluation to assure technical and professional competencies are achieved.

The certification, licensing, and hiring of the Fire Technology program graduates is difficult to track through the licensing agency. Unlike Nursing or other programs where full-time employment can be gained within a few weeks of graduation, the certification process mandates additional time/experience requirements be met after the student leaves the program prior to licensing. This often requires that the graduate leave the immediate area for short-term, part-time, volunteer, or seasonal employment. Anecdotally, it appears that students who complete all of the requirements have a permanent job placement rate of around 82-86% after three to five years of seasonal/part-time fire work.

Through the Automotive Technology advisory group, information on the success of its graduates is dependent on direct contact with graduates and employers. Three months following graduation, a Graduate Survey is mailed to each graduate but, due to a low return rate, the results are not considered statistically significant.

Planning Agenda #4: Program review process

To continue to improve beyond the Standards, Instructional Council in collaboration with Academic Senate will develop systematic evaluations to assess the program review process by Summer 2012. This will ensure the findings are integrated more effectively into the comprehensive planning process in a way that demonstrates measurable impact on institutional effectiveness and student achievement and learning.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary:

Shasta College has clearly defined procedures for articulating its programs with secondary schools and baccalaureate institutions in accordance with The California Intersegmental Articulation Council's (CIAC) "[*California Articulation Policies and Procedures Handbook*](#)"^{IIA-84}. The Articulation Officer regularly participates in CIAC meetings and those of the Northern California Intersegmental Articulation Council (NCAIC) to remain knowledgeable of statewide articulation practices and responsibilities. The Articulation Officer is the campus designee for ASSIST, serves as the liaison and resource for faculty, and serves on multiple participatory committees.

Course articulation occurs in one of two ways: either by a receiving institution or a sending institution: secondary schools are sending institutions and Shasta College is the receiving institution, or Shasta College can be the sending institution and a baccalaureate institution would become the receiver. As the sending institution, Shasta College provides the relevant course outlines written by Shasta faculty which are then reviewed by the faculty at the receiving institution. Courses that are approved are entered into the ASSIST database by the receiving

institution and the college's Articulation Officer (AO) is notified electronically. The AO then disseminates the approval to the counselors and appropriate faculty.

As the sending institution, any changes implemented by the college in its *Course Catalog* are submitted to receiving campuses via the AO list serve annually. This generates new articulation that is reflected in ASSIST. With the exception of those courses influenced by SB 1440, courses added to the CSU and IGETC GE patterns are submitted in December of each year. This results in system articulation. Evaluation of the college's articulation agreements occurs during the college's 5-year program review process or more frequently when significant changes occur.

To facilitate articulation with the secondary schools, [CTEnorth](#)^{IIA-85} was established as "a collaborative effort in the tri-county area of Shasta, Trinity and Tehama between the ROPs, Secondary Schools and Shasta College. The intent is to provide information for students, counselors, and faculty regarding career information in the 15 industry sectors identified by the State of California. In addition, this site is the portal for the online articulation process between the secondary schools in the tri-county area, Shasta-Trinity ROP, Tehama ROP, and Shasta College".

The [CTEnorth "Articulation"](#)^{IIA-86} link provides comprehensive information for students, high school counselors, high school and ROP instructors, college instructors and others interested in or involved with the articulation process. A flow chart clearly identifies the steps required for students or instructors to request articulation with Shasta College and the timelines associated with the process. Each fall, a district-wide meeting is held to review and update the high school agreements. The site also includes a complete listing of the college's contact information, the course outlines, course descriptions, and degree and certificate programs to facilitate the articulation process. A listing of approved articulated courses is also provided.

In the absence of an official policy or formal articulation agreement, transfer credit to the college is awarded after review by transcript evaluators and, when necessary, the Dean of Enrollment Services. Course equivalence requirements are carefully reviewed and maintained. When patterns of transfer between institutions are established, efforts are undertaken to formulate appropriate articulation agreements.

Self Evaluation:

The College meets this Standard. The college has an effective process for the development, implementation, and evaluation of articulation agreements. A formal policy on transfer-of-credit for those courses not covered in existing articulation agreements has been reviewed by the Academic Senate and a recommendation will be submitted for Board Approval in November, 2011. The implementation of the approved policy will commence in the 2012 catalog.

The curriculum planning process and the active involvement by the college AO and faculty insures regular coordination with baccalaureate institutions, particularly with respect to major and general education requirements. Articulation agreements between these institutions and Shasta College are placed in an *Articulation Handbook* and distributed to Division Deans or others involved with assessing course transferability. Agreements exist and are regularly reviewed and updated with those CSU and UC institutions to which the majority of Shasta College students transfer. The data about the number, performance, satisfaction and adequacy

of preparation of transfer students is systematically collected and reviewed. Up-to-date information is regularly accessible on the web at the [ASSIST website](#)^{IIA-77}.

High school counselors, faculty and Deans review high school and ROP articulation to smooth the transition from high school to college, reduce course work duplication, and provide an incentive to secondary school students to begin education or training at more advanced levels. Tech Prep agreements are annually reviewed. CTEnorth is a one-stop resource for students, counselors, and instructors. It has been proven an efficient means in the articulation process.

The Articulation Council and the Articulation Steering Committee regularly review and update all agreements with secondary and four-year institutions.

The college maintains a Transfer Center that provides resources for students to use in making career decisions, acquiring occupational information and learning about four-year colleges and universities. It houses a library of occupational information, including computerized career exploration programs and college and university catalogs. The Center also sponsors visits to four-year institutions, hosts admissions advisors from four-year schools, and offers workshops to guide students through the UC and CSU transfer application process (see the [Transfer Center Resources & Services web page](#)^{IIA-87}). [Administrative Procedure 5120](#)^{IIA-88} – Transfer Center mandates that transfer path requirements for each articulated baccalaureate major be available through the Transfer Center services. [Page 19 of the 2011-2012 Shasta College Catalog](#)^{IIA-89} explains the college's course numbering system while [pages 26 through 53](#)^{IIA-90} identify appropriate coursework for transfer options.

Planning Agenda:

None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so the enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary:

As part of the college's planning framework, several participatory committees are involved in the evaluation and ongoing assessment of a program. Within the last three years, College Council started to oversee the mandatory five-year Program Review. Annual updates to Program Reviews and division/department Goals and Objectives are assessed. The Budget Committee, Facilities Committee, and/or the Enrollment Management Committee may be asked to review specific elements of a program. The SLO Committee and Office of Research and Planning compile data related to learning outcomes. The Faculty Hiring Priorities Committee when evaluating potential new faculty hires, examines enrollment data to validate programmatic needs. The Program Assessment process, currently under review through the Program Improvement Committee, identifies and evaluates criteria to provide "early alert" status of programs which, for one reason or another, may no longer be fulfilling the mission of the college (see [Board Policy and Administrative Procedure 4020](#)^{IIA-72} – Program and Curriculum

Development, and the [Instructional Administrator Resources](#)^{IIA-91} web page) This procedure also includes the timeline should a pre-discontinuance process be initiated.

The college recognizes its contract with students enrolled in a course of study and is committed to providing transitional plans in the event a program is identified and scheduled for elimination or significant change. The various committees involved in and contributing to the decision making process assure that no program is discontinued without due diligence and consideration of the impact to its students.

Whenever a Division proposed program modifications, the Dean and faculty must submit detailed documentation of the request to the Curriculum Council. This documentation clearly identifies proposed changes, details new requirements, and, if applicable, presents a plan for transitioning students who are enrolled but will not complete the program before substantive change or discontinuance occurs. The process is outlined in the [Shasta College Curriculum Guidelines Handbook](#)^{IIA-47} and [Administrative Procedure 4020](#)^{IIA-6} – Program and Curriculum Development.

Programs that are modified in a substantial manner must be submitted through the Curriculum Council of the Academic Senate to the Chancellor's Office and obtain full approval before those proposed changes are implemented. This process ensures initial proposals generated by the discipline faculty and Dean receive thorough review by the Technical Review Committee and the Curriculum Council prior to submitting its recommendation to the Academic Senate, and approval by the Academic Senate. The Office of Academic Affairs and the Instructional Council also review program change proposals. Recommendations of the Academic Senate go to the Superintendent/President's Cabinet for approval and are proposed to the Board of Trustees by the Superintendent/President for consideration and approval. Involving the Senate, the Instructional Council and the Superintendent/President's Cabinet ensures that faculty from instructional disciplines and student service areas are included in the review and approval process. The impact of changes on students affected is given top priority.

Should the college be unable to continue to offer previously required course work for students to complete the prescribed program of study, counselors work with affected students to identify appropriate substitute courses, alternative means of course completion (e.g., CLEP, independent study), or coordination and access to comparable coursework with other institutions.

Self Evaluation:

Shasta College meets the Standard and has always had a commitment to keeping programs as current as possible while at the same time monitoring student success, demand, and retention. Better data collection and analysis, and its refined planning process have enhanced its ability to do so. The mandatory workload reduction that was announced in late Summer 2009 necessitated cuts of courses from the Spring 2010 offerings. At the Superintendent/President's request, the Vice President of Academic Affairs convened the Division Deans to develop strategies for its implementation. Deans then conferred with faculty and, based on quantitative and qualitative data and program need, presented their respective proposals. The consolidated proposals, which included removal of some courses from the unit-based academic offerings, were then presented to the College Council, various participatory committees, and the Superintendent/President for review (see the [December 2009 Budget Update](#)^{IIA-92} found in the Resources section of the Budget Committee web page).

Students that were affected by the suspension or elimination of a course were contacted by the Division and informed of the college's decision. Student transcripts were evaluated to determine which courses were needed for students currently enrolled to complete the program. Teach-out provisions included a tentative schedule of remaining courses developed by the respective Division or creating appropriate alternative means (e.g., independent study, substitution of coursework) for course completion. For some programs transferred to the Community Education department, notifications were sent to new students informing them that the program would no longer be made available through unit-based academic offerings.

Planning Agenda:

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Descriptive Summary:

Shasta College publishes its *Course Catalog* each year and, as the official version, is easily accessible on its [website home page](#)^{IIA-93}. The official version of the *Class Schedule* is also available at the same website and, until Fall 2011, was published in tabloid form each semester of the academic year. The summer *Class Schedule* is available online. For those with disabilities, each *Class Schedule* is available in alternate text formats. The *Course Catalog* is reviewed annually by various offices throughout the campus community prior to its final review and publication by the Office of Academic Affairs. The *Class Schedule* is reviewed based on the timeline established by the Office of Academic Affairs and is given the same review prior to its publication. The electronic version of each is updated as corrections are made.

Shasta College's *Mission Statement* is published in several places, including page 2 of the *Shasta College Catalog*, page 1 of the *Class Schedule*, in [Board Policy 1200](#)^{IIA-94} – *District Mission*, and on its [Accreditation web page](#)^{IIA-95}.

The curricula of various programs at Shasta College may be found in many places, most notably in the *College Catalog* and *Class Schedule*, and on its website. With the complete revision to the college's web site in January 2009, information is more readily available, accurate, and better organized to be more student-friendly.

The Board of Trustees regularly reviews institutional policies as evidenced by proposed revisions and/or approval action in nearly each of its monthly Board Agendas and Minutes (for example, see Item 9.1 of the [June 8, 2011 Board agenda and corresponding minutes](#)^{IIA-37}).

Board Policies are available in print form at multiple locations including the Superintendent/President's Office, Division Offices, the Library, and on the website. The Board of Trustees website also includes minutes of its various committees as well as meeting dates of all Board activities.

Shasta College publishes its [2009-2012 Strategic Plan](#)^{IIA-30} via a link from the College Council web page. As part of the planning framework, annual updates to the plan are made and disseminated throughout the campus community.

Statements and publications are regularly reviewed by students, faculty, and staff to assure accuracy. Program brochures and other promotional material are designed by the Communications Design Coordinator and coordinated through the Superintendent/President's Office to insure uniformity of appearance, continuity and reliability in the portrayal of college programs and services.

Self Evaluation:

The college meets the Standard. Shasta College's *Course Catalog* and *Class Schedule* are the most widely used references for students and the general public, and much care is taken to insure their accuracy in print or electronic form. The electronic versions of each were made the official versions in 2009 at the same time that the more user-friendly web site was launched.

Planning Agenda:

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary:

[Board Policy 4030](#)^{IIA-96} – Academic Freedom describes guiding principles and procedures to ensure academic freedom at Shasta College. The guidelines include a description of faculty responsibility to “encourage fair examination of controversial questions, encourage students to form their own opinions based upon critical judgment and documented facts, and distinguish between objective facts and his/her personal evaluation of facts”. Additionally, classroom policy regarding the discussion of controversial issues is addressed.

The complete policy is published in [Chapter 7: Students Rights and Responsibilities](#)^{IIA-97} of the *Shasta College Catalog* to increase a student's awareness and foster discussion of controversial issues within the classroom "without penalty, attack, or reflection in grading." The information is also available in the [Class Schedule Supplement](#)^{IIA-98}.

In 2004, the Academic Senate adopted the American Association of University Professors (AAUP) *Ethics Statement*:

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

In addition to being posted on the [Academic Senate's web page](#)^{IIA-99}, the Ethics Statement is also contained in the [Faculty Handbook](#)^{IIA-70} which can be accessed through the Faculty and Staff Resources web page, which is provided to each faculty member upon hire or initial attendance at faculty orientation.

Through classroom observations, peer review, tenure review, student surveys, and collective bargaining agreements, academic freedom and ethical responsibilities are acknowledged and respected within the institution. Students have the opportunity to submit comments in writing to the administration on any instructor in either a positive or negative manner. Student comment forms are readily available in Division offices and in the Office of Academic Affairs (for an example, see the [Student Comment Form on the Useful Forms for Faculty and Staff web page](#)^{IIA-100}).

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary:

Expectations regarding academic honesty and the consequences for dishonesty are published in Chapter 7: Student Rights and Responsibilities of the [2011-2012 Shasta College Catalog](#)^{IIA-97}. In the catalog, students can easily access the Academic Honesty policy as well as *Board Policy*

5500: Student Standards of Conduct, Board Policy 5505: Student Discipline Sanctions, Board Policy 5510: Student Discipline Responsibility, Board Policy 5515: Student Disciplinary Hearings and Review, and Board Policy 5530: Student Grievance Policy and Procedure. This same information is made available in the printed and online [Class Schedule Supplement](#)^{IIA-98}.

The Academic Senate, in collaboration with the Dean of Students Office, developed an Academic Honesty Violation Procedure outlined in Administrative Procedure 5500 – Standards of Conduct which was reviewed by the Board of Trustees in April 2010 (see [Item 9.2 of the April 14, 2010 Board meeting agenda](#)^{IIA-101}). According to this procedure:

It is recommended that instructors clearly state their policies and associated consequences regarding acts of academic dishonesty in their first day handouts. If an instructor determines that a student has committed an act of dishonesty in his/her course, as described either under the Code of Conduct in Board Policy 5500 or in his/her first-day handout, then it is recommended that, after the instructor notifies the student of the action he/she has taken, the instructor fill out the instructor portion of the Academic Honesty Violation Form and submit the original of this form to the Dean of Students and a copy of the form to his/her division dean.

When filling out the Academic Honesty Violation Form, the instructor has the option of requesting that the Dean of Students take additional action. If the instructor makes this request, then he/she must provide supporting documentation to the Dean. The Dean will decide whether to take additional action based on the policies and procedures of his/her office. If the instructor is not requesting additional action be taken by the Dean, it is recommended that he/she submit the form anyway so that a centralized file of academic dishonesty incidents can be kept and further action can be taken if deemed appropriate by the Dean.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct or staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary:

As referenced in II.A.7.a, faculty are expected to abide by the standards of conduct implied within the parameters established by academic freedom and the code of ethics adopted by the

Academic Senate. This information is made available at multiple locations on the college web site, in the *Course Catalog* and *Class Schedule Supplement*, and *The Faculty Handbook*.

As referenced in II.A.7.b, students and visitors are expected to comply with *Board Policy 5500: Student Standards of Conduct*. This information is readily available on the college web site, in the *Course Catalog* and *Class Schedule Supplement*, and course syllabi. Sanctions for violations in addition to grievance procedures are included as well. For reference by faculty, this information is included in *The Faculty Handbook*.

The Board of Trustees has adopted [Board Policy 2715](#)^{IIA-102} – Code of Ethics/Standards of Practice for Trustees. The Board has also adopted a code of ethics for administrators, [Board Policy 7255](#)^{IIA-103} – Code of Ethics-Administrators, based on those of the Association of California Community College Administrators (ACCCA). [Administrative Procedure 3050](#)^{IIA-104} – Institutional Code of Ethics defines ethics, expectations of ethical behavior, and the associated responsibilities to students, colleagues and staff, the governing board, the profession, and the community. Classified staff is expected to adhere to code of ethics established in [Board Policy 7231](#)^{IIA-105} – Code of Ethics-Classified Employees. [Board Policy 7233](#)^{IIA-106} – Employee Conduct and Dress, albeit brief and non-specific, addresses the expected conduct and dress of all District employees.

The college has also established expectations regarding computer technology access for students as well as employees. “As a condition for receiving and exercising computing privileges, all users of Shasta College computing systems must read, understand, and comply with the policies” outlined in [Administrative Procedure 3720 – Computer Use](#)^{IIA-107}. As a public community college, Shasta College does not seek to instill beliefs or world views that require conformity.

Self Evaluation:

Shasta College complies with this standard.

Planning Agenda:

None.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary:

This Standard does not apply to Shasta College.

STANDARD II.A EVIDENCE

IIA-1	Program Review Self-Study Directions	PDF Link / Web Link
IIA-2	Student Orientation Survey Results	PDF Link
IIA-3	North/Far North Regional Consortium Website	PDF Link / Web Link
IIA-4	N/FNRC Program Proposal Web Link	PDF Link / Web Link
IIA-5	Curriculum Council Web Page	PDF Link / Web Link
IIA-6	Administrative Procedure 4020	PDF Link / Web Link
IIA-7	Distance Education Web Page	PDF Link / Web Link
IIA-8	Distance Education Campuses-Other Sites Web Page	PDF Link / Web Link
IIA-9	03-09-10 ACCJC Substantive Change Approval Letter	PDF Link / Web Link
IIA-10	Economic and Workforce Development Division Web Page	PDF Link / Web Link
IIA-11	EWD Goals and Objectives	PDF Link / Web Link
IIA-12	Spring 2010 EWD Division Program Review	PDF Link / Web Link
IIA-13	EWD Division Data and Resources Web Page	PDF Link / Web Link
IIA-14	10-05-09 Curriculum Council Minutes	PDF Link / Web Link
IIA-15	10-04-10 Curriculum Council Minutes	PDF Link / Web Link
IIA-16	09-20-10 Curriculum Council Minutes	PDF Link / Web Link
IIA-17	Enrollment Management Committee Bylaws	PDF Link / Web Link
IIA-18	2010-2011 Basic Skills Action Plan	PDF Link
IIA-19	DE Approved Courses as of 06-01-11	PDF Link / Web Link
IIA-20	2-Year Sequence for ITV	PDF Link / Web Link
IIA-21	2009-2010 Student Technology Survey	PDF Link / Web Link
IIA-22	Shasta College Library Web Page	PDF Link / Web Link
IIA-23	2007-2010 Library Satisfaction Surveys	PDF Link
IIA-24	Library Reports Web Page	PDF Link / Web Link
IIA-25	Writing Center Web Page	PDF Link / Web Link
IIA-26	Math and Business Learning Center Web Page	PDF Link / Web Link
IIA-27	Distance Education Committee Web Page	PDF Link / Web Link
IIA-28	Distance Education Policy & Procedural Recommendations Web Page	PDF Link / Web Link
IIA-29	Shasta College Section 508 Compliance Validation Survey Results	PDF Link
IIA-30	2009-2012 Strategic Plan	PDF Link / Web Link
IIA-31	2007-2010 Technology Plan	PDF Link / Web Link
IIA-32	2010-2011 Extended Education Program Review Annual Update	PDF Link / Web Link
IIA-33	SLO Committee Web Page	PDF Link / Web Link
IIA-34	SLO Web Page	PDF Link / Web Link
IIA-35	College Goals	PDF Link / Web Link
IIA-36	02-14-11 Academic Senate Minutes	PDF Link / Web Link
IIA-37	06-08-11 Board Agenda Item 9.1 and Corresponding Minutes	PDF Link / Web Link
IIA-38	Planning Flow Chart	PDF Link / Web Link
IIA-39	SLO Handbook for Instructors	PDF Link / Web Link
IIA-40	2007-2010 Flex Day Schedules	PDF Link / Web Link

IIA-41	Flex Day Web Page	PDF Link / Web Link
IIA-42	GE Program Learning Outcomes	PDF Link / Web Link
IIA-43	Assessment Schedules for SLOs	PDF Link / Web Link
IIA-44	Institutional Student Learning Outcomes Schedule	PDF Link / Web Link
IIA-45	Fall 2008 GE SLO Matrix	PDF Link
IIA-46	Program Improvement Early Alert Metrics for Shasta College	PDF Link
IIA-47	Shasta College Curriculum Guidelines Handbook	PDF Link / Web Link
IIA-48	Five-Year Curriculum Review List	PDF Link / Web Link
IIA-49	2011-2012 Shasta College Catalog, Chapter 5	PDF Link / Web Link
IIA-50	Report of Shasta College AG/NR Program Evaluation	PDF Link
IIA-51	ESL Center Web Page	PDF Link / Web Link
IIA-52	Faculty Hiring Priorities Document	PDF Link / Web Link
IIA-53	Administrative Procedure 7210	PDF Link / Web Link
IIA-54	Adjunct Faculty Hiring Criteria Procedures	PDF Link / Web Link
IIA-55	Student Opinion of Teaching Survey	PDF Link
IIA-56	Professional Development Application for Funding	PDF Link / Web Link
IIA-57	Spring 2011 Strategic Plan Annual Update	PDF Link / Web Link
IIA-58	Distance Education Attachment for Course Outline	PDF Link / Web Link
IIA-59	03-07-11 Curriculum Council Minutes	PDF Link / Web Link
IIA-60	03-04-11 Academic Senate Minutes	PDF Link / Web Link
IIA-61	04-13-11 Board Meeting Minutes	PDF Link / Web Link
IIA-62	Assistive Technology and Alternate Media Lab Web Page	PDF Link / Web Link
IIA-63	Directions for Completing the Program Review Self Study	PDF Link / Web Link
IIA-64	SLO Web Page-Faculty Success Workshops Links	PDF Link / Web Link
IIA-65	SLO Forms Web Page	PDF Link / Web Link
IIA-66	SLO Training Activities Web Page	PDF Link / Web Link
IIA-67	SLO Links to External Resources Web Page	PDF Link / Web Link
IIA-68	SLO Handbook for Instructors	PDF Link / Web Link
IIA-69	Board Policy 4230	PDF Link / Web Link
IIA-70	2011-2012 Faculty Handbook	PDF Link / Web Link
IIA-71	2011-2012 Shasta College Catalog, Chapter 4	PDF Link / Web Link
IIA-72	Board Policy and Administrative Procedure 4020	PDF Link / Web Link
IIA-73	Board Policy 4025	PDF Link / Web Link
IIA-74	Degrees and Certificates Overview Web Page	PDF Link / Web Link
IIA-75	Board Policy 4100	PDF Link / Web Link
IIA-76	2011-2012 Shasta College Catalog, Pages 20-30	PDF Link / Web Link
IIA-77	ASSIST Website	PDF Link / Web Link
IIA-78	Institutional Student Learning Outcomes	PDF Link / Web Link
IIA-79	2011-2012 Shasta College Catalog, Pages 20-21	PDF Link / Web Link
IIA-80	DocuShare-Course Outlines and SLOs	PDF Link / Web Link
IIA-81	Certificate and Degree Program Requirements 2011-2012 Web Page	PDF Link / Web Link

IIA-82	2011-2012 Shasta College Catalog, Pages 34-54	PDF Link / Web Link
IIA-83	Schedule of Program Review Studies	PDF Link / Web Link
IIA-84	California Articulation Policies and Procedures Handbook	PDF Link / Web Link
IIA-85	CTEnorth Web Page	PDF Link / Web Link
IIA-86	CTEnorth Articulation Link	PDF Link / Web Link
IIA-87	Transfer Center Resources & Services Web Page	PDF Link / Web Link
IIA-88	Administrative Procedure 5120	PDF Link / Web Link
IIA-89	2011-2012 Shasta College Catalog, Page 19	PDF Link / Web Link
IIA-90	2011-2012 Shasta College Catalog, Pages 26-53	PDF Link / Web Link
IIA-91	Instructional Administrator Resources Web Page	PDF Link / Web Link
IIA-92	December 2009 Budget Update	PDF Link / Web Link
IIA-93	Shasta College Catalog Website Home Page	PDF Link / Web Link
IIA-94	Board Policy 1200	PDF Link / Web Link
IIA-95	Accreditation Web Page	PDF Link / Web Link
IIA-96	Board Policy 4030	PDF Link / Web Link
IIA-97	2011-2012 Shasta College Catalog, Chapter 7	PDF Link / Web Link
IIA-98	Fall 2011 Class Schedule Supplement	PDF Link / Web Link
IIA-99	Academic Senate Web Page-AAUP Ethics Statement	PDF Link / Web Link
IIA-100	Student Comment Form	PDF Link / Web Link
IIA-101	04-14-10 Board Meeting Agenda, Item 9.2	PDF Link / Web Link
IIA-102	Board Policy 2715	PDF Link / Web Link
IIA-103	Board Policy 7255	PDF Link / Web Link
IIA-104	Administrative Procedure 3050	PDF Link / Web Link
IIA-105	Board Policy 7231	PDF Link / Web Link
IIA-106	Board Policy 7233	PDF Link / Web Link
IIA-107	Administrative Procedure 3720	PDF Link / Web Link

Standard II.B

Student Support Services

Student



Success

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary:

The [mission](#)^{IIB-1} of the Student Services division was adopted in 2007 and commits to “provide comprehensive high quality programs, services, and guidance, which contribute to the success of our students and empower them to make informed decisions to facilitate their learning and achieve their goals”. Many of the supporting functions and associated resources are available on the individual [student services programs web page](#)^{IIB-2} and on the enrollment portal “My Shasta.”

A comprehensive [program review](#)^{IIB-3} was completed in 2010 and provides a thorough description and analysis of the scope and quality of all student services areas.

The Enrollment Services area is primarily responsible for all aspects of [matriculation](#)^{IIB-4}. The [admissions](#)^{IIB-5} process is similar for all students including transcript evaluation and data entry procedures. Applications for admission are available online, by mail, or at any one of the Extended Education Centers. All submitted applications as well as corresponding official transcripts are maintained in the Shasta College Admissions and Records Office. Either prior to or upon successfully completing an application, students receive information regarding orientation, assessment, academic counseling, and registration procedures. Students intending to matriculate are required to attend an orientation prior to registration. Beginning Fall 2007, the college adopted a new format that incorporates academic counseling and, using *My Shasta*, online registration in a lab session into the orientation presentations. This format has been adopted both on the main campus and at the Tehama Center and modified at the Intermountain and Weaverville centers using the ITV network and originating the broadcast from the main campus to the Centers. An [online orientation](#)^{IIB-6} has been developed and the program was piloted initially in the Fall 2010 semester.

The mission of the [Academic Counseling](#)^{IIB-7} services is “To encourage, guide and support students in pursuit of their academic, personal, and career goals by providing accurate information and personalized service in an accessible and welcoming environment”. Shasta College’s primary counseling center is located on the Redding Campus. There are an estimated 15 full time and hourly counselors to assist students. The College has dedicated two full-time

counseling faculty members to assist distance education students through phone, email, in person at Extended Education campuses, or web-based “Ask a Counselor” resources. [Assessment](#)^{II-B-8} is available at the Redding campus on a walk-in basis and through group and individual administrations at Extended Education sites. The Assessment office staff conducts group assessments at high schools in the more distant communities as requested. Online students can submit assessments or transcripts reflecting completion of prerequisite coursework from recognized institutions, or be evaluated by a counselor using the college’s Multiple Measures.

The staff in the [Financial Aid office](#)^{II-B-9} provides complete and up-to-date information on the regulations and guidelines governing financial aid grants and loans. This website also contains dates for application processing which demonstrate transparency and accountability. The financial aid procedures for all students are standardized regardless of location. Students have the option of completing all necessary paperwork either in person at one of the Centers, online, by mail, or fax machine. Financial Aid Technicians on the main campus serve as the student’s financial aid “advocate” in resolving financial aid problems. Students have access by going to the Financial Aid web site and completing the loan process. In addition, Financial Aid workshops are televised via ITV to each of the Centers. The planned installation of web cams at each Center should also prove helpful in addressing financial aid requirements.

In order to fulfill the goal of the [Shasta College Mission](#)^{II-B-10} to “provide students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities”, the College sponsors numerous [assistance programs](#)^{II-B-11} designed to serve specific populations. Disabled Students Programs and Services (DSPS), Extended Opportunities and Programs for Students (EOPS), Cooperative Agencies Resources for Education (CARE), CalWORKS, the [Puente Program](#)^{II-B-12}, [Veteran’s Support Network](#)^{II-B-13}, [International Students Services](#)^{II-B-14}, and [Campus Housing](#)^{II-B-15} are all examples of these programs. Each is fully staffed and funded as outlined in individual program guidelines and establishes programs and services that support quality student services. In addition, many of these programs contain direct links to student learning outcomes through [study skills training](#)^{II-B-16} (EOPS Peer Advisor Study Sessions), [lending libraries](#)^{II-B-17}, [specialized instruction](#)^{II-B-18}, [note providing and test proctoring](#)^{II-B-19} targeted to the unique needs of program participants.

Self- Evaluation:

The College meets the Standard. Since the last self-study in 2005, the college has made a concerted effort and progress to extend its services to all students, regardless of location or mode of instructional delivery and therefore meets this standard. This commitment was preserved despite the system-wide reduction in categorical funding for Matriculation, DSPS, EOPS/CARE, and CalWORKS. With greater dependence on the use of technology and coordination with Extended Education and the Office of Information Services and Technology Shasta College student services has maintained quality supports for student learning. All student services programs have developed student learning outcomes (SLO’s) and service area outcomes (SAO’s). These outcomes have been integrated into the [program review](#)^{II-B-20} and annual goal update process.

Planning Agenda:

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information –

- Official Name, Address(es), Telephone Number(s), and Website address of the Institution
 - Educational Mission
 - Course, Program and Degree Offerings
 - Academic Calendar and Program Length
 - Academic Freedom Statement
 - Available Student Financial Aid
 - Available Learning Resources
 - Names and Degrees of Administrators and Faculty
 - Names of Governing Board Members
-

II.B.2.b. Requirements

- Admissions
 - Student Fees and Other Financial Obligations
 - Degree, Certificates, Graduation and Transfer
-

II.B.2.c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
 - Nondiscrimination
 - Acceptance of Transfer Credits
 - Grievance and Complaint Procedures
 - Sexual Harassment
 - Refund of Fees
-

II.B.2.d. Locations or publications where other policies may be found

Descriptive Summary:

The [Shasta College Catalog](#)^{IIB-21} is accurate and has been structured for ease of use. It contains the official name, address, contact information and website address for the College. It also includes the educational mission statement, course, programs and degree offerings, academic freedom, financial aid information, learning resources, names and degrees of faculty and administration, and governing board members.

All admissions requirements, degree, certificate, graduation and transfer information are in the college catalog. Students are directed to visit the Shasta College website or the current class schedule for the most current list of student fees and refund information. The catalog also includes all major policies affecting students such as academic honesty, nondiscrimination statement, grievance, challenge and complaint procedures and sexual violence prevention and education policy and reporting. Once a year, the office of the Vice President of Academic

Affairs sends out a draft for the various areas to update. After the information is updated and approved, the catalog is ready for distribution.

Through a collaboration of various groups on campus during the fall semester of 2007, a new format was developed for the catalog and implemented for 2008-09. This reconfiguration made for a more logical and student friendly publication. Additional refinements were made effective with the 2010-11 catalog. These improvements included general appearance with consistency in font size and spacing together with a reformatting of program information. In addition, the online listing of the catalog was changed. There is a link to the document as a whole, as well as links to individual chapters. The individual chapter listings include descriptions of what is included in each chapter. In addition, bookmarks were added for the 2010-11 online catalog. Finally, the 2010-11 catalog marks the first time that ongoing updates were made to our online catalog. These online updates were very effective for making necessary changes/corrections. To eliminate confusion, it is clearly stated in the printed catalog that the online version of the catalog should be relied upon as the most up-to-date.

The Shasta College Catalog is available to students in both a printed and electronic format. The printed version is free at the Admissions and Records Office. The Schedule of Classes will be provided primarily in electronic format, with a version available at the website for those who would like to print it.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary:

Shasta College gathers information regarding student learning support needs from multiple sources. The Student Climate Survey is examined to determine if students' needs are being met. During assessment for placement in English and math classes, students are surveyed regarding their needs for support services. Counseling faculty also analyze data to determine level of achievement of departmental SAOs (Service Area Outcomes). The results of these analyses are compiled in the [Counseling Center Program Review](#)^{IIB-22}.

In addition, research regarding the Early Alert Program and probation helps the counseling center faculty make decisions regarding provision of services. Counseling faculty use professional judgment to assess individual learning challenges and provide recommendations

for assistance including referral to learning centers, such as Disabled Students Programs and Services and Financial Aid.

The Basic Skills Initiative and the Early Alert Programs represent the collaborative efforts of Shasta College staff in instruction and student services. When the California Basic Skills Initiative was funded and matriculation funding was reduced, Shasta College established our BSI program in the instructional area. However, it is a joint effort between student services and instruction with a shared full-time Coordinator/Faculty position (see [Item 8.1 of the May 13, 2009 Board agenda](#)^{IIB-23}, New Hires, Teresa Hampton).

With this structure in place and with the further reduction in matriculation funding, the BSI program developed and conducted the [Student Success Workshops](#)^{IIB-24} described in the counseling and Matriculation SAOs as well as in the BSI Action Plan. During the Fall 2009 semester 11 workshops were presented; 48 in Spring 2010; 29 in Fall 2010 and Spring 2011. The Counseling Center continues to promote these workshops to probationary students, to students who received Early Alert notices and to new students at orientations. The schedule and description of these workshops are linked directly on the main Shasta College [website](#)^{IIB-25}.

The BSI has completed numerous goals (as referenced in the [Spring 2011 Science, Language Arts and Math Program Review Annual Report](#)^{IIB-26}) related to student success including increasing data integrity for the ARCC report, hiring of a Basic Skills math instructor, instructor training initiatives such as [On Course: Student Success Strategies](#)^{IIB-27} and [Great Ideas For Teaching Students \(GIFTS\)](#)^{IIB-28}.

During the 2008-2009 year, Shasta College enhanced its [program review process](#)^{IIB-29} in student services. This new process focused on student learning outcomes and service area outcomes for all departments within student services. This improved format combined with a dedication to data collection and evaluation has resulted in a more accurate awareness of exceptional support programs and those needing more attention. Ongoing assessment and evaluation will be important to ensure our support services continue to match the needs of our students.

Self Evaluation:

While there is sufficient evidence of significant activity in meeting the needs for learning support services for students, the collection and analysis of data to support these needs is still in process. Coordination with the Office of Research and Planning and a college-wide agenda for research and data collection will include areas related to learning support services including SLO and SAO data.

Planning Agenda #3: Student Learning Outcomes

Shasta College will continue its ongoing collegial and self-reflective dialogue regarding student learning. The Student Learning Outcomes Committee and the Academic Senate, with active support of the Superintendent/President and Cabinet, will monitor and revise, where necessary, its plan to fully attain the proficiency level in student learning outcomes by June 2012. The college will continuously revise, implement, and assess student learning outcomes in all instructional and student services programs. The assessment information will be used for annual program improvement.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary:

Continual steps have been taken to provide all needed student support services on a regular and recurring basis regardless of location or mode of instructional delivery. Working with the various Student Services offices on the main campus, Extended Education and Information Services and Technology have coordinated both online and on-site services for students located beyond the main campus.

Individual services provided by EOPS and DSPS are the most often requested at the Extended Education campuses. Online support for [EOPS](#)^{IIB-30} now provides the ability to request specific services (e.g., book loans and textbook lending library) while counseling and required contacts for EOPS recipients has been accomplished through either direct contact, ITV, or web cam technology. A counselor assigned to the Tehama Campus also accommodates the EOPS needs of other distant learners. In cooperation with the local county Social Services offices, [CalWORKS](#)^{IIB-31} clients receive academic counseling services in a location near the county Social Services offices.

Disability Services provides assessment and appropriate resources for those students requiring accommodations. This typically involves note taking, adaptive furniture, or assistive technology. Extended Education coordinates the delivery and installation of any necessary equipment at the Extended Education campuses or sites. The college's recent assistive technology assessment of online and hybrid course offerings was particularly encouraging, as were written comments received in the CCCCO Distance Education survey.

With the upgrade of the Financial Aid website, increased counseling services to the Extended Education campuses, the installation of Higher One ATMs at the Main Campus and Tehama Campus, and the implementation of Datatel upgrades which allow students to check financial aid processing online, financial aid recipients are better able to access these services.

Tutoring is provided either on site or through direct coordination between the student and the [Student Learning Centers](#)^{IIB-32} located in the new Learning Resource Center using telephone, fax, and email. Recently, the Math and Business Learning Center on the main campus has initiated tutoring services via the college's ITV network to the Extended Education campuses of Trinity and Intermountain. On site tutoring is funded through the Extended Education, Basic Skills, and Writing Center budgets.

Students receive assistance in career planning, goal setting, academic planning, or coping with personal problems, regardless of location, by accessing either the onsite counselor at the Extended Education campuses, through the online counselor or web site, or by referral. Counselors conduct classroom visitations, orientations, workshops for instructional faculty, and outreach efforts. An online version of orientation for new students has been implemented to better assist the distant learner in the matriculation process.

A print version of the *College Catalog* is made available to all students free of charge at the Extended Education campuses. All students, however, are encouraged to consult the official version maintained on the [Catalog-Class Schedule web page](#)^{II.B-21} of the college web site.

All student records, regardless of location or mode of delivery, are maintained on the main campus and accessed only under the provisions of the Family Education Rights and Privacy Act (FERPA) and [Board Policy 5040](#)^{II.B-33} – Student Records, Directory Information, and Privacy. Back-up versions of records are stored separately from electronic records. Electronic records are backed up on a regular basis to preserve security.

Prior to 2005-06, Student Services had not been able to synthesize and utilize much of the information gleaned from the broad array of campus student satisfaction survey mechanisms, nor had the survey results effectively identified or reflected the needs of the distant learner whether he/she is at an Extended Education campus or online. Since that time, a change in leadership and greater acknowledgement of the unique challenges of the distant learner has led Student Services to develop a more comprehensive evaluation process. Starting with the SAOs developed in 2008-09 and working with the DEC and Dean of Extended Education, Student Services is better able to accurately evaluate its services to the distant student and apply the same outcomes to the distant learner experience.

Self Evaluation:

The College has prioritized access and services for students regardless of location or mode of access and meets this Standard.

Planning Agenda:

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Descriptive Summary:

Shasta College's student services and academic programs promote the ideal of human potential as it relates to intellectual, aesthetic, and personal development. By offering comprehensive campus and community service programs, the College enables students to achieve personal as well as academic potential and contribute to the social, cultural and economic development of our region. The college provides a variety of opportunities for students that encourage intellectual, aesthetic, and personal development and promote individual and collective responsibility through shared decision-making, leadership, concern for others, and responsible citizenship.

Many of these opportunities exist through student clubs and organizations. As of the end of the Spring 2010 semester there were 36 advisors and 330 students involved in 35 student clubs and organizations. To better serve the diverse interests and backgrounds of students, there is

variety in the [clubs](#)^{IIB-34} available including the International Film Club, the Intercultural Club, the Speech and Debate Club, the Service Learning Club, and the faith based Intervarsity Club.

One area through which personal and civic responsibility is encouraged is the Office of the Dean of Students. The [mission](#)^{IIB-35} of this office is to promote active student leadership and participation in college organizations and activities, foster cultural diversity, and ensure the wellbeing and safety of students. [Student Senate](#)^{IIB-36}, as the student government body, develops leadership skills through a common commitment, a sense of purpose, and obtainable goals and objectives, respecting and honoring the expertise of each member and our advisors, and celebrating the individual achievements of each member. Members commit to be examples of academic success, personal integrity, and humanity, with the hope that our example will help to positively impact Shasta College and our communities. As part of the participatory planning and shared governance process, decisions of the Student Senate must be representative of students' concerns and interests. At the end of the 2009-2010 academic year, there were 25 student positions held by both officers and representatives. In Fall 2010 and Spring 2011, there were approximately 34 students who participated in the Student Senate as Representatives or Officers. In the same time period, there have been more than 41 additional students who visited the Student Senate meetings. Popular Senate activities include the Halloween Haunted House, Club Days, the Giving Tree, and the Anti-Apathy Awards. The Senate also produces a Student I.D. They were very much involved in producing student turnout for the *Hands Across California* movement in support of community college funding and scholarships (see the [March 11, 2011 Student Senate meeting minutes](#)^{IIB-37}).

Examples from campus life that support the development of personal and civic responsibility include [Sustainability Conferences](#)^{IIB-38}, [Community Teaching Garden](#)^{IIB-39}, [Anti-Apathy Awards](#)^{IIB-40}, Huck Finn Day, [Blood Drives](#)^{IIB-41}, [March in March](#)^{IIB-42}, Worksite Learning, Ag career days, Dental hygiene free teeth cleaning for children, [Veteran's grove](#)^{IIB-43}, [Christmas Family Faire](#)^{IIB-44}, and [international student presentations](#)¹⁴. Furthermore, the [Political Science Club](#)^{IIB-45} and [Rotaract](#)^{IIB-46} both emphasize civic responsibility.

The Beta Mu Mu chapter of the [Phi Theta Kappa](#)^{IIB-47} honor society also supports personal development and civic responsibility. At the start of the Spring 2010 semester, there were 730 members participating in PTK. One hundred and five students became members between August 2009 and June 2010.

As a component of the Economic and Workforce Division of Academics, [Community Education](#)^{IIB-48} classes are offered in Health and Fitness, Local Food Forum, and Business and Computer. Continuing Education Units (CEUs) and professional development training are all offered in affordable, short-term venues. [Personal development courses](#)^{IIB-49} are also offered through various academic divisions.

All students achieving an associate degree must complete three units of coursework demonstrating Multicultural Competence through a focus on people from other cultures and backgrounds, as well as an examination of the contributions of non-Western cultures, or the intersection of culture with race, ethnicity, gender, class or other important social categories, such as religion (see [page 23 of the Shasta College Catalog](#)^{IIB-50}).

Aesthetic development is encouraged in a variety of ways. Upcoming artistic and cultural events are listed on the college web page. Banners are provided on the home page and further information is available under tabs for [Community and News & Events](#)^{IIB-51}. There are ongoing

art shows in the art gallery in the college's 300 building which change regularly. Receptions and guest lectures by the artists are held at the beginning of each exhibit. There is an annual juried student art show with awards, and an annual faculty art exhibit. The campus provides ongoing [musical and theatrical performances](#) ^{IIB-52}, which are advertised and promoted on the college website. Guest artists and lecturers frequently bring diverse perspectives to campus. These have included Peruvian retablo artist, Claudio Jimenez Quispe, whose work offered political testimonial and historical perspective on the Peruvian civil war; Omer Ismail from Darfur, representing the Peace and Development Organization; Cambodian photography/mixed media artist Binh Dahn, whose work responded to the atrocities of the Khmer Rouge; Diane Clayton-White, "Dr. Dee," an expert in American Gospel music; organic peach farmer and author Mas Masumoto; and World Music authority Ron Kean.

Courses that have an aesthetic component include those in photography, art, art history, ceramics, music, theater, literature, creative writing, performing groups, humanities and ornamental horticulture. Many of these courses are offered in the evenings as well as during the day to expand availability to members of the community.

[Intercollegiate sports](#) ^{IIB-53} provide additional development of personal responsibility and development. They are organized to ensure the highest quality, broad-based athletic experience. The intercollegiate athletics staff provides leadership, direction and training that are well grounded in proven coaching theory. Competitive opportunities correspond to the diverse interests of the student population at the Community College level of intercollegiate sport. Practice and competition optimize the development of, and enjoyment for, the individual student-athlete and team, while providing unique opportunities to demonstrate courage in situations requiring dedication, discipline and unselfish cooperation.

[The Health and Wellness Center](#) ^{IIB-54} supports personal development through personal counseling, health education through community organizations such as Planned Parenthood, smoking cessation programs, suicide prevention, and education on binge drinking and marijuana use.

All of the above and the myriad of courses offered by the College support the intellectual development of students. Numerous clubs are based on academic disciplines, and all clubs must have a faculty sponsor, underscoring their co-curricular purpose. Additionally the Dean's List fosters intellectual development through recognition of exceptional scholastic achievement. [The Dean's List](#) ^{IIB-55} was first implemented at the college in the Spring semester of 2010. For Spring 2010 there were 871 students, and for the Fall 2010 there were 833 students on this list.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary:

Since the previous accreditation self-study, Shasta College has maintained counseling programs that support student development and success in a number of ways. In 2006-07 the Counseling Center moved to a [developmental model of counseling](#)^{II.B-56} which focuses on the development of the individual: helping the student to become aware of factors and forces in the college environment and in life so that the student can learn to take control of those factors and forces to develop a more attainable educational and career plan. Counseling facilitates and nurtures this development and growth. In helping a student develop and attain his or her goals, this model provides specialized information about occupations or educational opportunities while helping the student to understand its correlation with skills, challenges, barriers, interests, aspirations and sources of support.

This developmental model has implications for staffing and the provision of services. Students are encouraged to work with the same counselor throughout enrollment at Shasta College. Early identification and provision of services to undeclared students, basic skills students and students with barriers is important and requires a proactive approach to providing services. This approach, however, can also increase the demands on counselors. Meanwhile, some procedures have been altered to reach these students early and to develop a more effective counseling relationship with the student.

Procedural changes implemented in 2007-08 address those students who do not meet the deadlines and/or delay their decision to enroll at Shasta College. After completing assessment, students then make an appointment to attend an orientation which includes meeting with a counselor and registering for classes. The students leave this event with a schedule of classes, the name of their assigned counselors, and an appointment with the counselor to either develop an educational plan or begin the career counseling process. This change promotes a more efficient process by better managing the shortage of counseling time.

In Summer 2009, an additional orientation format was implemented for those who scored at the basic skills level in English and/or math. This was done to support the efforts of the Basic Skills Initiative (BSI) program. Students who attend these orientations will be assigned to one of two part-time counselors who follow up with the students periodically during the semester. This program is supported by funds from the BSI grant and provides the Counseling Center the opportunity to focus attention on a special population without adversely affecting general counselor coverage.

All new full-time and part-time counselors receive approximately 50 hours of training from a full-time counselor. In addition, counselors who attend conferences provide reports and training for the counseling faculty. Most counseling information regarding transfer issues is available on-line. Instructional faculty or division representatives provide frequent update regarding program and class changes at regularly scheduled monthly and bi-monthly meetings. Counselors are well-represented on Shasta College faculty committees and present updates at the counseling meetings.

[The 2011 Counseling Program Annual Update](#)^{IIB-57} identifies specific training that was completed by counseling faculty. As previously mentioned, specialized training for instructional faculty is provided to help promote student success. Examples include [On Course: Student Success Strategies](#)^{IIB-27}, [Great Ideas For Teaching Students \(GIFTS\)](#)^{IIB-28}, [Distance Education Tools](#)^{IIB-58}, [Faculty Resources](#)^{IIB-59} related to students with disabilities, and Faculty [Flex Day](#)^{IIB-60} seminars each semester.

Additional evidence comes from the student climate surveys conducted every few years. Students responded to 41-58 statements using a four-point Likert scale (1 to 4) for levels of importance and agreement. Over the years, minor word changes were made to some items. The Office of Research and Planning prepared a document comparing student responses (see attached document) from Fall 2002, Fall 2008 and Fall 2010. From this document, two statements are selected for this Standard.

2010 Item # 13: My Shasta College counselor was responsive to my academic/educational needs.

The agreement rating for this item in 2002 was 2.96. In 2008 the agreement rating increased to 3.21 then in 2010 the agreement rating went back to 2.96. This represents 74% of student respondents agreeing or strongly agreeing with the statement in 2010.

2010 Item #3: I received the assistance I needed in academic advising and educational planning.

The agreement rating for this item in 2002 was 2.87. In 2008 the agreement rating increased to 3.15 then in 2010 the agreement rating went back down to 2.84. This represents 63% of student respondents agreeing or strongly agreeing with the statement in 2010.

It is important to note that during this time, there has been a decrease in the number of full-time counselors available and an increase in adjunct counseling hours.

Self Evaluation:

Shasta College meets this Standard. The College has expended significant effort and attention in training counselors and advisors and assigning them to locations and services that are at greatest need, especially with the reduction in overall counseling staff. The impact of this reduction may be seen in a decrease in student satisfaction and further examination of these statements is warranted to assist the college in continuing to meet this standard. Specifically, in addition to data on the Early Alert Program, Counseling staff are currently gathering data regarding follow up counseling services for probationary students and will continue to focus on providing enhanced services to basic skills students in an effort to reduce the number of these students who are placed on probationary status.

Planning Agenda:

None.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary:

Shasta College's [Superintendent/President](#)^{IIB-61}, [mission](#)^{IIB-10}, and Institutional Student Learning Outcomes all reflect the commitment to fostering a diverse and inclusive learning community while providing access to and serving a diverse population. A wide range of courses raise awareness and appreciation of diversity including gender, race, age, ethnicity, disability, sexual orientation, language, religion and socio-economic status. The General Education requirement for all Associate Degrees requires at least three units of [Multicultural studies](#)^{IIB-50} as a response to the concerns raised by the commission following the previous comprehensive site visit.

The [Student Equity Committee](#)^{IIB-62}, chaired by the Dean of Students, reviews access and student success as seen through the lens of student diversity. This committee also updates the college's [Equity Plan](#)^{IIB-63}. Regrettably, this effort has not been given sufficient attention in the past several years.

The college's student activities program provides great opportunities for students to plan, develop, and implement activities that advance understanding and appreciation of diversity. A variety of clubs give students opportunities to share cultural experiences and values with other students. Club membership is inclusive, non-discriminatory, and open to all students who desire to participate. Students who want to begin a new club may get approval from the Dean of Student Services. Student Services programs are also an active part of this development of diversity.

As of the end of Spring 2009 there were 28 student clubs and organizations; 20 of them were in active status with current faculty advisors. As of the end of the Spring 2010 semester there were 36 advisors and 330 students involved in 35 student clubs and organizations. Among the various clubs that promote and educate others on issues of diversity are the following:

- [\(dis\)Ability Awareness Club](#)^{IIB-64}: The purpose of this club is to raise awareness of abilities and disabilities, provide information, and allow students to make connections with others who attend Shasta College, as well as community members.
- [Gay Straight Alliance \(G.S.A.\)](#)^{IIB-65}: The purpose of this club is to create a safe, welcoming and accepting school environment for all students, regardless of sexual orientation or gender identity. G.S.A. is here to provide a supportive environment for lesbian, gay, bisexual, transgender, queer, questioning, or intersex (LGBTQQI) students as well as those who are perceived by others to be LGBT, have LGBT friends or family members or just care about LGBT issues.
- [Intercultural Club](#)^{IIB-66}: The purpose of this club is to create awareness and sensitivity toward all ethnic and cultural groups on campus and in the community. The club promotes the value and respect of students, staff and faculty of diverse ethnic backgrounds at Shasta College; it provides a welcoming and supportive environment for international and nonresident students at Shasta College in which to network, socialize and be a positive voice. Cultural backgrounds are shared through food, entertainment, and gatherings.
- [Latinos Unidos Networking Alliance \(formerly Amigos Unidos\)](#)^{IIB-67}: The purpose of this club is to promote Spanish speaking culture and heritage among all students/staff at

Shasta College and to enrich relationships between Shasta College students and the community.

- [Native American Tradition in Valued Education - N.A.T.I.V.E. Club](#) ^{IIB-68}: The purpose of this club is to encourage Shasta College students to achieve spiritual, physical and mental balance by providing resources, enhanced services and a family support structure for success in education, in community outreach, and in life. Shasta College students who honor Native American traditions are invited to join this club.
- [Puente Club](#) ^{IIB-69}: This club has various purposes, including the participation in events both on and off campus, in order to create awareness and sensitivity towards all ethnic groups.
- [Puente Program](#) ^{IIB-12}: Puente combines accelerated instruction, intensive academic counseling, and mentoring by members of the community. The curriculum focuses on developing reading and writing skills through an exploration of Mexican-American/Latino literature. Students must be committed to transfer to a four-year college or university and must be willing to participate in extracurricular activities, such as an annual Puente student transfer conference, visits to four-year colleges and universities, and multicultural events in their community.
- [Veterans Support Network and Veterans Club](#) ^{IIB-70}: These groups have multiple purposes, with the most central being the support of veterans who come to school at Shasta College. These groups also raise community awareness towards veteran issues.
- [Black History Month](#) ^{IIB-71}: The college celebrates the achievements of African Americans of the past and contemporarily.
- [Intercultural Night](#) ^{IIB-72}: Intercultural Night is an annual event put on by the Shasta College Intercultural Club to bring cultural entertainment and foods to the Shasta College campus. World music, cultural dances, stories, performances, and samples of international cuisines make up this annual event now going into its eighth year.
- [Cinco de Mayo Celebration](#) ^{IIB-73}: This event is a collaborative effort between the Dean of Students office, L.U.N.A. club, EOPS, faculty, and members of the Hispanic Community. Songs, dancing, informational booths, crafts, samples of Mexican cuisine, poems, and speeches make up this annual event now going into its twentieth year.

International students

Between the Spring of 2006 and the Fall of 2008, Shasta College enrolled 84 individual [international students](#) ^{IIB-14}. Students have come from the following countries: Albania, Brazil, Canada, China, Ecuador, Germany, India, Japan, Kenya, Korea, Latvia, Lebanon, Madagascar, Mexico, Nigeria, Philippines, Switzerland, Taiwan, and Vietnam. The College participated in the Egypt Initiative Student Exchange program from 2009-2011 in which two cohorts of Egyptian students spent a year studying at Shasta College. This program was sponsored through the Chancellor's office by the State Department.

Self Evaluation:

Shasta College meets this Standard and continues to provide opportunities for serving our diverse population. Programs, practices, services and academic offerings are designed to enhance student understanding and appreciation of diversity. Regardless of location or mode of delivery, support is demonstrated in several ways: through student recruitment and outreach activities, promotion of student organizations, support of student programs that emphasize and celebrate diversity, hiring procedures that result in faculty and staff who are sensitive to the racial and cultural diversity of the college population, and inclusion of academic offerings that increase understanding, awareness, and appreciation of diversity.

Planning Agenda:

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary:

Title 5 Matriculation regulations require California Community Colleges to use test instruments approved by the Chancellor's Office to ensure that there is no disproportionate impact on any populations. We are also required to validate the cut scores for each of the placement tests every six years. In addition, we must conform to the Americans with Disabilities Act regarding accessibility issues for disabled populations. The test scores are just one of several multiple measures that counselors use in making English and math placement decisions. The multiple measures for all courses with prerequisites were determined by the instructional faculty in each area. Counseling faculty members use those multiple measures in making placement decisions.

Shasta College currently uses the COMPASS Reading and Writing tests for placement in English classes or as a prerequisite for other courses on campus. Students can choose to use self-placement in non-transfer level math classes or they may take the Accuplacer math test. Students who would like to place in transfer level math classes must meet with a counselor who will review multiple measures to determine if the student is eligible for transfer level math classes.

At the time of writing, the CCC Chancellor's Office has solicited input from various stakeholders regarding the development of statewide assessment instruments. In addition, recent legislation and grant opportunities have made it possible for Shasta College to develop and participate in a program that will allow high school seniors to be exempt from placement testing if they passed the EAP (Early Assessment Program).

Self-Evaluation:

Shasta College meets this Standard. The College uses only Chancellor Office approved testing instruments. The COMPASS English Reading and Writing cut scores were last validated in 2010. The math faculty members have developed a self-assessment instrument that students can use to place themselves in non-transfer level math courses.

Planning Agenda:

None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary:

Shasta College relies on [Board Policy 5040](#)^{IIB-33} as well as state and federal (FERPA) guidelines for the security of all student records. Paper copies of records are secured in file cabinets in the counseling, CalWORKS, EOPS, DSPS, health service and financial aid departments. Permanent Records (transcripts) from 1950 to 2003 are kept in a secure room located within the Admissions & Records Office. Instructor grade books are kept in that same secure room for approximately 10 years and then are moved to a locked warehouse on campus. Those records are kept indefinitely. Records such as student applications, registration forms, attendance accounting, etc. are kept for approximately 2 years in the Admissions & Records office for reference and then moved to the warehouse where they are kept for a minimum of 5 years. Electronic access to student records is established by job functions and responsibility. Supervisors need to provide a written request to the I.T. department before access is granted. Within our student system (*My Shasta*) and employee system (Datatel) password creation and access is controlled through numerous protocols.

Self Evaluation:

Shasta College meets this Standard. The College has benefited from a seamless transition from paper records to an electronic database. Our board policies, administrative procedures, college catalog and schedule of classes are current and accurate regarding student records and access.

Planning Agenda:

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

Shasta College completed an extensive [program review](#)^{IIB-3} of all Student Services programs in 2010. The student support services program reviews include an analysis and responses related to the development and assessment of student learning outcomes. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of

student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The Basic Skills Initiative and the Early Alert Programs represent the collaborative efforts of Shasta College staff in instruction and student services. When the California Basic Skills Initiative was funded and matriculation funding was reduced, Shasta College established our BSI program in the instructional area. However, it is a joint effort between student services and instruction.

With this structure in place and with the further reduction in matriculation funding, it fell to the BSI to develop and conduct the student development workshops described in the counseling and Matriculation SAOs as well as in the BSI Action Plan. During the Fall 2009 semester 11 workshops were presented; 48 in Spring 2010; 29 in Fall 2010 and Spring 2011. The Counseling Center continues to promote these workshops to probationary students, to students who received Early Alert notices and to new students at orientations.

Self Evaluation:

Shasta College meets this Standard. SLO assessments for each of the Student Services Programs are contained in the Shasta College Student Services Program Review conducted in Spring 2010. However, collection and analysis of data leading to program revision is not widely evidenced. Only the Counseling Program under Enrollment Services and Basic Skills program under the Science, Language, and Mathematics academic division submitted an [Update and Action Plan](#)^{IIB-29} as required for 2010-2011 academic year.

Consistent with other areas of this self-study, fulfillment of a complete cycle for Student Learning Outcomes and the collection and use of data in Program Planning and overall evaluation is required to allow the college to meet this standard. Student Services program administrators and faculty will work with the Office of Research and Planning to develop regular and systematic evaluations of support services. The college will implement a research agenda to determine the needs based upon surveys, and include priority of assessment of student learning outcomes.

Planning Agenda #3: Student Learning Outcomes

Shasta College will continue its ongoing collegial and self-reflective dialogue regarding student learning. The Student Learning Outcomes Committee and the Academic Senate, with active support of the Superintendent/President and Cabinet, will monitor and revise, where necessary, its plan to fully attain the proficiency level in student learning outcomes by June 2012. The college will continuously revise, implement, and assess student learning outcomes in all instructional and student services programs. The assessment information will be used for annual program improvement.

STANDARD II.B EVIDENCE

IIB-1	Student Services Mission Statement Web Page	PDF Link / Web Link
IIB-2	Student Services Programs Web Page	PDF Link / Web Link
IIB-3	Spring 2010 Student Services Program Review	PDF Link / Web Link
IIB-4	Matriculation Web Page	PDF Link / Web Link
IIB-5	Admissions & Records Web Page	PDF Link / Web Link
IIB-6	Online Orientation	PDF Link / Web Link
IIB-7	Counseling Web Page	PDF Link / Web Link
IIB-8	Assessment Center Web Page	PDF Link / Web Link
IIB-9	Financial Aid Web Page	PDF Link / Web Link
IIB-10	Shasta College Mission Statement Web Page	PDF Link / Web Link
IIB-11	Assistance Programs for Students Web Page	PDF Link / Web Link
IIB-12	Puente Program Web Page	PDF Link / Web Link
IIB-13	Veterans Support Network Web Page	PDF Link / Web Link
IIB-14	International Students Web Page	PDF Link / Web Link
IIB-15	Campus Housing Web Page	PDF Link / Web Link
IIB-16	EOPS Peer Advisor Study Sessions (e-PASS) Web Page	PDF Link / Web Link
IIB-17	Lending Library – Student Support Services Web Page	PDF Link / Web Link
IIB-18	Specialized Instruction	PDF Link
IIB-19	Learning Services Office Web Page	PDF Link / Web Link
IIB-20	Schedule of Program Review Studies	PDF Link / Web Link
IIB-21	Shasta College Catalog Web Page	PDF Link / Web Link
IIB-22	2009-2010 Counseling Center Program Review	PDF Link / Web Link
IIB-23	05-13-09 Board Agenda, Item 8.1	PDF Link / Web Link
IIB-24	Fall 2011 Student Success Workshops	PDF Link / Web Link
IIB-25	Shasta College Home Page-Student Success Workshops Link	PDF Link / Web Link
IIB-26	Spring 2011 SLAM Program Review Annual Report	PDF Link / Web Link
IIB-27	Student Success Strategies Web Page	PDF Link / Web Link
IIB-28	Great Ideas for Teaching Students Web Page	PDF Link / Web Link
IIB-29	Program Review Web Page	PDF Link / Web Link
IIB-30	Extended Opportunity Program and Services (EOPS) Web Page	PDF Link / Web Link
IIB-31	CalWORKs Web Page	PDF Link / Web Link
IIB-32	Student Learning Web Page	PDF Link / Web Link
IIB-33	Board Policy 5040	PDF Link / Web Link
IIB-34	Student Clubs and Organizations Web Page	PDF Link / Web Link
IIB-35	Dean of Students' Office Mission Statement Web Page	PDF Link / Web Link
IIB-36	Student Senate Web Page	PDF Link / Web Link
IIB-37	03-11-11 Student Senate Meeting Minutes	PDF Link / Web Link
IIB-38	Sustainability Conference Web Page	PDF Link / Web Link
IIB-39	Community Teaching Garden Web Page	PDF Link / Web Link

IIB-40	Anti-Apathy Awards Web Page	PDF Link / Web Link
IIB-41	Blood Drives Web Page	PDF Link / Web Link
IIB-42	March in March Web Page	PDF Link / Web Link
IIB-43	Veterans Grove Web Page	PDF Link / Web Link
IIB-44	Christmas Family Faire Web Page	PDF Link / Web Link
IIB-45	Political Science Club Web Page	PDF Link / Web Link
IIB-46	Rotaract Club Web Page	PDF Link / Web Link
IIB-47	Phi Theta Kappa Web Page	PDF Link / Web Link
IIB-48	EWD Community Education Classes Web Page	PDF Link / Web Link
IIB-49	Personal Development Courses Web Page	PDF Link / Web Link
IIB-50	2009-2010 Shasta College Catalog, Page 23	PDF Link / Web Link
IIB-51	Shasta College Home Page-Community and News & Events Tabs	PDF Link / Web Link
IIB-52	Fine Arts Events Web Page	PDF Link / Web Link
IIB-53	Athletic Department Web Page	PDF Link / Web Link
IIB-54	Health and Wellness Center Web Page	PDF Link / Web Link
IIB-55	The Dean's List Web Page	PDF Link / Web Link
IIB-56	Developmental Model of Counseling Presentation	PDF Link
IIB-57	2011 Counseling Program Review Annual Report	PDF Link / Web Link
IIB-58	DE-Instructional Resources, Tools and Training Web Page	PDF Link / Web Link
IIB-59	DSPS Web Page	PDF Link / Web Link
IIB-60	2007-2010 Flex Day Schedules	PDF Link / Web Link
IIB-61	President's Corner Web Page	PDF Link / Web Link
IIB-62	Student Equity Committee Web Page	PDF Link / Web Link
IIB-63	2009 Student Equity Plan	PDF Link / Web Link
IIB-64	(dis)Ability Awareness Club Web Page	PDF Link / Web Link
IIB-65	Gay Straight Alliance Web Information	PDF Link / Web Link
IIB-66	Intercultural Club Web Page	PDF Link / Web Link
IIB-67	Latinos Unidos Networking Alliance Web Page	PDF Link / Web Link
IIB-68	N.A.T.I.V.E. Club Web Page	PDF Link / Web Link
IIB-69	Puente Club Web Information	PDF Link / Web Link
IIB-70	Veterans Club Web Page	PDF Link / Web Link
IIB-71	Black History Month Poster	PDF Link
IIB-72	Intercultural Night Web Page	PDF Link / Web Link
IIB-73	Cinco de Mayo Web Page	PDF Link / Web Link

Standard II.C

Library and Learning Support Services



II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary:

Library and Learning Support Services at Shasta College consist of the [Library](#)^{IIC-1}, the [Assistive Technology Lab](#)^{IIC-2}, the [English as a Second Language Center](#)^{IIC-3}, the [Math and Business Learning Center](#)^{IIC-4}, the [Science Learning Center](#)^{IIC-5}, and the [Writing Center](#)^{IIC-6}. These service areas provide research materials, information competency instruction, instructional support for specific subject matter, tutoring services, and computer laboratories. Administrative control is dispersed among a number of different divisions. The Library as a curriculum-wide support service is a stand-alone division reporting to the Vice President of Academic Affairs. The Assistive Technology Lab is within Disabled Students Programs and Services. The English as a Second Language Center, the Math and Business Learning Center, the Science Learning Center, and the Writing Center all report to the Dean of Science, Language Arts, and Mathematics. All library and learning support services collaborate to provide effective service to students.

Library

Library Materials

The Shasta College Library is an integral part of the college learning environment. The Library promotes student learning and development through support of the curriculum and through encouragement of lifelong learning skills. The Library directly supports Institutional [Student Learning Outcome #3 Critical Thinking Skills](#)^{IIC-7} by instructing students in how to collect and evaluate information through classroom information competency sessions and through individual instruction at the Reference Desk.

The library collection includes a variety of materials in multiple formats (see [Collection Statistics 2010](#)⁸, and [Periodical and Newspaper Statistics 2009-2010](#)⁹) As of June 30, 2010, the library collection included:

70,405	print titles
4,211	media titles
108	print periodical subscriptions
9	print newspaper subscriptions
24,598	electronic eBook titles
41	subscriptions to electronic databases
24,000	full-text periodicals

Online resources have steadily increased in number and in scope, reflecting a conscious effort to improve the ability of our online and Extended Education students to access library resources. We have recently added streaming video titles through selected purchases from Films on Demand and through a subscription to INTELECOM.

Selection of library materials is guided by [Board Policy 4040 – Library Services](#)^{IIC-10}, recently approved by the Board of Trustees on 4/15/09. This policy calls for the selection of materials that will enrich the curriculum in the following ways:

- (a) The Shasta College Library is an integral part of the curriculum and supplements class instruction. It offers resource material for both faculty and students.
- (b) The Shasta College Library provides additional materials for the pleasure and recreation of students beyond the needs of course requirements, in order to promote reading and lifelong learning as a recreational and informative resource.
- (c) The Shasta College Library serves as a regional community resource by supplementing materials and services provided by the public libraries.

Selection is delegated to the Associate Dean of Library Services with input from other faculty librarians and from faculty members in the instructional divisions. Librarians read reviews in professional library journals and other publications to assist in the selection process. The Reference and Instruction Librarian is a standing member of the Curriculum Council and works with sponsoring faculty to ensure that library collections are adequate to support new curriculum. Every opportunity is taken to solicit input from faculty specialists. The [Recommend a Library Acquisition form](#)^{IIC-11} is available on the Library's website to encourage purchase suggestions. Selection policies as well as other helpful [collection development information](#)^{IIC-12} are also available on the Library's website. Requests are received from students and staff members in any format that is convenient for them, whether by phone, in person, slips of paper, email, catalogs, etc.

Materials are ordered from several vendors specializing in library services in order to maximize discounts, such as Baker & Taylor, Midwest, Strand, and Popular Subscription Services. Occasionally materials are ordered directly from publishers or suppliers as appropriate. Materials are added to the library catalog using the cataloging services of OCLC (Online Computer Library Center). Maintenance and accessibility is provided through the SirsiDynix Symphony automated system, using the staff Workflows client and the iLink public interface.

Funding for materials comes from a variety of sources (see the [Library Materials Budgets Historical Data](#)^{IIC-13}). Since the last accreditation self study, funding for most of the print

materials has shifted away from categorical funds and is now being funded from district budgets. Database funding historically came from a combination of district funds and categorical TTIP (Telecommunications and Technology Infrastructure Program) funds. The recent economic downturn has negatively affected the dollars for library materials, resulting in significant loss of purchasing power. The loss of state instructional equipment funds and TTIP dollars has been especially difficult to absorb. We are buying fewer print books, print periodicals, and electronic databases than in the past.

Assessment of the collection occurs on an ongoing basis through the use of user satisfaction surveys. Usage statistics on our print materials are gathered via our Sirsi automated library system. Collection age is also monitored via Sirsi. Usage statistics for our electronic resources are collected using vendor reports.

Library staff members engage in an ongoing process of deselection or weeding of the collection, consulting with faculty instructors in specific subject areas where appropriate. A systematic process of evaluating the holdings by subject area is in place, with subject areas such as science, technology, and social sciences given more frequent attention than literature, history, humanities, fine arts, and fiction. Since the last self study, the Library has consistently discarded as many print titles from the collection as we have added, keeping the total collection size of print material relatively constant.

Library Equipment

The Library provides the only open unrestricted computer lab on campus. It now has 40 workstations in the Library Computer Center, with an additional 39 workstations available in the Library Instruction Center whenever library instruction is not taking place in that venue. The workstations are open to all users, but priority is given to students needing to accomplish academic tasks. These computers provide access to Microsoft Office 2007, Adobe Reader, Internet Explorer, Mozilla Firefox, Open Office, Roxio, and other various and assorted support programs. As of 7/1/10, the age of the equipment in these areas varied from 2.62 to 9.0 years. 44 of these workstations are less than 3.5 years old.

In Spring 2011, 36 new computers were purchased and are in the process of being deployed into the Library Computer Center. These computers will replace our oldest machines and will provide a total of 79 student workstations in the open computer labs.

The Library also offers wireless capability throughout the building. Efforts are made to maximize the number of student study areas that are accessible to power outlets in order to support the increasing number of laptops being used by our students.

The Library has three group study rooms that students may reserve using the circulation control system. The remodel includes plans to expand the number to nine in the near future. Each group study room is equipped with a DVD/Video player and a flat screen monitor. The Library provides two black and white copiers, a color copier, a free fax machine, and two free scanners. Other equipment available for student use includes audiocassette and CD players, tape and video duplicators, microform reader/printers, and flash drives. The Library also has laptops, projectors, screens, digital cameras, and a public address system available for checkout to college staff members.

Printing is available in the Library on a pay-per-use basis using the OCS (Output Control System) print management software. Income from printing is used to purchase printers, toner, supplies, software, and equipment to upgrade the print system as necessary.

The Library has adaptive technology equipment for users with disabilities. The selection and maintenance of this equipment is coordinated with DSPS and the Technology Department.

Tutoring Centers

Assistive Technology Lab

The Assistive Technology Lab provides students with alternate formats of their course materials (audio books, electronic books, formats for text-to-audio applications, Braille). Students are trained in the use of applications to help meet their educational needs such as Kurzweil 3000 and other text-to-audio applications, speech recognition software such as Dragon NaturallySpeaking and Windows speech recognition, and magnification software such as Zoomtext. Students are also trained in Jaws and Windows Eyes, two applications designed to allow students who are blind to navigate a computer. Assistive Technology also includes hardware such as personal listening systems to help students with hearing classroom instruction, ergonomic hardware such as chairs, tables, ergo arms, specialized keyboards and mouse devices, and CCTV, etc. These pieces of equipment are checked out to students to use throughout the semester.

The Assistive Technology Lab provides the appropriate equipment and/or software training and alternate media to every student who is referred to the department. The quantity of equipment delivered to classrooms or checked out to students varies from semester to semester. Needs are projected from the previous semester's numbers. All new ergonomic chair purchases meet ANSI/BIFMA standards. All other equipment and alternate media is selected to meet specific student needs.

The Assistive Technology Lab keeps apprised of changes in software by receiving updates from vendors, conducting internet searches, and monitoring assistive technology/alternate media listservs, especially in consultation with the High Tech Center Training Unit through the Chancellor's Office DSPS program. Consultation with other assistive technology and alternate media specialists at other colleges is especially valuable, as they can share what works or what problems or complaints they had about a specific product or application. Requests for improved products are made through the budget process. This review process is ongoing and improvements are initiated as soon as possible.

All computers for the Assistive Technology Lab are provided by the College, and are upgraded and replaced according to the technology plan. Equipment and furnishings are frequently redeployed from other district offices. The DSPS budget has limited allowance for the purchase of equipment or furnishings.

The Assistive Technology Lab monitors the effectiveness of its equipment, materials, and services by exploring the extent to which the specific accommodation met the student's needs as defined in the referral from the DSPS counselor. Students are queried throughout the process to determine if the accommodation has been helpful. The Assistive Technology Lab also compares its services and equipment to that provided at other DSPS assistive technology labs at other colleges.

English as a Second Language Center

The English as a Second Language Center provides learning support services to students in ESL classes. ESL instructors refer students to the center for assistance with various learning needs such as pronunciation, reading, and writing exercises. Students generally come to the lab with the texts and materials they need for their tutorials as referred by the instructor. In

addition, the lab has a small library of ESL books and materials available, varying in difficulty from low beginning to high intermediate. ESL instructors select the materials available in the ESL lab.

Since the move to the Learning Resource Center, ESL students on the main campus have access to computers in the lab. These computers were purchased to provide student access to ESL computer programs and assistance to students enrolled in the Basic Skills English courses.

Math and Business Learning Center

The Math and Business Learning Center (MBLC) supports the instructional programs of the Math and Business departments. It provides free peer tutoring for all levels of mathematics courses taught on campus, and also for accounting, computer information services, and office administration courses. A referral system is in place whereby a Basic Skills student can be referred by a math instructor for a one-hour appointment for one-on-one tutoring with the Instructional Paraprofessional.

The lab is utilized for a variety of additional functions, including proctoring of exams for online classes and make-up tests and quizzes for on-campus students, and meetings between groups of students and instructors. The MBLC maintains a collection of current textbooks, solutions manuals, instructional DVDs, calculators, and numerous handouts. The textbooks are chosen by instructors. The faculty also provide appropriate handouts, practice tests, and other supporting materials.

The Math and Business Learning Center recently relocated to the Learning Resource Center (700 building), joining resources with the Writing Center. It has 16 computer workstations. The computers are new and have updated software to reflect what is being taught in the computer information services and office administration classes. New tables have outlets that allow students to plug in their laptops.

Science Learning Center

The Science Learning Center supports the instructional program of the Science Department by providing peer tutoring, textbook support, and other review materials. The Science Learning Center purchases microscopes, slides, lab materials, and extra reference books to support classroom instruction. Textbook selections are made in consultation with instructors in order to keep the textbooks current. Feedback is received from both instructors and students as to what is needed to assist their learning experience.

Writing Center

The Writing Center is a "Writing across the Curriculum" center and endeavors to keep material on hand to meet student needs in all disciplines. The Writing Center maintains current manuals on various writing styles. Manuals are updated as new editions are made available, and at least two copies of each manual are kept on hand in the Writing Center and in the paraprofessional's and instructional aide's office for reference. Updated handouts on extensive subjects pertaining to writing and grammar are also available for students. The quantity of handouts is constantly replenished and more are added as the need arises. The Writing Center also provides helpful links on its web page to assist students with [grammar](#)^{IIIC-14} and [formatting](#)^{IIIC-15} when the Writing Center is closed.

The applicability of the material is determined by faculty as well as the Writing Center coordinator and paraprofessional. Reference books kept on hand for student use are the ones

faculty are currently using. Teaching faculty make purchase suggestions regarding materials that they would like to see the Writing Center acquire.

The computers in the Writing Center were all purchased in 2010 as part of the state bond construction project. The software is kept current by the Technology Department of the institution.

Self Evaluation:

Library

The college meets the Standard. The Library selects and maintains equipment and materials in sufficient quality, currency, depth and variety to support student learning. Usage statistics show growth in the use of the collection in spite of fewer resources being added (see table).

Library Statistics

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Increase Since 05-06
Circulations	14,796	31,004	34,011	40,217	40,602	174%
Circulations Per FTE	1.9	4.3	4.5	4.8	4.8	152%
Public Service Desk Transactions	na	na	22,923	33,993	36,000	na
Public Service Desk Transactions Per FTE	na	na	3.0	4.1	4.3	na
Gate Count Average Per Week	na	na	6,708	7,903	7,710	na
Database Usage	138,794	311,171	184,202	211,996	225,363	62%
Database Usage Per FTE	18	43	24	25	27	49%
Orientations: Class sessions	83	122	114	148	116	40%
Orientations: Students served	2,265	3,099	3,257	4,179	3,073	36%
Book Purchases	838	2,208	1,260	742	647	-23%
AV Purchases	309	461	291	167	25	-92%
Paid Database Subscriptions	18	20	26	22	18	0%

We have made modest gains in improving the age of the collection over the last several years. The average age of all publications has decreased from 29 years in 2002 to 26 years in 2010. This is partly due to a continuing effort to remove old and outdated materials from the collection. It can also be partially attributed to the rapid increase in the number of eBooks in our collection, since most of the eBooks have very recent publication dates.

The materials budgets for both print and electronic resources have suffered in recent years. Such cuts cannot be sustained over a long period of time without affecting the quality of the collection, but in the short term the Library is making careful spending decisions with the goal of maximizing our online access. The loss of TTIP funding has been especially difficult to manage. Funding for databases in FY10 was patched together by using ARRA funds and by shifting dollars from print materials. Long-term funding needs to be identified in order to stabilize these resources that are critical for all of our students, but especially for our Distance Education students.

The Library has made satisfactory progress in replacing aging student computers, but it has been difficult since State Instructional Equipment dollars disappeared. We are always in need of more and newer computer workstations to meet the heavy demands of student use. As the old machines fail, it has been very difficult to find funding to replace them. The original plan was to add 100 more workstations during the remodel process, but in fact the number of available workstations has decreased since our [Program Review](#)^{IIC-16} (the Library was not eligible for any of the Group 2 funds for furnishings for the project as had been anticipated). In addition, campus reductions have made it impossible for Technology staff to maintain a greater number of machines than already exist. The latest influx of new computers has given the Library Computer Center some much needed breathing room. The continuing replacement of computer workstations and the possible addition of more workstations will depend on overall campus funding.

The age of media equipment available for checkout to staff is an area of concern. Much of this equipment was purchased with Title III funds between 2001 and 2003, and is now very outdated. There is not a source of funding to replace media equipment that would be useful to instructors on an occasional basis. Likewise, media equipment available to students, such as tape players, represents very old technology. While this equipment still gets some use, the Library needs to assess if there is a better way to provide access to media for students.

Aging microform equipment will need to be replaced in the near future to maintain access to unique resources that depend on this technology as the sole means of access. Our current equipment needs to be replaced with technology that is multifunctional and that connects to our networked printing system.

Staffing is another area where we are making it work in the short term, but continuing the current level of faculty staffing will negatively affect the quality of our services. Failing to fill the third faculty librarian position has meant that in order to devote the necessary time to instruction, less time is being allocated to collection development. This has been felt most noticeably in a reduced amount of time being spent on removing old and outdated materials from the collection.

Survey results tend to validate these conclusions. In particular, Library user surveys show that students are successful and satisfied with library services. Additional evidence comes from the student climate surveys conducted every few years (see the [Fall 2010 Student Survey](#)^{IIC-17}). Students responded to 41-58 statements using a four-point Likert scale (1 to 4) for levels of importance and agreement. Over the years, minor word changes were made to some items. The Office of Research and Planning prepared a document comparing student responses from Fall 2002, Fall 2008 and Fall 2010. A separate document compared [results from faculty and staff](#)^{IIC-18} using a four-point scale (0 to 3). The following survey statements are selected as evidence for this Standard.

2010 Item #41: Library resources are up-to-date in my academic interest area.

The agreement rating for this item in 2010 was 3.14 (on a scale of 1 to 4). This represents 59% of student respondents agreeing or strongly agreeing with the statement. Previously, in Fall 2002, this item received an agreement rating of 3.07 on the same scale.

The 2010 Faculty Staff Survey demonstrated high satisfaction with library services, especially regarding providing students with adequate support.

Item #32: The Shasta College library provides students with adequate support for their research needs.

On this item, the agreement rating in 2010 was 2.42. Previously, the agreement rating was 2.37 in 2004. This represents 95% of all respondents in 2010 that agreed or strongly agreed with the statement.

Tutoring Centers

The 2010 Faculty Staff Survey included one question relating to all tutoring centers.

Item #60: Shasta College provides sufficient and consistent financial support for the effective maintenance and improvement of its information and learning resources in the Library and Tutoring Centers.

On this item, the agreement rating is 1.58. This represents 59% of all respondents agreeing or strongly agreeing with the statement. Only 35% of full-time faculty respondents agreed or strongly agreed. This suggests that financial support of tutoring services is adequate but could be improved.

Assistive Technology Lab

The college meets the Standard for selecting and maintaining equipment and materials to support student learning in the Assistive Technology Lab. Equipment and materials are selected to meet the individual needs of specific students as referred by a DSPS counselor. The range of services available is regularly monitored by Assistive Technology Lab staff members and is compared to services offered at similar assistive technology labs at other community colleges. Assistive Technology Lab services contribute to the ability of the referred students to complete their educational goals.

English as a Second Language Center

The college meets the standard for selecting and maintaining materials to support student learning in the English as a Second Language Center. The quality of the materials is determined by the ESL faculty who select them. The effectiveness of the ESL collection is assessed by ESL faculty by using student learning outcomes and by input from students and faculty.

Math and Business Learning Center

The college meets the Standard for selecting and maintaining equipment and materials to support student learning in the Math and Business Learning Center. Staff members have a close relationship with the faculty and DSPS/EOPS to ensure that the MBLC has the materials that all students need. Textbooks are chosen by the faculty, and supporting handouts are provided by the appropriate instructors. Materials and equipment are current and up-to-date. Computer workstations are new and are equipped with software appropriate to the classes

currently being taught. Though fewer in number, the amount of computer workstations seems to be adequate for our needs since we are joined with the resources of the Writing Center. The results of the student satisfaction survey conducted each semester indicate that the students affirm that the MBLC is providing quality services (see the [Spring 2009 through Spring 2011 MBLC surveys](#) ^{IIC-19}). Anecdotal input from students and faculty and repeat visits by students also confirm this assessment.

Science Learning Center

The college meets the Standard for selecting and maintaining equipment and materials to support student learning in the Science Learning Center. Materials are selected in consultation with department faculty. Feedback is received from both instructors and students. The Science Learning Center is responsive to student suggestions.

Writing Center

The college meets the Standard for selecting and maintaining equipment and materials to support student learning in the Writing Center. The materials in the Writing Center are selected by the teaching faculty in collaboration with Writing Center staff members. Purchase suggestions are received from faculty across the curriculum. Writing Center staff members are responsive to any request from other faculty members. Manuals are updated and handouts made available as the need arises. The computers are the newest machines on campus.

Planning Agenda:

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary:***Library***

The development of information competency skills is a core goal of the Library program. It is stated in the following portion of the [Library Mission Statement](#) ^{IIC-20}:

Members of the library staff support lifelong learning by teaching information competency skills, which include the ability to access, retrieve, analyze, evaluate and apply information, and document sources, thereby contributing to student success in achieving personal as well as academic goals.

Information competency is included as outcome #2 in the Institutional Student Learning Outcomes (see [Board Policy 1300](#) ^{IIC-21} – Institutional Student Learning Outcomes) adopted by College Council and approved by the Board. Information competency is also specifically addressed in the five student [learning outcomes for the Library program](#) ^{IIC-22}. All library services support the achievement of these outcomes:

Upon successful Library instruction and use, a student should be able to:

- 1. Recognize and determine the nature and extent of the information needed.*
- 2. Effectively and efficiently access or retrieve needed information from a variety of sources and formats.*
- 3. Evaluate information and its sources critically and incorporate appropriate elements of information into his or her knowledge base or value system.*
- 4. Organize and integrate information effectively in the planning, creation, and application of a particular product or performance.*
- 5. Understand the economic, legal, and social issues surrounding the use of information, and access and use this information ethically and legally.*

Library instruction occurs in multiple ways, including point-of-service instruction at public service desks, basic orientations to introduce groups of users to library services, and more in-depth information competency class instruction sessions that are embedded within the course curriculum.

Point of Service

The Reference and Circulation Desks are staffed at all times that the Library is open for service. A back-up schedule is in place to provide additional desk coverage during busy times. A faculty librarian is available at all times that the Library is open for service.

Information competency infuses each reference interaction. Because it is student initiated, the reference interview affords an especially valuable opportunity to teach information competency skills. We attempt to conduct each reference interaction in a way that will improve the student's ability to use similar skills in the future. Our goal is not to hand the information to the students, but to teach them how to find it themselves.

The Library has expanded from traditional phone and walk-in reference services to [real-time chat reference](#)^{IIC-23} and multiple avenues of asynchronous reference. "Ask a Librarian" services are provided through an email link on the [Library's web page](#)^{IIC-24} and from search screens embedded in some of our online databases. As with all other reference services, chat reference is monitored by the person on duty, either classified staff or faculty librarian, at the Reference Desk. The classified staff member seeks librarian assistance as necessary. "Ask a Librarian" emails are answered solely by librarians and are monitored in a timely manner. Responses are received within one working day maximum, and usually within a few hours.

The Library provides multiple tools on the Library's web pages to help the students acquire and improve their information skills. These include pages dedicated to [research skills](#)^{IIC-25} such as finding specific types of resources, citing resources, and developing critical thinking skills. We post [research guides](#)^{IIC-26} that have been developed for specific classes or special topics. Our most recent efforts include creating [video tutorials](#)^{IIC-27} on such subjects as how to access online eBooks or how to use a specific database.

We have recently experimented with weekly "Finders Keepers" sessions providing faculty librarian assistance to students who drop in to tutoring centers on campus. These sessions have much the same benefit as student initiated reference interactions, but are uninterrupted and not subject to the time constrictions experienced at the sometimes frenetic Reference Desk.

Basic Library Orientations

Basic library orientations introduce students and faculty to the library facility and services. They are offered on campus, at Extended Education sites, and online through the learning management system. Outcomes are as basic as learning how to obtain a library card, search the library catalog, locate materials within the library collection, remotely access an online research database, and contact the Library for further assistance. Basic orientations can be hosted by either faculty librarians or classified staff.

We also offer brief (15 – 30 minute) “Meet & Greet” sessions for classes when the instructor can’t devote an entire class period to library instruction, but still believes the students need to be encouraged to use library resources and services. These are typically complemented by a customized handout (for example, see the handout [Resources in Support of Informative and Persuasive Speeches](#)^{IIC-28}) and online [Class Research Guides](#)^{IIC-26}.

Information Competency Instruction

Information competency instruction on campus, at Extended Education sites, and online is embedded within the curriculum. In order to meet the accreditation standards set in II.A.3.b, Shasta College determined that it would embed information competency skills in all classes that fulfilled the General Education 4.a. Language and Rationality/ English Composition requirement for the Associate Degree. Since the minimum competency level of this graduation requirement was increased, the designated courses now include English 1A College Composition and BUAD 66 Business Communication.

Library information competency instruction sessions are based on defined outcomes and are hosted solely by faculty librarians. Instruction typically comprises a 90 minute “one-shot” session for a three credit class, and includes some lecture, some active learning, and assessment. Librarians collaborate with each other and their faculty partners to determine the lesson objectives and resources to be presented. The presentation is unique to each class. Follow-up assignments and librarian-assisted research sessions are added whenever possible to further develop transferable skills. An example of a typical library information competency instruction session can be seen at [Shasta College Wikispaces](#)^{IIC-29} or by accessing the [Class Research Guides](#)^{IIC-26} web page.

Our library instruction program is assessed through a number of methods. [Student learning outcome assessments](#)^{IIC-22} are conducted in all information competency instruction sessions. Faculty librarians solicit feedback from partnering instructors. [User satisfaction surveys](#)^{IIC-30} have been conducted regularly. Output measures are collected and analyzed. [Program reviews](#)^{IIC-31} are conducted at least once every five years.

The 2010 Faculty Staff Survey also provided feedback on the Library’s instruction program. These questions received some of the highest ratings of the survey.

Item #31: The Library staff at Shasta College provides adequate opportunities for collaboration with my Division.

On this item, the agreement rating is 2.30 (on a scale of 0 to 3). This represents 89% of all respondents agreeing or strongly agreeing with the statement. The previous version of this question has an agreement rating of 2.27.

Item #32: The Shasta College library provides students with adequate support for their research needs.

On this item, the agreement rating in 2010 was 2.42. Previously, the agreement rating was 2.37 in 2004. This represents 95% of all respondents in 2010 that agreed or strongly agreed with the statement.

Self Evaluation:***Library***

The Library meets the Standard to provide ongoing instruction in order to develop skills in information competency. The Library has made a concerted effort to improve its instruction program since the last accreditation self study. When the opportunity arose to reorganize, a faculty librarian reallocated time away from collection development to reference and instruction. This facilitated increased efforts to target the instructors, especially the adjuncts, realizing that they are the most effective conduit to the students. The additional time also allowed staff to emphasize the information competency instruction method as opposed to the orientation method as described earlier. Information competency instruction is more responsive to an immediate need and a required assignment, and is more likely to produce lasting results. Recent output statistics (see [Orientation End of Year Totals](#)^{IIC-32}) show that nearly all of our instruction is now hands-on, assignment-oriented instruction with follow-up from the instructor.

Information competency skills are now included in all classes that meet the General Education 4.a. requirement for an Associate Degree, for example the course outline objectives for English 1A include "Find, analyze, interpret, and evaluate outside sources, including print and electronic media." (See the [Fall 2010 English 1A Course Outline](#)^{IIC-33}.) Similarly, the course outline objectives for BUAD 66 include "Collect, evaluate, and organize information in planning, developing and preparing oral and written reports (including an employment portfolio)." (See the [Fall 2008 BUAD 66 Course Outline](#)^{IIC-34}.) The Reference and Instruction Librarian continues to work with faculty teaching these courses to improve the success of information competency instruction in these courses.

Our instruction program is evaluated via the [student learning outcome process](#)^{IIC-22}. Outcomes have been created for each instructional session by the librarian and the faculty partner. They are assessed and analyzed regularly. Program outcomes have also been defined, and are assessed and analyzed regularly. The results of the student learning outcome assessments have prompted us to make several changes in the instructional process (see the [Fall 2010 Course SLO Assessment Cycle](#)^{IIC-35}).

Planning Agenda:

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary:

Library

Adequate access to library services is dependent on sufficient hours as well as adequate staffing to facilitate student success in obtaining appropriate materials for their research needs. Virtual access enables us to extend our traditional services to our remote users.

Hours

The Library occupies a prominent location in the center of the campus. The Library is currently open 60 hours per week when classes are in session during the Fall and Spring semesters as follows:

	Fall and Spring semesters	Summer session	Reduced Summer session
Monday - Thursday	7:45 AM - 8:45 PM	7:45 AM - 7:45 PM	10:00 AM – 2:00 PM
Friday	7:45 AM - 3:45 PM	CLOSED	CLOSED
Saturday, Sunday & Holidays	CLOSED	CLOSED	CLOSED
Total Hours	60	48	16

Additional cuts are expected to take place before Fall 2011 because of the decision not to replace the retiring Technical Services Librarian. Some of the remaining 1.6 FTE faculty librarian time will need to be devoted to those tasks previously performed by the Technical Services Librarian in order to maintain the Library's basic infrastructure of the automated library system. We anticipate some difficulty in finding adjunct librarians in our geographic region, thereby affecting our ability to provide faculty librarian help to our students. We also face the possibility of not replacing the equivalent of 2.0 library information technician positions which are currently vacant. Further reduction in hours could be as high as 20 hours per week, depending on the final staffing level.

Staffing

The Library is currently staffed with 10.68 FTE employees consisting of (as of 9/1/2010):

1.00	Associate Dean of Library Services
2.00	Full-time permanent faculty librarians
.69	Adjunct faculty librarians
5.00	Full-time Library Information Technicians
.99	Part-time Library Information Technicians
1.00	Full-time Library Bookkeeper

Beginning in 2008-2009, the librarians moved from 175 day contracts to 195 day contracts to help cover Summer Session and contractual obligations beyond the normal 175 days of

instruction. One faculty librarian is the Technical Processing Librarian and oversees materials processing and maintenance of the automated library system. The second faculty librarian is the Reference and Instruction Librarian and oversees public service functions and the library instruction program. The adjunct librarians assist in providing library instruction and staffing the Reference Desk.

The Associate Dean is the only 12-month employee in the Library. In addition to management duties, the Associate Dean is responsible for collection development activities, a function she performed before assuming the Associate Dean position. This redistribution of duties allowed the Library to allocate more faculty time to reference and instruction.

The classified staff members all have 11-month contracts. All classified employees have individual areas of responsibility, but also have regular assignments on the Circulation and Reference Desks.

As mentioned above, we face further staff reductions effective Fall 2011. The College has decided not to replace the vacant 1.0 faculty librarian, leaving 1.0 full-time librarian and .6 FTE in adjuncts. We are also facing the possibility of not replacing 2.0 vacant library information technician positions. These reductions will reduce the total staffing by nearly one third.

Digital Access

The [Library's web presence](#)^{IIC-1} has become a critical aspect of service, since all library resources and services are identified or accessed through our web pages. Location of print materials is available by using the public catalog on any of the computers within the Library. The catalog is also available remotely. Both on-campus and off-campus access to electronic resources and their considerable full-text content is also available through the [Library's web pages](#)^{IIC-36}. More than fifty web pages have been created and are maintained by a Library staff member. Since the last accreditation report, all of these pages were migrated to the campus content management system. New pages are created as needed, and updates and revisions are constantly being added.

Most electronic resources are available 24/7. In addition to being able to use electronic resources anywhere on campus, students and staff have remote access via EZproxy software or referral authentication with the possession of a library card. Remote access is governed by contracts with the vendors that stipulate authorized users and methods of authentication.

The Library web pages also contain links connecting users to two virtual reference services: "Ask a Librarian," an asynchronous email reference service, and to a [real time chat reference service](#)^{IIC-23}. The Reference and Instruction Librarian monitors "Ask a Librarian" during closed hours to provide students with assistance in a timely manner. Students are also encouraged to telephone the Reference Desk with their questions. These links appear on multiple pages on the Library web site.

In addition to providing access to the library catalog and to electronic databases, the Library web page features tools to assist students in learning [how to use information resources](#)^{IIC-25}. These tools include class research guides, help in finding, evaluating, and citing resources, and guides to critical thinking and Boolean searching. These instructional materials include text documents as well as video tutorials.

Distance Education

There is no physical library presence on any of our Extended Education campuses. Space for a library is tentatively planned for the fourth building at the Tehama Campus, but funding has not been determined for any additional building programs.

In lieu of having dedicated library space at Extended Education campuses, the College has greatly expanded its digital resources that permit remote access as detailed above. In addition, the Reference and Instruction Librarian works with Extended Education staff members as much as possible to increase awareness of our services, attending the adjunct orientations offered each semester. She offers several library instruction sessions each semester via ITV, thereby reaching students at multiple sites. In the last four years we have reinstituted regular visits by the Reference and Instruction Librarian to each campus (see [Orientation End of Year Totals](#)^{IIC-32}). During these visits, the Librarian provides library instruction sessions in specific classes, offers drop-in service to other students, targets adjunct instructors to host instructional sessions specifically designed to coordinate with class assignments, and works with campus administrative assistants to increase awareness of the availability of library services to Extended Education students.

Since the last accreditation self study, the College has refined its procedures to improve Library service to Extended Education students. The web pages that instruct students [how to apply for a library card](#)^{IIC-37} have been revised, with separate processes for students at Extended Education sites and Internet-only students. Library card applications may be submitted at the sites or via email. Applications are processed and cards are sent to the Extended Education site or are mailed to the student. However, the library card barcode number itself is emailed immediately to the student so that he/she may begin using the electronic resources. Print materials can be delivered to Extended Education sites daily upon request through the college van delivery service.

Interlibrary Loan

The College continues to offer [interlibrary loan service](#)^{IIC-38} to provide access to materials not owned in its own collection. The OCLC (Online Computer Library Center) interlibrary loan (ILL) software system is used to identify owning libraries and submit and track requests. Until July 1, 2010, delivery of ILL materials to most libraries in Northern California was provided by the NorthNet Library System van delivery service, resulting in free delivery to these libraries. As of July 1, 2010, however, NorthNet ceased the van delivery service, and is subsidizing only its public library members for delivery of ILL materials. All ILL materials are now sent via USPS or UPS. Shasta College Library also continues to loan materials to other libraries via the ILL system. Overall usage of interlibrary loan service, however, is relatively low (see the [2007-2008](#)^{IIC-39}, [2008-2009](#)^{IIC-40} and [2009-2010](#)^{IIC-41} Interlibrary Loan Statistics), as most students do not anticipate their need for materials in time to take advantage of interlibrary loan.

Tutoring Centers**Assistive Technology Lab**

The Assistive Technology Lab is open 45 hours per week:

Monday - Thursday	8:00 AM – 5:00 PM	8:00 AM – 4:30 PM
Friday	8:00 AM – 5:00 PM	CLOSED
Saturday, Sunday & Holidays	CLOSED	CLOSED
Total # hours	45	34

Following the remodeling of the Student Center in 2005, the Assistive Technology Lab was relocated to be housed with the other DSPS offices. The lab is now in an 1100 square foot open space split into two areas; 800 square foot is dedicated for student computer use including tables for study.

The Assistive Technology Lab is staffed by one DSPS instructional paraprofessional who works 40 hours per week, 11 months per year, and one instructional paraprofessional who works 40 hours per week, 9.5 months per year. From 2007 to 2009 the Assistive Technology Lab also had another 10 month instructional paraprofessional, but this position was eliminated due to budget constraints.

All campus locations and college instructional programs are equally supported by Assistive Technology Lab services. However, services are only provided to students who have been referred to the Assistive Technology Lab by a DSPS counselor.

English as a Second Language Center

The English as a Second Language Center is located in the Learning Resource Center along with the Math and Business Learning Center and the Writing Center. The ESL Center is open 42.5 hours per week:

Monday - Friday	8:00 AM – 4:30 PM
Saturday, Sunday & Holidays	CLOSED

Summer hours vary, but are arranged to coincide with the ESL classes being offered.

Information concerning the ESL program is available through its [website](#)^{IIC-42}, including a schedule of classes each semester. To serve the large ESL population in Red Bluff, telephone tutoring is sometimes offered at the Tehama Campus.

The ESL Center serves a diverse population of ESL students on the main campus. The majority of students are re-entry students, seasonal workers, and international students. The outreach areas, such as the Tehama Campus, primarily serve adult Spanish students. The ESL Center plays a vital role in extending learning support services to our diverse campus population.

Since the move to the new building, students now have access to a small computer lab where they can practice vocabulary and reading comprehension. The ESL lab gathers usage statistics by requiring students to log in using the Time Keeper software system.

Math and Business Learning Center

The Math and Business Learning Center is located in the Learning Resource Center in the newly constructed 700 building. It shares space with the Writing Center and English as a Second Language Center. The Math and Business Learning Center is open 54.25 hours per week during the regular semester.

	Academic year	Summer session
Monday-Thursday	7:45 a.m. – 7:00 p.m.	9:00 AM – 6:00 PM
Friday	7:45 a.m. – 5:00 p.m.	CLOSED
Saturday, Sunday, and Holidays	CLOSED	CLOSED
Total # hours	54.25	36

The Math and Business Learning Center works in conjunction with the Extended Education Office to provide ITV math tutoring to distance education students. Students can call and ask a question on the phone, although it is not encouraged due to the difficulty of explaining mathematical concepts on the phone. A Math tutor, funded by Extended Education and Basic Skills for 16 hours per week, is located on the Tehama Campus while math tutoring to the Trinity and Intermountain campuses has been accomplished using the college's ITV network. A Chemistry tutor, funded by Extended Education for 6 hours per week, is located on the Tehama Campus.

Science Learning Center

The Science Learning Center is located in the 1600 building, the location of most of the science classes offered on the main campus. It is open 49.5 hours per week during the Fall and Spring semesters.

Monday - Thursday	7:30 AM – 6:00 PM
Friday	7:30 AM - 3:00 PM
Saturday, Sunday & Holidays	CLOSED

Summer hours vary according to the classes being offered, but every effort is made to accommodate both early and late starting classes. Tutoring is available on a drop-in basis and is free to Shasta College students. Both group and individual tutoring are available. The Science Learning Center maintains hours that are consistent with science course schedules. In addition, they have experimented with an Ask-a-Tutor email address that was available for online questions. However, it was discontinued due to low usage.

The following is the usage of the Science Learning Center in student hours per semester.

Academic Year	Fall	Spring
2005-2006	12,232	14,176
2006-2007	11,367	10,568
2007-2008	11,539	13,115
2008-2009	12,420	13,994

Writing Center

The Writing Center is now located in the Learning Resource Center along with the Math and Business Learning Center. The Writing Center is open 54.25 hours per week during the regular school year:

	Regular school year	Summer session
Monday - Thursday	7:45 AM - 7:00 PM	9:00 AM – 6:00 PM
Friday	7:45 AM - 5:00 PM	CLOSED
Saturday, Sunday & Holidays	CLOSED	CLOSED
Total # hours	54.25 hours	40 hours

Much of the material provided by the Writing Center is available electronically upon request. In addition the Writing Center provides students with helpful links to [grammar](#)^{IIIC-14}, APA, and MLA [formats](#)^{IIIC-15} on our web page. Tutorial services are provided either by telephone or email to students in outlying areas and those taking online courses. In the Fall of 2010 the Writing Center conducted 102 sessions via phone and email (see the [2010 Spring and Fall Writing Center statistics](#)^{IIIC-43}).

The Writing Center is a WAC center (Writing across the Curriculum) which means that it supports any phase of the writing process in any of the disciplines taught at Shasta College. It serves a very diverse population, including ESL students, students with disabilities, re-entry students, and international students. Online students and students at the Extended Education sites are served via email or telephone. Telephone tutoring is by appointment. A fax machine is provided for students requesting a telephone appointment in the event they do not have a computer to email a copy of their paper. Papers sent in by email are usually returned the same day, or the next day at the latest. In addition, the Writing Center, in cooperation with Extended Education, funds an English tutor for 16 hours per week on the Tehama Campus.

Access for disabled students is easier since the move to the Learning Resource Center, because the Writing Center is now on the ground floor. The Writing Center has two computers designated as ADA compliant. Printing services are available to all students using Writing Center computers by means of a print control system that is networked with the Library OCL print control system.

Self Evaluation:***Library***

The College currently meets the Standard of providing adequate access to library services regardless of location or means of delivery, although anticipated reductions might alter the situation. Library services are provided to students on the main campus, as well as to online and Distance Education students. The College has increased its electronic resources that are available remotely to all students at all times.

The current hours that the Library is open to users on the main campus are sufficient during the regular semesters of the school year. Occasional requests for more open hours are received, especially for the weekends, but extending the hours is not feasible given the current funding situation and given low usage during past experiments to extend hours. In fact, anticipated budget and staffing reductions (loss of 1.0 faculty librarian and up to 2.0 library information technicians) will likely force further reduction in hours instead of increasing them, especially

during the lesser used evening hours, resulting in inequitable service to evening students. These staffing reductions will adversely affect our ability to provide library services. Fewer staff will reduce the ability to provide instruction, and quality and responsiveness will also suffer.

The recent cut in summer hours is also not sustainable in the long term. The Library is not available to students who have only night classes or who work during the day. Providing library instruction to classes outside of open hours is problematic. Reduction of summer hours should be considered a temporary reduction, and should return to previous levels of service as soon as possible.

The 2010 Faculty Staff Survey provides some feedback on access to the Library.

Item #33: The Shasta College Library is open an adequate number of hours.

On this item, the agreement rating is 1.77 (on a scale of 0 to 3). This represents 65% of all respondents agreeing or strongly agreeing with the statement.

Service to the Distance Education population continues to be an area needing constant attention. In spite of increased personal visits by the Reference and Instruction Librarian to the Extended Education sites, and increased efforts to target the Distance Education instructors, user surveys (for example, see the [Fall 2007-Fall 2010 Library Satisfaction Surveys](#) ^{IIIC-30}) suggest that a significant number of these students are not aware of library services that are available to them. Continued efforts are needed to connect with students and faculty and towards establishing a physical presence on each of the Extended Education sites with the goal of a full-fledged library that includes materials and staffing at each site. Library space is tentatively planned for the next phase of construction at the Tehama Campus, but funding has not been secured for construction beyond the third building. No plans are in place to provide space at the Trinity or Intermountain campuses.

Without a physical presence at the Extended Education campuses, the instructor is the most important conduit to the students. The faculty/librarian partnership becomes critical to providing effective library services, making the replacement of the second faculty librarian critical to maintaining the current level of service. Current staffing levels prohibit an increase in outreach efforts: an additional librarian would provide more staff time to assist in the instruction program and during the summer session. Additional staffing would also be required if a physical presence was established at any of the Extended Education sites.

Tutoring Centers

Assistive Technology Lab

The college meets the Standard for providing adequate access to support services in the Assistive Technology Lab. Hours are sufficient to meet the needs of the students. Services are provided to students at all campuses, regardless of location. A variety of delivery methods are employed in order to meet student needs.

The Assistive Technology Lab has been able to compensate for the decrease in staffing because of a shift in delivery methods. The primary activity for the paraprofessionals in the Assistive Technology Lab has transitioned from large-scale production of audio format (DVDs, MP3 files) to the straightforward production of e-text. This has decreased the demand for student workers to edit files and also decreased the workload for classified staff. Students are responsible for using assistive technology to read and in some cases scan the e-text

themselves. There has been minimal negative feedback from students about this modification of service delivery.

English as a Second Language Center

The college meets the Standard for providing adequate access to ESL support services regardless of location or means of delivery. However, there is always room for improvement. The Tehama Campus has a large ESL population and would greatly benefit from ESL tutoring services.

Math and Business Learning Center

The College meets the Standard for providing adequate access to math and business tutoring. The Math and Business Learning Center is concerned about access following the move to the new 700 building which is located across campus from the location of most of the math classes. Since the move, the Math and Business Learning Center has seen a significant drop in our utilization. The Center had a 22% decrease in the number of students from Fall 2009 to Fall 2010. There was a 12% decrease in the total number of hours during the same time period.

With the elimination of DSPS one-on-one tutoring, the Math and Business Learning Center has been greatly impacted. Our peer tutors and staff would benefit from more training to be able to assist these students. In addition, the learning environment in the MBLC can be distracting and noisy, and is not ideal for the needs of these students.

The provision of tutoring services for distance education students is evolving, but needs continuing efforts to address the barriers created by distance.

Science Learning Center

The College meets the Standard by providing adequate access to science learning support services regardless of location or means of delivery.

Writing Center

The College meets the Standard for providing adequate access to the Writing Center regardless of location or means of delivery, although there is always room for improvement in the services being offered to students. The Writing Center keeps usage statistics by requiring students to log in on the Timekeeper software system for all tutoring sessions, computer use, and workshops (see the [Spring 2007-Spring 2011 Time Keeper Software Usage Statistics](#)^{IIIC-44}). The Writing Center held 1,588 tutoring appointments during Spring 2009. In Fall 2010 the Writing Center conducted 1,649 in-house tutoring sessions and 102 sessions via email or telephone. The Writing Center continues to serve English courses primarily, having originally been set up as a fourth-hour for English 1A classes many years ago.

It is too soon to assess how the reduction in hours has affected Writing Center services. It is clear however, that closing at 7:00 p.m. has made it impossible to offer orientations to some evening classes.

The Writing Center recognizes the need to provide better services to students at the Extended Education campuses. The Writing Center has begun making these improvements by adding a tutor at the Tehama Campus and by extending telephone tutoring and tutoring via email to students taking online classes, as well as to students on the Extended Education campuses. Writing Center handouts are made available to students in outlying areas as requested through the various campuses.

Planning Agenda:

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary:***Library*****Maintenance and Security**

General maintenance and security for the Library is provided by campus departments dedicated to these functions. The Library is cleaned regularly by Physical Plant staff with a rotating schedule of cleaning duties. Work orders are submitted to Physical Plant for other maintenance tasks and for special projects. These tasks are accomplished as soon as possible according to priorities set by Physical Plant.

Security is provided by the Campus Safety Department. This department has been exceptionally responsive to calls in the event of medical emergencies and student behavior issues. The Library participates in the campus-wide emergency preparedness efforts. There are a building coordinator and two assistant coordinators who have been trained in proper procedures in the event of an evacuation, lock-down, or other campus emergency. VOIP phones with automatic announcements is placed in several locations throughout the building, along with an emergency "blue phone" for students to use to call Campus Safety for escorts or in the case of any emergency.

Internal security of the library collection is provided by a 3M Security System which all users must pass through when they exit the Library. In the event of the alarm being activated, users are asked to open their bags for inspection. The system is not 100% accurate, however. It generates more false alarms than is optimal, and every year several hundred items disappear from the library collection (see the [2005](#)^{IIC-45}, [2006](#)^{IIC-46}, [2007](#)^{IIC-47}, [2008](#)^{IIC-48}, [2009](#)^{IIC-49} and [2010](#)^{IIC-50} Collection Statistics).

The college has a campus-wide Student Computer Technology Access policy which is published in the [Shasta College catalog](#)^{IIC-51} and is available on the web site. This policy also governs the use of the computers in the Library. Reference staff members routinely patrol the area to prevent unacceptable use, and call Campus Safety for backup when needed.

Library Remodel

Previous accreditation self study reports have discussed multiple issues arising from a 40-year-old building, including overcrowding, noise, traffic flow irregularities, security issues, and technological shortcomings. A plan has been in place to resolve or ameliorate many of these issues centering upon the construction of the Learning Resource Center/Library Annex and the ensuing retrofit of the existing library building. The new 700 building was finally completed during the summer/fall of 2009, and non-library college service offices moved out of the Library into the new Learning Resource Center. Using \$345,000 of the state bond money allocated for

reconstruction, the College embarked on the remodeling project during the Spring 2010 semester. The plan is being implemented in stages so as to disrupt library services to students as little as possible.

The first phase resulted in a new 39-seat Library Instruction Center designed as a venue for providing library instruction sessions to classes. Each seat is equipped with a computer workstation, allowing for hands-on instruction and practice by each student. The room is equipped with an instructor lectern, a projector and projection screen, speakers, whiteboards, and all equipment normally installed in a computer classroom. When the Library Instruction Center is not being used for instruction, it is open for general computer lab use. The Circulation Desk has been remodeled, installing a smaller ADA-compliant work area, and a larger entrance and exit area through the security gates. Staff work areas were enclosed along with the reserve collection to improve security in those areas. The installation of a glass storefront and a set of double doors into the Library Computer Center was designed to contain the noise from the front foyer and circulation areas and to create a quiet study area in the main portion of the Library. New carpet was installed in these areas as well.

Phases of the remodel plan yet to be completed include increasing the data and power capacity in the reference area and along the outside perimeter of the building; relocating the Reference Desk; constructing an additional six group study rooms; rekeying the building; and installing new carpet in the remainder of the building. Plans also include remodeling areas of the mezzanine to accommodate staff work areas and student study space, freeing additional space for student study areas on the main floor. Accomplishment of the next phases will depend on the availability of money and staff to undertake the projects.

Equipment Maintenance

The Sirsi automated library system is maintained through an annual maintenance agreement that includes regular upgrades and improvements to the software. Upgrades are installed on a regular basis by the computer systems specialist assigned to maintain library equipment. Customer support is available from SirsiDynix; responses to help requests are provided according to the urgency of the request.

Servers hosting library systems are purchased and maintained by the Technology Department. Duplicate drives of the Sirsi data are maintained at all times on the Sirsi server, and data is also backed up on another computer at least once a week.

Other computer maintenance is provided by the Technology Department and its Help Desk service. One Computer Systems Specialist is assigned specifically to the Library as part of his delegated duties. He performs updates and changes on the public and staff computer workstations and the print system as needed. He also troubleshoots problems with photocopiers and other media equipment in the Library.

Tutoring Centers

Assistive Technology Lab

Facilities for the Assistive Technology Lab are maintained by the Physical Plant department. Physical Plant staff members are assigned to provide needed services by request via work order requisition.

Computer hardware and software is maintained by the Technology Department. These services are provided as requested via phone request as well as messages sent to the Help Desk via

email. Most computer maintenance is done between semesters to minimize possible impact on student learning environments.

Security is provided by the Campus Safety Department as needed. Some training has been provided to staff regarding policies and procedures in emergency situations. We have also been provided touch button access to the local police department and to Campus Safety in the event that help is needed in our service area.

English as a Second Language Center

Security and maintenance for the English as a Second Language Center is provided by the Campus Safety and Physical Plant Departments. ESL assistants keep the lab clean and dust free on a daily basis. The Technology Department keeps computers up to date. The ESL paraprofessional also serves as building coordinator in the event of an emergency.

Math and Business Learning Center

Maintenance of the 700 building is provided by Physical Plant staff members on a daily basis. Maintenance of the computers is provided by the Technology Department. Security is provided by Campus Safety and is available on an on-call basis.

Science Learning Center

Security and maintenance for the Science Learning Center is provided by the Campus Safety and Physical Plant departments. The paraprofessional in the Science Learning Center also serves as the emergency building coordinator, attending periodic training sessions on new security issues and responses.

Writing Center

Maintenance of the Writing Center is provided by Physical Plant on a daily basis. Paraprofessionals in the Writing Center keep the new facility neat and well-ordered during the day. No food or drink is allowed in the Center to avoid spillage, and all staff members monitor students to enforce the policy. Cleaning supplies are available for emergency spills during the day.

Maintenance of the computers in the lab is provided by the Technology Department; they work closely with the Writing Center to provide services when needed. The paraprofessional and the instructional aide keep the monitor screens, keyboards, and desks dusted and clean, as well as pick up any discarded papers that students may leave at the site.

Security is provided by the Campus Safety Department. The recent move to the new building has improved security. Entrance to the building is now gained by either keypad or swipe cards. Both floors have this level of security as well as each individual office, classroom, and group study room. Lighting is motion sensitive, making it nearly impossible for a person to stumble in the dark and injure him/herself. Outside areas are well lighted. The Campus Safety Department will also provide escorts to staff or students upon request.

The paraprofessionals and instructional aides serve as the building coordinators in the event of an emergency. The building coordinators attend training sessions conducted by the Campus Safety Department in how to respond in the event of an emergency.

Self Evaluation:**Library**

The College meets the Standard of providing effective maintenance and security for the Library. Custodial service is adequate to keep the Library clean and operational. The Campus Safety Department is very responsive to security issues when we need them. Library staff members have sufficient training to respond to emergencies in an appropriate manner.

The Library relies upon the services of the Technology Department and the Computers Systems Specialist assigned to the Library to maintain the very complex automated library system, as well as the OCL print system for the Library and the Writing Center. The unique nature of these systems means that no other individual on campus is trained to the extent necessary to take over these responsibilities. The Library would benefit from more continuing education specific to Sirsi for Technology Department staff, and would like to see more cross-training in these areas.

The state bond project has contributed to the resolution of several of the building issues that have been detailed in previous self studies and program reviews. The College now has a dedicated library instruction center. Noise has been reduced with the removal of classes from the building and the installation of glass walls. Overcrowding, traffic flow issues, and ADA compliance have all been addressed. A number of projects still need to be completed, however, including improving access to data and power in several areas of the building, adding more group study rooms, and completing the replacement of worn and unsafe carpeting. Funding is available for a portion of the remaining project, but the money available is not sufficient to accomplish all the items on the list. We need to maintain our momentum and continue to seek funding to finish the renovation of the building.

Tutoring Centers

The 2010 Faculty Staff Survey addressed the perception of whether the college provides sufficient and consistent financial support for the effective maintenance and improvement of its information and learning resources in the Library.

Item #60: Shasta College provides sufficient and consistent financial support for the effective maintenance and improvement of its information and learning resources in the Library and Tutoring Centers.

On this item, the agreement rating is 1.58. This represents 59% of all respondents agreeing or strongly agreeing with the statement. Only 35% of full-time faculty respondents agreed or strongly agreed. This suggests that financial support is adequate but could be improved.

Assistive Technology Lab

The College meets the Standard of providing satisfactory maintenance and security for the Assistive Technology Lab.

English as a Second Language Center

The College meets the Standard for effective maintenance and security in the English as a Second Language Center.

Math and Business Learning Center

The College meets the Standard for effective maintenance and security in the Math and Business Learning Center.

Science Learning Center

The College meets the Standard for effective maintenance and security in the Science Learning Center.

Writing Center

The College meets the Standard for effective maintenance and security in the Writing Center, although the Writing Center recognizes the need for constant training in emergency situations. Since the Writing Center is located in a new building, the building coordinators are still formulating the best procedures to follow in an emergency situation and the most effective way to make sure the building is clear should an evacuation become necessary.

Planning Agenda:

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary:***Library***

The Shasta College Library is responsible for providing services directly to students at all campuses. Students may choose, however, to also utilize the library services of local public libraries. In an effort to facilitate communication between Shasta College Library and other local libraries in our region, we are a member of the [NorthNet Library System](#)^{II.C-52}. NorthNet is a collaboration of public and academic libraries in Northern California and encourages shared resources among its members. Our participation encourages communication as an institution and among individual staff members.

Shasta College Library offers interlibrary loan service to students and staff. We utilize OCLC (Online Computer Library Center) to process both incoming and outgoing requests. Usage statistics show that ILL activity is very limited on our campus (see the [2009-2010 Interlibrary Loan Statistics](#)^{II.C-41}), but offers access to resources not available locally.

Shasta College has contracts with several vendors to provide infrastructure for the local database of holdings, including OCLC for MARC records to add to the library catalog and to provide ILL service, and SirsiDynix for the automated library system. In both cases the services to be provided were described in initial agreements when the college first contracted for the services. Annual maintenance is purchased for both products. Catalog and ILL services are assessed annually as a component of satisfaction in the Library survey.

The Library also has agreements with vendors for the provision of online electronic resources, both databases and eBooks. These electronic resources provide significant access to library resources to distance education students. Most of these agreements are provided through the [California Community College Library Consortium](#)^{IIC-53}, although a few are negotiated directly with the vendors. In all cases, the rights and restrictions are clearly defined.

Database usage is evaluated at least yearly at the time of renewal (see the [2010-2011 Database Usage Statistics](#)^{IIC-54} and [Database Usage-Fiscal Year Comparison](#)^{IIC-55}). Faculty librarians review usage statistics as well as analyze the unique value of each database and its potential contribution to support of the curriculum.

Tutoring Centers

Assistive Technology Lab

The Assistive Technology Lab does not rely on any other institutions or sources for formal agreements with outside agencies.

English as a Second Language Center

The ESL Center does not rely on any other institutions or sources for provision of its learning support services.

Math and Business Learning Center

The Math and Business Learning Center does not rely on any other institutions or sources for provision of its learning support services.

Science Learning Center

The Science Learning Center does not rely on any other institutions or sources for provision of its learning support services.

Writing Center

The Writing Center does not rely on other institutions or resources for support services for instructional programs. The paraprofessional collaborates with other institutions by discussing tutoring styles and methods in an effort to discover new methods of providing services to the students. The Writing Center maintains a current list of printed resources for student use and referral.

Self Evaluation:

Library

Shasta College meets this Standard. Formal agreements exist for library services provided by outside vendors. We encourage collaboration with other libraries for sharing resources. Accessibility and usage of the services dependent on these outside resources are monitored constantly via staff oversight, the collection of user statistics, and regular evaluation.

Tutoring Centers

Assistive Technology Lab

Shasta College meets this Standard.

English as a Second Language Center

Shasta College meets this Standard.

Math and Business Learning Center

Shasta College meets this Standard.

Science Learning Center

Shasta College meets this Standard.

Writing Center

Shasta College meets this Standard.

Planning Agenda:

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:***Library***

The Library uses multiple tools to evaluate library services and ensure that they support student learning outcomes. These include instruments to assess student learning outcomes, output measures, and both quantitative and qualitative measures. These methods help us look at our services in a variety of ways, assessing both the small details and the big picture. These evaluation instruments include the following:

1. [Library Program Review 2007-2008](#)^{IIC-70}—complete assessment once every five years, evaluating current status and future needs of the program; includes [comparison to library standards and other California Community Colleges](#)^{IIC-53}
2. [Student Learning Outcomes](#)^{IIC-22}—creation of desired outcomes for the library program and for information competency instruction sessions, assessment of outcomes each semester, and analysis of assessment each year
3. [Annual goals](#)^{IIC-56} and [action plans](#)^{IIC-57} submitted to the Vice President of Academic Affairs and the College Council
4. User satisfaction survey [Fall 2007, Fall 2008, Fall 2009, Spring 2010, and Fall 2010](#)^{IIC-30}—online and paper survey distributed to users at the main campus and the Extended Education sites
5. [Fall 2010 Faculty/Staff Climate Survey](#)^{IIC-18}—online survey distributed to all Shasta College employees
6. [Fall 2010 Student Survey](#)^{IIC-17}—a paper survey of Shasta College students in randomly selected courses
7. Technology survey [Spring 2006](#)^{IIC-58}, [Spring 2007](#)^{IIC-59}, [Spring 2008](#)^{IIC-60}, [Spring 2009](#)^{IIC-61}, and [Spring 2010](#)^{IIC-62}—online survey distributed to all Shasta College students and employees
8. Annual Review [2007](#)^{IIC-63}, [2008](#)^{IIC-64}, [2009](#)^{IIC-65}, and [2010](#)^{IIC-66}—presentation of accomplishments and challenges of the year, highlighting trends in library services
9. [Reference and Circulation Usage Statistics](#)^{IIC-67}—conducted every semester during three two-week collection periods and once during the summer session

10. Annual inventory and [collection statistics](#) ^{IIC-8}
11. [Database usage statistics](#) ^{IIC-54}—gathered from vendor data on a monthly basis
12. [Library orientation statistics](#) ^{IIC-32}—compiled every semester with annual comparisons
13. Suggestion board: Box displayed in a prominent location in the Library soliciting suggestions/comments/feedback from users; answers posted on a display board and [available digitally](#) ^{IIC-68}
14. [Program reviews](#) ^{IIC-69} for other departments as they pertain to library services
15. Discipline-oriented accreditation processes for other programs, e.g. nursing and dental hygiene

Faculty librarians serve on a number of college governance committees, including College Council, Academic Senate, Curriculum Council, and the Distance Education Committee. Their involvement ensures that the Library is aware of the changing needs of the students and can respond to input from colleagues in other academic departments and student services.

Shasta College Library faculty defined [student learning outcomes for library instruction sessions](#) ^{IIC-22} and for the library program as a whole before the beginning of Fall 2007. Beginning in 2007-2008, and every semester since, they have conducted assessments for these student learning outcomes. Analysis of the assessments has occurred on an ongoing basis since then, but particularly on Flex Day at the beginning of each school year. The analysis has provided us with the basis of improvements made to the program. The faculty librarians collaborate on a standard set of resources and skills to be included in the one shot sessions. The number of resources and skills presented in each session has been reduced in favor of more in depth instruction. Active learning exercises and hands-on practice are balanced with faculty librarian instruction. Students are encouraged to continue their consultation with faculty librarians throughout the semester. While scheduling affords no opportunity for the three faculty librarians to meet, they routinely collaborate and share their self-assessments of instruction sessions via email.

Our analysis of user satisfaction surveys, staff surveys, output measures, review of annual goals, and other assessment measures provide evidence that library services meet identified student needs. The Library received very high ratings in the 2010 Faculty Staff Climate Survey, achieving some of the highest importance and agreement ratings and lowest gaps of the entire survey. User survey results are consistent from 2007 through 2010. The overwhelming majority of students find the staff helpful and respectful. Most students are successful when looking for library material. In no case do more than 7% of the users report that they are never successful. Consistent negative comments concern noise in the building and a desire for more weekend hours. Challenges remain in providing enough computers and in making students aware of library services that are available to them, particularly at the Extended Education sites.

The [Library Program Review 2007-2008](#) ^{IIC-70} cited similar results with relatively high rates of satisfaction with library services, facilities, and materials. Challenges included noise, poor functionality of library computers because of age, and the need to focus on reaching our Distance Education students. The Library used the findings of the surveys to create key recommendations in the Program Review. These included recommendations to fill the vacant librarian position, remodel the Library, and replace aging computers.

The Library incorporates the results of the above evaluations into the planning process. The Annual Report submitted by the Associate Dean to the Vice President of Academic Affairs and College Council reflects the recommendations of the Program Review. The Library's Action Plan and the individual goals of the Associate Dean also reflect the key recommendations.

Each year the Library submits a request to hire a third faculty librarian. The College replaced about one-half of the Library computers with new units, and upgrading the rest with newer units allocated from other areas on campus. The College is in the midst of a remodeling project that is intended to resolve the challenges that were evidenced in the evaluation process.

Tutoring Centers

Tutoring services in general were addressed in the 2010 Faculty Staff Survey as shown in the two items below.

Item #34: The tutoring services provided by the Learning Resource Center are a benefit to our students' academic success.

On this item, the agreement rating is 2.47 (on a scale of 0 to 3). This represents 93% of all respondents agreeing or strongly agreeing with the statement.

Item #60: Shasta College provides sufficient and consistent financial support for the effective maintenance and improvement of its information and learning resources in the Library and Tutoring Centers.

On this item, the agreement rating is 1.58. This represents 59% of all respondents agreeing or strongly agreeing with the statement. Only 35% of full-time faculty respondents agreed or strongly agreed. This suggests that financial support is adequate but could be improved.

Assistive Technology Lab

The Assistive Technology Lab evaluates its services in a number of ways. Every user has unique needs that are addressed on an individual basis. Part of the accommodation process includes discussion between the instructional paraprofessionals, DSPS counselors, and students to determine if the applications and/or hardware that was provided to them met their needs.

Hardware equipment and software applications provided to students are analyzed by DSPS professionals each semester to determine if improvements are available in the form of upgrades or new applications that would better meet student needs. The Assistive Technology Lab uses feedback from other college DSPS assistive technology labs to help determine whether a new application would benefit our students. Replacements are prioritized and requested as feasible. Changes are made when equipment becomes worn and no longer works as intended or when new products become available that significantly enhance the purpose over those which we already use.

The Assistive Technology Lab participated in the [Student Services Program Review](#)^{IIC-71} in Spring 2010. As part of this process the Assistive Technology Lab developed Service Area Outcomes and Student Learning Outcomes. These outcomes will be assessed by ensuring that students utilizing assistive technology participate in surveys administered at random times throughout the semester. An online user survey was designed and piloted in Spring 2010 to begin to assess user effectiveness and satisfaction.

English as a Second Language Center

The services provided by the English as a Second Language Center are evaluated using a variety of tools. The effectiveness of the services is assessed on an ongoing basis by ESL faculty using student achievement learning outcomes, and by input from students and faculty. ESL faculty members survey their classes each semester. The ESL coordinator visits the ESL

classes each semester and meets with faculty to discuss enhancement of services. The center maintains statistics each semester of how many students completed courses. All of these evaluation methods contribute to the [program review process of the Science, Language Arts, and Math Division](#) ^{IIC-72}, most recently completed in the Spring of 2010.

Math and Business Learning Center

The Math and Business Learning Center conducts surveys each semester to discover strengths and weaknesses in its service to students. The center also receives a great deal of valuable feedback from both faculty and students. Mathematics instructors give feedback to the Coordinator of the MBLC regarding students' progress after sessions at the Learning Center. Students routinely give input to the coordinator regarding tutoring and provide suggestions as to how to improve. The coordinator is receptive to suggestions and implements methods to improve service to students.

Science Learning Center

The Science Learning Center conducts a survey twice a semester to evaluate the effectiveness of its services using the three student learning outcomes that were defined in 2008. The Science Learning Center also participated in the [Science, Language Arts, and Math Program Review in 2010](#) ^{IIC-72}.

Writing Center

The Writing Center evaluates its services using a variety of methods. Evaluation includes input from faculty, staff, and students. Instructors give students direct feedback on improved assignments after a visit to the Writing Center. Many instructors pass on comments from students regarding improved grades and a higher level of comfort with the writing process because of assistance they have received from the Writing Center. Some instructors have made Writing Center appointments a requirement for class assignments. Students inform the Writing Center of better grades after a visit to the Writing Center. Tutors provide feedback about difficulties they may be having. Service is also evaluated by the number of return appointments and by special requests from faculty to conduct specific workshops for their classes.

The Writing Center meets regularly with the [Writing Center Advisory Committee](#) ^{IIC-73}. Committee members consist of faculty and staff members from several disciplines across campus. The committee discusses Writing Center activities, offering feedback and suggestions to improve service (insert writing center advisory meeting).

The Writing Center collects [usage statistics](#) ^{IIC-44} using the Timekeeper software system. All users are required to log in to the Writing Center for tutoring sessions, computer use, and workshops. In addition, the Writing Center keeps handwritten records of tutoring sessions. The statistics are analyzed at the end of each semester.

The Writing Center conducted several [surveys during 2009 and 2010](#) ^{IIC-74}. In the Spring of 2009 the Writing Center conducted a survey designed to assess the effectiveness of its tutoring sessions. Six questions were asked of students using the Writing Center for the first time:

1. I have a better understanding of how to write an introduction or conclusion.
2. I understand that a paragraph must support the topic sentence.
3. I am more confident in organizing my paper.

4. I have a better understanding of the assignment.
5. I feel that I can develop a strong thesis statement.
6. I have a greater ability to recognize and correct repeated grammatical errors.

The survey was repeated during the last few weeks of the semester to see if there was a change in the responses.

In the Spring of 2010 the Writing Center conducted a survey of students who used the Writing Center services more than twice. Students were asked how often they use the Writing Center, what Writing Center services they utilized, and how the Writing Center could better serve them.

In September 2009 an informal survey of full- and part-time English instructors was taken, asking them if they had used the Writing Center within the last year and if they were satisfied with the services.

The Writing Center also participated in the recent program review process for the [Science, Language Arts, and Math Division](#)⁷². In so doing, services were evaluated to show how they contributed to the student learning outcomes of the division and where improvements might be needed.

Self Evaluation:

Library

The College meets the Standard for evaluating library services, using a wide range of instruments to assess both qualitative and quantitative aspects of its services. Both online and Distance Education students as well as students on the main campus participate. Student learning outcomes are assessed and evaluated regularly. The results of the evaluations are formulated into key goals and recommendations that are incorporated into planning documents that are submitted to the administration and to the College Council.

Tutoring Centers

Assistive Technology Lab

The College meets the Standard for evaluating support services in the Assistive Technology Lab and providing evidence that the services contribute to the achievement of student learning outcomes. Services are evaluated on an individual basis in consultation with each student. The program is assessed as part of the Student Services Program Review. Faculty do not provide direct input into the evaluation process after services have been provided, but do provide necessary information concerning desirable services in the referral process.

English as a Second Language Center

The College meets the Standard for evaluating learning support services and providing evidence that the services contribute to the achievement of student learning outcomes. The English as a Second Language Center is responsive to the results of program review and user feedback, and uses the results to improve the learning environment.

Math and Business Learning Center

The College meets the Standard for evaluating support services in the Math and Business Learning Center. User surveys portray overall levels of satisfaction that are generally positive, with specific concerns related to more open hours (i.e., Saturdays) or having particular tutors (i.e., statistics, accounts, etc.) on duty more hours. These issues are usually controlled by budgetary constraints. The coordinator is receptive to suggestions for improvements and

implements appropriate methods to improve services. The coordinator is continuously collaborating with the math instructors to implement new services to improve student success and retention. For example, the referral program whereby a basic skills student can meet for a one-on-one tutoring session with a MBLC instructional paraprofessional has proved very effective. The Math and Business Learning Center has also piloted an embedded tutor program, where a tutor attends a basic skills class and helps the instructor in class. We continually assess the trial initiatives and make improvements as possible.

Science Learning Center

The College meets the Standard for evaluating learning support services and providing evidence that the services contribute to the achievement of student learning outcomes. The Science Learning Center is responsive to its user surveys and uses the results to improve the learning environment.

Writing Center

The College meets the Standard for evaluating learning support services in the Writing Center. The Writing Center collects feedback from students and faculty to ensure that their services contribute to the achievement of student learning outcomes.

The user surveys provide evidence that Writing Center services contribute to student success. Results were favorable and indicated that students learned each time they came to the Writing Center, and that staff members were friendly and helpful. The majority of the student respondents indicated that the visit was a positive experience and helped to improve their writing and their understanding of the writing process. Virtually all English faculty respondents said that they had used the Writing Center's services within the past year, and 89% reported that they were either "very satisfied" or "satisfied" with the services (see the [English Department Program Review](#)^{IIC-75}).

The Writing Center recognizes that it needs to improve its methods of evaluating services to include email and regular input from faculty.

Planning Agenda:

None.



Learning Resource Center

STANDARD II.C EVIDENCE LIST

IIC-1	Library Web Page	PDF Link / WEB Link
IIC-2	Assistive Technology Lab Web Page	PDF Link / WEB Link
IIC-3	English as a Second Language Center Web Page	PDF Link / WEB Link
IIC-4	Math and Business Learning Center	PDF Link / WEB Link
IIC-5	Science Learning Center Web Page	PDF Link / WEB Link
IIC-6	Writing Center Web Page	PDF Link / WEB Link
IIC-7	Institutional Student Learning Outcomes (ISLOs)	PDF Link / WEB Link
IIC-8	Collection Statistics 2010	PDF Link
IIC-9	Periodical and Newspaper Statistics 2009-2010	PDF Link
IIC-10	Board Policy 4040 – Library Services	PDF Link / WEB Link
IIC-11	Recommend a Library Acquisition Form	PDF Link / WEB Link
IIC-12	Library Collection Development Web Page	PDF Link / WEB Link
IIC-13	Library Materials Budgets Historical Data	PDF Link
IIC-14	Links to Grammar and Writing Sites Web Page	PDF Link / WEB Link
IIC-15	Links to Formatting Methods Web Page	PDF Link / WEB Link
IIC-16	Library Reports	PDF Link / WEB Link
IIC-17	Fall 2010 Student Survey Report	PDF Link
IIC-18	Fall 2010 Faculty-Staff Survey Results	PDF Link
IIC-19	Spring 2009-Spring 2011 MBLC Student Satisfaction Surveys	PDF Link
IIC-20	Library Mission Statement	PDF Link / WEB Link
IIC-21	Board Policy 1300	PDF Link / WEB Link
IIC-22	Library Program Student Learning Outcomes	PDF Link / WEB Link
IIC-23	Ask a Librarian & CHAT LIVE Web Page	PDF Link / WEB Link
IIC-24	Library Web Page	PDF Link / WEB Link
IIC-25	Library Research Skills Web Page	PDF Link / WEB Link
IIC-26	Class Research Guides Web Page	PDF Link / WEB Link
IIC-27	Video Tutorials Web Page	PDF Link / WEB Link
IIC-28	Resources in Support of Informative and Persuasive Speeches	PDF Link
IIC-29	Shasta College Wikispaces	PDF Link / WEB Link
IIC-30	Fall 2007-Fall 2010 Library Satisfaction Surveys	PDF Link
IIC-31	Library Reports	PDF Link / WEB Link
IIC-32	Orientation End of Year Totals	PDF Link
IIC-33	Fall 2010 English 1A Course Outline	PDF Link
IIC-34	Fall 2008 BUAD 66 Course Outline	PDF Link
IIC-35	Fall 2010 Course SLO Assessment Cycle	PDF Link / WEB Link
IIC-36	Alphabetical Listing of Databases	PDF Link / WEB Link
IIC-37	Apply for a Library Card Web Page	PDF Link / WEB Link
IIC-38	Interlibrary Loan Web Page	PDF Link / WEB Link
IIC-39	2007-2008 Interlibrary Loan Statistics	PDF Link

IIC-40	2008-2009 Interlibrary Loan Statistics	PDF Link
IIC-41	2009-2010 Interlibrary Loan Statistics	PDF Link
IIC-42	ESL Center Web Page	PDF Link / WEB Link
IIC-43	2010 Spring and Fall Writing Center Statistics	PDF Link
IIC-44	Spring 2007-Spring 2011 Time Keeper Software Usage Statistics	PDF Link
IIC-45	2005 Collection Statistics	PDF Link
IIC-46	2006 Collection Statistics	PDF Link
IIC-47	2007 Collection Statistics	PDF Link
IIC-48	2008 Collection Statistics	PDF Link
IIC-49	2009 Collection Statistics	PDF Link
IIC-50	2010 Collection Statistics	PDF Link
IIC-51	Shasta College Catalog – Student Computer Technology Access Policy	PDF Link / WEB Link
IIC-52	NorthNet Library System Web Page	PDF Link / WEB Link
IIC-53	Community College Library Consortium Web Page	PDF Link / WEB Link
IIC-54	2010-2011 Database Usage Statistics	PDF Link
IIC-55	Database Usage-Fiscal Year Comparison	PDF Link
IIC-56	2008-2011 Library Goals	PDF Link
IIC-57	2008-2011 Library Action Plans	PDF Link
IIC-58	2005-2006 Technology Survey Results	PDF Link / WEB Link
IIC-59	2006-2007 Technology Survey Results	PDF Link / WEB Link
IIC-60	2007-2008 Technology Survey Results	PDF Link / WEB Link
IIC-61	2008-2009 Technology Survey Results	PDF Link / WEB Link
IIC-62	2009-2010 Technology Survey Results	PDF Link / WEB Link
IIC-63	2007 Library Annual Review	PDF Link / WEB Link
IIC-64	2008 Library Annual Review	PDF Link / WEB Link
IIC-65	2009 Library Annual Review	PDF Link / WEB Link
IIC-66	2010 Library Annual Review	PDF Link / WEB Link
IIC-67	Fall 2007-May 2010 Reference & Circulation Statistics	PDF Link
IIC-68	Comments and Suggestions Web Page	PDF Link / WEB Link
IIC-69	Program Review Web Page	PDF Link / WEB Link
IIC-70	2007-2008 Library Program Review	PDF Link / WEB Link
IIC-71	2009-2010 Student Services Program Review	PDF Link / WEB Link
IIC-72	2009-2010 Science, Language Arts and Math Program Review	PDF Link / WEB Link
IIC-73	Writing Center Advisory Meeting Minutes	PDF Link
IIC-74	2009-2010 Writing Center Surveys	PDF Link
IIC-75	English Department Program Review	PDF Link

Standard III.A

Human Resources



Invest in Our People

The Invest in Our People committee's primary role is to identify, plan, and implement professional growth activities for all College employees.



Standard III Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary:

Shasta College selects and employs personnel in accordance with the Board Policies ([BP 7120 – Recruitment and Selection](#) and [BP 7125](#)^{IIIA-1} – Selection and Appointment of Administrative Personnel) and accompanying [Administrative Procedure 7125](#)^{IIIA-2} – Selection Procedures Applicable to All Administrative Classifications Below Level I. The Institution establishes hiring priorities. When a faculty position becomes vacant, or when a new faculty position is needed, the *Faculty Hiring Priorities* process is followed, as outlined in [Administrative Procedure 7210](#)^{IIIA-3} – Faculty Hiring Priorities Procedure for Full-Time Tenure-Track Positions and [Administrative Procedure 7208](#)^{IIIA-4} – Hiring Procedures for Adjunct Faculty. This process includes consultation with academic departments related to the specific discipline, the Academic Senate,

and administration in making the final decision. The College complies with the process established by the Chancellor's Office regarding Faculty/Staff Minimum Qualifications.

Once any position is open, its related duties and requisite qualifications are clearly stated in position announcements and recruitment materials. Current openings and related application forms can be found under the ['Employment' tab](#) ^{IIIA-5} on the left hand side of the Human Resources home page. The college is an [equal opportunity employer](#) ^{IIIA-6}. Faculty members are assigned to faculty hiring committees and play a key role in the hiring decisions. Classified staff members are assigned to classified hiring committees and provide input into the hiring decisions. Faculty and classified staff are similarly involved in the process of hiring administrators. Members who serve on these selection committees receive formalized training prior to participation in the hiring process.

During the search process, the Human Resources Office prepares candidate files, and reviews the minimum qualifications as listed in the position announcement including degrees earned and teaching/administrative experience. The equivalency of degrees from non-U.S. institutions may be verified by an agency that evaluates foreign equivalency or by the faculty equivalency committee in the discipline. Applications meeting the minimum qualifications are forwarded to the search committee for screening and interviewing. Every attempt is made to recruit in a manner that ensures the largest possible pool of qualified candidates through such avenues and local, state-wide or national advertising, as appropriate to the position, and through placing openings on appropriate professional distribution lists and web site postings.

The Shasta College search process ensures that faculty and administrative candidates meet the State of California's mandated minimum qualifications for employment.

Self Evaluation:

Shasta College meets this Standard, and through the Academic Senate's development and implementation of a formal process for *Faculty Hiring Priorities*, over the past three years the college has made significant progress in refining a high level of shared governance participation in the hiring process to include a formal process of communication between all entities involved in the prioritizing of hiring. To aid those applying for positions, a webpage is maintained by the Human Resources Office that has extensive [resources and information about the College](#) ^{IIIA-7}.

Planning Agenda:

None.

III.A.1.b. 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.

Descriptive Summary:

Shasta College requires systematic evaluation of all personnel utilizing criteria to measure effectiveness. Processes are in place for the review of both newly hired and tenured faculty as well as classified staff. These processes, including timeliness of evaluations, are addressed in collective bargaining agreements. In addition to existing bargaining agreements, the administration and faculty association have agreed upon a Memorandum of Understanding to include the attainment of SLO goals as a part of the comprehensive faculty evaluation procedure. Management employees are evaluated by their supervising administrator incorporating a 360 degree style feedback from peers and direct reports. The forms used for [classified and administrator evaluation](#)^{IIIA-8} can be viewed via the Human Resources web page. Faculty evaluation forms are tailored to the assignment of the faculty and are available under [Instructional Administrator Resources](#)^{IIIA-9} on the Academic Affairs homepage. The Superintendent/President is evaluated by the Board (see the board meeting minutes, specifically the agendaized closed session items for Superintendent/President evaluation in the August minutes from [2007](#)^{IIIA-10}, [2008](#)^{IIIA-11}, [2009](#)^{IIIA-12}, and the [August](#)^{IIIA-13} and [September minutes from 2010](#)^{IIIA-14}).

Evaluation criteria for participation in institutional responsibilities or other activities appropriate to expertise are described within evaluation processes.

On December 7, 2010, College Council identified five college goals. These goals coincide with the themes from the [2009-2012 Strategic Plan](#)^{IIIA-15}. The second goal is quality staffing: "Attract, retain and develop an exceptional group of diverse employees who support student learning and growth." One of the activities under this section includes providing all employees with a wide range of training and development opportunities to foster their professional growth, including training opportunities on employee evaluation. As can be verified through the [2010 Strategic Plan update](#)¹⁶ (on the same webpage referenced above), evaluation training sessions were offered for groups of managers in March of 2009. Additional group trainings have not been offered because of a lack of new managers since that time.

The 2010 Faculty and Staff Survey revealed the following levels of agreement to statements related to this Standard.

Item #36: My job performance is evaluated regularly and systematically.

On this item, the agreement rating is 2.17 (on a scale of 0 to 3). This represents 81% of all respondents agreeing or strongly agreeing with the statement.

Item #42: Shasta College has a coherent and effective method for evaluating the skills of its personnel in leadership positions.

However, item 42 shows an agreement rating of 1.17 (on a scale of 0 to 3). This represents only 35% of all respondents agreeing or strongly agreeing with the statement. This suggests that the College may need to communicate the way in which people in leadership positions are evaluated.

Self Evaluation:

Shasta College meets this Standard through its established and consistently implemented evaluation cycles. Further, the college has moved forward with implementation of current ACCJC accreditation guidelines and has included Student Learning Outcome evidence as part of the comprehensive faculty evaluation procedure.

Planning Agenda:

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary:

In order to comply with ACCJC (WASC) standard III.A.1.c the administration and Faculty Association negotiated a memorandum of understanding which includes the language “development and assessment of student learning outcomes” as part of the faculty evaluation process. This language has been incorporated into the faculty evaluation form, which can be found as [Appendix B-2 of the current faculty contract](#)^{IIIA-17}.

Further, the college supports the implementation and continued support of the SLO process with faculty release time. In 2010-11, two faculty members received 40% release time for this work.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary:

Shasta College upholds a written code of professional ethics for all employees: The faculty code of professional ethics is published as [Board Policy and Administrative Procedure 7215](#)^{IIIA-18}; the classified personnel code of professional ethics is [Board Policy 7231](#)^{IIIA-19}; and the administrators' code of professional ethics is [Board Policy 7255](#)^{IIIA-20}.

Self Evaluation:

Shasta College meets this Standard. The College has been systematically reviewing all board policies and administrative procedures since 2006. This systematic review is planned to be a continual process, whereby all policies are reviewed over a several year cycle. The policies addressing professional ethics are part of this review cycle.

Planning Agenda:

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary:

The College establishes staffing needs through input from faculty, staff, and administrators, the vice presidents, the Superintendent/President, Instructional Council, President's Cabinet and the Academic Senate. The needs of the College are evaluated and recommendations for appropriate staffing are made.

Shasta College's current workforce includes approximately 128 full-time faculty, 275 part-time faculty, 40 administrative staff, and 196 classified staff. Of the forty administrative staff, twenty-five are educational administrators (four are grant funded), and fifteen are classified administrators (four are grant funded).

The Chancellor's Office currently allows districts one of two options to fulfill the full-time faculty obligation requirements. In the "[Full-Time Faculty Obligation Report](#)"^{IIIA-21} to the Chancellor's Office, Shasta College met the first threshold of this requirement by having 137.25 Full-time Equivalent Faculty (FTEF) in 2009 and 127.5 in 2010, while the requirement was 122.1. This minimum level has been frozen at 122.1 since 2009. The second target is to have 75% of classes taught by full-time faculty. Shasta College's percentage is 59.9%.

Shasta College faculty and administrators meet or exceed statewide minimum qualifications. Instructional faculty in academic disciplines meet the minimum qualifications by possessing a master's degree and/or higher degree. Twenty-six faculty possess doctorate degrees. Career-technical education (CTE) faculty meet the minimum qualifications through at least an associate's degree and six years of occupational experience. One CTE faculty has an associate's degree, eight CTE faculty have bachelors' degrees, twenty-one have masters' degrees, and two have doctorate degrees. The form used to [evaluate equivalency](#)^{IIIA-22} can be found via the Human Resources web page.

There have been increases in administrative staff from 2005 to 2010 primarily due to reorganization of duties and additional grant-funded assignments. During that same period, there has been a decrease in faculty from 150 full-time faculty in 2004-05 to 137 in 2009-10. There are concerns about adequate full-time faculty in both career-technical areas and academic instructional areas since a number of retirements occurred in 2010. The total full-time faculty for 2010-11 is 128. There was a reduction in classified staff during the same five-year period from 226 staff in 2005 to 196 in 2010, with many of these reductions due to budget restrictions.

The 2010 Faculty and Staff survey results reflected the concern of full-time faculty and staff on staffing levels. This is not unexpected, as one of the primary ways the College has controlled costs to counter the state's funding reductions and lack of cost of living adjustments over the past four years has been to hold many positions open as they are vacated by retirements and resignations.

Item #43: There are sufficient numbers of full-time faculty to support the programs in my area.

On this item, the agreement rating is 0.87 (on a scale of 0 to 3). This represents 28% of all respondents agreeing or strongly agreeing with the statement.

Item #44: There are sufficient numbers of part-time faculty to support the programs in my area.

On this item, the agreement rating is 1.66. This represents 64% of all respondents agreeing or strongly agreeing with the statement.

Item #45: There are sufficient numbers of permanent support staff to support the programs in my area.

On this item, the agreement rating is 1.27. This represents 45% of all respondents agreeing or strongly agreeing with the statement.

Self Evaluation:

Shasta College meets this Standard. However, it should be noted that full-time faculty participate on many committees, advise students, develop curriculum and programs, and perform many other duties. With fewer full-time faculty, the ability to meet all outside classroom demands is becoming more difficult.

Reductions in support staff have resulted in fewer positions to meet the workload demands, which place a greater burden on those who are left. However, with fewer overall staff and additional budget reductions there are offsetting workload demands in some areas of service. Other areas of service, such as Financial Aid and Admissions and Records, are serving similar or greater numbers of students with reduced staff levels. The result of this is that students have to wait longer than in the past to receive services.

Although the staff levels are lower in recent years, the college maintains sufficient staff to meet its mission and purposes. The College will continue to monitor staffing levels to ensure this continues.

Planning Agenda #5 - Impact of fiscal resources and decisions

In order to improve beyond the Standards and support student success, the Superintendent/President, with the support of President's Cabinet and in collaboration with appropriate participatory committees, will develop rubrics which include ranking and prioritizations for the allocation of fiscal, physical, technological, and human resources. These rubrics will be based on formal criteria that align budget recommendations with the mission, goals, and overall institutional effectiveness of the college.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The Institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary:

Personnel policies and procedures affecting management, faculty, and staff are listed in Board policies, education code sections, and collective bargaining agreements, and are available in Administrative offices and on the Shasta College website.

[Board Policies 7100](#)^{IIIA-23} – Commitment to Diversity and [3420](#)^{IIIA-24} – Equal Employment Opportunity affirm the College's commitment to fairness in all employment procedures.

Selection procedures for all positions are clearly defined in the [Guide to Employee Selection Handbook](#)^{IIIA-25}. Section II is devoted to non-discrimination, identifying both subtle and overt forms of discrimination. The document confirms our institutional commitment to give all applicants full consideration in the hiring process to ensure equal employment opportunity. Prior to serving, search committee members receive training on Title 5 regulations, and an equal employment opportunity representative serves on each committee.

Collective bargaining agreements contain descriptions regarding working conditions, workload, work schedules, leaves, salaries, and benefits. The collective bargaining agreements are widely distributed to management, faculty and staff as appropriate, and are distributed to new employees at time of hire. Upon conclusion of negotiations, updates are provided to all

employees. With the provision of online technology, the agreements are accessible at any time through the College website.

Evaluation forms for management, faculty, and classified personnel all contain guidelines for completion of the process to insure fairness and equity in evaluating employee performance.

Additional evidence is found in the Faculty and Staff survey, as shown below.

Item #37: Human Resources develops policies and procedures that are clearly written and equitably administered

On this item, the agreement rating is 1.65 (on a scale of 0 to 3). This represents 60% of all respondents agreeing or strongly agreeing with the statement in 2010, while only 53% of full-time faculty agreed or strongly agreed. In 2004, the same statement has an agreement rating of 1.84.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary:

The Shasta College Human Resources Office provides for the security and confidentiality of personnel records by limiting access to personnel files except for authorized personnel. In the collective bargaining agreements, procedures to allow access to one's personnel files are delineated. All personnel files are kept in locked file cabinets.

Members of the Human Resources Office follow standard operating procedures and do not release personal information about any of the College's employees without a written release signed by the employee. Concerns about access to the management information system have resulted in authorized employees being assigned a security access level and acknowledging each time they access confidential records such as dates of birth and social security numbers. Recent changes in the computerized payroll system require that social security numbers not be printed on checks or check registers. For those whose checks are electronically deposited, the pay advice (check register) is available only through the online system, *My Shasta*, which is password protected.

Medical records are held under tighter restriction as mandated by HIPAA laws, and are handled appropriately by the Human Resources Office.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary:

The Shasta College Human Resources Office is responsible for policies and procedures related to issues of equity and diversity in the hiring processes. [Board Policy 7100](#)^{IIIA-23} – Commitment to Diversity, provides written language to promote understanding of, and commitment to, ensuring equitable treatment of administrators, faculty, staff and students. The [Guide to Employee Selection](#)^{IIIA-25}, a “Handbook for Search Committees,” outlines procedures to follow when screening applications for employment. Interviews are offered to well-qualified applicants who are sensitive to the diverse student population served by the college, and interviews commonly include questions on cultural competence.

The Human Resources Office conducts training for administrators, faculty and staff members who participate on search committees to ensure that each member is properly trained and understands the search process, screening procedures, and the elements of non-discrimination.

The [Faculty and Staff Diversity Advisory Committee](#)^{IIIA-26} is made up of employees from all constituent areas and, to the extent possible, includes people of diverse backgrounds, including ethnic minorities, women, and persons with disabilities. The advisory committee meets throughout the academic year to review the [Faculty and Staff Diversity Plan](#)^{IIIA-27}, and to ensure that plan components are properly understood and enforced. See the [Faculty and Staff Diversity web page](#)^{IIIA-28} for information on this committee and the current *Faculty and Staff Diversity Plan*. The College is in compliance with state and federal EEO regulations and laws, with California Title 5 regulations, and federal Title IX regulations. The *Faculty and Staff Diversity Plan* is reviewed and revised as needed. The College consistently and continuously evaluates its equity/diversity policies and procedures and communicates them to ensure they are understood and followed.

The 2010 Faculty and Staff Survey provides additional evidence.

Item #40: The current hiring process ensures the recruitment of qualified faculty and staff.

On this item, the agreement rating is 1.62 (on a scale of 0 to 3) in 2010. This represents 65% of all respondents in 2010 agreeing or strongly agreeing with the statement. Administrators agreed more strongly than classified staff, but the faculty had the lowest agreement levels (54%) on this item. The same item has an agreement rating of 1.81 in 2004.

Item #37: Human Resources develops policies and procedures that are clearly written and equitably administered.

On this item, the agreement rating is 1.65 (on a scale of 0 to 3). This represents 60% of all respondents agreeing or strongly agreeing with the statement in 2010, while only 53% of full-time faculty agreed or strongly agreed. In 2004, the same statement has an agreement rating of 1.84.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary:

The current district workforce is analyzed annually and includes data about the hiring of diverse administrators, faculty and staff (see the [2008-2010 Current Workforce Analysis](#) ^{IIIA-29}). This data also includes information about personnel with disabilities. Over the past three years the data has remained constant with little change in the ethnic representation of faculty and staff. The College is in conformance with Title 5 regulations, education code sections, and federal and state laws and regulations.

The [Faculty and Staff Diversity Plan](#) ^{IIIA-27} is a guide to the institution in providing equal employment opportunity and creating a work and academic environment that is welcoming to all, fosters employment diversity, promotes excellence, and provides a positive student learning experience. The plan was revised in 2008, was reviewed by the various participatory committees, and was approved by the Board of Trustees.

Over the past few years, the College has experienced increased levels of turnover including changes in administrators, faculty and staff positions. This is primarily due to a large number of retirements and budget constraints. Each year the college administration reviews hiring priorities for academic replacements including requests for new hires. The lists of priorities are discussed in the Budget Committee, Instructional Council, and Academic Senate. Recommendations are then sent to the President's Cabinet for final determination and/or approval to begin recruitment.

The office of Human Resources is responsible for advertising and posting vacant positions on and off campus. At the end of the fiscal year, following the recruitment and final hiring of administrators, faculty, and staff, the Human Resources Office prepares an analysis of the applicant pool for each position by ethnicity and gender. This analysis is reviewed by the Faculty and Staff Diversity Committee and is reported to the Chancellor's Office. This information is used to gauge the diversity of the applicant pools and the effectiveness of the District's outreach efforts.

There is also a review of county-wide statistical data for the three counties served by the college to identify changes in the ethnic make-up of the population (see the [2011 Shasta College Fact Book](#) ^{IIIA-30}). Over the past ten years there has been a minor change in the ethnic diversity of our service area. The institution recruits broadly to encourage qualified candidates to apply for work at the college in efforts to be reflective of the different ethnic groups living within Shasta, Tehama and Trinity Counties. One of the more recent hires to the counseling faculty required bi-lingual (Spanish) ability as a qualification to help ensure service is available to the growing Hispanic population in the District.

In addition, the institution provides opportunities for its diverse student population to work on campus using general fund dollars and the federal work-study program. Working on campus provides job opportunities for students who would otherwise find it difficult to balance school and work.

Additional evidence is found in the 2010 Faculty and Staff Survey.

Item #11: Shasta College demonstrates through its policies and practices an appropriate understanding of and concern for issues of equity and diversity.

On this item, the agreement rating is 1.79 in 2010 (on a scale of 0 to 3). This represents 72% of all respondents agreeing or strongly agreeing in 2010. The same item has an agreement rating of 2.15 in 2004.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary:

[Board Policy 7360](#) ^{IIIA-31} – Discipline and Dismissal, Academic Employees and [Board Policy and Administrative Procedure 7365](#) ^{IIIA-32} – Discipline and Dismissal, Classified Employees outlines

due process rights for District employees. There are corresponding rights for students outlined in [Board Policy and Administrative Procedure 5520](#)^{IIIA-33} – Student Discipline.

The Office of Human Resources provides a direct link on its webpage to information about the [District's policy against unlawful discrimination](#)^{IIIA-34}. This web page lists the identity of the District Officer responsible for enforcement and complaints, information about the complaint process, and the board policy related to unlawful discrimination.

The College also maintains policies and procedures asserting students' rights and grievances ([Board Policy 5530](#)^{IIIA-35}), standards of conduct ([Board Policy and Administrative Procedure 5500](#)^{IIIA-36}), student discipline ([Board Policy and Administrative Procedure 5520](#)^{IIIA-37}), and free expression ([Board Policy and Administrative Procedure 3900](#)^{IIIA-38}).

The 2010 Faculty and Staff Survey provides additional evidence.

Item #46: I am satisfied with the procedures available to resolve problems I may have within the college.

On this item, the agreement rating is 1.64 (on a scale of 0 to 3). This represents 66% of all respondents agreeing or strongly agreeing with the statement in 2010. The same statement has an agreement rating of 1.60 in 2004.

Item # 16: Shasta College promotes high ethical standards for faculty, staff and students.

On this item, the agreement rating is 1.75. This represents 67% of all respondents agreeing or strongly agreeing with the statement in 2010. The same statement has an agreement rating of 1.87 in 2004.

On a periodic basis, administrators, faculty and staff receive training in the areas of sexual harassment prevention, Title IX regulations, etc. as required by law.

Self Evaluation:

Shasta College meets this Standard as noted in the descriptive summary.

Planning Agenda:

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary:

The *Invest in our People Committee* is the participatory planning and shared governance committee responsible for planning and providing professional development activities. Agendas and minutes from this committee's meetings may be viewed on the [Invest in Our People Committee web page](#)^{IIIA-39}. The Committee is comprised of faculty, classified staff and administrators. The primary role of this committee is to survey needs, allocate resources, and plan and implement professional growth opportunities for all College employees.

Shasta College has many opportunities for personnel to obtain professional development. These opportunities include:

- Two scheduled Faculty Flex days per year that include workshops on topics such as student learning outcomes, ways to improve instruction, student success strategies, technology in the classroom, textbook acquisition, sustainability and other pertinent topics. These in-service days cover 6 hours or more. [Fall 2010](#)^{IIIA-40} and [Spring 2011](#)^{IIIA-41} Flex Day schedules can be viewed via the Human Resources web page Flex Day tab.
- [Administrative Academy](#)^{IIIA-42}, a two-year internal leadership training cohort open by application to faculty, administrators, and classified employees
- CEA Days for classified staff that celebrate and recognize support staff contributions, and provide classified employees with workshops on topics of interest
- On Course faculty training
- Training for instructors teaching on-line courses
- **Great Ideas For Teaching Students (G. I.F.T.S.)** are held three times per semester, and are very well attended by full-time faculty and part-time, adjunct faculty
- Workshops, including participation in Student Success workshops as appropriate
- Customer service training

The College has identified a funding stream from non-general fund dollars to provide professional growth opportunities. These dollars have continued to increase over the past five years, and the full allocation of \$40,000 was spent in 2009-10 when the allocation available to employees was increased. Each full-time employee is eligible for \$500 toward professional development activities, with an additional amount if the employee is presenting at a conference

or workshop. Adjunct faculty and part-time employees are allocated \$150. (See the [Application for Professional Development Funding](#) ^{IIIA-43} form.)

In addition to the in-service opportunities listed above, the College provides training for new adjunct instructors through attendance at an adjunct faculty orientation/training, which is held each semester. New tenure-track instructors and administrators participate in a two-day learning academy scheduled just prior to the beginning of the fall semester. Recent efforts were made to announce and encourage participation in faculty success workshops by establishing a “faculty corner” on the College website to provide easy access to successful strategies.

Throughout the year, the Committee plans other workshops and online training options that give both faculty and staff the opportunity to obtain professional development. One such example is the Keenan Safe Colleges program, which offers online workshops for Sexual Harassment prevention, and other safety related programs. All managers are required to participate every two years and do so. In the past year, we have begun to encourage faculty and classified staff to participate in the program.

The 2010 Faculty and Staff Survey provides additional evidence.

Item #41: The professional development programs offered to employees reflect work-related needs and interests.

On this item, the agreement rating is 1.41 (on a scale of 0 to 3). This represents 51% of all respondents agreeing or strongly agreeing with the statement in 2010, while only 34% of full-time faculty agreed or strongly agreed. In 2004, the same statement has an agreement rating of 1.36.

However, question 49 indicates strong agreement that when technology training is received, it has been effective and of high quality.

Item #49: When I have received technology training, it has been effective and of high quality.

On this item, the agreement rating is 2.12 in 2004 and 2.16 in 2010. This represents 85% of all respondents agreeing or strongly agreeing with the statement.

Self Evaluation:

Shasta College meets this Standard.

Over 140 individuals participated in professional growth activities during 2009-10. There was sponsorship of group activities such as seven registered nurses attending the Mosby’s Faculty Development and nine faculty, administrators and staff attending the Latina Leadership Network conference. A two-day workshop took place during winter break 2010, where 38 faculty participated in On Course training.

Planning Agenda #5 - Impact of fiscal resources and decisions

In order to improve beyond the Standards and support student success, the Superintendent/President with the support of President's Cabinet and in collaboration with appropriate participatory planning and shared governance committees will develop rubrics which include ranking and prioritizations for the allocation of fiscal, physical, technological, and human resources. These rubrics will be based on formal criteria that align budget recommendations with the mission, goals, and overall institutional effectiveness of the college.

Moreover, Shasta College will align budget recommendations and college-wide decision-making with institutional goals targeted for improvement through the planning process to improve student success and institutional effectiveness. This will include further integration of SLO assessments into planning at various levels and a process to review college goals and evaluate alignment in:

- Non-general fund areas (e.g. Perkins/VTEA and grant-based programs)
- Instructional areas
- Student Services
- Administrative areas

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

In-service activities are evaluated each year and this information is used when planning the next in-service activity. This is accomplished by having faculty submit an evaluation after each Flex Day. The [evaluation form](#) ^{III.A-44} is available online and is required to be turned in with the form used by faculty to receive credit for attendance. This information is then used by the *Invest in Our People Committee* when planning future in-service activities. Examples from the Fall 2010 Flex Day include workshops to assist students in the classroom (On Course), the virtual classroom, selection of textbooks, and other related topics of interest to faculty.

During the past year, a survey was conducted by the *Invest in Our People Committee* that identified areas where faculty, administrators, and staff wanted training and development opportunities. These results were used to plan Flex Day offerings as well. The last survey was conducted in 2010.

For individual professional development activities, faculty and staff are required to fill out a [request form](#) ^{III.A-43} to secure funding, which also includes an [evaluation of the activity](#) ^{III.A-45} once completed. These forms can be viewed at the Human Resources web page via the Forms tab. A committee then reviews these forms to insure that each faculty member is meeting the requirement for individual professional growth. An example is the change in the online teaching platform, which led to specific training in "Moodle" being provided to faculty during the spring 2011 semester.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

Shasta College plans for the systematic hiring of employees by prioritizing positions to be filled through shared governance approved planning processes. These are tied to the College's Strategic Plan and mission, with the goal of improving student learning opportunities. Periodic assessments by administrative review are done to ensure hiring is consistent with current needs, as described below.

The Human Resources Office keeps an inventory of vacant positions that is routinely reviewed by the President's Cabinet, a group consisting of the College Superintendent/President, Vice Presidents of Academic Affairs, of Administrative Services, and of Student Services, the Associate Vice Presidents of Human Resources and of Information Services and Technology, and the Assistant to the Superintendent/President. Based on the recommendation of the administrator of the area and the input of other appropriate groups, positions are filled through the approved hiring procedures.

Replacement positions come under scrutiny at various levels. Justification is required to ensure a thorough evaluation has taken place, particularly in times of limited resources. Recommendation for replacement of positions has sometimes resulted in re-deployment of those positions to hard-to-fill assignments and to new growth areas. Consideration is also given to streamlining and combining positions in order to maximize efficiencies where vacancies have occurred.

When there are initiatives or recommendations from the various disciplines to add new faculty or staff positions, the review process begins within the instructional division or administrative area. For all positions, decisions must take into account the connection to the Strategic Plan of the institution and the effect on student learning outcomes. The divisions and administrative areas must provide justification in the budget process when resource allocations are being considered. This justification includes, in part, program review reports, and annual report/action plans. The process calls for an initial review and recommendation by the Vice President of the area with input gathered from other affected parties, including faculty and classified staff.

College administrators worked closely with the Academic Senate in developing a *Faculty Hiring Priorities* procedure for full-time tenure-track positions. The procedure outlines the process to follow in identifying positions that will be advertised. The President's Cabinet then reviews the

recommendations and justifications. Those positions approved are presented through the participatory planning and shared governance process. Results from the processes and final recommendations from the Superintendent/President are made to the Board of Trustees.

Periodic evaluations through various means are done to identify areas where revitalization is needed or where new programs and facilities are on the horizon. These evaluations include program review, administrative recommendations, advisory committee input, Academic Senate and Faculty Association recommendations, and student input.

Several new bond-funded facilities were opened at about the same time as the state budget shortfall occurred. As a result, plans for staffing the new facilities were placed on hold, and several of the positions previously recommended were not filled. Responses to the 2010 Faculty and Staff Survey confirm the discontent that new positions were not filled, even though planning efforts were in place. Only 34% of respondents to the survey felt staffing needs were adequately evaluated in the planning and development of new facilities, programs, and services.

Over the last several years, the College Council and the Budget Committee have integrated institutional planning in all facets of the campus, which has positively impacted decision making. Routine and periodic review of policies and procedures ensures that current and/or potential hiring priorities are addressed. College Council is in the process of developing an educational master plan that may also impact long-term hiring priorities.

Self Evaluation:

Shasta College meets this Standard. The *Faculty Hiring Priorities* procedure includes a formal communications process with a high level of shared governance participation in prioritizing the hiring of faculty. The College will continue to scrutinize staffing decisions based on budgetary considerations, taking into account participatory-based priorities.

Planning Agenda:

None.

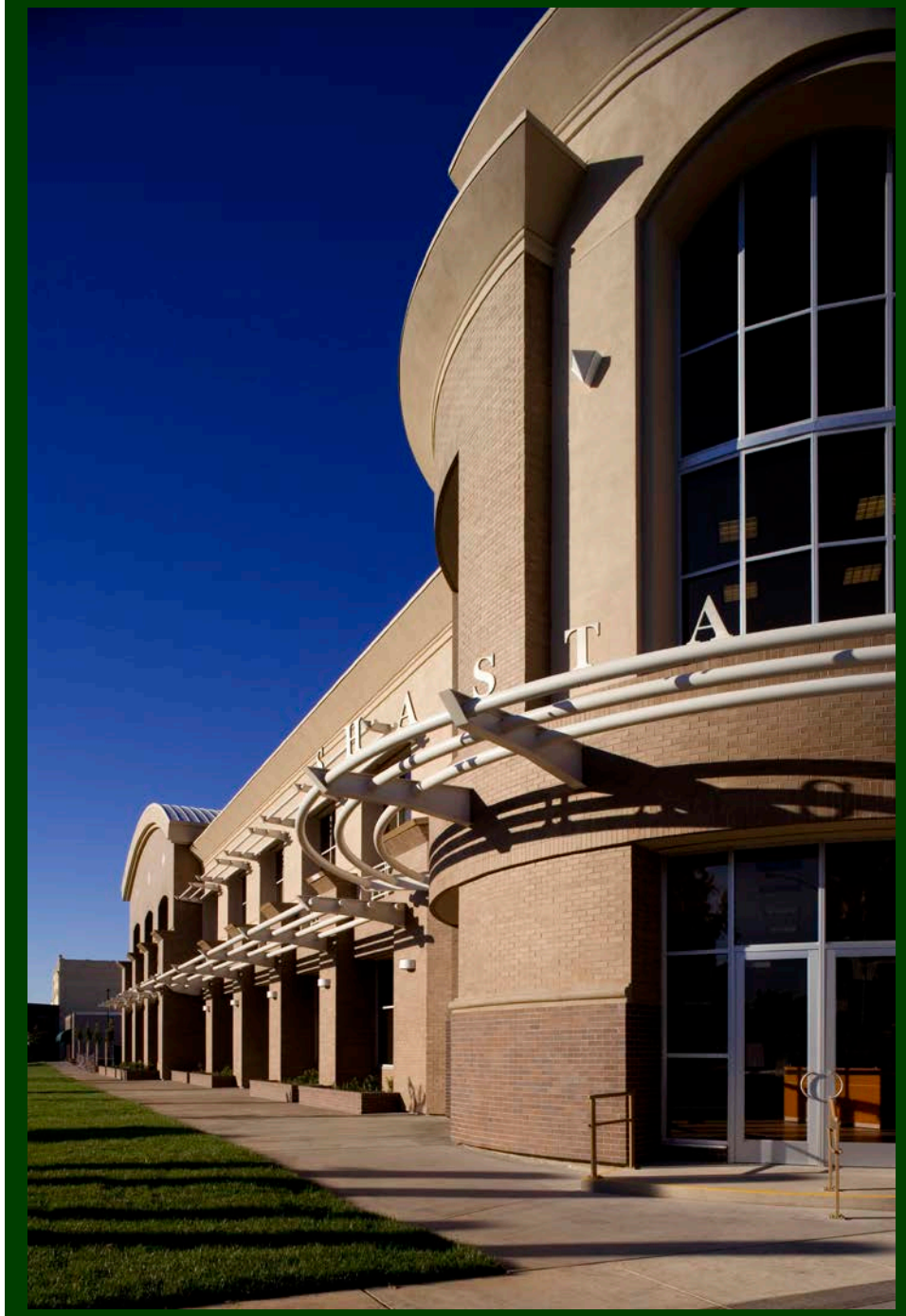
STANDARD III.C EVIDENCE LIST

IIIA-1	Board Policies 7120 and 7125	PDF Link / WEB Link
IIIA-2	Administrative Procedure 7125	PDF Link / WEB Link
IIIA-3	Administrative Procedure 7210	PDF Link / WEB Link
IIIA-4	Administrative Procedure 7208	PDF Link / WEB Link
IIIA-5	Employment Tab Web Link	PDF Link / WEB Link
IIIA-6	Equal Opportunity Employer Web Link	PDF Link / WEB Link
IIIA-7	Candidate Resources Web Page	PDF Link / WEB Link
IIIA-8	Classified and Administrator Evaluation Forms	PDF Link / WEB Link
IIIA-9	Faculty Evaluation Forms Web Link	PDF Link / WEB Link
IIIA-10	08-08-07 Board Meeting Minutes	PDF Link / WEB Link
IIIA-11	08-20-08 Board Meeting Minutes	PDF Link / WEB Link
IIIA-12	08-12-09 Board Meeting Minutes	PDF Link / WEB Link
IIIA-13	08-18-10 Board Meeting Minutes	PDF Link / WEB Link
IIIA-14	09-08-10 Board Meeting Minutes	PDF Link / WEB Link
IIIA-15	2009-2012 Strategic Plan	PDF Link / WEB Link
IIIA-16	2010 Strategic Plan Update	PDF Link / WEB Link
IIIA-17	Academic Master Contract Agreement-Appendix B-2	PDF Link / WEB Link
IIIA-18	Board Policy and Administrative Procedure 7215	PDF Link / WEB Link
IIIA-19	Board Policy 7231	PDF Link / WEB Link
IIIA-20	Board Policy 7255	PDF Link / WEB Link
IIIA-21	Fall 2010 Full-Time Faculty Obligation Report	PDF Link
IIIA-22	Equivalency Evaluation Form	PDF Link / WEB Link
IIIA-23	Board Policy 7100	PDF Link / WEB Link
IIIA-24	Board Policy 3420	PDF Link / WEB Link
IIIA-25	Guide to Employee Selection Handbook	PDF Link / WEB Link
IIIA-26	Faculty and Staff Diversity Advisory Committee Web Page	PDF Link / WEB Link
IIIA-27	Faculty and Staff Diversity Plan	PDF Link / WEB Link
IIIA-28	Faculty and Staff Diversity Web Page	PDF Link / WEB Link
IIIA-29	2008-2010 Current Workforce Analysis	PDF Link
IIIA-30	2011 Shasta College Fact Book	PDF Link / WEB Link
IIIA-31	Board Policy 7360	PDF Link / WEB Link
IIIA-32	Board Policy and Administrative Procedure 7365	PDF Link / WEB Link
IIIA-33	Board Policy and Administrative Procedure 5520	PDF Link / WEB Link
IIIA-34	Unlawful Discrimination Policy	PDF Link / WEB Link
IIIA-35	Board Policy 5530	PDF Link / WEB Link
IIIA-36	Board Policy and Administrative Procedure 5500	PDF Link / WEB Link
IIIA-37	Board Policy and Administrative Procedure 5520	PDF Link / WEB Link
IIIA-38	Board Policy and Administrative Procedure 3900	PDF Link / WEB Link
IIIA-39	Invest in Our People Committee Web Page	PDF Link / WEB Link

IIIA-40	Fall 2010 Flex Day Schedule	PDF Link / WEB Link
IIIA-41	Spring 2011 Flex Day Schedule	PDF Link / WEB Link
IIIA-42	Administrative Academy Web Page	PDF Link / WEB Link
IIIA-43	Application for Professional Development Funding	PDF Link / WEB Link
IIIA-44	Flex Day Evaluation Form	PDF Link / WEB Link
IIIA-45	Professional Development Attendance – Evaluation Form	PDF Link / WEB Link

Standard III.B

Physical Resources



III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary:

The Shasta-Tehama-Trinity Joint Community College District (Shasta College) encompasses over 10,000 square miles, serving approximately 210,000 residents in its tri-county area. Minor portions of Lassen, Modoc and Humboldt counties are also included within the District boundaries. Shasta College is a single college District with education centers in Red Bluff, Weaverville, Burney, and Redding. The College also delivers instruction to 35 other [locations](#) ^{III-B-1} in 14 communities throughout its service area. These physical resources support student learning programs, student support services, and economic and workforce development activities throughout the District.

The main campus and District office of Shasta College is located on 335 acres of the Stillwater Basin, located four miles east of Redding at 11555 Old Oregon Trail. The Main Campus has nearly [70 buildings](#) ^{III-B-2}, offering over 6,000 work and study stations in over 330,000 assignable square feet of educational space. Additionally, the College owns 1.24 acres in downtown Redding upon which the Health Sciences Center and University Programs facility was built in 2007, .87 acres in Weaverville upon which the new Trinity Campus Center was built in 2008, 40.5 acres in Red Bluff upon which the Tehama Campus Center was built in 2009, and 320 acres (North half of Section 27) of rangeland (see the [December 20, 2010 Space Inventory Report](#) ^{III-B-3}). The majority of the buildings on the Main Campus were constructed between 1966 and 1968 following the 1964 passage of an 8.5 million-dollar Bond Measure. Our most recent additions on the main campus have been the completion of the Library Annex in 2009 and the Solar Field in 2010.

Shasta College has successfully reduced its leased facilities space in both Red Bluff and Weaverville as a result of the construction of new District-owned facilities in those cities. The College continues to lease space for our Center for Economic & Workforce Development division and in Burney to support Intermountain instructional activities. The Economic and Workforce Development division includes the Small Business Development Corporation, the Business Entrepreneurship Center, the Youth Entrepreneur Program, the CalWORKS program, other grant funded services, and partnerships with community service providers including SELPA, the Center for Non-Profit Resources, and Shasta Twenty-First Century Career Connections.

The effectiveness of owned and leased physical resources including land, buildings, equipment and other assets, is regularly assessed through the Program Review process and more specifically reviewed through the College's participatory planning and shared governance process. Facilities Planning is an integral part of the College's Planning efforts. Shasta College [Board Policy and Administrative Procedure 3250](#) ^{III-B-4} – Institutional Planning requires “a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.” Physical Resource planning is integrated into the College's institutional planning

efforts not only through the creation of an improved and more regular process of assessment and communication (see the [Planning Flow Chart](#) ^{IIIB-5} on the College Council web page), but also through the establishment and formalization of the [Facilities Planning](#) ^{IIIB-6} and [Budget](#) ^{IIIB-7} Committees, which advise the College Council on the impact, including financial impact, of plans and recommendations as relate to the College's physical resource needs and uses.

As previously noted, the College has had several major construction efforts over the last few years that have required a great deal of analysis, planning, prioritization and coordination. The current budget crisis has had a side-effect of insuring that facilities modification requests and facilities utilization analysis receive a great deal of scrutiny. Through regular Program Reviews and prioritized annual Action Plans, Shasta College continually reviews and improves its physical resources in support of student learning programs and services. Improvements since the last accreditation visit include but are not limited to the following:

- New Health Sciences & University Programs facility in Downtown Redding
- New three building campus in Red Bluff
- New three building campus in Weaverville
- New Learning Resource Center (Library Annex) on the main campus
- New Solar Field on the main campus
- New wireless access system
- New campus paging system
- Accessibility (ADA) modifications on the Main Campus
- HVAC upgrade and modification on the main campus
- Electrical system upgrades on the main campus
- Stadium, gym and pool modifications
- Library and theater remodel and renovations

Institutional surveys of Faculty and Staff have been conducted in 2004 and 2010. These surveys indicate a level of institutional concern with respect to the College's ability to maintain, replace, and effectively utilize its physical resources in support of student learning. The 2010 Faculty and Staff Survey consisted of 75 questions using a four-point Likert scale for each item to rank levels of importance and agreement (see the [2010 Faculty/Staff Survey Overview](#) ^{IIIB-8}). In April 2011 the Office of Research and Planning prepared a document ranking the gaps and comparing like items from previous surveys. Results are summarized using the percent of agreement (agree and strongly agree) as shown below.

Item #54: The College has adequate replacement and maintenance plans for non-technology equipment.

On this item, the agreement rating was 1.28 for all groups (on a scale of 0 to 3). This represents 42% of all respondents agreeing or strongly agreeing with the statement. In 2004 a similar statement received the lowest agreement rating of all physical resource related items with an agreement score of 1.02 (more than 2 standard deviations below the mean). This suggests a relatively high level of concern about the College's ability to replace and maintain its equipment resources.

Item #57: Physical resources such as facilities and equipment (non-technology) adequately support student learning programs and services.

On this item, the agreement rating was 1.87 (above the mean of 1.69 for the entire survey). This represents 75% of all respondents agreeing or strongly agreeing with the statement. In 2004 a similar statement shows an agreement rating of 1.62.

Item #59: The College uses its facilities and non-technology equipment effectively.

On this item, the agreement rating was 1.74 (also above the mean for the entire survey). This represents 68% of all respondents agreeing or strongly agreeing with the statement. A similar item in 2004 shows an agreement rating of 1.69.

Item #55: There are procedures for upgrading and replacing non-technology equipment in my area.

On this item, the agreement rating was 1.22 (below the mean of 1.69). This represents only 40% of all respondents agreeing or strongly agreeing with the statement.

These survey results indicate that while the College has made improvements in its facilities, there is still a concern about the College's ability to maintain and replace necessary equipment.

Self-Evaluation:

The College meets this standard. Shasta College meets the standard for support of student learning programs and services as evidenced by the overall availability of classroom space (reviewed in detail later in this section), a significant number of newly constructed or recently renovated classroom facilities, newly constructed or recently renovated student service and support facilities, and major investments in infrastructure renovation including HVAC, technology, and accessibility improvements. The College has made a significant and concerted effort to accurately report its facility information through FUSION as is evidenced by the improved accuracy of the College's [Report 17](#)^{IIIB-3}, scheduled maintenance plans, and 5 Year Capital Outlay and [5 Year Construction planning](#)^{IIIB-9} efforts.

The College meets the standard for providing physical resources that improve institutional effectiveness. The College has made significant improvements in its evaluative mechanisms to provide evidence of both efficient and effective use of its physical resources. The established evaluative mechanisms, against which institutional effectiveness is measured in the areas of [Classroom and Lab Utilization](#)^{IIIB-10}, as measured by the [XWFR report](#)^{IIIB-11} are more consistently presented and more consistently utilized than in any previous accreditation cycle. Evidence that College physical resources increase institutional effectiveness continues to be primarily program specific (see an excerpt from the [2011 BTFCS Program Review](#)^{IIIB-12}) and evaluated through the Program Review process.

The College meets the standard for its integration of physical resources planning into institutional planning. As can be seen in the description above, the College has been successful at planning for and justifying additional facilities, facility modifications and renovations in conjunction with the College's Strategic Planning process. While the formal Facilities Planning process is relatively new, the importance of the integration of physical resource planning with other institutional planning efforts has been both recognized and embraced by the College.

Planning Agenda:

None.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary:

The College utilizes an [11-member Campus Safety Committee](#)^{IIIB-13} to evaluate Emergency Communications, Evacuation Procedures, Illness and Injury Prevention Programs, Workplace Security Guidelines, and Emergency Procedures Guides (for examples, see the [October 14 and November 10, 2010 Campus Safety Committee Meeting Minutes](#)^{IIIB-14}). The College proactively conducts safety assessments and uses [safety surveys](#)^{IIIB-15} to ensure that the College is aware of and able to respond to safety issues. Through the Injury and Illness Prevention Program, the College encourages the filing of Employee Safety Reports through the Human Resources Office, reporting any potential student/employee safety issues. Combining purposeful assessments and surveys with ad hoc issue reporting procedures results in a high degree of awareness of safety issues and a mechanism for ensuring that the College takes appropriate action.

The Campus Safety Department is committed to the safety and well-being of our students, employees, and visitors. The College is dedicated to the cultivation of an atmosphere that is safe and conducive to learning. To that end, the College regularly collects and analyzes crime statistics for all College locations. The Security Department annually prepares and distributes an updated [Security and Crime Statistics Report](#).^{IIIB-16}

The College has maintained a partnership with the City of Redding for extending law enforcement services from the Redding Police Department to the Shasta College main campus. The current agreement provides for the following:

- Part 1 violent crimes response and investigations, and related court appearances
- Emergency response to calls and reports of suspicious activity
- Investigations, as necessary, related to violations of the California Vehicle Code
- After hours dispatch services
- Routine patrols of the campus
- Opportunities for College safety officers to participate in Redding Police Department training activities
- Guidance in the development of campus crime prevention strategies
- Assistance with the preparation of applications for grants and other funding to enhance security services on the campus
- Access to information developed and maintained by the Redding Police Department Gang Unit Task Force

This authorization for the agreement with the City of Redding was made under the Kristen Smart Campus Safety Act of 1998 (as cited in [California Education Code Section 67381](#)^{IIIB-17}) and has been renewed on an annual basis. The results of each evaluation have been able to show improved safety for our students, employees and visitors and have resulted in a renewal of the contract.

The College maintains a campus safety officer at both the Health Sciences and University Center and the Tehama Campus for 20 hours per week. The College relies on the local county sheriff departments for response to emergencies at the Trinity Campus and Intermountain site.

Historically, the College maintained its own Fire Department and augmented the service it provided with an agreement with Cal Fire. In 2010, the College expanded its agreement with Cal Fire and allows Cal Fire to operate the Shasta College Fire Hall that is situated on the main campus. The College [contracts with Cal Fire](#) ^{IIIB-18} for the following services:

- Emergency fire protection, emergency response and basic life support
- Advanced life support services
- Dispatch services
- Fire code inspection, prevention and enforcement services
- Land use / pre-fire planning services
- Disaster planning services
- Extended fire protection service availability

Specific statements in the [2010 Faculty & Staff survey](#) ^{IIIB-8} and the 2010 Student survey indicate that the College is doing relatively well in providing a safe environment. Faculty and Staff rate their workplace as “safe, healthful and secure.”

Item #52: My workplace is safe, healthful and secure.

On this item, the agreement rating was 2.07 (on a scale of 0 to 3). This represents 77% of all respondents agreeing or strongly agreeing with the statement.

Student responses to statements in the [Fall 2010 Student Survey](#) ^{IIIB-19} are more complex.

Item #18: I feel safe on campus, day and night.

Students taking the survey in 2010 indicated an average agreement rating of 3.14 (on a scale of 1 to 4). This represents 85% of student respondents agreeing or strongly agreeing with the statement. The same item received agreement ratings of 3.11 in 2002 and 3.42 in 2008. Interesting but not surprising, results show that female students expressed lower levels of agreement (2.97) in 2010. These scores suggest a relative feeling of safety on campus for students, but understanding how to address the disparity will require more study.

Item #36: The signage on campus provides me with satisfactory help in finding my way around campus.

On this item, the agreement rating was 2.93. This represents 78% of student respondents agreeing or strongly agreeing with the statement. The same statement was asked in 2002 with an agreement rating of 3.08 (on a scale of 1 to 4). Therefore students generally agree that campus signage is satisfactory.

Items #37 and #38 deal with the cleanliness of classrooms and restrooms respectively. Item #37 (classrooms) has an agreement rating of 2.90 in 2002, 3.48 in 2008, and 3.16 in 2010. This represents 91% of student respondents agreeing or strongly agreeing with the statement on classroom cleanliness. Item #38 (restrooms) has an agreement rating of 3.06 in 2002 and 3.03 in 2010. This represents 83% of students agreeing or strongly agreeing that restrooms are clean and well maintained.

Item #39: The availability of student computing facilities meets my needs.

Finally, item #39 focuses on computing facilities. The agreement rating in was 2.95 in 2002, 3.40 in 2008, and 3.13 in 2010. This represents 88% of students agreeing or strongly agreeing with the statement in 2010.

Overall, the above surveys tell us that the students agree that it has safe, sufficient, and quality physical resources that are well maintained.

The College reviews the sufficiency of its physical resources regularly and from several perspectives. The College reviews room scheduling and utilization for each term, completes the Chancellor's Office Report 17 for Facility use, conducts safety assessments, and updates its five-year plans. Program Reviews evaluate the sufficiency of physical resources and are performed on each program at least every five years. The sufficiency and effective use of College physical resources are an integral component of College Participatory Planning and Shared Governance efforts.

Self-Evaluation:

The College meets this standard for providing safe and sufficient physical resources regardless of location. The College appropriately researches and addresses safety and security issues and engages in appropriate planning and monitoring activities to ensure continuous improvement in campus safety and security for all campus locations. Through its continuous safety improvement approach, the College has upgraded and improved it's Fire Alarm System, upgraded campus lighting, implemented e911 and Campus Paging on the main campus and at the Red Bluff Campus, added a Campus Cellular Tower on the main campus, implemented Alert U emergency SMS texting service and a modified [main web presence](#)^{IIIB-20} designed to enable emergency alerts and notifications.

Shasta College meets the objective of providing sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location. As will be examined later, the College has excess capacity for instruction, as measured by its assignable square footage available for instructional. The College recognizes that it faces many challenges in providing adequate modernization and replacement of equipment required for the support of its programs and services, particularly in light of the current statewide budget concerns.

Planning Agenda:

None.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and service.

Descriptive Summary:

The last few years have been exceptional for Shasta College and its ability to affect change in its physical resources. Many years of planning came together to allow for the completion of a new downtown Health Sciences and University Programs building, a new Tehama Campus, a new Trinity Campus, a new Learning Resource Center, a new Solar Field and many other modernization and upgrade efforts.

In each project, quality design and construction are mandated and reviewed by the State of California. College-owned facilities meet the educational facility building standards as specified in the [Field Act](#) ^{III B-21} which applies to all student occupied facilities used for student programs and services. In addition to establishing building standards for the construction and alteration of school buildings, the Field Act provides a rigorous inspection process to insure quality construction. The planning and construction of facilities are reviewed by and meet the requirements of the Division of the State Architect (DSA) when legally required under Title 24.

Other physical resources generally do not have such stringent state or federal requirements regulating their acquisition, maintenance, and/or replacement. The College not only meets state and federal guidelines for asset acquisition, but also meets program and service requirements for those acquisitions through its purchase requisition review process. Asset acquisitions are scrutinized by the President's Cabinet for their appropriateness prior to the generation of a purchase order for those assets.

Physical resource maintenance, upgrades and replacements are similarly differentiated between facilities and other physical resources. Facilities are subject to Scheduled Maintenance funding from the State of California and the Chancellor's Office Five-Year Capital Outlay Planning ([AB 1473](#)) ^{III B-22} process. That funding is specific to a requested facility maintenance project and can either be funded in full or with a College match requirement. College match funding provides up to 50% of the project funding from the state. This requires the College to set aside 50% of the projected Project Budget within the College budget for the project year.

Maintenance, upgrades and replacements of other physical resources have historically been supported by state instructional equipment funds, grant funds, categorical funding, and through general fund allocations. The College controls the prioritization of these expenditures. Grant administrators and program managers of categorically funded programs exercise a significant degree of control over the prioritization of physical resource modifications within their areas of authority. General fund expenditures for physical resource modifications are prioritized institutionally as opposed to departmentally and as such, individual managers and administrators have a voice in the prioritization process but do not have control over it. There is a great deal of competition for general fund allocations for upgrading and replacing aging equipment as can be seen in the Program Review documents. A vital improvement was introduced into the Program Review process that requires an annual Action Plan in which each department must justify its requests for funds and assign a priority to each request. This

process is relatively new (2008) but it has successfully opened or reinvigorated channels of communication by allowing greater transparency to and input into the funds allocation process.

Self-Evaluation:

Shasta College meets this standard. The College considers programmatic need when planning and executing its capital and maintenance projects. The College insures that the intended programs and services can effectively utilize the new or modified facilities and physical resources. Expectedly, not all programmatic requests for physical resources can be met; requests for additional or modernized physical resources far exceed the College's capability to satisfy those requests.

The College recognizes that it faces many challenges in its attempts to adequately maintain, upgrade, augment and/or replace its physical resources. This fact is borne out by the survey responses examined earlier in this section. The College prioritizes for maintenance and/or replacement those physical resources that no longer meet the needs or quality requirements of the programs and services supported by those resources. The list of facilities and other physical resources that no longer adequately meet the needs or quality requirements of the programs and services (as documented in [Safety Assessments, Program Reviews, and Climate Survey Documents](#) ^{IIIB-23}) is extensive and regularly exceeds the College's ability to immediately accommodate.

Over the past few years, the College Participatory Planning and Shared Governance Process has introduced prioritization and action planning on a much broader scale (see the [Program Review Process Flow Chart](#) ^{IIIB-24}). Programs no longer simply submit their Program Review. Now each area must justify and prioritize requests (for example, see the [2011 ACSS Annual Report - Action Plan](#) ^{IIIB-25}). Facility modification requests are now presented to the Facilities Planning Committee. Depending on the outcome of the assessment of that committee, the request may end up before the Budget Committee, Instructional Council, the College Council, or the President's Cabinet.

The College continues to faces challenges in its attempts to appropriately prioritize the physical resource modification requests that come before the Facilities Planning Committee. The College reviews the Total Cost of Ownership (TCO) and Operational Cost changes (see the [October 31, 2008 and January 22, 2010 Facilities Planning Committee Meeting Notes](#) ^{IIIB-26}) in addition to the initial cost of the requested modification and the programmatic or institutional impact of the requests. That said, the requests regularly exceed the available funds to accommodate all the requested modifications. Therefore, as the requests are reviewed and prioritized, some requests remain in a holding pattern for several years before being resolved (see the [Art and Welding Program Reviews and Excerpts](#) ^{IIIB-27}).

Planning Agenda:

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary:

The majority of the buildings on the main campus of Shasta College were constructed between 1966 and 1968, prior to the enactment of the Americans with Disabilities Act of 1990. In 1993, the College contracted with the Stevens Design Group for the creation of The Facilities Access Compliance Plan to help guide the College through the process of removal of identified accessibility barriers. In 1999, following a three day visit, the Chancellor's Office Operational Program Review Team made ten recommendations to Shasta College to help bring the College into compliance with ADA/504 and California access regulations and codes. The Program Review of Disabled Students Programs and Services, conducted in 2003, provided more guidance and suggestions as to how the College can assure accessibility. Subsequently, The Office of Civil Rights has conducted Compliance Reviews and made further recommendations for the removal of existing barriers to accessibility. The College has now completed or nearly completed the required alterations to restrooms, signage, ramps and walkways. The College continuously improves accessibility and automatically integrates accessible design principles into all new construction and existing facility modifications.

Self-Evaluation:

The College meets the standard for accessibility. The College has been making continuous improvement each year for many years to assure accessibility of its Physical Resources and compliance with ADA and Section 504 at all locations. The College assures that accessibility is designed into any new facility and that modifications to existing facilities that may trigger immediate barrier removal have compliant designs and results. Educational centers throughout the College also meet the standard for accessibility. Considering the scope of the effort to become compliant, the cost of the necessary modifications and the disruption to delivery of service caused by construction, the College has proven its commitment to Section 504 compliance.

The College meets the standard for assuring safe, secure, and healthful learning and working environments. [Safety Assessments](#) ^{IIIB-28}, Program Reviews, and Climate Surveys reflect positively on general accessibility, safety, security, and the existence of healthful learning and working environments. These assessments, reviews, and surveys also list issues – or potential issues – relating to safety, security, and healthful learning and working environments. Hindsight helps the College see the need to proactively address the risk, but does not help the College predict which of the potential issues listed in Safety Assessments, Program Reviews, and Climate Surveys will occur next. The College evaluates and prioritizes the mediation or removal of identified risks with the understanding that attempting to proactively mediate or remove all identified potential risks is impractical. The College's level of success in meeting this standard is also borne-out by the survey results reviewed previously in this section and a record of the mitigation efforts are recorded in the Campus Safety Committee meeting minutes, [Campus Safety Inspection Reports](#) ^{IIIB-29}, and [SWACC Property & Liability Inspection](#) ^{IIIB-30} reports (conducted by Keenan & Associates).

Planning Agenda:

None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data account.

Descriptive Summary:

The College reviews the sufficiency of its physical resources regularly and from several perspectives. The College regularly reviews room scheduling and utilization for each term, completes the Chancellor's Office Report 17 for facility use, conducts safety assessments, and reviews and updates its five-year facilities plan. Program Reviews that evaluate the sufficiency of physical resources are performed on each program every five years.

The first sets of data are gathered and documented through [Program Reviews, annual Program Review data review, Student Surveys, and productivity analysis](#)^{IIIB-11}. These data are used in the course and section scheduling process that is locally managed in each instructional division but centrally controlled from the Office of Academic Affairs. The College conducts student surveys that evaluate not only the instructor and the individual courses, but also the classroom, equipment and facilities that are part of the educational environment and overall student experience. Additionally, the student climate surveys extend to all facets of the institution and the overall student experience, both inside and outside the classroom. As previously discussed, safety assessments are conducted by the Campus Safety Committee and others to regularly assess all aspects of the campus with respect to the safety of the facilities and equipment that are in use throughout the College.

Few academic programs are wholly self-contained with respect to facilities and equipment and most must share facilities with other programs. With the new College Program Review model, Program Reviews are not limited to instructional programs. At Shasta College, the definition of Program has been expanded to include all support programs and activities as well as all administrative activities. With this approach, all programmatic needs throughout the College, regardless of department of origin, are reviewed, discussed, prioritized and tracked (see the [2009-2010 Divisional Action Plan Review](#)^{IIIB-31}). Integration, aggregation, and prioritization are critical for achieving a College approach to assuring that programmatic needs are being met.

While the Program Review process has changed, the historical culture of program reviews is slow to change. The Welding Technology Program Review of 2008-09 states on page 10, "In summary, the program has all the necessary machines and tools to give the students a well-rounded education in the Welding Industry. However, the experience can be greatly enhanced by a larger, better coordinated facility with adequate overhead coverage and storage space." It is not unusual for a program to request additional space in a program review. For example, at the same time that Welding Technology was requesting improved space, the Agriculture Program Review (2008-09, page 14) stated, "A computer lab is needed for agriculture business classes. The horse arena is in need of better footing and ideally would be covered so that instruction could occur regardless of weather conditions. Our department needs a pavilion area to hold indoor labs and to support FFA and related activities." Each request is compared to and

prioritized among the competing requests. Once again, integration, aggregation, and prioritization are critical for achieving a district-wide approach to assuring that programmatic needs are being met both now and in the future.

Report 17 provides room use and utilization by building throughout the College and provides the College with a base for balancing the information reported through Program Reviews, surveys, and assessments to better determine the actual efficiency and effectiveness of the use of its physical resources. Finally, the College utilizes a [Five-Year Construction Plan](#)^{IIIB-9} and a [Five-Year Scheduled Maintenance Plan](#)^{IIIB-32} which generate annualized targets for achieving facilities improvement goals. These plans, both current and from previous years, offer the College the opportunity to evaluate its success in meeting the pre-defined targets and specific facility improvement objectives as defined in these plans on an annual basis. Facilities plans are adjusted each year to ensure that the College meets its defined goals.

Self-Evaluation:

The College meets this standard. The College regularly evaluates its facilities and equipment to assure the feasibility and effectiveness of physical resources. Program Reviews and staff and student surveys are fundamental and integral components of the evaluative process. They involve all stakeholders: students, faculty, staff, and administration. Program Reviews have become increasingly standardized and integrated for institutionally focused evaluations of program recommendations not just once every five years but on an annual basis through Divisional Action Plans. The annual [Fall review of divisional productivity by department](#)^{IIIB-33} has become increasingly helpful in developing a better understanding of actual facility utilization and its impact on divisional productivity.

Major capital projects are included in the "Five -Year Construction Plan" which is developed annually by the Facilities Committee and submitted to College Council for review prior to seeking approval from the Board of Trustees. The minutes of the June 10, 2009 Meeting of the Board of Trustees show the Board approval of the Five-Year Construction Plan that included the Library Addition (Learning Resource Center), Trinity campus, Tehama campus, Welding shop expansion, HVAC replacement project, Theater remodel, and the Solar Field project. Three years later in 2011, all but one of these major projects is complete. The Welding shop expansion is still on schedule to be completed within the timeframe approved by the Board of Trustees in 2009. On the other hand, the covered horse arena project has not yet been prioritized.

Room utilization for the College has historically been difficult to accurately calculate on a programmatic basis. For example, when comparing Program Review data with Report 17 data and room utilization data, it becomes apparent that even some very successful programs do not utilize facilities well throughout all the available hours of the week. With Datatel, reporting on room utilization is less of an arduous task than it has been historically. It remains, however, labor intensive. With the implementation of Resource 25 software we are better able to identify and schedule under-utilized rooms. The examination of a subset of rooms reveals two significant findings. First, the actual utilization of rooms as scheduled for instruction reveals pockets of impacted scheduling, as opposed to a broad lack of available instructional facilities. Second, occasionally, rooms show extremely low utilization for scheduled instructional activities.

Shasta College has periods of time where demand for classroom and lab space exceeds supply, which results in [calls for additional classroom and lab space](#)^{IIIB-34}. Using the [Title 5](#)

[classroom and lab utilization model](#) ^{IIIB-35}, the College currently possesses the technical capacity to support in excess of 9,600 Full-time Equivalent Students (FTES) with its existing Assignable Square Footage (ASF) (as reported in Report 17), or roughly 27% more FTES than the College currently generates. The California Community College Chancellor's Office uses the Title 5 Model, which targets or baselines classroom utilization at about 77% of a five day instructional week (54 hours out of 70 hours available Monday-Friday), or 64% of a six day instructional week (54 hours out of 84 hours available Monday-Saturday). A 66% student occupancy rate (66% of available seats in a classroom occupied) is factored in the calculation that results in a 42.9 ASF target per each 100 Weekly Student Contact Hours (WSCH). Using the Chancellor's Office methodology and baseline calculation, Shasta College has available capacity to support FTES growth.

Planning Agenda:

None.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary:

The College currently has several external funding sources that are the result of successful long-range capital plans. External funding from general obligation bonds, lease revenue bonds, and facilities construction funds from the Chancellor's Office is the result of long-range capital planning and successful funding campaigns. The success of those campaigns has enabled the College to execute its long-range plans and obligates the College to continue its long-range planning endeavors in support of the initiatives that were included in those campaigns.

Those campaigns were successful in no small part to the analysis of long-term ongoing costs and developing proposals that either reduce the costs or maintain the costs while providing a higher level of service to College constituents. For example, during the last few years, the College determined that the [Total Cost of Ownership \(TCO\) of an on-campus Solar Array](#) ^{IIIB-36} is less than the Total Cost of continuing to purchase 100% of our energy. Similarly, the College determined that the [TCO of an upgraded HVAC](#) ^{IIIB-37} system for the main campus would reduce energy costs, management time, and maintenance costs over the useful life of the equipment. The College's Technology Department has consistently used TCO analysis in all technology equipment purchase decisions. In other words, the College has used a TCO approach as it relates to major investments in equipment. The College has also used the TCO approach in its long-range capital planning to support new construction and major renovations. For example, the College determined that an expansion of services in Tehama County (New Tehama Campus) would allow for the elimination of bus service. To accomplish this, the College released its leased space in Red Bluff, constructed a new campus in Tehama County, expanded its use of video-conferencing and online instruction to enhance the service it provides to students in Tehama County. This service expansion required a commitment to planning, analysis and follow through. The College has purposefully obligated itself to continued diligence.

The College is meeting that obligation through the integration of long-range capital planning into its Strategic Planning process. Furthermore, the College utilizes a [five-year facilities planning cycle](#) ^{IIIB-9}, which generates annualized targets for achieving major facility improvement goals, regardless of their funding source, and engages in annual assessments of Scheduled Maintenance and Special Repairs (SMSR) requirements.

Self-Evaluation:

The College meets this standard. There is much evidence of the College's long-range capital planning for physical resources that support instructional improvement goals. The five-year facilities planning cycle and the evaluation of College-owned buildings and related equipment in support of the [SMSR](#) ^{IIIB-32} funding requests to the state are evidence that the College prepares cost projections for the support of College facilities. The College also meets the standard for the use of Total Cost of Ownership projections as relate to new facilities and equipment.

Planning Agenda:

None.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

The College began a new era of integrated college wide planning by formalizing its participatory planning and shared governance process in 2008. College Council adopted its bylaws in April of 2008 and began the process of integrating and aligning the activities of each of the 12 participatory committees. Specific to resource planning, the Facilities Planning Committee, the Technology Planning Committee, and the Budget Committee each act as a resource to the College Council in ensuring that physical resource planning is integrated with institutional planning. A review of the bylaws of these committees and the minutes from their meetings will show that these committees are not isolated and independent but integrated into overall institutional planning.

Examples of this integration can be observed through the flow of ideas, projects and initiatives through the participatory planning and shared governance process regardless of their source. Physical resource needs assessments are conducted through the program review process, Facilities Planning, Technology Planning, and Safety Committee reviews and assessments.

Each program conducts an annual action plan that includes prioritized physical resource modification or enhancement requests. These action plans are reviewed by College Council and the Technology Planning Committee and forwarded to the Facilities Planning Committee as necessary. Annually, the Technology Planning Committee assesses the potential impact of each of the prioritized activities presented in the action plans. The purpose of this review is not only to define the scope and measure potential impact and costs, but also to assess themes and commonalities as well as conflicts between plans. For example, the departments of Art,

Journalism, Geology, and Music each wanted some form of the Macintosh lab or Macintosh classroom. Technology Planning representatives met with the Art faculty, the Geology faculty, the music paraprofessional and divisional Deans to evaluate the possibility of combining their disparate requests into a single action item. This example is included to show the sequence of steps that an idea or action item from a program review may take through our participatory planning and shared governance process.

Facility planning at Shasta College was formalized through the establishment of the [Facilities Planning Committee](#) ^{IIIB-6} in early 2008. The role of this committee is to advise the College Council and Budget Committee on the impact of plans and recommendations as relate to the College's facilities needs and uses. To do this, the committee formalized the [facilities modification request process](#) ^{IIIB-38} to ensure that all facilities modifications, large or small, are evaluated prior to approval. The committee also formalized the use of a [Land Use Change Request](#) ^{IIIB-39} process to insure that "all projects and related activities that represent changes or modifications to the use of land on the Shasta College main campus" are reviewed not only by the Facilities Planning Committee, but also by the [Sustainability Committee](#) ^{IIIB-40}. This committee ensures the campus constituency groups are aware of potential projects, have the opportunity to provide feedback on the proposals, and an opportunity to voice their opinions as to whether a project proposal should or should not be recommended to go forward to College Council. In other words, this committee is not simply informed of facilities projects, this committee actively participates in evaluating potential projects and determining which of these projects should be moved forward. As can be read in the [minutes of the Facilities Planning Committee](#) ^{IIIB-41}, it is not uncommon for the committee to recommend a denial of a facilities modification request.

Self-Evaluation:

The College meets this standard. As seen throughout Standard IIIB of this self-study, and particularly in the opening Descriptive Summary, the College has made major changes and improvements in its physical resources. These changes and improvements have been significant and impact all facets of the institution. Most of these changes, particularly those involving construction of new facilities, take years to bring to fruition and require integrated planning at all levels of the institution over an extended period of time. In the past few years the College has made great strides in improving communication and improving and integrating Program Reviews and Action Plans into broader planning efforts. That said, though the improvements in Physical Resources are significant, those improvements represent only a portion of the overall requests for Physical Resource improvements as examined earlier. Additionally, the Faculty and Staff have expressed a concern as to the College's ability to maintain and replace physical resources in the future. It is fully expected that the College will continue to assess and appropriately prioritize the multitude of requests for resources that Program Reviews and the Participatory Planning and Shared Governance Process generate each year. It is also fully expected that the College will continue to make improvements in integrating its Physical Resource planning efforts and in communicating the results of those effort to stakeholders.

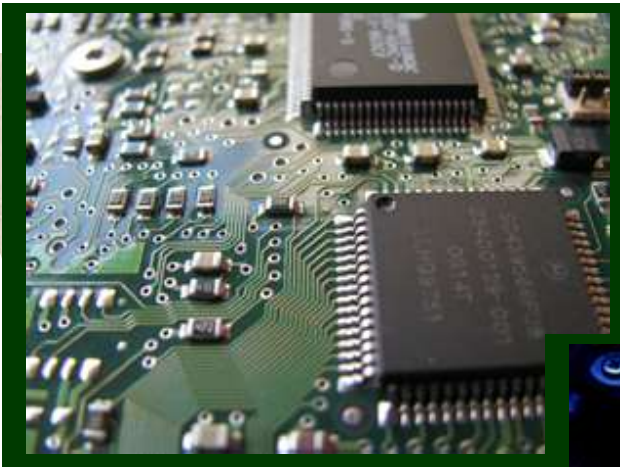
Planning Agenda:

None.

STANDARD III.B EVIDENCE LIST		
IIIB-1	Extended Education Off Campus Teaching Locations	PDF Link
IIIB-2	12-20-10 Building Summary Report	PDF Link
IIIB-3	12-20-10 Space Inventory Report	PDF Link
IIIB-4	Board Policy and Administrative Procedure 3250	PDF Link / WEB Link
IIIB-5	Planning Flow Chart	PDF Link / WEB Link
IIIB-6	Facilities Planning Committee Bylaws (Adopted 05-16-08)	PDF Link / WEB Link
IIIB-7	Budget Committee Bylaws (Adopted 04-28-08)	PDF Link / WEB Link
IIIB-8	2010 Faculty/Staff Survey Overview	PDF Link
IIIB-9	05-24-11 Five Year Construction Plan	PDF Link
IIIB-10	Spring 2011 Room Utilization Analysis	PDF Link
IIIB-11	F08 XWFR Report/F09 WSCH Analysis/F10 IC Deans Efficiency Report	PDF Link
IIIB-12	2011 BTFCS Program Review Excerpt	PDF Link / WEB Link
IIIB-13	Campus Safety Committee Web Link	PDF Link / WEB Link
IIIB-14	10-14-10 and 11-10-10 Campus Safety Committee Meeting Minutes	PDF Link / WEB Link
IIIB-15	Safety Surveys	PDF Link
IIIB-16	Security and Crime Statistics Report	PDF Link
IIIB-17	California Education Code Section 67381	PDF Link
IIIB-18	CA Dept. of Forestry Agreement 2CA00349 (Amador Agreement)	PDF Link
IIIB-19	Fall 2010 Student Survey Report	PDF Link
IIIB-20	Shasta College Home Page	PDF Link / WEB Link
IIIB-21	California Education Code Field Act Sections	PDF Link
IIIB-22	AB 1473 Capital Outlay Plan – Space Inventory	PDF Link
IIIB-23	Safety Assessment, Program Review, and Climate Survey Documents	PDF Link
IIIB-24	Program Review Process Flow Chart	PDF Link
IIIB-25	2011 ACSS Annual Report - Action Plan	PDF Link
IIIB-26	10-31-08 and 01-22-10 Facilities Planning Committee Meeting Notes	PDF Link / WEB Link
IIIB-27	Art and Welding Program Reviews and Excerpts	PDF Link
IIIB-28	11-10-10 Campus Safety Committee Meeting Minutes	PDF Link / WEB Link
IIIB-29	Campus Safety Inspection Report Binder Excerpts	PDF Link
IIIB-30	SWACC Property & Liability Inspection Reports	PDF Link
IIIB-31	2009-2010 Divisional Action Plan Review	PDF Link
IIIB-32	Five-Year Scheduled Maintenance Plan	PDF Link
IIIB-33	Fall 2010 IC Deans Efficiency Report	PDF Link
IIIB-34	ACSS Annual Report Excerpt and Journalism Action Plan	PDF Link
IIIB-35	Title 5 Community College Construction Act Excerpt	PDF Link
IIIB-36	Solar Array Planning and TCO Analysis & Evidence	PDF Link
IIIB-37	HVAC Planning and TCO Analysis & Evidence	PDF Link
IIIB-38	Facilities Modification Request Form	PDF Link
IIIB-39	Land Use Change Request Form	PDF Link
IIIB-40	Sustainability Committee Constitution and Bylaws	PDF Link
IIIB-41	01-22-10 and 02-26-10 Facilities Planning Committee Meeting Notes	PDF Link / WEB Link

Standard III.C

Technology Resources



III.C Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Descriptive Summary:

Technology resources at Shasta College are fundamentally focused on the facilitation of learner success through the use of technology (see the [2007-2010 Technology Plan](#)^{IIIC-1} and the [Technology Planning Committee Bylaws](#)^{IIIC-2}). Over the last ten years, the College has become increasingly reliant upon technology resources to enhance student services and student learning programs. Throughout the Matriculation process, District technology resources have been aligned and continuously improved to positively impact student access to higher education. From the Shasta College home page, prospective students have ready access to information about the institution, instructions and guidance on becoming a student, as well as access to resources they will have throughout their time with Shasta College. Examples of this include the ability to view catalogs and schedules of classes, to search and subsequently register for sections, to track important dates, and much more. Prominent on the home page is the link for prospective students to apply for admission online. The integration of CCCApply has allowed for online applications to be submitted and automatically entered into Datatel (our Enterprise Resource Planning System or ERP). [CCCApply accounts for nearly 70%](#)^{IIIC-3} of all District applications for admission and allows for faster processing while simultaneously reducing the manual data entry required to input prospective student information into our ERP system. Once in our system, students are provided with an ID and password that gives them full access to use District technology tools to search and register for sections, manage their waitlists and/or drop sections, view their class schedule, check their grades, request a transcript, make a payment on their account, and other resources only available to authenticated users (see the [2009-2010 Student Technology Survey Results](#)^{IIIC-4} and the [MyShasta Web Page and Student Menu](#)^{IIIC-5}).

Since the last accreditation cycle, the College has been able to abandon its arena registration process, implement and utilize student waitlists for sections, implement and utilize degree audit functionality, and switch from paper-only catalogs and schedules to electronic catalogs and schedules. The arena registration process required students to wait in long lines to register for sections in person on specified days. Online registration now accounts for [over 55%](#)^{IIIC-3} of all registration activity and allows more students faster access to available seats. The implementation of waitlists and automatic waitlist handling through our ERP has several significant positive implications in the ability for students to indicate their demand for specific sections and be automatically registered into any seat that becomes available in the waitlisted section. Waitlisted students are provided the first opportunity to be registered in newly added sections. The College now has an opportunity to respond to the demand for specific classes by adding sections where they are needed the most. Online registration and waitlist management both help make Shasta College more effective by allowing more students to get into the sections that they need in a much more timely and efficient manner.

The College has expanded the use of technology resources to improve communication with students. For example, printed schedules have historically been out-of-date soon after publication. The move to the electronic versions of catalogs and schedules as the “official”

versions of these documents has resulted not only in the improved accuracy and accessibility of those documents, but also has allowed the College to realize significant savings in reproduction and distribution costs (see Item 9.2 of the [June 10, 2009 Board meeting minutes](#)^{IIIC-6}). The implementation of degree audit is intended to directly affect student degree attainment (see the [Degree Audit Initiative Statement](#)^{IIIC-7}). Degree requirements, by catalog year, are codified in the ERP and tied to the individual student record by way of the student stated degree objective. Students and their counselors can automatically evaluate a student's progress toward a stated goal. Similarly, prior to awarding a degree, the Office of Admissions and Records can use degree audit functions to audit and validate degree eligibility faster than ever before. The process is more consistent as it utilizes the same codified evaluative process and thus limits the potential for disparate interpretations of degree requirements. Integration of technology into the classroom has taken many forms at Shasta College. Instructional lecterns with computers and projection devices were installed in 104 classrooms, and fully-online computer based courses are conducted and accessed via the Internet.

The most dramatic example of the College's increased integration of technology into instruction is evidenced in the [virtualization of the classroom](#)^{IIIC-8}, providing anytime (24/7) access to learning opportunities from any computer with an Internet connection or from an iPad, hand-held computer, or internet connected cell phone. It provides students with the opportunity to access instructional materials and communicate with their instructors or other students at any time of day that is convenient to the learner. In 2009, a [presentation was made to the Board of Trustees](#)^{IIIC-9} that outlined the expansion of the virtualization of the classroom. Also, the 2009 Substantive Change Proposal Addendum specifically addressed the growth and institutional improvements made in asynchronous Internet-based instruction offered by the College as well as the growth in synchronous video conferencing or interactive television (see pages 3 and 4 of the [October 2009 Substantive Change Proposal Addendum](#)^{IIIC-10}). Virtualization and video conferencing are not only made possible through the use of technology, but are also totally dependent on that technology for their functionality.

The College's reliance on technology for the delivery of instruction has become increasingly significant (see the [2007-2010 Technology Master Plan](#)^{IIIC-11}). The last accreditation cycle saw online classes grow from four fully-online sections in the fall of 1998 to 68 fully-online sections in the fall of 2004. Since that time, Shasta College has added hybrid sections (online with a face-to-face component) and web-enhanced sections (face-to-face sections with course content available on the web throughout the term). In the fall of 2009, Shasta College offered 136 fully-online sections, 41 hybrid sections, and 152 web-enhanced sections (see [slide 6 of the 09-2009 Distance Education Board Presentation](#)^{IIIC-12}). This represents a rapid expansion of technology enhanced instruction to the point where over 25% of all sections taught in the fall of 2009 required both faculty and students alike to utilize the Shasta College online environment for teaching and learning (see [slide 7 of the 09-2009 Distance Education Board Presentation](#)^{IIIC-13}). Fully-online courses during the 2008-2009 academic year served 5,236 students, generating 1,042.49 FTES. Hybrid and web-enhanced courses served another 4,817 students, generating 969.27 FTES (see page 4 of the [October 2009 Substantive Change Proposal Addendum](#)^{IIIC-10}).

The growth in online opportunities for students meant that more sections were shifting from being delivered only in a face-to-face modality to being delivered either in an online format or with an online component. Simultaneously, the College constructed new buildings to expand capacity for face-to-face courses. The addition of new facilities in Red Bluff (Tehama Campus), Weaverville (Trinity Campus), and in Redding (Health Science and University Programs Building), has not only allowed the College to add more classroom space, but also has allowed the College to add to its video conferencing/ two-way interactive television capabilities. The

College now has a total of ten send and receive sites, three receive only sites, and two video conference capable meeting rooms. Video conference-capable meeting rooms can act as receive sites as well as function as a District resource for engaging in collaborative discussions and other learning activities. The College has a robust video conferencing environment which served 2,245 students, generating 365.29 FTES during the 2008-2009 academic year (see page 4 of the [October 2009 Substantive Change Proposal Addendum](#)^{IIIC-10}).

A solid and robust technology infrastructure is required for the reliable deployment of technological solutions targeting institutional effectiveness. Over the last ten years, the College has become increasingly reliant upon technology resources not only as it relates to student learning programs and services as described above, but also as it relates to many other District functions and activities. Online budget management and requisition approval and District-wide wireless and voice-over-IP (VOIP) demonstrate that the College has continually layered new technology based services and automated existing services using our technology infrastructure.

Technology infrastructure projects can take several years to provide the foundation for enhanced services. For example, the replacement of the fiber telecommunications backbone, a permanent generator for backup power, and the new data center for the main campus required seven years from design to implementation and were made possible through the state bond project that funded the construction of the Learning Resource Center. These technology infrastructure improvements paved the way for the implementation of the energy management system (EMS) that allows for central control of heating and air conditioning units on the main campus, the upgrades to building network distribution equipment, the expansion of campus wireless connectivity, the expansion of the campus emergency notification system using voice-over-IP (VOIP) technology, the implementation of server virtualization, and the expansion of Internet connectivity bandwidth.

The examples listed above are a relatively short list of the how the College has integrated technology into its overall efforts to improve opportunities for students to succeed and to improve overall institutional effectiveness through the better use of technology. To be successful, each technological enhancement has had to meet a specific institutional objective and has had to be planned well enough in advance to be appropriately designed, funded, and implemented to achieve those objectives. Technology improvement projects and initiatives are tightly controlled and closely aligned with the needs of the College. This control and alignment is only possible through the integration of planning efforts across the College.

Self Evaluation:

The College meets the Standard for using technology resources to support student learning programs and services and to improve institutional effectiveness. The College also meets the standard for integrating technology planning with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the need of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary:

Since the College's last accreditation self study, the College has continued to improve its technology resources. Through general bond measure funding, a new Learning Resources Center (LRC) was built on the main campus; the LRC is now the new home of the Information Services and Technology (IST) department. The funding also provided for a new 'state-of-the-art' data center in the LRC. The data center is large enough that the College was able to consolidate most of its technology infrastructure equipment with room for expansion in the coming years. Modern technology was purchased and replaced aging equipment which positions the College to be competitive technologically for many years to come. The data center was also equipped with a modern Uninterruptable Power Supply (UPS), HVAC system and back-up generator for business continuity in the case of an emergency. The IST service staff continues to make the instructional setting the highest priority while aiming to support all the other area functions which help enhance student success (see the [Technology Planning Committee Bylaws](#)^{IIIC-2}).

The IST staff, directly supervised by the Associate Vice President of Information Services and Technology, provides the technical support required to maintain the College's technology infrastructure. The Information Services and Technology Department consists of 6 information systems staff, three of whom are Computer Applications Technicians, one is a Programmer/Analyst, one is the Technology Trainer; 9 technology staff, four of whom are Maintenance Technicians, three are system engineers; one Media Technology Operations staff and one staff person who provides the technology support for Interactive Television courses. Collectively, Information Services and Technology provides support for 1,561 staff, faculty, and student use computer systems, and 431 printers at 8 instructional delivery locations.

According to the most recent [Student Technology Survey](#)^{IIIC-4} conducted by the Technology Planning Task Force in Spring 2010 (see the [Technology Planning Committee Resources web page](#)^{IIIC-14} for survey results dating back to 2006), 63% of the 1000 respondents used some sort of classroom technology during the 2009-10 school year. Over 90% of the respondents felt that it was important to have access to an up-to-date classroom computer and roughly 75% agreed that they had the access they needed. In this same survey, 95% of the respondents used the MyShasta Online Student Information System to access their records or to register for classes and 75% felt that it was easy or very easy to use. One student even commented "MyShasta is easy to use and I have been very happy with it. I have enrolled online at another college in the past and their system was much more difficult to use and payments were a pain. Thank you for making it easy at MyShasta."

Results from the 2010 Faculty and Staff Survey reveal the following.

Item #47: The computer hardware and software available at Shasta College help me to effectively perform my required duties.

On this item, the agreement rating was 2.11 in 2004 and 2.10 in 2010 (on a scale of 0 to 3). This represents 82% of all respondents agreeing or strongly agreeing with the statement.

The College has continued to improve its use of the Datatel management information system. Students, faculty and staff have more access to information than ever before. Student information, budget information and employee information is all now available via MyShasta, the web integration piece to Datatel (see the [MyShasta Home Page](#)^{IIIC-15}). A recent internal efficiencies enhancement has been the implementation of online expenditure approvals. This has streamlined the purchasing approval process and eliminated the use of paper. The College has also just started the implementation of the new Datatel Portal. This product will give even better access to information as well as a personalized web feel for students, staff and faculty.

The College also utilizes a Microsoft Server/Software platform with commonality of computer equipment to enhance the operation and effectiveness of the Technology Services' internal communications, while standardizing the platform.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary:

The College employs several staff capable of delivering technology training to faculty, staff and students. One trainer has been assigned to faculty to provide for proper guidance of online instruction via the learning management system to maintain a consistent level of quality education for enrolled students. This trainer is also responsible for training the staff in the use of various desktop applications. Training for the use of the College's Student Information System, Datatel, is provided by various staff in the Information Services and Technology (IST) department. Each functional area - Student Services, Administrative, Human Resources, and Financial Aid - has an Information Services staff member assigned to provide technical assistance as well as training.

Training is provided in a number of venues. The institution recently updated its dedicated staff training room with the latest technology and software to provide staff an area to get away from their desks and get hands-on training. This venue has proven to be an effective tool for more focused training and allows for group learning. One-on-one training, video training, and print documents are also available for faculty and staff (see the [Web Page Development Training](#)

[Videos](#) ^{III-C-8}). There is also a “help desk” available to report issues and request training. A small number of online training videos have been developed for students to provide quick training on how to use the College’s online student information and registration system, MyShasta (see the [MyShasta home page](#) ^{III-C-15}). This type of training has proven beneficial and additional videos are planned.

The 2010 Faculty and Staff Survey indicated a positive response to the level and effectiveness of technology training.

Item #48: When I need technology training, it has been available.

Item #49: When I have received technology training, it has been effective and of high quality.

On the above items, the agreement rating for #48 was 2.07 in 2004 and 1.79 in 2010 (on a scale of 0 to 3). This represents 67% of all respondents agreeing or strongly agreeing with the statement in 2010. Item #49 has an agreement rating of 2.12 in 2004 and 2.16 in 2010. This represents 85% of all respondents agreeing or strongly agreeing with the statement.

In general, the survey indicates that all groups agree that training is available and is effective.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary:

The level of planning for upgrades and improvements of the technology infrastructure and equipment is currently driven by Information Services and Technology for College-wide technology needs, while the respective Deans and the Vice President of Academic Affairs make the necessary technology decisions related to instructional program needs. A Technology Master Plan was developed in 2005-2006 that helped facilitate a more cohesive decision making process. This plan was updated for [2007-2010](#) ^{III-C-1} and is in the process of being updated again. Having this plan in place has helped facilitate budget planning for upgrades and replacements.

The 2010 Faculty and Staff Survey provides further evidence.

Item #50: I am satisfied with the systematic maintenance, upgrade and replacement of the technical resources I utilize.

On this item, the agreement rating was 1.73 in 2004 and 1.89 in 2010. This represents 72% of all respondents agreeing or strongly agreeing with the statement.

Item #51: When I have a technology question or issue, the Technology Department provides me with help and/or training in a timely manner.

On this item, the agreement rating was 2.10 in 2004 and 2.29 in 2010. This represents 87% of all respondents agreeing or strongly agreeing with the statement in 2010. Adjunct faculty respondents showed a higher agreement rating of 92% to this item. Adjunct responses to item #50 are much lower at 58%. This suggests that adjunct faculty are less satisfied with our equipment maintenance yet they receive timely responses to their questions when they ask for help.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary:

The College has approximately 1561 computers available to faculty, staff, and students. In the various student computer labs throughout the campus and remote sites there are a total of 826 computers dedicated to student use. The College also supports 114 instructor computers used in the multimedia classrooms with 104 classrooms being classified as “smart” classrooms.

Due to the large geographic area of the Shasta-Tehama-Trinity County Community College District, remote sites have been established for instructional delivery. Our area-wide network connects to Burney, Corning, the Health Sciences and University Center, the newly leased location that houses CalWORKS, Economic/Workforce Development and Community Education, Hayfork, Red Bluff, and Weaverville.

In addition, there are 46 locations where instruction is delivered in various locations in the District, including Weaverville, Anderson, Red Bluff, Corning, Cottonwood, Fall River Mills, McArthur, Gerber and Los Molinos. The distance education program, Internet courses, and Interactive Television (ITV) courses all serve to reach the College population using technology resources. Improvements in the infrastructure over the past few years have made delivery of distance education courses more reliable and consistent with student expectations.

Self Evaluation:

Shasta College meets this Standard. The College's technology resources are widely distributed and used throughout the District. The ITV system enhances the educational opportunities throughout the College, with select courses having the option of being broadcast to up to five locations (Intermountain Campus, Trinity Campus, Tehama Campus, Downtown Campus, and main campus).

Planning Agenda:

None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary:

Technology planning at Shasta College formally began with Information Technology Strategic Assessments in 2001 and 2004. In 2005-2006 a comprehensive Technology Master Plan was developed by the Technology Planning Committee (see the [Technology Planning Committee home page](#)^{IIIC-16}). The committee consisted of members from administration, classified staff, and faculty. Initially surveys of students, staff, and faculty were conducted followed by focus group sessions. The information gathered from the surveys and focus groups was used to develop this first plan. This process established a departmental assessment and planning methodology that was subsequently broadened and enhanced to enable the development of the Shasta College Technology Plan of 2007. The table below represents the summary dashboard from the [2007 Information Technology Strategic Assessment](#)^{IIIC-17} as presented to College Council in April 2008. The assessment model has six focus areas which include: technology strategy, information architecture, organization, resource management, budgeting & financial control, and production support. Each focus area has one or more executive assessment areas and multiple supporting assessments. Each assessment area is color coded to visually indicate the current status of that element. Green indicates targeted effectiveness has been attained. Yellow indicates that improvement is necessary to attain targeted effectiveness. Red indicates a deficiency that needs to be addressed.

Information Technology Strategic Assessment Dashboard - 2007

Focus Area	Executive Assessment	Supporting Assessment		
Technology Strategy	Strategies Aligned	Doing the Right Things	Doing what you do Well	Fit to Compete in the Future
Information Architecture	Infrastructure	Design	Implement	Maintain
	Connectivity Architecture	Design	Implement	Operate
	Core Transaction Systems	Design	Implement	Operate
	Information Access & Reporting	Design	Implement	Operate
Organizational	Structure	Design	Implement	Operate
	Projects	Design	Align	Implement
	Customer Support	Availability	Customer Service	Issue Resolution
Resource Management	Prioritization	Process is Defined	Process is Utilized	Outcomes are Measured
	Accountability	Projects	Time Control	Status & Outcomes
Budgeting & Financial Control	Capital	Cost Identification	Tracking/Reporting	Accountability
	Operating	Cost Identification	Tracking/Reporting	Accountability
Production Support	Systems Availability	Connectivity	Core Systems & Data	Classrooms & Labs
	Systems Support	Request Process	Add/Move/Change	Classrooms & Labs

The dashboard has been an effective communication tool and has been presented to College Council, the Academic Senate and to District management teams. The overall purpose of the strategic assessment is to insure that the College has technology goals and strategies that are aligned with District goals and strategies, the Technology Department is doing the right things for the College, the Technology Department is performing adequately, and that the College is technologically fit to succeed in the future. This tool has helped the College communicate the status of its technology resources, prioritize its efforts to improve its technology infrastructure, and insure that those improvements are in alignment with institutional needs. Following the 2005 accreditation visit, the College embraced the technology department planning model and initiated the development of the [Technology Plan](#)^{IIIC-1}.

Since 2006, all technology assessment activities have been integrated through three technology planning work groups representing all aspects of the institution and its processes (see the [Technology Planning Committee home page](#)^{IIIC-16} and the [October 20, 2010 Technology Planning Committee Meeting Minutes](#)^{IIIC-18}). Assessment activities are ongoing in nature as new proposals are forwarded from other participatory planning committees. Technology resource needs assessments are conducted through the program review process, facilities planning, technology planning, and other participatory planning committees. The chair of the Technology Planning Committee is a member of College Council, the Facilities Planning Committee, and the President's Cabinet. Other members of the committee sit on the Budget Committee, the Enrollment Management Committee, the Invest in our People Committee, and the Distance Education Committee. This level of participation is necessary to insure that ideas, initiatives, and activities proposed or otherwise advanced in any participatory committee are fully considered from a technological perspective. From a physical resources perspective, any [facility modification](#)^{IIIC-19} or facility addition that emanates from the Facilities Planning Committee is analyzed for its impact on technology and its alignment with District technology goals. Similarly, any recommendation that comes from the Enrollment Management Committee that impacts the ERP, institutional data, or institutional processes involving administrative computing is analyzed for impact and alignment.

On a broader scale, each department and instructional division annually completes an [action plan](#)^{IIIC-20} that is prioritized and forwarded to College Council. Members of the Technology Planning Committee analyze each submitted action plan (see the [November 3, 2010 Technology Planning Committee meeting minutes](#)^{IIIC-21}), as well as any program review document submitted to College Council, for its impact on institutional technology - specifically as it relates to the adequacy or utilization of resources and the distribution and/or modernization of technology resources for instructional programs or service areas. This process allows for the consideration of programmatic needs across the College and provides the opportunity to establish institutional priorities for affecting changes to available technology resources on an annual basis (see the [2007-2008 Program Review Action Plan Cross-Reference](#)^{IIIC-22}). As an example of District-wide consideration of programmatic needs, the 2009-2010 ACSS (Arts, Communications, and Social Sciences) program review action plan called for an expansion of the use of the plagiarism detection tool called Turnitin, while other program reviews and action plans called for changes in classroom technology (see the [2009-2010 Divisional Action Plan Review-Technology Planning Impact](#)^{IIIC-23} and [Lecture Classroom Facilities Modifications](#)^{IIIC-24} documents). The Equipment and Infrastructure Workgroup of the Technology Planning Committee conducted a survey of all instructional faculty members in 2010 (see the [Classroom Survey Results](#)^{IIIC-25} document) with the explicit purpose of communicating programmatic needs and then measuring District-wide interest in addressing those needs.

Integration of planning efforts requires communication. The College's participatory planning process enables that communication. The annual action plans submitted to the College Council require dialogue within a department and across programs within a division. They also provide an opportunity for dialogue to occur on a much broader scale, as can be seen by the 2009-10 classroom survey introduced above. This broader dialog helps educate and inform District constituencies of institutional need and allows for the prioritization of those needs across the District, as opposed to the prioritization of needs only within a specific program or service area. As evidenced above, the Technology Planning Committee, in conjunction with College Council, the Facilities Planning Committee and the Budget Committee work together toward the College-wide integration of planning efforts.

Through these integrated planning efforts, the Technology Department has been able to maintain a District-wide focus on making institutional improvements in technology resources and to insure alignment of technology strategies and initiatives with institutional strategies (see the [2007-2010 Technology Plan](#)^{IIIC-1}). The Information Technology Strategic Assessment Dashboard of 2009 (shown below) is reflective of this focus and specifically shows improvements made from the 2007 dashboard (shown above) in the areas of alignment of strategies, core transaction systems, information access and reporting, and the Colleges overall fit to compete in the future.

Information Technology Strategic Assessment Dashboard - 2009

Focus Area	Executive Assessment	Supporting Assessment		
Technology Strategy	Strategies Aligned	Doing the Right Things	Doing Them Well	Fit to Compete in the Future
Information Architecture	Infrastructure	Design	Implement	Maintain
	Connectivity Architecture	Design	Implement	Operate
	Core Transaction Systems	Design	Implement	Operate
	Information Access & Reporting	Design	Implement	Operate
Organizational	Structure	Design	Implement	Operate
	Projects	Design	Align	Implement
	Customer Support	Availability	Customer Service	Issue Resolution
Resource Management	Prioritization	Process is Defined	Process is Utilized	Outcomes are Measured
	Accountability	Projects	Time Control	Status & Outcomes
Budgeting & Financial Control	Capital	Cost Identification	Tracking/Reporting	Accountability
	Operating	Cost Identification	Tracking/Reporting	Accountability
Production Support	Systems Availability	Connectivity	Core Systems & Data	Classrooms & Labs
	Systems Support	Request Process	Add/Move/Change	Classrooms & Labs

Self Evaluation:

Shasta College meets this Standard. The Technology Planning Committee meets regularly in an effort to keep the plan up to date. [Minutes of meetings](#)^{IIIC-26} can be viewed via the committee's home page. An annual update is given to College Council by the Associate Vice President of Information Services and Technology. The Technology Planning Committee has continued to focus on monitoring the progress of prioritized initiatives. The resources link on the committee's home page lists these [prioritized initiatives](#)^{IIIC-27}. It has also focused on improving its processes and the tools used to accomplish its goals. Integration of planning efforts has been a key challenge as other participatory planning and shared governance committees have been evolving. Both the participatory planning and shared governance committees and the Program Review processes generate Action Plans and new initiatives that must be evaluated for impact and alignment. Through the Technology Planning process, the Action Plans for each Program Review are evaluated for their [impact on Technology Planning](#)^{IIIC-23} specifically as it relates to the use of facilities and on the distribution and/or modernization of technology resources for each Program. This process allows for the consideration of programmatic needs across the College and provides the opportunity to establish institutional priorities for affecting changes to both facilities and technology resources.

[Technology surveys](#)^{IIIC-28} have been conducted each year since 2006 and consistently indicate the importance of Technology Resources and general agreement that these resources are available, up-to-date, functional, and dependable.

Planning Agenda:

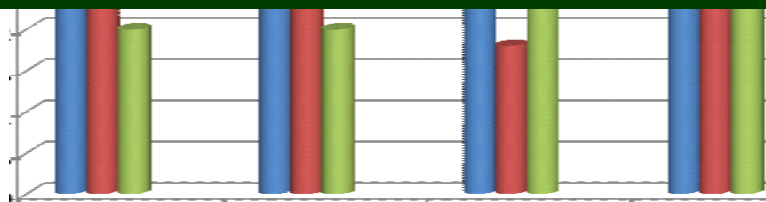
None.

STANDARD III.C EVIDENCE LIST

IIIC-1	2007-2010 Technology Plan	PDF Link / Web Link
IIIC-2	Technology Planning Committee Bylaws	PDF Link / Web Link
IIIC-3	Online Registration Usage Report	PDF Link / Web Link
IIIC-4	2009-2010 Student Technology Survey Results	PDF Link / Web Link
IIIC-5	MyShasta Web Page and Student Menu	PDF Link / Web Link
IIIC-6	06-10-09 Board Meeting Minutes, Item 9.2	PDF Link / Web Link
IIIC-7	Degree Audit - Initiative Statement	PDF Link
IIIC-8	Web Development Training Videos	PDF Link / Web Link
IIIC-9	09-2009 Distance Education Board Presentation	PDF Link
IIIC-10	10-2009 Substantive Change Proposal Addendum , Pages 3 and 4	PDF Link / Web Link
IIIC-11	2007-2010 Technology Master Plan	PDF Link / Web Link
IIIC-12	09-2009 Distance Education Board Presentation, Slide 6	PDF Link
IIIC-13	09-2009 Distance Education Board Presentation, Slide 7	PDF Link
IIIC-14	Technology Survey Results Web Link	PDF Link / Web Link
IIIC-15	MyShasta Home Page	PDF Link / Web Link
IIIC-16	Technology Planning Committee Home Page	PDF Link / Web Link
IIIC-17	2007 Info. Technology Strategic Assessment & Prioritized Initiatives	PDF Link / Web Link
IIIC-18	10-20-10 Technology Planning Committee Meeting Minutes	PDF Link / Web Link
IIIC-19	Facilities Modification Request Form	PDF Link
IIIC-20	2007-2008 & 2009 ACSS Action Plans	PDF Link
IIIC-21	11-03-10 Technology Planning Committee Meeting Minutes	PDF Link / Web Link
IIIC-22	2007-2008 Program Review Action Plan Cross-Reference	PDF Link
IIIC-23	2009-2010 Divisional Action Plan Review-Technology Planning Impact	PDF Link
IIIC-24	Lecture Classroom Facilities Modifications	PDF Link
IIIC-25	Classroom Survey Results	PDF Link
IIIC-26	Technology Planning Committee Meeting Minutes Web Page	PDF Link / Web Link
IIIC-27	Technology Planning Committee Prioritized Initiatives	PDF Link / Web Link
IIIC-28	2004 v. 2010 Faculty/Staff Survey Comparison	PDF Link

Standard III.D

Financial Resources



III.D Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary:

In Fall 2007, the College developed a new participatory planning and shared governance structure and began its implementation in Spring 2008. A full planning cycle under this new structure was completed in Spring 2009. This new planning structure outlines the framework for planning, the committees needed to carry out College goals, and the roles and composition of each of the committees. This new structure includes the College Council, the Budget Committee, the Enrollment Management Committee, the Technology Planning Committee, and the Facilities Planning Committee (see the [Participatory Committees web page](#)^{IIID-1} for links to the existing participatory planning and shared governance committees and the agendas and notes for each committee's meetings since 2007). The participatory committees draw their members from faculty, staff, administration and student groups. With this broad campus-wide membership, each of these committees allow for a wide spectrum of input and review before making recommendations to the Superintendent/President, President's Cabinet, and District Board of Trustees. Further, committee members are responsible for bringing input from and disseminating information to their respective constituencies which helps assure that planning is integrated across the College.

The foundation for District planning is the program review, conducted as self-studies in each instructional program (general education and career technical), student services, the library and various administrative offices. The procedures underlying the current comprehensive program review process were developed during 2008 in an effort led by the Vice President of Academic Affairs, which included broad-based representation from instructional areas and administrative departments across the College. These program review procedures provide an opportunity to look constructively at programs and services with a focus on improving the quality of instruction and service, and making effective and efficient use of resources. These procedures also require that each program address how its mission and purpose aligns with the goals of the College. While comprehensive program reviews are conducted every five years on a rotating basis, an annual update is required that includes an assessment of progress to date toward meeting individual program review goals and an action plan outlining plans for future progress. These annual program review action plans also include estimated financial budget requirements necessary to fulfill goals and an indication of how each activity/plan helps support student

learning, a Strategic Plan goal or an operational need. See the [Program Review documents web links](#) ^{IIID-2} for all available program review documents since 2002. Additionally, the [2008-2013 Schedule of Program Review Studies](#) ^{IIID-3} is available via the [Resource Materials](#) ^{IIID-4} tab on the College Council web page.

Evidence of integrated, broad-based planning by the College was the development of the [2009-2012 Strategic Plan](#) ^{IIID-5} in the fall of 2008. See the bottom of the web page for links to the current Strategic Plan and its annual updates (Spring [2010](#) ^{IIID-6} and [2011](#) ^{IIID-7}). This plan incorporated lessons learned from implementation of the prior 2005-2007 Strategic Plan, used information from comprehensive program reviews and annual program review updates and action plans, and its development involved communication across broad District constituencies. This plan sets forth five clear themes/goals along with specific strategies and activities necessary to meet these goals in the appropriate time frame. Linking the program review process, including annual updates and action plans with their estimated financial budget requirements, to the strategic plan goals assures that ongoing planning by all programs, service areas and administrative departments is integrated and focused on District-wide goals and financial planning. See the [Planning Flowchart](#) ^{IIID-8} and the [Participatory Planning and Shared Governance-Budgeting Processes](#) ^{IIID-9} adopted by College Council in February 2011.

The main oversight committee that reviews and consolidates all major plans from all areas of the College, both institutional and financial, is the College Council. The College Council has been comprised of 3 vice presidents, 3 faculty members, 2 bargaining unit classified employees, 1 confidential classified employee and 1 student representative. It also has 4 non-voting ex-officio members (the Superintendent/President, Associate Vice Presidents of Human Resources and of Information Services and Technology, and the Director of Research and Planning). In addition to reviewing all program review reports and action plans, the College Council participates, with support from the Budget Committee, in the development of the College budget and reviews and advises, with support from the Technology Planning Committee, Facilities Planning Committee and Enrollment Management Committee, on all resource allocation and policy matters requiring broad institutional input prior to recommendation to the CEO. Evidence of this can be found in the various committees' [annual summary reports](#) ^{IIID-10} posted via the College Council web page (see the [2007-2008](#) ^{IIID-11}, [2008-2009](#) ^{IIID-12} and [2009-2010](#) ^{IIID-13} College Council Summary Reports). As a result, financial and institutional planning for the College is integrated, with broad-based input and oversight.

The 2010 Faculty and Staff Survey provides additional evidence.

Item #64: Timely and accurate financial information is available to me.

On this item, the agreement rating improved from 1.37 in 2004 to 2.01 in 2010 (on a scale of 0 to 3). This represents 78% of all respondents agreeing or strongly agreeing with the statement in 2010.

Item #61: Financial planning at Shasta College reflects the District's values, mission and goals.

On this item, the agreement rating improved from 1.29 in 2004 to 1.74 in 2010. This represents 68% of all respondents agreeing or strongly agreeing with the statement in 2010. However, only 46% of full-time faculty respondents agreed or strongly agreed.

Item #62: Despite fluctuations in State funding, Shasta College strives to manage its resources to maintain stability in programs and services.

On this item, the agreement rating was 2.16 for all groups in 2010. This represents 85% of respondents agreeing or strongly agreeing with the statement.

The College Council is in the process of developing an Educational Master Plan. As indicated above, the College Council is supported in its planning efforts by the Budget, Technology Planning, Facilities Planning, and Enrollment Management Committees. Each of these participatory committees has broad based membership representing constituencies across the College and each provide valuable insight to the planning process, including the financial effects of planning alternatives, as well as a conduit for communicating those plans throughout the campus community. Further, the Technology Planning, Facilities Planning and Enrollment Management Committees each have or are in the process of developing a master plan for their respective planning areas which will augment and support the Educational Master Plan, including financial planning, in each of these areas. The [March 1](#)^{IIID-14}, [March 15](#)^{IIID-15} and [April 5](#)^{IIID-16}, 2011 College Council meeting agendas and minutes provide evidence of the progress being made on the development of an Educational Master Plan.

Self Evaluation:

Shasta College meets this Standard. The development and implementation of the new planning structure since the previous accreditation team site visit and mid-term visit demonstrates that the process and participatory planning and shared governance committee structure to ensure that institutional plans are integrated with, and supported by, financial planning are in place. The structure has gone through full cycles of implementation and has been reviewed by the participatory planning and shared governance committees as planning documents are being updated to examine where gaps may exist and improvements need to be made. This is shown by examination of the information found on the websites cited in the descriptive summary above. One area that may need improvement is in communication to, and participation of, faculty in fiscal decisions being made in difficult budget times (as indicated by item #61 of the 2010 Faculty and Staff Survey).

Planning Agenda #6: Implementation and Evaluation of Planning.

To maintain a continuous quality improvement level of institutional planning, Shasta College administration, in cooperation with College participatory planning and shared governance groups, will evaluate and revise the current planning process to become more systematic, formalized and integrated. Under the direction of College Council and with the assistance of the Director of Research and Planning, Shasta College will develop a tool and a process for systematically analyzing and subsequently refining the planning process. This will allow the finalizing or updating of other plans as outlined below:

- Under the direction of the Vice President of Academic and Student Affairs, complete the Educational Master Plan.
- Under the direction of College Council, develop the next three-year Strategic Plan (2012-2015).
- Under the direction of the Vice President of Administrative Services and the Facilities Planning Committee, finalize the Facilities Master Plan.

- Under the direction of the Dean of Enrollment Services and the Enrollment Management Committee, develop the Enrollment Management Plan.
- Under the direction of the Associate Vice President of Technology and the Technology Planning Committee, update the Technology Plan.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary:

As the College Council develops and reviews institutional plans, the financial impact of those plans is also considered and evaluated, thus integrating institutional and financial planning. The College's Vice President of Administrative Services is a member of the College Council, which helps ensure that institutional plans reflect financial resource availability and constraints. Examples of this review can be found in committee minutes. For the Budget Committee, see the [May 10, 2010 meeting minutes](#)^{IIID-17} and for the College Council, see the [May 27, 2010 meeting minutes](#)^{IIID-18}. Additionally, the Budget Committee has had discussions and guest presenters helping to educate its members on the importance of linking institutional planning to fiscal planning. Evidence of this can be seen in the meeting minutes (note especially the [May 24, 2010 meeting minutes](#)^{IIID-19}).

The College budget is compiled by the Comptroller, in conjunction with the Vice President of Administrative Services, utilizing direct input from all division deans, program directors and various department heads. This process follows a budget development calendar that is taken to the Board of Trustees each February (see Item 9.16 of the [February 9, 2011 Board meeting minutes](#)^{IIID-20}). The budget reflects institutional plans and decisions as developed and reviewed by the College Council, as well as information from program review Annual Reports and Action Plans as to operational costs associated with staffing, facilities, and equipment purchase or replacement. The tentative budget is reviewed by the Budget Committee and College Council for recommendation to the College Superintendent/President and presentation to the Board of Trustees for approval.

In the past, an incremental budget approach was used, with only *differences* from prior year expenditures being justified. A zero-based approach is presently utilized which requires that *all* budget expenditures must be justified. Assumptions made in developing the College budget are clearly stated. Any contractual changes from collective bargaining are reflected in the budget. A tentative budget is presented to the College Board of Trustees in June (for example, see Item 9.16 of the [June 8, 2011 Board meeting minutes](#)^{IIID-21}) and becomes the basis for the College to gauge funding of planned expenditures for the following year. A final budget, which reflects any subsequent adjustments due to changes in State funding, is generally adopted by the Board of Trustees in September of the budget year for submission to the California Community Colleges Chancellor's Office. After final adoption, the President/Superintendent has the authority to adjust the budget as necessary in light of changing circumstances. Any budget revisions are reflected in the periodic reporting to the Board of Trustees of actual results compared with budgeted amounts. Because the budget process is iterative, involving revisions based upon

continually updated information of the financial needs of the College and State funding, ongoing institutional planning reflects a realistic assessment of resource availability.

A good evaluation of the College's processes relate to the cuts all community colleges received in July of 2009. As a result of late action by the State in which "Workload Reductions" were passed as cuts to community college funding, the College's Adopted 2009-10 Unrestricted General Fund Budget indicated a deficit of nearly \$1,900,000. This budgeted deficit became the basis for ongoing planning during the 2009-10 year. Over \$1,070,000 in spending cuts were identified during fall 2009, with nearly \$440,000 of those cuts related to non-instructional areas of the College. Approximately \$396,000 in spending cuts came from reductions in Spring 2010 course offerings. The remaining budget savings identified during Spring 2010 came from a variety of budget areas, including: 1) more staff positions being vacant (and unfilled) than expected, (2) a slight increase in revenue for the year, and (3) additional cuts in spending on such items as equipment, supplies and repairs. Detailed communication on these cuts occurred in the participatory planning and shared governance committees as reflected in the Fall 2009 Budget Committee and College Council minutes. The budget reductions outlined above were reviewed by the Budget Committee and College Council at a special joint meeting on December 15, 2009 (see the [December 15, 2009 College Council Minutes](#) ^{IIID-22}). All college constituents were invited to the special meeting and detailed handouts were distributed to all those present outlining the details of the budget reductions. This handout can be viewed under the 'Resources' tab in a document entitled [Budget Update-December 2009](#) ^{IIID-23}. These spending cuts and budget savings were the result of a concerted District-wide effort, with the support and input of the various participatory committees, and resulted in reducing the originally budgeted deficit to just over \$25,000 for the year. More detail on this outcome is contained in the [2010-11 budget narrative](#) ^{IIID-24} presented to the Board of Trustees and available on the Budget Committee website.

Further, the College has actively managed its student enrollments and modified its procedures for collecting student fees to maximize State apportionment revenue and student fee income. In 2008-09 the College experienced record levels of enrollment, resulting in full restoration of its FTES and making it eligible for the maximum State restoration and growth funding. Continued enrollment growth and additional State funding cuts, however, resulted in the College being over its enrollment cap for 2009-10 by more than 600 FTES. Enrollments for 2010-11 are currently estimated to be slightly over the projected enrollment cap. Most of the 2010 summer school FTES can be considered part of the College's 2010-11 fiscal year. Cutting class sections in the Spring 2010 semester, when the College was substantially over its enrollment cap, in favor of increased summer session class offerings has been an effective planning strategy to essentially "bank" these summer session FTES against any 2010-11 enrollment shortfall in order to maximize State apportionment revenue for 2010-11. In addition, the College changed its policy regarding the collection of student fees to drop students from class rosters if student fees are not paid by the end of the day of registration. This has effectively accelerated the collection of student fees and lowered the College's rising uncollected student debt with little adverse affect to overall student enrollments.

Finally, the College has been able to maintain reserves exceeding the mandatory 5% of budgeted general fund expenditures. The [2010-11 Adopted Budget](#) ^{IIID-25} reflects reserves totaling approximately 17% of budgeted general fund expenditures. These budgeted reserves in excess of the mandatory 5% have been instrumental in successfully dealing with State apportionment deferrals and their effects on District revenues and cash flow.

Self Evaluation:

Shasta College meets this Standard. Timely and realistic assessment of resource availability and expenditure requirements through the iterative budget process are used as a basis for ongoing institutional and financial planning and have been instrumental in the College's effectively dealing with ongoing State revenue cuts and payment deferrals.

Planning Agenda:

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary:

Ultimately, the Board of Trustees is responsible for the long-range financial stability of the College, based upon recommendations from the Superintendent/President and supported by the College Council and other participatory planning and shared governance committees that routinely consider the financial impacts, both near-term and long-term, of planning decisions. Accordingly, the long-term financial implications of decisions are carefully considered by various District-wide constituent groups before adoption.

Delayed State budgets as well as ongoing State revenue cuts and payment deferrals have created budget challenges for the College over the past several years. In order to meet these challenges the College has, among other things, kept various staff positions (both instructional and administrative/support) vacant. For an example of how the positions on hold are tracked and an evaluation of the fiscal effect of these vacant positions, see the document entitled [Positions on Hold-August 2010](#)^{IIID-26} under the 'Resources' tab on the Budget Committee's website. This has, in part, been responsible for the increased reserves which have allowed the College to deal with the financial and cash flow impact of mid-year State revenue reductions and payment deferrals. It also has been a major part of the planning on how to meet the lack of funded COLA from the state, which affects the ability of the College to meet annual operational cost increases. The vacant instructional positions on hold are considered, along with information regarding staffing needs as indicated in program review Annual Reports and Action Plans, in making faculty hiring recommendations to the President's Cabinet in accordance with the faculty hiring priorities process. The President's Cabinet likewise considers vacant positions on hold and information regarding staffing needs from program reviews for service areas and administrative departments in making non instructional hiring decisions.

As indicated in Section III.D.1.a., the Facilities Planning Committee is in the process of developing a Facilities Master Plan. Presently, the College relies on a Five-Year Scheduled Maintenance Plan and a Five-Year Capital Outlay Plan in budgeting for repair and replacement of its physical plant, and a Transportation Department Five-Year Plan in budgeting for replacement of buses, vans and other service vehicles. Budgeting decisions for technology replacements and upgrades are guided by the 2007-2010 Technology Plan which incorporates

technology replacement needs with other new technology requests as expressed in program review Annual Reports and Action Plans.

In recent years, the College has financed various capital improvement projects, including the recently completed solar field, with lease revenue bonds as well as a 2002 general obligation bond issue. In addition, the College utilized a low-interest California Energy Commission (CEC) loan to finance, in part, the central campus plant HVAC upgrade. The general obligation bonds are being repaid by a voter approved increase in property taxes. The amount of annual lease revenue bond and CEC loan servicing costs is fully accounted for in the College budget and offset, in part, by the revenue, energy rebates, and/or cost savings generated by the underlying capital improvement projects, such as the solar field and central plant HVAC upgrades. The budget documents presented to the board for approval and posted on the Budget Committee web page show the total long term debt under the category of "Other Outgo" on page 4 of the budget documents (see the [2011-2012 Tentative Budget](#)^{IIID-27} and the [2010-2011 final Adopted Budget](#)^{IIID-25}).

The College is in full compliance with GASB 45 requirements for ongoing funding of its obligation for retiree health benefits and has, in fact, slightly exceeded the actuarially computed GASB 45 funding obligation as of June 30, 2010 (see the [2009-10 fiscal year audit](#)^{IIID-28} under the 'District Audit Reports' tab on the Administrative Services home page). Additionally, the Vice President of Administrative Services has developed an analysis of projected fixed cost increases that is integrated into the 5-year budget projections reviewed by the Budget Committee and used to inform the budget process (for example, see the [January 24, 2011 Budget Committee meeting minutes](#)^{IIID-29}).

Self Evaluation:

Shasta College meets this Standard. Long-term fiscal planning, including plans for refilling vacant instructional and support staff positions on hold, the repayment of debt obligations, funding of retiree health benefits, and the repair and replacement of equipment and facilities are an integral part of the budgeting process. Even when unable to fund additional resources during the current economic downturn, the College tracks recent reductions and plans for possible outlay should funds become available.

Planning Agenda:

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary:

The budget development process is guided by the Budget Development Guidelines and Budget Calendar generated by the College Comptroller, which clearly state the responsibilities of the various District personnel and participatory planning and shared governance committees

involved in the budget process and the timing of budget activities. After review by the Budget Committee, the Budget Development Calendar is presented to the board as an information item by February of each year (see Item 9.16 of the [February 9, 2011 Board agenda](#) ^{IIID-30}).

Each instructional program of the College - student services, the library and various administrative offices - conducts a comprehensive program review every five years on a rotating basis, along with annual updates and action plans involving input from a broad spectrum of faculty and staff within each area. These comprehensive program reviews, annual reports and action plans address staffing, facilities and equipment needs and include estimated financial budget requirements necessary to meet those needs, which are incorporated into the budget development for each instructional, service or administrative area. All program reviews, including annual reports and action plans, are reviewed by the College Council. After review and recommendation of the Budget Committee, the annual tentative budget for the College is reviewed by College Council prior to recommendation to the Superintendent/President for adoption by the Board of Trustees

Self Evaluation:

Shasta College meets this Standard. The College Council, in its advisory role to the Superintendent/President in the review of program review reports and annual budget documents, provides the principal link between planning and budgets, fostering District-wide dialogue and input from all constituent groups.

Planning Agenda #5: Impact of fiscal resources and decisions

In order to improve beyond the Standards and support student success, the Superintendent/President with the support of President's Cabinet and in collaboration with appropriate participatory planning and shared governance committees will develop rubrics which include ranking and prioritizations for the allocation of fiscal, physical, technological, and human resources. These rubrics will be based on formal criteria that align budget recommendations with the mission, goals, and overall institutional effectiveness of the college.

Moreover, Shasta College will align budget recommendations and college-wide decision-making with institutional goals targeted for improvement through the planning process to improve student success and institutional effectiveness. This will include further integration of SLO assessments into planning at various levels and a process to review college goals and evaluate alignment in:

- Non-general fund areas (e.g. Perkins/VTEA and grant-based programs)
- Instructional areas
- Student Services
- Administrative areas

III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary:

The California Education Code requires that the College contract with an independent auditor each year. The Chancellor's Office, the County Office of Education, the federal Office of Management and Budget, Student Aid Commission, and various ongoing bonding disclosures require additional reporting and auditing functions. The College is not fiscally independent for payroll or commercial warrants, but uses the County Treasurer to hold its funds and issue warrants.

An independent CPA firm performs an annual audit report to examine all financial records of the College, including all District funds, student financial aid, bond funds, Student Senate, and trust funds. The audit is presented to the Audit Subcommittee of the Board of Trustees in hard copy, and an oral overview of major issues or concerns is presented by the independent auditor. Once the external auditor has met with the Audit Subcommittee, they then recommend whether the audit should be accepted and presented to the full Board of Trustees (see the [November 10, 2010 Audit Subcommittee meeting minutes](#) ^{IIID-31}). The print copy is then placed as an action item for acceptance on the agenda of a regularly scheduled board meeting (see [Item 9.1 of the November 10, 2010 Board agenda](#) ^{IIID-32}). Audit findings are supported by external auditor recommendations and require a response by the affected department in the form of an action plan. Copies of the College audits for the past five years are available for review via the [Office of Administrative Services home page](#) ^{IIID-33} District Audit Reports tab. A review of these audit reports shows few findings and provides evidence that timely corrections of audit finds occur. For example, the 2008-9 audit report had three findings on the state compliance audit. The 2009-10 audit report found that two of the findings had been satisfactorily addressed. Progress on the third finding has been made, but as it has to do with changes to the printed course schedules, the changes to those schedules could not be made until the next audit year. There were no new findings in the 2009-10 audit report.

Self Evaluation:

Shasta College meets this Standard. The College reports to state, federal and county agencies as required. The College has made the financial information available on a timely basis in relation to the annual audit which includes findings and the related responses annually. Annual District audit reports are posted on the College website.

Planning Agenda:

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary:

The College uses the participatory planning and shared governance process for college-wide decision making. The Budget Committee and College Council work together to research and develop ideas proposed for District consideration. This process is designed to promote better fiscal responsibility and communication throughout the College.

Administrators are each responsible for developing a proposed budget for their own department, division or program. This is done in conjunction with input from their department and program reviews. The Comptroller assesses staffing costs and inputs related data into the Datatel system. Administrators each then input the balance of their budget into the budget development module of Datatel. Each Vice President meets with administrators in their area to evaluate the budget that is being proposed. Adjustments to the budget are agreed upon jointly. In 2010, the College implemented the budget module in Datatel. This module allows for budget managers to compare up to 4 fiscal years with the proposed budget being developed. It also allows for written justifications of changes to the proposed budget compared to prior years.

Each department or program has designated a staff member to be responsible for budget-related matters. This designee also aids in the development of the departmental budget, and, along with the administrator, monitors expenditures on an on-going basis. Each department or division has access to their own departmental financial information at all times online, aiding in budgetary planning and control.

Monthly cash balance financial reports and budget updates are presented monthly to the Board of Trustees and are available in Board packets (for example, see Items 6.8 and 6.9 of the [March 9, 2011 Board agenda](#) ^{IIID-34}). Additionally, the quarterly financial statement that is submitted to the Chancellor's Office is presented to the Board of Trustees as an information item (for example, see Item 9.15 of the [February 9, 2011 Board agenda](#) ^{IIID-35}). In addition, the entire campus community is kept up to date on the State budget situation and its impact to the local District through regular, campus-wide e-mails from the Vice President of Administrative Services (for the 2010 and 2011 all user e-mail updates, click on the '[Budget Updates](#)' ^{IIID-36} tab of the Office of Administrative Services home page).

This regular communication is one tool that may have helped influence the response on item #64 on the Fall 2010 Faculty and Staff Survey.

Item #64: Timely and accurate financial information is available to me.

On this item, the agreement rating improved from 1.37 in 2004 to 2.01 in 2010 (on a scale of 0 to 3). This represents 78% of all respondents agreeing or strongly agreeing with the statement in 2010.

Self Evaluation:

The above self evaluation demonstrates that Shasta College meets this standard.

Planning Agenda:

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary:

There are a few periods of the year when cash flow can be low, notably in December and in February through June. Depending on the stability of the State economy and the passage of the State's annual budget, August and September have potential risks for cash flow challenges. This occurs due to the timing of deferred apportionment by the State and early payroll in December. The receipt of local property tax dollars usually does not occur until the very end of December each year or possibly the beginning of January. The College has borrowed through the issuance of Tax and Revenue Anticipation Notes (TRAN) to fund expenses during those times. These notes are secured with the pledge of taxes and other general fund money.

The College manages property and liability risk through membership in the [Statewide Association of Community Colleges Joint Powers Agency \(SWACC\)](#) ^{IIID-37}. The College is a member of the self-funded [Shasta-Trinity Schools Insurance Group \(STSIG\)](#) ^{IIID-38} for employee health insurance. The College is a member of the [Northern California Schools Insurance Group \(NCSIG\)](#) ^{IIID-39} for workers compensation insurance.

The California Community College Chancellor's Office recommends a 5% general fund reserve. If the reserve falls below 3% the College is put on a "watch list" subject to review by the Chancellor's office. The Board of Trustees has recommended all budget decisions be based on a balanced budget and requires maintaining at least the recommended 5% of projected annual expenditures (see [Board Policy 6200](#) ^{IIID-40} – Budget Preparation). In the prior three years, the reserve has been maintained at approximately 17% (see the quarterly 311 reports [311Q] filed with the Chancellor's Office). The College has made every effort to build that reserve due to the increased deferrals the State has implemented since 2009. Currently, the larger reserve has served to cover the increased deferrals imposed by the State. The narrative introducing the final budget each year addresses the amount of reserves necessary to meet this challenge (for example, see the 2010-11 budget narrative entitled "[2010-11 Final Adopted Budget \(Board Approved 11-10-10\)](#)," [pages 7 and 8](#) ^{IIID-41}, and the presentation entitled "[2010-11 Final Adopted Budget \(Board Presentation\)](#)," [slides 9 and 10](#) ^{IIID-42}, on the Budget Committee's website.

Financial emergencies are planned for through the reserve being held above the 5% minimum recommended by the Chancellor's Office. At June 30, 2010, the reserve was approximately 17% of general fund expenditures. Maintaining the larger reserve has aided in meeting the challenges of continued budget cuts and cash deferrals of apportionment payments by the State. An example of the way in which the larger reserve and TRANs borrowing has assisted the College in managing its fiscal resources stems from the historically late passage of the 2010-11 State budget. The College did not receive apportionment from the State for 2010-11 until late October. The Budget Committee reviewed a plan which allowed the College to

operate through October using its reserves and the TRAns borrowing ([Shasta College Plan for State's Lack of Budget](#)^{IIID-43}). The plan would have carried the College through December if needed. This plan can be viewed under the 'Resources Tab' on the Budget Committee home page.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, external funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary:

All funds of the College are recorded and managed by the College Business Office. Federal, state, student financial aid grants, and bonds are recorded in separate funds as required by law. The College maintains most of its cash in the Shasta County Treasury. The county pools these funds with those from other K-12 districts in the county and invests the cash. The College maintains some bond funds in a separate trust account as required by the bond documents. These pooled funds are carried at cost. Any investment losses are proportionately shared by all funds in the pool. In addition, the College's Trustees' Scholarship Funds are invested with oversight from Stifel Nicolaus.

All non-payroll expenditures are paid through our integrated software system, Datatel. In order for a requisition to be created by staff in any department there has to be budget available in that specific line item of the budget. The requisitions are entered and then submitted electronically to the departmental administrator and if \$500 or greater, to the appropriate vice president for approval. This allows for all administrators to oversee their own budget areas. Payroll disbursements are processed by the payroll department using Datatel with position and salary tables maintained by Human Resources, thus establishing internal controls over payroll through separation of duties.

The financial aid process is multi-tiered with several steps of verification built in to avoid fraud. Financial aid students are required to complete an online entrance counseling session once per academic year. Students who obtained loans are asked to complete an online loan exit counseling at the end of each year. The College may certify students to have up to three student loans at the same time. Students requesting to borrow in excess of the suggested loan limit must prepare an appeal for the additional loan amount. Those appeals are reviewed on an individual basis by the Financial Aid Director. The Financial Aid Office validates a student's eligibility based on the Department of Education calculation on the Free Application for Federal

Student Aid (FASFA). The funds are distributed electronically by a third party administrator (Higher One).

The College's property, liability and workers' compensation insurance are covered under a Joint Powers Authority as outlined under section III.D.2.c., above.

The bookstore is managed by an outside contractor and covers all its associated costs.

Invoicing for externally funded projects, such as facility rental, contract education, or third-party payers is prepared by the Business Office once a billing request is submitted by the originating department. The cash receipts are handled by the accounting technicians in the Business Office and student services clerks in the Admissions and Records Office. All cash disbursements are handled by the Business Office.

The Shasta College Foundation is independent of the College and employs its own accountant. The Foundation is audited annually in conjunction with the College audit for inclusion in the College financial statements and audit report (for audit reports from the past five years, see the [Office of Administrative Services home page](#) ^{III.D-33}).

The annual District audit reviews fiscal transactions, internal controls, and processes and reports the findings of the review. Reportable findings are included in the audit for fiscal management, state and federal compliance. In the last several years there have been no financial audit findings. Any reportable state compliance findings are followed up on and corrected in the following year. For example, the 2008-09 audit report had three findings on the state compliance audit. The 2009-10 audit report finds that two of the findings had been satisfactorily addressed. Progress on the third finding has been made, but as it has to do with changes to the printed course schedules, the changes to those schedules could not be made until the next audit year. There were no new findings in the 2009-10 audit report.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary:

The College ensures that all financial resources are used in a manner consistent with its mission and goals.

Prior to applying for grants, the grant writer is required to review the grant in light of a checklist that has been developed to make sure that the grant fits with the mission of the College and is linked to the Strategic Plan (see the [Grant Proposal/Approval Form](#) ^{IIID-44} and the [Grant Pre-Application Submission Form](#) ^{IIID-45} via the Faculty/Staff Resources page of the Shasta College website). Grant approvals and formal acceptance are taken to the Board of Trustees as action items (for example, see Items 9.5 through 9.11 of the [January 19, 2011 Board agenda](#) ^{IIID-46} and Items 9.5 and 9.6 of the [September 8, 2010 Board agenda](#) ^{IIID-47}).

Fundraising activities are approved by the Superintendent/President's office prior to making the plans for the effort. The Shasta College Foundation Executive Director reports indirectly to the Superintendent/President of the College to help insure that any activities it is involved with are in line with District priorities prior to embarking on new projects. The Foundation Executive Director reports directly to the Shasta College Foundation Board which consists of seven members. The Foundation is audited by the same independent auditor that performs the services for the College annually. The annual audit for both the College and the Foundation would reveal expenditures that are not made with the integrity and mission of the College in mind. For audit reports from the past five years, see the [Office of Administrative Services home page](#) ^{IIID-33}.

Grants expenditures are reviewed for compliance with grant documents and reporting.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary:

The College reviews all agreements for compliance with institutional policies and procedures through the office of the Vice President of Administrative Services. Primary concerns for review of contracts are mitigating liability for the College and consistency with the mission and goals of the College. If a proposed contract causes any concern over such things as the College's liability or compliance, the Vice President of Administrative Services or the Superintendent/President submit the proposed contract to legal counsel for review. This ensures that proposed agreements are in compliance with Education Code, Bond authority, or other regulatory agencies and that the appropriate language is included to protect the College from undue liability.

Contracts over \$50,000 require Board of Trustees approval prior to being signed (see [Board Policy 2760](#) ^{IIID-48} – Business Requiring Board Review and Approval). Contracts under \$50,000 may be taken to the Board for ratification.

District contract files are maintained in the office of the Vice President of Administrative Services.

Typical contracts are for equipment purchases, construction projects, leases, service agreements allowing for students to work in various areas related to their field, instructional service agreements, outside agencies providing services to the College, and maintenance agreements. Nearly every board agenda packet contains action items to ratify or approve contracts (see the [Board Agenda web links](#) ^{IIID-49} for examples).

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary:

All District records are evaluated annually by the external auditor to assist the adequacy of the systems and procedures, compliance with rules and regulations, and internal controls. The Board of Trustees has appointed an audit subcommittee to review reports and address management recommendations (see Item 9.1 of the [January 19, 2011 Board agenda](#) ^{IIID-50} for a list of committees, and the corresponding [Board agenda minutes](#) ^{IIID-51} for a list of committee appointments for 2011).

The records and procedures comprising the College's internal control system are evaluated annually by the College's independent external auditor while planning and conducting the annual audit investigation (for audit reports from the past five years, see the [Office of Administrative Services home page](#) ^{IIID-33}). The external auditor meets with the Audit Subcommittee before the beginning of each annual audit to review the process and determine if there are areas of concern needing special attention or review (for example, see the [November 10, 2010 Audit Subcommittee meeting minutes](#) ^{IIID-31}). The Business Office evaluates the financial management processes, continually looking for ways to improve efficiency and timeliness of financial information throughout the College.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

The College's financial reporting system enables all segments of the College to compare historical spending patterns and track actual expenditures within the adopted budget. Each division dean, program director and department head is able to monitor actual expenditures versus the adopted expenditure budget and to adjust their budgets, through budget transfers, as needs change throughout the year. The Vice President of Administrative Services monitors the reasonableness of revenue estimates in the adopted budget and makes adjustments, as necessary, in light of changing conditions such as mid-year cuts in State apportionment revenue or changes in student enrollment.

Division deans and program directors oversee expenditures for all categorical funds, including externally funded programs and grants. Grant expenditure reports are reviewed by the Business Office and approved by the Vice President of Administrative Services.

The financial reporting system, which provides real-time budget and actual information, is widely available to administrators, faculty and staff. This system allows users to see budgeted amounts, actual year-to-date expenditures and encumbrances for each.

Self Evaluation:

Shasta College meets this Standard. Adopted budgets are evaluated and monitored to ensure effective use of financial resources. At the program and department level, actual expenditures are monitored against budgeted amounts on an ongoing basis to ensure operational effectiveness. Further, the program review process is used to assess program performance and the effective use of financial resources to achieve programmatic goals and objectives. The needs identified in program review annual reports and action plans are utilized in making budgeting decisions.

Planning Agenda #6: Implementation and Evaluation of Planning.

None.

STANDARD III.D EVIDENCE LIST

IIID-1	Participatory Committees Web Page	PDF Link / Web Link
IIID-2	Program Review Documents Web Links	PDF Link / Web Link
IIID-3	2008-2013 Schedule of Program Review Studies	PDF Link / Web Link
IIID-4	Schedule of Program Review Studies Web Link	PDF Link / Web Link
IIID-5	2009-2012 Strategic Plan	PDF Link / Web Link
IIID-6	Spring 2010 Strategic Plan Annual Update	PDF Link / Web Link
IIID-7	Spring 2011 Strategic Plan Annual Update	PDF Link / Web Link
IIID-8	Planning Flowchart	PDF Link / Web Link
IIID-9	Participatory Planning-Budgeting Processes	PDF Link / Web Link
IIID-10	Annual Summary Reports Web Links	PDF Link / Web Link
IIID-11	2007-2008 College Council Summary Report	PDF Link / Web Link
IIID-12	2008-2009 College Council Summary Report	PDF Link / Web Link
IIID-13	2009-2010 College Council Summary Report	PDF Link / Web Link
IIID-14	March 1, 2011 Agenda & Minutes	PDF Link / Web Link
IIID-15	March 15, 2011 Agenda & Minutes	PDF Link / Web Link
IIID-16	April 5, 2011 Agenda & Minutes	PDF Link / Web Link
IIID-17	05-10-10 Budget Committee Meeting Minutes	PDF Link / Web Link
IIID-18	05-27-10 College Council Meeting Minutes	PDF Link / Web Link
IIID-19	05-24-10 Budget Committee Meeting Minutes	PDF Link / Web Link
IIID-20	02-09-11 Board Meeting Minutes, Item 9.16	PDF Link / Web Link
IIID-21	06-08-11 Board Meeting Minutes, Item 9.16	PDF Link / Web Link
IIID-22	12-15-09 College Council Minutes	PDF Link / Web Link
IIID-23	Budget Update-December 2009	PDF Link / Web Link
IIID-24	2010-2011 Adopted Budget-Board Presentation	PDF Link / Web Link
IIID-25	2010-2011 Final Adopted Budget (Board Approved 11-10-10)	PDF Link / Web Link
IIID-26	Positions on Hold-August 2010	PDF Link / Web Link
IIID-27	2011-2012 Tentative Budget	PDF Link / Web Link
IIID-28	2009-2010 Fiscal Year Audit	PDF Link / Web Link
IIID-29	01-24-11 Budget Committee Meeting Minutes	PDF Link / Web Link
IIID-30	02-09-11 Board Agenda Item 9.16	PDF Link / Web Link
IIID-31	11-10-10 Audit Subcommittee Meeting Minutes	PDF Link / Web Link
IIID-32	11-10-10 Board Agenda Item 9.1	PDF Link / Web Link
IIID-33	District Audits (Past 5 Years) Web Links	PDF Link / Web Link
IIID-34	03-09-11 Board Agenda Items 6.8 and 6.9	PDF Link / Web Link
IIID-35	02-09-11 Board Agenda Item 9.15	PDF Link / Web Link
IIID-36	2010 and 2011 Budget Update Web Links	PDF Link / Web Link
IIID-37	SWACC Web Page	PDF Link / Web Link
IIID-38	STSIG Web Page	PDF Link / Web Link
IIID-39	NCSIG Web Page	PDF Link / Web Link
IIID-40	Board Policy 6200	PDF Link / Web Link

IIID-41	2010-2011 Final Adopted Budget (Board Approved), Pages 7 & 8	PDF Link / Web Link
IIID-42	2010-2011 Final Adopted Budget (Board Presentation), Slides 9 & 10	PDF Link / Web Link
IIID-43	Shasta College Plan for State's Lack of Budget	PDF Link / Web Link
IIID-44	Grant Proposal-Approval Form	PDF Link / Web Link
IIID-45	Grant Pre-Application Submission Form	PDF Link / Web Link
IIID-46	01-19-11 Board Agenda Items 9.5- 9.11	PDF Link / Web Link
IIID-47	09-08-10 Board Agenda Items 9.5 and 9.6	PDF Link / Web Link
IIID-48	Board Policy 2760	PDF Link / Web Link
IIID-49	Board Agenda Web Links	PDF Link / Web Link
IIID-50	01-19-11 Board Agenda Item 9.1	PDF Link / Web Link
IIID-51	01-19-11 Board Meeting Minutes	PDF Link / Web Link

Standard IV Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary:

Shasta College has a framework in place for the institutional leaders to create an environment for empowerment, innovation, and institutional excellence. This is seen through the college's values and through its current participatory governance processes. In particular, these specific [College Values](#)^{IVA-1} help to foster this environment:

- creativity and innovation
- embracing change
- learning and intellectual curiosity
- professional growth and excellence
- collegiality/cooperation and partnerships
- participation and teamwork
- mutual respect, integrity and honesty
- positive atmosphere
- accountability
- diversity

Examples as to the way in which Shasta College honors innovation and excellence include the annual Excellent Educator Award for an outstanding faculty member and through recognition given each spring at the Classified Employee Appreciation (CEA) Days at which classified employees are recognized with Super Talented Appreciated Recognized (S.T.A.R.) awards for Morale Builder, Creative Genius, and Employee of the Year (see the [Invest in our People web page](#)^{IVA-2} for a link to the [CEA Days nomination forms](#)^{IVA-3}). Additionally, the Board of Trustees

hears special reports highlighting outstanding programs, such as Foster Kinship Care Education/YESS (see the [May 11, 2011 Board meeting minutes](#)^{IVA-4}), Latina Leadership Network (see the [April 13, 2011 Board meeting minutes](#)^{IVA-5}), Community Engagement/Service Learning see the [February 9, 2011 Board meeting minutes](#)^{IVA-6}), and the Nelson Creek Dam Project (see the [November 10, 2010 Board meeting minutes](#)^{IVA-7}).

Examples of the leaders of Shasta College encouraging staff, faculty, administrators, and students to take initiative in improving the practices, programs, and services in which they are involved include:

- Initiatives developed under the Sustainability Committee in partnership with the Shasta College Foundation, especially the establishment of the Community Teaching Garden. This faculty-led effort over the past several years has taken a parcel of land and turned it into a thriving organic garden with some produce going to community food banks and some to Shasta College Food Services (see Sustainability Committee meeting notes from [February 16, 2011](#)^{IVA-8}, [March 16, 2011](#)^{IVA-9} and [April 20, 2011](#)^{IVA-10}). Additionally, the Sustainability Committee did an [analysis of the Strategic Plan](#)^{IVA-11} to see how sustainability concepts were interwoven throughout the document.
- Accreditation Self-Study – The self-study requires an honest, thorough, introspective self-evaluation of institutional effectiveness. A wide range of people were involved in the writing of the self-study, including the Planning Agenda, with representatives from the various constituency groups on campus participating. This allows participants the opportunity to take the initiative to improve practices, programs and services.
- Strategic Plan – The Strategic Plan is drafted by the College Council (which has representation from each of the college constituencies) and is updated annually. See the [College Council web page](#)^{IVA-12} for links to the [Spring 2010](#)^{IVA-13} and [Spring 2011](#)^{IVA-14} Annual Updates. The Activities listed in the Strategic Plan describe how practices, programs, and services can be improved.
- Program Reviews and Annual Reports – This process encourages staff, faculty, administrators, and students to set programmatic goals for improvement. Program review documents may be viewed through the College Council website via the [Resource Materials](#)^{IVA-15} tab.
- Budget Savings Suggestion Form - When staff, faculty, administrators, and students have ideas for improving fiscal effectiveness of the college, they may submit the [Budget Saving Suggestion Form](#)^{IVA-16} (posted on the College Council web page). These suggestions are reviewed by College Council and referred to Budget Committee for analysis when necessary. A [summary list](#)^{IVA-17} of the majority of suggestions that came in during the budget reduction process in the fall of 2009 is posted on the [Budget Committee web page](#)^{IVA-18} via the Resources tab. One example of a suggestion that came to fruition was the repeated suggestion for some kind of retirement incentive. After some analysis, an incentive was offered and successfully completed during the 2009-10 year, saving the college approximately \$450,000 in 2010-11 and \$750,000 in 2011-12. (See the [March 22, 2010 Budget Committee meeting minutes and corresponding Retirement Incentive Analysis](#)^{IVA-19}).

A participatory planning and shared governance process is in place that encourages staff, faculty, administrators, and students to be involved in discussions of ideas for improvement, as noted in the [Participatory Planning-Budgeting Processes](#)^{IVA-20} Primary Committees document (adopted by College Council 02/01/11). The Participatory Planning and Shared Governance process provides a framework for discussion, planning and implementation of ideas. Results from the 2010 Faculty and Staff Survey reveal the following.

Item #3: I am aware of the Shasta College Participatory Planning Process.

On this item, the agreement rating was 1.79 for all groups. This represents 65% of respondents agreeing or strongly agreeing with the statement. Only 35% of adjunct faculty, 71% of full-time faculty, and 55% of classified staff agreed or strongly agreed. The survey suggests that a majority of the college constituents are aware of the College's participatory planning and shared governance processes.

Item # 4: I feel that I have a voice in the District's Participatory Planning Process.

On this item, the agreement rating is 1.22. This represents only 42% of all respondents agreeing or strongly agreeing to the statement. Adjunct faculty respondents had the lowest agreement with 20% agreeing or strongly agreeing while 36% of Classified respondents agreed or strongly agreed. Although college employees agreed that they are "aware" of the College's participatory planning and shared governance process (Item #3), they appear to be less in agreement that they "have a voice" in this process. This is an area that may be improved through fostering more opportunities for collegial dialogue.

Another relevant survey statement in decision-making roles and processes is:

Item #66: As a member of the Shasta College community, I feel empowered to actively participate in creating and implementing innovation.

This question appeared on both the 2004 and the 2010 surveys, which allows for a comparison between the two years. This statement had an agreement rating of 1.63 on the 2004 survey and 1.57 on the 2010 survey (on a scale of 0 to 3). This represents 57% of all respondents agreeing or strongly agreeing with the statement. Full-time faculty had the lowest agreement rating (41%).

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda #1: Improvement of Institutional Dialogue

The Superintendent/President will ensure that a systematic evaluation of current channels and modes of communication is completed in order to identify gaps and work to bridge them. This will broaden and enhance the College's existing collegial dialogue. Effective communication and self-reflective dialogue are essential to student success, institutional effectiveness, and proper execution of all our planning agendas. The goal is to disseminate complete and consistent information to promote continuous improvements to a transparent culture that fosters higher engagement where all stakeholders are well-informed and understand how to participate in the institution's processes.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary:

[Board Policy 2510](#)^{IVA-21} – Participation in Local Decision Making, which can be accessed via the [Board Policies](#)^{IVA-22} tab on the Board of Trustees web page, clearly outlines the roles of the Board, Academic Senate, staff, and students in the College's decision making processes. The [Participatory Committees' web pages](#)^{IVA-23} show the bylaws and roles of these committees in the College's decision making processes (for example, see [College Council bylaws](#)^{IVA-24}, [Budget Committee bylaws](#)^{IVA-25}, [Facilities Planning Committee bylaws](#)^{IVA-26}, [Academic Senate bylaws](#)^{IVA-27}, and [Sustainability Committee bylaws](#)^{IVA-28}). College Council approved a document entitled [Participatory Planning-Budgeting Processes](#)^{IVA-20} outlining the major tasks of the primary participatory planning and shared governance committees to help clarify the roles they play in the decision-making processes.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary:

The governance of Shasta College has clearly defined participative roles for the entire community, including faculty, staff, administrators and students. [Board Policy 2510](#)^{IVA-21} – Participation in Local Decision Making (which can be accessed via the [Board Policies](#)^{IVA-22} tab on the Board of Trustees web page), clearly defines the role of Academic Senate in relation to the Board. There are several types of committees, including Academic Senate Shared Governance Committees, College Participatory Planning and Shared Governance Committees, and Joint Committees.

The Shasta College Academic Senate has created standing and ad-hoc subcommittees to assist it in its shared governance mandate. Each of the subcommittees has administrative (non-voting) and faculty co-chairs. The administrative co-chairs serve as liaisons to Instructional Council. The current [standing committees of the Academic Senate](#)^{IVA-29} are the Curriculum Council, the General Education Subcommittee, the Scholastic Standards Committee, the Matriculation Committee, and the Student Learning Outcomes Committee.

Policies approved by the Academic Senate are presented to College Council as informational items. Since the College Council has representatives from all college constituencies, including classified staff and students, all groups have the opportunity to comment or give input before a policy recommendation is forwarded through the President's Cabinet to the Board of Trustees for final adoption. Students are provided an additional opportunity for input through the Student Trustee, who is also a member of the Board of Trustees.

In 2007, Shasta College established a participatory planning and shared governance process which clearly describes the planning process and defines the roles of each of the constituencies in the process. College Council is the main participatory planning and shared governance committee, but there are numerous other participatory planning and shared governance committees, such as the [Budget Committee](#)^{IVA-25}, [Technology Planning Committee](#)^{IVA-30}, [Invest in Our People Committee](#)^{IVA-31}, [Facilities Planning Committee](#)^{IVA-26}, and [Sustainability Committee](#)^{IVA-28}. Each of these committees has [bylaws](#)^{IVA-23} that specify membership and operational guidelines, and are structured so that every constituent group has representation and a voice in the decision-making structure. Faculty representatives to the committees are appointed by the Academic Senate; student representatives to the committees are appointed by the Student Senate per its [constitution](#)^{IVA-32}; classified representatives to the committees are appointed by CSEA; and administrative representatives to the committees are appointed by the appropriate institutional administrator. These representatives are charged with communicating information back to their respective colleagues as well as carrying suggestions and ideas forward to the committees on which they serve.

The Shasta College website contains a list of all of the [participatory planning and shared governance committees](#)^{IVA-23} currently operating and specifies their duties.

Self Evaluation:

Shasta College meets this Standard.

The shared governance and participatory processes at Shasta College are vigorous and viable. In light of the frequent fluidity regarding administrators and in institutional reorganizations over the past several years, the Shared Governance Committees have been a stabilizing force on this campus. Remarkable improvement in the College's participatory planning and shared governance process has occurred over the last five years.

Planning Agenda:

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary:

The College relies on faculty, the Academic Senate, and academic administrators for recommendations about student learning programs and services. There are many campus committees that deal directly with student learning programs and services. The Academic Senate, as noted in Standard IV.A.2.a, facilitates the development of curriculum, degree and certificate requirements, educational programs, processes for program review, and Student Learning Outcomes (SLOs). Several subcommittees of the Academic Senate directly oversee these duties, including the Curriculum Council, the General Education (GE) Committee, the SLO Committee, the Matriculation Committee, and the Scholastic Standards Committee (see the [Academic Senate Bylaws](#)^{IVA-27}).

Pursuant to [Board Policy 2510](#)^{IVA-21} – Participation in Local Decision Making which outlines the role of the Academic Senate, the Board has also adopted [Board Policy 4020](#)^{IVA-33} – Program and Curriculum Development. This policy states,

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. Relying primarily upon the advice of the Academic Senate, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include

- *Appropriate involvement of the faculty and Academic Senate in all processes;*
- *Regular review and justification of programs and course descriptions;*
- *Opportunities for training for persons involved in aspects of curriculum development.*

The college provides 40% release time to the president of the Academic Senate, 40% to the faculty co-chair of the Curriculum Council, and 40% release time for each of the two SLO co-coordinators (see the [Faculty 2010-2012 Collective Bargaining Agreement](#)^{IVA-34}).

As described in Standards I.B.2 and I.B.3, the College engages in a five year Program Review cycle which includes an Annual Update and Action Plan. Faculty members are directly involved in formulating these reviews at the department/program level. The Program Review process itself was jointly developed by the Academic Senate and Instructional Council (academic administrators).

Other campus committees involved with student learning programs and services are the [Enrollment Management Committee](#)^{IVA-35}, the Basic Skills Student Success Committee (a subcommittee of the Enrollment Management Committee that provides reports and updates on the Basic Skills Initiative, as evidenced by the [October 20, 2010 Enrollment Management Committee Meeting Minutes](#)^{IVA-36}), and [Instructional Council](#)^{IVA-37}. Membership of each

committee includes academic administrators and faculty, who work together in all of these venues to make recommendations about sustaining and improving the quality of student learning programs and services.

The 2010 Faculty and Staff Survey contained the question:

Item # 67: The institution relies upon its faculty and the Academic Senate for recommendations about student learning and instructional programs and services.

On this item, the average agreement level is 1.88 (on a scale of 0 to 3). This represents 73% of respondents agreeing or strongly agreeing with the statement.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary:

As noted previously in Standard IV.A.1, Shasta College has established structures and processes which require that administrators, faculty, staff and students work together on all participatory planning and shared governance committees. This facilitates the discussion of ideas and establishes the processes for effective communication among the College's constituencies. Avenues of communication are further demonstrated by the following:

- At each regular meeting, the Board of Trustees provides a regularly agendized opportunity by which these constituencies can report: the Faculty Association, the Academic Senate, the Classified Employees' Association, the Student Senate, the Superintendent/President, and individual board members. For an example, see [pages 1 through 4 of the July 13, 2011 board agenda](#) ^{IVA-38}.
- All Participatory Planning and Shared Governance committees and Academic Senate subcommittees meet on a regular basis, usually once or twice a month. Committees regularly post agendas and minutes and/or email them to constituent groups. Examples of this include [College Council agendas and minutes](#) ^{IVA-39}, [Budget Committee agendas and minutes](#) ^{IVA-40}, and [Technology Planning Committee minutes](#) ^{IVA-41}.
- Deans also reserve spots on division meeting agendas for the various committee representatives to give reports on committee activities and actions and occasionally

invite other administrators, such as the Vice President of Administrative Services or the Superintendent/President, to attend or present at meetings.

The 2010 Faculty and Staff Survey shows mixed results for questions concerning communication:

Item # 64: Timely and accurate financial information is available to me.

On this item, the agreement rating improved from 1.37 in 2004 to 2.01 in 2010 (on a scale of 0 to 3). This represents 78% of all respondents agreeing or strongly agreeing with the statement in 2010. Further, it shows marked improvement since 2004, where this question rated one of the lowest agreement responses of 1.37. This indicates a strong improvement in the communication and availability of accurate financial information.

Item # 72: The College President communicates effectively with the constituencies within the College.

In contrast, Statement #72 above showed a decline in agreement, going from 2.02 in 2004 to 1.72 in 2010. Full-time faculty had the lowest agreement rating (52%).

Item # 68: Shasta College encourages discussion and communication throughout the college community.

This statement also showed a slight decline in agreement, going from 1.61 in 2004 to 1.48 in 2010. Full-time faculty had the lowest agreement rating (35%).

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda #1: Improvement of Institutional Dialogue

None.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary:

The College advocates and demonstrates honesty and integrity in its relationships with external agencies in a variety of ways. [Board Policy 2715](#)^{IVA-42} – Code of Ethics/Standards of Practice establishes the ethics requirements for the governing board itself. [Administrative Procedure 3050](#)^{IVA-43} – Institutional Code of Ethics, specifies the ethics requirements for administrators.

[Board Policy 3200](#)^{IVA-44} – Accreditation states that the District will comply with “the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.” It specifies,

The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of accreditations. The Superintendent/President shall ensure that the Board is involved in any accreditation process in which Board participation is required. The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

Shasta College has responded with integrity and honesty in its relationship with the Accrediting Commission. This is shown by the College’s timely filing of various reports ([2005 Self Study](#)^{IVA-45}, [2007 Progress Report](#)^{IVA-46}, [2008 Special Report](#)^{IVA-47}, [2008 Midterm Report](#)^{IVA-48}, and [2009 Follow-up Report](#)^{IVA-49}). The College worked diligently to respond to the Commission’s concerns expressed when placed on warning in January 2008 and was removed from warning in June 2009. The College’s application regarding a [Substantive Change Proposal](#)^{IVA-50} (and subsequent [Substantive Change Proposal Addendum](#)^{IVA-51}) concerning offering more than 50% of certain programs through a mode of distance education or electronic delivery was [approved by the Commission](#)^{IVA-52} in March 2009.

The College has formed an Accreditation Steering Committee, a subcommittee of College Council (see the [Accreditation Steering Committee Bylaws](#)^{IVA-53}) to help ensure an ongoing, participatory process occurs with regard to College accreditation. See the committee’s [agendas and minutes](#)^{IVA-54}.

Self Evaluation:

Shasta College meets this standard.

Planning Agenda:

None.

IV.A.5. The role of leadership and the institution’s governance and decision-making structures 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.

Descriptive Summary:

The role of leadership and the decision-making structures at Shasta College are evaluated in a variety of ways. The Board of Trustees is evaluated according to [Board Policy 2745](#)^{IVA-55} - Board Self-Evaluation. [Administrative Procedure 2745](#)^{IVA-56} outlines the Board Self-Evaluation instrument. Evaluations are made available to the public through board minutes (for example, see the [August 28, 2010 board meeting minutes](#)^{IVA-57}).

The Board holds a planning retreat during the summer prior to the start of the fall semester to review items such as the College mission statement, fiscal planning documents, College goals, and the planning agenda for the ensuing academic year (for example, see the [August 28, 2010](#)^{IVA-57} and [August 8, 2009](#)^{IVA-58} [board meeting minutes](#)) In addition, the Board reviews the following areas:

- The comprehensive planning process
- The College's representation of community interests
- Institutional progress toward reaching goals/objectives identified in the planning process

An example of evaluation of planning processes includes the annual updates to the Strategic Plan evaluated by College Council. These updates serve an evaluative function in that they provide a mechanism to assess the annual progress made in meeting the plan's objectives (see the [2010 Strategic Plan Annual Update](#)^{IVA-13}). The plan specifically outlines the administrator or administrators responsible for leading the various activities outlined under the planning themes. These administrators are responsible to report annually on the progress of action items outlined in the plan.

Evaluation of decision making structures can also be seen through the [annual updates to Program Review](#)^{IVA-59} reported to College Council. These [annual updates](#)^{IVA-60} record progress on action plans and are available through the College Council web page. These updates allow for evaluation of progress in program improvement, and provide an aspect of evaluation of decisions made and the way in which those decisions affect goals established through the program review process.

Self Evaluation:

Shasta College meets this Standard.

As a part of the on-going evaluative process to continually improve and measure the effectiveness of the college's governance and decision-making structures, a Faculty/Staff Survey was conducted during the fall 2010 semester. This survey was distributed to all eligible employees and consisted of 75 questions designed to measure employee awareness and involvement in college governance. The results of the survey have been tabulated and recorded, and the results have been shared with college employees and the Board of Trustees.

Planning Agenda #7. Decision-making

Under the leadership of the Superintendent/President, the President's Cabinet will ensure the development, revision, and implementation of written policies and procedures that delineate decision-making processes by Fall 2012. These policies and procedures will clarify the roles and responsibilities of the Board of Trustees, Superintendent/President, and shared governance committees, and will align with the planning process and be communicated clearly. This ensures that Shasta College will continue to improve the understanding of the way in which decisions are made by all the College's constituency groups.

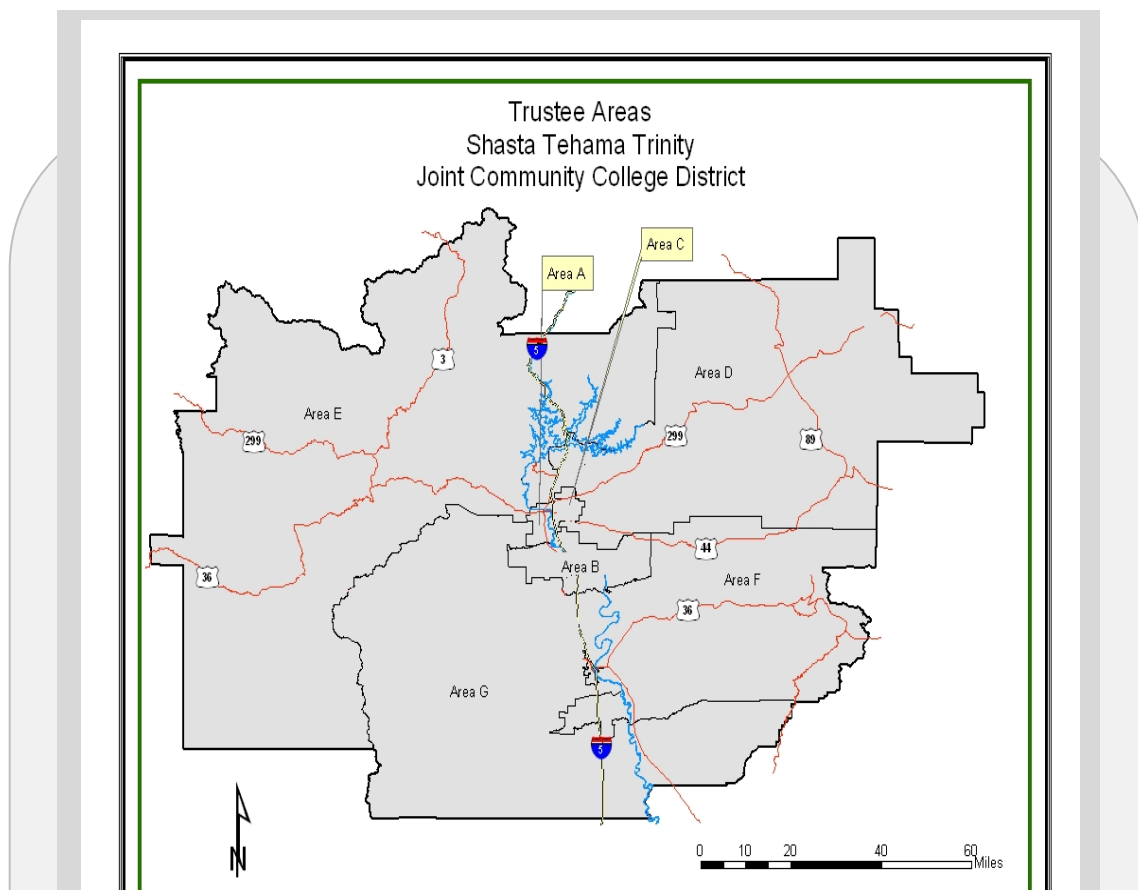
STANDARD IV.A EVIDENCE LIST

IVA-1	College Values	PDF Link / Web Link
IVA-2	S.T.A.R. Awards Nomination Form 2011 Web Link	PDF Link / Web Link
IVA-3	S.T.A.R. Awards Nomination Form 2011	PDF Link / Web Link
IVA-4	05-11-11 Board Meeting Minutes	PDF Link / Web Link
IVA-5	04-13-11 Board Meeting Minutes	PDF Link / Web Link
IVA-6	02-09-11 Board Meeting Minutes	PDF Link / Web Link
IVA-7	11-10-10 Board Meeting Minutes	PDF Link / Web Link
IVA-8	02-16-11 Sustainability Committee Meeting Notes	PDF Link / Web Link
IVA-9	03-16-11 Sustainability Committee Meeting Notes	PDF Link / Web Link
IVA-10	04-20-11 Sustainability Committee Meeting Notes	PDF Link / Web Link
IVA-11	Strategic Plan – Sustainability Analysis	PDF Link / Web Link
IVA-12	Strategic Plan Annual Updates Web Links	PDF Link / Web Link
IVA-13	Spring 2010 Strategic Plan Annual Update	PDF Link / Web Link
IVA-14	Spring 2011 Strategic Plan Annual Update	PDF Link / Web Link
IVA-15	Program Review Web Links	PDF Link / Web Link
IVA-16	Budget Saving Suggestion Form	PDF Link / Web Link
IVA-17	List of Budget Savings Suggestions	PDF Link / Web Link
IVA-18	Budget Committee Web Page	PDF Link / Web Link
IVA-19	03-22-10 Budget Committee Mtg. Mins. & Retirement Incentive Analysis	PDF Link / Web Link
IVA-20	Participatory Planning-Budgeting Processes	PDF Link / Web Link
IVA-21	Board Policy 2510	PDF Link / Web Link
IVA-22	Board Policies Web Link	PDF Link / Web Link
IVA-23	Participatory Committees Web Pages Links	PDF Link / Web Link
IVA-24	College Council Bylaws	PDF Link / Web Link
IVA-25	Budget Committee Bylaws	PDF Link / Web Link
IVA-26	Facilities Planning Committee Bylaws	PDF Link / Web Link
IVA-27	Academic Senate Bylaws	PDF Link / Web Link
IVA-28	Sustainability Committee Bylaws	PDF Link / Web Link
IVA-29	Academic Senate Standing Committees	PDF Link / Web Link
IVA-30	Technology Planning Committee Bylaws	PDF Link / Web Link
IVA-31	Invest in Our People Committee Bylaws	PDF Link / Web Link
IVA-32	Student Senate Constitution	PDF Link / Web Link
IVA-33	Board Policy 4020	PDF Link / Web Link
IVA-34	Faculty 2010-2012 Collective Bargaining Agreement	PDF Link / Web Link
IVA-35	Enrollment Management Committee	PDF Link / Web Link
IVA-36	10-20-10 Enrollment Management Committee Meeting Minutes	PDF Link / Web Link
IVA-37	Instructional Council Web Page	PDF Link / Web Link
IVA-38	07-13-11 Board Agenda, Pages 1-4	PDF Link / Web Link
IVA-39	College Council Agendas and Minutes Web Links	PDF Link / Web Link
IVA-40	Budget Committee Agendas and Minutes Web Links	PDF Link / Web Link

IVA-41	Technology Planning Committee Minutes Web Link	PDF Link / Web Link
IVA-42	Board Policy 2715	PDF Link / Web Link
IVA-43	Administrative Procedure 3050	PDF Link / Web Link
IVA-44	Board Policy 3200	PDF Link / Web Link
IVA-45	2005 Self Study	PDF Link / Web Link
IVA-46	2007 Progress Report	PDF Link / Web Link
IVA-47	2008 Special Report	PDF Link / Web Link
IVA-48	2008 Midterm Report	PDF Link / Web Link
IVA-49	2009 Follow-up Report	PDF Link / Web Link
IVA-50	Substantive Change Proposal	PDF Link / Web Link
IVA-51	Substantive Change Proposal Addendum	PDF Link / Web Link
IVA-52	ACCJC Action Letter Re Approval of Substantive Change Proposal	PDF Link / Web Link
IVA-53	Accreditation Steering Committee Bylaws	PDF Link / Web Link
IVA-54	Accreditation Steering Committee Agendas and Minutes Web Links	PDF Link / Web Link
IVA-55	Board Policy 2745	PDF Link / Web Link
IVA-56	Administrative Procedure 2745	PDF Link / Web Link
IVA-57	08-28-10 Board Meeting Minutes	PDF Link / Web Link
IVA-58	08-08-09 Board Meeting Minutes	PDF Link / Web Link
IVA-59	Program Review Annual Updates Web Links	PDF Link / Web Link
IVA-60	2011 Program Review Annual Updates	PDF Link / Web Link

Standard IV.B

Board and Administrative Organization



IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Descriptive Summary:

Shasta College's Board policy, [Chapter 2](#)^{IVB-1} – Board of Trustees, clearly defines the role of the Governing Board. [Board Policy 2000](#)^{IVB-2} – Organization states that the Governing Board of the Shasta-Tehama-Trinity Joint Community College District derives its authority from Section 14, Article IX of the Constitution of the State of California, and is subject to the Education Code, the rules and regulations as stated in Title 5 of the California Administrative Code, its own policies and procedures, and expressed will of the electorate.

The Board of Trustees has Board Policy and Administrative Procedure documents that are consistently reviewed and updated by a Board Ad Hoc Committee, institutional leaders and administrators, and other constituent groups through College Council (for an example, see the [Ad Hoc Committee on Board Policy Agenda in the January 19, 2011 board meeting packet](#), and [corresponding minutes](#)^{IVB-3}. The progression of policy and procedure changes is tracked via [internal spreadsheets](#)^{IVB-4} which are distributed periodically to the President's Cabinet members. The College subscribes to the Community College League of California's (CCLC) model policy and procedure subscription services. This helps ensure that the College has access in a timely manner to best practices and suggested updates in response to legislation or litigation.

[Board minutes](#)^{IVB-5} give evidence that Shasta College is in compliance with [Board Policies 2000 through 2790](#)^{IVB-1}, and more specifically with Board Policies 2410 and 2510. [Board Policy 2410](#)^{IVB-6} – Policy and Administrative Procedures outlines the procedure to formulate and adopt policy and administrative procedures. Proposals regarding policies may originate through any one of several sources: a taxpayer, an employee or an employee organization, a student or student organization, a member of the Governing Board, the College Superintendent/President, a consultant, or a civic group. Board Policy 2410 also includes guidelines for the adoption and amendment of administrative procedures, formulation of policies and administrative regulations, and regular policy meetings. [Board Policy 2510](#)^{IVB-7} – Participation in Local Decision Making states, "The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations." In executing that responsibility, the Board is committed to its obligation to ensure the appropriate members of the College participate in developing recommended procedures for the Superintendent/President's action under which the College is governed and administered.

[Board Policies 2000 through 2790](#)^{IVB-1} include, but are not limited to, organization, membership, elections, vacancies on the Board, purpose and role, officers, committees, annual organization, agendas, minutes, policy and procedures, CEO succession, evaluation of the Superintendent/President, decision making, collective bargaining, conflict of interest, code of ethics/standards of practice, travel, Board self-evaluation, methods of operation, relationship

between the Board and the Community, and relationship between the Governing Board and the College Superintendent/President.

The recent selection of the new Superintendent/President demonstrates that the Board follows these policies (see Item 9.6 of the [December 8, 2010 Board agenda](#) and [corresponding minutes](#)^{IVB-8}).

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary:

The mission statement, [Board Policy 1200](#)^{IVB-9} – District Mission, clearly defines the general programs offered which lead to the successful completion of transfer programs or career technical education. The mission statement encompasses the commitment of the College to provide open access, equity and opportunities for student success. The intent of board policies and all official District publications are directed toward the success of student outcomes.

Board Policies listed in [Chapter 4](#)^{IVB-10} – Academic Affairs all relate to the quality, integrity, and effectiveness of the student learning programs. The role of the Board in relation to faculty is outlined in [Board Policy 2510](#)^{IVB-7} – Participation in Local Decision Making.

[Board Policy 2200](#)^{IVB-11} – Purpose and Role of the Board delineates the purpose and role of the Board of Trustees and includes items related to budgeting, expenditures, and proper accounting. [Board Policies 6250 and 6300](#)^{IVB-12}, and [Administrative Procedures 6300-6311](#)^{IVB-13}, identify the policies and procedures which insure financial stability of the institution based on standard business and accounting practices.

[Board Policy 7120](#)^{IVB-14} – Recruitment and Selection defines the recruitment and selection procedures to be established by the Superintendent/President. [Board Policy 7125](#)^{IVB-15} – Selection and Appointment of Administrative Personnel defines the selection and appointment procedures for the hiring of administrative personnel. [Board Policy 2435](#)^{IVB-16} – Evaluation of Superintendent/President states that the Board shall conduct an annual evaluation of the Superintendent/President.

The 2010 Faculty and Staff Survey contained the statement:

Item #70: The Governing Board adheres to a clear and inclusive policy for selecting and evaluating the Shasta College President.

On this item, the average agreement rating is 1.46 (on a scale of 0 to 3). This is slightly lower than the 2004 survey which had an average agreement rating of 1.59 for the same statement. Only 52% of all respondents agree or strongly agree with this statement in 2010. Although the Board has consistently evaluated the President, only 29% of the full-time faculty respondents agreed or strongly agreed with this statement. This suggests that better communication of the way the President is evaluated may be needed.

Self Evaluation:

Shasta College meets this Standard.

During the last accreditation review a recommendation was made that the Board closely follow [Board Policy 2435](#)^{IVB-16} – Evaluation of Superintendent/President (see page 48 of the [2005 Evaluation report from Ron Manzoni](#)^{IVB-17}). Subsequently, the Board has annually evaluated and assessed, in writing, the Superintendent/President's performance objectives. According to the Board minutes this is being done on an annual basis and is in full compliance of the policy (see Item 14.4 of the [September 8, 2010](#)^{IVB-18} and [August 12, 2009](#)^{IVB-19} board meeting minutes).

Planning Agenda:

None.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary:

The Governing Board is responsible for establishing policies as an independent body and works together in its decisions with regard to the governance of the College. The Board is composed of seven representatives, each elected from an area within the district as designated by [Board Policy 2100](#)^{IVB-20} – Board Elections. Board members routinely make comments during monthly meetings that demonstrate their awareness and involvement in local community concerns and activities (see Item 11 of the [January 19](#)^{IVB-21}, [April 13](#)^{IVB-22} and [May 11, 2011](#)^{IVB-23} [Board meeting minutes](#)). The current elected Board members have a mixed length of experience, with three of the members elected in 2007 and 2009, while the other four have longer service records (up to approximately 24 years).

Members of the Board of Trustees participated in training workshops related to “The Brown Act, Ethics, and Conflicts of Interest” on [February 5, 2011](#)^{IVB-24}. [Board Policy 2710](#)^{IVB-25} addresses Conflicts of Interest, and occasionally a Board member will abstain from a discussion or vote on

a matter in which he/she has personal involvement (see Item 9.19 of the [January 16, 2008 Board meeting minutes](#)^{IVB-26}). Board members have also clarified their responsibility to act as a whole (see Item 6.1 of the [July 14, 2010 Board meeting minutes](#)^{IVB-27}) when items have been addressed to them individually. Board members regularly attend Board meetings and demonstrate ownership of the institution's policies and procedures. The Board has been actively engaged in the Bond projects and managing the current budget crisis as a result of what the State is facing.

The Board of Trustees conducts an annual self-evaluation. Results from the most recent evaluation were discussed at a Board Retreat on [August 28, 2010](#)^{IVB-28}. Members of the Board of Trustees rated their involvement on a scale of 1 to 6 in areas including community involvement (average 4.8), acting as a whole and supporting decisions (average 5.9), and awareness of legal and ethical responsibilities (average 5.0).

Self Evaluation:

Shasta College meets this Standard.

The Board of Trustees has established clear policies regarding their role, their function, relationship to the community, and legal and ethical responsibilities. Board minutes reflect the performance of their duties in compliance with established policies and procedures.

Planning Agenda:

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary:

The Shasta College [Mission Statement](#)^{IVB-29}, last revised on June 8, 2011, reads as follows:

Shasta College provides students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of our region. The District offers programs and extensive distance education offerings in general education and transfer curriculum, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills.

The Mission Statement is regularly reviewed by the Board for currency, accuracy, and applicability as evidenced by the following dates:

Board Approved 4/09/03

Board Approved Revisions 6/22/05

Board Approved Revisions 3/22/06

Reviewed by the Board Ad Hoc Committee on Policy 6/27/07

Board Approved Revisions 10/10/07

Board Approved 6/08/11

Board Policies within [Chapter 4](#)^{IVB-10} – Academic Affairs outline the standards to ensure the quality, integrity, and improvement of student learning programs, and [Chapter 5](#)^{IVB-30} – Student Services outlines the standards for student support services. These policies and their attendant administrative procedures undergo timely revision in cooperation with the administrators and staff responsible for their implementation.

The Shasta College mission is supported by [Board Policy 1300](#)^{IVB-31} – Institutional Student Learning Outcomes which establishes the outcomes as Critical Thinking, Information Competency, Effective Communication, Quantitative Reasoning, Self-Efficacy, Workplace Skills, and Community and Global Awareness.

The 2010 Faculty and Staff Survey showed some mixed results related to this Standard. It contained the statement:

Item #62: Despite fluctuations in State funding, Shasta College strives to manage its resources to maintain stability in programs and services.

On this item, the agreement rating is 2.16 (well above the mean rating of 1.69 for the entire survey). Eighty-five percent of respondents agree or strongly agree with this statement. This suggests that in spite of the budget issues over the past few years, a strong majority of the faculty and staff agree that the college has worked to manage the situation and maintain stability.

Another relevant survey statement is this:

Statement #69: The Governing Board's policy-based governance assures the quality, integrity, and effectiveness of student learning and instructional programs and services.

This statement had an agreement rating of 1.66 on the 2004 survey and 1.55 on the 2010 survey (on a scale of 0 to 3). Sixty-one percent of all respondents in 2010 agreed or strongly agreed with this statement. Of those, 90% of administrators agreed while only 29% of full-time faculty agreed.

Self Evaluation:

Shasta College meets this Standard.

The Mission Statement is regularly reviewed by the Board for currency, accuracy, and applicability. Board Policies within [Chapter 4](#)^{IVB-10} – Academic Affairs outline the standards to ensure the quality, integrity, and improvement of student learning programs, and [Chapter 5](#)^{IVB-30}

– Student Services outlines the standards for student support services. These policies and their attendant administrative procedures undergo timely revision with input from all campus constituent groups, in cooperation with the administrators and staff responsible for their implementation.

Planning Agenda:

None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary:

Formal reports, placed on the agenda at regular board meetings, routinely inform the trustees about instructional programs, the financial condition of the College, and institutional integrity. The Board receives a weekly report from the Superintendent/President on the activities of the academic divisions, student services, and fiscal information and District participatory planning and shared governance committees. The Superintendent/President and Vice Presidents schedule board agenda items requiring formal board approval as well as topics of concern or general interest to the Board. The Board can also formally request agenda items on instructional, student services, and administrative programs.

Reports from the Faculty Association, Academic Senate, Classified Employee's Association, and Student Senate are placed on each agenda, along with consent agenda items related to employee hiring and assignments, field trips, and employee travel. Financial reports are also reviewed each month (see Items 6.8-6.10 of the [July 13, 2011 Board agenda](#)^{IVB-32}). Periodic reports from the Shasta College Foundation, Capital Outlay Committee, Ad Hoc Committees (including Board Policy), and special programs are presented. All grant applications or awards and all legal contracts are presented for Board approval. Items related to confidential matters, including consultation with legal counsel, are agendaized appropriately and considered in closed session.

Self Evaluation:

Shasta College meets this Standard.

The Board fulfills its legal obligations by regularly considering hiring recommendations and contractual obligations. The financial integrity of the College is maintained by the Board through reviews of a preliminary budget in February, a tentative budget in June, and a final budget in September. A financial audit of the College by an independent auditing firm is received and reviewed annually by the Board.

The following are [Board policies](#) ^{IVB-33} relating to this standard, which keep the College in compliance:

- BP 2200 – Purpose and Role of the Board
- BP 2210 – Officers
- BP 2330 – Quorum and Voting
- BP 2340 – Agendas
- BP 2430 – Delegation of Authority to Superintendent/President
- BP 2510 – Participation in Local Decision Making
- BP 2520 – Board Member Authority
- BP 2715 – Code of Ethics/Standards of Practice
- BP 2760 – Business Requiring Board Review and Approval

Planning Agenda:

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structures, and operating procedures.

Descriptive Summary:

Board Policies and Administrative Procedures are published in hard copy and on the College website. [Chapter 2](#) ^{IVB-1} – Board of Trustees covers policies specifying the board's size, duties, responsibilities, structure, and operating procedures. [Administrative Procedures](#) related to the Board Policies provide guidance for the implementation of Board Policies.

In the most recent Board self-evaluation published in the [August 28, 2010 Board Retreat minutes](#) ^{IVB-28}, members rated themselves an average of 5 out of 6 on the review, revision, and publishing of Board Policies related to size, duties, responsibilities, structure, and operating procedures.

Self Evaluation:

Shasta College meets this Standard.

The Board's policies and procedures, including those related to the Board's size, duties, responsibilities, structures and operating procedures, are published and readily available to members of the College community.

Planning Agenda:

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary:

The governing board maintains strict adherence to its role as defined by its policies and bylaws. The board delegates the process of revising its policies and procedures to the Superintendent/President. The College provides for timely update and review of policies through the Office of the Superintendent/President, however administrators may recommend revision as needed at any time. [Board Policy 2410](#)^{IVB-6} – Policy and Administrative Procedures states that adoptions of new or amended policies require a two-thirds majority (i.e., five trustees) affirmative vote of the Board.

The College subscribes to the CCLC's (Community College League of California) Policy and Procedure Service, which keeps the College informed of changes needed to policies and procedures because of new (or omitted) laws, regulations, and court decisions.

Self Evaluation:

Shasta College meets this Standard.

The governing Board conducts a self-evaluation on an annual basis, including a review of the survey instrument used. The results, including comments from the most recent self-evaluation, are documented in the minutes of the annual board retreat (for an example, see Item 11 of the [August 28, 2010 Board Retreat minutes](#)^{IVB-34}).

Planning Agenda:

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary:

The governing board participates in training and Board member development activities offered through the Community College League of California (CCLC). The new members are provided the opportunity and support of other Board members and encouraged to attend the CCLC Trustee workshops. The Superintendent/President spends time with new Board members to review the board policies and administrative procedures, introduce staff, tour the campuses and provide general orientation and training. The College budget has a regular line item for Board development and travel. Board members regularly participate in such development and then report back to the College (see the [February 5, 2011 Board workshop minutes](#)^{IVB-35} with attachments, and Item 6.5 of the [February 10, 2010 Board meeting minutes](#)^{IVB-36}).

The governing Board members rated items related to Board member development and new member orientation at 5.1 and 4.7 respectively on a scale of 1 to 6.

Self Evaluation:

Shasta College meets this Standard.

The Board fulfills its obligations on this issue by leading new members through a thorough orientation procedure, which includes informational meetings with key personnel, the CCLC orientation program, and support for attending statewide trustee meetings.

Planning Agenda:

None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented and published in its policies or bylaws.

Descriptive Summary:

The Board's self-evaluation process is covered under [Board Policy 2745](#)^{IVB-37}, which reads as follows:

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. To that end, the Board has established the following processes: A committee of the Board shall be appointed annually in April to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field. The process for evaluation shall be recommended to and approved by the Board. If an instrument is used, all Board members will be asked to complete the evaluation instrument annually by July 31st and submit them to the Board President. A summary of the evaluations will be presented and discussed at a Board session scheduled annually in August for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

Self-evaluation instruments have been developed and implemented in accordance with the 2005 planning agenda. The annual self-evaluation is reviewed during the August Board meeting. This evaluation is available for public review in the Board meeting minutes on the Shasta College website (see the [August 28, 2010 Board Retreat minutes](#)^{IVB-28}). Results are read during the meeting, and the reading is followed by a discussion of areas to be improved, as indicated in the evaluation. The Board holds an annual workshop dedicated to self-evaluation, and during this workshop they review the process.

Self Evaluation:

Shasta College meets this Standard.

Policies guiding this process were revised in June 2008 and are consistently implemented. Board meeting minutes document the commitment of the Board to conducting self-evaluation and its alignment with college wide goals, including those identified through the accreditation self study process.

Planning Agenda:

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary:

[Board Policy 2715](#)^{IVB-38} – Code of Ethics/Standards of Practice states in part:

Violations of the Code of Ethics/Standards of Practice

1. The CEO and Board Chair are authorized to consult with legal counsel when there are actual or perceived violations of laws and regulations related to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources.
2. Violations of the code of ethics will be addressed by the Chair of the Board, who will first discuss the actual or perceived violation with the Trustee to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Chair may appoint an ad hoc committee to investigate the matter and recommend further courses of action to the Board. Sanctions will be determined by the Board officers [or committee] and may include a recommendation to the Board to censure of [sic] the Trustee.
3. If the Chair is perceived as violating the code, the Vice Chair or other concerned Board Members are responsible to discuss the perceived violation with the Chair. Further action may be taken if deemed necessary.

Self Evaluation:

Shasta College meets this Standard.

On June 11, 2008, the Board approved the section *Violations of the Code of Ethics/Standards of Practice* in Board Policy 2715.

Planning Agenda:

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary:

The Board received updates on the accreditation process at its retreat on [August 28, 2010](#)^{IVB-39} (see Item 12 of the meeting minutes) and at the [June 8, 2011 Board meeting](#)^{IVB-40} (see page 5 and Exhibit A of the meeting minutes). A workshop which included a presentation on the Board's role in Accreditation was held on November 6, 2010 (see the [workshop minutes](#)^{IVB-41}). Board policies are established to insure adherence to the eligibility requirements and accreditation standards and policies including public disclosure in the college's accreditation status (see [Board Policy 2000](#)^{IVB-2}- Organization), and provide accountability for board involvement in the accreditation process as required (see [Board Policy 3200](#)^{IVB-42} - Accreditation). Numerous [Board policies](#)^{IVB-43} identify accreditation self study standards that are supported by the policy. For example:

- BP1200 – District Mission
- BP 2745 – Board Self-Evaluation
- BP 3250 – Institutional Planning
- BP 4030 – Academic Freedom
- BP 4105 – Distance Education
- BP 5500 – Standards of Conduct

Minutes from regular and special Board meetings also confirm their involvement in the accreditation process through a focus on student learning outcome (SLO) efforts and successes, a commitment to improvements planned as part of institutional self-evaluation and accreditation processes (including planning and resource allocations), and participation in surveys and other information gathering that is part of the accreditation process. (See the [November 6](#)^{IVB-41} and [December 8, 2010](#)^{IVB-44} minutes, and the [March 9](#)^{IVB-45} and [May 11, 2011](#)^{IVB-46} minutes.)

Moreover, the College Superintendent/President keeps the Board informed of institutional reports at regular Board meetings and through weekly memos.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary:

At Shasta College, the title of the chief administrator is District Superintendent/President. [Board Policy 7125](#)^{IVB-15} – Selection and Appointment of Administrative Personnel clearly outlines the procedures for selection and appointment of the College Superintendent/President. This process was recently completed in the Spring of 2011 with the selection of a new Superintendent/President who began on August 1, 2011 (see the [December 8, 2010](#)^{IVB-8}, and [May 11](#)^{IVB-47} and [May 27, 2011](#)^{IVB-48} Board meeting minutes). Agendas and minutes of governing board meetings corroborate the authority and responsibility of the Superintendent/President and other administrators for implementation and administration of Board policies and operation of the College. [Board Policy 2435](#)^{IVB-16} – Evaluation of Superintendent/President establishes the policy for evaluating the Superintendent/President. Public notification of the evaluation of the Superintendent/President is presented in the governing Board meeting agendas (for an example, see Item 14.4 of the [August 18, 2010 Board Agenda](#)^{IVB-49}). On their self-evaluation results discussed at the [August 28, 2010 Board Retreat](#)^{IVB-28}, Board members gave scores of 5 and 6 (on a scale of 1 to 6) on the item related to regular evaluation of the Superintendent/President.

[Board Policy 2430](#)^{IVB-50} – Delegation of Authority to Superintendent/President addresses the delegation of authority from the Board to the Superintendent/President. Additionally, [Board Policy 2790](#)^{IVB-51} – Relationship Between the Governing Board and the District Superintendent/President describes the manner in which the Governing Board and the College Superintendent/President shall interact.

Self Evaluation:

Shasta College meets this Standard.

The new Superintendent/President was hired after a nationwide search. The hiring process was done internally through the Human Resources Office with an outside consultant assisting in several phases of the search process. The Board participated in a workshop on [November 6, 2010](#)^{IVB-41} focused on the CEO search process. The process included forums open to the public for each finalist, a new part of the process that had not been done at Shasta College in the past. This provided for a new level of openness and inclusiveness from all constituent groups. Board members served on the search committee and the entire Board reviewed the recommendations from the search committee, interviewed the finalists, and made the final selection in accordance with the processes and procedures outlined in board policy.

Planning Agenda:

None.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary:

[Board Policy 2430](#) ^{IVB-50} – Delegation of Authority to Superintendent/President states, “The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Board delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed, ‘Subject to confirmation by the Board.’” Furthermore, Board Policy 2430 empowers the Superintendent/President, “In situations where there is no board policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board.”

The Superintendent/President has several mechanisms for demonstrated leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Primary among these mechanisms are the monthly governing board meetings. Other venues include weekly President’s Cabinet meetings, monthly Administrative Council meetings, and annual Administrative Council retreats and Board retreats. The Superintendent/President also attends various participatory planning and shared governance committees to make presentations related to organizational changes, budgeting, and personnel issues.

The 2010 Faculty and Staff Survey contained the statements:

Item #71: The college president provides effective leadership.

On this item, the agreement rating is 1.85 (on a scale of 0 to 3). This is slightly below the 2004 survey where this statement had an agreement rating of 2.10. In 2010, 70% of all respondents agreed or strongly agreed with this statement while 53% of full-time faculty agreed.

Item #72: The college president communicates effectively with the constituencies within the College.

Statement #72 above showed a decline in agreement, going from 2.02 in 2004 to 1.72 in 2010 (on a scale of 0 to 3). The gap between importance and agreement in 2010 was 1.02, higher than the mean gap of .86. Full-time faculty had the highest gap of 1.40 (with the lowest agreement of 1.36). In 2010, 65% of all respondents agreed or strongly agreed to this statement while only 52% of full-time faculty agreed.

The lower percentage of agreement for full-time faculty for these two questions appears to indicate that this group is less in agreement with the level of leadership and communication of the president than other groups. This is consistent with the situation during the last negotiation period in which impasse was declared and mediation was required (over the summer and fall of 2010).

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary:

As depicted in the [Administrative Functions Chart](#)^{IVB-52}, the Superintendent/President has primary responsibility for all areas of the administration. This document also illustrates the delegation of authority to appropriate administrators. [Board Policy 2430](#)^{IVB-50} – Delegation of Authority to Superintendent/President explicitly permits the Superintendent/President to "...delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties." The Superintendent/President participates in interviews for faculty and administrators as outlined in the [Guide to Employee Selection Handbook](#)^{IVB-53} and provides direct oversight and evaluation of his direct reports. The Superintendent/President, in conjunction with Cabinet, approves all requests for staffing and restructuring of departments to insure adequate staffing to fulfill the institution's purpose. The Superintendent/President receives recommendations from College Council and other participatory planning and shared governance committees related to programs, budgets, employee relations, and overall institutional effectiveness. The Superintendent/President takes action on critical budgeting and staffing needs such as the decision to combine two positions at the Vice President level into one (see the [February 1, 2011 College Council minutes](#)^{IVB-54}, and Item 5 of the [January 31, 2011 Academic Senate minutes](#)^{IVB-55}).

Both the [2009-2012 Strategic Plan](#)^{IVB-56} and the [2010 Strategic Plan Update](#)^{IVB-57} provide examples of responsibility and authority that is delegated to administrators to implement the activities related to their specific areas of responsibility and expertise.

Shasta College has not been immune to the impact of State budget decisions and subsequent funding cuts. One of the recent decisions has been to implement a reorganization of College administration in order to reduce administrative personnel costs. The result was a reduction

from three Vice Presidents to two Vice Presidents and from 10 Deans to eight Deans (see the [2011 Administrative Assignments chart](#)^{IVB-58}).

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities;
 - Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 - Establishing procedures to evaluate overall institutional planning and implementation efforts.
-

Descriptive Summary:

[Board Policy 3250](#)^{IVB-59} – Institutional Planning asserts that, “The Superintendent/President shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.” Included in this policy is the long-range plan or academic master plan (see the [2009-2010 College Council Summary Report](#)^{IVB-60}), facilities plan, [faculty and staff diversity plan](#)^{IVB-61}, and targeted student services plans. The Superintendent/President has implemented several measures since the 2005 accreditation review. The Superintendent/President formed College Council and Instructional Council. He meets weekly with his Cabinet staff, and holds monthly Administrative Council meetings. The Superintendent/President has made Student Learning Outcomes (SLOs) a high priority, approving 40% release time to two faculty SLO coordinators in fiscal year 2010/2011. The recent hiring of a new Director of Research and Planning demonstrates the Superintendent/President’s commitment to program and service reviews.

Under the Superintendent/President’s guidance, the College has adopted a broad-based planning process led by College Council (see the [Participatory Planning-Budgeting Processes](#)^{IVB-62} and [Planning Flow Chart](#)^{IVB-63} documents). The processes and goals of this body include collegiality; setting goals, values, and priorities for the institution; ensuring that educational planning is integrated with resource planning, primarily through the program review process; and developing a culture of competency related to evaluation and planning reliant on high quality research and analysis.

The ability to “develop and sustain camaraderie,” “lead and execute the strategic planning process,” “promote collegiality and cohesiveness,” and “support teaching and learning efforts”

were all characteristics identified in the [position description](#)^{IVB-64} for the Superintendent/President search in spring 2011.

Two items from the 2010 Faculty and Staff Survey relate to this standard:

Item #61: Financial planning at Shasta College reflects the District's values, mission and goals.

On this item, the agreement rating is 1.74 (slightly above the mean rating of 1.69 for the entire survey). This shows marked improvement from the 2004 survey in which this statement had an agreement rating of 1.29, one of the lowest agreement levels for any statement in 2004. In 2010, 68% of respondents agreed or strongly agreed with this statement.

Item #62: Despite fluctuations in State funding, Shasta College strives to manage its resources to maintain stability in programs and services.

On this item, the agreement rating is 2.16 (well above the mean rating of 1.69 for the entire survey). Eighty-five percent of respondents agreed or strongly agreed with this statement.

Self Evaluation:

Shasta College meets this Standard.

With the implementation of a broad-based, participatory planning and shared governance process, the College has maintained the standard of collegial processes that set values, goals, and priorities. A greater reliance on the systematic collection and evaluation of data to inform decisions will contribute to institutional improvement of the teaching and learning environment.

Planning Agenda #2: Maintaining a Culture of Evidence

The Offices of Research and Planning and Information Services and Technology will facilitate broad based dialogue that leads to collective understanding of the meaning of data and research, assures data integrity, and increases the use of student achievement data in order to ensure that student learning improvement is a priority in all practices and structures across campus. The Director of Research and Planning will take the lead on providing more accessible, timely, and relevant data.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary:

The Superintendent/President bears primary responsibility for implementation of statutes, regulations, and governing board policies as stated in [Board Policy 2430](#)^{IVB-50} – Delegation of Authority to Superintendent/President. He directs the submission of material to the governing

Board for their information and approval in the formal Board meeting agendas. He also communicates with Board members for more timely updates via a weekly written memorandum.

Regular reports related to items such as capital outlay, annual financial audits and reports on bond measure expenditures, bargaining unit agreements, personnel matters, contracts, and construction bids are presented to the governing Board in monthly meetings. The minutes of these meetings reflect the Superintendent/President's familiarity with the regulations governing the College and his commitment to implementing practices that are consistent with the College's mission and policies. Board policies are also reviewed and updated, especially those governed by specific regulatory guidelines (for an example, see the [January 19, 2011 Ad Hoc Committee meeting minutes](#)^{IVB-65}). The Superintendent/President is a member of the Community College League of California [Advisory Committee on Legislation](#)^{IVB-66} which advises League boards on state and federal legislation affecting community colleges.

Self Evaluation:

Shasta College meets this Standard.

The Superintendent/President works well with the Board in establishing policy and keeps the Board informed of statutes and regulations (see Item 11, #8 of the [August 28, 2010 Board Retreat minutes](#)^{IVB-67}). Implementation of statutes, regulations and policies of the governing board are consistent with the institutional mission and policies.

Planning Agenda:

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary:

The Superintendent/President oversees the finances of the College through the participatory planning and shared governance process of the Budget Committee, and in close cooperation with the Vice President of Administrative Services. Because of the diverse composition of the committee (faculty, staff, administrators, and one student), the Superintendent/President receives input from across the College. Presentations of tentative and final budgets are published on the [Budget Committee website](#)^{IVB-68} for public access. These presentations highlight the shifting nature of budget planning prompted by a volatile state budget process, and the efforts by the Superintendent/President and the Budget Committee to plan accordingly.

The Superintendent/President monitors and controls budgetary issues through regular interactions with the Cabinet, Vice President of Administrative Services, Comptroller and other staff members. Regular budget updates are given to the Superintendent/President and governing Board at monthly Board meetings (see any [minutes](#)^{IVB-5} of regular Board meetings). In addition, under the direction of the Superintendent/President, the Vice President of Administrative Services sends budget updates through email to all employees of the College with analysis of both the status of the District budget and as well as the impact of state and

federal budget decisions on Shasta College (see the last 18 months of communications on the Administrative Services home page under [Budget Updates](#)^{IVB-69}).

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary:

The Superintendent/President is the most high-profile employee of the college, and his office fulfills the responsibilities for Public Information dissemination. The new Superintendent/President is involved in the community in a variety of ways. The Superintendent/President is a member of or involved in a variety of community organizations, such as Rotary, The Redding Elks, the Redding Aquaducks Swim Team, Shasta County School Administrator Association, and Shasta County Citizens Against Racism (see current [resume](#)^{IVB-70}). He attends the various 'State of the City' presentations in the area each year. He is often asked to speak at various organizations and clubs concerning higher education in general and Shasta College in particular.

The [District](#)^{IVB-71}, including [educational collaboration](#)^{IVB-72}, and the [Superintendent/President](#)^{IVB-73} are often subjects of local news reports, demonstrating both [transparency](#)^{IVB-74} and [public opinion](#)^{IVB-75} of the College and its chief administrator. Shasta College has enjoyed an open and [collaborative relationship](#)^{IVB-76} with the [community](#)^{IVB-77} in the three main counties represented.

Shasta College benefits from the expertise and collaboration with local agency, business, and career/technical leaders through various advisory committees. A list of advisory committee members was submitted to the governing Board by the Superintendent/President in November 2008 (see Item 9.5 of the [November 12, 2008 Board agenda](#)^{IVB-78}).

The [Shasta College Foundation](#)^{IVB-79} is structured with a Board of Regents divided into six regions within the District. The 48 members serve as community liaisons on behalf of the College and foundation. Recent activities include:

- January 2011 - Secured an \$80,000 grant from the California Conservation Corps to build a 1.1 mile trail around the Tehama Campus
- April 2011 - Co-sponsored the third annual Sustainability Conference
- 2009-2011 - Sponsored the Trinity Alps Performing Arts Summer Youth Program
- 2010 – 1st annual Harvest Fest co-sponsored with Natural Resources Department. Two hundred attendees raised \$14,000.

- June 2009 – Raised \$71,000 from local contractors to purchase equipment for the Heavy Equipment Program

The 2010 Faculty and Staff Survey contains the statement:

Item #13: Shasta College effectively develops relationships with the community.

On this item, the agreement rating is 1.90 (above the mean rating of 1.69 for the entire survey). This represents 77% of all respondents agreeing or strongly agreeing with the statement. Overall this indicates higher than average agreement for this statement.

The Superintendent/President meets the standard by fostering a variety of connections with community members and participating in several types of community activities. He effectively works with and communicates with the communities serviced by the institution, as indicated by the continued requests of his services from our partners.

Self Evaluation:

Shasta College meets this Standard.

Planning Agenda:

None.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and governing board.

Descriptive Summary:

The Shasta-Tehama-Trinity Joint Community College District operates as a single College with several sites of operation:

Shasta County

Redding Main Campus, located at 11555 Old Oregon Trail, Redding

Health Sciences & University Center, located at 1400 Market Street, Redding

Center for Economic & Workforce Development, located at 2990 Innsbruck Drive, Redding

Intermountain Campus, located at 37581 Mountain View Road, Burney

Tehama County

Tehama Campus at Red Bluff, located at 290 Diamond Avenue, Red Bluff

Trinity County

Trinity Campus at Weaverville, located at 30 Arbuckle Court, Weaverville

Self Evaluation:

This standard applies to multi-college districts only and is not applicable to Shasta College.

STANDARD IV.B EVIDENCE LIST

IVB-1	Board Policies, Chapter 2 – Board of Trustees	PDF Link / Web Link
IVB-2	Board Policy 2000	PDF Link / Web Link
IVB-3	Ad Hoc Committee on Board Policy Agenda & Corresponding Minutes	PDF Link / Web Link
IVB-4	Board Policy & Administrative Procedure Tracking Sheets	PDF Link / Web Link
IVB-5	Board Meeting Minutes Web Links	PDF Link / Web Link
IVB-6	Board Policy 2410	PDF Link / Web Link
IVB-7	Board Policy 2510	PDF Link / Web Link
IVB-8	12-08-10 Board Agenda Item 9.6 & Corresponding Minutes	PDF Link / Web Link
IVB-9	Board Policy 1200	PDF Link / Web Link
IVB-10	Board Policies – Chapter 4 – Academic Affairs	PDF Link / Web Link
IVB-11	Board Policy 2200	PDF Link / Web Link
IVB-12	Board Policies 6250 and 6300	PDF Link / Web Link
IVB-13	Administrative Procedures 6300-6311	PDF Link / Web Link
IVB-14	Board Policy 7120	PDF Link / Web Link
IVB-15	Board Policy 7125	PDF Link / Web Link
IVB-16	Board Policy 2435	PDF Link / Web Link
IVB-17	2005 Evaluation Report from Ron Manzoni	PDF Link
IVB-18	09-08-10 Board Meeting Minutes Item 14.4	PDF Link / Web Link
IVB-19	08-12-09 Board Meeting Minutes Item 14.4	PDF Link / Web Link
IVB-20	Board Policy 2100	PDF Link / Web Link
IVB-21	01-19-11 Board Meeting Minutes Item 11	PDF Link / Web Link
IVB-22	04-13-11 Board Meeting Minutes Item 11	PDF Link / Web Link
IVB-23	05-11-11 Board Meeting Minutes Item 11	PDF Link / Web Link
IVB-24	02-05-11 Board Workshop Minutes	PDF Link / Web Link
IVB-25	Board Policy 2710	PDF Link / Web Link
IVB-26	01-16-08 Board Meeting Minutes Item 9.19	PDF Link / Web Link
IVB-27	07-14-10 Board Meeting Minutes Item 6.1	PDF Link / Web Link
IVB-28	08-28-10 Board Retreat Minutes	PDF Link / Web Link
IVB-29	Shasta College Mission Statement Web Page	PDF Link / Web Link
IVB-30	Board Policies – Chapter 5 – Student Services	PDF Link / Web Link
IVB-31	Board Policy 1300	PDF Link / Web Link
IVB-32	07-13-11 Board Agenda Items 6.8-6.10	PDF Link / Web Link
IVB-33	Board Policies 2200, 2210, 2330, 2340, 2430, 2510, 2520, 2715, 2760	PDF Link / Web Link
IVB-34	08-28-10 Board Retreat Minutes Item 11	PDF Link / Web Link
IVB-35	02-15-11 Board Workshop Minutes with Attachments	PDF Link / Web Link
IVB-36	02-10-10 Board Meeting Minutes Item 6.5	PDF Link / Web Link
IVB-37	Board Policy 2745	PDF Link / Web Link
IVB-38	Board Policy 2715	PDF Link / Web Link
IVB-39	08-28-10 Board Retreat Minutes Item 12	PDF Link / Web Link
IVB-40	06-08-11 Board Meeting Minutes, Page 5 and Exhibit A	PDF Link / Web Link

IVB-41	11-06-10 Board Workshop Minutes	PDF Link / Web Link
IVB-42	Board Policy 3200	PDF Link / Web Link
IVB-43	Board Policies 1200, 2745, 3250, 4030, 4105, 5500	PDF Link / Web Link
IVB-44	12-08-10 Board Meeting Minutes Item 6.2	PDF Link / Web Link
IVB-45	03-09-11 Board Meeting Minutes Item 9.1	PDF Link / Web Link
IVB-46	05-11-11 Special Board Meeting Minutes	PDF Link / Web Link
IVB-47	05-11-11 Board Meeting Minutes Item 15.3.(B)	PDF Link / Web Link
IVB-48	05-27-11 Closed Session Minutes	PDF Link / Web Link
IVB-49	08-18-10 Board Agenda Item 14.4	PDF Link / Web Link
IVB-50	Board Policy 2430	PDF Link / Web Link
IVB-51	Board Policy 2790	PDF Link / Web Link
IVB-52	2011 Administrative Functions Chart	PDF Link / Web Link
IVB-53	Guide to Employee Selection Handbook	PDF Link / Web Link
IVB-54	02-01-11 College Council Minutes	PDF Link / Web Link
IVB-55	01-31-11 Academic Senate Minutes	PDF Link / Web Link
IVB-56	2009-2012 Strategic Plan	PDF Link / Web Link
IVB-57	2010 Strategic Plan Update	PDF Link / Web Link
IVB-58	2011 Administrative Assignments Chart	PDF Link / Web Link
IVB-59	Board Policy 3250	PDF Link / Web Link
IVB-60	2009-2010 College Council Summary Report	PDF Link
IVB-61	Faculty and Staff Diversity Plan	PDF Link
IVB-62	Participatory Planning-Budgeting Processes	PDF Link / Web Link
IVB-63	Planning Flow Chart	PDF Link / Web Link
IVB-64	District Superintendent/President Position Description	PDF Link
IVB-65	01-19-11 Ad Hoc Committee Meeting Minutes	PDF Link / Web Link
IVB-66	CCLC Advisory Committee on Legislation Web Page	PDF Link / Web Link
IVB-67	08-28-10 Board Retreat Minutes Item 11, #8	PDF Link / Web Link
IVB-68	Budget Committee Web Page	PDF Link / Web Link
IVB-69	Budget Updates Web Links	PDF Link / Web Link
IVB-70	Resume – Joe Wyse	PDF Link
IVB-71	News Report – District	PDF Link / Web Link
IVB-72	News Report – Educational Collaboration	PDF Link / Web Link
IVB-73	News Report – District Superintendent/President	PDF Link / Web Link
IVB-74	News Report – Transparency	PDF Link / Web Link
IVB-75	News Report – Public Opinion	PDF Link / Web Link
IVB-76	News Report – Collaborative Relationship	PDF Link / Web Link
IVB-77	News Report – Community	PDF Link / Web Link
IVB-78	11-12-08 Board Agenda Item 9.5	PDF Link / Web Link
IVB-79	Shasta College Foundation Web Page	PDF Link / Web Link