



# Shasta College

## **Institutional Self-Evaluation Report**

### **In Support of an Application for Reaffirmation of Accreditation**

Submitted by

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

to

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

December 2023

## Certification

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

From: Dr. Joe Wyse

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

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Date:

  
Dr. Joe Wyse, Superintendent/President

12/13/23

  
Kendall Pierson, President, Shasta-Trinity-Tehama Board of Trustees

12-13-23

**Kevin O'Rorke** Digitally signed by Kevin O'Rorke  
Date: 2023.12.15 12:34:38 -08'00'

Dr. Kevin O'Rorke, Associate Superintendent/President

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

12-14-23

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Dr. Tim Johnston, Assistant Superintendent/Vice President of Student Services

**Jill Ault** Digitally signed by Jill Ault  
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Jill Ault, Assistant Superintendent/Vice President of Administrative Services

**Cathy Anderson** Digitally signed by Cathy Anderson  
Date: 2023.12.14 13:30:08 -08'00'

Cathy Anderson, Academic Senate President

  
William Breitbach, Accreditation Liaison Officer

12/15/22

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## **A. Introduction**

### **College History**

Shasta College is one of 116 colleges across 73 districts that make up the California Community College system, the largest educational system in the nation. Shasta College was originally authorized by the Board of Trustees of the Shasta Union High School District in 1947. It received approval from the State Board of Education as a public junior college within the Shasta Union High School District in 1949, which allowed formal operations to begin. In 1950, Shasta College opened its doors to approximately 256 students with 26 faculty members on its original Eureka Way campus in Redding. In 1952, Shasta College received its initial accreditation from the ACCJC. Due to its rapid growth, a bond issued for the construction of a 337-acre campus in east Redding was passed by voters in 1964. This campus remains the main Shasta College campus today.

In 1967, the constituents residing in Shasta, Tehama, and Trinity Counties voted for an expanded, multi-county college District. This District was later termed the Shasta-Tehama-Trinity Joint Community College District with Shasta College comprising the single College in the District. The District spans over 10,000 square miles of Northern California and includes Shasta, Tehama, and Trinity Counties, as well as parts of Lassen, Modoc, and Humboldt Counties. An eight-member Board of Trustees, which includes a non-voting Student Trustee, represents the Shasta-Tehama-Trinity Joint Community College District. Seven of the board members are elected by District-wide voters from seven transfer areas, with the student member elected at large by Shasta College students.

Between 2004 and 2009, the Intermountain, Trinity, and Tehama Campuses were established and make up the extended education program. In the fall of 2007, a 44,000 square foot Health Sciences and University Center opened in the heart of downtown Redding.

### **Major Events and Developments**

Over the last several years, the college has weathered wildfires, freak snow and hailstorms, extended power outages, and the global COVID-19 pandemic. Despite these challenges, Shasta College has not only continued to provide quality education and community support but has also continued to achieve its vision. The College has received multiple grants and national recognition for its innovation. Highlights include:

In 2021, Shasta College formally launched SCAILE: Shasta College Attainment and Innovation Lab for Equity. SCAILE is a project that has evolved from the work of our three statewide Innovation Awards and our partnership programs such as North State Together and the Lumina Talent Hub.

The goal of SCAILE is to create a place where policy, practice, inquiry, and applied research are integrated to foster innovation in educational attainment and the reduction of equity gaps with a spotlight on the changing dynamics of rural communities. Some of the projects

supported by SCAILE include:

- Degrees When Due. Shasta College was in the first round of colleges to participate in the national Degrees When Due (DWD) project in 2019. Through the review of over 700 student transcripts, the College awarded nearly 300 degrees. As a result of ongoing efforts, students have re-enrolled, and another 60 students were awarded degrees in 2020-21. The College has been recognized nationally for their work by Lumina and IHEP, amongst others.
- Credit for Prior Learning. Shasta College was an early adopter of the Credit for Prior Learning program, and we were happy to support other far northern colleges through a regional community of practice that supported all north state colleges as we all worked together to implement § 55050. We are also proud to be a pilot college for the new MAP program to expand CPL for our veterans at Shasta College.
- Competency Based Education (CBE). Shasta College is one of seventeen California Community Colleges developing and launching a CBE program. The work being done by this group will be used to model new programs across the College and CCC system. Our focus on a CBE program in Early Childhood Education will also allow us to serve the region as we respond to state and national changes to ECE credentialing which will require a new way of training and upskilling professionals in this field.
- ACE/BOLD. These programs reach the “some college, no degree” adult learners by offering 8-week online courses and high-touch support. This model has led to high success rates and completion rates, and the program has earned national recognition from the Lumina Foundation, the Chronicle for Higher Education, and USA Today, amongst others.
  - ACE (Accelerated College Education) uses compressed, 8-week block classes, comprehensive and consistent pathway scheduling, case management, and cohort support to help students juggling multiple life responsibilities to start or return to school to complete their associate degree.
  - BOLD (Bachelor’s through Online and Local Degrees) identifies regionally accredited, not-for-profit, affordable bachelor's degree completion programs for our place-bound students and provides continued student support to those pursuing their bachelor’s degree. Both programs were designed to serve the unique needs of working and/or parenting adults and for those that need alternative schedules and/or support programs based on the unique needs of our rural region.

In 2016, Bond Measure H was approved. This \$139 million bond is being used to fund improvement to aging classes and labs and create new job training facilities. Since that time, over a dozen projects have been completed, including safety and ADA renovations, solar carport arrays, new buildings for CTE programs, Student Services building in Tehama and Veterans Support and Success Center. Projects underway include additional infrastructure upgrades and the renovation of the library and an instructional building.

North State Together. Shasta College coordinates the North State Together partnership, established in 2016 by a grant from the McConnell Foundation. This is a regional network of cross-sector partners who work together to strengthen educational outcomes from “cradle to

career” for the entire North State region. The project has been awarded grants to support the work and has received recognition for its work developing data-sharing agreements. NST is administering the Regional K-16 Education Collaboratives grant for 10 northern California counties. This is the largest grant in Shasta College history.

Forestry Grant/Program. In 2020-21, CAL-Fire Forest Health Climate Initiative Grants were expanded to support the local need for more fire fighters, logging, and heavy equipment operators. This grant furthered Shasta College’s ability to support local needs, meeting labor market demand, and providing support to build a safer landscape. The certificates and degrees awarded by these programs have increased from 45 in 2016-17 to 172 in 2020-21.

## Student Enrollment Data

The data presented in this report are based on institutional figures unless otherwise noted. These figures will not match enrollment numbers in the State DataMart, as definitions of what constitutes an enrollment are different. Shasta College counts student enrollments as those students who received a grade in a course, including all withdraw grades. These also serve as the denominator for calculating course success and course retention rates.

	2017-18	2018-19	2019-20	2020-21	2021-22
Headcount (unduplicated)	15,001	14,377	14,432	12,017	11,916
Enrollment (duplicated)	57,976	58,260	58,412	48,611	41,221
FTES	7,318	6,937	7,071	6,008	4,645
Credit Hours	169,648	173,641	175,768	152,961	

As with other colleges across the state and across the nation, the pandemic resulted in a decline in enrollment. Shasta College already had a growing number of online enrollments, but the state emergency order resulted in a shift to primarily online learning. In 2020-21, 82% of enrollments were online, compared to 37% the year prior. The move online also accelerated the planned discontinuance of ITV sections offered at Extended Ed locations in 2020-21.

Enrollments	2017-18	2018-19	2019-20	2020-21	2021-22*
<b>Location</b>					
Main Campus	31,248	29,625	28,063	3,200	7,483
Downtown	1,172	1,426	1,182	803	1,068
Extended Ed	7,338	7,562	7,503	4,523	4,732
Online	18,218	19,647	21,664	40,085	27,928
<b>Modality</b>					
Face-To-Face	34,606	33,628	31,911	6,410	10,212
Hybrid	3,555	3,528	3,713	2,116	3,081
ITV	1,597	1,457	1,124		

Online	18,218	19,647	21,664	40,085	27,928
<b>Credit Type</b>					
Credit					
Non-Credit					
<b>Course Type</b>					
Career Technical					
General					
<b>Grand Total</b>	<b>57,976</b>	<b>58,260</b>	<b>58,412</b>	<b>48,611</b>	<b>41,221</b>

The student journey categories contain educational goals based on the Chancellor's office definitions.

<b>Student Journey based on educational goal</b>	<b>2017 -18</b>	<b>2018 -19</b>	<b>2019 -20</b>	<b>2020 -21</b>	<b>2021 -22</b>
Adult Education	5.2%	5.6%	5.2%	4.5%	8.7%
Degree/Transfer	35.4%	35.9%	34.7%	37.6%	44.5%
Short Term Career	11.2%	11.8%	13.1%	13.8%	16.2%
Other	21.6%	22.1%	20.8%	19.7%	24.1%
Special Admit	27.4%	26.3%	26.7%	24.4%	5.8%
Unknown	0.2%	0.1%	0.2%	2.4%	0.4%

	<b>2017-18</b>	<b>2018 -19</b>	<b>2019 -20</b>	<b>2020 -21</b>	<b>2021 -22</b>
<b>Age</b>					
Under 18	26.7%	27.5%	26.9%	24.3%	25.2%
18-24	35.9%	35.0%	35.9%	38.3%	34.9%
25+	31.3%	32.0%	31.4%	31.2%	33.7%
Unknown	6.0%	5.5%	5.8%	6.1%	5.9%
<b>Ethnic Group</b>					
Hispanic	16.6%	17.5%	18.2%	18.3%	18.2%
Native American	2.3%	2.3%	2.2%	2.0%	1.8%
Asian	3.2%	3.3%	3.8%	3.5%	3.7%
African American	1.7%	1.7%	1.7%	1.9%	1.7%
Hawaiian/Pacific Islander	0.2%	0.2%	0.3%	0.2%	0.2%
White	65.7%	64.7%	60.3%	62.2%	62.2%

		%	%	%	%
Two or More	6.1%	6.7%	7.2%	7.5%	8.0%
Unknown	3.1%	2.9%	5.9%	4.2%	3.5%
Non-Resident International	1.0%	0.7%	0.5%	0.2%	0.2%
<b>Gender</b>					
Men	40.8%	40.3%	40.9%	36.8%	38.4%
Women	58.4%	57.7%	58.0%	62.6%	60.8%
Unreported/Other	0.8%	1.1%	1.1%	0.6%	0.7%
<b>Student Load (Fall only)</b>					
Full-time	33.8%	34.8%	35.6%	36.6%	27.9%
Part-time	66.2%	65.2%	64.4%	63.4%	72%
<b>Residency</b>					
California	94.1%	92.3%	92.3%	92.5%	95.2%
Out of State	1.4%	1.3%	1.5%	1.6%	0.9%
Out of Country	1.4%	1.3%	1.4%	0.6%	0.2%
AB540	2.1%	2.6%	2.6%	2.8%	2.9%
Other	1.0%	2.6%	2.2%	2.5%	0.6%

<b>Students Receiving Support Services</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Financial Aid	6,700	6,960	7,182	5,992	
EOPS	1,000	928	992	838	1,297
PACE	546	702	634	511	195

The following table presents awards granted by type, which serves as a more accurate measure of what types of programs students are pursuing (and completing).

<b>Award Type</b>	<b>Award</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Associate	AA	347	319	308	274	237
	AA-T	150	139	134	142	154
	AS	413	392	414	398	420
	AS-T	112	134	128	109	52
	<b>Total</b>	<b>1,022</b>	<b>984</b>	<b>981</b>	<b>923</b>	<b>863</b>
Bachelors	BS	2	6	9	6	10
Certificate	<18 units	123	136	105	91	93
	18 - <30 units	154	183	150	216	211
	30 - <60	453	470	440	461	474

	units					
	<b>Total</b>	<b>730</b>	<b>789</b>	<b>695</b>	<b>768</b>	<b>778</b>
Grand Total		<b>1,754</b>	<b>1,779</b>	<b>1,688</b>	<b>1,697</b>	<b>1,651</b>

## Labor Market Data

Largest Middle Skill\* Occupations (Shasta, Tehama, and Trinity Counties Combined)

Occupation	2020 Jobs
Heavy and Tractor-Trailer Truck Drivers	1,537
Teaching Assistants, Except Postsecondary	1,362
Bookkeeping, Accounting, and Auditing Clerks	1,245
Medical Assistants	911
Licensed Practical and Licensed Vocational Nurses	641
Automotive Service Technicians and Mechanics	596
Hairdressers, Hairstylists, and Cosmetologists	502
Nursing Assistants	465
Firefighters	397
Preschool Teachers, Except Special Education	395

EMSI, 2022.1

*\*Middle skill occupations are those requiring an associate degree or less*

Highest Paying Middle Skill Occupations (Shasta, Tehama, and Trinity Counties Combined)

Occupation	2020 Median Hourly Earnings
Diagnostic Medical Sonographers	\$52.35
Radiologic Technologists and Technicians	\$45.89
Dental Hygienists	\$45.36
Respiratory Therapists	\$44.00
Aerospace Engineering and Operations Technologists and Technicians	\$43.59
Electrical and Electronics Repairers, Commercial and Industrial Equipment	\$38.50
Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other	\$38.38
Electrical and Electronics Drafters	\$37.56
First-Line Supervisors of Firefighting and Prevention Workers	\$37.24
Electro-Mechanical and Mechatronics Technologists and Technicians	\$37.01

EMSI, 2022.1

Projected Fastest Growing Middle Skill Occupations (Shasta, Tehama, and Trinity Counties Combined)

Occupation	2020	2025	Change in
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	Jobs	Jobs	Jobs
Medical Assistants	911	992	81
Nursing Assistants	465	522	57
Heavy and Tractor-Trailer Truck Drivers	1,537	1,579	43
Licensed Practical and Licensed Vocational Nurses	641	671	30
Hairdressers, Hairstylists, and Cosmetologists	502	528	26
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	220	245	24
Dental Assistants	250	274	24
Preschool Teachers, Except Special Education	395	419	24
Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	274	296	22
Massage Therapists	99	116	16

EMSI, 2022.1

#### Unemployment Rate by County in January 2022

County	Labo r For ce	Employment	Unemploy ment	Unemployment Rate
Shasta	73,500	69,100	4,300	5.90%
Tehama	25,160	23,610	1,550	6.20%
Trinity	4,230	3,980	250	6.00%

Bureau of Labor Statistics, <https://www.bls.gov/lau/>

## Demographic Data

#### 2020 Population by Sex and County

County	Male	Percent	Female	Percent	Total
Shasta	88,047	49.1%	91,165	50.9%	179,212
Tehama	31,773	49.7%	32,139	50.3%	63,912
Trinity	6,535	51.5%	6,165	48.5%	12,700

American Community Survey, <https://data.census.gov/cedsci/advanced>

#### 2020 Population by Age Groups and County

	Shasta		Trinity		Tehama	
Age Groups	Count	Percent	Count	Percent	Count	Percent
Under 20	42,416	23.7%	16,459	25.8%	2,439	19.2%

20 to 29	21,972	12.3%	7,661	12.0%	909	7.2%
30 to 39	22,342	12.5%	7,076	11.1%	1,288	10.1%
40 to 49	18,444	10.3%	7,255	11.4%	1,356	10.7%
50 to 59	24,572	13.7%	8,635	13.5%	1,940	15.3%
60 to 69	25,146	14.0%	8,595	13.4%	2,553	20.1%
75 and over	24,320	13.6%	8,231	12.9%	2,215	17.4%
Median Age	41.5		41.0		52.5	

American Community Survey, <https://data.census.gov/cedsci/advanced>

#### 2020 Population by Race and County

	Shasta		Tehama		Trinity	
Ethnicity/Race	Count	Percent	Count	Percent	Count	Percent
Hispanic or Latino	17,975	10.0%	15,958	25.0%	927	7.3%
White	143,013	79.8%	43,679	68.3%	10,427	82.1%
Black	2,030	1.1%	472	0.7%	127	1.0%
Native American	3,912	2.2%	890	1.4%	698	5.5%
Asian	5,745	3.2%	967	1.5%	210	1.7%
Hawaiian or Pacific Islander	244	0.1%	15	0.0%	28	0.2%
Some other race	178	0.1%	11	0.0%	51	0.4%
Two or more races	6,115	3.4%	1,920	3.0%	232	1.8%

California Employment Development Department, <https://www.labormarketinfo.edd.ca.gov/>

### Socio-economic Data

#### 2020 Educational Attainment by County for those over 24 years old

	Shasta		Tehama		Trinity	
	Count	Percent	Count	Percent	Count	Percent
Less than 9th Grade	2,950	2.3%	2,983	6.8%	117	1.2%
9th to 12th grade, no diploma	8,302	6.5%	3,258	7.4%	560	5.8%
High school graduate (includes equivalency)	32,500	25.6%	12,626	28.6%	3,540	36.4%
Some college, no degree	40,644	32.0%	13,156	29.8%	2,867	29.5%
Associate's Degree	14,473	11.4%	4,454	10.1%	764	7.9%
Bachelor's degree	18,808	14.8%	5,566	12.6%	1,223	12.6%

				%		
Graduate or Professional Degree	9,289	7.3%	2,132	4.8%	645	6.6%

American Community Survey, <https://data.census.gov/cedsci/advanced>

### 2020 Median Individual Earnings by Educational Attainment for those above 24 years old

Highest Education	Shasta	Tehama	Trinity
Less than high school graduate	\$25,108	\$25,099	\$15,987
High school graduate (includes equivalency)	\$31,070	\$30,434	\$25,668
Some college or associate's degree	\$32,588	\$29,459	\$31,173
Bachelor's degree	\$49,795	\$46,196	\$36,111
Graduate or professional degree	\$64,519	\$64,219	\$26,563

American Community Survey, <https://data.census.gov/cedsci/advanced>

### 2020 Poverty Rate for those over 24 years old

Highest Education	Shasta	Tehama	Trinity
Less than high school graduate	29.6%	25.3%	38.4%
High school graduate (includes equivalency)	16.1%	20.9%	16.0%
Some college, associate's degree	12.6%	16.9%	17.9%
Bachelor's degree or higher	7.1%	4.9%	5.6%

American Community Survey, <https://data.census.gov/cedsci/advanced>

## Sites

Shasta College offers courses at multiple locations. Students can complete programs at the main campus, Downtown, or through the Tehama campus. Offerings at the Intermountain and Trinity campuses are limited. Tehama is in the process of establishing Center status through the Chancellor's Office.

Main Campus  
11555 Old Oregon Trail  
Redding, CA 96049

Intermountain Campus  
37581 Mountain View Rd  
Burney, CA 96013

Tehama Campus

Downtown Campus  
Health Sciences Division  
1400 Market Street, Suite 8204

Trinity Campus  
30 Arbuckle Ct  
Weaverville, CA 96093

Shasta College Community Leadership Center

770 Diamond Ave  
Red Bluff, CA 96080

1401 California Street,  
Redding, CA 96001

## **Specialized or Programmatic Accreditation**

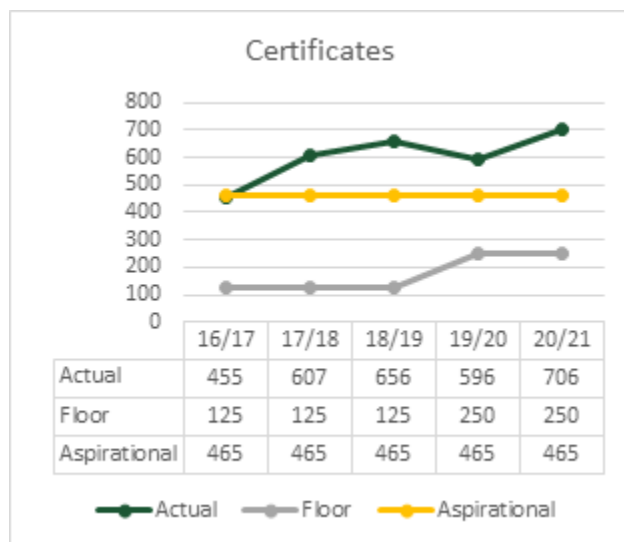
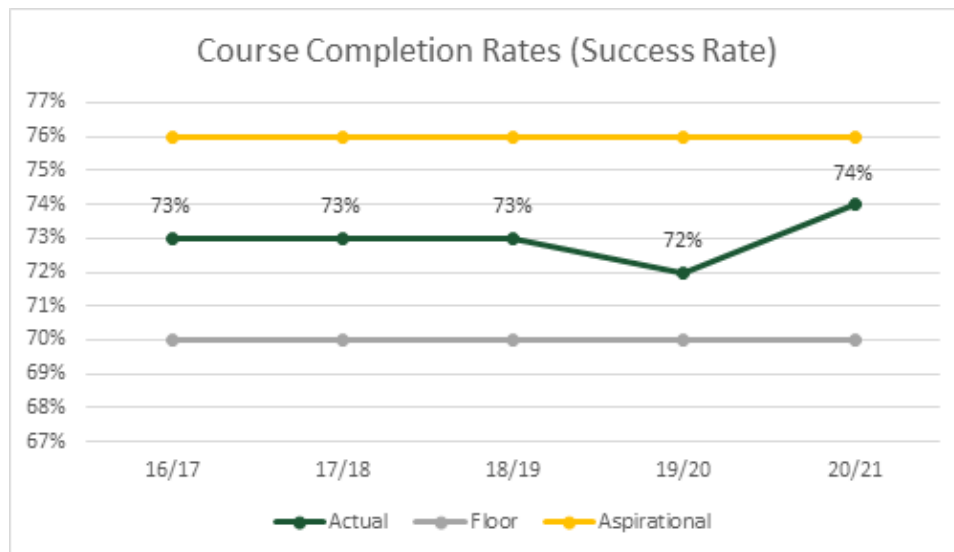
Shasta College has received specialized accreditation from the following accreditors:

- State of California Department of Consumer Affairs, Board of Registered Nursing - California (BRN) for the Associate Degree Nursing (RN).
- State of California Department of Consumer Affairs, Board of Vocational Nursing and Psychiatric Technicians (BVNPT) for Vocational Nursing (LVN).
- State of California Health and Human Services Agency, California Department of Public Health (CDPH) for CNA/Home Health Aide.
- American Dental Association, Commission on Dental Accreditation, for its Dental Hygiene Associate degree program.
- National Association for the Education of Young Children Accreditation, for the Early Childhood Education Center.
- Commission on Accreditation for Health Informatics and Information Management (CAHIIM) for the Health Information Management (HIM) Baccalaureate and Health Information Technology (HIT) Associate Degree programs.
- Commission on Accreditation in Physical Therapy Education (CAPTE) for the Physical Therapy Assistance (PTA) Associate of Science degree program.

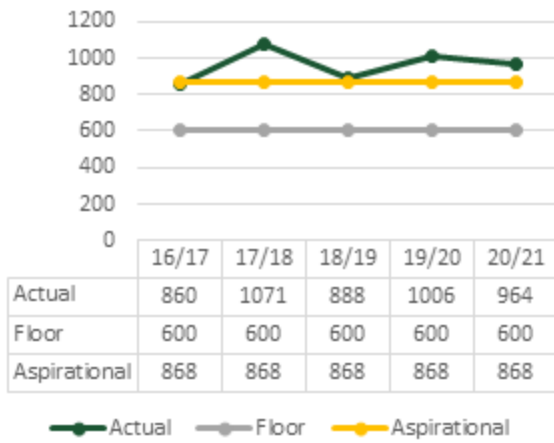
## B. Presentation of Student Achievement Data and Institution-Set Standards

### Institutional Set Standards

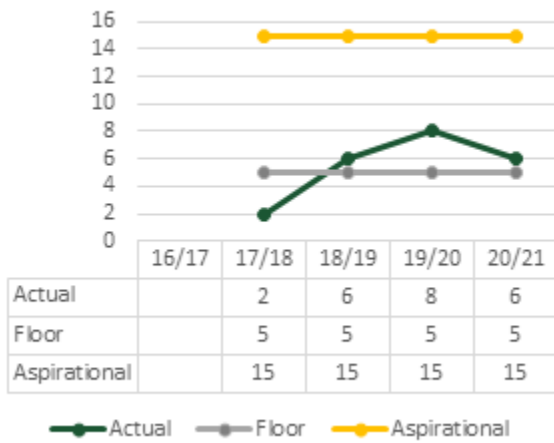
The following charts and tables mirror those presented to the College Council who review the data annually and set the standards used for comparison.



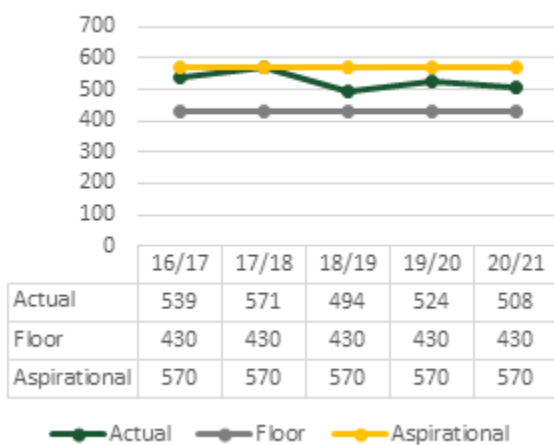
### Associate Degrees



### Bachelor's Degrees



### Transfers: DataMart + CSU + UC



<b>Employment rates for CTE Students</b>					
Agricultural and Natural Resources	16/17	17/18	18/19	19/20	20/21
Actual	73%	72%	73%	79%	72%
Floor	70%	70%	70%	70%	70%
Aspirational		78%	78%	78%	78%
Business and Management	16/17	17/18	18/19	19/20	20/21
Actual	78%	77%	74%	72%	76%
Floor	70%	70%	70%	70%	70%
Aspirational		81%	81%	81%	81%
Engineering and Industrial Technologies	16/17	17/18	18/19	19/20	20/21
Actual	74%	83%	81%	81%	84%
Floor	70%	70%	70%	70%	70%
Aspirational		84%	84%	84%	84%
Family and Consumer Sciences	16/17	17/18	18/19	19/20	20/21
Actual	81%	81%	78%	74%	84%
Floor	70%	70%	70%	70%	70%
Aspirational		85%	85%	85%	85%
Protection and Public Services	16/17	17/18	18/19	19/20	20/21
Actual	82%	88%	84%	88%	89%
Floor	70%	70%	70%	70%	70%
Aspirational		90%	90%	90%	90%
Health	16/17	17/18	18/19	19/20	20/21
Actual	93%	94%	94%	92%	91%
Floor	80%	80%	80%	80%	80%
Aspirational		98%	98%	98%	98%

## C. Organization of the Self-Evaluation Process

The District organized the Self-Evaluation process by designating teams to complete the assessment and supporting documentation. Each team had a lead or leads who served as the primary author(s) for the section of the standard and supporting authors who contributed based on their background and expertise in the area. Reviewers were assigned to each standard to give

critical feedback. The District teams began drafting the ISER in Spring 2022 and completed the first draft in early Fall 2023. In Fall 2023, the document or portions of the document were shared through the governance structure for additional comments and feedback regarding standard alignment or areas in need of improvement. Other opportunities for input occurred at open forums in Fall 2023.

## Writing Teams

Standard	Lead	Supporting Author(s)	Reviewer(s)
Standard IA	Will Breitbach, Dean		Frank Nigro, Vice President of Instruction
Standard IB	Jennifer Fox, Former Director of Research	Stacey Bartlett, Dean	Dr. Frank Nigro, Vice President of Instruction; Jaquelyn Horton, CMST Instructor, Cassie Leal, Director of Research
Standard IC	Courtney Vigna, Executive Assistant to the Vice President of Instruction	Dr. Tim Johnson, Vice President of Student Services; Amber Perez, Former Director of Pace; Jennifer Fox, Former Director of Research	Will Breitbach, Executive Dean
Standard II A	Dr. Zack Zweigle, Dean; Carlos Reyes, Dean	Stacey Bartlett, Dean; Dr. Frank Nigro, Vice President of Instruction	Carrie Palmer, Medical Assistant Instructor; Melissa Markee, Natural Resources Instructor; Kate Ashbey, ECE Instructor; Kari Aranbul, Medical Assistant Instructor; Dr. Sara McCurry, English Instructor; Jacquelyn Horton, CMST Instructor; Cassie Leal, Director of Research
Standard IIB	Tina Duenas, Director of Learning Center and Special Programs; Will Breitbach, Dean	Katie Leach, Librarian; Jennifer Brewer, Former Student Services Coordinator	Cheryl Cruse, Librarian
Standard IIC	Dr. Tim Johnston, Vice President of Student Services; Amber Perez, Former Director of PACE	Sandra Hamilton-Slane, Dean; Mike Mari, Dean	Alex Zaharris, Director of Student Services; Shaunna Rossman, Dean of Student Services
Standard IIIA	Amy Westlund, Director of HR	Corrine Ewing, Professional Development Coordinator	Marrianne Williams, Associate Vice President of HR; Jennifer McCandless, Math Instructor
Standard IIIB	Jill Ault, Vice President of Admin Services	Lonnie Seay, Director of Campus Safety; Theresa Markword, Bond Program Manager; Andy Brown, Director of Facilities	Will Breitbach, Dean; Dr Joe Wyse, President
Standard IIIC	Becky McCall, Associate Vice President of IT	Brianne Brichacek, Online Learning Tech	Paul Burwick, Online Learning Tech; Johanna Anderson, Online Learning Tech; Steve Kim, HIM Instructor; Randy Reed, Geosciences Instructor; John Lutkemeier, IT Director

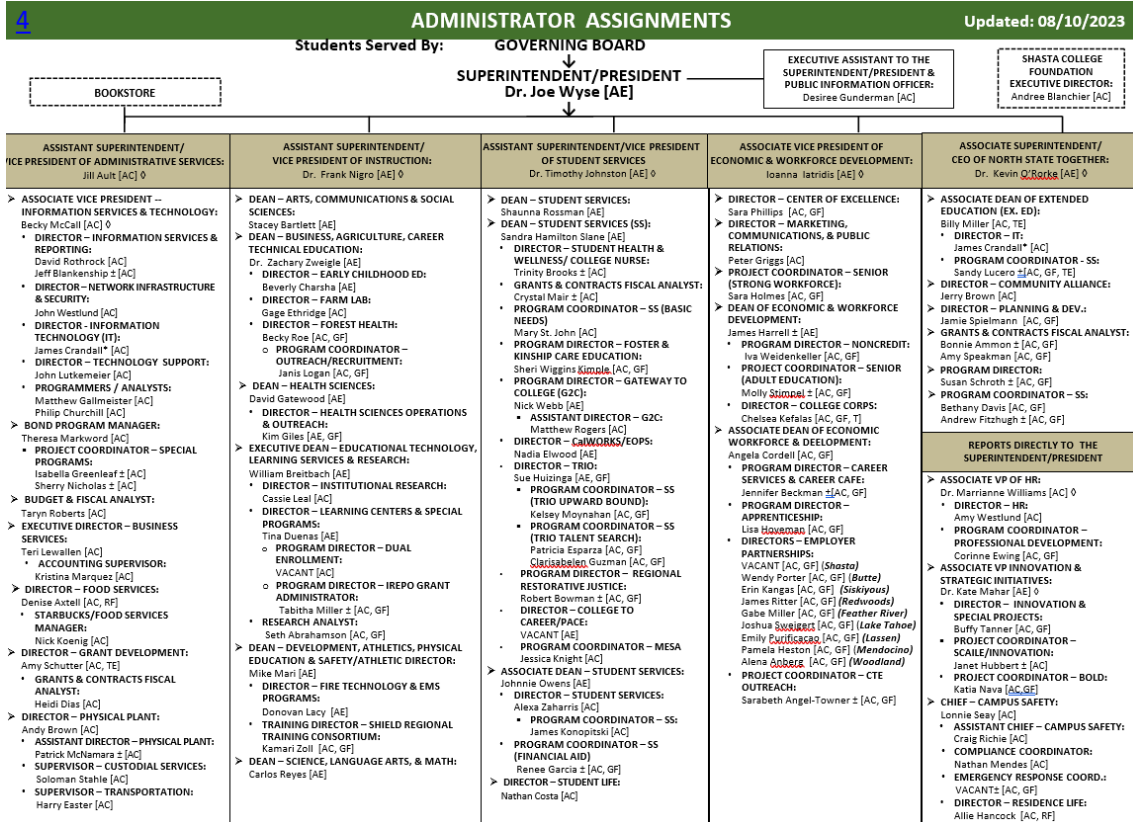
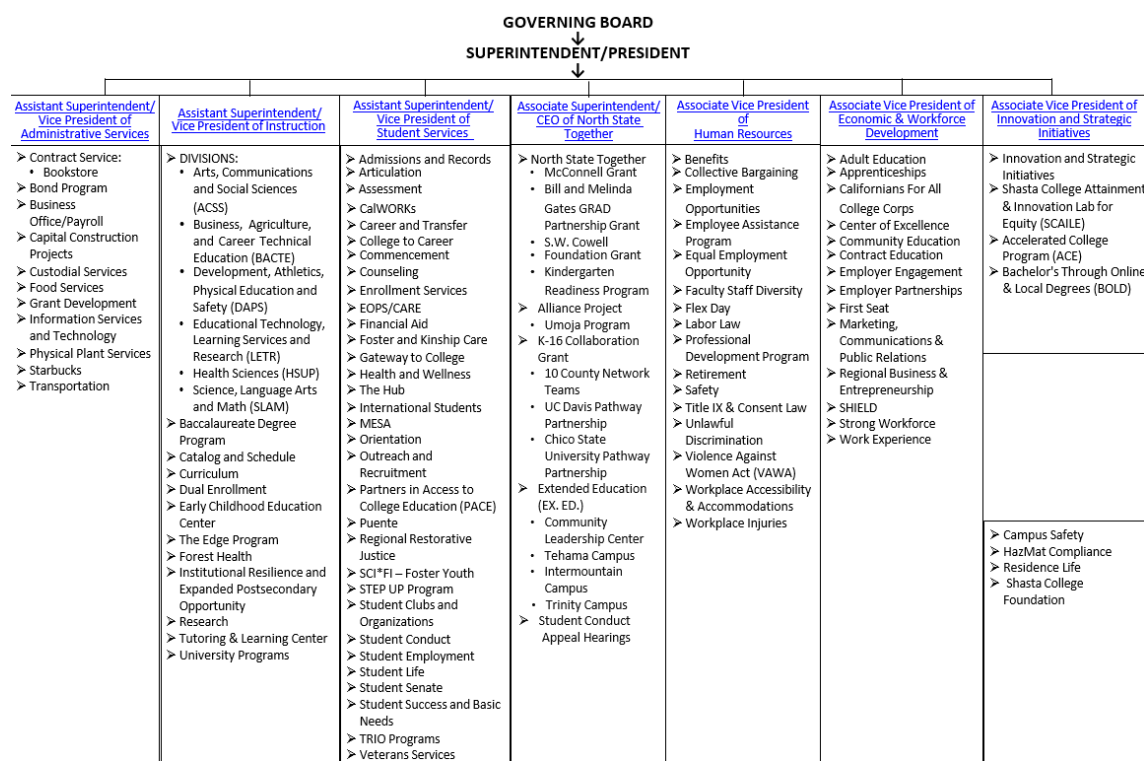
Standard III D	Jill Ault, Vice President of Admin Services	Keri Matthews, Executive Assistant; Angie Yannello, Executive Assistant; Amy Schutter, Director of Grant Development	Will Breitbach, Dean
Standard IV	Dr. Joe Wyse, President	Desiree Gunderman, Executive Assistant to the President	Will Breitbach, Dean

## Governance Input

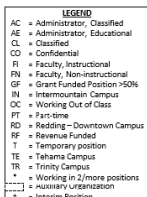
Standards	Governance Feedback
IA - Mission	Academic Senate, College Council
IB - Assuring Academic Quality and Institutional Effectiveness Academic Quality	Academic Senate, College Council
IC - Institutional Integrity	Academic Senate
IIA – Instructional Programs	Academic Senate, Curriculum Committee, GE Committee, Program Review Committee, SLO Committee
IIB – Library and Learning Support Services	Academic Senate
IIC – Student Support Services	Academic Senate, Student Services Council
IIIA – Human Resources	Academic Senate, Faculty Excellence Committee, EEO Committee, PD Committee
IIIB – Physical Resources	Academic Senate, Facilities Planning Committee
IIIC – Technology Resources	Academic Senate, Technology Planning Committee
IIID – Fiscal Resources	Academic Senate, Budget Committee
IVA – Decision-Making Roles and Processes	Academic Senate
IVB – Chief Executive Officer	Academic Senate
IVC – Governing Board	Academic Senate

The following Technical Editors also made significant contributions to the development of the ISER: Johanna Anderson, Online Learning Technician; Kimberly Alcorn, Student Services Coordinator; Brianne Brichacek, Online Learning Technician; Paul Burwick, Online Learning Technician; Janette Brockmann, Administrative Professional.

## D. Organizational Information

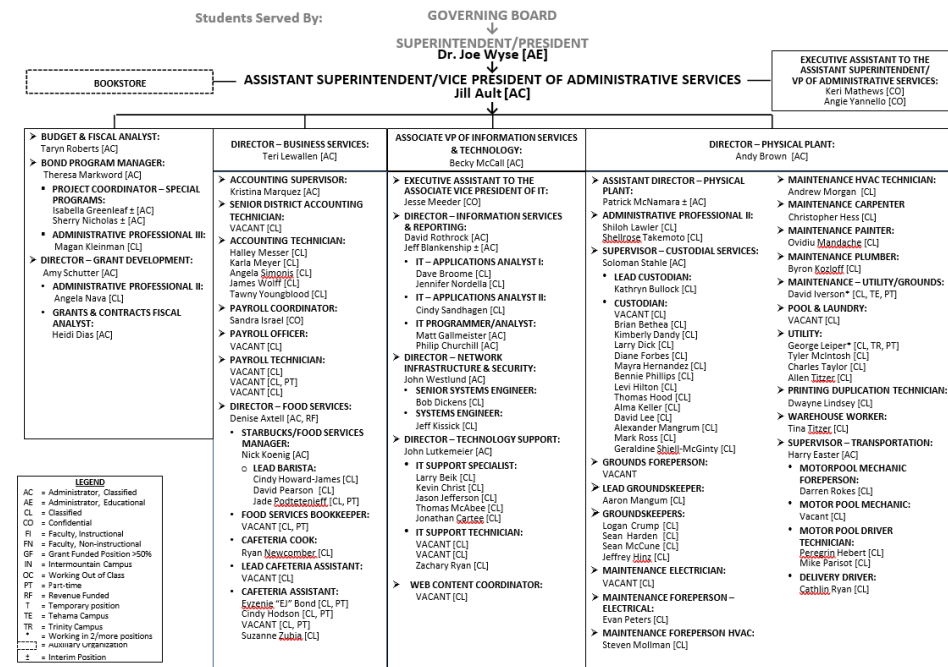


## Updated: 07/14/2023



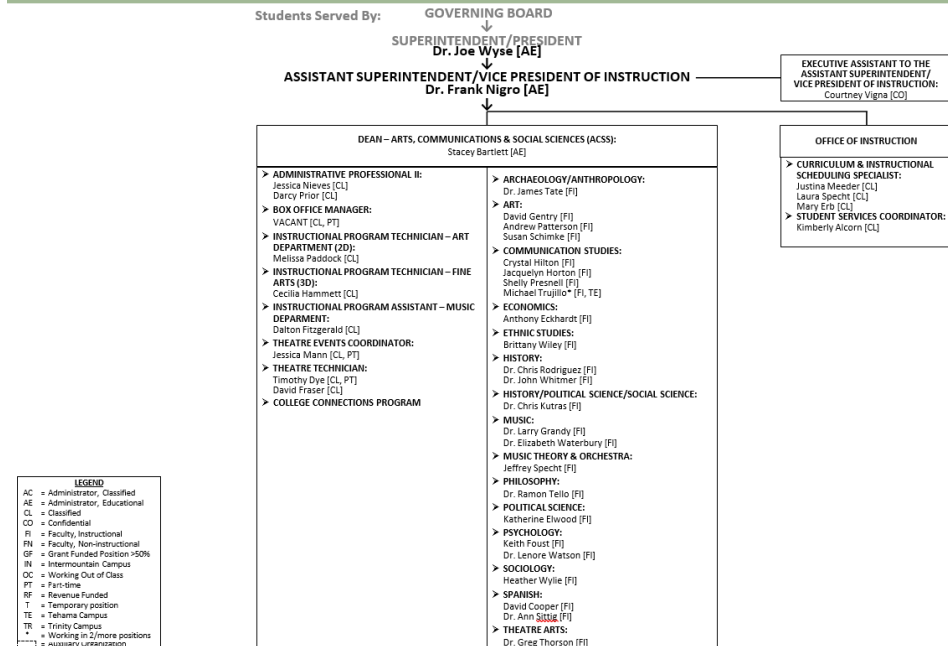
# ADMINISTRATIVE SERVICES ASSIGNMENTS

Updated: 08/01/2023



# INSTRUCTION ASSIGNMENTS – OFFICE OF INSTRUCTION & ACSS

Updated: 07/12/2023



Students Served By: GOVERNING BOARD

SUPERINTENDENT/PRESIDENT  
Dr. Joe Wyse [AE]ASSISTANT SUPERINTENDENT/VICE PRESIDENT OF INSTRUCTION  
Dr. Frank Nigro [AE]ADMINISTRATIVE PROFESSIONAL II:  
Andrea Cramer [CL]  
Herman Cox [CL]DEAN – BUSINESS, AGRICULTURE, AND CAREER TECHNICAL EDUCATION (BACTE):  
Dr. Zachary Zweigle [AE]

AGRICULTURE & INDUSTRY	BUSINESS & TECHNOLOGY	EARLY CHILDHOOD EDUCATION	FARM	FOREST HEALTH
<ul style="list-style-type: none"> <li>➤ AGRICULTURE: Audra Hart [FI]</li> <li>➤ AUTOMOTIVE: Dan Bryant [FI]</li> <li>➤ DIESEL TECHNOLOGY: Jonnae Rivas [FI]</li> <li>➤ FORESTRY &amp; NATURAL RESOURCES: Melissa Markee [FI]</li> <li>➤ HEAVY EQUIPMENT OPERATIONS: Pete Dickerson [FI, GF]</li> <li>➤ HEAVY EQUIPMENT &amp; LOGGING OPERATIONS: Jonas Lindblom [FI, GF]</li> <li>➤ HORTICULTURE: Lesmone White [FI]</li> <li>➤ INDUSTRIAL TECHNOLOGY: Richard Osbrink [FI]</li> <li>➤ TRUCK DRIVING: Thomas Mitchell [FI, GF]</li> <li>➤ WELDING TECHNOLOGY: Jay Davis [FI]</li> <li>➤ INSTRUCTIONAL PROGRAM TECHNICIAN (WELDING AND INDUSTRIAL TECHNOLOGY): Job Alvarez [CL]</li> </ul>	<ul style="list-style-type: none"> <li>➤ ACCOUNTING/BUSINESS ADMIN: Jaanne Van Der Linde [FI]</li> <li>➤ BUSINESS: Scott Gordon [FI]</li> <li>➤ BUSINESS ADMINISTRATION: Chelsea Hendershot [FI]</li> <li>➤ COMPUTER INFORMATION SYSTEMS: Dhabih Hendershot [FI]</li> <li>➤ INDUSTRIAL TECHNOLOGY: Jeffrey Hendrickson [FI]</li> <li>➤ HUMAN SERVICES: J. Wade Stewart [FI]</li> <li>➤ INDUSTRIAL TECHNOLOGY: Richard Osbrink [FI]</li> <li>➤ NUTRITION: Joanne Tippin [FI]</li> <li>➤ OFFICE ADMINISTRATION: Darren Gurney [FI]</li> </ul>	<ul style="list-style-type: none"> <li>➤ DIRECTOR – EARLY CHILDHOOD EDUCATION (ECE) CENTER: Beverly Charsha [AE]</li> <li>➤ INSTRUCTIONAL PROGRAM ASSISTANT – ECE: Ana Aguilar Carrasco [CL]</li> <li>➤ FACULTY – ECE: Katharine Ashbey [FI]</li> <li>➤ PRESCHOOL TEACHER: Wendy Hord [CL]</li> </ul>	<ul style="list-style-type: none"> <li>➤ DIRECTOR – FARM LAB: Gage Ethridge [AC]</li> <li>➤ INSTRUCTIONAL PROGRAM TECHNICIAN (AGRICULTURE/NATURAL RESOURCES): Jolene Stone [CL, GF]</li> </ul>	<ul style="list-style-type: none"> <li>➤ DIRECTOR – FOREST HEALTH: Becky Roe [AC, GF]</li> <li>➤ ADMINISTRATIVE PROFESSIONAL II – GOOD JOBS CHALLENGE: Patricia Cascio [CL]</li> <li>➤ PROGRAM COORDINATOR OUTREACH/RECRUITMENT: Janis Logan [AC, GF]</li> <li>➤ INSTRUCTIONAL PROGRAM TECHNICIAN (CAREER): Kai Dickie [CL, GF]</li> <li>➤ INSTRUCTIONAL PROGRAM TECHNICIAN (HEAVY EQUIPMENT OPERATIONS): James Johnson [CL]</li> <li>➤ INSTRUCTIONAL PROGRAM ASSISTANT (TRUCK DRIVING): Douglas Singer [CL, GF]</li> <li>➤ STUDENT SUCCESS COORDINATOR (AG-NAT RES-HEOP): VACANT [CL, GF]</li> </ul>

**LEGEND**

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 \* = Working in 2/more positions  
 [ ] = Auxiliary Organization  
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Students Served By: GOVERNING BOARD

SUPERINTENDENT/PRESIDENT  
Dr. Joe Wyse [AE]ASSISTANT SUPERINTENDENT/VICE PRESIDENT OF INSTRUCTION  
Dr. Frank Nigro [AE]DEAN – DEVELOPMENT, ATHLETICS, PHYSICAL EDUCATION & SAFETY (DAPS):  
Mike Mari [AE]

ADMINISTRATIVE PROFESSIONAL II: Holly Flowers [CL] Sonia Moss [CL]	FIRE TECHNOLOGY & EMS PROGRAMS:	ADMINISTRATION OF JUSTICE: Craig Carmina [FI] Mark Montgomery [FI]	BASEBALL – HEAD COACH: Brad Rupert [FI]	WOMEN'S SOCCER – ASSIST. COACH: Sofia Desablos [PT]
<ul style="list-style-type: none"> <li>➤ EQUIPMENT TECHNICIAN – ATHLETICS: Ryan Keeler [CL]</li> <li>➤ EQUIPMENT TECHNICIAN – FIRE TECHNOLOGY: Mary Burnham [CL]</li> </ul>	<ul style="list-style-type: none"> <li>➤ DIRECTOR – FIRE TECHNOLOGY &amp; EMS PROGRAMS: Donovan Lacy [AE]</li> <li>➤ INSTRUCTIONAL PROGRAM TECHNICIAN: James Genda [CL]</li> <li>➤ ADMINISTRATIVE PROFESSIONAL II: Elizabeth Ault [CL]</li> <li>➤ TRAINING DIRECTOR – SHIELD REGIONAL TRAINING CONSORTIUM: Kaman Zoli [AC, GF]</li> <li>➤ ADMINISTRATIVE PROFESSIONAL II – SHIELD: Janette Brockmann [CL]</li> </ul>	<ul style="list-style-type: none"> <li>➤ ATHLETIC TRAINER: Mike Davis [FN]</li> <li>➤ CAREER &amp; LIFE SUCCESS: Jennifer Castillo [FI, GF]</li> <li>➤ FIRE TECHNOLOGY: Matthew Loughran-Smith [FI, GF]</li> <li>➤ FSA – NURSING: Susan Westler [FI]</li> <li>➤ KINESIOLOGY INSTRUCTOR: Bryon Hamilton* [FI]</li> <li>➤ PHYSICAL EDUCATION: James Keating [FI]</li> </ul>	<ul style="list-style-type: none"> <li>➤ BASEBALL – ASSISTANT COACH: Cody McCas [FN, PT]</li> <li>➤ CROSS COUNTRY – HEAD COACH: John Waterman [FN, PT]</li> <li>➤ CROSS COUNTRY – ASSIST. COACH: Scott Edwards [FN, PT]</li> <li>➤ CROSS COUNTRY – ASSIST. COACH: Anthony Williams [FN, PT]</li> <li>➤ FOOTBALL – HEAD COACH: Kylan Blufford [FN, PT]</li> <li>➤ FOOTBALL – ASSISTANT COACH: Bryon Hamilton* [FI]</li> <li>➤ FOOTBALL – ASSISTANT COACH: Craig Thompson [FI]</li> <li>➤ MEN'S BASKETBALL – HEAD COACH: Kele Fitzhugh [FI]</li> <li>➤ MEN'S BASKETBALL – ASSIST. COACH: Jim Holcomb [FN, PT]</li> <li>➤ MEN'S SOCCER – HEAD COACH: VACANT</li> <li>➤ SOFTBALL – HEAD COACH: Eric Jones [FN, PT]</li> <li>➤ SOFTBALL – ASSISTANT COACH: Lacey Carter [FN, PT]</li> <li>➤ SWIMMING – HEAD COACH: Mark Wagner [FN, PT]</li> <li>➤ TENNIS – HEAD COACH: Heidi Lee [FN, PT]</li> <li>➤ TENNIS – ASSISTANT COACH: Lynette Schwartz [FN, PT]</li> <li>➤ TRACK &amp; FIELD – HEAD COACH: Anthony Williams [FN, PT]</li> <li>➤ WOMEN'S BASKETBALL – HEAD COACH: Stacey Mizuta [FN, PT]</li> <li>➤ WOMEN'S BASKETBALL – ASSISTANT COACH: Savanna Fernandez [FN, PT]</li> <li>➤ WOMEN'S SOCCER – HEAD COACH: Chris Gable [FN, PT]</li> </ul>	<ul style="list-style-type: none"> <li>➤ VOLLEYBALL – HEAD COACH: Kelly Brazil [FN, PT]</li> <li>➤ WOMEN'S VOLLEYBALL – ASSISTANT COACH: Dave Radford [FN, PT]</li> <li>➤ WRESTLING – HEAD COACH: Erin Razo [FN, PT]</li> <li>➤ WRESTLING – ASSISTANT COACH: Armand Molina [FN, PT]</li> </ul>

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Students Served By: GOVERNING BOARD  
 ↓  
 SUPERINTENDENT/PRESIDENT  
 Dr. Joe Wyse [AE]  
 ↓  
 ASSISTANT SUPERINTENDENT/VICE PRESIDENT OF INSTRUCTION  
 Dr. Frank Nigro [AE]  
 ↓

DEAN – HEALTH SCIENCES (HSUP): David Gatewood ± [AE, RD]	
<ul style="list-style-type: none"> <li>ADMINISTRATIVE PROFESSIONAL II: Eula Chaplin [CL, GF, RD] Audra Frazier [CL, RD]</li> <li>CAMPUS SAFETY OFFICER: William Anderson* [CL, RD]</li> <li>COMMUNITY SERVICE OFFICER: VACANT [CL, RD]</li> <li>DENTAL HYGIENE CLINIC ASSISTANT: Anita Lennick [CL, RD]</li> <li>NURSING SKILLS LAB COORDINATOR: Iva Lynnette Crowe [CL, RD]</li> <li>PARAPROFESSIONAL – LEARNING CENTER COORDINATOR – DENTAL HYGIENE: Paula Guetosa [CL, RD]</li> <li>STUDENT SERVICES SPECIALIST: Kayla Steffes [CL, RD]</li> </ul>	<ul style="list-style-type: none"> <li>DIRECTOR – HEALTH SCIENCES OPERATIONS &amp; OUTREACH: Kim Giles [AE, GF, RD]</li> <li>ALLIED HEALTH: Catie Palmer [FI, RD]</li> <li>ASSOCIATE NURSING DEGREE INSTRUCTOR: Michael Boucher [FI, RD] Brian Busk [FI, RD] Taylor Cardoso [FI, RD] Candice Gaeddert [FI, RD] Naima Mitchell-Turner [FI, RD] Michelle Morris [FI, RD] Angela Nitsche [FI, RD]</li> <li>DENTAL HYGIENE INSTRUCTOR: Megan Bonnin [FI, RD] Charles Cort [FI, RD]</li> <li>HEALTH INFORMATION MANAGEMENT INSTRUCTOR: Andrew Douglass [FI, RD] Steve Kim [FI, RD]</li> <li>HEALTH INFORMATION TECHNOLOGY INSTRUCTOR: Alexis Riley [FI, RD]</li> <li>MEDICAL ASSISTING INSTRUCTOR: Kari Aranbul [FI, GF, RD]</li> <li>NURSE AID / HOME HEALTH AID INSTRUCTOR: Sonya Fitzhugh [FI, RD]</li> <li>PHYSICAL THERAPY ASSISTANT INSTRUCTOR: Marcee Martinez [FI, RD] Jeff McCormick [FI, GF, RD]</li> <li>VOCATIONAL NURSING INSTRUCTOR: Elaine Carmina [FI, RD] Nancy Skaggs [FI, RD]</li> </ul>

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TR	Trinity Campus
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---	examinary organization
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Students Served By: Governing Board  
 ↓  
 Superintendent/President  
 Dr. Joe Wyse [AE]  
 ↓  
 Assistant Superintendent/VP of Instruction  
 Dr. Frank Nigro [AE]  
 ↓

ADMINISTRATIVE PROFESSIONAL II:  
VACANT [CL]

EXECUTIVE DEAN – EDUCATIONAL TECHNOLOGY, LEARNING SERVICES & RESEARCH (LETR): William Breitbach [AE]			
EDUCATIONAL TECHNOLOGY	LIBRARY	RESEARCH	DIRECTOR – LEARNING CENTERS AND SPECIAL PROGRAMS: Tina Duquas [AE]
<div>➤ SENIOR ONLINE LEARNING INSTRUCTIONAL TECHNICIAN: Brianna Brichacek [CL] Paul Burwick [CL]</div> <div>➤ ONLINE LEARNING INSTRUCTIONAL TECHNICIAN: Johanna Anderson [CL, PT]</div>	<div>➤ LIBRARIAN: Cheryl Cruse [FN] Kathryn Leach [FN]</div> <div>➤ LIBRARY INFORMATION TECHNICIAN: Alana Baumgarten [CL] Kyle Falconer [CL] VACANT [CL, PT] Johanna Anderson [CL, PT]</div> <div>➤ STUDENT SERVICES COORDINATOR: San Saelee [CL]</div>	<div>➤ DIRECTOR – INSTITUTIONAL RESEARCH: Cassie Leal [AC]</div> <div>➤ RESEARCH ANALYST: Seth Abrahamson [AC]</div> <div>➤ RESEARCH TECHNICIAN: Heath Johnson [CL]</div>	<div>TUTORING &amp; LEARNING CENTERS</div> <div>DUAL ENROLLMENT</div> <div>➤ ADMINISTRATIVE PROFESSIONAL II: Brooke Boontjer [CL]</div> <div>➤ LEARNING CENTER FACULTY COORDINATORS:<ul style="list-style-type: none"><li>• ENGLISH: Kylee Cox* [FI]</li><li>• MATH &amp; BUSINESS: Jennifer McCandless* [FI]</li></ul></div> <div>➤ SUPPLEMENTAL INSTRUCTION: Sarah Innes* [FI]</div> <div>➤ PARAPROFESSIONAL – LEARNING CENTER COORDINATORS:<ul style="list-style-type: none"><li>• MATH &amp; BUSINESS: James Raymer [CL]</li><li>• SLAM: Nicole Raymond [CL]</li><li>• WRITING CENTER: Jim Dyer [CL]</li></ul></div> <div>➤ INSTRUCTIONAL PROGRAM ASSISTANT – FOUNDATIONAL SKILLS/WRITING: David Bradley [CL]</div> <div>➤ PROGRAM DIRECTOR – DUAL ENROLLMENT: VACANT [AC, GF]<ul style="list-style-type: none"><li>• ADMINISTRATIVE PROFESSIONAL II: VACANT [CL]</li></ul></div> <div>➤ STUDENT SERVICES SPECIALIST: Benjamin Leftwich [CL]</div> <div>➤ PROGRAM DIRECTOR – IREPO GRANT ADMINISTRATOR: Tabitha Peterson ± [AC, GF]</div> <div>➤ STUDENT SERVICES COORDINATOR: Nathan Laurie [CL, GF]</div> <div>➤ EDUCATIONAL COUNSELOR (IREPO): VACANT [FN, GF]</div>
<div>LEGEND</div> <div>AC = Administrative, Classified</div>			

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## E. Certification of Continued Compliance with Eligibility Requirements

### Eligibility Requirement 1: Authority

Shasta College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and is authorized by the state of California to operate as a public two-year community college. The College is authorized under Title 5 of the Administrative Code to

offer associate degrees, approved certificates, and a baccalaureate degree program. The Health Information Management baccalaureate was approved by ACCJC in January 2016 (substantive change approval).

**Evidence:**

Reaffirmation Letter  
Chancellor's Office Website  
Substantive Change Approval

**Eligibility Requirement 2: Operational Status**

More than 11,000 students enroll in courses annually (headcount). Students primarily enroll in courses that lead to two-year degrees, transfer, or certificates of achievement. The Fall 2022 schedule is an example of the College's typical course offerings. The Institution-set Standards report shows a recent degree and certificate award trends history. Current and past College Catalogs provide further information on the continued operational status.

**Evidence:**

Datamart Headcount  
Fall 2023 Schedule  
Institution-set Standards  
Historic Catalogs

**Eligibility Requirement 3: 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. At least one degree program must be of two academic years in length.**

The majority of courses support degree and certificate programs as described in the Shasta College Catalog. The College supports 133 degree and certificate programs. Degree programs are generally two years in length while certificate programs vary in length. Degree requirements and transfer patterns are documented in the College Catalog. More than 1600 degrees and certificates are awarded yearly.

**Evidence:**

Sample Catalog Pages  
Institution-set Standards Report

**Eligibility Requirement 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 executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.**

The Superintendent/President of the College is selected by the Governing Board. Dr. Joe Wyse, Superintendent and President of Shasta-Tehama-Trinity Joint Community College District, is

the chief executive officer and was appointed by the Board in 2011. The CEO does not serve as chair of the governing board.

**Evidence:**

BP 2431 CEO Selection

BP 2210 Officers

**Eligibility Requirement 5: 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. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.**

The College is audited annually by certified public accountants. The audit is conducted using generally accepted accounting principles and includes examining the District's financial and regulatory compliance with Title IV eligibility. The District audit report is presented to the Board of Trustees and posted on the College website. Detailed information on financial accountability, audit history, income and expenditures, and budgets is documented in section III.D of this Self-evaluation.

**Evidence:**

BOT Meeting Acceptance of District Financial Audit 12.14.22

District Audit Report Website

**F. Certification of Continued Institutional Compliance with Commission Policies**

Shasta-Tehama-Trinity Community College District certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

**Public Notification of an Evaluation Team Visit and Third-Party Comment**

*Regulation citation: 602.23(b).*

Public notice of the Evaluation visit was first posted on the College's website in March 2022 (IC-12.01). This included the link for third-party comments. Information about the comprehensive evaluation was placed on the agenda of the Board of Trustees meeting to ensure wider public notification of the visit.

**Evidence:**

BOT Public Notice of Comprehensive Evaluation

**Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Shasta College has established standards of student achievement through Institution-set Standards. The Standards were established by the College Council (a governance committee that advises and disseminates information) as part of the participatory governance process. These standards set the successful course completion rate, degree completion, certificate completion, and transfer to 4-year colleges. The College has also set standards for job placement rates and passage of licensure exams. The Institution-set Standards are analyzed at least yearly at the College Council. Through review of this data, the College is able to discuss necessary changes. Section I.B.3 of the Self Evaluation provides additional details about the establishment and continued evaluation of Institution-set Standards for student achievement.

**Evidence:**

College Council ISS Discussion  
Institution-set Standards

**Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Credit-hour assignments and degree program lengths are within the range of good practice in higher education. The College designs programs to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree, and 129-131 semester credit hours for the pilot baccalaureate degree. Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its Program and Course Approval Handbook. The College has written policies and procedures (Curriculum Handbook) for determining a credit hour that meets commonly accepted academic standards. The Shasta College Curriculum Committee (a subcommittee of Academic Senate) has established a curriculum approval process that includes formulas for determining clock-to-credit hours. The Curriculum Committee reviews all course and program information before approval. Tuition is set by the California legislature, is standardized across all courses and programs, and is based on units. For additional information, see Standards II.A.5, II.A.9, and I.C.6 of the Self Evaluation.

**Evidence:**

BP 4020 Program and Curriculum Development  
Curriculum Handbook

**Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

Transfer policies are documented for students in formal policy, the Shasta College Catalog, and the College website. The College makes an effort to articulate courses with other institutions through the Common Course Numbering System (C-ID).

**Evidence:**

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

Distance Education courses have the same learning outcomes and are designed based on the same course outline of record as face-to-face courses. Courses are approved for Distance Education through the College Curriculum process. Faculty possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls. Evaluation of course SLOs and Program Review is integrated into College processes. To support the maintenance of regular and substantive interaction and good online course design, the College requires online instructors to be trained in online pedagogy. This requirement is typically met by requiring faculty to take an online course entitled Introduction to Online Teaching and Learning before teaching online. Online pedagogical support is also provided by Educational Technology staff through regular workshops, one-on-one appointments, and support tickets (see Standard IIC4 for details on training opportunities provided to faculty). Identifying the means of maintaining regular, effective instructor contact is also part of the online course approval process. Regular and substantive contact is also assessed and supported as part of the faculty evaluation process.

All students must verify their identity by authenticating into the Canvas learning management system to access their online courses. Login credentials are kept confidential and can only be reset using the student's official email of record with the College. Student privacy practices are articulated in Administrative Procedure 5040 (Student Records, Directory Information and Privacy) and apply to all students regardless of mode of Instruction. Since the Canvas learning management system is remotely hosted, online Distance Education has limited impact on local technology infrastructure. The College does not offer Correspondence Education.

#### **Evidence:**

AP 4105 Distance Education  
Recommended Online Pedagogy Guidelines  
BP and AP 5040 Students Records and Privacy  
Online Faculty Evaluation Form

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

The College's student grievance process is articulated in Administrative Procedure 5530 (Student Rights and Grievances) and is published in the Catalog and the College website. The College maintains records of student complaints in the respective Division offices and these records have been maintained since the last accreditation visit (or at least seven years). Records of formal complaints concerning harassment or discrimination are maintained in the Human Resources Office. Contact information for ACCJC is on the main College website. Programmatic accreditation information can be found on the College web pages associated

with the specific programs. The Accreditation status of the College and its programs is appropriately represented on the College website.

**Evidence:**

Student Grievance Catalog Pages 235-237  
Student Grievances Website

**Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Shasta College provides accurate and current information to the public through the College Catalog and the website. The Catalog contains all the information enumerated by the Accreditation Standards. Program and course information is provided to the public primarily through the Catalog which is available online and in print. In order to keep the information current, the Catalog is updated annually. The Office of Instruction maintains the Catalog, asks respective divisions and departments for updates each year, and also puts out a Catalog addendum with new programs and courses each spring. The College website is also an important method of communicating with the public. The website is updated as programs and services change. The College's accreditation status is noted on the website as is information about programmatic accreditation.

**Evidence:**

Annual Catalog Review  
Programmatic Accreditation

**Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

The District participates in an annual financial audit that includes financial and regulatory compliance for the District's Title IV programs. The audit findings are sent to the USDE and the College takes action to resolve any findings. The most recent three-year financial aid cohort default rates are: FY2017 at 13.7%, FY2018 at 11.6%, and FY2019 at 4.7%. This is within the federal default rate guidelines. These rates are monitored to ensure compliance. The District is proactive in monitoring and preventing student loan defaults. The District has experienced no negative actions by the U.S. Department of Education regarding compliance of the College with the requirements of Title IV.

When the District contracts programs and services such as recruitment, student support, on-line support or instructional curriculum materials, the District follows Commission guidelines. All contracts are executed only by duly designated officers of the College and their counterparts in the related entity. Contracts are also placed on the Board of Trustee agenda for further review. Each contract clearly describes the work to be performed, the period of the agreement, and the conditions of possible renewal or renegotiation. The contract also establishes the responsibilities of the College and the related entity regarding Commission standards and relevant laws, regulations, policies, and procedures. In each contract, the College retains

ultimate responsibility for quality and performance. The College reviews and approves work performed through the contract and ends the contract if the work performed does not meet the College's requirements. There are no educational programs in which more than 25% of the College program is offered by a non-regionally accredited organization.

Section IIID4 of the Self-Evaluation provides further details on financial responsibility. The College makes every effort to accurately represent itself to the public. The primary means of representation to the public are the College website and the Catalog. See sections IC.1 and 1C.2 of the Self-Evaluation for additional details on accurate representation to the public.

## **G. Institutional Analysis**

### **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### **A. Mission**

**1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### **Evidence of Meeting the Standard**

The Shasta College Mission is codified in Board Policy 1200 (District Mission) and describes the educational purposes, intended student population, types of degrees and credentials, and commitment to student learning and achievement (IA1-01). The mission statement reads:

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

The mission is communicated to the public through the Catalog (IA1-02) and College website (IA1-03).

#### **Analysis and Evaluation**

The Shasta College educational purpose (contributing to the social, cultural, creative,

intellectual, and economic development of our communities) and student population (diverse student population) are clearly stated in the first sentence of the Mission statement. Types of degrees and certificates are broadly described as “undergraduate” to include certificates through baccalaureate degrees. The Mission demonstrates the institution’s commitment to student learning and achievement by clearly articulating institutional learning outcomes and embedding them into all programs. This is further evidenced by the inclusion of learning outcomes on the Mission Statement page in the course Catalog. Comprehensive student services programs aid students in the educational purpose described in the Mission.

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

**Evidence of Meeting the Standard**

Shasta College uses both quantitative and qualitative data to assess how effectively it is accomplishing the mission and set institutional priorities to meet the educational needs of students. As part of the assessment, the Research Office develops reports for the Board of Trustees and College Council (among other groups) for discussion and planning. As examples, the Annual Strategic Plan Update (IA2-01), Student Satisfaction Inventory Report (IA2-02), and the Institution-Set Standards Report (IA2-03) are shared with the College Council for discussion on a regular schedule. In addition, the Board of Trustees receives a wide variety of reports, which include data linked to the institutional mission. Recently, these have included the Annual Distance Education Report (IA2-04), a report on equity and outcomes (IA2-05), and a CTE, Equity, and Employment Report (IA2-06), among others.

In addition to the institutional assessment work, the Research Office produces data dashboards for Instruction and Student Services to support Annual Planning and Program Review (IA2-07). The data in these dashboards are used to support program evaluation and planning efforts district-wide, and include key metrics such as success, retention, and award achievement. These reports include information to support planning and evaluation for the Baccalaureate degree. A variety of other ad hoc reports are also produced to support institutional priorities and planning. Some examples include the AB 705 Report (IA2-08), Institutional Outcomes Assessment Dashboard (IA2-09), and Transfer Report (IA2-10). Other assessment and evaluation efforts that support institutional priorities and planning efforts are available via the Research Office website (IA2-11).

**Analysis and Evaluation**

The College incorporates the use of data to assess how effectively it is accomplishing the mission in multiple contexts. The use of data in Annual Area Planning, Program Review, and student services program evaluation provides the opportunity for annual assessment and is directly linked to setting institutional priorities through the planning and resource allocation. The Strategic Plan includes key metrics for assessing effectiveness at meeting the mission, and these include award attainment, success, and retention rates, among other key metrics. The data are analyzed and reported annually. Other reports such as the annual Institute-Set Standard Report and CTE Outcomes Reports include employment outcomes to ensure the district is meeting the economic development component of the Mission. As the evidence shows, data are

widely available to employees, students, and community members, and are used in a wide variety of other planning and assessment efforts to ensure the College is meeting the Mission and outcomes are achieved. Baccalaureate data is included in the annual Institution-set Standards Report, Annual Planning and Program Review data set, among other reports.

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

**Evidence of Meeting the Standard**

Shasta College's programs and services are aligned with the District's Mission. The Mission of the College is broad (IA1-01), like all other California Community Colleges and thus a broad array of programs and services are offered (IA3-01). Goals outlined in the College's Educational Master Plan are designed to meet the Mission of the College and guide planning efforts (IA3-02). The College's Strategic Plan outlines shorter-term planning efforts to meet the Goals in the Educational Master Plan and the Mission of the College (IA3-03). A yearly Strategic Plan Progress Report with key metrics related to student learning and achievement serves to keep the focus of planning efforts on the Mission (IA3-04).

To ensure that the Mission guides institutional decision-making, planning, and resource allocation, Shasta College follows the yearly planning cycle outlined in the Integrated Planning Manual (IA3-05). The Research Office supports these efforts by producing datasets linked to key indicators of success and student achievement such as success and retention rates and program completion (IA2-07). Areas of the College participate in a yearly review in which college personnel engage in planning efforts meant to meet the institutional goals. The planning efforts include a reflection on strengths, weaknesses, and challenges within specific areas (IA3-06).

The Annual Area Planning process guides the development of the Prioritized College-Wide Annual Action Plan. Funding Requests that require substantive investment are initially summarized and shared with relevant College governance groups for ranking. Requests for funding are linked to both the Institutional Goals and the Strategic Plan (IA3-07). Funding requests are ranked in accordance with the College's Resource Allocation Rubric, which considers needs based on institutional goals and objectives identified in the Educational Master Plan, as well as Student Learning Outcomes (SLOs), the number of students affected, and other criteria. The vice president-level workgroups then forward the funding requests to College Council for final review and approval (IA3-08). A wide variety of other planning documents help the District ensure that the focus remains on the Mission of the College (IA3-09).

The Health Information Management Baccalaureate program (HIM) falls within the Mission (as an undergraduate program) and is part of the college planning process (IA3-09). Planning for the HIM program includes developing Institution-set Standards for student learning and achievement (IA3-10).

**Analysis and Evaluation**

The College's programs and services are aligned with the Mission. The Planning Process is

directly linked to the Mission through the Educational Master Plan, Integrated Planning Cycle, and the Strategic Plan. Metrics in the Strategic Plan are measured annually and serve as a measure of progress. The Annual Planning process is linked to both Institutional Goals and the Strategic Plan. These processes help the College plan, set institutional priorities, make decisions, and ensure alignment to the Mission and a continued focus on student learning and achievement.

**4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

**Evidence of Meeting the Standard**

The Mission is approved by the Board of Trustees and codified in Board Policy 1200 (District Mission) (IA4-01). Prior to Board of Trustee approval, the Mission statement is reviewed at least every six years, as noted in the Integrated Planning Manual (IA4-02). The Mission review process is organized by the College Council where initial revisions (if needed) are proposed (IA4-03). Once the College Council reviews the Mission, the President's Cabinet reviews and sends it to the Academic Senate (IA4-04). The President's Cabinet reviews recommended changes and the Academic Senate completes a second reading and final approval (IA4-05). Once the Senate has approved, the Mission goes to the Board of Trustees for discussion and has two separate readings (IA4-06, IA4-07). The Mission is then published in the catalog (IA1-02), the College website (IA1-03), and in all College-wide planning documents (IA4-08). Recently, College Council decided to delay the revision of the Mission statement until the new accreditation standards were approved and there was time to assess recent changes in higher education accelerated by the global pandemic and how those changes could have an impact on the Mission (IA4-09).

**Analysis and Evaluation**

The Mission is reviewed and approved by the Board of Trustees. The Board Policy Review Committee reviews changes, and updates to the Mission are placed on the Board agenda after a thorough review process which includes College Council, President's Cabinet, and the Academic Senate. This process allows for broad stakeholder engagement and opportunity for input prior to Board of Trustee approval. The Mission is then published in a variety of places, including the Catalog, multiple locations on the website, and key planning documents (among other locations).

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**Conclusions on Standard I.A: Mission**

Shasta College's Mission statement serves to center and guide the institution. The Mission statement defines the college's purpose, guides planning and assessment efforts, is widely published, and is regularly reviewed. The statement describes the student population it serves, the types of degrees and credentials it offers, and asserts the college's commitment to student learning and achievement through its core focus on student success. Data is used in assessing how well the college accomplishes its Mission and how institutional priorities are directed to address students' needs. The College's programs and student support services align with the Mission.

## **Evidence List**

IA1-01 BP 1200 District Mission

IA1-02 Mission Catalog 2022

IA1-03 Mission Website

IA2-01 Annual Strategic Plan Update CC Mtg 11-2-21

IA2-02 Student Satisfaction Inventory Report

IA2-03 Institute-set Standards Report 2021 CC Mtg 3-16-21

IA2-04 Annual Distance Education Report BOT Mtg 10-20-21

IA2-05 Equity Report BOT Mtg 09-20-20

IA2-06 CTE, Equity, and Employment Outcomes BOT Mtg 11-10-20

IA2-07 Area Planning and Program Review Dashboard

IA2-08 AB 705 Improvement Plan Data Addendum

IA2-09 Institutional Outcomes Assessment Dashboard

IA2-10 Transfer Report 2021

IA2-11 Research Report and Dashboard Portal

IA3-01 Programs and Services

IA3-02 Educational Master Plan Ch 3

IA3-03 Strategic Plan 2022–2024

IA3-04 Strategic Plan Progress Report

IA3-05 Integrated Planning Manual Yearly Cycle

IA3-06 Planning Training

IA3-07 Funding Request Rubric

IA3-08 Funded Requests

IA3-09 Planning Documents

IA3-10 HIM Annual Plan Report 2023

IA3-11 Institution-set Standards 2023

IA4-01 BP 1200 District Mission

IA4-02 Integrated Planning Manual

IA4-03 College Council Meeting 4/4/17

IA4-04 Academic Senate Minutes 4/24/17

IA4-05 Academic Senate Minutes 5/8/17

IA4-06 Board of Trustee Mtg 5/10/17

IA4-07 Board of Trustee Mtg 6/14/17

IA4-08 Mission Statement Planning Documents

IA4-09 BOT Mission Statement Update

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## **B. Assuring Academic Quality and Institutional Effectiveness**

### ***Academic Quality***

- 1. The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and**

## **continuous improvement of student learning and achievement.**

### **Evidence of Meeting the Standard**

Committees serve as the primary means for collegial and substantive discussions, resulting in continuous improvement plans. For example, two committees that oversee processes addressing student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement are the Program Review Committee (PRC) and the Student Learning Outcomes Committee (SLOC). These two committees work collaboratively (IB1-01) and share membership (IB1-02) to ensure that planning and reporting of course and program student learning outcomes align. Additionally, each year the SLOC reports on the assessment work done across campus, including the efforts by the Student Services (IB1-03).

The leadership of the SLOC, PRC, and Faculty Excellence Committee are working together to support ongoing opportunities for dialogue and training around student learning outcomes and academic quality to ensure continuous improvement of student learning and achievement (IB1-04). The FLEX training days consistently offer educational opportunities (IB1-05), and meetings with the SLO Co-Coordinators are conducted to support dialogue within the disciplines (IB1-06). A recent change arising from these collaborations includes improved alignment of student learning assessment and Annual Planning. Beginning in 2022-23, the Annual Plan (IB1-07) provides the framework to report the results of program-level assessments. These reports changed from reporting at a broad area/discipline level to a program/academic cluster to increase the authenticity of planning and actions, and directly tie them to program review. Evidence of student learning will help drive the development of area funding requests and inform decision-making around their funding when necessary.

Within the SLOC, substantive dialogue takes place around course and institutional student learning outcomes. The institutional learning outcomes findings and disaggregation of results across demographic groups are reviewed and discussed (IB1-08) as well as the annual SLO results (IB1-09). The conversations include an exploration of how the committee can better support the faculty in assessment. Various trainings and workshops sponsored by the SLOC also provide the opportunity for dialogue surrounding continuous improvement (IB1-10).

Program Reviews, instructional services, and student services provide a structure for evaluation and discussion of student outcomes and achievement around equity groups. The datasets (IB1-11) and templates (IB1-12) outline these requirements, as well as the faculty and staff involved in the review. Instructional Program Reviews are discussed at the PRC (IB1-13) and College Council meetings, and support programs are discussed at Student Services Council meetings (IB1-14). The PRC evaluates each Program Review and puts forward recommendations or commendations on how the program can further their continuous improvement of student learning and achievement (IB1-15).

Substantive dialogue also takes place outside of the committee structure. As an example, in 2021-22, a book club was established to study the book, *Grading for Equity*. This book club was organized by a group of English and math faculty. Meetings began in Spring 2022. In addition, Shasta College faculty launched a series of communities of practice in Fall 2023 to

engage in dialogue surrounding continuous improvement efforts (IB1-16). The Equity in Teaching and Learning Institute is another example of stakeholders gathering to discuss continuous improvement surrounding student learning and achievement (IB1-17).

As part of the institutional commitment to ensuring student equity, the Board of Trustees spent the 2020-21 year discussing a series of equity reports created by the Research Office at special meetings (IB1-18). The reports centered on basic success and persistence rates of the College's identified equity groups, examination of the Career Technical programs, and examination of special programs that serve select populations. These reports were also presented and discussed at College Council meetings. Towards the goal of continuous improvement of student learning and achievement, the groups discussed how the programs that showed students were succeeding and engaging in could attract more students.

In addition to receiving and discussing a wide range of reports related to student equity, achievement, and broad outcomes, the Senate periodically discusses outcomes and assessment efforts via an annual report (IB1-19). Further evidence of continued dialogue surrounding student outcomes assessment can be seen in collaboration between the SLO Committee and the Curriculum Committee, who are working together to enhance student outcomes development and assessment (IB1-20). Also, the Board periodically receives updates from the Academic Senate about ongoing outcomes and assessment work (IB1-21).

Welcome Back Day, a flex training day at the beginning of the academic year, has served as a platform for this conversation (IB1-22). The Faculty Excellence Committee (FEC) organizes this event and uses feedback (IB1-23) to guide future sessions. Additionally, they have adopted the Guided Pathways Pillar 4: Ensuring Student Learning as the guiding principles in their offerings (IB1-24).

As part of the guided pathways work, Shasta College ensures that it provides an equitable experience resulting in continuous improvement of student learning and achievement by looking at different student journeys. Students with degree and transfer goals are encouraged to enroll in transfer level math and English within their first year so they have a greater chance of reaching their goals (IB1-25). The work has also informed the Program Review process, which is structured around academic clusters that align with the Interest Area defined by Guided Pathways. Academic counselors are assigned to students based on each student's Interest Area (IB1-26).

Ensuring academic quality is an important part of the faculty evaluation process as the following criteria are considered during the evaluation connection to course objectives, instructional effectiveness, and participation in learning outcomes assessment (IB1-27). Those themes among others are discussed with faculty during the evaluation process. Outcomes assessment and dialogue is further supported by contractual language and additional compensation for part-time faculty participation (IB1-28). There are numerous other examples of dialogue about institutional effectiveness and continuous improvement highlighted throughout this report.

## **Analysis and Evaluation**

Topics such as student achievement and institutional effectiveness are regular components of committee and council meetings. Collegial dialogue occurs within and across committees, and actions taken are shared and discussed. Faculty also engage in discussion groups sponsored by the college. Student achievement and equity are part of a sustained conversation and result in actions toward continuous improvement.

## **2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

### **Evidence of Meeting the Standard**

Shasta College includes the student learning outcomes for each instructional program in the Catalog preceding the program course requirements (IB2-01). These Program Learning Outcomes (PLOs) are assessed as part of the institutional planning process, including cyclical Annual Planning and Program Review. To ensure that the PLOs are being meaningfully assessed and analyzed regularly through the newly extended six-year period of the Program Review cycle that begins in 2022-23, the PRC and SLO Committee began to collaborate in Spring 2021. This resulted in assessment training focused on PLOs (IB2-02). Assessment reporting on PLOs is built into the annual plan template for 2022-23 (IB1-07). In Fall 2022, the programs reviewed their alignment maps and indicated where SLO assessment appropriately informs PLO achievement. This will be used by the Research Office to provide program-specific assessment results for faculty to use for analysis (IB2-03). These results will also support greater opportunity for faculty within a program to discuss their SLO findings and plan for changes collectively rather than individually, in support of 1.B.1. Prior to this, programs included the PLO assessments only within their Program Review (IB2-04). Course student learning outcomes are a required part of the course syllabus and align with program outcomes as outlined in the program alignment maps (IB2-05). The course SLOs are assessed according to the Institutional Assessment Plan (IB2-06) and include reflections on course outcomes (IB2-07). Recently, the reporting tool was revised so that faculty have an improved user interface and better access to disaggregated data and historical SLO reporting results (IB2-08). Various workshops, trainings, meetings, and videos support outcomes assessment work (IB1-10).

The Student Services Council has established area outcomes “designed to assess and improve institutional effectiveness” and overall Student Services student learning outcomes (IB2-09). The Service Area Outcome and Program Evaluation Process (IB2-10) describes the way these outcomes are assessed. The outcomes are evaluated through surveys and student success metrics. In 2018, Student Services conducted an internal survey (IB2-11), in 2019 the CCSSE was used (IB2-12), and in 2021 the College adopted the Student Satisfaction Inventory for measuring student satisfaction (IB2-13). Planning action items based on the survey results are discussed as part of the Student Services Council meetings.

The library and Tutoring and Learning Center have established area outcomes to aid in the assessment and improvement of institutional effectiveness and student learning outcomes. These outcomes are assessed using multiple methods (IB2-14, IB2-15). The results are reviewed/analyzed as part of the annual planning process to support continuous improvement (IB2-16).

Student learning outcomes and associated assessments for the Health Information Management degree are based on nationally recognized competencies required by the accrediting body and reflect baccalaureate-level depth and rigor (IB2-17).

### **Analysis and Evaluation**

Student learning outcomes are established for each instructional and student support program, and assessment of the program and area outcomes is the basis of regular planning and Program Review, as reflected in the Program Review templates and Annual plans. Course learning outcomes are established and evaluated annually in accordance with the assessment plan. The assessment of learning support services occurs annually.

### **3. The institution establishes institution-set standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

#### **Evidence of Meeting the Standard**

Shasta College has institution-set standards for each category reported to the ACCJC: course success, degree and certificate completion, transfers, licensure exam pass rates, and employment rates. The standards and aspirational values are presented graphically along with the actual values and discussed annually at the College Council (IB3-01). The reports are posted on the Research Reports web page (IB3-02). The College Council reviews the results and discusses any changes to the standard or aspirational goals. In 2023, the College reevaluated the methodology for determining Institution-Set Standards and aspirational goals and developed a mathematical model for consistency (IB3-03). The HIM baccalaureate program is included in these metrics and benchmarks are separately defined, according to the ACCJC Annual Report framework.

The institutional standard for success (course completion) rates is built in as a comparative value in the Program Review database (IB3-04). Rates below the 70% standard are highlighted red and those above the standard are green. The success rates are analyzed by faculty as part of the Program Review process (IB3-05). A standard of 80% is also established for course retention rates, which are evaluated alongside success rates. Incorporating these metrics into Program Review is meant to ensure broad-based understanding of institution-set standards.

Shasta College internally calculates and monitors three-year graduation rates, first-year student success metrics, and transfer rates. Completion rates have been reported as part of the strategic plan update (IB3-06) and these metrics are provided in a Tableau dataset for Program Review. Filters for students receiving financial aid are available as part of the student services Program Review dataset (IB3-07), which includes student counts and success metrics. As another source of measuring student attainment, other key Federal Department of Education College Scorecard metrics are incorporated into the annual Institution-Set Standard Report (IB3-08), which is discussed at College Council, among other venues. A wide range of publicly accessible reports also use the same or metrics similar to the College Scorecard to measure achievement (IB3-09).

### **Analysis and Evaluation**

The District reviews the Institution-Set Standards annually. The standards include both a floor and aspirational goals. Although standards have been in place for some time and are periodically adjusted, the District formalized the process with a mathematical model in 2023. Institution-Set standards are referenced in the College's Annual Planning and Program Review

datasets and used in planning processes. A wide range of other metrics are used for planning each year. Many of these are the same or analogous to the Scorecard metrics.

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

##### **Evidence of Meeting the Standard**

Shasta College incorporates assessment data in its planning processes. Student learning and achievement are at the center of planning from the institutional level to the program level. The Integrated Planning Manual (IB4-01) outlines how Shasta College incorporates assessment into the planning cycle.

At the program/area level, Annual Plans provide a framework for reporting and action, as well as the cyclical Program Review. In the Annual Plan (IB1-07), assessment results at the course or program level are reported (IB4-02). The Annual Plan also includes actions that each area will take based on assessment findings and other components of a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. Where funding is requested, assessment findings, along with other information provided in the Annual Plan are used to inform the decision whether to fund. Within the template, funding requests are also aligned to strategic goals and/or institutional learning outcomes. The success of the prior year's activities is reported, closing the loop of the assessment cycle.

The effectiveness of the Annual Planning process and using assessment data information to support student learning and achievement is seen in the communication studies area. To improve student success rates for online sections, in 2020-2021, area faculty proposed developing a Zoom-based Communication Center where students can seek help in the structure and delivery of their presentations (IB4-03). Flex time was granted for this request in 2021-22 and the following Annual Plan presents student feedback which indicates it was successfully piloted (IB4-04). The 2022 Annual Plan proposes that the center be expanded and housed along with the other student learning services in the Tutoring and Learning Center to serve students across all modalities and disciplines (IB4-05).

Assessment data are also used in the instructional and student services Program Review cycles, which are six years and five years respectively. These data are collected over time and examined for trends. For instructional programs, this cycle was only two years prior to 2022-23, and this was the singular location for examining program learning outcomes. In both cases, student learning outcomes and student achievement data are examined as part of the program evaluation, and recommendations are developed to improve student learning and achievement (IB4-06).

Assessment data not tied directly to student learning outcomes but to student achievement are also used for planning. The effectiveness of learning support is examined through the evaluation of success rates (IB4-07). In 2019-20, the College found that supplemental instruction in math resulted in higher success rates, so the College expanded the program to maximize its impact. In a related report on the effectiveness of AB 705 (IB4-08), the institution recommended the expansion of Math Camp as a support to prepare students for transfer-level math courses. The same report found that expanding supplemental instruction sections was only effective for the students who participated in the additional learning sessions, highlighting the importance of student engagement. Another action resulting from this report is counselors

encouraging students to immediately retake a transfer-level math or English course when they do not first succeed to improve student completion and/or transfer rates.

Student success, based on registration timelines and participation in new student orientation and academic counseling sessions, is examined based on registration timelines and participation in new student orientation and academic counseling sessions (IB4-09). In 2020-21, these findings led to a shift in the registration timelines to support student achievement.

Assessment conducted at the course level is also used for change within the courses. The assessment plan outlines a cycle of reporting and reflection. In 2019, the outcomes were reported through MS Forms instead of the previous tool Nuventive Improve to improve accessibility to submitted results. Further moves away from Nuventive in 2022 allowed for areas to easily access assessment planning documents and assessment results through an internal SharePoint website. One example of using assessment data occurred in accounting courses in Fall 2019. A faculty member provided extra credit learning opportunities for students and found that 70% who had access to assessment planning documents participated easily and scored better on their final assessment as a result (IB4-10). In another example from English 1A, faculty reported revisions to their assessment rubric and a need for improvement in information literacy, along with plans to expand the integrated support options (IB4-11).

### **Analysis and Evaluation**

The Integrated Planning Manual outlines the broad processes to support student learning and achievement. These processes incorporate assessment data as evidence to support student-centered changes in approaches and activities. The availability of assessment data has increased over the last three years, making it easier for faculty and staff to access and review program/area and course-level assessment results. Several recent changes in Annual Planning and Program Review have improved the use of assessment data and this Research Office is continuing to support these efforts.

### ***Institutional Effectiveness***

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

### **Evidence of Meeting the Standard**

The Mission provides the foundation for all institutional planning, and assessing accomplishment of the Mission is essential to those efforts. The District's Integrated Planning Manual (IB5-01) illustrates the comprehensive planning processes, their connections to one another, and the ongoing cycle of assessment.

The Educational Master Plan (IB5-02) provides long-term planning and articulates the District's Institutional Goals. Based on assessment of the effectiveness of the Mission and potential challenges, the broad institutional goals serve as the underpinnings of the Strategic Plan (IB5-03). Whereas the Educational Master Plan is long-term, the Strategic Plan, updated every three years, is the short-term, systematic measure of the effectiveness at accomplishing

the Mission of the College. The Strategic Plan guides specific actions via Outcomes and Strategies and informs the planning templates for Annual Plans (IB5-04) and Program Reviews (IB5-05).

Until recently, Annual Plans and Program Reviews were completed each year, and every other year, respectively. Annual Plans remain effective for short-term planning and resource allocation and call for individual programs such as Communication Studies (a single degree program), or academic clusters such as Early Childhood Education (a cluster containing two degrees and two certificates), to identify and conduct analysis of their strengths, improvements, external opportunities, or challenges every year (IB5-06, IB5-07). Based on that assessment, funding requests which support the Institutional Goals, Outcomes, and Strategies are developed. However, the two-year cycle for Program Review for all programs was too frequent. Whereas CTE (Career & Technical Education) programs require evaluation every two years to remain current and relevant, most General Education programs do not have the same demands for “time to market.”

Further, the Program Review Committee (PRC) cycle of evaluation implemented during the 2015-2016 year, which provided formalized oversight and helped to ensure that programs were achieving the College mission, worked well for a time, but the workload was not sustainable. The PRC cycle called for all programs to be evaluated every two years unless the outcome of an evaluation was an improvement plan. An improvement plan triggered a reevaluation in two years. In addition, two years was not enough time to assess improvements. This created a backlog for PRC and frustration for faculty not receiving relevant or timely feedback.

On the plus side, the use of data and data tools became more sophisticated and varied assessment strategies are available, including the evaluation of longitudinal data. As a result, as discussed in the Instructional Program Review Handbook (IB5-08), Annual Plans and Program Reviews remain as two-sides of the same coin, but much like the relationship between the long-term Educational Master Plan and the short-term Strategic Plan, Program Reviews now evaluate longitudinal data over a five-year period, including reflecting on yearly Annual Plans, and they also now have a peer-review and evaluation component. The data dashboards used for Program Review allow participants to disaggregate the data by various demographic characteristics (IB8-01). Together, the two plans consider qualitative and quantitative data in support of continuous improvement.

Explained in the Instructional Program Review Handbook, the Comprehensive Program Review Self-Study Template (IB5-09), and Annual Plan Template (IB5-10) guide faculty through a series of prompts that call for them to review and analyze previous plans and outcomes, describe how programs contribute to the College Mission, as well as speak to program strengths and improvement opportunities. Supported by a coordinated Tableau Dataset (IB5-11), the Comprehensive Program Review Self-Study Template incorporates elements requiring analysis of aggregated and disaggregated data by program and mode of delivery.

The Institutional Assessment Plan (IB5-12) provides further explanation for how assessment processes for Instruction and Student Services are integral to accomplishing the Mission. For Instructional Programs, the interconnectedness among ISLOs, PLOs and SLOs is discussed along with the timing and specifics of assessment processes. Student Services outcomes are designed to focus on either a process or client satisfaction, and their SSLOs (Student Services Learning Outcomes) measure the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of a student services activity (IB5-13). Departments within Student Services complete departmental program evaluations every five years. Department reviews inform Annual Plan funding requests, and the results of Annual Plan assessments (IB5-14).

The Research Office provides various reports to the campus community that help evaluate how well the College is achieving its Mission. For example, Institution Set Standards (IB5-15) are used by the PRC as benchmarks for program evaluation, and pass rates for various healthcare programs and employment rates for many sectors are also used in certain Program Reviews (IB5-16, IB5-17).

### **Analysis and Evaluation**

The College has established Program Review processes that contribute to systematic, ongoing evaluation of programs and services using various data sources. The processes work to improve program and student outcomes through thoughtful, self-reflective analysis, and periodic formal evaluation. Institution-Set Standards for student success benchmarks, along with program-specific measures for learning outcomes and other program data analysis, provide evidence that demonstrates how the College is meeting its Mission. In sum, Annual Plans, Comprehensive Program Reviews, Student Services Assessments and Program Evaluations, Institutional Assessments, and other Research efforts provide multiple measures to ensure that data and analysis are at the forefront of college-wide planning for the accomplishment of the College Mission.

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

### **Evidence of Meeting the Standard**

Assessment and achievement data are disaggregated by student demographics and program. Achievement data for instructional programs include success and retention rates by demographics of age, gender, ethnicity, and equity groups including low-income, first-generation, disability, former foster, and veteran status. These data are also disaggregated by course section characteristics, such as modality, location, and course length. Calculations to determine if any differences in rates constitute a disproportionate impact are also built into the dataset (IB6-01) for analysis. The Program Review template (IB6-02) includes a component on diversity and equity and provides prompts to assist reviewers in analyzing the data. The College uses multiple measures to assess ISLOs and disaggregates the results as part of the analysis. These include periodic special assessment projects (IB6-03) and individual self-assessment as part of the graduation application process (IB6-04). The District recently created

a new SLO reporting dashboard that allows faculty to review outcomes by teaching modality and allows faculty to easily compare SLO achievement from term to term (IB2-08). Student outcomes are also disaggregated by section modality, location, and broad subject areas, and are used during planning cycles (IB6-05).

For Student Services Program Evaluation, the dataset includes student achievement metrics such as grade point average, success rates, and persistence rates. The dashboard provides filters for each of the student services programs such as EOPS, PACE, TRIO, and filters for student demographic and equity groups as outlined above. This data is analyzed as part of the Student Services Program Evaluation (IB6-06).

In addition to the Program Evaluation processes, Shasta College examines student achievement around equity groups and has an Equity Plan that was developed using disaggregated data (IB6-07). The plan used the aforementioned data sources among others to develop several interventions aimed at continuous improvement (as noted in the report). Examples include expansion of supplemental instruction, the Zero Cost Textbook program, and increased funding for calculators, textbooks, and laptops to support low-income students. Another noteworthy example of the District's continuous improvement efforts (based on data analysis) is the development of a project called the *Shasta College Attainment and Innovation Lab for Equity* (SCAILE). This office is responsible for a variety of projects meant to reduce regional educational attainment gaps. The office focuses primarily on adult learners with some college and no degree/certificate. Programs such as Degrees When Due have awarded over 300 degrees to this population since its inception (IB6-08).

### **Analysis and Evaluation**

Student learning outcomes and achievement data are analyzed and used to make changes in the academic and student service programs. Most of the reports produced by the Research Office disaggregate information by sub-population and all significant planning data allows end-users to disaggregate outcomes and achievement data by subpopulations. Reports and data produced annually or regularly include the Annual Planning and Program Review Data, Student Services Planning Data, Equity Plan data, and ISLO assessment data.

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

### **Evidence of Meeting the Standard**

The governance processes and policies are continuously updated by the College Council. As described in their bylaws, it is the Council's responsibility to "review and make recommendations on the District's Board Policies (BP) and Administrative Procedures (AP)" (IB7-01). The review of these policies and procedures is a regular part of the CC agenda and updates are reflected within each of the policies (IB7-02). The College Council is the last step in the review process as outlined in the BP/AP Flowchart (IB7-03) before Board approval. The BP/AP revisions are either initiated internally by the district, or externally by governmental mandate/update. Institutional Plans are reviewed on a regular schedule, which is outlined in the Integrated Planning Manual (IB5-01).

As another example, the instructional Program Review was revised across the 2020-21 and 2021-22 academic years. The cycle changed from an unmanageable two-year cycle to a manageable six-year cycle. As part of this change, the instructional programs are developing academic clusters to ease the workload for areas that have multiple programs with high course overlap. This process's effectiveness will be evaluated again once all programs have undergone a Program Review in the new methodology. The new Program Review process is outlined in the Program Review Handbook (IB5-08).

Committee effectiveness is periodically assessed via a survey (IB7-04), and governance structure was assessed as part of a regular review in 2022/2023. Committees that were less active/needed were eliminated. For example, the Distance Education Committee was eliminated because it was agreed that online learning is now part of the work of the entire College and a separate and “siloe” committee would not adequately address arising needs/concerns. Generally, issues previously addressed by those committees will be absorbed by other committees or delegated to workgroups composed of knowledgeable individuals on the “topic” under consideration.

Policies and practices around student and learning support services are constantly being evaluated. As an example, the pandemic caused a move of all services online, and Shasta College shifted quickly to meet the needs of students. Students were surveyed (IB7-05) to determine their needs to help the district prioritize its efforts. Most service enhancements made during the pandemic remain in place.

Processes for resource allocation are outlined in the Institutional Planning Manual (IB7-06). These processes were recently evaluated, and criteria for the resource allocation scoring rubric (part of the annual planning process) were updated to highlight the important connection to outcomes assessment (IB7-07).

Regarding the HIM Baccalaureate, the policies and practices noted above are inclusive of the program. An example of a change specific to HIM occurred recently. A certificate program is being developed in response to a workforce need. Students in the HIM and HIT programs can earn the certification to improve employment opportunities (IB7-08).

### **Analysis and Evaluation**

There is an established process for updating Board Policies and Administrative Procedures. These BP/APs cover areas of the Board of Trustees, General Institution, Instruction, Student Services, Business and Fiscal Affairs, and Human Resources. Major campus planning documents are reviewed on a regular cycle. Recent substantive changes in committee structure and planning serve as salient illustrations of efforts to improve based on systemic evaluation.

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

### **Evidence of Meeting the Standard**

The Annual Planning process provides an important means of dissemination of assessment and evaluation results. Annual Planning results in formal Annual Plans that include a discussion of each area’s strengths and weaknesses, and the development of action items aimed at making improvements. These plans are informed by assessment data (IB8-01). They are created and

discussed at the division or department level and are then shared with the corresponding ad hoc workgroups formed at the vice president level. Each ad hoc workgroup discusses the Annual Plans and then makes recommendations when funding is requested. All plans are then shared with the College Council for further discussion and a campus-wide review. Any plans arising from the discussion of strengths and weaknesses requiring new funding are ranked and prioritized using the process outlined in the Integrated Planning Manual (IB8-02). This process involves the use of a Resource Allocation Rubric with several criteria, one of which is the consideration of student learning outcomes (IB7-06).

For internal stakeholders, a primary means of learning about assessment and evaluation activities is the College Council. The Research Office has a standing agenda item to update stakeholders on the department's activities. Substantive reports are put on the Council agenda and discussed. Chief examples include the Student Satisfaction Inventory and the 2022 Equity Report (IB8-03). The Research Office completes assessments as needs arise. A primary example of the District using assessment data to communicate to stakeholders and make changes is the Report on Placement and Completion outcomes for transfer-level math and English (IB8-04). Based on dialogue associated with the results, the College updated information for students on the website, increased available funding for supplemental instruction and embedded tutors, and surveyed students enrolling in below transfer-level math with the goal of developing a better understanding of why students continue to select below-transfer math.

For both internal and external stakeholders, the Board of Trustees meetings is another forum where assessment and evaluation data are shared and discussed to develop a collective understanding of strengths and growth opportunities. Some examples include the Distance Education Report, CTE and Equity Outcomes Report, and the Equity Report (IB8-05). Lastly, the District publishes detailed information on the public-facing website about many of its evaluations and assessments. These include Program Review reports (IB8-06), special reports from the Research Office (IB9-04), and various data dashboards. Shasta College employees also have additional access to reports and assessment data through the intranet (IB9-04).

### **Analysis and Evaluation**

The District uses multiple modalities to communicate assessment and evaluation information. These include the Annual Planning process, reports from the Research Office to College Council and other stakeholder groups, and reports to the Board of Trustees. In addition, there are a wide variety of assessments and evaluations available on the public-facing website for the public and internal stakeholders. These practices and reports facilitate planning and priority-setting for the District.

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services, and for human, physical, technology, and financial resources. (ER 19)**

### **Evidence of Meeting the Standard**

The College combines all major planning and resource allocation efforts into a unified process called the Integrated Planning Cycle, as depicted in the Integrated Planning Manual (IB9-01). The Integrated Planning Cycle connects the Mission, the Educational Master Plan, and the Strategic Plan into a process aimed to create a continuous cycle of planning and improvement that shows a direct link back to the College Mission. The Educational Master Plan outlines the long-term goals of the College, whereas the Strategic Plan identifies the shorter-term efforts the College is making toward meeting those long-term goals (IB9-02). Faculty and staff participate in an Annual Planning process through their respective divisions or departments. The Annual Plan is the element of the Integrated Planning cycle that connects the evaluation of strengths and weaknesses to institutional planning. The process for Annual Planning requires assessment, reflection on previous actions, and new requests for resource allocations. The planning process uses this data to advise College-wide decision-making, resource allocation, and prioritization (IB9-03). These data focus on key metrics such as program completion, success, retention, persistence, and completion of math and English during the first year. Program Reviews are one component of the Annual Plans for specific instructional programs.

Another data source used for Program Reviews includes reports produced by the Office of Research (IB9-04). Resource allocation requests arising from academic Program Reviews are submitted through Annual Plans. Instruction-related Annual Plan funding requests are then gathered and ranked by an ad hoc committee composed of the VPI, VPSS, Instructional Deans, and Faculty. Similarly, the Student Services and Administrative Services also participate in the Annual Planning process and rank funding requests from their areas. The College Council is tasked with reviewing final recommendations on resource allocation based on the rankings made by the other councils. These recommendations are then forwarded to the Superintendent/President for final review. The President then follows the process outlined in the Participatory Governance Manual and approves various funding requests for which monies are identified each year (IB9-05).

The planning process has occurred as noted with only minor changes for approximately a decade, but during the 2022-23 academic year, the College made more significant changes to the Integrated Planning process meant to strengthen the link between Annual Planning and Academic Program Review (IB7-07). These changes included more emphasis on assessment, equity, and direct alignment between Annual Planning and Program Review as well as modifications to the ranking process.

### **Analysis and Evaluation**

The College engages in broad-based and mission-driven systematic planning and evaluation with the goal of continuous improvement as described in the Integrated Planning Manual. Planning involves the use of a wide variety of data sources with an emphasis placed on key metrics aimed at improving institutional effectiveness and academic quality. Annual Planning is directly connected to Program Review and other longer-term planning efforts.

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### **Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness**

Student learning outcomes, institution-set standards, and disaggregated data are utilized to

assess academic quality and institutional effectiveness. Through Annual Planning and Program Review, the District engages in a comprehensive process that involves reviewing, discussing, and planning. This approach ensures that the College maintains a continuous focus on continuous improvement.

**Improvement Plan(s)**

None

**Evidence List**

IB1-01 SLOC Meeting Minutes 111920 PRC Collab  
IB1-02 Program Review Committee Membership  
IB1-03 Annual SLO Report 2019-20  
IB1-04 Plan to Align Area Planning, Assessment, Program Review  
IB1-05 SLOC Agenda 11-19-20 with Nov Flex  
IB1-06 SLOC Agenda 4-21-22  
IB1-07 Annual Program Report  
IB1-08 SLO Committee Meeting 10-24-19 Minutes ISLOs  
IB1-09 SLOC Minutes 1-30-2020  
IB1- 10 SLOC Workshop Examples  
IB1-11 2021 Program Review Dashboard  
IB1-12 Program Review Template 2021 Aug  
IB1-13 Approved PRC Minutes 04319  
IB1-14 031721 Minutes SSC TRIO Program Review  
IB1-15 A.1292 Program Review Report 2018  
IB1-16 Grading for Equity Book Club Email  
IB1-17 Equity-Minded Teaching Learning Institute  
IB1-18 BOT Equity Report Example  
IB1-19 Annual Learning Outcomes Report & SLO Assessment Report  
IB1-20 Curriculum SLO Collaboration  
IB1-21 Senate BOT Outcomes Update Example  
IB1-22 Welcome Back Day Agenda Examples  
IB1-23 Flex Jan 2020 Summary Responses  
IB1-24 FEC Annual Update 2021-2022  
IB1-25 ESL & Math Placement and AB 705 Shasta College  
IB1-26 042121 Minutes SSC GP AOI Counselors  
IB1-27 Faculty Evaluation Forms  
IB1-28 Faculty Contract Excerpt  
  
IB2-01 Pages from 2021-2022 Shasta College Course Catalog  
IB2-02 Session Plans for Nov 2021 FLEX Day  
IB2-03 Outcome Mapping  
IB2-04 AS.1085 Program Review Report 2020  
IB2-05 AA-T.1002 Sociology  
IB2-06 Shasta College Institutional Assessment Plan  
IB2-07 Sample Reflections on SLO Assessments  
IB2-08\_ SLO Summary Report Dashboard Examples  
IB2-09 Student Services Outcomes Assessments

IB2-10 Service Area Outcome and Program Review Process  
IB2-11 Student Services Satisfaction Survey Report  
IB2-12 CCSSE Student Services  
IB2-13 SSI Student Services  
IB2-14 TLC and Library Outcomes  
IB2-15 TLC Support Success Rates (AB-705 Report)  
IB2-16 Library Annual Plan  
IB2-17 BS HIM 2018 Competencies

IB3-01 College Council Mtg17 Nov 2020  
IB3-02 Research Reports Shasta College  
IB3-03 Institution-set Standards Discussion  
IB3-04 PR Success Rates by Demographic  
IB3-05 AS.1490 Program Review Report 2020  
IB3-06 2018-2021 Strategic Plan Update 2020  
IB3-07 PR Completion Rates Screenshots  
IB3-08 Institution-set Standards Report 2023  
IB3-09 Research Office Website

IB4-01 Integrated Planning Manual 2022  
IB4-02 Life Sciences Annual Updates  
IB4-03 CMST Assessment Unit Planning 2020-21  
IB4-04 Comm Area Planning 2022  
IB4-05 Comm Studies 2022 Initiative  
IB4-06 AA.1506 PR Report 2018  
IB4-07 SI Success By Course Section  
IB4-08 AB 705 Report 2-25-22  
IB4-09 Late Registration Project Summary April 2021  
IB4-10 ACCT-104 SLO Submission 2019  
IB4-11 ENGL 1A Reflection 2018-19

IB5-01 Planning Cycle  
IB5-02 Ed Master Plan Goals  
IB5-03 2021-2024 Strategic Plan  
IB5-04 Annual Plan Template  
IB5-05 PR Template Aug 2021  
IB5-06 CMST Annual Plan 2022  
IB5-07 ECE Annual Plan 2023  
IB5-08 Instructional PR Handbook  
IB5-09 CMST 2023 Program Review  
IB5-10 Annual Plan Examples 2023  
IB5-11 Data-Set PR Self-Study  
IB5-12 Institutional Assessment Plan  
IB5-13 Services SLOs Update 02-22 v2  
IB5-14 VSSC Program Evaluation 2020-2021

IB5-15 Institution Set Standards 2021  
IB5-16 Welding AS.1490 PRC Evaluation  
IB5-17 Nursing AS.1380 PRC Evaluation

IB6-01 Disaggregation Achievement Examples  
IB6-02 PR Self-Study Template  
IB6-03 ISLO Reports  
IB6-04 ISLO & PLO Assessment Dashboard  
IB6-05 Learning Outcome Disaggregated Data Examples  
IB6-06 Student Services Disaggregated Data  
IB6-07 2022-25 Shasta College Student Equity Plan  
IB6-08 SCAILE Webpage

IB7-01 CC Bylaws Final  
IB7-02 BP 1300 Institutional SLOs  
IB7-03 BP AP Flowchart  
IB7-04 Committee Council Evaluation  
IB7-05 COVID Impact Report Final  
IB7-06 IPM Resource Allocation  
IB7-07 CC Mtg 03-01-22  
IB7-08 Public Health Informatics Cert

IB8-01 Planning & Assessment Dashboard Examples  
IB8-02 IPM Resource Allocation  
IB8-03 Equity Report  
IB8-04 AB 705 Report  
IB8-05 Sample Reports to BOT  
IB8-06 Program Review Webpage

IB9-01 IPM Planning Cycle  
IB9-02 IPM Educational Master Plan  
IB9-03 Planning and Assessment Dashboard Examples  
IB9-04 Reports Planning and Assessment  
IB9-05 Ranked Funding Requests

### **C. Institutional Integrity**

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

#### **Evidence of Meeting the Standard**

Shasta College uses a variety of methods to share information with constituents related to the

College's Mission, learning outcomes, educational programs, and student support services. The most prominent methods of disseminating this information include the College website and the College Catalog (IC1-01). The website was relaunched after a wholesale redesign in the summer of 2020. The redesign was planned over multiple years with multiple constituencies giving input about making needed information accessible. The website is updated as new or changed information necessitates. The College Catalog is reviewed annually by a wide variety of campus constituents to ensure the included information is current and accurate (IC1-02). After each annual review, the College Catalog is made available in print form and is also posted to the College website. Additionally, as of the 2023-2024 school year, there will be Catalog addendums each spring, to include new courses and programs.

The College's Mission Statement (IC1-03) and all accreditation information (IC1-04) are one click from the college's home page when using the Accreditation link.

Program Learning Outcomes are published in the College Catalog while course-level Student Learning Outcomes are publicly available in the College's curriculum management system (IC1-05), CurricUNET, and are also included in all course syllabi (IC1-06). Courses are reviewed by area faculty at least every five years (IC1-07). In addition to interdepartmental Program Reviews, per Administrative Procedure 4021 (IC1-08), the Program Review Committee conducts a complete evaluation of each program every six years. The resulting Program Review reports are then published online (IC1-09). The College has seven Institutional Student Learning Outcomes (ISLOs) that are overseen by the College Academic Senate (IC1-10). The Learning Outcomes Resource Center on the Shasta College website includes all learning outcomes set for the campus, and details about how those are assessed are summarized in the Institutional Assessment Plan (IC1-11). Various benchmarks of student achievement information are available on the institutional research website page including information about certificate and degree attainment (IC1-12).

The College recently redesigned the page behind the "Explore Programs" button on the homepage with information. This thoughtfully organized page helps constituents navigate to the degrees and certificates offered by the College that are in line with the interests being explored. The Student Services section of the website has links to all student support services on campus and a special section devoted to community resources that may be useful to students.

Information Technology (IT) provides an easy request system for departments to request any updates and changes to their website information. Additionally, the College's Marketing & Outreach staff ensure that any brochures and publications produced contain current information.

Clear and accurate information about the Health Information Management baccalaureate program appears in the Catalog (IC1-13).

### **Analysis and Evaluation**

Clarity, accuracy, and integrity are assured through comprehensive review procedures and cycles. Division administrative staff review syllabi each semester to ensure all required information, including Student Learning Outcomes, is present. Courses and Programs are

reviewed by faculty and administration on a regular cycle to ensure they remain relevant and current. Publications produced by Marketing and Outreach are proofed for accuracy by the respective divisions and programs. After a recent wholesale redesign and refresh of information on the website, departments have a clear path for continuing to refine the information available to make needed information easily accessible and user-friendly.

**2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)**

**Evidence of Meeting the Standard**

Shasta College annually publishes an online PDF and print Catalog (IC1-01) containing precise, accurate, and current information. This information includes general information about the College, requirements for admissions, fees, and other major policies affecting students. The Catalog serves as the primary information source for policies and procedures affecting students. The Catalog review process is initiated annually by the Office of Instruction to ensure the accuracy of the information with feedback requested from diverse stakeholders (IC1-02). The Catalog meets all of the requirements outlined in ER 20.

**Analysis and Evaluation**

The Catalog is published biannually and meets all the eligibility requirements. The Catalog is available through the College website and in the College Bookstore. In all published formats, the Catalog clearly outlines requirements and policies for students.

**3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

**Evidence of Meeting the Standard**

Shasta College presents student learning and achievement data, along with written reports analyzing the data on the Office of Research page of the Shasta College website. One of the pages, Student Achievement (IC3-01), presents internal dashboards including assessment results by discipline, success rates by discipline, and awards granted. It includes reports that present and evaluate student learning around the ISLOs. The page also includes a link to the CCC Student Success Metrics dashboard. Another web page, Research Reports (IC3-02), presents reports about various student achievement topics and factors influencing success such as equity, time of registration, and the pandemic. A transfer summary is completed every two years. One of the sub-headers on this page is Outcomes Reports, which includes the Institutional-set standard reports that cover success, degrees and certificates, transfers, licensure pass rates, and employment rates. These dashboards and reports are available to the public through the Shasta College website and often include in-depth analysis and recommendations for improvement. These pages are updated on a regular basis, datasets are updated annually, and reports are posted as they are completed.

In addition to the data presented online, our marketing department uses student success data in their material. As an example, an advertisement in the May 2022 regional magazine *Enjoy*

highlights the degrees and certificates students have achieved. The text reads, “At Shasta College we help more ...university-bound students transfer with lower debt and higher GPAs,” communicating the academic quality of the College. This ad also went out as a direct mail campaign. Other marketing materials, including promotional videos on the Heavy Equipment and Logging program, share how Shasta College is partnering with local companies and providing apprenticeships, giving students hands-on experience and employable skills (IC3-03). The materials demonstrate that student achievement is a key component in communicating academic quality to prospective students and the public.

The Baccalaureate program is specifically noted in the published annual Institution-set Standards Report (IA3-11) and post-program outcomes are published on the program webpage (IC3-04).

### **Analysis and Evaluation**

The reports and dashboards on the Research Office web page provide student learning and achievement data, as well as evaluation of these data. Data from internal sources are provided, as well as links to external sites. Many of these reports include information about the Baccalaureate program. Marketing incorporates student success in their promotional materials which highlights the educational quality students can expect at Shasta College.

## **4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

### **Evidence of Meeting the Standard**

The official source for all information about degrees and certificates, including the HIM baccalaureate degree, is the College Catalog (IC1-01). All programs have a clearly defined purpose, program description, and Program Learning Outcomes. The enrollment requirements for all degrees and certificates, including the baccalaureate program, are clearly outlined. The information includes course requirements and Student Learning Outcomes. Additional information is also available on the course outline of record (IC4-01). The website also includes pathways for students to explore programs by interest where they will find additional information about all degrees and certificates offered, including recommended course sequences (IC4-02). As noted elsewhere in the report, information about the HIM baccalaureate program also appears in the catalog (IC1-13).

### **Analysis and Evaluation**

Shasta College produces an annual Catalog in a printable PDF format which thoroughly describes certificates and degrees in terms of units/credits, prerequisites, as well as projected learning outcomes, and an addendum with new programs and courses comes out each spring. Recommended course sequences are noted on the College website.

## **5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

### **Evidence of Meeting the Standard**

Shasta College regularly reviews policies, procedures, and publications to ensure accurate information and alignment with the College Mission (IC5-01). The Mission guides all planning processes and is regularly reviewed. The Mission is published on the College website, in the Catalog, and in all planning documents, including the Educational Master Plan (IC5-02), Integrated Planning Manual (IC5-03), Participatory Governance Manual (IC5-04), and Strategic Plans (IC5-05). In the spring of 2022, workgroups began the process of reviewing the Educational Master Plan, Integrated Planning Manual, and Participatory Governance Manual with the goal to have any updates approved in the fall of 2022 (IC5-06). The Educational Master Plan is an 18-year plan that was written in 2012 and then given an addendum to guide the remaining 8 years of the document (IC5-07). The Integrated Planning Manual was updated to reflect changes to the institutional area plan and Program Review process, which were made during the 2021-2022 academic year. The changes made a stronger connection between the Annual Planning with recently developed academic clusters for Program Reviews. Prior to the 2022 update, the Integrated Planning manual was last reviewed and updated in 2017. A new Strategic Plan is developed every three years and is evaluated annually (IC5-08). The Educational Master Plan and Institutional goals are the basis for the Strategic Plan. The goals outlined in the latest edition of the Strategic Plan will guide planning between 2021-2024. All previous Strategic Plans and Strategic Plan Assessments can be located on the College website (IC5-09). The Catalog (IC1-01) also publishes the Mission and contains policies and procedures pertaining to students. The Catalog is reviewed and updated annually and is published on the College website.

### **Analysis and Evaluation**

The College has review cycles and structures for all substantive institutional policies, procedures, and publications to assure integrity in all representations of its Mission, programs, and services.

## **6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

### **Evidence of Meeting the Standard**

The College informs current and prospective students about the total cost of education including tuition, fees, and other required expenses, including textbooks and other instructional materials. The “Cost of Attendance” is published on the College website (IC6-01). Additionally, information regarding tuition and fees (including the Enrollment Fee, Student Health Fee, Campus Center Fee, Student Representative Fee) is also available on the College website (IC6-02). The Board of Trustees approves any changes to fees during a public meeting (IC6-03). This information is also available to students as they register for specific courses. Students can filter courses with “zero textbook cost” as they register in MyShasta (IC6-04). The cost of student housing and parking fees is published on the College website (IC6-05). Consistent with California Education Code section 78042, the College charges \$84/unit for upper division coursework associated with the College’s Baccalaureate degree (IC6-06, IC6-

07). Information regarding registration and related fees, including transcripts, can also be found in the College Catalog (IC6-08). Individual programs also publish costs on program webpages (IC6-09). The consistency of tuition and fees is maintained through Board Policies (BP 5020 Non-Resident Tuition, BP 5030 Fees) and Administrative Procedures (IC6-10, IC6-11, IC6-12, IC6-13). Students can access textbook prices online through the Shasta College Bookstore website (IC6-14).

### **Analysis and Evaluation**

The College website, the College Catalog, and the course schedule contain comprehensive information regarding fees to help students understand the total cost of education at Shasta College. Costs are consistent across programs.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

### **Evidence of Meeting the Standard**

The District policy on academic freedom is published in BP 4030 (IC7-01). The policy illustrates that the district supports free classroom expression for all constituencies and makes clear the support for the instructor and student's rights to have differing opinions. Furthermore, the policy highlights mutual responsibilities needed to maintain an atmosphere conducive to intellectual freedom. The Faculty Handbook (IC7-02) also touches on the importance of protection for instructors' freedom in the classroom. The academic freedom policy is published in the catalog (IC7-03) for easy dissemination to students. The policy is regularly reviewed by the Academic Senate and is modified as needed (IC7-04).

### **Analysis and Evaluation**

The District publishes its academic freedom policy in the catalog and board policy. The policy is clear in its protection of free pursuit of ideas and dissemination of knowledge and policies are accessible in the catalog, website, and faculty handbook.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

### **Evidence of Meeting the Standard**

The College has established and published clear policies that promote honesty, responsibility, and academic integrity in all its constituencies.

For the Board of Trustees, the College maintains the following policies and procedures:

- Board Policy 2710 Conflict of Interest (IC8-01)
- Board Policy 2715 Code of Ethics/Standard of Practice (IC8-02)

For personnel, the College maintains the following policies and procedures:

- Board Policy 7900 and Administrative Procedure 7900 Code of Ethics Faculty (IC8-03, IC8-04)
- Board Policy 7231 Code of Ethics Classified Employees (IC8-05)
- Board Policy 7255 Code of Ethics Administrators (IC8-06)

Per Board Policy 5500 Standards of Conduct:

“Students and visitors at any District facility or event, and in any District-provided service or affiliated official capacity, are expected to obey all California State laws and all Federal laws which pertain to behavior on a college campus.” The policy continues to lay out regulations and “standards of conduct for students and visitors, [to] be followed at all times on District property or attending District affiliated activities” (IC8-07).

Administrative Policy 5500 – Standards of Conduct (IC8-08) and Administrative Policy 5520 – Student Discipline (IC8-09) define consequences and discipline procedures for student violations of academic honesty and conduct parameters defined in Board Policy 5500. These standards and practices are published on the College website and in the College Catalog (IC8-10). Faculty are required to include information about the Student Code of Conduct and Academic Honesty in their course syllabi (IC8-11).

### **Analysis and Evaluation**

The College has established and makes publicly available clear policies and procedures that promote honesty, responsibility, and academic integrity. Policies cover the full range of roles at the institution including Board members, employees, and students. Policies on academic honesty and the code of conduct clarify expectations for student behavior and academic integrity, as well as the procedures undertaken and possible consequences for policy violations.

### **9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

#### **Evidence of Meeting the Standard**

Shasta College Faculty Academic Freedom policy (IC9-01) ensures faculty distinguish between personal conviction and professionally accepted views. Furthermore, the Academic Senate has adopted an Ethics Statement from the American Association of University Professors (IC9-02), which is published on the Academic Senate website and in the Faculty Handbook (IC9-03). These policies make clear that information needs to be presented in a fair and objective manner. The faculty evaluation process, which includes student evaluations and peer observation, provides the opportunity for feedback and continual improvement and is included in the final evaluation of the faculty member to ensure adherence to the District policies. There are procedures in place and published on the website should students need to express concerns in this regard (IC9-04).

### **Analysis and Evaluation**

Board Policy and Academic Senate set the clear expectation that faculty should distinguish between personal and professional views and present information in a fair and objective manner. Should an issue arise, there are processes in place for student concerns to be evaluated and addressed.

**10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

### **Evidence of Meeting the Standard**

Shasta College does not require conformity to any specific codes of conduct or world views, however there are Board policies in place that require compliance with ethical standards for Administrators (IC10-01, IC10-02), Faculty (IC10-03), and Staff (IC10-04).

### **Analysis and Evaluation**

Standard does not apply to Shasta College.

**11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

### **Evidence of Meeting the Standard**

The College does not operate in foreign locations.

### **Analysis and Evaluation**

Standard does not apply to Shasta College.

**12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

### **Evidence of Meeting the Standard**

This District has Board Policy and Administrative Procedures that direct all processes associated with Accreditation (IC12-01). District reports and other substantive Accreditation-related communications regarding Standards compliance are posted on the College website (IC12-02). Other required information such as other ACCJC contact information and information about the upcoming Comprehensive Review, is posted on the website as is the link to access the third-party comments form (IC12-03). The College submits all reports according to timelines established by ACCJC (IC12-04).

### **Analysis and Evaluation**

Board Policy and Administrative Procedures, as well as the history of interactions with ACCJC

as documented on the Shasta College Accreditation website, demonstrates the institution's commitment to comply with commission policies and standards. Specifically, these documents show the College is responsive to ACCJC timelines, requests for information, and public disclosure of information.

**13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

**Evidence of Meeting the Standard**

Shasta College maintains positive relationships with external accrediting agencies and accurately represents information on the College website (IC13-01) and in the College Catalog (IC12-02). All required and substantive communications between the College and ACCJC are posted on the College website (IC13-02). The College complies with Federal regulations and other required requests for information. For example, ACCJC is notified about all new credit-bearing programs through substantive change inquiries (IC13-03). In addition to accreditation through ACCJC, the College maintains program accreditation with the Commission on Dental Hygiene, American Dental Association, Board of Registered Nurses, Board of Registered Nurses and Psychiatric Technicians, California Health and Human Services Agency, California Department of Public Health (CDPH) for CNA/Home Health Aide, National Association for the Education of Young Children, Commission on Accreditation in Physical Therapy Education, and Commission on Accreditation for Health Informatics and Information Management Education (IC13-01).

**Analysis and Evaluation**

The College maintains positive relationships with all accrediting bodies as part of our quality assurance and continual improvement process. All required communications from ACCJC related to accreditation status are posted on the College website. Eight other agencies accredit the College, and information about those bodies (including their contact information) is displayed on the College website and in the College Catalog. Accreditation status is appropriately communicated on the website along with other required public notifications.

**14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

**Evidence of Meeting the Standard**

As evidenced by the College's financial statements and the annual audit report (IC14-01), the College does not seek to generate a profit for investors, a parent organization, or to support external interests. The College ensures its commitment to high-quality education, student achievement, and student learning through its Integrated Planning process (IB9-01). College priorities are articulated in the Educational Master Plan (IC14-02) and the Strategic Plan (IC14-03). All administrators are required to declare conflicts of interest annually and the College is certified by the Fair Political Practices Commission (IC14-04). The District has

Board Policies and Administrative Procedures to further ensure commitment to education, student learning, and achievement are the paramount objectives of the institution (IC14-05).

### **Analysis and Evaluation**

The College bases planning decisions on the Educational Master Plan and the Strategic Plan which derive from the Mission. Planning processes keep student learning and achievement at the center of institutional decision-making. The College consistently has good audit reports and maintains Certification with the Fair Political Practices Commission to ensure financial integrity. Administrative Procedures and Board Policies also function to ensure education, student learning, and achievement are the paramount objectives of the institution.

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### **Conclusions on Standard I.C: Institutional Integrity**

Shasta College upholds institutional integrity and ensures the accuracy and quality of information provided to students, prospective students, and the community. In alignment with the mission, Shasta College communicates information about educational programs and student support services through the website and the catalog, which undergoes an annual review. The College's website also provides relevant information regarding its accreditation status. Shasta College is committed to documenting and sharing information on student learning and success metrics, ensuring accurate communication of academic quality. The College adheres to ACCJC Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure.

### **Improvement Plan(s)**

None

### **Evidence List**

IC1-01 2022-2023 SC Catalog  
IC1-02 Catalog Review Request  
IC1-03 SC Mission  
IC1-04 Accreditation Info  
IC1-05 Course Outline of Record  
IC1-06 Syllabus Template  
IC1-07 Curriculum Handbook 2nd Ed  
IC1-08 AP 4021 PR and Discontinuance  
IC1-09 PR Report  
IC1-10 ISLOs  
IC1-11 SC Institutional Assessment Plan  
IC1-12 Degrees Awarded  
IC1-13 HIM Catalog Pages  
  
IC3-01 Student Achievement Webpage  
IC3-02 Research Reports Webpage  
IC3-03 Marketing Material Examples  
IC3-04 HIM Program Information

IC4-01 Course Outline of Record

IC4-02 SC Interest Areas

IC5-01 BP 1200 District Mission

IC5-02 Ed Master Plan Mission Statement

IC5-03 Integrated Planning Manual

IC5-04 Participatory Governance Manual

IC5-05 Strategic Plan

IC5-06 College Council Minutes 02-01-22

IC5-07 EMP Addendum Excerpt

IC5-08 Strategic Plan Approval CC Minutes 8-31-21

IC5-09 Strategic Plan Website

IC6-01 Cost of Attendance Webpage

IC6-02 Tuition and Fees Webpage

IC6-03 Student Fees Proposed Changes Summer Fall 2022

IC6-04 ZTC Filter MyShasta

IC6-05 Cost of Student Housing Dorm Meals Web

IC6-06 Baccalaureate Program Fees

IC6-07 HIM Program Cost Webpage

IC6-08 Catalog Registration and Related Fees

IC6-09 Dental Hygiene Cost Webpage

IC6-10 BP 5020 Non-Resident Tuition

IC6-11 BP 5030 Fees

IC6-12 AP 5020 Non-Resident Tuition

IC6-13 AP 5030 Fees

IC6-14 SC Bookstore Website

IC7-01 BP 4030 Academic Freedom

IC7-02 Faculty Handbook 2020-2022

IC7-03 Academic Freedom Catalog Page 217

IC7-04 Academic Senate Minutes 9-10-18

IC8-01 BP 2710 Conflict of Interest

IC8-02 BP 2715 Code of Ethics Standard of Practice

IC8-03 BP 7900 Code of Ethics Faculty

IC8-04 AP 7900 Code of Ethics Faculty

IC8-05 BP 7231 Code of Ethics Classified Employee

IC8-06 BP 7255 Code of Ethics Administrators

IC8-07 BP 5500 Standards of Conduct

IC8-08 AP 5500 Standards of Conduct

IC8-09 AP 5520 Student Discipline

IC8-10 Standards of Conduct and Student Discipline

IC8-11 Sample Syllabus

IC9-01 BP 4030 Academic Freedom

IC9-02 Ethics Statement  
IC9-03 Faculty Handbook 2020-2022  
IC9-04 Student Comment Form

IC10-01 BP 7255 Code of Ethics Admin  
IC10-02 Statement of Ethics ACCCA  
IC10-03 AP 7900 Code of Ethics Faculty  
IC10-04 BP 7231 Classified Code of Ethics

IC12-01 BP 3200 Accreditation  
IC12-02 ACCJC Reports and Communications  
IC12-03 Accreditation Website  
IC12-04 Report Submission Confirmation

IC13-01 Accrediting Bodies Published on Web  
IC13-02 Accrediting Info Catalog  
IC13-03 Substantive Change Inquiry Examples

IC14-01 SC Audit 2022  
IC14-02 Ed Mater Plan  
IC14-03 2021-2024 Strategic Plan  
IC14-04 Conflict of Interest Cert  
IC14-05 BP / AP 2710 Conflict of Interest

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## **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **A. Instructional Programs**

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

### **Evidence of Meeting the Standard**

All instructional programs at Shasta College are offered in fields of study consistent with the institution's Mission (IIA1-01), are appropriate to higher education, and results in student achievement of identified learning outcomes in successful completion of degrees, certificates, and/or in a path to employment. Programs and courses follow consistent Curriculum of Record (COR) guidance, Student Learning Outcomes (SLO), and Program Learning Outcomes (PLO), regardless of modality or campus where the courses or programs are completed. All new programs must be approved in accordance with Administrative Procedure 4020 (Program and Curriculum Development) (IIA1-02). The review process includes, in succession, area faculty, area dean, Assistant Superintendent/Vice President of Instruction, the instructional dean's group, President's Cabinet, Curriculum Committee, and Academic Senate, with the Superintendent/President making the final decision pending approval by the Board of Trustees. All new programs must be aligned with the College's Mission.

Relying primarily on the advice of the Academic Senate, the President is responsible for recommending new programs, which are then forwarded to the Board of Trustees. Pending approval by the Board, new programs of 16 or more units are then submitted to the California Community Colleges Chancellor's Office (CCCCO) for approval. After approval from the CCCCCO, or in the case of programs composed of fewer than 16 units after approval by the Board, new programs (consisting of more than 16 units) are sent to ACCJC for final confirmation. All approved programs are published in the Course Catalog along with clearly defined Program Learning Outcomes (PLOs) and other relevant information. All courses in the program are also aligned with the College's mission as part of curriculum creation and review processes. The District offers a wide range of degree and certificate programs.

Shasta College has clear transfer pathways and articulation agreements with many UC, CSU, and private universities. Suggested course sequences for many programs are published on the College website. The Program Learning Outcomes (PLOs) appear along with the program descriptions and course requirements in the Course Catalog (IIA1-03). The College has an exemplary history of degree and certificate completion. The multi-year average (2016-2021) for degree completion is 957 and certificate completion is 604 (IIA1-04). Assessment of transfer and completion rates for programs occurs at the Program Review level and more broadly when the College discusses Institution Set Standards (see section IB3).

Finally, the Health Information Management (HIM) baccalaureate degree aligns with the Mission of the College as it is an "undergraduate" educational program. As healthcare is a large regional employer, the program supports student and community needs. Demand for the program is trending upward as can be observed by the steadily increasing number of graduates (IIA1-05).

### **Analysis and Evaluation**

Instructional programs at Shasta College, regardless of location or means of delivery, are tied to the institutional Mission and appropriate to higher education. Program development and periodic review includes the development and cyclical reevaluation of Student Learning

Outcomes (SLOs) and Program Learning Outcomes (PLO). Regular review of programs ensures that student goals for degree attainment, employment, or transfer, are met.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

### **Evidence of Meeting the Standard**

Full-time and part-time faculty are hired as discipline experts in their fields, as determined by minimum qualifications or equivalency. The College relies on this expertise for determining relevance and currency of instructional content and programs, as well as ensuring content and methods of instruction meet accepted academic and professional standards. All courses are reviewed at least once every five years according to the cycle found on the Curriculum Committee website. When possible full-time faculty take the lead on developing and reviewing courses, except in those smaller programs that rely primarily on part-time faculty. In these cases, part-time faculty, with guidance and oversight from full-time faculty in closely related disciplines, take the lead on determining relevance and currency of instructional content and programs.

Faculty meet with department, area, and division colleagues regularly through the academic year to discuss and assess instructional methods, pedagogy, and student performance. Faculty routinely discuss teaching methodologies with their colleagues to ensure courses are offered in the most optimum modality for overall student success within the sequence of courses. Faculty at Shasta College adhere to a prescribed workflow for the development, review, and approval of curriculum for both courses and programs as evidenced in the Curriculum Committee's Curriculum Handbook (IIA2-01), which is aligned with the Chancellor's Office Program and Course Approval Handbook (PCAH). For courses that include a distance education component, a separate course approval and review process is in place (IIA2-02); for each of those courses an addendum is placed on the course including the following (IIA2-03):

- How course outcomes will be achieved in the distance education mode;
- How the portion of instruction delivered via distance education provides regular and effective contact between instructors and students, as well as among students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act.

For instructional programs overall, Program Review occurs on a six-year cycle, except for Career Technical Education programs, which also receive a shorter review every two-years. The Program Review Committee monitors the cycle and reviews criteria, which includes relevance, appropriateness, assessment of outcomes, currency, and ongoing recommendations (IIA2-04). The Program Review Committee relies on data, such as learning outcomes, course

completion, and degree and certificate attainment. Program Review is continually evaluated for process improvement. Aligning with Title 5 and relevant ACCJC standards, the Program Review Committee oversees processes of program review including guidelines for faculty and staff, training, documentation timelines, completion cycles, and responsibilities (IIA2-05). Further the committee makes recommendations on the disposition of programs to continue without qualification, continue with qualification, or discontinue (IIA2-06). The Program Review Reports completed by the committee include important analysis on program data, including learning outcomes, completion, curriculum, and awards (IIA2-07). Finally, the report includes a summary of any needed changes or improvements based on the analysis provided. The Program Review Committee keeps minutes from each meeting. These include a synopsis of discussion and voting actions taken for those programs coming before the committee (IIA2-08).

### **Analysis and Evaluation**

Both full-time and part-time faculty are engaged throughout the curriculum development process to ensure methods, modality, content, and outcomes for courses and programs meet accepted academic and professional standards. The faculty-driven robust and systematic curriculum review and approval process guarantees collective ownership and routine ongoing dialogue by faculty throughout the process. Emerging information and data are used to ensure relevance, appropriateness, achievement of outcomes, currency, and time to completion. The curriculum and program review processes promote continuous quality improvement to teaching and learning and foster student success.

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

### **Evidence of Meeting the Standard**

Shasta College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures as described in the Shasta College Curriculum Handbook and the Institutional Assessment Plan (IIA3-01, IIA3-02). Faculty are asked to assess and submit their SLOs results each term (IIA3-03). Summary SLO information for each area is tabulated by the Research Office to support planning and Program Review, while instructors may also use individual results to plan improvements (IIA3-04, IIA3-05). To improve the impact of SLO assessment the Research Office launched a new tool in Spring 2023. Faculty now have access to summative data immediately after submitting SLO reports and can compare outcomes between terms and modes of instruction (IB2-08). SLOs, as part of the Course Outline of Record (COR), are reviewed every at least every five years during the curriculum review process and are maintained in a centralized system called CurricUNET (IIA3-06).

During the first week of class, students receive a course syllabus which includes SLOs from the officially approved COR. The Syllabus Template lists the SLOs for each course as a required element of all syllabi, and syllabus guidelines are provided to incoming faculty to ensure

consistency in requiring SLOs (IIA3-07). Syllabi are submitted, archived, and reviewed by division offices at the beginning of each term to ensure SLOs are included (IIA3-08). Moreover, SLO submission and participation is integrated into the faculty contract and evaluation process (IIA3-09).

All new programs must be reviewed and approved in accordance with AP 4020 (IIA3-10). The review process includes, in succession, area faculty, area dean, Vice President of Instruction, the instructional dean's group, President's Cabinet, the Curriculum Committee, and Academic Senate. All approved programs, including distance education programs and courses, are published in the Course Catalog along with clearly stated student Program Learning Outcomes. Learning outcomes for distance education programs/courses are the same as the face-to-face counterparts (IIA3-11).

The process for establishing, publishing, and assessing the HIM baccalaureate program and course outcomes follows the same institutional framework (IIA3-12).

### **Analysis and Evaluation**

The institution has procedures for identifying learning outcomes for all courses and programs, including the HIM baccalaureate degree. The District has systems and processes for assessing outcomes on a regular basis, and summative results are made available to faculty. All syllabi include the learning outcomes and course objectives from the officially approved CORs, and faculty are required to submit all syllabi within the first two weeks of class, ensuring the objectives and learning outcomes are communicated to students. Outcomes are published in the COR, the Course Catalog, and the course syllabus, and outcomes are the same for all courses regardless of modality. Each division has procedures to ensure students receive accurate information about course and program outcomes.

#### **4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

### **Evidence of Meeting the Standard**

Shasta College offers a limited number of pre-collegiate courses for students who may intend to transfer or earn a degree or certificate (IIA4-01, IIA4-02). These courses all have subject codes or course numbers of 200-399 to distinguish them from college-level courses, which are numbered 1- 199. For students with disabilities, nine adaptive studies courses are offered under the CALS (Career and Life Success) discipline (IIA4-03). The remaining pre-collegiate courses are meant to support community interest and education when transferring or earning a degree is not the goal.

Students are given options about which transfer-level math and English courses, with or without support, they would like to take in order to meet transfer requirements (IIA4-04, IIA4-05). Over the past several years, the District has reduced the number of pre-collegiate math and English classes and encouraged students to enroll in transfer-level courses where applicable to their educational goals (IIA4-06). Pre-transfer classes in math and English are now only offered for high school students. Free tutoring for students is offered at each of the campuses (Redding, Tehama, Trinity, Intermountain) and online to all students, to support course completion (IIA4-

07).

### **Analysis and Evaluation**

The District offers some pre-collegiate courses, and these courses are clearly distinguished from college-level curriculum by the course number sequence. Support services are extensive and include free tutoring at each of the campus locations and online. The College also offers a series of adaptive classes under the CALS discipline. These are open to all students but are designed specifically for students who access the District's disabled students' program, Partners in Access to College Education (PACE). These courses are intended to aid PACE students' transition into college.

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

### **Evidence of Meeting the Standard**

Shasta College demonstrates instructional quality by aligning with the common practices of the American higher education system. These practices follow established criteria for determining breadth, depth, rigor, sequencing of courses, and time to completion. Certificates of achievement require a minimum of 16 credit hours, and associate degrees require a minimum of 60 semester credits, as evidenced in Board Policy 4100 (IIA5-01) and the accompanying Administrative Procedure 4100 – “Graduation Requirements for Degrees and Certificates” (IIA5-02). The baccalaureate degree requires 129-131 semester credits, described at length in the 2021-2022 Shasta Course Catalog (IIA5-03). Board Policy 4020 (IIA5-04), Administrative Procedure 4020 – “Program and Curriculum Development” (IIA5-05), and Administrative Procedure 4021 – “Program Review and Discontinuance” (IIA5-06) codify the procedures for development, review, or discontinuance of all courses, degree, and programs. In compliance with California Education Code, Title 5, section 55002 “Standards and Criteria for Courses,” and California Community College Chancellor's Office Program and Course Approval Handbook, the Shasta College Curriculum Committee, which operates as a standing subcommittee under the Academic Senate has standardized its practices in its Curriculum Handbook. The Curriculum Committee evaluates curriculum based on the following criteria:

- Does the curriculum meet the requirements of the Program and Course Approval Handbook (PCAH), meet Title 5 requirements, and align with District's ISLOs?
- Is the proposed curriculum consistent with the mission of the District?
- Is there a demonstrated need for the curriculum?
- Does the proposed curriculum demonstrate a quality design?
- Has the feasibility of offering the curriculum been evaluated?
- Does the curriculum comply with all applicable state and federal laws, licensing body requirements, and/or accreditation standards? (IIA5-07)

The College offers a Bachelor of Science in Health Information Management. It includes 45

units of upper-division major core, and 9 units of upper-division general education. It also includes 75-77 units from the Health Information Technology associate degree, which brings the total for the baccalaureate to 129-131 units. The upper and lower-division courses are clearly distinguished within the baccalaureate program (IIA5-03). Shasta College meets all the requirements of Higher Education, including the policy on institutional degrees and credits. The number of units and coursework are comparable to other accredited HIM programs, including Mesa College and Loma Linda University. The HIM program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), which requires accredited programs to adhere to strict curriculum requirements. Curriculum and coursework have the rigor and depth of the bachelor's degree level. The program also adheres to the standards of the American Health Information Management Association (AHIMA). All courses, SLOs, assignments, and examinations adhere to AHIMA's 2018 Competencies (IIA5-08). A program report is submitted annually to CAHIIM to prove that the program follows rigorous curriculum standards and maintains accreditation status. Students awarded the Shasta College HIM degree must complete a CSU or IGETC transfer pattern for lower-division general education. The program length to complete a bachelor's degree in HIM is four semesters.

### **Analysis and Evaluation**

The College confers awards ranging from certificates of varying unit values to local associate degrees, transfer-level associate degrees, and one bachelor's degree. Degree-completing students are required to meet general education, residency, and competency requirements set forth in Title 5, which also aligns common practices familiar to the American higher education system. Certificates of achievement are designed around a pattern of learning experiences aimed at developing certain capabilities within general education, occupational, and vocational proficiencies. Ensuring that curriculum meets the criteria of breadth, depth, rigor, sequencing, time to completion, and synthesis of learning is the responsibility of the Curriculum Committee, as a standing subcommittee of the Academic Senate. Through this evaluation process, the Committee confirms that courses and content are sound, comprehensive, and designed to meet the evolving needs of students, business and industry, and the local communities within the District.

### **6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

#### **Evidence of Meeting the Standard**

Shasta College schedules all certificates and degree courses in a manner that allows students to complete their selected program of study within a timeframe consistent with established norms and expectations in higher education. Generally, for lower-unit certificates, the time to complete may occur within one semester, while other larger unit certificates may take a year. Associate degrees are organized around a two-year sequence, and Shasta College's baccalaureate degree is designed as a four-year program as evidenced in AP 4100 "Graduation Requirements for Degrees and Certificates" (IIA6-01). Credit courses required for completion of programs are offered at least every two years.

Faculty have developed program maps to aid academic counselors and students in developing a personalized education plan and selecting an efficient and predictive sequence of courses toward completion of that plan. Program maps are published on the Shasta College website for many of the programs and accessible to students. Moreover, these maps are important tools in determining the College's overall schedule of courses each term (IIA6-02, IIA6-03).

Development of the class schedule for each successive term is a multi-step process that involves stakeholders from different departments and areas of the College. Typically, the process begins by examining the previous similar academic term. Conversations begin between the division dean and faculty coordinators, or representative faculty from each department. Input from counselors, and historical enrollment patterns point to student need and are considered throughout the process. For those CTE programs, information gathered from advisory committees is also considered, as well as any requirements of outside accrediting organizations (IIA6-04). The division dean drafts the proposed schedule with input from each constituent group, in consultation with department faculty, and in collaboration with other division deans to minimize conflicts. The proposed schedule is then submitted to the Office of Instruction where the Vice President of Instructions gives input. Finally, counselors receive the schedule before it is published, and they have an opportunity to suggest additional changes. Changes to the schedule also occur once registration has started. Enrollments and waitlists are used to evaluate the schedule to make timely determinations as to whether courses need to be added or subtracted. These changes become additional data to be considered during the next term's schedule development process. The HIM baccalaureate program has a set and repeating sequence of classes to ensure students can complete the program in two years.

### **Analysis and Evaluation**

The College uses program maps, models, data, counselor and advisory committee input, enrollment trends, and inter-divisional collaboration to guide schedule development. This ensures that courses, in various modalities, are scheduled in a way that allows timely completion of certificates and degree programs consistent with the expectations and norms of higher education.

- 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

### **Evidence of Meeting the Standard**

To meet the diverse needs of our students and to reach all areas of a geographically large District, instructional modes are varied. Courses are taught in a traditional (face-to-face) format at campuses around the District, in a hybrid format, or in an online (synchronous or asynchronous) format. Traditional and hybrid courses are taught at the main Redding campus, the Red Bluff Campus, the Health Sciences Campus, and the Shasta Public Library. Student demographics indicate that 63.6% of District students work part-time or full-time. The District strives to meet the needs of these students by scheduling online and hybrid sections. Moreover, course length is varied to meet the needs of students with 8-week, 12-week, 15-week, and 17-week options. Courses in the 8-week blocks have become more common because they have

shown higher success rates than traditional 17-week courses.

Shasta College has established procedures to ensure that courses and programs comply with federal regulation regarding regular and substantive interactions (IIA7-01). Appropriate modes of instruction are determined through the curriculum process and require a distance education addendum where instructors articulate how they will maintain regular substantive interaction with students (IIA7-02). The curriculum review process ensures that all courses approved for distance education delivery meet the same quality and rigor as their traditional format counterparts. Each course outline of record contains information about the Methods of Instruction (IIA7-03).

In addition, the Academic Senate has adopted guidelines for ensuring that the District has professional development policies and course assignment guidelines that support regular and substantive interaction in online courses (IIA7-04). The Senate has also recommended the adoption of the Online Education Initiative course design rubric aimed at ensuring best practices in online education (IIA7-05). The District has offered compensation for associated work and professional development to faculty who chose to follow the best practice design standards in academic years 2022, 2023, and 2024. Section B of the OEI rubric covers regular and substantive interaction (IIA7-06). Additional details regarding the methods used to train and support faculty in using technology to support regular and substantive interaction are noted in IIC4 of the report.

The College includes analysis of success and retention in online courses as part of the data dashboards used for planning (IIA7-07). The dashboards allow the District to disaggregate by a variety of variables, including student sub-populations. These dashboards also allow College staff to evaluate the effectiveness of different modes of instruction and plan for improvement. Faculty are prompted to review this type of data as part of the planning process and plan for improvements (IIA7-08). Based on analysis of data over time, the District discontinued offering Interactive Television (ITV) as a mode of distance learning because of low enrollment, generally lower success rates, and increased online offerings.

The District utilizes multiple methods to evaluate and assess the changing needs of students. For example, students were surveyed to learn about which instructional methods they preferred, and technology needs they faced in 2020 (IIA7-09) and there was a follow-up survey in Spring 2022 (IIA7-10). In fall 2022, students were again surveyed to assess their basic needs including technological needs allowing the district to make continued improvements (IIA7-11). In addition to periodic needs surveys, the District monitors enrollment to understand demand and changes in learning preferences as they manifest in student behavior (IIA7-12). Lastly, the District makes learning support services available in multiple modalities to ensure equitable access regardless of location or mode of instruction. For example, all library and learning center services are available both in-person and remotely (IIA7-13).

### **Analysis and Evaluation**

The District uses multiple measures to understand the learning needs and preferences of students. Appropriate delivery methods are determined through the curriculum development process and documented on the course outline of record. Training for faculty is required to ensure that regular and substantive interaction occurs between instructors and students. The District evaluates the effectiveness of instructional methods during the annual planning process and through periodic surveys. The District offers both in-person and online services across the service area to ensure equitable access.

- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

### **Evidence of Meeting the Standard**

Shasta College does not use department-wide course and/or program examinations, though some CTE programs do offer students the opportunity to take external industry certification exams and skills assessments. In compliance with Shasta College's AP and BP 4235 (IIA8-01, IIA8-02) and Title 5 section 55050, Shasta College students may earn Credit for Prior Learning (CPL) through various methods for select courses (IIA8-03). The methods are Credit by Exam/Assessment (created by individual faculty), Industry Certificate/Credential, Military Training/Coursework, Advanced Placement (AP), College Level Exam Program (CLEP), and Portfolio (Portfolio process is currently in development). Evaluation of coursework taken at other higher education institutions also falls under the CPL umbrella at Shasta College. Discipline faculty revise the CPL list of eligible courses for each method on an annual basis; the lists of eligible and non-eligible coursework for CPL is also updated as individual students submit petitions. Students who wish to apply for CPL must meet the criteria listed in the Course Catalog (IIA8-04). Interested students can submit forms available on the Credit for Prior Learning website to request potential credit. At Shasta College, students are not charged any fees for Credit for Prior Learning. The following CPL methods include review by faculty and approval by the Academic Senate: AP and CLEP. CPL methods that involve Counseling faculty, Instructional Faculty, Instructional Deans, and Admissions and Records Evaluators are: Military Training/Coursework, Industry Certificate/Credential, Exam/Assessment.

Shasta College BP and AP 4260 (Prerequisites and Corequisites) describe the District's policies on establishing pre- and corequisites (IIA8-05, IIA8-06). As these policies indicate, the College requires that the course outline of record list at least three University of California and/or California State University campuses that have equivalent course with equivalent prerequisite(s) or corequisite(s) in place. Prerequisites and corequisites are reviewed every five years as part of the normal curriculum review process, and each prerequisite and corequisite is voted on as a separate motion by the Curriculum Committee. The College also has a process in place allowing students to challenge prerequisites; this is outlined in the Course Catalog (IIA8-07).

### **Analysis and Evaluation**

The College does not offer department-wide course or program examinations. It has clearly stated policies and resources to provide direct assessment of prior learning. Additionally, the College provides and follows clear policies with respect to the establishment of prerequisites and assessments of prior learning to ensure that these are effective and without bias. The College offers a formal process for students to challenge prerequisites to ensure no unanticipated bias has impacted a student's ability to enroll.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

### **Evidence of Meeting the Standard**

Shasta College awards course credit, certificates of achievement, associate degrees, associate degrees for transfer (AD-T), and baccalaureate degrees based on the attainment of course-level student learning outcomes (SLO) and program learning outcomes (PLO) in a manner that complies with all state and federal laws, as well as the norms within higher education. Course-level SLOs are developed and established by the college's faculty and undergo review through the curriculum development process. Each credit course contains a minimum of one SLO that maps to the course learning objectives and content, all of which can be found in the Course Outline of Record (IIA9-01). Courses follow a regular evaluation cycle every five years, with more frequency if needed to ensure the currency and relevance of SLOs, content, and assessment mechanisms. This curriculum process invites an interdisciplinary dialogue between faculty. For courses that become part of an AD-T, the C-ID is used for alignment. The College's baccalaureate degree (HIM) follows the American Health Information Management Association curriculum competencies. Each new and revised course adheres to the Curriculum Committee's review process as outlined in the committee's Curriculum Handbook and meets the requirements of the CCCCO Program and Course Approval Handbook (PCAH), which in turn is aligned with Title 5 of the California Code of Regulations and California Education Code (IIA9-02).

Units of credit are awarded to students following assessments by faculty to determine demonstrated proficiency in meeting course objectives and outcomes through various graded assignments, skills demonstrations, portfolios, presentations, exams, etc. Students are awarded grades based on performance. To pass the course and receive credit a student must achieve a letter grade of at least a "D" or "P" (if taken as pass/no pass) – grading and academic record symbol policies are outlined in Administrative Procedure 4230 (Grading and Academic Record Symbols) (IIA9-03). For outcomes assessment, faculty record their assessments each term using the online Assessment Submission Form found in the Learning Outcomes Resource Center and accompanying Canvas course. These resources provide instructions and a video tutorial to support the process (IIA9-04). Course-level outcomes are mapped to program-level outcomes. Methods of documenting outcomes achievement and related continuous improvement processes are discussed in further detail in sections IB2, IB3, IB5, IB6, IIA3, and IIA11.

Students are made aware of course requirements, outcomes, objectives, and policies through the course syllabus. Faculty develop a unique syllabus for each course using the Syllabus Guidelines and Syllabus Template approved by the Shasta College Academic Senate (IIA9-05, IIA9-06). Division offices collect, review, and keep a repository of syllabi. If syllabi are missing key elements, they are returned to faculty for revision to ensure compliance.

Shasta College's institutional policies for awarding units of credit are consistent with Title 5 and the norms of higher education. Administrative Procedure 4020 outlines the conversion of student learning hours to units of credit (IIA9-07). Each unit of credit equals a minimum of 54 hours of student work, equivalent to three hours of student work per week multiplied by 18 weeks. Lecture units are calculated by combining each hour of lecture with two additional hours of study outside of class. Thus, a lecture unit contains a total of 18 hours of class time and 36 hours of study time. Lab units consist of 54 direct hours of practical learning in a laboratory environment. For worksite-based learning or independent study courses, an equivalent amount of work is required, and a similar calculation of hours is utilized, which complies with generally accepted practices in higher education. All course units are calculated in at least half-unit increments. Courses with less than 18 hours are prorated to ensure that 54 hours of total student work earns a unit of credit – this calculation is the same for all courses regardless of the mode of instruction.

The College's Health Information Management (HIM) baccalaureate degree follows the 2018 AHIMA Curriculum Competencies and CAHIIM standards to ensure the highest quality of teaching (IIA5-08). Every course in the HIM program has an approved course outline with objectives, student learning outcomes, evaluation methodology, the outline of content areas, textbook, and resources. The program and all courses have been approved through the curriculum review process.

### **Analysis and Evaluation**

The awarding of course units, certificates, and degrees are determined based on the attainment of learning outcomes. Students earn grades or a passing score in their courses based on their assessed performance and aligned with grading standards established through the curriculum review process. The curriculum process ensures that awarding units of credit reflects the widely accepted norms for higher education. The curriculum review process follows established College policies and procedures, consistent with Title 5, California Education Code, and ACCJC.

**10. 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 the 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. (ER 10)**

### **Evidence of Meeting the Standard**

The Shasta College Course Catalog provides information for students seeking to transfer credit between Shasta College and other accredited institutions of higher education (IIA10-01). As

indicated in the College's AP 4050 (Articulation), the Articulation Officer is responsible for coordinating and maintaining articulation agreements, consulting with faculty, advocating for campus programs, moderating and mediating disputes between institutions, and serves as the campus liaison to the California Community Colleges Chancellor's Office in Sacramento (IIA10-02). Information regarding transfer of credit is readily accessible and routinely updated in the annually published Shasta Course Catalog. The College website contains information for students seeking transfer of credit and access to a database where students can research course articulation. The Assist website contains articulation information for all California public higher education institutions (IIA10-03). Transfer of credit is further facilitated by 25 AD-T programs where transfer and acceptance of credit is guaranteed in the California State University system. Special articulation agreements are in place for some private and out-of-state Universities (IIA10-04). The first two years of the Health Information Management baccalaureate program prepare students for the major. Students may take the required courses and prerequisites at other accredited institutions and transfer acceptance, aligning with District policy. The HIM counselors assist students and evaluate courses, determining equivalency and transfer policies into the HIM program, which are clearly stated in the Course Catalog (IIA10-05).

### **Analysis and Evaluation**

The College has developed clear policies and pathways for transfer of credit and articulation. The process seeks to eliminate barriers, recognize comparable completed credits, reduce loss of credit, and facilitate a timely attainment of educational completion. Associated policy and procedures are reviewed at regular intervals.

**11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### **Evidence of Meeting the Standard**

All of Shasta College's programs are linked to Institutional Learning Outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The seven Institutional SLOs (ISLOs) for Shasta College align closely with these outcomes and are summarized as follows: Information Competency, Effective Communication, Quantitative Reasoning, Critical Thinking, Workplace Skills, Global and Community Awareness, and Self-Efficacy. These outcomes were adopted by the Board of Trustees and documented in BP 1300 (Institutional Student Learning Outcomes) (IIA11-01). The ISLOs are connected to all programs and published in the Course Catalog (IIA11-02).

Curriculum maps ensure programs are linked to the Institutional Student Learning Outcomes. These outcomes are assessed using multiple methods. For example, they are assessed through regularized student learning outcomes assessments that are mapped to the ISLOs (IIA11-03). They are also assessed via a self-assessment which occurs when students apply for graduation. This data is periodically analyzed and shared with the community during the Annual Planning

process (IIA11-04). The data is shared in a Tableau file so that information can be disaggregated by a wide variety of variables. Lastly, the ISLOs are periodically assessed via projects. For example, the district assessed both the Workplace Skills and the Self-Efficacy ISLOs during the current evaluation cycle (IIA11-05). The outcomes assessments discussed above are shared with faculty for consideration during Program Review and Annual Planning as part of the continuous improvement cycle.

The Communication Studies department serves as an example of outcomes assessment leading to programmatic change. The Communication Studies 2019 Program Review identified a challenge to the program learning outcome assessment measure not adequately measuring student learning and determined to modify their measurement tool. In their 2023 Comprehensive Instructional Program Review (CIPR) they reported on their new assessment measure and successful outcomes (IIA11-06). This example illustrates some of the improvements the District seeks to achieve through outcomes assessment process and Program Review.

Institutional Student Learning Outcomes also apply to the HIM baccalaureate program whose program outcomes align with baccalaureate-level competencies established by a third-party accreditor (IIA5-08). Program faculty report outcomes each term and have a carefully designed curriculum, demonstrating all levels of outcome alignment (IIA11-07, IIA11-08).

### **Analysis and Evaluation**

The institution has adopted Institutional Learning Outcomes that are connected to all degree and certificate programs. Assessment occurs via outcome mapping, a self-assessment upon graduation, and other periodic assessments.

**12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

### **Evidence of Meeting the Standard**

In adherence with the Chancellor's Office Program and Course Approval Handbook (PCAH), Shasta College requires all of its degree programs (including the baccalaureate degree) to provide a component of general education (GE) credits in addition to major or area of emphasis program requirements. Board Policy 4025 (Philosophy and Criteria for Associate Degree and General Education) (IIA12-01) outlines the College's general philosophy for GE and is reviewed regularly by the Academic Senate and by College Council. It notes that the "District recognizes that success requires specific life and professional skills and abilities, but also an

awareness of the broader community and world in which our students must live.” Board Policy 4025 and the associated AP are up for review in Spring 2024. Additionally, a clear goal statement for general education is published in the Course Catalog along with information about GE patterns required for CSU and IGETC, and the Catalog clearly lists the specific courses that meet these requirements (IIA12-02). All courses proposed for the associate degree, CSU, or IGETC GE patterns are reviewed by the faculty-led General Education Committee, which meets regularly to address proposed courses or changes to existing courses.

The GE Committee is a subcommittee of the Curriculum Committee, which is in turn a standing committee of the Academic Senate. It includes in its membership the District’s Articulation Officer who provides guidance on all GE course alignment. All the GE Committee’s recommendations are reviewed and approved by the Curriculum Committee and the Academic Senate before placement in the Course Catalog. The Course Catalog is approved by the Board of Trustees. Regardless of the GE pattern, the GE requirements aim to ensure that students completing approved courses will be prepared for responsible participation in civil society, will have skills for lifelong learning and application of learning, and will have a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

The District’s baccalaureate degree in Health Information Management includes three upper-division general education courses (nine units) in alignment with GE requirements stated in the PCAH. Upper-division GE requirements are distributed across major subject areas and are designed for baccalaureate-level students (IIA12-03), while lower-division GE requirements are met before program enrollment.

### **Analysis and Evaluation**

Shasta College requires a component of general education for all associate degree programs and for its baccalaureate degree. These GE requirements are clearly stated in the Course Catalog and include courses whose outcomes ensure students are prepared to participate in civil society; have developed the skills necessary for lifelong learning; and have obtained a broad understanding of the development, knowledge practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. The same requirements apply for online and face-to-face classes. The General Education Committee, a subcommittee of the Curriculum Committee, relies on faculty expertise and that of the District Articulation Officer to determine appropriate courses to include in the general education curriculum.

**13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

### **Evidence of Meeting the Standard**

All of Shasta College’s degree programs include focused study in at least one area of inquiry or

in an established interdisciplinary core. Degrees include GE courses, which give students a broad base of knowledge, and discipline-specific courses where students specialize in their field of study. Each area's discipline-specific or "major" component is based on the standards or norms current for that discipline in higher education. Courses in CTE degrees are regularly reviewed not only by the faculty but by advisory committees composed of experts and working professionals in the discipline. All courses are reviewed every five years through regular curriculum review, and the review process includes an evaluation of currency within the discipline as required by Board Policy 4020 (Program and Curriculum Development) (IIA13-01).

The Program Review Committee (PRC) updated the cycle of evaluation. Briefly, the new process explained in the Instructional Program Review Handbook (IIA13-02) shows the integration of the Comprehensive Program Review Self-Study Template (completed every six years), the Annual Plan Template, and CTE Two-Year Mini Program Review Template. The process asks faculty to review and analyze previous plans and outcomes, describe how programs contribute to the College Mission, and to speak to program strengths, and improvement opportunities, ensuring that degree programs include focused study in areas of inquiry relevant to the program outcomes.

Shasta College currently has 25 Associate Degrees for Transfer (AD-T) and 62 other associate degrees (IIA13-03). The AD-T degrees comply with the Transfer Model Curriculum that has been developed by Community College and California State University faculty. Students completing AD-T degrees can transfer directly to a CSU to complete their bachelor's degrees. Programs have Program Level Outcomes (PLOs) that are mapped to the programs' course Student Learning Outcomes (SLOs). Together, the PLOs and SLOs establish the outcomes, and competencies that give students mastery of the key theories and practices within their chosen field of study. The General and University Studies areas of emphases have courses mapped to the ISLOs, which serve as PLOs for these programs.

The HIM baccalaureate degree also has a focused area of student inquiry: Health Information Management. Specialized courses were designed to align with AHIMA Council for Excellence in Education, the Health Information Management Accrediting agency (IIA13-04).

### **Analysis and Evaluation**

All the College's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Specialized courses in each area of inquiry or interdisciplinary core have SLOs which are mapped to the program-level PLOs for each program, or to ISLOs in the case of the General and University Studies areas of emphases. These courses are appropriate to the field of study, to the degree level, and to common standards in higher education.

**14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

### **Evidence of Meeting the Standard**

Graduates and completers of Shasta College's various Career Technical Education degree and certificate programs demonstrate technical proficiency and professional competencies that align with employment, industry standards, and when applicable, external licensure and certification. Information for each program of study can be found in the Course Catalog (IIA14-01). These descriptions include Program Learning Outcomes, certificate or degree requirements, core courses for the major, as well as general education courses and general electives where applicable. Program descriptions highlight whether curriculum aligns with external accrediting agency licensures and certifications. Additionally, in many cases, those program descriptions indicate what jobs students will be prepared for upon completion. Similar information from the Catalog is also presented on program and department webpages on the College website (IIA14-02). Licensure and certificate testing pass rates are kept for students completing requirements where data is available (IIA14-03). Pass rates are reviewed annually to ensure the College meets institution-set standards. All career-technical programs are reviewed by faculty and the Program Review Committee every two years as noted in AP 4021 (Program Review and Discontinuance) (IIA14-04). As noted in AP 4021, each CTE program must address the following three criteria within the review:

- The program meets a documented labor market demand,
- The program does not represent unnecessary duplication of other occupational training programs in the area,
- The program is of demonstrated effectiveness as measured by the employment and completion success of its students.

Program Review Reports exhibit program data analysis, including program effectiveness, course success rates, and enrollments (IIA14-05). The report analyzes Program Learning Outcomes and specifies LMI data for demonstrating labor market demand within CTE programs. Many of the CTE programs have committees consisting of industry advisors. These advisory committee meetings provide an ongoing dialogue between industry professionals and College faculty and staff. Each course has a unique Course Outline of Record listing learning outcomes and objectives linked to the technical and professional competencies students are expected to achieve upon successful completion (IIA14-06). Faculty provide information and garner advice from advisory members on student training and outcomes achievement to ensure alignment with industry standards. Minutes kept during these meetings provide documentation of updates shared by college faculty and staff, contain the advice provided on program improvement, and record votes taken by members on actionable items (IIA14-07).

As an example of the College's process at its best, in 2019, the College created a new program, and in doing so, defined a new industry sector in higher education. In the wake of devastating forest fires in California, it was determined that sustainable forest management, fuels reduction, land stewardship, and timber harvest were needed. The shortage of logging operators posed a significant challenge for the forest health sector. Successfully pioneering the development of formal training practices for a previously undefined sector required the faculty, staff, and administration to fully understand the forestry sector, identify industry partners, determine the depth and breadth of training required for logging operators, analyze available economic and

employment data, build curriculum, develop measurable outcomes, design assessment, recruit staff with an understanding of education and relevant industry experience, secure funding, procure equipment, and set up memoranda of understanding with forest land owners. This exemplifies the College's commitment to staying at the forefront of new emerging industry needs within the region and to serving students' educational and career needs (IIA14-08).

The HIM baccalaureate is designed so that students meet licensure requirements as illustrated by the Program Learning Outcomes (IIA12-03).

### **Analysis and Evaluation**

Processes are in place to ensure graduates and completers of career-technical degrees and certificates have the technical and professional competencies for employment as well as the necessary preparation for external licensure and certification. Career technical education programs at Shasta College successfully prepare students for careers in those industries and sectors they represent. Faculty leading CTE programs remain engaged with industry and advisory partners to ensure content, curriculum, and lab equipment are up to date with industry standards and align with best practices across multiple industries.

### **15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

#### **Evidence of Meeting the Standard**

Administrative Procedure 4021 (Program Review and Discontinuance) defines the process by which instructional programs are considered for discontinuance and the steps involved. AP 4021 describes that program discontinuance may be initiated voluntarily, by mandate, or by recommendation from the Program Review process. Regardless of the factors involved in initiating a program discontinuance, priority must be given to students and options considered for their program completion (IIA15-01). The "catalog rights" described in the Course Catalog communicates to students the requirements for completion of degrees and certificates. The College issues a new Catalog each academic year, and programs, courses, and requirements may change from one Catalog to the next. Students retain the right to degree requirements if they remain actively enrolled at the College (IIA15-02).

As an example, following a Program Review Committee (PRC) evaluation recommendation to "continue with qualification," the college determined to voluntarily discontinue the General Studies: Food and Beverage and Lodging Management AS.1517 degree and five certificates (IIA15-03). In keeping with the procedure, the PRC supported the recommendation (IIA15-04) and that triggered the process. Next, the PRC chair composed a memo to the Superintendent/President explaining the rationale, including student impact, and sent notification to the Office of Instruction, College Council, and Academic Senate (IIA15-05). As observed in the memo, courses and other degree and certificate options remained available to students. Opportunity for input from Academic Senate (IIA15-06) and College Council (IIA15-07) was provided, and the Superintendent/President approved and verified the process was followed (IIA15-08).

Changes to AP 4021 in spring 2022 were intended to enhance the process. The role of the PRC was removed from the procedure, different approaches to bringing forward discontinuances were described, increased opportunity for faculty voice were added, and details provided for developing the plan to coordinate student support during discontinuance. Additional enhancements include new forms to support evidence collection and overall discontinuance planning (IIA15-09, IIA15-10, IIA15-11).

### **Analysis and Evaluation**

The College has a program discontinuance procedure that has worked effectively, as shown by the example of the voluntary discontinuance of the General Studies: Food and Beverage and Lodging Management AS.1517 degree and five certificates. Recent changes provide greater guidance and support when discontinuance is considered. When required, a planning team is appointed and key personnel determine how best to ensure students complete the program, information is updated, and stakeholders informed.

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

### **Evidence of Meeting the Standard**

As articulated in the College's Strategic Plan, Program Review is the primary means for regularly evaluating the effectiveness of instructional programs and is a key component of institutional planning (IIA16-01). Execution of this practice is depicted in the Program Review Committee Bylaws which states in part, "The primary goals of Shasta College Program Review Committee shall be the following: ... To uphold academic program quality standards and requirements articulated in the College mission, Education Code, Section 78016, Title 5 § 55003, and relevant ACCJC Standards" (IIA16-02).

The initial Program Review Committee evaluation cycle implemented during the 2015-2016 year provided formalized oversight and helped ensure program quality. The process worked well and program improvements were made (IIA16-03, IIA16-04). It called for all programs to be formally evaluated by the PRC every four years unless the outcome of an evaluation was an improvement plan. An improvement plan then triggered a reevaluation in two years. However, the PRC could not keep up with the workload created by this cycle, which was made worse with the impacts brought on by wildfires, power shutoffs, and the pandemic. Furthermore, curricular modifications to improve programs would often not be through the process when evaluation or reevaluation occurred. Combined, this created a backlog for the PRC and frustration for faculty not receiving relevant or timely feedback. Thus, the Program Review Committee committed to making changes to improve functionality.

Previously, Annual Plans and Program Reviews had been completed each year, and every other

year, respectively. The College determined that Annual Plans would continue to be used for short-term planning and resource allocation. However, the two-year cycle for Program Review for all programs was determined to be unsustainable. Whereas CTE (Career & Technical Education) programs require evaluation every two years to remain current and relevant, most General Education programs do not have the same demands for “time to market.”

The new process explained in the Instructional Program Review Handbook (IIA16-05) shows the integration of the Comprehensive Program Review Self-Study, Annual Plan, and CTE Two-Year Mini Program Review as part of the annual planning cycle. Each document guides faculty through a series of prompts that ask them to review and analyze previous plans and outcomes, describe how programs contribute to the College Mission, and speak to program strengths and improvement opportunities. Supported by a coordinated Tableau Data Set (IIA16-06), the Comprehensive Program Review Self-Study incorporates data analysis on student success and achievement, various equity indicators, and narrative components that include program relevance, appropriateness, learning outcomes, currency, and future planning (IIA16-07). Numerous improvements are made as a result of Program Review and other types of evaluation and planning. Some examples include:

- Communication Studies: New Full-time faculty, fully online public speaking course, rookie tournament, and tutoring/coaching services for CMST courses (IIA16-08)
- Welding: Expansion of the Program to other locations (IIA16-09)
- Administration of Justice: community collaboration, new courses, new equipment, and new facilities (IIA16-10)
- Physical Therapy: New tenure track position, test prep certification, outreach (IIA16-11)
- Sociology: Engagement with high school partners via outreach and courses (IIA16-12)

The combined effort of the Office of Instruction and the Curriculum Committee assures that the College has practices in place so that courses are reviewed every five years (IIA16-13) The Curriculum Committee Handbook (IIA16-14) explains, “The Committee ensures that all curriculum is sound, comprehensive and responsive to the evolving needs of Shasta College students as well as the academic, business, and local communities.”

The Continuing and Community Education programs and courses are also regularly evaluated. As with instructional and student services programs, Community and Contract Education completes an Annual Plan each year. In addition, they have defined practices to ensure programs and courses enhance learning outcomes and student achievement. Courses offered through Community and Contract Education must first be submitted to the Community and Contract Education office via the Course Proposal Outline (IIA16-15). The instructor fills out the proposal outline, providing the information necessary to identify the subject matter and topics to be covered and teaching methods and materials that will be used to meet course objectives. The instructor must identify the course SLOs (Student Learning Outcomes) in the outline. This process helps ensure that the courses being proposed and offered will meet institutional goals.

Additionally, Community and Contract Education courses are evaluated each time the course is offered. Community and Contract education instructors provide each participant a Participant Evaluation Form at the end of the class to be submitted to the Community Education Office (IIA16-16). This evaluation assesses the strengths and weaknesses of the class and instructor to improve the course and better serve the community.

### **Analysis and Evaluation**

The College has processes to regularly evaluate the effectiveness of courses and programs. Institutional practices support improvement and innovation. The Curriculum Committee reviews courses every five years, and Community and Contract Education embeds evaluation in their routine workflow. The recent changes to the Instructional Program Review Committee functionality put greater emphasis on ongoing, systematic self-reflection for all programs via Annual Plans, Mini-Program Reviews every two years for CTE programs, and a deeper dive for all programs with Comprehensive Program Review Self-Study every six years. Changes to the PRC membership and roles and responsibilities, including the planning cycle, and greater involvement of Interest Area faculty peers and counselors on evaluation teams, support the culture of continuous improvement and celebration of impactful practices.

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### **Conclusions on Standard II.A: Instructional Programs**

Shasta College provides a comprehensive selection of instructional programs that align with the Mission. Degree programs include general education requirements to support breadth of knowledge and intellectual inquiry. By assessing outcomes and adhering to established standards, the College assures these programs have quality and rigor. Through systematic assessment and a comprehensive program review process, Shasta College ensures the quality of programs. Support services help ensure students have what they need to complete programs according to their educational plan.

### **Improvement Plan**

Continue to enhance the integration of assessment data into the Annual Planning and Program Review process to facilitate evidence-based decision-making and continuous improvement. This is ongoing and has resulted in significant progress thus far. In the 23/24 planning cycle, the District will provide additional training on using assessment data for planning and program evaluation.

### **Evidence List**

IIA1-01 Mission and Vision Statement  
IIA1-02 AP 4020 Program and Curriculum Development  
IIA1-03 SC Course Catalog  
IIA1-04 Student Completions for Certificates and Degrees  
IIA1-05 Institution-set Standards 2022-23  
  
IIA2-01 Curriculum Handbook  
IIA2-02 Example Distance Ed Addendum  
IIA2-03 BP / AP 4105 Distance Ed

IIA2-04 CMST 2023 Program Review  
IIA2-05 PRC Bylaws  
IIA2-06 AP 4021 PR and Discontinuance  
IIA2-07 PR Report AS-T.1001 Business Administration  
IIA2-08 PRC Minutes 4-7-22

IIA3-01 SC Curriculum Handbook  
IIA3-02 IAP  
IIA3-03 Sample SLO Reporting Forms  
IIA3-04 SLO Summative Data  
IIA3-05 Sample Reflections on SLO Assessment Data  
IIA3-06 Sample Course Outlines  
IIA3-07 Syllabus Guide  
IIA3-08 Syllabus Request Emails  
IIA3-09 SLOs and Evaluations  
IIA3-10 AP 4020 Program and Curriculum Development  
IIA3-11 Sample Catalog Pages with PLOs  
IIA3-12 HIM SLO Report Examples

IIA4-01 2023-2024 SC Course Catalog ESL Courses  
IIA4-02 2023-2024 SC Course Catalog Math Courses  
IIA4-03 2023-2024 SC Course Catalog Adaptive Courses  
IIA4-04 English ESL Math Placement AB 705 SC  
IIA4-05 Math Flowchart  
IIA4-06 Placement Website  
IIA4-07 TLC at SC

IIA5-01 BP 4100 Graduation Requirements for Degrees  
IIA5-02 AP 4100 Graduation Requirements for Degrees  
IIA5-03 SC Baccalaureate Degree Requirements  
IIA5-04 BP 4020 Program and Curriculum Development  
IIA5-05 AP 4020 Program and Curriculum Development  
IIA5-06 AP 4021 Program Review and Discontinuance  
IIA5-07 SC Curriculum Handbook  
IIA5-08 AHIMA Baccalaureate Degree Competencies

IIA6-01 AP 4100 Graduation Requirements for Degrees  
IIA6-02 Business Administration AS-T Webpage  
IIA6-03 CIS CISCO Networking (Certificate) Webpage  
IIA6-04 AP 4102 Career and Technical Ed Programs

IIA7-01 BP / AP 4105 Distance Ed  
IIA7-02 Curriculum Handbook Pages 29-30  
IIA7-03 COR DE Addendums  
IIA7-04 Guidelines Online Pedagogy Requirement

IIA7-05 OEI Course-Design Rubric  
IIA7-06 Course Alignment Course  
IIA7-07 Online Success Rates  
IIA7-08 Annual Planning Template  
IIA7-09 Covid Impact Report 2020  
IIA7-10 Course Preferences Survey  
IIA7-11 Basic Needs Survey  
IIA7-12 Enrollment Management Report  
IIA7-13 District-wide Learning Support

IIA8-01 AP 4235 Credit for Prior Learning  
IIA8-02 BP 4235 Credit for Prior Learning  
IIA8-03 Credit by Examination Course List  
IIA8-04 2022-2023 Catalog Pages 211-214  
IIA8-05 BP 4260 - Prerequisites and Corequisites  
IIA8-06 AP 4260 - Prerequisites and Corequisites  
IIA8-07 Catalog Pages 11-12

IIA9-01 Sample Course Outline of Record  
IIA9-02 SC Curriculum Handbook  
IIA9-03 AP 4230 Grading and Academic Record Symbols  
IIA9-04 SC Website Learning Outcomes Resource Center  
IIA9-05 Senate Syllabus Guidelines  
IIA9-06 Senate Syllabus Template  
IIA9-07 AP 4020 Program and Curriculum Development

IIA10-01 SC Course Catalog Transfer Credit  
IIA10-02 AP 4050 Articulation  
IIA10-03 Articulation Webpage  
IIA10-04 Articulation Examples  
IIA10-05 HIM Catalog Pages

IIA11-01 BP 1300 Institutional SLOs  
IIA11-02 SC Course Catalog  
IIA11-03 Sample Curriculum Maps  
IIA11-04 ISLO Self-Assessment Data Visualization  
IIA11-05 ISLO Assessment Examples  
IIA11-06 CMST Program Reviews  
IIA11-07 HIM SLO Report Examples  
IIA11-08 HIM Program Map

IIA12-01 BP 4025 Philosophy and Criteria for AS Degree and Gen Ed  
IIA12-02 Catalog Pages 36-41  
IIA12-03 HIM General Ed

IIA13-01 AP 4020 Program and Curriculum Development  
IIA13-02 Instructional PR Handbook  
IIA13-03 2021-2022 SC Catalog Transfer Degrees  
IIA13-04 HIM 2018 Competencies

IIA14-01 SC Catalog Degree Requirements  
IIA14-02 Program Descriptions and Possible Jobs  
IIA14-03 Institutional Set Standards  
IIA14-04 AP 4021 PR and Discontinuance  
IIA14-05 2021 PR Report AS 1081 Business Administration Acct  
IIA14-06 Course Outline of Record for AGNR 103  
IIA14-07 Heavy Equipment Ops Program Advisory Minutes 3-23-22  
IIA14-08 Heavy Equipment Logging Ops and Maintenance Cert

IIA15-01 AP 4021 Program Review and Discontinuance  
IIA15-02 College Catalog Rights  
IIA15-03 PRC Program Plan for Discontinuance  
IIA15-04 PRC Minutes 4-11-18  
IIA15-05 PRC Memo Dr Wyse 4-11-18  
IIA15-06 AS Minutes 4-23-18  
IIA15-07 CC Agenda 5-1-18  
IIA15-08 Email Dr Wyse  
IIA15-09 Voluntary Report for Discontinuance  
IIA15-10 Qualitative Evidence Form for Discontinuance  
IIA15-11 Quantitative Evidence Form for Discontinuance

IIA16-01 Strategic Plan and PR  
IIA16-02 PRC Bylaws  
IIA16-03 CL3426 PR 2016 Evaluation  
IIA16-04 CL3426 PR 2018 Update  
IIA16-05 Instructional Program Review Handbook  
IIA16-06 Tableau Dataset  
IIA16-07 Program Review Example  
IIA16-08 CMST Eval & Planning  
IIA16-09 WELD Eval & Planning  
IIA16-10 ADJU Eval & Planning  
IIA16-11 PTA Eval & Planning  
IIA16-12 Sociology Eval & Planning  
IIA16-13 CC 5 YR Review Chart  
IIA16-14 Shasta Curriculum Handbook 2019 Final  
IIA16-15 Course Proposal Outline 2022 Template  
IIA16-16 Community Ed Feedback Survey 2022

## **B. Library and Learning Support Services**

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

### **Evidence of Meeting the Standard**

#### ***Library***

The library's support services and resources are sufficient in quantity, currency, depth, and variety to support the learning needs of Shasta College students. The library provides in-person library services Monday-Thursday, 8 am-7 pm and Friday 8 am-5 pm (IIB1-01). Students can meet with a librarian in-person during open hours. These appointments include in-depth coverage of library resources, research methodologies, and citation instruction in direct support of the students' questions. Students are surveyed after their appointments and nearly all students respond that the appointment increased their ability to complete the research needed for their course (IIB1-02). The library provides access to computer labs, printing services, print materials, and study spaces. Library staff assist students with technology needs, printing services, and locating library materials to support students' coursework. Recent surveys of campus students show a high level of satisfaction with library services and resources (IIB1-03).

The library provides information literacy instruction in a variety of formats (IIB1-04). Lessons occur in the Library Instruction Lab, computer labs at the Tehama Campus, or online. Each lesson is taught by a librarian based on objectives determined in collaboration with faculty partners and course outcomes. The session introduces students to library resources and research skills. In addition, all students have access to an online asynchronous lesson, *Introduction to Library Research*. This online lesson addresses institutional learning outcome 2: Information Competency, which is the ability to find, evaluate, use, and communicate information in all its various formats. Librarians monitor activity in the online lesson and provide contextualized feedback to support student learning. Student survey responses indicate that by the end of the course students felt more confident and better equipped to complete their research assignments (IIB1-05). In addition, Librarians regularly present workshops on relevant information literacy topics (IIB1-06). These workshops are presented online and in person. The topics are relevant to the campus community's informational needs and interests and include active learning components.

The Shasta College library uses a variety of formal and informal methods to evaluate the depth and variety of materials to meet the current needs of students. The library regularly engages with faculty and students through surveys, emails, the Ask-a-Librarian reference service, and campus committees to identify student and course learning needs (IIB1-07). Librarians are responsive to information needs identified through reference interactions and instruction by purchasing needed materials to satisfy information needs (IIB1-08). Changing course

curriculum also informs collection development. A recent example of this type of careful evaluation was the addition of the *Ethnic Diversity Source* database, after the adoption of the Ethnic Diversity General Education requirement. Faculty and students are encouraged to request materials and nearly all requests are honored. In response to increased technology needs, the library has 281 laptops for checkout (IIB1-09).

The library collection includes:

- 50,619 print book titles
- 2,828 DVD titles
- 31,679 eBook titles
- 43 online database subscriptions
- 281 laptops
- 720 textbooks
- 107 calculators

The library provides a wide range of services available at all campus locations (and online) and for all college instructional programs. All students have online access to article databases, eBooks, and the streaming video collection. Students are also supported by the library's research guides, which are curated to meet the informational needs of individual courses and/or topics. The library provides various ways for students and faculty to contact the library for assistance through the *Ask-a-Librarian* service, which is visible and accessible on all webpages, databases, research guides, and online courses (IIB1-10). Students and faculty can reach the library for reference assistance through online chat, email, texting, or phone. These questions are answered within 24 hours (usually much quicker) and provide the user with relevant resources and step-by-step instructions on accessing the resources. In addition, students can schedule online appointments with librarians. The library has further expanded resources at our extended education sites through onsite textbook collections and regularly occurring courier services. Students at all campuses and online can access the Library's YouTube channel, which includes "how to" videos and demonstrations of library resources (IIB1-11). Other videos address common questions from students about various information literacy topics.

As another method of evaluation, the library reviews library-use and student performance on key metrics such as persistence and course success. These key metrics are aligned with the library's service area outcomes (IB2-14). The library uses this information to understand the impact of core services and to plan for improvement. The data is also used to assess who is not using library services. The library uses this information to engage in targeted outreach efforts with the goal of increasing the scale of impact on students (IIB1-12).

Baccalaureate students have access to a wide range of resources to support their course curriculum and learning needs. In addition to the general healthcare resources provided, the College has subscriptions to many HIM core journals and has created a HIM research guide that curates the resources available (IIB1-13). The library has fulfilled every collection request from HIM faculty and students to ensure that the collection is designed in accordance with rigor of the program.

### ***Tutoring and Learning Center***

The Tutoring and Learning Center (TLC) is open Monday-Thursday 8am-7pm and Friday 8am-

5pm, and assists with many subjects including math, business, physical and life sciences, writing, ESL, world languages, computer sciences, and more. Tutoring services are available on the main campus, Tehama, Trinity, and Intermountain campuses. The College also offers tutoring in an online Zoom format, which aims to serve students regardless of location and can be easily accessed through the appointment scheduling system on the website (IIB1-14).

Tutor staff are recommended by instructors and are interviewed and approved by the respective learning center coordinators. They are required to have an overall grade point average of 3.0 or higher and at least a B grade in each class that they are tutoring (IIB1-15). All tutors must attend tutor training. Tutor training is offered in both face-to-face and online formats. Training was revamped in Fall of 2020 to an entirely online format, and again in Spring of 2021 to a hybrid training and can be found on The Learning Center (TLC) Canvas Page. Beginning in January 2022, we developed training for newer tutors who have already completed the new tutor training. This offers training in advanced concepts and high-level work to develop necessary skills and problem-solving.

The District offers access to Tutor Lingo to supplement the lessons and activities in mandatory tutor training sessions. In these lessons, tutors learn how to facilitate learning and incorporate study skills and test-taking strategies. Tutor Lingo is available through The Learning Center (TLC) Canvas Page (IIB1-16).

In addition to the Tutoring and Learning Center peer-to-peer tutoring, the College demonstrates a strong commitment to academic support through Embedded Tutoring and Supplemental Instruction (SI), to support high DFW courses. Supplemental Instruction (SI) was implemented in Fall 2015 and is managed through the TLC. SI is student-led, and trained students are deployed to specific classes and instructors. SI Leaders are recommended by faculty and receive extensive training from a faculty member who was trained through UMKC (University of Missouri-Kansas City – where SI originated) curriculum (IIB1-17). The impact of these services is periodically evaluated in collaboration with the Research Office. There are special identifiers in MyShasta (our course registration system) to help students discover these courses (IIB1-18).

Additional support is offered through Math Camp, a one-week intensive review of basic math concepts (IIB1-19). Tutors assist students and lead breakout sessions throughout the week to strengthen concepts prior to the start of the semester. Those who attend Math Camp do significantly better than their peers (IIB1-20).

The TLC also houses a specialized student athlete learning support program, EDGE, which serves the needs of this specific population. This program requires certain student athletes to attend a specified number of hours per week in the TLC according to student GPA (IIB1-21).

Other efforts include Conversation Café, which meets weekly for tutored, student-focused activities to enhance the listening and speaking skills of English language learners, Final Exam

Jam, which offers two nights of extended hours in the TLC with tutors and faculty support to help students preparing for final exams, and Student Success Workshops and videos produced by the TLC, which are available for just-in-time options for students on topics such as preparing for a Zoom meeting, MLA, thesis statements, planning a paper, and common errors in grammar (IIB1-22).

Shasta College ensures equitable access to achievement, in part, because of the strength of its academic support programs. The Tutoring and Learning Centers have a history of impacting course success, enhancing student retention, and increasing help-seeking behavior (IIB1-23).

Baccalaureate students have access to tutoring services and lab spaces to support their educational goals.

## **Analysis and Evaluation**

### ***Library***

Shasta College meets this standard by providing high-quality learning materials and services. The diverse library collection is sufficient in quantity and quality to meet student needs. The library regularly engages with faculty across campuses and online through the library instruction program, participatory governance, and the curriculum process. Faculty input is encouraged and actively sought after through emails and surveys. Student and staff surveys indicate that library materials and services are meeting the needs of students and support student success. Library materials and services, including instruction, are available in-person and online, meeting the needs of extended education campuses and online students, including Baccalaureate students.

### ***Tutoring and Learning Center***

Shasta College offers an array of learning support services at the main campus in Redding, the Tehama Campus in Red Bluff, the Trinity Campus in Weaverville, and the Intermountain Campus in Burney. The institution regularly evaluates the quality of learning support services through needs assessments, surveys, and program reviews which are disaggregated to verify that services are of comparable quality regardless of location or means of delivery. Annual Planning explicitly reflects on the alignment of learning support services with the institutional mission.

- 2. 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.**

## **Evidence of Meeting the Standard**

### ***Library***

The library relies on faculty and library staff expertise to select and maintain educational equipment and materials that support student learning and success. Faculty and staff are encouraged to make material requests, and nearly all requests for new material are honored. Librarian participation in the Curriculum Committee as well as other campus committees

further supports connections with faculty and curricular needs. To support this process, the library evaluates the collection for depth and relevancy against new curriculum and is part of the curriculum approval process. A recent example of this process in action is when the library added a subscription to the database *Ethnic Diversity Source* in response to newly adopted General Education requirements.

Representatives from the library participate in campus committees to collaborate with other faculty and inform collections and services. The most salient examples are participation in Curriculum Committee and Academic Senate (IIB2-01). The library also participates in department meetings at all campuses to learn about the informational needs of the campus community and to improve services (IIB2-02). Daily interaction with students also informs the development of the collection. Through collaboration with faculty and the College bookstore the library Reserves Coordinator ensures relevancy of the textbook collection. To support this work, the library evaluates the collection each term against the textbook adoption list (IIB2-03). Annual review of use statistics provides further evidence of collection value and trends that inform ongoing collection development decisions (IIB1-09).

With the increase of students taking courses online, the library's collection development efforts have been focused on developing the eBook collection and other electronic resources. Along with traditional collection development techniques, the library utilizes a patron-driven acquisition model. This gives students access to the materials they need in a timely manner.

To address the technological needs of students, the library has 281 laptops and 107 calculators for checkout (IIB2-04). These items are checked-out for the entire semester and the program is continually evaluated for efficiency and student need. These materials are available to extended education campuses with some collections permanently housed at the sites.

In anticipation of the library remodel and the need for a collection assessment, the library engaged in a thorough evaluation and weeding of the collection in 2020/21 to ensure that students have access to timely, relevant, and engaging materials (IIB2-05). Furthermore, faculty were surveyed about the collection considering the renovation (IIB1-07). In response to faculty feedback through the survey and subsequent conversations, the library added two new online database subscriptions - *JSTOR-Life Sciences Collection*, *Opposing Viewpoints*, and *Digital Theatre Plus* during the 2022/2023 academic year. Usage analysis occurs annually of both print and electronic resources as an additional method to ensure the collection is relevant to the learning needs of students. Recently the College added an online service called Libkey that is meant to improve access to online content and thereby enhance the student experience.

### ***Tutoring and Learning Center***

The Tutoring Center works closely with faculty to develop, grow, and promote services. The most notable example is the assignment of release time to English and math faculty to collaborate with staff on providing high-impact services. These faculty representatives also act as liaisons to department faculty regarding associated programs. The Supplemental Instruction program also has a faculty coordinator who trains and supports student mentors. At times, this collaboration leads to purchasing new technology and redesigning spaces to meet evolving needs. Some examples include collaboration on the selection of new technology and spaces. To properly facilitate a shift to hybrid services, TLC purchased technology including noise-

canceled headphones, webcams, iPads, and created rooms/spaces specifically for Zoom sessions.

## **Analysis and Evaluation**

### ***Library***

Librarian faculty lead the development of the collection and actively seek input from discipline faculty and students through surveys, participatory committees, and daily interactions. Nearly all material requests are honored. The informational needs of online and extended education students are met by a combination of physical and remotely accessible collections and services.

### ***Tutoring and Learning Center***

Faculty and other professionals are consulted on an on-going basis through participatory governance and other means to ensure that equipment and means of delivery are consistent with student success and enhancing the achievement of the mission. Steps have been taken to ensure that equipment and delivery methods specifically create access for our diverse student population over the large geographical area of the District.

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

## **Evidence of Meeting the Standard**

### ***Library***

The library regularly evaluates services to ensure they meet the needs of the students. Through a planning process, the library team developed an Annual Plan (IIB3-01). The plan articulates strategies for meeting the goals and service area outcomes. One method of assessment for the library instruction program is through surveys. In Fall 2022, librarians updated student learning outcomes associated with library instruction (IIB3-02). In addition, the assessments for appointments and instruction sessions were revised. After completing an online instruction session, students are sent a survey (IIB1-05). Results indicate a high-level of satisfaction and impact on student learning. Students are also required to take quizzes to assess their understanding of each module's concepts. Results indicate a high success rate, with over 90% answering correctly (IIB3-03). In addition, students are also sent a survey after research consultations (IIB1-02). Most students report learning new research skills and an increase in their ability to find quality information. Moreover, students and staff were surveyed in Fall 2021 to assess satisfaction and perceptions on the library's support for learning. Overall students reported that the library helps them achieve their educational goals and that they are satisfied with the library services available (IIB3-03). Another example of the library being proactive and adjusting to student needs occurred during the global pandemic when it became apparent students had technological needs. As a response, the library added hundreds of laptops to the inventory for long-term checkouts. The library's current renovation has provided a continued period of growth and change, and user feedback has been critical in that process (IIB1-08). In addition, the library reviews core student performance indicators such as course completion and persistence against library users. There is a correlation between those key success metrics and library core services such as research appointments and textbook checkout

(IIB3-04). Where appropriate, the library uses the core indicator information to increase impact by working with categorical programs (based on the assessment data) to increase the reach of services.

### ***Tutoring and Learning Center***

The TLC actively solicits feedback from our staff and students. Bi-weekly meetings are held with TLC staff to collaborate, streamline services offered, and mitigate any issues arising in a timely fashion (IIB3-05). In addition, Coordinators hold individual “center” staff meetings. 4-up flyers are placed at each table with a QR code requesting feedback and links to our website feedback form (IIB3-06). Additionally, the TLC sends out an annual survey in the final weeks of the Spring semester to all students who utilized TLC services throughout the year to capture an overall assessment. The TLC team members then analyze the results, and plans are put into place to address any necessary concerns (IIB3-05, IIB3-06, IIB3-07, IIB3-08). In addition, the student body was surveyed on their perception of tutoring services and the results indicate students are very satisfied and that the College is performing better than the comparison colleges (IIB3-09). The TLC participates in annual planning to assess the needs of our students and properly resource the TLC learning support services (IIB3-05). The most compelling evidence of the TLC’s impact on student learning comes through collaboration with the Research Office (IIB1-23).

### **Analysis and Evaluation**

#### ***Library***

The library's planning and assessment practices are designed to ensure student educational needs are met. Assessment practices gather information from students, faculty, and staff and includes evaluation of the library’s impact on student learning.

### ***Tutoring and Learning Center***

Students have the capability to give feedback through surveys available year-round. As acquired, these feedback/satisfaction forms are automatically emailed to the department and distributed to coordinators and tutors to enhance the services provided. Additionally, a comprehensive survey is sent out each year at the conclusion of the spring semester to solicit broad feedback. These Tutoring and Learning Center-specific surveys help plan improvements. Lastly, periodic collaboration with the Research Office demonstrates TLC’s impact on student learning.

- 4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

### **Evidence of Meeting the Standard**

#### ***Library***

The Shasta College Library contracts with the Online Computer Library Center (OCLC) to

support cataloging and interlibrary loan (IIB4-01). The cataloging tools save the library time in processing materials, while the interlibrary loan service allows the library to request scholarly research that is not locally available.

The Shasta College Library is also a member of the Community College League of California (IIB4-02). This partnership allows the District to purchase electronic resources at a substantial discount and provides a network of support and training for library staff.

### ***Tutoring and Learning Center***

Student Lingo and Net Tutor are available to supplement walk-in or appointment-based services in the TLC to further support students living in remote areas or taking online courses (IIB4-03). Utilization reports (IIB4-04) are assessed regularly to ensure adequate effectiveness based on the intended purpose.

### **Analysis and Evaluation**

#### ***Library***

The library collaborates with reputable partners to improve workflow and services.

### ***Tutoring and Learning Center***

Contracts with outside institutions and sources for learning support services are vetted and signed by our administrative services departments and are often recommended directly by the California Community College Chancellor's Office or Foundation for California Community Colleges. Tutoring sessions held outside of Shasta College are recorded and reviewed periodically to determine the reliability and effectiveness of the service offered. Additional utilization reports are acquired and reviewed on an on-going basis.

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## **Conclusions on Standard II.B: Library and Learning Support Services**

The District provides comprehensive learning support services, including library, tutoring, learning centers, computer laboratories, learning technology, and ongoing training to both students and staff involved in student support. These services are sufficient in quantity, currency, depth, and variety and are accessible to all students through both in-person and online formats.

### **Improvement Plan(s)**

None

### **Evidence List**

IIB1-01 Catalog Library Info  
IIB1-02 Appointment Survey  
IIB1-03 SSI Survey  
IIB1-04 Library Instruction Stats  
IIB1-05 Canvas Student Survey  
IIB1-06 Student Success Workshops  
IIB1-07 Faculty Library Survey  
IIB1-08 Follow-up Library Renovation Email

IIB1-09 Library Usage Stats  
IIB1-10 Library Website  
IIB1-11 Library YouTube Channel  
IIB1-12 2023 Library Annual Plan  
IIB1-13 HIM Research Guide  
IIB1-14 Website ESARS Scheduling System  
IIB1-15 Website Tutoring App and Schedule Tracking  
IIB1-16 TLC Canvas Page  
IIB1-17 SI Training Docs and Agendas  
IIB1-18 MyShasta Learning Support Search  
IIB1-19 Math Camp Attendance  
IIB1-20 Math Camp Success Rates AB-705 Report  
IIB1-21 EDGE Attendance and Success Data  
IIB1-22 Final Exam Jam and TLC Videos  
IIB1-23 TLC Support Success Rates AB-705 Report

IIB2-01 Curriculum Committee Bylaws  
IIB2-02 Dept Meeting Presentation  
IIB2-03 Textbook Adoption List  
IIB2-04 Chromebook Loan Report  
IIB2-05 Weeding Summary Statistics

IIB3-01 2023 Library Annual Plan  
IIB3-02 SLO and SAO Plan  
IIB3-03 Library Assessment Results  
IIB3-04 Library SAO Data Visualization  
IIB3-05 TLC Staff Meeting Agendas  
IIB3-06 Feedback QR 4Ups  
IIB3-07 TLC Student Feedback Survey  
IIB3-08 TLC SLOs and SAO Survey  
IIB3-09 SSI Instruction and Learning Services Report

IIB4-01 OCLC Contract  
IIB4-02 CCLC Library Consortium Agreement  
IIB4-03 Student Lingo and Net Tutor Web  
IIB4-04 Utilization Reports

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## **C. Student Support Services**

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

### **Evidence of Meeting the Standard**

Student support services are regularly evaluated at the department and institutional level through a variety of methods including needs assessments, satisfaction surveys, the annual area planning process, and departmental program reviews. These processes ensure Shasta College offers support services which encourage student learning, enhance the institutional mission, and are of comparable quality regardless of location or means of delivery.

The institution and student support services have completed several comprehensive needs assessment and satisfaction surveys. In 2016, the College conducted the Community College Survey of Student Engagement (CCSSE), which served as a baseline for another campus-wide Community College Survey of Student Engagement (CCSSE) conducted in 2019 (IIC1-01). Additionally, the Student Services Division conducted a “Student Services Satisfaction” survey in 2017 and again in 2018 (IIC1-02, IIC1-03). In Fall 2021, the College conducted the RNL Student Satisfaction Inventory (IIC1-04, IIC1-05). In both the Student Services Satisfaction survey and the RNL Student Satisfaction Inventory, service area outcomes for various departments are mapped to specific survey questions (IIC1-06).

Data from these surveys are disaggregated *by location*. Student Services programs can filter responses by campus location (Downtown, Intermountain, Main, Online, Tehama, Trinity or Other) to assess satisfaction with services. Programs can also filter responses regarding various student support services *by means of delivery* including face-to-face, hybrid, or online (IIC1-07).

These surveys inform the College’s Annual Planning process as described in the Integrated Planning Manual (IIC1-08). The Integrated Planning Manual outlines an ongoing and systematic cycle of assessment, resource allocation, plan implementation, and re-assessment. Through this process, the College demonstrates that student services support student learning and that planning are explicitly connected to the Strategic Plan, the Educational Master Plan, and the College Mission. Departments use this process to identify strengths, needs for improvement, and external opportunities and challenges. Departments then identify activities designed to enhance support services. Each funding request is mapped to institutional goals and Institutional Student Learning Outcomes (ISLOs) (IIC1-09).

For example, through the planning process, the Health and Wellness department identified a need for 24-7 mental health support for our students. A funding request was submitted and ranked through the Student Services Council Annual Planning process. The request was ranked and ultimately funded through a grant (IIC1-10, IIC1-11).

Additionally, the Student Services Division implemented a program review process in which programs conduct an evaluation in a five-year cycle. The program review template explicitly asks each department to reflect on how it contributes to the college mission and to student success, regardless of location or means of delivery. Department members also reflect on how they have helped advance the Chancellor’s *Vision for Success, Guided Pathways* and the campus *Student Equity Plan* (IIC1-12, IIC1-13, IIC1-14).

The Student Services managers meet on a bi-weekly basis to review, recommend, and

implement strategies to improve access to student services through a variety of innovative practices (Institutional Goal 1, 2, Strategic Plan 2.2a). This team also considers directions for the improvement of student services (IIC1-15). Additionally, Student Services senior managers meet monthly to discuss and problem-solve implementation details and strategies (IIC1-16).

The College also regularly evaluates the quality of student support services offered to students enrolled in distance education programs and demonstrates that these services support student learning. Student success in online and hybrid courses is monitored primarily by tracking success rates. These are reported annually to the Board of Trustees (IIC1-17). A variety of student resources support the success of distance education students. These resources include “Skills for Online Success,” “Tutoring and Learning Centers,” Online Tutoring, and links to a variety of student support services (IIC1-18).

Counseling and other student support services are available for all students, including distance education students, to support their learning. Counselors are dedicated to serving distance education students through virtual counseling offering remote services via Zoom or phone (IIC1-19).

### **Analysis and Evaluation**

Shasta College offers an array of student support services at the main campus in Redding, the Health Sciences and University Center, the Tehama Campus, the Trinity Campus, and the Intermountain Campus in Burney. The institution regularly evaluates the quality of student support services through needs assessments, surveys, and program reviews which are disaggregated to verify that services are of comparable quality regardless of location or means of delivery. Annual Plans and program reviews explicitly reflect on the alignment of student support services with the institutional mission. Shasta College does not offer courses through correspondence education.

## **2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Departments in the Shasta College Student Services division identify Student Services Learning Outcomes (SSLOs) that align with the Institutional Student Learning Outcomes (ISLOs). Additionally, departments have identified service area outcomes (SAOs). The SSLOs focus on what the student will know or be able to do after receiving a particular service, while SAOs focus on the quality of service to students (IIC2-01). Programs such as EOPS and TRIO, which have pre-determined standards they are required to meet, use those program standards to assess effectiveness.

The Student Services division has defined “student satisfaction” as an overarching service area outcome. Student support service areas use a variety of assessment methods such as campus-wide surveys, point of service surveys and focus groups to assess students’ perceptions of services. In 2017 and again in 2018, the Student Services Division conducted a “Student

Services Satisfaction Survey”. In Fall 2021 and Fall 2023, the College conducted the RNL Student Satisfaction Inventory. In both the Student Services Satisfaction survey and the RNL Student Satisfaction Inventory, service area outcomes for various departments were mapped to survey questions (IIC2-02).

The RNL Student Satisfaction Inventory is planned to be administered every two years to allow for a cycle of data collection and the implementation of data informed changes. The impact of those changes is then reviewed. The survey and subsequent evaluation cycle that was planned in the Fall 2020 but delayed until Fall 2021 due to the pandemic (IIC2-03). The survey was also conducted in Fall 2023.

The Student Services Council has implemented a cycle of program evaluations such that departments are divided into five groups and each department completes a review every five years (IIC2-01). To support the program evaluation process, all programs have the following student success metrics available disaggregated by demographics (age, gender), equity population, and method of instruction (IIC2-04):

- First-Year Persistence (fall to spring)
- Completion (unduplicated count of students earning a certificate, degree, or are transfer-prepared)
- Course Success (A, B, C, or P)
- Through-put (complete transfer-level English and math within the first year)
- Transfer
- Accumulated units earned per semester

This allows each program to align their outcomes and goals with possible areas of improvement found in the student success metrics data.

In addition to departmental and division-wide assessments, the District has offered the Institutional Priorities Survey/Student Satisfaction Inventory (IIC2-05) and the Community College Survey of Student Engagement (IIC2-06) to assess the extent to which the district provides adequate and appropriate student support services to achieve those outcomes.

Evaluation results from SAO and SSLO assessments are used to improve student services. For example, evaluation results inform the creation of Annual Planning funding requests and culminate in the President’s prioritized Annual Area Plan list. This process represents the bridge between evaluation and college-wide annual planning and resource allocation. Each student services program reports on the outcomes assessed. Outcomes assessments are connected to funding proposals to improve future outcomes or to fill service gaps that have been identified.

For example, data from a *Special Programs Study* indicated that students in the UMOJA program have course success rates, completion rates, and graduation rates higher than their peers (IIC2-07). This finding led to a funding request to increase the UMOJA budget to expand services to additional students. This was approved through the process (IIC2-08). The Covid Impact Report is another example of how the college used evaluation results to improve student services (IIC2-09). In response to report recommendations, the college expanded “one-on-one

contacts” through increased staffing of the “New Applicant” Project, promoted student support services through the expansion of Student Support Portal on Canvas (IIC2-10), and increased access to counselors and the Student Success Center through Zoom “drop-in” appointments (IIC2-11).

### **Analysis and Evaluation**

Shasta College has identified learning support outcomes for its student population. The College regularly assesses these outcomes at the program and division levels. The data gathered are used to continuously evaluate and improve student support services and to ensure that these services align to District benchmarks and support student learning.

### **3. 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. (ER 15)**

#### **Evidence of Meeting the Standard**

Shasta College provides appropriate, comprehensive, and reliable support services to students regardless of service location or delivery method. Campus locations include the main Redding Campus, the Health Sciences and University Center Downtown Redding Campus, the Tehama Campus, the Trinity Campus, and the Intermountain Campus.

The main Redding campus serves as the hub for on-the-ground student support services. These services include the Admissions and Records/Financial Aid “One-Stop” Center, the Student Success Center, “The Hub” Basic Needs Center, Academic Counseling, the Career Café, Health and Wellness, Student Housing (Dorms), Student Senate, Transfer Center, and the Veterans Support and Success Center (IIC3-01). “On-the-ground” access to matriculation services are also available at the Tehama, Trinity and Intermountain campuses, which also serve as “one-stops” for students in these counties (IIC3-02).

Specialized support programs, such as College Connection, CalWORKs, Extended Opportunity Programs and Services (EOPS) / Cooperative Agencies Resources for Education (CARE), College to Career, Gateway to College, Partners in Access to College Education (for students with disabilities), SCI\*FI (Foster Youth Program), STEP-UP (restorative justice), TRIO (Educational Talent Search, Student Support Services, and Upward Bound), and UMOJA provide virtual as well as “on-the-ground” student support services at the main Redding campus (IIC3-03). The Foster and Kinship Care Education program is in the Community Leadership Center in downtown Redding (IIC3-04).

To serve students throughout the District, the College maintains additional campuses where students can receive services. Moreover, most of these services can also be accessed online. Online services include applications for admission (CCCApply) (IIC3-05), Free Application for Federal Student Aid (FAFSA) (IIC3-06), and scholarship applications (IIC3-07). Additionally, the College provides an online New Student Orientation (IIC3-08) and online academic and progress probation workshops (IIC3-09). The College has partnered with Credentials, Inc. (TranscriptsPlus) to accept transcript orders over the internet (IIC3-10). Students may register for classes and monitor progress through Ellucian Colleague self-service student planning software (IIC3-11). A wide range of dynamic forms have automated workflows so many

business processes can be completed online, including financial aid awards and document requests (IIC3-12).

The counseling department offers online counseling services (IIC3-13). Appointments are conducted via Zoom or phone. The Transfer Center has also set up Zoom and Skype appointments with university representatives from a variety of California State University, University of California, and private/out-of-state universities (IIC3-14). College counselors routinely visit regional high schools to provide face-to-face or virtual orientations, multiple-measure course placements, and to develop student education plans. Counselors work with an assigned student cohort to monitor student progress and to provide additional support services (IIC3-15).

In addition to student support services, students have in-person and remote access to a variety of academic supports. Academic support services include the Library and the Tutoring and Learning Center. Library services are available in person at the main Redding Campus. Students, faculty, and staff also have access to Library resources and support through various online platforms (IIC3-16). The Tutoring and Learning Center is open for both in-person and online appointments with locations at the Redding, Tehama, Trinity, and Intermountain campuses. Free tutoring is available for a variety of courses including math, Business, Science, and any classes that require writing (IIC3-17).

The Testing Center offers a variety of services to students and the community. Final Exam Jam Nights help students complete essays or prepare for final exams (IIC3-18). Math Camp is a free, one-week program for Shasta College students (incoming and continuing) designed to prepare them for their next math course (IIC3-19). The Student Success Center is available to assist new students through the matriculation process, support current students who are at risk, and connect all students to the campus resources which will help them to achieve their goals (IIC3-20). In addition to the Shasta College website, the Schedule of Classes, published each term, provides a listing of student support services and how to access them regardless of service location or delivery method (IIC3-21).

The College regularly assesses student needs for services regardless of location or mode of delivery and allocates resources to provide those services. Additionally, the College has established protocols to verify that these services are equitable regardless of location or means of delivery. Student support services are formally evaluated through a campus-wide survey and through regular program evaluations every five years (IIC3-22, IIC3-23, IIC3-24). Programs explicitly evaluate how the department contributes to the College Mission and to student success regardless of location or means of delivery. Departments can also access student utilization and satisfaction data by both location and method of delivery. Survey and program evaluation data are discussed in Student Services Council and inform the annual area planning process. Annual Plan funding requests are the method by which resources are allocated to ensure equitable access. For example, through this process, the College recognized that students needed 24/7 access to mental health services. As a result, the college funded TimelyMD – a 24/7 telehealth platform to provide access to health care regardless of physical location (IIC3-25, IIC3-26, IIC3-27)

### **Analysis and Evaluation**

Shasta College demonstrates that it continuously assesses student needs for services regardless of location or mode of delivery and allocates resources to provide those services. The College regularly reviews services through the annual planning process and a regularly scheduled program review process to ensure equitable access regardless of location or means of delivery. Notable process improvements that were implemented to address student needs include the implementation of dynamic forms / automated workflow, automated student planning, online “new student” orientation, streamlined financial aid packaging, a student support services portal on Canvas, the New Applicant Outreach program, and 24-7 access to the TimelyMD mental health telehealth platform.

- 4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

### **Evidence of Meeting the Standard**

Shasta College offers athletic and co-curricular programs that align with the mission and contribute to policies and standards of integrity. Every year, the Dean of Physical Education and Athletics (PEAT) completes the annual R4 Form (Statement of Compliance of Title IX Gender Equity) and Equity in Athletics Data Analysis (EADA) reports (IIC4-01, IIC4-02II). As required by the California Community College Athletic Association (CCCCAA), the R-4 form shows evidence of research within the Athletic Department as to the offerings provided by the District for student-athletes. The R-4 requires CCCApply application data, California Interscholastic Federation participation survey, and Shasta College’s annual radius of competition to assist in the College’s assessment of program offerings. The federal EADA report identifies the sports offered, athletic participation by gender, composition of coaches, and the cost of athletics. In addition, these programs participate in the Annual Planning and budget process through the PEAT Division. Instructional programs also complete a regularly scheduled Program Review which assesses program effectiveness, student satisfaction, and adherence to the college mission. Additionally, Shasta College is a member of the Golden Valley Conference, which requires an additional program review comprised of a self-evaluation followed by a site visit by the conference membership for verification and feedback (IIC4-03).

Shasta College offers the following intercollegiate athletic programs: Men’s Baseball, Men’s and Women’s Cross Country, Women’s Softball, Men’s Wrestling, Men’s and Women’s Basketball, Men’s and Women’s Swimming and Diving, Men’s Football, Men’s and Women’s Soccer, Men’s and Women’s Tennis, Men’s and Women’s Track and Field, and Women’s Volleyball.

These programs are housed within the Physical Education and Athletics division and managed by the Dean to ensure that each program adheres to the Mission of the College. Each athletic

program is offered as a for-credit course which has been reviewed and approved by the campus Curriculum Committee, the Board of Trustees, and the California Community Colleges Chancellor's Office. All athletic programs follow CCCAA policies and procedures, the Shasta College Board of Trustees Board Policy and Administrative Procedure 5700 – Intercollegiate Athletics, the State Education Code, and federal Title IX requirements (IIC4-04, IIC4-05, IIC4-06).

In addition to providing wraparound Basic Needs services and assistance, “The Hub” and the Office of Student Life offers a host of other co-curricular programs and activities to support the growth of students (IIC4-07). By providing engagement opportunities through Student Senate, clubs, events, study abroad, and exchange programs, The Hub promotes the ideal of human potential as it relates to intellectual, aesthetic, cultural and personal development. These co-curricular opportunities promote and encourage collective responsibility through shared decision-making, leadership, concern for others, responsible citizenship, social and communication skills, and peer networking.

Many of these opportunities and skills are developed as a result of being in student clubs or organizations. As of the end of the spring 2022 semester, there were 19 active student-initiated clubs/organizations and approximately 150 - 200 students involved overall. Clubs reflect both personal interests and identities such as the Gender-Sexual Alliance Club, InterVarsity Christian Fellowship, and the Geo-Adventure Club; others are directly associated with programs of study and academic achievement such as the Agriculture Leadership Club, Logging Sports Club, Welding Club, Phi Theta Kappa, and more (IIC4-08).

Student Senate, as the student governing body, develops leadership skills through common commitment, a sense of purpose, setting and achieving obtainable goals and objectives, and respecting and honoring the expertise and varying perspectives of all members and advisors. As part of the participatory planning and participatory governance process, decisions of the Student Senate must be representative of students' concerns and interests. In addition, representatives serve on district participatory and ad-hoc committees (IIC4-09).

Consistent with AP 5400, the Student Senate approves the formation of all student clubs to ensure they are appropriate to the College Mission (IIC4-10). Clubs provide students with opportunities for personal growth, intellectual development, ethical accountability (including financial), and individual and civic responsibility. The Hub with the Student Life Office supports student development through a variety of events and projects. The Shasta College Student Senate participates in the General Assembly of the Student Senate for the California Community Colleges. The Student Senate also coordinates blood drives, the “Giving Tree,” Constitution Day and a variety of club events. The Hub with The Student Life Office also coordinates the Civic and Voter Empowerment Program, the Global Education Center, annual Denim Day events, the Country Christmas Faire, and provides student-led campus tours to prospective students and school groups. Furthermore, the Beta Mu Mu chapter of the national Phi Theta Kappa honor society supports personal development and civic responsibility. There are currently 1,048 alumni (IIC4-11).

Consistent with AP 5420, the College has established a Student Representation Fee Trust Fund to account for monies collected pursuant to Education Code section 76060.5. Additionally, all funds for the Student Senate and other student clubs and organizations are deposited and disbursed by the Business Office. The Business Office supervises and maintains financial records of all transactions and also maintains appropriate financial controls. These records are subject to an annual external audit (IIC4-12). Consistent with AP 5420 (Student Organizations Finance), faculty and staff advisors ensure that student groups follow policy.

Shasta College also offers a variety of co-curricular programs which support the institution's Mission. Examples include the Art Gallery, theatrical productions, dance festivals, and a fully programmed concert series by student ensembles. The programs are the product of student and community interest and support. In almost all cases, performances are a part of the credit instruction program, and are thereby supervised by program faculty and administration. Prior to 2020 and the Covid-19 pandemic, the Shasta College Art Gallery exhibit space had become one of the Art department's most vibrant showcases, offering six exhibitions annually. The gallery featured artwork by nationally and internationally renowned artists, as well as annual faculty and student shows (IIC4-13).

The Theatre Arts department features two mainstage productions each academic year, together with a summer theatre production (IIC4-14, IIC4-15). A dance festival featuring repertory by Shasta College students and the Redding dance community is offered each spring (IIC4-16). Concerts are offered throughout the year featuring a variety of ensembles, including the Shasta Symphony Orchestra (SSO), the Shasta College Symphonic Band, the youth- and community-focused Concert Orchestra, the Jazz Big Band, and the smaller 'day jazz' ensemble. The choral/vocal program hosted two choirs, a community chorus, and an intensive summer Vocal Institute for developing opera and musical theatre students and has staged full-scale operas. As of Spring 2022, many of these ensembles have returned. Starting in Fall 2022, we celebrated the return of mainstage theatre productions, gallery exhibits, and a full slate of concerts by the SSO, Symphonic Band, Concert Orchestra, and college choirs (IIC4-17).

### **Analysis and Evaluation**

Co-curricular programs provide cultural, educational, and social experiences for both students and community members. Within the PEAT Division, athletic programs are evaluated annually and participate in the Annual Area Planning and budget process. Instructional programs also complete a regularly scheduled Program Review. The Annual Plan outlines general program strengths, weaknesses, and areas for improvement. Co-curricular programs in the performing arts are also linked to the Annual Plan review process. The College maintains oversight of athletic and co-curricular programs through Integrated Planning, budgeting, and curriculum approval processes. Athletic finances are separately scrutinized through the annual Equity in Athletics Data Analysis (EADA) report. Revenues from athletic and co-curricular ticket sales are deposited into the General Fund to offset program costs. These programs are the product of community interest and support. The college has policies and procedures in place to oversee the

effective operation of athletic and co-curricular programs.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

#### **Evidence of Meeting the Standard**

The Shasta College Counseling Center: *has a mission 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 (IIC5-01).*

Shasta College provides counseling services to support student development and success. The College currently employs sixteen full-time counselors and twenty part-time counselors. All General Counselors are aligned with an academic area of interest (IIC5-02). Counselors regularly meet with instructional division faculty to provide information about transfer pathways and graduation requirements and to build a connection between instructional programs and counselors.

Students can receive specialized counseling through a variety of programs and services on campus such as Extended Opportunity Programs and Services (EOPS/CARE), CalWORKs, Transfer Center, Athletics, Partners in Access to College Education (PACE/DSPS), Veterans, TRIO SSS for traditionally underserved students interested in transfer, SCI\*FI for foster youth, and Umoja (IIC5-03). Each program maintains information on the website. In addition, counselors support students in various Career and Technical Education (CTE) programs, the Associate Completion in the Evenings (ACE) program, and the Bachelor's Through Online and Local Degrees (BOLD) program.

Students may make an appointment to meet with a counselor either online or in person. Counselors are available for "express" ten, thirty-minute, or one-hour appointments on the main campus, the Health Sciences Downtown Center, or the Tehama Campus. Appointments may be scheduled in person or via Zoom (IIC5-04).

Each spring, counselors and Student Services staff go to high schools within its service area to meet with graduating seniors to complete a preliminary education plan. Other students who are new to the College are directed to schedule an education plan appointment with a counselor upon completion of their new student orientation (IIC5-05).

Matriculating students are required to complete an online orientation that provides them with fundamental information about academic requirements and the support services available to them (IIC5-06). Students can also easily access information about counseling services and academic planning information on the comprehensive Counseling Department website. Counselors reinforce and expand on those basic points to keep students informed with timely, useful, and accurate information about academic requirements, including

graduation and transfer policies. Students interested in transferring can be referred to the Transfer Center counselor to discuss specifics related to their transfer goals. The Transfer Center's Canvas pages disseminate ongoing and point-in-time information (IIC5-07). There is a close relationship between Counseling and Admissions and Records Departments. With the creation of dynamic forms and electronic workflows, Counselors and staff are regularly updated on enhancements such as "credit for prior learning" and front-end transcript evaluation processes. Admissions, Counselors, and The Student Life Office also share the responsibility for disseminating information about when to apply for graduation and how to participate in the college's graduation ceremony.

All counselors from the Counseling Center and from the specialized programs receive intensive training when they first start in a counseling position and participate in regularly scheduled counselor training meetings. The Counseling Department meets twice each month. The agenda provides updates on activities as well as training opportunities (IIC5-08). Changes to academic requirements, processes and deadlines related to graduation and transfer are discussed at these meetings (IIC5-09). Counselors from the specialized programs also attend program meetings to discuss additional items relevant to their area of specialization and the populations they serve.

Counselors routinely attend CSU and UC annual conferences, as well as program-specific conferences and workshops to refresh their content knowledge. Examples include the annual EOPS Conference, the California Association for Postsecondary Education and Disability Conference, the California Perkins Joint Special Populations Advisory Committee Conference, the NASPA Student Affairs Administrators in Higher Education Conference and the Western Association of Educational Opportunity Personnel (WESTOP) Conference. The College also hosts monthly training for high school counselors to highlight program offerings and provide process updates regarding steps to enrollment.

All counselors are placed on an evaluation cycle and routinely evaluated. Consistent with the bargaining agreement, each evaluation contains a peer and administrator review and includes Student Opinion of Counseling (STOCs) surveys. The summary evaluation and the STOCs surveys explicitly include an assessment of how the counselor enhances student development and success (IIC5-10).

The College regularly evaluates counseling services. Counselors routinely review Service Area Outcome (SAO) and Student Services Learning Outcome (SSLO) data to assess how well students understand academic requirements, how well students can clarify career and/or educational goals, and overall satisfaction with counseling services. Questions on a College-wide survey (Ruffalo Noel Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement) Interest are mapped to departmental service area outcomes (IIC5-11). The Counseling Department reviews survey and student success data during regularly scheduled department meetings (IIC5-12). In addition to survey data, Student Services Deans meet monthly to discuss how counseling and student services meet the needs of all students regardless of location or method of educational delivery.

### **Analysis and Evaluation**

The College provides an extensive counseling program to support student development and

success. The College expends significant time and money to train full- and part-time counseling faculty. Attaching counselors to academic areas of interest facilitated students' receipt of timely and accurate information and strengthened the collaboration between counseling faculty and instructional faculty. New student orientations support counselor efforts to provide students with timely, useful, and accurate information about academic requirements including graduation and transfer policies. The College routinely evaluates counseling and orientation services and modifies them as necessary to ensure all students receive timely and accurate information regardless of location or method of instructional delivery.

Area of Growth: The Student Services Council reviewed the Early Alert process, concluding that the current system was underutilized and provided an inadequate feedback loop. The Council initiated a workgroup to explore the purchase of a Customer Relations Management solution to more effectively monitor student progress and provide more timely feedback and support.

**6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

**Evidence of Meeting the Standard**

Shasta College's mission is to provide "a diverse student population open access to undergraduate educational programs and learning opportunities..." (IIC6-01). Consistent with this mission of "open access" to "a diverse student population," Shasta College has an open enrollment policy as described in Board Policy and Administrative Procedure 5052 Open Enrollment (IIC6-02). This "Open Access" policy is published each semester in the College's Schedule of Classes (IIC6-03).

Criteria for admission to the college are explained in Board Policy 5010 – Admissions and Concurrent Enrollment (IIC6-04). Core to the College's admission policy is a commitment to open enrollment for all students, except when special program requirements, state law, or College regulations otherwise limit enrollment. Information regarding programs with special admissions requirements is readily available in the catalog as well as on program webpages (IIC6-05, IIC6-06).

Shasta College offers a baccalaureate degree in Health Information Management and ensures that the application process, prerequisites, and other important information are communicated to students through the college catalog (IIC6-07) and the program website (IIC6-08). The program website provides a program overview, a description of program learning outcomes, requirements for enrollment, a statement regarding student fees, Health and Safety Clinical Clearance requirements and degree requirements including completion of required prerequisite courses. Similar information is also included in the College Catalog. Both resources refer students to the program office for specific questions regarding pre-requisites and program qualifications.

The Shasta College website contains generic academic plans for every degree and certificate

offered (IIC6-09). Students are encouraged to make an academic counseling appointment to obtain a customized education plan. As part of the College's Guided Pathways work, "interest area maps" have been designed. Every area of study has been placed in one of ten interest areas, and students without an area of interest can follow an eleventh "undecided" academic plan. The map for each interest area shows a course progression to assist students in making course decisions.

The College Catalog is updated annually and provides information on degree, certificate, and transfer requirements (IIC6-10). During counseling appointments, students are given customized education plans that plot out semester-by-semester which courses the student should take to meet a particular academic goal in the given timeframe. These plans consider many elements including transfer credit, Advanced Placement scores, and whether a student wants to commit to a full-time or part-time course load. Administrative Procedure 5050-Student Success and Support Program codifies some of the elements of how an education plan is put together, its role in the matriculation process, and in determining enrollment priority status (IIC6-11).

The College has implemented an education planning tool that allows students to access that plan at any time through the college's online portal. Additionally, students can use the tool to look at the requirements of any offered certificate or degree and be given listings of which requirements they have and have not met for the selected certificate or degree (IIC6-12).

Admissions for the baccalaureate HIM program differ from other programs and are clearly outlined in the College Catalog (IIC6-13).

### **Analysis and Evaluation**

Shasta College's admissions policies are consistent with its Mission and there is clear information about special admissions criteria for programs that have additional selection or entrance criteria, including for the baccalaureate degree that is offered. The College defines and advises students on clear pathways to complete degrees, certificates, and transfer goals.

## **7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

### **Evidence of Meeting the Standard**

Shasta College is an open-access institution, admitting any person possessing a high school diploma or its equivalent or other persons 18 years of age or older, who can benefit from instruction (IIC7-01). Additionally, there are provisions for people under the age of 18 and not yet in possession of a high school diploma or equivalent to take classes at the College (IIC7-02).

Board Policy and Administrative Procedure 5052 provide the Superintendent/President with the authority to establish procedures that provide for special admission requirements for special programs as permitted by statute or regulation (IIC7-03). Special admission requirements exist for: Associate Degree Nursing, Licensed Vocational Nursing, Nurse Aide/Home Health Aide,

Medical Assistant, Medical Scribe, Physical Therapy Assistant Associate Degree, Dental Hygiene, Early Childhood Education, and Equipment Operations and Maintenance. Admission eligibility requirements and criteria, which include testing requirements, are outlined in Board Policy and Administrative Procedure 3551 (IIC7-04). That testing is governed by federal codes and state regulations. Additionally, admission to the Health Information Management (HIM) baccalaureate degree program is consistent with the College policies and procedures which specify the qualifications necessary for admission to programs. Admission policies and pathways to completion are clear and available both in the College Catalog and on the website.

Other than the limitations identified above, the College does not use assessment tests to determine admission, which is consistent with the Mission and policy to be an “open access” institution. In compliance with California Assembly Bills 705 and 1705, Shasta College has eliminated English and math assessment instruments. The College clears all students for transfer-level math and English. Students have the option to speak with a counselor who would use self-reported high school grades and coursework to recommend an English or math course (IIC7-05). The adopted methodology is in line with the default methodology and Multiple Measure Assessment Project (MMAP) recommendations. The default methodology has been validated and assessed for disproportionate impact at the California Community Colleges system level (IIC7-06).

Shasta College was an original pilot college in the implementation of the MMAP default guidelines. As an early adopter, our Research Department conducted a local study “Transforming Student Course Placement with Multiple Measures at Shasta College” (IIC7-07). The report concluded that by using the default placement guidelines, more students enrolled directly into transfer-level English courses without a decrease in course success. For math, the report concluded that more students enrolled directly into transfer-level math courses, but there was a reduction in success rates.

The Student Services Council is charged with the evaluation and implementation of AB 705/1705. Through regular conversations, the Council has prioritized the implementation of automatic default placement decision rules, and regularly reviews transfer-level math and English throughput data (IIC7-08). In March 2022, the College completed an AB 705 improvement plan (IIC7-09). In close collaboration with the IT Department, the college has partnered with the Chancellor’s Office Technology Center to embed MMAP decision rules into CCCApply and port data into Ellucian Colleague (campus SIS) to automatically place students into transfer-level math, English, and ESL courses based on the default guidelines. This would replace a manual process. Based on the default guidelines, counselors are advising students to take transfer-level math or English courses with embedded support and recommend tutoring to improve the probability of student success (IIC7-10).

While the college has been an early adopter in the effort to presumptively place students in transfer-level math and English, the 2022-25 Student Equity Plan revealed practices that may continue to impede equitable outcomes, particularly for low-income students (IIC7-11). In response, the College has committed to more effectively promote which courses have embedded supports. The Instruction Office is working with faculty to consider creative course

scheduling options to allow students more course-taking options such as face-to-face, online, hybrid, full-length semester, or compressed. The College has also committed to expanding access to course materials including internet hotspots, calculators, textbooks, and Chromebooks. Academic counselors will continue to be involved in the design and implementation of these programs. They have unique perspectives on student needs for course planning, the non-cognitive factors that impact success, differences in college preparedness among students, the impact of course loads on financial aid, and programmatic supports that aid in student success.

### **Analysis and Evaluation**

Shasta College has established processes to regularly evaluate admissions, placement instruments, and practices to validate their effectiveness while minimizing biases. This process is done through discussions at Student Services Council meetings as well as Counseling, Math and English department meetings. The college has devoted significant resources to improving AB705 /1705 outcomes. Regular conversations regarding student success data provide a platform for the routine evaluation of placement processes to ensure their consistency and effectiveness, and to focus on reducing disproportionate impact particularly for our low-income students.

- 8. The institution maintains student records permanently, securely, and confidentially, with provision 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.**

### **Evidence of Meeting the Standard**

Board Policy and Administrative Procedure 3310 – Record Retention and Destruction provides that all District records, including all student records, are retained securely regardless of whether they are in an electronic or paper format (IIC8-01, IIC8-02). Access to electronic versions of student information on the student information system is restricted to authorized personnel and is password protected. District staff granted access to electronic student records in Ellucian/Colleague must acknowledge a FERPA Statement each time they attempt to access the system (IIC8-03).

In Fall 2021, the College finalized a Student Records Classification, Retention, and Disposition Manual with the purpose of providing a consistent method of:

- 1. Classifying student records as required by state and federal laws.*
- 2. Preserving student records which have long-term value, as defined by state law and district policy.*
- 3. Providing a means of destruction of student records in accordance with state law and district policy (IIC8-04).*

The manual is internally available to staff and administrators charged with implementing and monitoring the practices and procedures laid out therein. Included are definitions and resulting handling procedures for Class 1 – Permanent Student Records, Class 2 – Optional Student Records, and Class 3- Disposable Student Records. Also included in the manual is a chart of District-wide Student Services Forms organized by document or form name, the office

responsible for the item, which class code the item falls under, the retention period, and where the item is retained in hard copy or electronically. All paper files are stored securely to maintain confidentiality, and efforts have been made to convert most paper records to electronic formats that the Information Technology Department routinely backs up.

Shasta College publishes and follows established policies and procedures for the release of student records in accordance with applicable laws, rules, and regulations as described in Board Policy and Administrative Procedure 5040- Student Records, Directory Information and Privacy (IIC8-05, IIC8-06). This policy is published in print and electronically in Chapter 6: Students Rights and Responsibilities of the Shasta College Catalog (IIC8-07). The information is also repeated in the Privacy Rights of Students section of each semester course schedule (IIC8-08).

Administrative Procedure 5040 outlines the conditions under which a student may access student records and the circumstances under which records may be released. Consistent with the Soloman Act and AP 5040, “directory information” is released to the federal military for the purpose of military recruitment upon appropriate request. Federal Family Educational Rights and Privacy (FERPA) regulations and BP/AP 5040 are strictly followed. A student’s consent is required for the release of records. The College requires FERPA training on a continuous cycle to ensure proper compliance. All employees have access to an online class they take when required and when desired to refresh their understanding of FERPA (IIC8-09).

### **Analysis and Evaluation**

Shasta College has detailed policies, procedures, practices, and references which ensure student records are maintained permanently, securely, and confidentially. All files regardless of format are backed up with regular backup processes happening for electronic student files. Board policies, administrative procedures, information on the college website, and formal training protocols all reinforce the established policies for the release of student records.

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### **Conclusions on Standard II.C: Student Support Services**

Shasta College regularly evaluates the quality of student support services as demonstrated by regularly scheduled program evaluations and surveys to assess attainment of service area outcomes. Shasta College demonstrates that these services, regardless of location or means of delivery, including distance education, support student learning and enhance the accomplishment of the college’s mission. Shasta College programs identify and assess learning support outcomes for their student populations and provide appropriate student support services and programs to achieve those outcomes. The institution uses disaggregated assessment data, such as success metrics, retention data, and student and campus surveys to improve student support programs and services.

Shasta College ensures equitable access to appropriate and comprehensive services for students regardless of service location or delivery method. Shasta College’s co-curricular and athletic programs are suited to the college’s mission and contribute to the social and cultural dimensions of the educational experience of students.

Co-curricular and athletic programs are conducted with sound educational policy and standards of integrity. Shasta College has responsibility for the control of these programs, including their finances. The College provides a Counseling program to support student development and success. Faculty are well prepared and provided with routine training. The Enrollment Services Department orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Shasta College has adopted and adheres to admission policies consistent with its Mission and specifies the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degree, certificate, and transfer goals through the implementation of Guided Pathways and through appropriate counseling services.

Shasta College regularly evaluates admissions, placement instruments, and practices to validate their effectiveness while minimizing biases. This process is done through discussions at division meetings and through analysis of student success data and retention information. The district has adopted Board Policies and Administrative Regulations that set guidelines and procedures for maintaining student records securely and permanently. There are also Board Policies and Administrative Procedures that establish policies for the release of student records in accordance with legal requirements.

BP 3310 is the directive to establish an administrative procedure which assures the retention and destruction of all District records in compliance with legal requirements. AP 3310 establishes the different classification of records, storage, and the retention period. BP 5040 assures that student records are maintained in compliance with applicable federal and state laws relating to privacy. AP 5040 sets policies and procedures for the release of student records in accordance with Family Educational Rights and Privacy Act (FERPA).

### **Improvement Plan**

The Student Services Council reviewed the current “early alert” process and concluded that the current system was underutilized and provided an inadequate feedback loop. The Council initiated a workgroup to explore the purchase of a customer relationship management (CRM) solution to monitor student progress more effectively and provide more timely feedback and support. Implementation for a new early alert service will begin in 23/24 and is planned to launch in 24/25.

### **Evidence List**

IIC1-01 2019 Comm College Survey of Student Engagement CCSSE  
IIC1-02 2017 Student Services Satisfaction Survey  
IIC1-03 2018 Student Services Satisfaction Survey  
IIC1-04 2021 Student Satisfaction Inventory College Level Summary  
IIC1-05 2021 Student Satisfaction Inventory Instruction and Learning Services  
IIC1-06 SAO and PR Process  
IIC1-07 2021 Student Satisfaction Inventory Analysis  
IIC1-08 Institutional Assessment Plan

IIC1-09 Student Services Division AAP SharePoint Template  
IIC1-10 SC21 Resource of the Month Dec 2021 Mental Health  
IIC1-11 AAP Initiatives 2020-21  
IIC1-12 Student Services Program Evaluation Template 2022  
IIC1-13 SSC Agenda 2-16-22  
IIC1-14 EOPS CARE SCI-FI Program Eval  
IIC1-15 Student Services Deans Meeting 3-7-22  
IIC1-16 Vet Success and Support Center Program Eval 2020-2021  
IIC1-17 2021 Distance Ed Board Report  
IIC1-18 Student Services Canvas Student Support Portal  
IIC1-19 Student Services Sched Counseling Appts

IIC2-01 Institutional Assessment Plan  
IIC2-02 2021-22 SAO SSLO by Dept Summary Map RNL Survey  
IIC2-03 ALOs Report 2019-2020  
IIC2-04 Student Services Program Eval  
IIC2-05 SSI Instruction and Learning Services  
IIC2-06 Comm College Survey of Student Engagement  
IIC2-07 Special Programs Report 2021  
IIC2-08 AAP Initiatives 2020-21  
IIC2-09 Covid Impact Report 2020  
IIC2-10 Canvas Student Support Portal  
IIC2-11 Zoom Counseling Appts

IIC3-01 SC Resource Hub Webpage  
IIC3-02 SC Ext Ed Sites Webpage  
IIC3-03 SC Support Services Webpage  
IIC3-04 Foster Kinship Care Ed Webpage  
IIC3-05 Admissions Records Common Forms E-Submission  
IIC3-06 Financial Aid E-Support Services  
IIC3-07 Scholarship App AcademicWorks E-Submission  
IIC3-08 New Student Online Orientation  
IIC3-09 Probation Workshops Online  
IIC3-10 Transcript E-Processing  
IIC3-11 Ellucian Self-Service Class Registration  
IIC3-12 Concurrent Enrollment Auto Workflow  
IIC3-13 Counseling Appts Online  
IIC3-14 Transfer Center U Rep Virtual Visits  
IIC3-15 Counselor Connection Newsletter Feb 2022  
IIC3-16 Library Online Resources  
IIC3-17 TLC In Person and Online Services  
IIC3-18 Final Exam Jam Week Sched  
IIC3-19 Math Camp Summer 2022  
IIC3-20 Student Success Center Support Services  
IIC3-21 Classes Sched Spring 2022  
IIC3-22 SSI Instruction and Learning Services Report 2021

IIC3-23 SAO and PR Process  
IIC3-24 EOPS-CARE-SCIFI Program Eval 2021  
IIC3-25 Student Satisfaction Inventory Analysis 2021  
IIC3-26 SSC Agenda 2-16-22  
IIC3-27 AAP Initiatives 2020-21

IIC4-01 Statement of Compliance of Title IX Gender Equity 2021  
IIC4-02 EADA Survey 2021  
IIC4-03 GVC Program Review  
IIC4-04 CCCAA Constitution 2021  
IIC4-05 BP 5700 Athletics  
IIC4-06 AP 5700 Athletics  
IIC4-07 The Hub Basic Needs Resource Guide  
IIC4-08 SC Clubs and Organizations  
IIC4-09 SC Student Senate  
IIC4-10 AP 5400 Student Organizations  
IIC4-11 PTK All California Team 2022  
IIC4-12 AP 5420 Student Organizations Finance  
IIC4-13 ACSS Events Fine Arts Calendar Postcard Press  
IIC4-14 ACSS Events A Few Good Men Perf Flyer  
IIC4-15 ACSS Events Little Shop of Horrors Perf Flyer  
IIC4-16 ACSS Events Dance Sketches Postcard  
IIC4-17 ACSS Events Shasta Symphony Orchestra Postcard

IIC5-01 Counseling Center Mission  
IIC5-02 Counselors by Field of Study  
IIC5-03 Specialized Counseling  
IIC5-04 Counseling Appts Website  
IIC5-05 Student Success Services Summary  
IIC5-06 Orientation Content Areas  
IIC5-07 Transfer Center Canvas  
IIC5-08 Counseling Dept Mtg 4-27-22  
IIC5-09 Counseling Dept Mtg 9-21-22  
IIC5-10 STOCS Sample Redacted  
IIC5-11 2021-22 SAO SSLO by Dept Summary Map RNL Survey  
IIC5-12 Counseling Dept Mtg 4-27-22 SAO Review

IIC6-01 Mission Statement  
IIC6-02 BP / AP 5052 Open Enrollment  
IIC6-03 SC Summer 2022 Sched  
IIC6-04 BP 5010 Admissions and Concurrent Enrollment  
IIC6-05 Catalog Dental Hygiene Program Requirements  
IIC6-06 Webpage Dental Hygiene Program Requirements  
IIC6-07 BS HIM Catalog

IIC6-08 BS HIM Webpage  
IIC6-09 Sample Academic Plan Webpage  
IIC6-10 Sample Certificate Requirements Catalog  
IIC6-11 AP 5050 Student Success and Support Program  
IIC6-12 MyShasta Ed Planning Screen  
IIC6-13 HIM Admissions Requirements College Catalog

IIC7-01 BP 5010 Admissions and Concurrent Enrollment  
IIC7-02 AP 5011 Admission and Concurrent Enrollment  
IIC7-03 BP / AP 5052 Open Enrollment  
IIC7-04 BP / AP 3551 Student Drug Alcohol Test  
IIC7-05 Engl ESL Math Placement and AB705  
IIC7-06 AB705 Implementation  
IIC7-07 MMAP Report 2-14-17 Final  
IIC7-08 SSC Agenda 11-2-22  
IIC7-09 AB705 Improvement Plan Data Addendum  
IIC7-10 Counseling Dept Agenda 10-19-22  
IIC7-11 2022-25 Student Equity Plan

IIC8-01 BP 3310 Records Retention and Destruction  
IIC8-02 AP 3310 Records Retention and Destruction  
IIC8-03 Ellucian Colleague FERPA Acknowledgement Statement  
IIC8-04 Student Records Classification Retention and Disposition Manual  
IIC8-05 BP 5040 Student Records Directory Info and Privacy  
IIC8-06 AP 5040 Student Records Directory Info and Privacy  
IIC8-07 Student Records Directory Info and Privacy Catalog  
IIC8-08 SC Summer 2022 Sched  
IIC8-09 FERPA for Higher Ed Online Class Overview

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### **Standard III: Resources**

The institution effectively uses its human, physical, technological, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

#### **A. Human Resources**

**1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect**

**position duties, responsibilities, and authority.**

### **Evidence of Meeting the Standard**

Shasta College employs administrators, faculty, and staff based on appropriate education, training, and experience as outlined in the District's Board Policies and Administrative Procedures (IIIA1-01, IIIA1-02, IIIA1-03, IIIA1-04). Criteria and qualifications for each District position open for recruitment are specified in the job bulletin posted publicly online (IIIA1-05, IIIA1-06, IIIA1-07, IIIA1-08, IIIA1-09, IIIA1-10). All positions are advertised using multiple online sources, which may vary depending on the position. Job descriptions, which are reflected in their entirety within the job bulletin, accurately reflect position duties, responsibilities, and authority (IIIA1-11, IIIA1-12, IIIA1-13, IIIA1-14, IIIA1-15, IIIA1-16). Candidates are initially screened prior to interviewing to ensure minimum qualifications are met. Once hired, candidates submit verification of experience forms as well as appropriate official transcripts. Position descriptions are periodically reviewed by appropriate personnel, Executive Cabinet, and Board of Trustees. Prior to a position being advertised, the Hiring Committee Chair reviews the position to ensure the position meets the needs of the program. All Hiring committee members receive training at least every 24 months to ensure consistency. A comprehensive handbook of procedures for selection of personnel is found in the Guide to Employee Selection (IIIA1-17). Degree equivalency (for positions requiring a degree) for non-US degrees are evaluated by an outside firm, to ensure consistency is maintained. All the above ensure that position descriptions and hiring practices are meant to support the College Mission. Hiring criteria and associated practices are generally the same for the HIM baccalaureate degree faculty.

### **Analysis and Evaluation**

In order to assure integrity and quality of its programs and services, each of Shasta College's job descriptions are approved by the Board of Trustees in order to evaluate and ensure that the education, training, and experience aligns with the minimum qualifications required to successfully perform the duties of the position and best serve its student population. When an open position has been approved for recruitment, a job bulletin is created in which the body of the bulletin is the approved job description in order to clearly and publicly state criteria and qualifications of the position.

**2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

### **Evidence of Meeting the Standard**

Shasta College faculty hold the appropriate degrees and professional experience (IIIA2-01) to meet minimum qualifications as set by the California Community Colleges Chancellor's Office

(IIIA2-02). All faculty job bulletins reflect these minimum qualifications according to discipline (IIIA1-06). During the recruitment process, the screening committee uses criteria to review candidate applications including discipline expertise, technology experience, collegiality, teaching experience, curriculum development, and commitment to diversity in order to gauge their potential to contribute to the Mission (IIIA1-17, p. 29-30, IIIA2-03). The faculty interview process includes questions to determine further qualifications and discipline expertise and a lecture demonstration to show teaching skills (IIIA2-04). Curriculum development and review as well assessment of learning is included in the instructional faculty job description (IIIA1-12). HIM faculty qualifications are determined using the practices described above, with the addition that they must have a master's degree or higher.

### **Analysis and Evaluation**

Shasta College's hiring procedures and practices as outlined in the Guide to Employee Selection, coupled with the screening committee's interview process and teaching demonstration, ensure candidates hired into faculty positions hold degrees showing knowledge of the subject matter, have the experience and skills required to perform the work, and hold the overall qualifications necessary to contribute to the College's Mission. All position descriptions for faculty include statements of curriculum oversight as the responsibility of faculty as well as the learning outcomes assessments. These statements are described as "Specific Responsibilities." Every Faculty position description has a section detailing the responsibility for curriculum oversight and student evaluation.

### **3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

#### **Evidence of Meeting the Standard**

Shasta College educational administrators hold the appropriate degrees and professional experience to meet minimum qualifications as set by the California Community Colleges Chancellor's Office (IIIA2-02). All educational administrator job bulletins reflect these minimum qualifications (IIIA1-07). During the recruitment process, the screening committee uses criteria to review candidate qualifications to include applicable experience, program management, supervisory and communication skills, and commitment to diversity (IIIA1-17, p. 38-40, IIIA3-01). The educational administrator interview process includes questions to further determine the candidate's potential for effectiveness (IIIA3-02). Credentials are also vetted via the submission of official transcripts, which is required for all educational administrators (IIIA3-03).

### **Analysis and Evaluation**

Shasta College's hiring procedures and practices as outlined in the Guide to Employee Selection, coupled with the screening committee's interview process, ensure candidates hired into educational administrator positions possess qualifications that will lend to quality and effective educational programs and services which support the College's Mission.

### **4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

### **Evidence of Meeting the Standard**

Shasta College includes a section on each job bulletin under “Additional Information” which lets candidates know transcripts are needed when the position requires the possession of a degree (IIIA1-05, IIIA1-06, IIIA1-07, IIIA1-08, IIIA1-09, IIIA1-10). Transcripts are included as material reviewed by the screening committee (IIIA1-17) as well as by Human Resources staff during the onboarding process, where degrees and units earned are evaluated (IIIA4-01). Applicants who have earned degrees from institutions outside of the United States must provide official evaluations of the foreign degrees at the time of application, and a link to the section of Foreign Transcript Evaluation on the Commission on Teacher Credentialing’s (CTC) website is provided to all applicants on the District’s Employment Opportunities webpage (IIIA4-02).

### **Analysis and Evaluation**

Shasta College requires all employees with positions requiring the possession of a degree to submit official transcripts as a condition of employment. Degrees from institutions accredited by recognized U.S. accrediting agencies are evaluated by both application screening committee members and by Human Resources staff to ensure authenticity and accreditation. Degrees from institutions outside of the U.S. are evaluated first by an agency approved by the CTC.

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

### **Evidence of Meeting the Standard**

In accordance with the District’s Administrative Procedure, personnel are placed on an evaluation schedule with frequency as outlined in the employee’s collective bargaining agreement (IIIA5-01). District practice is to evaluate administrators each year for the first two years and then every two years using the District approved procedures and forms (IIIA5-02). The Academic Master Contract specifies that contract faculty be evaluated annually for the first two years, regular faculty be evaluated at least once every three academic years, and part-time faculty be evaluated annually during the first two years, and at least once every six semesters thereafter (IIIA5-03). The faculty evaluation forms identify the criteria for faculty evaluation (IIIA5-04). The Classified Employees’ Contract specifies that probationary members be evaluated twice within the first six months and that permanent members be evaluated every two years (IIIA5-05). The criteria for evaluating classified and confidential employees is identified on the classified evaluation forms (IIIA5-06). The Office of Instruction notifies when due and tracks the evaluation schedule for instructional faculty (IIIA5-07) and Enrollment Services notifies when due and tracks the evaluation schedule for counselors (IIIA5-08). Human Resources notifies when due and tracks the evaluation schedule for administrators (IIIA5-09) and classified and confidential employees (IIIA5-10).

### **Analysis and Evaluation**

All Shasta College employees are placed on an evaluation schedule upon hire in accordance

with the procedures and frequency specified by District policy, practice, or collective bargaining agreement. Written criteria for all employee groups are included in their respective evaluation procedures and forms, and are also available on the Human Resources intranet, providing transparency on supervisor expectations. Human Resources notifies supervisors well in advance of the due date when evaluations are due in order to ensure supervisors complete evaluations timely to provide feedback and allow for performance improvement when areas of deficiency are identified. All evaluations are logged on a tracking sheet for easy reference. Evaluation criteria for Classified and Certificated staff are negotiated with the respective bargaining unit. Administrative evaluations are developed in consultation with an Executive-level group.

**7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

**Evidence of Meeting the Standard**

Shasta College employs approximately 140 full-time faculty (IIIA7-01) and 250 part-time faculty (IIIA7-02). The District's Organizational Chart (IIIA7-03) shows the academic divisions the full-time faculty serve under. The District's Administrative Procedure outlines the procedures for faculty hiring priorities for replacement of faculty due to resignations/retirements and requests for additional faculty (IIIA1-04). This procedure includes a formal request, screening rubric and matrix, and a ranking sheet (IIIA7-04). The District prepares a dataset annually to support the faculty hiring process (IIIA7-05). The District maintains appropriate faculty-to-student ratios (IIIA7-06). The Baccalaureate program has three full-time faculty to support students and program administration.

**Analysis and Evaluation**

The District uses the Board-approved faculty hiring priorities process to ensure the disciplines/divisions with the greatest need have enough qualified faculty to meet enrollment demands and assure fulfillment of essential faculty responsibilities. Maintaining appropriate faculty-to-student ratios is also a key component in the process in order to provide quality educational programs and services.

**8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

**Evidence of Meeting the Standard**

Shasta College has employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of part-time faculty. Part-time faculty are encouraged to attend the Part-Time Faculty Orientation, held prior to the start of every semester (IIIA8-01). Part-time faculty attending this 2-hour orientation learn about key personnel and online resources, and they get a sense of what to expect over the course of a semester. First-time attendees receive two hours of pay.

The Faculty Handbook (IIIA8-02) provides information about College policies on work and instruction for all faculty, including part-time instructors. Deans, division staff, and faculty coordinators provide additional orientation resources for part-time faculty. Many deans and coordinators provide one-on-one orientations with new part-time faculty. Full-time faculty may receive up to 10 hours of Flex credit for serving as mentors to new part-time faculty (IIIA8-03). Human Resources maintains a part-time faculty listserv, which offers a means to effectively communicate institutional information to all part-time faculty members and for part-time faculty to communicate with each other. In addition to orientation policies and practices, Shasta College offers many professional development opportunities for part-time faculty and all part-time faculty are eligible for paid professional development (IIIA8-04). A wide variety of professional learning opportunities are, available to both full and part-time faculty members. Part-time faculty receive pay for Welcome back day, division meetings, and SLO assessment and reporting, and there are many paid professional development opportunities open to them, most of which offer the opportunity to engage with their full-time colleagues (IIIA8-05).

Many participatory committees on campus also encourage or even require part-time faculty involvement. For example, the SLO Committee requires that one of their at-large committee members be part-time faculty. To encourage participation by part-time faculty, representation on many committees are compensated through stipends (IIIA8-04).

Part-time faculty at Shasta College also receive consistent evaluation and oversight. The part-time evaluation process is covered in the faculty contract. Evaluation occurs annually in the first two years and then once every three years. Full-time faculty are provided observation guidelines by the Academic Senate in order to successfully observe part-time colleagues' classes, assuring the opportunity for continuous improvement (IIIA8-06).

### **Analysis and Evaluation**

The College has employment policies and practices that provide for part-time faculty members' orientation, oversight, evaluation, and professional development. Part-time faculty have access to consistent orientation opportunities and materials; communication with the dean, department coordinator, full-time faculty mentors, and with other part-time faculty members via the part-time faculty listserv; centralized resources on the Shasta College website; and clear policies regarding oversight, evaluation and professional development.

## **9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

### **Evidence of Meeting the Standard**

Shasta College employs approximately 200 permanent classified and confidential staff (IIIA9-01) who have gone through the recruitment process to ensure they meet the minimum qualifications for the position (IIIA1-17). The District's Organizational Chart (IIIA7-03) shows the divisions/departments the staff serve under. For replacement of staff due to resignations/retirements and requests for additional staff, the District requires the division/department to formalize this request through the submission of the Personnel

Requisition Form and provide justification for the replacement/new position. The formal request to hire staff requires the division/department to provide justification and specifically state how the replacement/new position supports student learning and strategic plan goals (IIIA9-02). In addition, the District employs approximately 200 substitute, temporary, and student employees to provide additional support in several capacities, including teacher's assistants and professional experts (IIIA9-03).

### **Analysis and Evaluation**

The District has policies and procedures to ensure there are enough staff to meet educational, technological, and physical needs of divisions/departments and that those employees are qualified to effectively support administrative operations. Each year, supervisors, in consultation with the appropriate senior administrator, develop a staffing budget. Throughout the year, if a manager determines the need for new positions or a reduction of positions, the request is made to their supervisor and submitted to the Executive Cabinet for approval. Position descriptions are routinely updated to ensure the qualifications are responsive to the duties of the position.

## **10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

### **Evidence of Meeting the Standard**

Shasta College employs approximately 110 administrators (IIIA10-01) who have undergone the recruitment process to ensure they meet the minimum qualifications for the position (IIIA1-17). The District's Organizational Chart (IIIA7-03) shows the divisions/departments the administrators serve under. For replacement of administrators due to resignations/ retirements and requests for additional administrators, the District requires the division/department to formalize this request by submitting the Personnel Requisition Form and providing justification for the replacement/new position (IIIA9-02).

### **Analysis and Evaluation**

The District has policies and procedures to ensure there are enough administrators to provide continuity of services and programs to students and to provide adequate support to other staff. Shasta College administrators have the preparation and expertise required for effective leadership and are evaluated regularly to ensure they remain successful. Position descriptions are routinely updated to ensure the qualifications are responsive to the duties of the position.

## **11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

### **Evidence of Meeting the Standard**

All Board Policies and Administrative Procedures associated with human resources functions, including bargaining agreements, are accessible on the Shasta College website (IIIA11-01). Evaluation procedures and hiring process documents are available on demand through the Shasta College intranet (IIIA11-02). New employees are informed at New Hire Orientation

(IIIA11-03) about District policies, procedures, and resources. The District provides several methods in which to report when a policy has been violated, one of which is through the “Report an Incident Online” feature on the District internet (IIIA11-04). Depending on the nature of the violation, the incident is addressed and resolved through Campus Safety or Human Resources as outlined in the District’s Equal Employment Opportunity Plan (IIIA11-05). Employee discipline and grievance procedures are followed as outlined in the respective Board Policies (IIIA11-06, IIIA11-07) and in collective bargaining agreements (IIIA11-01).

### **Analysis and Evaluation**

The District establishes Board Policies and Administrative Procedures and other personnel procedures in compliance with Title V, Title IX, California Education Code, and collective bargaining agreements. These policies and procedures are made available to all District employees through the intranet. Formal procedures are followed to ensure adherence to policies and a fair and equitable process is administered consistently for all employees.

**12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

### **Evidence of Meeting the Standard**

Shasta College’s commitment to diversity is expressed in its Board Policy (IIIA12-01):

*The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity and provide equal consideration for all qualified candidates.*

This commitment is further laid out in the District’s Equal Employment Opportunity Plan (IIIA11-04) and Administrative Procedure on Equal Employment Opportunity (IIIA12-02). One of the roles of the Equal Employment Opportunity Committee is to address workplace culture and values impacting the District’s ability to attract and retain a diverse workforce, and to identify EEO-related training or staff development needs in order to support its diverse personnel. The EEO Committee meets regularly (IIIA12-03) and assesses its record in employment equity and diversity, and the EEO Plan includes data on diversity in hiring. A detailed analysis is conducted every three years (IIIA12-04). In addition, the District advertises all open positions in several diversity outlets (IIIA12-05) in order to encourage candidacy with a more diverse pool of applicants. Human Resources provides equal-opportunity-employment training to all hiring committees to ensure practices aligned with the District’s commitment to diversity. This training is required to be eligible to serve on a committee (IIIA12-06). Human Resources is committed to equity by meeting people at their place of need as we provide our services, committed to *inclusion* by proactively encouraging stakeholders to participate in our decision-making, and committed to compassion (IIIA12-07).

### **Analysis and Evaluation**

The District promotes an understanding of equity and diversity through Board Policies and Administrative Procedures, hiring committee member training, and the work of the Equal Employment Opportunity Committee. These commitments will ensure that our actions are consistent with our mission and values, and that our diverse personnel are supported.

### **13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

#### **Evidence of Meeting the Standard**

Shasta College's Board Policies include a Code of Ethics for Classified Employees (IIIA13-01), Administrators (IIIA13-02), and Faculty (IIIA13-03). Administrators use the Association of California Community College Administrators code of ethics (IIIA13-04) and faculty use the American Association of University Professors code of ethics (IIIA13-05). Consequences for violation of these ethics are addressed through the employee evaluation process (IIIA5-02, IIIA5-03, IIIA5-04, IIIA5-05, IIIA5-06).

### **Analysis and Evaluation**

The District upholds a written code of professional ethics for administrators, faculty, and staff. Employee's actions and behavior that are contrary to their code of ethics is addressed through employee discipline and the established evaluation process.

### **14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

#### **Evidence of Meeting the Standard**

In 2022 Shasta College created and funded a new administrator position for the purpose of coordinating and supporting professional development efforts with a focus on diversity (IIIA14-01). The Professional Development Committee (IIIA14-02), led by the coordinator, supports professional learning opportunities for classified and confidential staff and administrators (IIIA14-03) based on employee feedback (IIIA14-04). Another sources of professional development is the Vision Resource Center, which creates opportunities for accessing content supported by the Chancellor's Office (IIIA14-05). The Faculty Excellence Committee (IIIA14-06) offers a Professional Development Day for faculty each semester. The topics and speakers change each term (IIIA14-07). In addition, full-time instructional faculty must complete 66 hours of professional development each year that relate to faculty, student, and/or instructional improvement (IIIA14-08). Needs assessments occur periodically and gauge the effectiveness of training and gather information for future training. The impact of professional development on teaching and learning is assessed by the Faculty Excellence Committee twice yearly (IIIA14-09) and periodic assessments of other professional development supplement those efforts (IIIA14-10).

**Analysis and Evaluation**

Shasta College provides professional development opportunities for all District employees through its Professional Development Committee, Faculty Excellence Committee, Vision Resource Center, and various division/department activities. The opportunities are evaluated to ensure they align with the District's mission and lead to improved teaching and greater learning.

**15. 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.**

**Evidence of Meeting the Standard**

Shasta College has an Administrative Procedure that specifies personnel records be kept private, accurate, complete, and permanent, and that every District employee has the right to inspect his or her own personnel file (IIIA15-01).

**Analysis and Evaluation**

The District's personnel records/files are locked in filing cabinets in the Human Resources department. Employees may review and make copies of their personnel file by giving notice to Human Resources and arranging a time to review the file in accordance with Labor Code.

**Conclusions on Standard III.A: Human Resources**

Shasta College supports the Mission through an effective Human Resource office and associated policies and practices. The College emphasizes diversity and equity in recruitment processes. All employees have orientation and professional development opportunities that foster professional growth. Ethical standards guide employees and employee evaluations are designed to support continuous improvement.

**Improvement Plan(s)**

None

**Evidence List**

IIIA1-01 Board Policy 7120  
IIIA1-02 Administrative Procedure 7120  
IIIA1-03 Board Policy 7210  
IIIA1-04 Administrative Procedure 7210  
IIIA1-05 195 Day Faculty Job Bulletin  
IIIA1-06 175 Day Faculty Job Bulletin  
IIIA1-07 Educational Administrator Job Bulletin  
IIIA1-08 Classified Administrator Job Bulletin  
IIIA1-09 Confidential Employee Job Bulletin  
IIIA1-10 Classified Employee Job Bulletin  
IIIA1-11 195 Day Non-Instructional Faculty Position Description  
IIIA1-12 175 Day Instructional Faculty Position Description

IIIA1-13 Educational Administrator Position Description  
IIIA1-14 Classified Administrator Position Description  
IIIA1-15 Confidential Employee Position Description  
IIIA1-16 Classified Employee Position Description  
IIIA1-17 Guide to Employee Selection

IIIA2-01 Request for Verification of Experience and Official Transcript  
IIIA2-02 CCCO Minimum Qualifications  
IIIA2-03 Committee Member Screening Form - Faculty  
IIIA2-04 Faculty Interview Questions and Teaching Demonstration

IIIA3-01 Committee Member Screening Form – Administrator  
IIIA3-02 Administrator Interview Questions  
IIIA3-03 Official Transcript Request

IIIA4-01 New Hire Checklist – Faculty  
IIIA4-02 Foreign Transcript Evaluation

IIIA5-01 Administrative Procedure 7150  
IIIA5-02 Administrator Evaluation Procedure and Forms  
IIIA5-03 Faculty Evaluation Procedure  
IIIA5-04 Faculty Evaluation Forms  
IIIA5-05 Classified Evaluation Procedure  
IIIA5-06 Classified Evaluation Forms  
IIIA5-07 Instructional Faculty Evaluation Tracking  
IIIA5-08 Counselor Evaluation Tracking  
IIIA5-09 Administrator Evaluation Tracking  
IIIA5-10 Classified and Confidential Evaluation Tracking

IIIA7-01 Full-Time Faculty Roster  
IIIA7-02 Part-Time Faculty Rosters  
IIIA7-03 Organizational Chart  
IIIA7-04 Faculty Hiring Priorities Documents  
IIIA7-05 Faculty Annual Hiring Data  
IIIA7-06 Faculty to Student Ratio Data

IIIA8-01 Part-time Faculty Orientation Flyer  
IIIA8-02 Faculty Handbook 2023-24  
IIIA8-03 Faculty PD Menu  
IIIA8-04 PT Additional Pay

IIIA8-05 Professional Development Examples

IIIA8-06 Observation Forms

IIIA9-01 Classified and Confidential Employee Roster

IIIA9-02 Personnel Requisition Form

IIIA9-03 Short-Term and Temporary Employee Categories

IIIA10-01 Administrator Roster

IIIA11-01 Collective Bargaining Agreements

IIIA11-02 Human Resources Intranet

IIIA11-03 New Hire Orientation Presentation 2022

IIIA11-04 Report an Incident Online Internet

IIIA11-05 Equal Employment Opportunity Plan

IIIA11-06 Board Policy 7360 & 7365 Employee Discipline and Dismissal

IIIA11-07 Grievance Procedures

IIIA12-01 BP 7100 Commitment to Diversity

IIIA12-02 AP 3420 Equal Employment Opportunity

IIIA12-03 EEO Committee Agenda

IIIA12-04 Equal Employment Analysis 2021

IIIA12-05 Open Position Advertising Form

IIIA12-06 Hiring Committee Training Presentation

IIIA12-07 Human Resources Mission

IIIA13-01 BP 7231 Code of Ethics Classified Employees

IIIA13-02 BP 7255 Code of Ethics Admin

IIIA13-03 BP 7900 Code of Ethics Faculty

IIIA13-04 ACCCA Code of Ethics

IIIA13-05 AAUP Code of Ethics

IIIA14-01 Program Coordinator Professional Development

IIIA14-02 Professional Development Committee Agenda

IIIA14-03 Professional Development Activities

IIIA14-04 Professional Development Survey

IIIA14-05 Cornerstone VRC

IIIA14-06 Faculty Excellence Committee Agenda

IIIA14-07 Spring 2022 Flex Day Agenda

IIIA14-08 Professional Development Activities Faculty

IIIA14-09 Professional Development Surveys

IIIA14-10 PD Assessment Examples

IIIA15-01 AP 7145 Personnel Files

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## **B. Physical Resources**

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Evidence of Meeting the Standard**

The District Safety and Wellness Committee meets monthly to ensure that all facilities, grounds, and equipment are in safe and working order. The committee focuses on several safety functions including reviewing employee safety suggestions and making recommendations to the District (IIIB1-01). The Human Resources Department disseminates an Injury and Illness Prevention flyer to educate employees on injury and prevention on campus (IIIB1-02). As part of this program, employees may submit a safety report that allows for a description of an unsafe condition or practice. Employees may also request facilities repairs that require immediate attention through our electronic work order system. Emergency maintenance/safety requests for support are typically handled through the telephone. Keenan and Associates provides an annual safety inspection, primarily looking for safety associated with accident prevention (IIIB1-03). The District performs monthly safety checks on key facilities (IIIB1-04).

“Safe walks” (escorting students and staff to their cars and/or destinations) are provided by the Campus Safety Department at the Main Campus, Tehama Campus, and the Downtown Redding Campus. Emergency phones are located in all major buildings of these three (3) campuses. The District added 911 towers to the Main and Tehama campuses. The District ensures all classrooms have push button or thumb turn locking capability to allow classroom doors to be locked from the inside in the event of an armed intruder situation. Additionally, Campus Safety provides emergency alerts through the RAVE Emergency Alerts System. The Emergency Action Guide is posted in every classroom and office area on a stationary clipboard mounted to a wall (IIIB1-05). Campus Safety does a threat assessment on an annual basis recommending structural or landscape changes (IIIB1-06). The College also contracts with local law enforcement agencies to provide additional patrol and support around the main campus sites (IIIB1-07).

Shasta College received a Higher Education Emergency Relief Fund (HEERF) grant that was used to purchase several items to improve overall safety and promote a healthy environment for staff and students such as MERV 13 air filters, electrostatic foggers, auto scrubbers, and hands-free paper towel dispensers (IIIB1-08). During the COVID-19 pandemic, the Custodial Department attended training to improve the overall disinfection and cleaning of campus buildings (IIIB1-09).

College facilities are developed with guidance from the Division of the State Architect (DSA) (IIIB1-10). DSA evaluates plans for new buildings and facilities renovations to ensure safety and accessibility to courses, programs, and learning support services. A requirement of the

construction process is the oversight of an on-site DSA Inspector to ensure that all DSA requirements are being met from project inception to completion (IIIB1-11).

In 2021, Shasta College underwent an assessment of its landscaping for both the main campus in Redding and the Tehama Campus in Red Bluff. One of the assessment criteria for the main campus centered on safety concerns created by mature landscaping that was either overgrown or planted in a location that resulted in reduced visibility. A Landscape Master Plan for the main campus was prepared that discussed these concerns and provided recommendations to remediate these issues (IIIB1-12). The Tehama Campus Landscape Master Plan provides landscape and planting recommendations meant to help manage an ongoing challenge with the campus being situated in a rattlesnake migration path (IIIB1-13). These master landscape plans are being utilized in the planning process to continue progress toward the safety of Shasta College campuses.

Within the last several years, the college has completed several capital improvement projects contributing to the safety and well-being of its students and staff.

- Shasta College recently utilized Safety Credits to replace uneven sidewalks and to purchase much needed equipment for the Grounds Department to better maintain sidewalks creating a safer environment for all (IIIB1-14).
- The SC Main Campus Keying & Access Control project provided much needed upgrades to security and safety by adding key card access to the exterior doors of the buildings. In addition to Campus Safety's ability to schedule open/close times and monitor the buildings, this type of security access allows for immediate lock down in the event of an emergency.
- The Dorms Upgrade Project increased WiFi capability for our students and provided additional safety through the installation of security cameras.
- The 2400-2500-2600 Buildings and 2000 Building HVAC replacement projects, partially funded by HEERF, replaced 1967 air conditioning units, benefitting the health of the students and staff learning and working in those buildings.
- The Gymnasium HVAC project provided much needed cooling for student athletes, staff and the community, particularly given Redding's extreme summer temperatures.

Information on each of these projects can be found on the Shasta College Bond website Projects/Measure H/Projects (IIIB1-15).

Faculty and staff can report unsafe conditions to the College Safety and Wellness Committee or request a repair through the electronic work order system. Students report concerns to staff who facilitate communications to Physical Plant or Campus Safety regarding the concerns. All employees can file work orders. Facilities are checked regularly for safety and accessibility issues. Concerns about safety are reported via the campus electronic work order system (IIIB1-16) or a telephone call to Campus Safety or Physical Plant for urgent concerns. Campus personnel are able to assist students and visitors with reporting these issues.

### **Analysis and Evaluation**

The College assures that all campuses are safe and have the physical resources to support student learning. Strict construction, safety, and maintenance protocols are followed to ensure a

safe and secure learning environment.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

### **Evidence of Meeting the Standard**

The Shasta-Tehama-Trinity Community College completed an initial analysis of its facilities and incorporated this analysis into the College's Facilities Master Plan (FMP) (IIIB2-01). The analysis demonstrated the need to seek additional funds to upgrade facilities through a general obligation bond. In November 2016, the College successfully passed a \$139 million bond (Measure H). The College collected information from campus constituents on how to best serve their needs for facility upgrades. This occurred in the form of campus forums held during Spring 2016, as well as through the College's Integrated Planning Process (IIIB2-02).

In May 2018, the College finalized its Facilities Master Plan – Amendment One (IIIB2-03). This amendment to the original FMP incorporates information gained from the campus forums and Integrated Planning Process. It identifies projects being considered and provides guidance on the implementation of those projects. The goal of Amendment One is to ensure the alignment of College capital improvement projects with its overall educational programs and facility needs.

Since the passage of Measure H, Shasta College has built and renovated facilities throughout the College to achieve the mission with the use of bond funds (IIIB2-04). Major projects include:

New Buildings/Structures	Renovations(completed/started)
<ul style="list-style-type: none"><li>• Athletic Fieldhouse Building</li><li>• Regional Public Safety Training Center – Classroom Buildings &amp; Locker Rooms</li><li>• Veterans Support &amp; Success Center</li><li>• Tehama Campus Student Services Building</li><li>• Computer Information Systems (CIS) Building</li><li>• Career Technical Education (CTE) Building</li><li>• 1.65 MW Solar Array – East Parking Lot</li><li>• Shasta College Community Leadership Center</li></ul>	<ul style="list-style-type: none"><li>• Dorms Upgrade Project</li><li>• Campus Safety Offices and new Warehouse – Main Campus</li><li>• HSUC Security Office Remodel</li><li>• 200 Building (Library) Renovation</li><li>• 800 Building (Instructional Classrooms) Renovation</li><li>• 100 Building (Student Services One-Stop Shop) Renovation</li><li>• Electrical Substation Replacement Project</li><li>• SC Main Campus Fiber Project</li></ul>

Planning of the College's capital projects relies heavily on the guidance of project committees. The committees are comprised of faculty, staff, and administrators who will ultimately use the new or improved space as well as those who are involved in facilitating the construction process (IIB2-05). This level of involvement has catalyzed frank discussions of space utilization in classrooms and how the College can better serve its students by reimagining spaces to meet student needs and educational goals. An example is the 800 Building Renovation. The committee for this state-funded project of the College's primary instructional classroom building on the main campus focused on room use analysis related to scheduling, and occupancy analysis in relation to classroom size (IIB2-06). Through the use of this data, the project committee arrived at the conclusion that only one large lecture hall was needed in this building in lieu of the one large and two small lecture halls it currently houses. The move to increase online learning as a result of COVID is broadening project committee conversations regarding the addition of technology capability in the classrooms to support online synchronous classes to meet student needs (IIB2-07).

The College's 1.65-Megawatt Solar Array addition, Electrical Substation Replacement Project, and Main Campus Fiber Project all support future sustainability. Replacing the electrical substations and old data cable with state-of-the-art fiber optic cable throughout the main campus ensures the continuing quality of infrastructure needed to support future operations.

The College's Integrated Planning Process, as outlined in IIB4, allows Shasta College departments and divisions to submit funding requests (through the Annual Planning process) supporting programs that tie into the College Mission and connect with student learning outcomes (IIB2-08). VP-level committees rank the initiatives using resource allocation rubric that is tied to institutional goals, objectives, and student learning outcomes (IIB2-09). These funding requests range in type, but include equipment and facility needs. An example of a project submitted as a 2021-2022 Annual Plan request was purchasing the necessary equipment to create a Zoom-enabled classroom (IIB2-10). The final prioritization is reviewed at College Council prior to being submitted to the Superintendent/President for final approval and resource allocation.

The College has a Facilities Planning Committee with broad representation, including representatives from faculty, staff, and administration. This committee reviews facility projects and makes recommendations on planning (IIB2-11). Recently, the committee revised the Facilities Modification Request Form for facilities alterations not at the level of an Annual Area Plan Initiative or for which funding is available but subject to a deadline (IIB2-12). Completion of this form and review by the Facilities Planning Committee ensures that all constituents and executive administration are aware and approve of the project. It also allows for prioritization of the project by area need and/or by funding deadline date. Each year, the College updates its 5-Year Capital Outlay Plan (IIB2-13) and 5-Year Scheduled Maintenance Plan (IIB2-14).

Shasta College has an electronic work order system that allows employees to submit immediate facility repair needs to ensure continuing quality of educational spaces (IIB2-15).

### **Analysis and Evaluation**

The College ensures that the needs of programs and services are considered when planning its capital improvement projects. The College has received feedback for the development of projects both through its Program Review process and Annual Planning process. Additionally, feedback for facility development was sought by outreach efforts in the form of campus forums and documented in the Facilities Master Plan – Amendment One. The College will continue to upgrade its facilities with the guidance of project committees and the Facilities Planning Committee, and with Measure H bond funding.

### **3. 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 into account.**

#### **Evidence of Meeting the Standard**

The Shasta-Tehama-Trinity Joint Community District regularly assesses its facilities and equipment. Facility and equipment requests are obtained annually through the Integrated Planning Process as outlined in IIIB4. This helps ensure that physical resources are assessed and are effectively supporting programs. The 2014-2030 Facilities Master Plan (FMP) incorporates data compilation, including facility condition, efficiency, FTES generation and adequacy (IIIB3-01). This data was used to inform the prioritization of projects incorporated into the Facilities Master Plan – Amendment One (IIIB3-02). Amendment One is being used to inform bond projects planning and improve facilities and equipment over the next eight to 15 years.

Annually, the College completes a 5-Year Capital Outlay Plan and a 5-Year Scheduled Maintenance Plan (IIIB3-03, IIIB3-04). Preparation of these plans provides an opportunity for coordination of capital outlay and scheduled maintenance financial resources and incorporates appropriate planning and space utilization data. Classroom utilization data for Buildings 1400 and 1600 (science buildings) provides an example of data compiled to determine whether additional science lab space is needed (IIIB3-05).

The Foundation for Community Colleges, on behalf of the Chancellor's Office, provides a team to periodically conduct a facilities assessment at all California Community Colleges (IIIB3-06). The analysis ensures that the condition of facilities and facility usage are current and ensures the data is up to date in Fusion2 (the state's facilities reporting system). The Fusion2 system provides a Facility Life Cycle report containing data for each building, including replacement and total repair cost estimates (IIIB3-07). This informs local planning in the development of the 5-Year Capital Outlay and Scheduled Maintenance Plans. Fusion2 also provides the state with valuable information to support funding for capital projects. The space utilization data incorporates Weekly Student Contact Hours (WSCH) projections that are used to anticipate future space needs. These projections include class type (such as lecture or lab) and/or office needs based on a standard formula (IIIB3-08). Additionally, recommendations and requests for facilities improvement are provided through the Annual Area Plan process.

The Technology Department maintains replacement cycles for computer equipment resources throughout the College (IIIB3-09), and projects total cost of ownership, including costs

associated in the future (IIIB3-10). These plans account for current technology and are updated annually as new technology is approved through the Annual Planning process.

The Baccalaureate program is entirely online and thus has minimal impact on the physical resources of the District.

### **Analysis and Evaluation**

The College regularly assesses its facilities through the preparation of the 5-Year Capital Outlay and Scheduled Maintenance Plans. Ongoing assessment is provided by all campus personnel who can submit work orders for immediate repairs and minor improvements. The Technology Department maintains a list of all technology equipment in the College for continual refresh assessment. The College's completion of the Facilities Master Plan – Amendment One continues to inform bond project planning to improve facilities and equipment over the next eight to 15 years.

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

### **Evidence of Meeting the Standard**

The College's Facilities Master Plan (FMP) was completed in 2014 (IIIB4-01). This plan is an analysis of the College's overall facilities condition. It also included input from the instructional divisions on facility adequacy, including evaluation of access, safety, security, environment, room surfaces and non-technical equipment. During the Spring 2016 semester, various open forums were held across campus to solicit input from constituents to outline their needs (IIIB4-02). Data from the FMP and information collected in forums, meetings and Annual Plans helped inform the development of a capital plan for the College's successful \$139 million Measure H bond measure. In Spring 2017, the College began working on an update of the FMP. Amendment One was finalized in May 2018. This document is being used to guide major capital projects over the next eight to 15 years. A critical component to this document is a section providing Equipment & Finish Standards. Over the years, the College has worked toward standardizing the types of equipment, space finishes, and types of landscaping to reduce total cost of ownership (IIIB4-03). Whether newly constructed or renovated, the FMP – Amendment One standards are incorporated into each project.

The Facilities Planning Committee and Administrative Services Council provided the guidelines and principles for the planning update. The Facilities Planning Committee gathers feedback from different areas and provides facility improvements updates on a monthly basis, such as for the SC Main Campus Fiber Replacement Project (IIIB4-04). The Technology Planning Committee (TPC) is another avenue for collecting feedback and plans for technological improvements that support students, staff and the community. The TPC is also tasked with creating the Technology Master Plan (IIIB4-05) which helps inform and budget for the total cost of ownership for new initiatives and improvements needed in the future.

The integrated planning process through Program Review and Annual Planning allows departments across the College to put forth funding requests for institutional improvements (IIIB4-06). These requests include equipment and capital needs. The funding requests are initially prioritized by VP-

level Committees that use defined criteria to rank such as Strategic Objective, need based on the measurement of a Student Learning or Service Area Outcome (IIIB4-07). After the President's Cabinet recommends priorities, merged rankings are shared with College Council for review (IIIB4-08). All areas of the campus can submit initiatives through this process. The equipment and capital needs for Distance Education are also addressed through this process.

### **Analysis and Evaluation**

The College has updated the Facilities Master Plan through Amendment One and has also updated the Technology Master Plan. The Annual Planning process ties back to Institutional Goals and has been used to inform the development of the Facilities Master Plan update. Additionally, the update to the Facilities Master Plan incorporates standardization of equipment, materials, and landscaping to reduce total cost of ownership in the development of new and remodeled buildings.

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### **Conclusions on Standard III.B: Physical Resources**

Planning for physical resources is integrated into the planning and governance processes. Associated practices ensure sufficient and safe resources to support student learning at all locations. Planning processes are well documented and lead to campus improvements. Annual Planning allows for continuous feedback and evaluation of physical resources. The Facilities Master Plan and other planning documents ensure long-range plans are considered and mechanisms are in place to plan for the cost of ownership.

### **Improvement Plan(s)**

None

### **Evidence List**

IIIB1-01 District Health and Safety Committee Bylaws  
IIIB1-02 Injury and Illness Prevention Flyer  
IIIB1-03 Annual SWACC Audit Report 2-17-21  
IIIB1-04 Monthly Bldg Safety Report 2022  
IIIB1-05 Emergency Action Guide Book  
IIIB1-06 Threat Assessment Operational Plans  
IIIB1-07 RPD Agreement  
IIIB1-08 HEERF Invoices  
IIIB1-09 Custodial Dept Training  
IIIB1-10 Division of the State Architect  
IIIB1-11 Division of the State Architect Inspector Qualification Form  
IIIB1-12 SC Main Campus Landscape Plan 2021  
IIIB1-13 Tehama Campus Landscape Plan 2021  
IIIB1-14 SC 1100 Bldg Sidewalk Project Contract  
IIIB1-15 Measure H Projects Webpage  
IIIB1-16 Physical Plant Request Form  
  
IIIB2-01 Facilities Master Plan 2014-2030

IIIB2-02 Open Forum Facility Mtgs BAITs  
IIIB2-03 FMP Amendment One May 2018  
IIIB2-04 Measure H Projects Webpage  
IIIB2-05 Library Renovation Project Committee  
IIIB2-06 800 Bldg Room Usage Capacity  
IIIB2-07 800 Bldg Design Mtg 12-10-21  
IIIB2-08 Integrated Planning Manual 2022  
IIIB2-09 IPM Resource Allocation Scoring  
IIIB2-10 Annual Area Plan Initiatives  
IIIB2-11 Facilities Planning Committee Mtg 1-27-23  
IIIB2-12 Facilities Modification Request Form  
IIIB2-13 5-Year Capital Outlay Plan 2024-2028  
IIIB2-14 5-Year Scheduled Maintenance Plan 2022-2023  
IIIB2-15 Physical Plant Online Work Order Request

IIIB3-01 Facilities Master Plan 2014-2030  
IIIB3-02 FMP Amendment One May 2018  
IIIB3-03 5-Year Capital Outlay Plan 2024-2028  
IIIB3-04 5-Year Scheduled Maintenance Plan 2022-2023  
IIIB3-05 1400-1600 Buildings Classroom Utilization  
IIIB3-06 FCCC Facility Condition Assessment Description  
IIIB3-07 Facility Life Cycle Report  
IIIB3-08 Fusion2 Assessment Data  
IIIB3-09 SC ASF Summary  
IIIB3-10 Technology Cost of Ownership

IIIB4-01 Facilities Master Plan  
IIIB4-02 Open Forum Facility Mtgs BAITs  
IIIB4-03 FMP Amendment One May 2018  
IIIB4-04 FPC Mtg Minutes 8-26-22  
IIIB4-05 Tech Master Plan 2017-2022  
IIIB4-06 IPM 2022 Planning Calendar  
IIIB4-07 IPM Resource Allocation Scoring Institutional Goals  
IIIB4-08 CC Minutes Approved Initiatives 3-7-23

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## C. Technology Resources

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

### **Evidence of Meeting the Standard**

Shasta College Information Services and Technology Support uses multiple methods to ensure technology needs are identified and addressed. First, the Associate Vice President of Information Services and Technology Support (AVP of IST) represents the IT Department on the President's Cabinet, Administrative Services Council, and the Technology Planning Committee. Second, the IT Department is integrated into several key aspects of campus planning. For example, the Director of Technology Support also has the CTE Committee and Facilities Planning Committee membership. The managers within the IT Department attend ad hoc meetings to assess needs, provide feedback, and plan for solutions (such as Student Services, Deans Meetings, Website Taskforce, Administrative Services, Human Resources, Bond project committees, etc.). This direct line of communication allows IT to plan and to provide adequate feedback and recommendations for improvements to technology-related services and infrastructure. The AVP of IST, Director of Network Infrastructure and Security, Director of Technology Support, and the Director of Information Services and Reporting all work together to prioritize staff assignments to provide technology support and solutions.

Another method to ensure needs are met is through the development of the Technology Master Plan (TMP) (IIIC1-01). The Technology Planning Committee (TPC) is a participatory committee charged with developing and maintaining the TMP, which is aligned with the District's Educational Master Plan (EMP) and the Strategic Plan. The TPC includes representatives from all areas of the District including Instructional, Student Services Council, Administrative Services Council, Academic Senate, and classified staff. All representatives are given the opportunity to contribute to technology planning to address District-wide needs and are asked to communicate with constituent groups. The TMP guides the discussions and plans throughout the year (IIIC1-02). The Technology Planning Committee developed the plan in collaboration with stakeholders, and it was then shared with key governance groups for input to ensure various needs are met and stakeholders are supported (IIIC1-03).

The IT Department also regularly evaluates needs through participation in the planning process. Not only are they represented in many of the key committees and working groups on campus, they also annually evaluate new funding requests related to IT, advise stakeholders on equipment and software, and inform the president's cabinet on feasibility. The annual planning process is an opportunity for all stakeholders on campus to assess the effectiveness of technology in meeting the needs of students and to request additional resources. A review of recently approved funding requests provides evidence that stakeholder engagement with IT yields the acquisition of new hardware and technology services to meet student needs (IIIC1-04). Many of the purchases made because of annual planning could not occur without departmental needs assessments and collaboration with IT. This deep engagement with stakeholders supports District decision-making surrounding technology purchasing and distribution.

In addition to close engagement throughout the campus, Shasta College sought input from students on technological needs and satisfaction via the Student Satisfaction Inventory and Basic Needs Survey (IIIC1-05, IIIC1-06). Although the survey found that students are generally satisfied, staff updated training resources for students who are taking online classes based on feedback from the survey. Staff also have the opportunity to provide feedback upon the conclusion of an IT (or other service) support ticket, and the feedback has been overwhelmingly positive. This feedback serves as another means of assessment of technology effectiveness (IIIC1-07).

Based on the TPC, Integrated Planning Process, other campus planning documents, feedback from stakeholders, and the need to modernize infrastructure, recent technology updates examples follow:

- Acquisition of a new website
- Acquisition of a new backup and recovery system
- Replacement of the core switch
- Increased WiFi access by replacement of access points
- Upgrades to fiber throughout all campus sites
- Migration from desktops to laptops for remote workers
- Dynamic Forms – to improve a wide range of workflows
- Ellucian Colleague – MyShasta Self-Service (Student Facing)
- Program Mapper within the new website (Fastspot)
- Ellucian Colleague – Transcript Updates (Sig/Strata Consulting)
- Ellucian Colleague Re-Modernization (Human Resources and Fiscal)
- Technology-integrated active learning classrooms for CIS
- Development of Hyflex classrooms for hybrid learning
- Implementation of Google Workspace to take advantage of low-cost Chromebook mobile devices
- Updated Helpdesk Software to increase efficiency and collaboration
- New VPN Implementation
- Multifactor Authentication to improve security

IT worked collaboratively with other areas to ensure the recent upgrades met stakeholder needs and created an in-person and online infrastructure that supports student learning.

As another example, the IT Department collaborated with Physical Plant to determine if the two departments' Help Desk systems could be merged to create better efficiency. It was determined that the systems in place could not perform to the level needed. The IT Department began assessing other solutions while including other areas, such as Campus Safety, Human Resources, Physical Plant, and Education Technology. After a year of vetting solutions, the group ended with a mutual agreement on a solution. In April of 2022, the District went live with a new Help Desk system that combined IT, Educational Technology, Human Resources, Campus Safety, and Physical Plant requests into one system.

As a final example of updating due to changing needs, annual classroom/lab software request forms allow Divisions to assess which software will support their class learning outcomes,

and they then communicate their needs to the IT department (IIIC1-08).

The District's technology infrastructure is assessed and monitored daily to ensure that the reliability, security, and sustainability is to scale for in-person and distance educational needs. For device management, the District utilizes Microsoft's System Center Configuration Manager (SCCM). SCCM allows IT to do in-place system upgrades and manage consistent application experiences. Through a single infrastructure and administrative console, IT can manage PCs, servers, mobile devices, endpoint protection, and virtual machines. SCCM also includes System Center Endpoint Protection, protecting user information and helping IT better manage risk by deploying software updates and anti-malware definitions.

The IT Department does not provide access to the network for any student-employee or staff until all proper hiring or onboarding tasks and clearances have been completed. All staff are required to read and sign the Responsible Computing Policy (IIIC1-09) before obtaining access to any network. All staff are also required to complete Keenan's Cybersecurity Training annually (IIIC1-10). The District also requires third parties providing technology to end users to hold a contractual agreement and be approved through the Third-Party Access Form (IIIC1-11) prior to providing access to systems. All contractual agreements require specific provisions ensuring there are provisions for reliability, disaster recovery, privacy, and security prior to entering into any agreements and/or providing any access to the District network (IIIC1-12).

To support backup and recovery the District uses a vendor called Rubrik. Rubrik provides the District with a full backup and recovery system and has been in place since June 2020. A few highlights are: Enterprise, Cloud, SaaS Data Protection, Clout Vault, Data Security Command Center, Ransomware Monitoring & Investigation, Sensitive Data Monitoring & Remediation, Threat Monitoring & Hunting, Mass Recovery, Threat Containment, and Orchestrated Application Recovery. The District continues to upgrade the technology infrastructure to ensure key components remain secure and do not fail. The following have been replaced in the last two years: the main core switch, campus wireless access points, the backup and recovery system, firewalls, and new fiber throughout all campuses.

The District provides a secure, reliable network through CENIC, which is provided by the Chancellor's Office. All campuses, with the exception of the Main Campus, are served by redundant 1Gbit-per-second symmetrical (1Gbit up and 1Gbit down) connections to CENIC's network. The Tehama campus, Community Leadership Center, and Health Sciences are served by AT&T while the Trinity and Intermountain campuses connectivity is provided by Frontier. The Main Campus has two redundant 10Gbit per second symmetrical connections to the CENIC network. One of those connections is provided by AT&T and the other by Comcast. In the event both of those connections go down, the Main Campus has a direct 1Gbit-per-second link to all the other campuses and can utilize those additional connections to CENIC's network. The network is secured through Firewalls, access control (SSO), multi-factor authentication, secure password policies, and limited, privileged access. The District also recently added a second firewall to increase the network's security and create another level of redundancy.

The AVP of IST (and acting CISO) developed a comprehensive Cybersecurity Incident Response Plan and continues to update/improve the plan as the security climate changes. This plan includes identifying who is responsible to act in the event of a compromised account, data breach, active shooter, natural disaster, and pandemic. It also outlines exactly what each role is responsible for in a given timeframe (IIIC1-13). One example of a recent security improvement is the System Engineers implemented notifications for potential compromised accounts and/or

system breaches in order to identify and act as quickly as possible. The AVP of IST and Director of Network Infrastructure and Security collaborated with the Chancellor's Office to conduct Risk Assessments to assess the district's network and infrastructure security, identify gaps, and close any identified gaps.

In addition, the Technology Department works closely with Student Services to ensure students' personal information is protected (IIIC1-14). All new employees are required to complete FERPA training during onboarding. Campus Safety and Physical Plant work closely with the Technology Department to ensure only those who should have access to physical infrastructure areas are permitted (IIIC1-12).

The Baccalaureate program is fully online and does not require additional local technology infrastructure. Students in the program have access to all the same software and technical support as students in other programs.

### **Analysis and Evaluation**

Various planning documents and processes ensure that the District provides appropriate technology infrastructure for academic programs and support services. As evidenced above, the District has a robust network with redundancies to ensure adequate network services. Deep engagement in communication and planning ensure needs are understood and technology is meeting the needs of students. Recovery protocols are in place should a disaster occur.

## **2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

### **Evidence of Meeting the Standard**

As noted above in Standard IIIC1, Shasta College continually plans to ensure the District has a sustainable infrastructure. The Technology Master Plan (IIIC1-01) is the broad plan (created with broad input) that ensures technology planning is aligned with the Strategic Plan and the Educational Master Plan. Shorter-term planning is generally aligned with the College-wide annual planning cycle (IIIC2-01). The planning process uses a rubric to develop a ranked list of funding requests (IIIC2-02, IIIC1-04). Participation in the annual planning cycle ensures the IT Department is aligned with program and service area needs and that technology purchases are supported by evaluation and assessment and are the result of input for end users who serve students directly or indirectly (IIIC1-04). Some specific recent examples include the approval to purchase the following technology requests: Anatomage Digital Anatomy Table for Life Sciences, Computer Lab Refresh for the Testing Center, updated laptops for the Student Success Center, and new equipment for CIS labs (IIIC2-03).

In addition to the daily/weekly assessments of technology requests for new hires, transfers, and additional needs per department, the Technology Department annually audits all hardware devices due to be replaced based on the device's life expectancy and maintenance support. Through an asset management process, all devices are tracked by the year of purchase and life expectancy (IIIC2-04). When devices are aged out, they are assessed for re-purposing or are recycled. During this process, the Director of Technology Support evaluates the true life of the device versus the expected life to determine if the device is a reliable purchase for the future.

The IT Department has a set allocation through the Budget Development process to refresh aged equipment. During this process, the Director of Information Technology Support works with end users to ensure the new device will meet their needs prior to purchase.

Lastly, as noted above in IIIC1, end user feedback is critical to the successful implementation of IT infrastructure. In addition to direct support given to departments and programs during the planning process and the broad engagement in the development of the Technology Master Plan, the District also periodically surveys stakeholders for additional input. Some examples include the Student Satisfaction Inventory which has a staff counterpart (IIIC1-05), Basic Needs Survey (IIIC1-06), and the service request survey with an opportunity to rate satisfaction and share feedback (IIIC1-07). Needs surveys regarding technology-related professional learning also go out to District staff. Those surveys are discussed below in IIIC4.

### **Analysis and Evaluation**

The Information Services and Technology Support Department meets this standard through the daily monitoring of the network and Help Desk, to continuously assess needs and maintain a stable environment. Through the annual planning initiative process (IIIC2-03), requests for improvements are assessed and vetted. The Technology Planning Committee helps plan by analyzing the current state of technology resources/services and making recommendations through the Technology Master Plan to guide improvements.

### **3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

#### **Evidence of Meeting the Standard**

The District allocates resources for the management of technology infrastructure at all locations and has made numerous recent upgrades, including:

- Acquisition of a new website
- Acquisition of a new help desk system software to increase efficiency and collaboration
- Acquisition of a new backup and recovery system
- Replacement of the core switch
- Increased WiFi access by replacement of access points
- Upgrades to fiber throughout all campus sites
- Migration from desktops to laptops for remote workers
- Dynamic Forms – to improve a wide range of workflows
- Ellucian Colleague – MyShasta Self-Service (Student Facing)
- Program Mapper within the new website (Fastspot)
- Ellucian Colleague – Transcript Updates (Sig/Strata Consulting)
- Ellucian Colleague Re-Modernization (Human Resources and Fiscal)
- Technology-integrated active learning classrooms for CIS
- Development of Hyflex classrooms for hybrid learning
- Implementation of Google Workspace to take advantage of low-cost Chromebook mobile devices
- New VPN Implementation

- Multifactor Authentication to improve security

Most of the above-mentioned recent upgrades improve services at all locations across the District. Additional details about reliability and backup are detailed above in IIIC1.

The IT Department also has an operational budget (IIIC3-01) which includes funding for the refresh of technology (IIIC2-04) and other operational costs for all locations. The IT Department works on a case-by-case basis with the end user and manager to ensure the technology meets the needs, while also conserving the District's budget. Technology needs are managed and tracked by location to ensure needs are met and appropriate planning occurs for each site (IIIC2-04). Staff who need technology support can use the service request system (Help Desk) which is available through the campus portal to generate a support ticket. The ticketing system requires the end-user to note which campus they're located at so that the IT department can plan the support accordingly (IIIC3-02). Many challenges can be resolved remotely with Remote Desktop and other tools. On July 1, 2023, an additional full-time Information Technology Support Specialist was hired to support services locations at extended sites, such as the Community Leadership Center. The IT Department has two District-issued vehicles to deploy equipment and personnel to all District locations as needed. IIIC1 above details provisions in place to ensure system reliability, recovery, and emergency backup plans are in place.

### **Analysis and Evaluation**

The District has processes in place to ensure appropriate allocation of technological resources across the District. These processes provide for a refresh cycle, system backup and recovery as well as provisions to protect against cyber threats.

### **4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

#### **Evidence of Meeting the Standard**

Shasta College provides students, faculty, staff, and administrators with a variety of training and support related to the effective use of technology. Training and support are addressed through several channels to offer specific and flexible options. Support occurs via email, Zoom, phone, in-person, and remote desktop, depending on the circumstances.

Shasta College supports student technology needs in a variety of ways. The first communication occurs at the time of registration – students receive an email welcoming them to the online learning environment (IIIC4-01). This email provides several resources, most prominently the links to online readiness resources and the orientation to Canvas. This orientation course, Learn Online, is housed in a publicly open Canvas shell allowing students time to prepare and learn new skills before the term starts (IIIC4-02). One element of Learn Online takes students to a Canvas training course that is self-paced (IIIC4-03). Many instructors request students to participate in the training within the first week of the term and even offer extra credit as an incentive to participate. As an example, in the 2022-2023 academic year, 461 students successfully completed the self-paced training course, earning an 80% or

higher. These students received a badge of completion that could be shared with faculty (IIIC4-04).

The second communication happens through Canvas. Global announcements are posted twice per term (at the start for full-term courses and again at mid-term for short-term courses), inviting students to participate in the Canvas orientation, to explore library and tutoring resources, and to attend College Success workshops. In fall 2022, a new communication tool was deployed. This tool provides more targeted message capabilities as well as data and feedback mechanisms. All content shared with students is updated before the start of enrollment of the term by the Office of Educational Technology (IIIC4-05).

Online courses include “*Help!*” links that provide options for frequently encountered issues and provide paths to Office of Educational Technology (OET) staff who can assist with specific problems. For both students and faculty, updates to the LMS are posted within the “*Help!*” pane (IIIC4-06).

In fall 2021, 396 students responded to the Student Satisfaction Survey. Findings reported a high level of satisfaction with support services from students. Additionally, in fall 2022, 455 students responded to a Basic Needs Survey. This survey identified 44.8% of students wanted more Canvas training. To support this need, the Office of Educational Technology has been proactive in planning further resources, in-person and online, for summer 2023 and fall 2023 students (IIIC4-07).

For staff, needs are assessed by the Professional Development Committee’s (PDC) annual survey. This survey includes several questions specific to technological needs. From the responses, the PDC facilitates training, including connecting departments to the resources appropriate for their needs (IIIC4-08). One response to the survey was to begin offering additional training for administrative assistants and other staff with related duties using Colleague. Further, as new technology or software is considered, staff are often included in pre-adoption evaluations and, if adopted, given training specific to the technology.

Administrators' technology needs are assessed through an annual survey conducted by the Professional Development Committee with questions very similar to those asked of classified staff. Findings from the most recent survey show administrators have a high interest in learning more about Office 365 applications such as Teams, OneDrive, Colleague, and Shasta College forms and processes. With this feedback, the Professional Development Coordinator can facilitate training sessions with appropriate departments to bring the requested training to those administrators (IIIC4-09).

The College provides regular training to faculty in technology. Much of this training focuses on using technology to support regular, substantive interaction between faculty and students in online courses. Online pedagogy training is required, and this requirement is codified in AP 4105 (IIIC4-10). The Shasta College Academic Senate has published recommended guidelines for meeting the online pedagogy requirement to support this training effort (IIIC4-11). Most faculty become certified through @One and at least 175 faculty have completed the 4-week introductory course. Faculty can participate in live, in-person sessions, in self-paced

asynchronous sessions on Canvas, or in hybrid sessions. The Office of Educational Technology is another resource to faculty seeking training. For example, in fall 2023 faculty were able to participate in Canvas Camp. This session was held in a live, on-campus format and in an online format and focused on using technology for student engagement online (IIIC4-12).

Additionally, the Faculty Excellence Committee provided a training session during Welcome Back day. In addition to the required training in regular substantive interaction in online classes, the Office of Educational Technology supports technology training in a number of other ways, including:

- Canvas Camp – Workshops to support teaching online immediately before the term starts
- Teach Online Canvas shell that provides just-in-time and self-paced learning opportunities (IIIC4-13)
- Regular announcements and reminders to faculty about best practices in online learning/teaching (IIIC4-14)
- Extensive training in online course design through the CVC-OEI Rubric alignment project. Since 2017, 51 individual faculty have aligned 56 unique courses to the rubric. The CVC-OEI Course Design Rubric supports faculty in online and hybrid teaching best practices in instructional design and has a section on regular and substantive interaction (IIIC4-15)
- Faculty appointments specifically for regular substantive interaction (IIIC4-16)
- Reimbursement and professional development pay for taking any @One course (IIIC4-17)
- Association of College and University Educators credentials in Effective Teaching Practices and Effective Online Teaching Practices. Additionally, faculty have participated in two micro-credential programs, Creating an Inclusive and Supportive Online Environment and Promoting Active Learning. There have been 69 unique users in ACUE courses. These courses were eligible for professional development pay or salary scale advancement (for the extended courses). 69 unique users in the cohorts participated in these ACUE courses. (IIIC4-18)

Further, Information Technology (IT) and Ed Tech staff engage with faculty across several participatory committees where faculty representatives interact with IT and OET staff to plan for and respond to technology needs centered around teaching. Short summaries of two examples follow:

- The Technology Planning committee includes two faculty members who report back to the Academic Senate.
- The Faculty Excellence Committee (FEC) works with the Professional Development Committee. The FEC plans and executes the mandatory Flex Day activities. A follow-up survey completes each term's event. From this survey, the FEC can plan the next term event based on the responses. For example, free text response included multiple statements about Canvas and building online courses in the spring 2022 survey. From this, the fall 2022 session contained a Canvas session focusing on student engagement. Likewise, the FEC conducts a faculty needs survey (IIIC4-19). This survey informs different campus groups including the professional development offered by the OET. A standing subcommittee is the Student Learning Outcome committee, and this provides another source of feedback to faculty and IT/OET staff regarding student technology

needs.

### **Analysis and Evaluation**

The District assesses the needs of stakeholders and plans for training needs accordingly. Resources are allocated by IT, Ed Tech, and HR to ensure the stakeholders have the training they need to effectively support students. Various methods of evaluation are used in an effort to ensure the effectiveness of training.

## **5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

### **Evidence of Meeting the Standard**

Shasta College has policies and procedures in place that are specifically designed to ensure the safe and appropriate use of technology within the District. The guiding policy used for students, faculty, and staff is BP/AP 3720 Computer Use (IIIC5-01). This document is referenced whenever necessary and is required to be reviewed and signed by all new District employees. Other policies and procedures in effect include the following:

- BP/AP 5800 - Prevention of Identity Theft in Student Financial Transactions (IIIC5-02)
- BP/AP 5040 - Student Records, Directory Information, and Privacy (IIIC5-03)
- AP 6365 - Accessibility of Information Technology (IIIC5-04)
- BP/AP 5500 Standards of Conduct (IIIC5-05)
- AP 3750 - Use of Copyrighted Material (IIIC5-06)
- BP/AP 3310 - Records Retention and Destruction (IIIC5-07)
- BP/AP 3300 - Public Records (IIIC5-08)
- BP/AP 3501 Campus Security and Access (IIIC5-09)
- BP/AP 3720 Computer Use (IIIC5-10)
- BP/AP 6520 Security for District Property (IIIC5-11)

All policies listed above are published on the District website (IIIC5-12).

### **Analysis and Evaluation**

The institution has established policies and practices, as evidenced above, to ensure appropriate use of technology. All policies are published on the website.

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### **Conclusions on Standard III.C: Technology Resources**

District technology planning ensures technology infrastructure is adequate to support teaching, learning, and associated business operations. Planning for technology refresh and infrastructure upgrades ensures that all sites across the District have adequate, secure, stable and comparable resources. The District relies on Board Policies and Administrative Procedures, along with technology planning documents and participatory governance structures, to steer their technology-related decisions.

### **Improvement Plan(s)**

None

## **Evidence List**

IIIC1-01 Technology Master Plan  
IIIC1-02 Technology Planning Committee Meeting Minutes 2022  
IIIC1-03 \_College\_Council\_Mtgs  
IIIC1-04 Ex of Approved Tech through Planning Process  
IIIC1-05 Student Satisfaction Inventory  
IIIC1-06 Basic Needs Survey  
IIIC1-07 Support Ticket Feedback  
IIIC1-08 Lab Form Software Request  
IIIC1-09 Responsible Computing Policy  
IIIC1-10 Mandatory Cyber Security Training  
IIIC1-11 Third Party Access Form  
IIIC1-12 AP6365 Accessibility of Information Technology  
IIIC1-13 Cybersecurity Incident Response Plan  
IIIC1-14 SC Student Information Security 2022

IIIC2-01 Planning Cycle  
IIIC2-02 Prioritization Rubric  
IIIC2-03 Approved Tech Funding from Program Planning  
IIIC2-04 Tech Financial Planning Examples

IIIC3-01 \_2018-2022\_Technology\_Budget\_Summary  
IIIC3-02 Help Desk Service Request form

IIIC4-01 Student Registration Email  
IIIC4-02 Learn Online homepage screenshot  
IIIC4-03 Canvas Student Training homepage screenshot  
IIIC4-04 Canvas Student Training completion data, 2022-2023  
IIIC4-05 Examples of term announcements to students  
IIIC4-06 Canvas Help options  
IIIC4-07 Simplified Summer and Fall 2023  
IIIC4-08 Professional Development Committee Staff Needs Survey  
IIIC4-09 Management Needs Survey  
IIIC4-10 AP4105  
IIIC4-11 Guidelines for Online Pedagogy  
IIIC4-12 Canvas Camp for Faculty fall 2023  
IIIC4-13 Teach Online homepage screenshot  
IIIC4-14 Examples of Announcements centered on Regular and Substantive Interaction  
IIIC4-15 CVC OEI Rubric training course homepage screenshot  
IIIC4-16 Faculty appointments for regular and substantive interaction  
IIIC4-17 Reimbursement Announcement for @One  
IIIC4-18 ACUE Partnership Overview  
IIIC4-19 Faculty Training Needs Survey

IIIC5-01 BP AP 3720 Computer Use  
IIIC5-02 BP AP 5800 Prevention of Identity Theft in Student Financial Transactions

IIIC5-03 BP AP 5040 Student Records Directory Information and Privacy  
IIIC5-04 AP 6365 Accessibility of Information Technology  
IIIC5-05 BP AP 5500 Standards of Conduct  
IIIC5-06 AP 3750 Use of Copyrighted Material  
IIIC5-07 BP AP 3310 Records Retention and Destruction  
IIIC5-08 BP AP 3300 Public Records  
IIIC5-09 BP AP 3501 Campus Security and Access  
IIIC5-10 BP AP 3720 Computer Use  
IIIC5-11 BP AP 6520 Security for District Property  
IIIC5-12 List of BPs and APs on SC Website

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## **D. Financial Resources**

### ***Planning***

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

### **Evidence of Meeting the Standard**

Shasta-Tehama-Trinity Joint Community College District prioritizes maintaining fiscal stability to ensure that revenues are sufficient to support all educational programs, improvements, and to provide innovative solutions to current student issues. As such, the District has always been able to successfully support student learning and achievement. The District has followed conservative spending principles that have allowed sufficient reserves to weather economic downfalls. A healthy Fund Balance (IIID1-01) provided the District with sufficient cash flow during the COVID-19 pandemic and ensuing General Apportionment deferrals for Fiscal Year 2020-21. The District did not have to resort to bridge financing (TRAN, County Treasury, etc.). The District updated the District Fund Balance Policy to align with the Government Finance Officers Association best practices on Reserves (IIID1-02) which recommends two months of General Fund operating expenses as the minimum reserve level.

The District has been able to leverage COVID-19 Higher Education Emergency Relief Funds (HEERF) to: 1) to prepare for potential lower funding levels if enrollment is not restored to pre-pandemic levels, 2) to help prevent expenses associated with the COVID-19 from impacting the general fund, and 3) to help replace certain lost revenues in other funds which will prevent impact on the general fund (IIID1-03).

Conservative budgeting and leveraging of Federal HEERF funding provided the District funds to deposit into a Public Agency Retirement System (PARS) Pension Stabilization Rate Plan (PSRP) Trust. This Trust will provide relief as CalPERS and CalSTRS employer contribution rates continue to climb. The Trust earnings will mitigate the effect of these increased contributions on the General Fund and corresponding student programs (IIID1-04). This multifaceted approach assures sufficient revenues are available to support educational

improvement and innovation.

The District allocates resources to assure alignment with the Institutional Goals and Institutional Outcomes. The process is a multi-facet approach that starts with District planning documents (Facilities Master Plan, Technology Master Plan, Strategic Plan), Annual Planning and Program Review, and Faculty Hiring per AP 7210. Funding requests that are developed through the planning process are prioritized by the President's Cabinet and reviewed by College Council. They are ranked using a rubric that incorporates multiple components including whether they tie to an Institutional Goal or identified as a need based on measurement of a student learning outcome (IID1-05). Approved funding requests are funded from appropriate line items in the approved District budget and are meant to sustain student learning and support innovation (IID1-06).

The Board of Trustees is committed to maintaining the fiscal health of the District. The Board is informed and receives monthly reports outlining budgeted expenditures to actual spending, monthly income and expenditures on a cash basis (IID1-07), as well as quarterly financial reports (IID1-08). These reports ensure that the Board is kept up to date on all budget items and to ensure compliance with established policies. The Board outlines its fiscal management requirements in BP 6300 Fiscal Management (IID1-09). This board policy requires that adequate internal controls exist, and that fiscal objectives, procedures and constraints are communicated to the Board and employees.

The District's Health Information Management Baccalaureate Degree program is taught online and does not require significant non-personnel resources. The HIM program is fully integrated into the planning process so that needs can be addressed along with other programs.

### **Analysis and Evaluation**

The College has sufficient financial resources to support and sustain student learning and improve institutional effectiveness. The District's conservative spending practices and reserve policies ensure that resources are available to continue student programs and provide for future innovations. This conservative approach along with COVID Hold Harmless funding and Federal HEERF funding, allowed the District to continue to serve students successfully. All of these strategies are targeted towards the District maintaining services as the Chancellor's office ends Hold Harmless funding. In addition to healthy reserves, the District seeks funding opportunities through grants and categorical funds, relieving further pressure on the General Fund.

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

### **Evidence of Meeting the Standard**

The Integrated Planning Manual outlines the District's Integrated Planning process which articulates the link to the Mission and goals (IID2-01). This manual undergoes periodic updates after discussion and reflection to improve the process. Resource allocations in the

budget development process are tied to new budget allocations through the Annual Planning process. Activities requiring new funding are developed at the area and program level. These requests are tied to the Strategic Plan, which in turn is linked to the Institutional Goals in the Education Master Plan (EMP). The development of the EMP is driven by the District's Mission Statement.

After Annual Planning funding requests are completed, they are then prioritized and ranked through the leadership of the Vice Presidents and reviewed at College Council. The funding requests are ranked using a rubric (IID2-02) that incorporates multiple components, including whether they tie to an Institutional Goal, Strategic Objective, or are identified as a need based on measurement of a Student Learning Outcome. Once potential funding sources are identified and the final funding approvals are shared with College Council (IID2-03) and the wider community through one of the Superintendent/President's email updates to the college community (IID2-04). Additionally, this document is posted on the Planning Documents webpage. The Board is informed on Integrated Planning and establishes goals for the Superintendent/President and themselves which support the budget and planning processes (IID2-05).

The District has maintained appropriate unrestricted general fund reserves to support emergencies. The District's unrestricted general fund ending balances for 2019-2020, 2020-2021, 2021-2022, and 2022-2023 have been 19.4%, 36.0%, 19.3% and 27.2 % respectively. (IID2-06). The larger ending balance in 2021-22 was due to the timing of depositing initial funding into the PARS account for future STRS and PERS liabilities. The funding came from one-time relief to unrestricted general fund from the Federal HEERF programs, and the initial deposit was made in the following fiscal year. These fund balance levels have ensured the District can plan appropriately, and that there has been no need for short-term borrowing using such mechanisms as Tax Revenue Anticipation Notes (TRANs). Additionally, Board Policies 6200, 6250 and 6300 and their related administrative procedures require sound financial budgeting and fiscal practices and fiscal stability through minimum reserve being maintained (IID2-07, IID2-08, IID2-09).

The District maintains sufficient insurance to cover its needs and protect its financial resources. The District is a member of the Statewide Association of Community Colleges (SWACC) which covers its insurance needs for property and liability. The District has coverage up to \$250 million for property and \$50 million for liability. Additionally, the District is a member of Northern California Community College Self-Insurance Authority (NCCCSIA) for worker's compensation insurance.

### **Analysis and Evaluation**

The established Integrated Planning process ties the Mission and goals to financial planning. An appropriate unrestricted fund balance has been maintained and has provided stability during recent emergencies (fires, the pandemic, public safety power shutoffs, and more). There was no need to borrow funds to solve short-term cash flow issues. Policies and Procedures are established to ensure sound financial practices are followed that lead to financial stability.

**3. 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.**

**Evidence of Meeting the Standard**

The annual budget calendar is developed by the Vice President of Administrative Services in coordination with the Budget and Fiscal Analyst and presented to the Board of Trustees (IIID3-01). The calendar is disseminated to administrators responsible for developing budgets. Administrators review historical program expenditures and enter budget requests for the next fiscal year providing justification. These budgets are then reviewed by the appropriate area vice president for approval. As part of the planning process, in the development stages, the Tentative Budget is reviewed by the Budget Committee a minimum of three times (IIID3-02). Any new faculty positions approved through the Faculty Hiring Priorities Procedure (IIID3-03) will be incorporated into the budget. After the Budget Committee's third review, they make a recommendation to forward the Tentative Budget to College Council for their review in May (IIID3-04). The Budget Committee and College Council have broad constituency representation ensuring input from all constituent groups on campus. BP/AP 6200 Budget Preparation show established processes for linking planning and budgeting with input from participatory committees (IIID3-05). The Tentative Budget is presented to the Board for approval at their June meeting (IIID3-06). Running simultaneous to this process, the Annual Plan funding requests are ranked through the integrated planning process outlined in the Integrated Planning Manual (IPM). This allows faculty and staff at the program level the opportunity to request new funding to support programs. Prior to approving and funding any new initiatives the Superintendent/President collaborates with the Vice Presidents and Deans to identify available funding. This information is then shared with College Council for feedback (IIID3-07). After the Superintendent/President approves, all funding for the following funding requests are incorporated into the Final Budget. The Final Budget is reviewed by the Budget Committee and College Council before submission to the Board of Trustees for approval in September.

**Analysis and Evaluation**

The budget process, as outlined in Board Policy, and the integrated planning process provides constituent groups the opportunity for active participation in the budget planning process.

***Fiscal Responsibility and Stability***

**4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Evidence of Meeting the Standard**

The budget development process begins early in the year after the Governor's initial budget proposal in January and ties into the overall Integrated Planning Process as described in Standard IIID3.

The Vice President of Administrative Services, in collaboration with the Budget Committee, develops multi-year projections which help to define realistic expectations of future unrestricted general fund income and expenditures (IIID4-01). These projections incorporate anticipated changes to the Student-Centered Funding Formula (SCFF), STRS and PERS obligations, retiree health liability, and other operational increases. These projections are updated several times a year when new budget information becomes available from the state and as new enrollment supplemental allocation and student success metrics become available (IIID4-02). The Budget Committee regularly discusses budget changes coming from the state level that impact the District locally (IIID4-03). The Budget Committee reviews the Tentative Budget three times before recommending it to College Council. Members of the Budget Committee represent a cross-section of participatory groups campus-wide: faculty, staff, students and administrators. College Council then reviews the budget to make a recommendation to the Superintendent/President who then takes it to the Board of Trustees (IIID4-04). As part of the Integrated Planning Process, the District prioritizes funds for new requests. The end of the process results in a list of approved funding requests, including their funding sources (IIID4-05).

The district receives additional funds to support its mission and programs through state-funded programs and Federal, state and local grant funds. The Grant Development Office actively seeks grants that support the College Mission (IIID4-06). When constituents are working with the Grant Development Office, they complete work with the Director of Grant Development on an initial assessment to determine if the grant will support the College Mission or institutional goals. All grant applications are submitted to the Board for approval/ratification and acceptance (IIID4-07).

The district assessed its facilities in Phase I of the Facilities Master Plan (IIID4-08) and develops a Five-Year Capital Outlay Plan (IIID4-09) outlining planning objectives, anticipated costs and major projects. Previous data demonstrated the need to place a General Obligation Bond on the ballot to provide funds for upgrades. Measure H was placed on the ballot in November 2016 and the voters approved the \$139 million facilities improvement and expansion bond (IIID4-10, IIID4-11).

### **Analysis and Evaluation**

Planning is completed based on budget information received from the Chancellor's Office annually. The District considers several factors as it plans the budget. These factors include, but are not limited to, student success funding formula, long-term debt obligations, and student needs.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### **Evidence of Meeting the Standard**

As outlined in Standard IIID4 the District has a robust budget process that involves review of the tentative budget three times by the Budget Committee and one time by College Council. Additionally, both groups review and discuss the final budget one-time before it goes to the Board of Trustees (BOT) (IIID5-01, IIID5-02, IIID5-03, IIID5-04, IIID5-05, IIID5-06). This ensures a robust campus wide dialogue occurs supporting credibility with constituent groups. Quarterly financial statements are provided to the BOT as well as monthly reports on budget to actual expenditures (IIID5-07, IIID5-08). These reports reflect the current level of expenditures as a percentage of total amounts budgeted ensuring the District and Board have a means of confirming if expenditures are tracking as budgeted.

The Business Office ensures the District accounting practices meet the requirements of the Budget and Accounting Manual published by the State Chancellor's Office (IIID5-09). The Business Office maintains a Business Office Procedure Manual for District employees to follow (IIID5-10).

Audit findings show the financial management of the District is very good. The District consistently has no findings in the audit report in relation to Financial Statements (IIID5-11, IIID5-12, IIID5-13, IIID5-14, IIID5-15, IIID5-16, IIID5-17, IIID5-18, IIID5-19). Any significant deficiency or reportable condition that occurs in the areas of state and federal awards are communicated to the appropriate Vice President and the Superintendent/President. A plan is developed and incorporated into the response which is included in the audit report. This audit report is publicly posted and brought to the Board of Trustees for acceptance and members of the BOT are part of the audit subcommittee. This is an opportunity to both educate the BOT on the process and allows them to meet with the auditor in preparation for the audit. During this meeting the representatives from both District Administration and the BOT, are provided with an opportunity to request additional review of any areas they may be concerned about. The Budget Committee has a Fiscal Health Indicators checklist with the intent of using it annually as a means of reviewing the fiscal health of the District. The District utilizes the FCMAT Fiscal Health Analysis for Community Colleges and reviews with Cabinet and the Budget Committee (IIID5-20).

### **Analysis and Evaluation**

Shasta College has internal control systems and processes to ensure sound fiscal decision-making. Information about the budget is widely available on the campus website and is reported out monthly at Board of Trustee meetings.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### **Evidence of Meeting the Standard**

Initial department budgets are developed by department managers and division deans. In developing budgets the managers and deans generate reports in the budget module of Colleague

that show trends in expenditures for previous years. The managers use this information and anticipated department needs to enter initial budget requests with supporting justifications. These budgets are then reviewed by the appropriate Vice President for first-level approval. The Vice President of Administrative Services and the Budget Fiscal Analyst make initial revenue projections based on State budget news, enrollment projections and revenue from other sources. The budget process includes three reviews of the Tentative Budget drafts by the Budget Committee which is comprised of three Administrators, including the Vice President of Administrative Services and the Director of Business Services, three Classified, three Faculty and one Student representative (IID6-01, IID6-02, IID6-03). College Council reviews the Tentative Budget draft one time prior to being forwarded to the Board (IID6-04). Additionally, the Budget Committee will review the Final Budget and additional time before it is forwarded to College Council and the Board (IID6-05, IID6-06). Any newly approved funding requests are incorporated (IID6-07, IID6-08).

The Board of Trustees engages an outside auditor to perform annual audits of the District. To ensure appropriate response and accountability, the audits are presented to the Audit Subcommittee which is comprised of three members of the Board of Trustees, Superintendent/President and the Vice President of Administrative Services. The Final Audit Report is presented to, and accepted by, the Board of Trustees (IID6-09, IID6-10). In review of the Final Audit Report, the financial statements are consistently reported as unmodified (IID6-11, IID6-12, IID6-13).

### **Analysis and Evaluation**

The Budget Committee has representatives appointed by all participatory groups on campus. Budget Committee regularly reviews and discusses budget assumptions during budget development, helping build understanding and credibility with constituents. Annual Plan requests incorporated into the budget are ranked using a rubric that includes College Goals and Student Learning Outcomes as described in Standard IID2.

## **7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Evidence of Meeting the Standard**

An annual audit by an independent Certified Public Accountancy (CPA) firm is completed as required by BP 6400 Financial Audits (IID7-01). These annual audits include a review of all funds. The Audit Subcommittee meets with the auditor to review the audit and management letter prior to presentation to the Board of Trustees (IID7-02, IID7-03). The audit is a public document and is posted for public review on the Shasta College Website. There were three compliance findings in the 2018-2019 audit. Each was addressed and resolved timely and prior to the next audit (IID7-04, IID7-05, IID7-06, IID7-07, IID7-08). There have been no material findings (IID7-09, IID7-10, IID7-11, IID7-12, IID7-13, IID7-14, IID7-15, IID7-16, IID7-17, IID7-18).

Budget to Actual Reports are presented to the Board of Trustees each month. This information

is also used as part of the budget development process. Estimated Actuals are part of the budget development process and used for year-end planning, fund balance analysis and availability of funds for Other Post Employment Benefit (OPEB) or Pension Rate Stabilization Trust transfer or other one-time funding opportunities (IID7-19).

### **Analysis and Evaluation**

All funds are audited annually by an independent CPA firm. The lack of findings related to the financial statements demonstrate the District's commitment to continually improving its internal controls.

## **8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

### **Evidence of Meeting the Standard**

The District's financial and internal control systems are assessed and evaluated annually by an independent Certified Public Accountancy (CPA) firm. In addition, the District evaluates its internal controls on an ongoing basis. The auditors express an opinion on the financial statements and the internal control systems of the District each year. The District receives unqualified/unmodified audit opinions each year in relation to the financial statements, with no material findings or misstatements. Audit reports are issued for the District and the Shasta College Foundation (IID8-01, IID8-02, IID8-03, IID8-04, IID8-05). Financial and Performance audits are issued for the District's Bond Program-Measure H (IID8-06, IID8-07, IID8-08, IID8-09, IID8-10, IID8-11, IID8-12, IID8-13, IID8-14, IID8-15). All District accounts are set up under the Budget and Accounting Manual (BAM) issued by the Chancellor's Office. Revenue and expenditures are recorded following the guidelines established in the BAM.

The District is using Ellucian's Colleague as its enterprise resource planning software, which is built around a layered security system which includes a data and network encryption package, firewall, and audit tool that helps to thwart external attacks. The District has established internal controls in the form of policies and procedures that are enforced using system controls within Colleague along with the accountability from Budget Managers and Vice Presidents (IID8-16).

### **Analysis and Evaluation**

The District has internal controls that ensure the fiscal stewardship of assets and accurate financial reporting. Internal controls are evaluated through the fiscal auditing process.

## **9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

### **Evidence of Meeting the Standard**

Through careful planning and fiscal management, the District has maintained a healthy fund balance in excess of 20% and sufficient cash reserves. The District has, as a high budget

priority, the appropriation of uncommitted general fund reserves in the final budget. The Board of Trustees (BOT) recognizes the need for cash-flow management and the necessity of considering financial uncertainties in the development of the District budget. The Board of Trustees adopted BP 6250 to comply with the Chancellor's Office and The Government Finance Officers Association recommendation to maintain a minimum fund balance of no less than two months of regular General Fund operating expenditures (IIID9-01).

Financial conditions, State and outside funding levels are continuously reviewed by the Vice President of Administrative Services, Superintendent/President, Cabinet, Budget Committee and the BOT. This allows the District to respond to unanticipated occurrences. The Budget Committee developed a contingency plan for short term cash flow emergencies (IIID9-02). In the event of an anticipated cash flow shortage, the District can participate in the Tax Revenue Anticipation Notes (TRANS) program available to local governments for support of short-term cash flow needs. The BOT has authorized the use of TRANS in the past. The District last used the TRANS program in 2010-2011.

The District and the BOT have established appropriate risk management policies. The District is covered by a comprehensive insurance plan that includes property and liability coverage through the Statewide Association of Community Colleges Joint Powers Authority, (SWACC). The District is a member of the Shasta Trinity Schools Insurance Group (STSIG), a local JPA that provides health benefits coverage consisting of medical, dental and vision insurance. The District is a member of the Northern California Community Colleges Self-Insurance Authority (NCCSIA) for workers' compensation coverage (IIID9-03).

### **Analysis and Evaluation**

The District has maintained a healthy fund balance, in excess of 20%, sufficient cash Reserves, and contingency plans to ensure all financial obligations are met.

## **10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

### **Evidence of Meeting the Standard**

The District practices effective oversight and management of all financial resources including financial aid, external grants, and funding sources and investments. The District continually assesses internal controls and makes improvements as needed to ensure sound financial management. Annual financial audits along with actual financial performance reports are used to evaluate the effective use of financial resources. BP 6300 Fiscal Management requires that adequate internal controls exist (IIID10-01).

The District's Title IV programs are audited each year for financial and regulatory compliance. Each year, the District has received unqualified/unmodified audit opinions from the external auditors.

Shasta College has an Associate Dean of Student Services who oversees all financial aid processes to ensure that the institution is complying with all federal and state regulations when it comes to administering financial aid. The Associate Dean of Student Services submits numerous reports to the Chancellor's Office and to the Department of Education for all grants, loans, and internal scholarships that the college awards and releases to students. Monthly Financial Aid meetings are held to ensure that all staff are current on federal and state regulation changes. The District's Superintendent/President also receives notifications if there are any issues with the Department of Education. The District's Financial Aid Program has not had a required review by the U.S. Department of Education or U.S. Department of Veterans due to ongoing full compliance.

The District has an investment committee that meets quarterly with Stifel Nicolaus & Company to review investments (IID10-02).

The Audit Subcommittee meets annually with independent auditors and is presented with the audit. Management reviews the audit for findings or compliance issues and makes corrective action if necessary. Budget to Actual Financial Reports are presented to the Board of Trustees (BOT) each month (IID10-03).

Division deans and program directors oversee expenditures for all categorical funds, including externally funded programs and grants. Budget reports for grants and categorical programs are reviewed by the Director of Business Services, Grant Director, and Grants Fiscal Analyst before final submission.

The College's financial reporting system enables all areas of the college to review historical spending patterns and track actual expenditures within an adopted budget. This system is widely available to administrators, faculty, and staff. The system allows users to view budgeted amount, year-to-date expenditures, and encumbrances. The Vice President of Administrative Services provides a monthly Expenditure Report to the Board of Trustees (IID10-04). Additionally, the Vice President of Administrative Services monitors the reasonableness of the revenue estimates in the adopted budget, and recommends adjustments, as needed, based on student enrollments and changes at the state level.

### **Analysis and Evaluation**

Adopted budgets are evaluated and monitored to ensure effective use of financial resources. The Financial Aid department is in good standing with the Department of Education.

### ***Liabilities***

**11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

### Evidence of Meeting the Standard

The District has a participatory budget development process that takes into consideration both short-term and long-term financial plans. The District has maintained a fund balance well above the five percent mandate from the State, as noted below. In January 2023 the Board of Trustee approved a new fund balance reserve policy to be in compliance with recommendation from the Chancellor's Office and the Government Finance Officers Association, requiring reserves equivalent to two months for General Fund Operating expenditures (IIID11-01).

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023
	Actuals	Actuals	Actuals	Estimated Actuals	Proposed Final Budget	Estimated Actuals
ENDING UNRESTRICTED FUND BALANCE	\$ 9,860,185	\$ 10,137,672	\$ 17,638,803	\$ 12,358,379	\$ 14,559,614	14,800,353
NET EXPENSES SUBJECT TO RESERVE REQUIREMENT	\$ 60,789,431	\$ 65,223,799	\$ 63,215,809	\$ 67,774,922	\$ 87,410,930	83,092,532
RESERVE REQUIREMENT	\$ 10,133,598	\$ 10,872,807	\$ 10,538,075	\$ 11,298,079	\$ 14,571,402	\$ 13,851,525
EXCESS OR (NEGATIVE) RESERVE BALANCE	\$ (273,413)	\$ (735,135)	\$ 7,100,727	\$ 1,060,299	\$ (11,788)	\$ 948,827
	16.2%	15.5%	27.9%	18.2%	16.7%	17.8%

The District uses multi-year financial projections incorporated with historical performance as part of the financial planning process. This information is reviewed with the Budget Committee several times each year and is a key element of the budget development process (IIID11-02).

The most significant debt obligations are related to General Obligation Bonds (GO Bonds) and Lease Revenue Bonds. The General Obligation Bonds are approved by voters and funded through local property taxes. The Lease Revenue Bonds are funded primarily through revenue generating activities at the District.

The General Obligation (GO) Bonds were issued to build the Tehama County, Trinity County, and Downtown Health Sciences campuses. More recently, Measure H a \$139M GO Bond was approved by voters in 2016 to build a Regional Public Safety Training Facility, expand Career and Technical Education, build a Veteran's Support Center, and modernize classrooms and infrastructure on the main campus. The Lease Revenue Bonds were issued for multiple projects including building the Student Campus Center, HVAC upgrade, solar field, parking lots, and warehouse building. The District has refunded GO Bonds resulting in significant savings to taxpayers. A detailed debt service schedule is included in the 2021-22 audited financial statements in Note 6 (IIID11-03).

The District has established an irrevocable trust through the Community College League of California Retiree Health Program JPA to pre-fund a portion of future retiree health benefit obligations or Other Post-Employment Benefits (OPEB). The District continues to fund all current OPEB obligations through operations, and pre-funds the trust based on availability of one-time funds each year. The actuarial study as of July 1, 2022, shows the District's Net Pension Liability is 62% (IIID11-04, IIID11-05). In August 2021 the Board of Trustees approved opening an irrevocable trust offered through a partnership of the Community College League of California and Public Agency Retirement Services (PARS) (IIID11-06). Using one-

time funds, the District deposited a total of \$10,000,000 in 2020-2021 and 2021-2022.

### **Analysis and Evaluation**

The Budget Committee regularly reviews and updates multiyear projections that incorporate realistic financial resources. These projections anticipate increases in key items such as health and wellness benefits, OPEB, and retirement contributions. The District updates its actuarial study biennially to determine its OPEB obligation. The District is ahead of its amortized schedule and regularly exceeds its annual required contribution.

## **12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

### **Evidence of Meeting the Standard**

As noted in Standard IID11, the District uses multi-year financial projections as part of the budget development process. Incorporated in the projections are anticipated increases in annual costs of employer contributions toward the Public Employees Retirement System (PERS) and the State Teachers Retirement System (STRS), as well as increases in contributions toward OPEB. Additionally, contractual caps are in place in bargaining contracts for the future and current health benefits, ensuring the District can more readily plan for future cost escalations in health benefits.

The District continues to fund its OPEB obligation pay as you go each year. When surplus and/or one-time funds have become available, the District deposited additional funds into an irrevocable trust through the Community College League of California Retiree Health Benefits JPA. As noted in Standard IID11, the District Net Pension Liability is 62% funded as of the most recent actuarial study (IID12-01). In August 2021 the Board of Trustees approved opening an irrevocable trust offered through a partnership of the Community College League of California and Public Agency Retirement Services (PARS) (IID12-02). Using one-time funds, the District deposited a total of \$10,000,000 in 2020-2021 and 2021-2022.

### **Analysis and Evaluation**

The District is consistently monitoring its OPEB funding obligation. To improve beyond the minimum required by this Standard, the District plans to develop a formal plan to fully fund the OPEB obligation. The District has made a consistent effort to exceed the Annual Required contribution. This has resulted in the District staying well ahead of the amortized schedule, outlined in the actuarial report, needed to fund its OPEB liability fully.

## **13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

### **Evidence of Meeting the Standard**

As part of the annual budget development process, the District assesses and allocates resources for the repayment of locally incurred debt. Currently, there are three types of locally incurred debt: General Obligation Bonds (GO Bonds), Lease Revenue Bonds (LRB), and other financing. The GO Bonds were approved by voters, and the debt service is managed by the Shasta County Assessor's office, Treasurer's office, and Auditor-Controller's office through the tax levy, collection, and debt service payment process. Final maturity dates range from 2028-2050. The LRB was originally issued by the California Community College Financing Authority. The District refunded the original issuance in 2020 with a private placement. The debt service on the LRB is allocated between three different funds based on the original use of the bond proceeds. During the 2022-2023 fiscal year, the allocation of debt service was 55% to the General Fund with the balance allocated between the Revenue Fund and Parking Fund. Of the amount allocated to the General Fund, approximately \$421,677 represents less than 1.5% of total General Fund expenditures and is prioritized in the budget development process. Final maturity dates range from 2021-2030.

The other financing is a 2009 Energy Upgrade Loan issued by the California Energy Commission. The funds were used to update HVAC systems and lighting, in order to save on operating costs. Debt service is funded through the General Fund and Revenue Fund, and represents less than 0.024% of General Fund Expenditures (IIID13-01, IIID13-02). Final maturity date is 2024.

### **Analysis and Evaluation**

Shasta College maintains a level of debt, representing approximately 1.5% of the unrestricted fund expenditures. Lease revenue bond payments are equalized over multiple years to minimize the impact on annual fiscal obligations.

## **14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### **Evidence of Meeting the Standard**

All funds of the District are recorded by the Business Office. The Business Office works with Program Directors to ensure all financial resources are used with integrity, in a manner consistent with the intended purpose of the funding sources, and are in compliance with Board Policy. Federal, state, student financial aid grants, and bonds are recorded in separate funds as required by law. Additionally, budgets for grants and categorical programs are reviewed by the Grant Development Office or the Business Office.

All grants are guided through the Grant Development Office. The department initiating the proposal works with the Grant Development Office to evaluate the proposal. The Grant Development Office then submits the proposal to cabinet. This includes confirming that the grant-supported project also supports the Mission of the College and one or more of the Institutional Goals in the Strategic Plan and/or Educational Master Plan (IIID14-01, IIID14-02, IIID14-03). The Grant Development Office prepares the proposed grant application for

approval as an action item to the Board of Trustees and is responsible for grant submissions and tracking. Once the grant is awarded, the Grant Development Office works with the department administering the grant and the Business Office to set up budget accounts. The Director of Grant Development provides technical support as needed to assist with grant compliance, writing reports, and reviewing monthly status and financial reports. Master grant files are maintained by the Grant Development Office for audit and compliance purposes. The Director of Grant Development, Comptroller or a Grants and Special Projects Analyst reviews budgets for quarterly and annual reports of various grants and categorical programs before being authorized by the Vice President of Administrative Services.

Fundraising activities are approved by the Superintendent/President's Office. The Shasta College Foundation Executive Director reports indirectly to the Superintendent/President to ensure that activities are in line with the District's Mission and priorities. The Foundation Executive Director reports to the Board of Directors.

The College (including Bond expenditures) and Foundation are audited annually (IIID14-04, IIID14-05).

Debt repayment obligations are assessed as part of the annual budget development process as outlined in Standard IIID3.

### **Analysis and Evaluation**

As shown above, all financial resources are managed with integrity and used in a manner intended with funding sources and to support the College's Mission. In addition to internal controls annual auditing by a third party ensures funding is appropriately expended.

### **15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

#### **Evidence of Meeting the Standard**

The Financial Aid Office and Business Office work collaboratively to ensure that the College is in compliance with all federal requirements with respect to student loans. The District's Financial Aid Office administers a combination of funds from various federal, state, and local agencies. Federal regulations require that a school demonstrate it is administratively capable of properly managing the Federal Student Aid (FSA) Programs. The District meets the federal requirements by meeting the optimum standard for electronic processes, and by having a qualified designated coordinating official, exchanging information on student loan borrowers through the National Student Loan Data System (NSLDS), providing financial aid counseling/advising, insuring that there are sufficient professional, paraprofessional, and clerical staff, providing a system of checks and balances, establishing a satisfactory academic progress policy and procedure, maintaining a default rate below 30%, submitting annual compliance and financial statement institutional audits, and observing generally accepted accounting principles.

Other federal and state grant-funded programs observe program regulations and guidelines for administering funds from those agencies. BP 5130 Financial Aid outlines the Board's requirement to adhere to guidelines, procedures, and standards issued by the funding agency, and will incorporate Federal, State, and other applicable regulatory guidelines (IIID15-01). The District's three-year cohort default rate for the last three years was: FY2017 at 13.7%, FY2018 at 11.67%, and FY2019 at 4.7%. This is within the federal default rate guidelines. These rates are monitored to ensure compliance.

The District partners with Educational Credit Management Corporation (ECMC) to provide default prevention strategies (IIID15-02). Information provided by ECMC in February 2023 regarding FY2020 and future default rates: *"As an update to the Cohort Default Rate (CDR) information, FY20 is the first to fully occur during the repayment pause. As a result, while neither draft rates nor official rates have been released, we are seeing a CDR of 0% and expecting FY21 will be the same. We do expect record-breaking default rates after the pause ends as millions of borrowers enter into repayment at once, so we are not taking our foot off the gas."*

The annual external audit of the District includes significant testing of Title IV programs. No issues have been detected within the Student Financial Aid Cluster, and drawdowns of federal funds are completed in a timely and compliant manner. More importantly, no compliance deficiencies have been identified by the federal government. The District Schedule of Audit Findings and Questioned Costs for the year ending June 30, 2022, had no findings. Federal and state awards were audited, and the District was qualified as a low-risk auditee (IIID15-03).

### **Analysis and Evaluation**

Using internal controls, accounting procedures, and independent audits, regular efforts are made to provide a system with checks and balances. The system ensures that funds are allocated appropriately in all areas: special funds, auxiliary activities, fund-raising and grants. The District auditing component allows for continual evaluation of practices.

### **Contractual Agreements**

**16. 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 and the quality of its programs, services, and operations.**

### **Evidence of Meeting the Standard**

The District reviews all contractual agreements for compliance with institutional policies and procedures through the Office of the Vice President of Administrative Services. They are reviewed for consistency with the District's Mission and goals, and for liability mitigation. Contracts that cause concern from a liability or compliance perspective are forwarded to legal counsel for additional review. This ensures compliance with California Education Code, federal code, or other state and federal regulatory agency requirements (IIID16-01, IIID16-02, IIID16-03).

Agreements for grants or special program in which the District receives funding to perform certain activities or conduct specific programs pass through several levels of review. Applications are submitted through the Grant Development Office to President's Cabinet and then routed to Vice President of Administrative Services, Human Resources, and legal review, as appropriate (IIID16-04). Each office completes a thorough review relative to its respective area. This review includes ensuring that the grant or program is consistent with the mission and goals of the District. Once a grant or contract is awarded, the Grant Development Office coordinates with Department, Grant Analyst and the District Business Office for reporting and compliance requirements, including federal compliance.

Contracts for goods and services are initiated at the department level, as outlined in AP 6340 and AP 6370 (IIID16-05, IIID16-06). The process is under the umbrella of the Vice President of Administrative Services, responsible for establishing and implementing sound business practices and procedures that maintain the District's financial stability. BP 6100 Delegation of Authority, Business and Fiscal Affairs establishes that no contract shall constitute an enforceable obligation against the District until it has been approved or ratified by the Board of Trustees (IIID16-07)

During the spring of 2023 the District updated a flow chart outlining the process for contract approval. The flow chart (IIID16-05) was developed to provide clarity and ensure appropriate review at all levels for the Mission and program requirements. In addition, the Vice President of Administrative Services is responsible for doing the final review ensuring all legal requirements are met.

### **Analysis and Evaluation**

The College enters contracts and grants to support the Mission and goals of the District. There are established checks and balances in place to ensure agreements are financially prudent and legal.

### **Conclusions on Standard III.D: Fiscal Resources**

The District has effective fiscal management strategies that support planning and resource allocation. Internal and external control mechanisms are in place to manage and monitor spending for all programs and services. Adequate reserves combined with conservative management of fiscal resources ensure funds are available should an unexpected revenue gap arise. Budgeting and planning procedures include scenario analysis to support planning in environments of uncertainty. Financial liabilities are carefully managed and plans are in place for long-term liability. Contracting agreement processes are carefully planned to ensure they align with the mission. A consistent record of clean audits provides further evidence of sound fiscal management.

### **Improvement Plan(s)**

None

## **Evidence List**

IIID1-01 Fund Balance History  
IIID1-02 AP 6250 Budget Management  
IIID1-03 Strategic Plan Excerpt  
IIID1-04 Board Resolution Authorizing PARS Trust  
IIID1-05 Funding Request Rubric  
IIID1-06 Funded Requests Planning Process  
IIID1-07 BOT Budget to Actuals Examples  
IIID1-08 Quarterly Fiscal Report  
IIID1-09 BP AP 6300 Fiscal Management

IIID2-01 Integrated Planning Manual 2022  
IIID2-02 Integrated Planning Manual Rubric  
IIID2-03 Annual Area Plan Initiatives  
IIID2-04 President's Update March 2023  
IIID2-05 Board Retreat Minutes 2022 and 2021  
IIID2-06 Fund Balance History  
IIID2-07 BP AP 6200 Budget Preparation  
IIID2-08 BP AP 6250 Budget Management  
IIID2-09 BP AP 6300 Fiscal Management

IIID3-01 Budget Calendar BOT 1-18-23  
IIID3-02 BC Minutes Budget Reviews Spring 2023  
IIID3-03 AP 7210 Faculty Hiring Priorities  
IIID3-04 CC Tentative Budget Review 5-16-23  
IIID3-05 BP AP 6200 Budget Preparation  
IIID3-06 Tentative Budget BOT Agenda June 2023  
IIID3-07 CC Mtg Funded Requests

IIID4-01 BC Multi-Year Projections 3-15-23  
IIID4-02 BC Minutes Budget Reviews Spring 2023  
IIID4-03 BC Minutes Jan and Mar 2023  
IIID4-04 Adoption of Budget BOT 9-14-22  
IIID4-05 Annual Area Plan Initiatives  
IIID4-06 Grants Spreadsheet 19-23  
IIID4-07 Grant Proposal BOT 2-8-23 & 12-14-22  
IIID4-08 Facilities Master Plan 2014-2030  
IIID4-09 Five Year Capital Outlay Plan 2024-2028  
IIID4-10 2021-2022 Measure H Financial Audit  
IIID4-11 2021-2022 Measure H Performance Audit

IIID5-01 BC Minutes 3-30-22  
IIID5-02 BC Minutes 4-20-22  
IIID5-03 BC Minutes 5-4-22  
IIID5-04 BC Minutes 8-31-22  
IIID5-05 CC Minutes 5-17-22

IIID5-06 CC Minutes 9-6-22  
IIID5-07 Budget to Actuals BOT Jan 2023  
IIID5-08 Quarterly Financial Statement BOT Mar 2023  
IIID5-09 AP 6310 Accounting  
IIID5-10 Business Office Procedure Manual  
IIID5-11 2019-2020 District Final Audit  
IIID5-12 2019-2020 Measure H Financial Audit  
IIID5-13 2019-2020 Measure H Performance Audit  
IIID5-14 2020-2021 District Final Audit  
IIID5-15 2020-2021 Measure H Financial Audit  
IIID5-16 2020-2021 Measure H Performance Audit  
IIID5-17 2021-2022 District Final Audit  
IIID5-18 2021-2022 Measure H Financial Audit  
IIID5-19 2021-2022 Measure H Performance Audit  
IIID5-20 FCMAT Fiscal Health Risk Analysis Comm Colleges

IIID6-01 BC Minutes 1st Review Budget 4-5-23  
IIID6-02 BC Minutes 2nd Review Budget 4-19-23  
IIID6-03 BC Minutes 3rd Review Budget 5-3-23  
IIID6-04 CC Tentative Budget Review 5-16-23  
IIID6-05 BC Minutes Final Budget Aug 2023  
IIID6-06 CC Minutes Final Budget 9-6-22  
IIID6-07 BP 6200 Budget Preparation  
IIID6-08 AP 6200 Budget Preparation  
IIID6-09 BOT Meeting Final Audit 12-14-22  
IIID6-10 Audit Subcommittee Minutes 12-14-22  
IIID6-11 2019-2020 District Final Audit  
IIID6-12 2020-2021 District Final Audit  
IIID6-13 2021-2022 District Final Audit

IIID7-01 BP AP 6400 Audits  
IIID7-02 Audit Subcommittee Minutes 12-14-22  
IIID7-03 BOT Meeting Final Audit 12-14-22  
IIID7-04 2017-2018 District Final Audit  
IIID7-05 2018-2019 District Final Audit  
IIID7-06 2019-2020 District Final Audit  
IIID7-07 2020-2021 District Final Audit  
IIID7-08 2021-2022 District Final Audit  
IIID7-09 2017-2018 Measure H Financial Audit  
IIID7-10 2017-2018 Measure H Performance Audit  
IIID7-11 2018-2019 Measure H Financial Audit  
IIID7-12 2018-2019 Measure H Performance Audit  
IIID7-13 2019-2020 Measure H Financial Audit  
IIID7-14 2019-2020 Measure H Performance Audit  
IIID7-15 2020-2021 Measure H Financial Audit  
IIID7-16 2020-2021 Measure H Performance Audit

IIID7-17 2021-2022 Measure H Financial Audit  
IIID7-18 2021-2022 Measure H Performance Audit  
IIID7-19 Jan Feb 2023 Budget to Actuals

IIID8-01 2017-2018 District Final Audit  
IIID8-02 2018-2019 District Final Audit  
IIID8-03 2019-2020 District Final Audit  
IIID8-04 2020-2021 District Final Audit  
IIID8-05 2021-2022 District Final Audit  
IIID8-06 2017-2018 Measure H Financial Audit  
IIID8-07 2017-2018 Measure H Performance Audit  
IIID8-08 2018-2019 Measure H Financial Audit  
IIID8-09 2018-2019 Measure H Performance Audit  
IIID8-10 2019-2020 Measure H Financial Audit  
IIID8-11 2019-2020 Measure H Performance Audit  
IIID8-12 2020-2021 Measure H Financial Audit  
IIID8-13 2020-2021 Measure H Performance Audit  
IIID8-14 2021-2022 Measure H Financial Audit  
IIID8-15 2021-2022 Measure H Performance Audit  
IIID8-16 Business Office Procedure Manual

IIID9-01 BP 6250 Budget Management  
IIID9-02 BC Minutes 3-15-23\_Budget\_Projections  
IIID9-03 SWACC Property and Liability 2022-2023

IIID10-01 BP 6300 Fiscal Management  
IIID10-02 STIFEL Scholarship Fund Investment Feb 2023  
IIID10-03 Budget to Actuals January 2023  
IIID10-04 Income and Expenditures Cash Basis Jan 2023

IIID11-01 BP 6250 Budget Management  
IIID11-02 BC Minutes 3-15-23 Budget Projections  
IIID11-03 Final Audit 2021-22 Note 6 pages 35-37  
IIID11-04 Actuarial Study 2023  
IIID11-05 Final Audit 2021-22 Note 11 pages 47-50  
IIID11-06 PARS Trust

IIID12-01 Actuarial Study 2023  
IIID12-02 Board Resolution 2021 PARS Trust

IIID13-01 Final Audit 2021-2022 pages 33-34  
IIID13-02 Final Budget 2022-23

IIID14-01 Grants Flow Chart  
IIID14-02 Grant Proposal Form  
IIID14-03 BP AP 3280 Grants

IIID14-04 Final Audit Report Dec 2022 Board Approval  
IIID14-05 SC Foundation Bylaws

IIID15-01 BP AP 5130 Financial Aid  
IIID15-02 ECMC Master Service Agreement 2021  
IIID15-03 SC Audit Report 6-30-22

IIID16-01 Contracts Ratification List February 2023  
IIID16-02 Contract Driving Sim Feb 2022  
IIID16-03 Contract Ellucian Jan 2023  
IIID16-04 BP 6100 Delegation of Authority  
IIID16-05 Contracts Flow Chart  
IIID16-06 AP 6370 Contracts Personal Services  
IIID16-07 BP 6100 Delegation of Authority

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## **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **A. Decision-Making Roles and Processes**

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.**

### **Evidence of Meeting the Standard**

The District's Integrated Planning process encourages innovation, reflection, assessment, continual improvement, and broad engagement across campus. The planning cycle (IVA1-01) provides the opportunity for both long-term and short-term planning and is designed to encourage widespread engagement, collaboration, and discussion regarding ideas for improvement (IVA1-02). Moreover, the process is designed to encourage reflection (IVA1-03). Approved funding requests derived from the planning process are posted on the College

website (IVA1-04).

In addition to the formal planning cycle, the College has an Innovation Mini-Grant application and award cycle. The purpose is to seed innovative ideas across campus, and any staff members can apply for the funds. Successful projects are meant to filter into the normal planning process where continued funding is needed (IVA1-05). In addition to the Annual Planning Process and the Innovation Mini-Grant process, a culture of innovation is broadly supported and has led to a number of positive changes. A salient example is the Degrees When Due program which identifies potential award completers and near completers who have not applied for graduation. As the District began analyzing the transcripts of near completers, a pattern was discovered. Many near completers were missing the same local general education requirement. After discussion through the Academic Senate, it was determined the general education requirement was outdated and no longer needed. That general education requirement was then removed from subsequent catalogs (IVA1-06). The program also led to an annual evaluation of completers/near completers to ensure students were receiving the awards they earned. The District is exploring how automation may facilitate some of these efforts.

### **Analysis and Evaluation**

The formal planning process provides the opportunity for innovation and continual improvement by encouraging both long-term and short-term planning. The annual process allows all employees to collaborate and share innovative ideas to improve programs, services, and practices. Annually, many funding requests are approved through this collaborative planning process. Innovation Mini-Grants and other programs such as Degrees When Due further substantiate the value the institution places on innovation and creativity and the participative process that leads to progressive change.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

Board Policy 2510 Participation in Local Decision Making (IVA2-01), defines roles and responsibilities of all groups in decision-making processes and establishes constituency group roles within the decision-making processes for the College. All groups are encouraged to participate to ensure broad representation in decision-making processes.

The policy clearly delineates the areas where the Board of Trustees and the Administration rely primarily on Academic Senate for advice and judgment and sets guidelines and principles for communication and collaboration. The policy also designates the Student Senate as the representative body of students and invites input on all policies that have a “significant effect on students.” Those areas are listed in the policy. Moreover, it should be noted that a student representative serves on the Board of Trustees.

District policy is formally operationalized in a variety of ways through the campus governance structure. Campus governance committees all designate membership for students, staff, faculty, and administrators (Academic Senate Committees are purely faculty preview and report directly to the Board of Trustees through the Senate president). The Academic Senate is directly involved and leads in all academic matters (IVA2-01) while their participation in the governance process more broadly ensures input in other areas (IVA2-02). As noted above, students participate primarily through the Student Senate and agendaize important items for discussion and feedback as they arise (IVA2-03).

### **Analysis and Evaluation**

The College has established policies and processes defining, authorizing, and encouraging all constituency groups to participate in shared governance and decision-making processes. These policies encourage student participation, especially in matters that could impact their educational goals. The policy clearly defines faculty roles in academic and other professional matters. The College has a well-defined committee and planning structure that provides the means to bring ideas forward, improve policies/procedures, and participate in planning processes.

### **3. Administrators and faculty, through policy and procedures, 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.**

#### **Evidence of Meeting the Standard**

Administrator and faculty roles and voice in policy development, planning and budget development are ensured through multiple mechanisms. As noted above, Board Policy 2510 (IVA2-01) clearly defines the roles for faculty and Administration. The role of faculty is also further codified in the Academic Senate Constitution (IVA3-01). The District relies primarily on faculty leadership for the following academic and professional matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

The policy and constitution are operationalized through the campus governance structure as illustrated in the Participatory Governance Manual (IVA3-02). Academic matters are addressed through the Academic Senate and associated sub-committees (IVA3-01). These include Curriculum, General Education, Scholastic Standards, and Faculty Excellence Committee

(IVA3-03). The faculty role in other areas is manifested by representation on other governance committees such as Budget Committee, Enrollment Management, and Facilities Planning Committee, among others. Senate Committees are chaired by faculty and an administrator (generally) while other governance committees are either co-chaired by a faculty member and administration or only an administrator (IVA3-02, IVA3-03). Active participation in the annual planning process is another way faculty, staff, and administrators engage in planning (IVA1-02). Each year, Instructional Areas, Student Services, and Administrative Services engage in planning for the upcoming year (IVA3-04). Where new resources are needed, items are prioritized and ranked through a collegial process that includes faculty and administration (IVA3-05). To continuously improve, the District evaluated the planning process in Spring 2022 and has made changes that create stronger connections between Annual Planning and Program Review (IVA3-06).

### **Analysis and Evaluation**

The participatory governance and participatory processes described in policy and procedure at Shasta College are comprehensive and inclusive. Through the governance structure, faculty and administrators have direct and substantive roles in planning and budget.

## **4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

### **Evidence of Meeting the Standard**

Shasta College relies primarily on faculty, through the Academic Senate for recommendations about curriculum and student learning programs and services (IVA2-01). There are several campus committees that deal directly with student learning programs and services. The Academic Senate facilitates the development of curriculum, degree and certificate requirements, educational programs, processes for Program Review, and Student Learning Outcomes. Several subcommittees of the Academic Senate directly oversee these duties, including the Curriculum Committee, the General Education Committee, the SLO Committee, and the Scholastic Standards Committee. These responsibilities are outlined in the Academic Senate Bylaws (IVA4-01). Membership of each committee includes academic administrators and faculty who work together in all these venues to make recommendations about sustaining and improving the quality of student learning programs and services. This is the case for the baccalaureate degree as well. To ensure effectiveness, the College maintains and periodically updates a Curriculum Handbook (IVA4-02), and the associated board policy is on a five-year review cycle (IVA4-03). The baccalaureate HIM program aligns with all governance and curriculum procedures described herein.

### **Analysis and Evaluation**

Shasta College meets this Standard. Policies and procedures clearly describe the responsibilities of faculty and administrators as they relate to curriculum and other educational matters. Periodic updates to the curriculum manual and policies and procedures ensure the process remains effective.

## **5. Through its system of board and institutional governance, the institution ensures the**

**appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

### **Evidence of Meeting the Standard**

Shasta College relies on faculty, the Academic Senate, and academic administrators for recommendations about curriculum and student learning programs and services. There are a number of campus committees that deal directly with student learning programs and services. The Academic Senate facilitates the development of curriculum, degree and certificate requirements, educational programs, processes for Program Review, and Student Learning Outcomes. Several subcommittees of the Academic Senate directly oversee these duties including the Curriculum Committee, the General Education Committee, the SLO Committee, the Scholastic Standards Committee, and the Student Success Committee. These responsibilities are outlined in the Academic Senate Bylaws (IVA5-01). Membership of each committee includes academic administrators and faculty who work together in these venues to make recommendations about sustaining and improving the quality of student learning programs and services. Non-academic senate committees have representation from classified staff to ensure diverse perspectives are included in institutional decision-making (IVA5-02). The District's Participatory Governance Manual (IVA3-02) and Integrated Planning Manual (IVA5-03) thoroughly describe the collaborative roles of campus stakeholders. These collaborative efforts have led to a number of improvements which include annually funded initiatives (IVA5-04), and changes to curriculum.

### **Analysis and Evaluation**

Decision-making processes are clearly outlined, with committee decisions and committee member responsibilities commensurate with the individual expertise and responsibilities of those involved. The inclusion of faculty, staff, and students in decision-making processes ensures the consideration of multiple perspectives. The planning processes and governance processes support collaboration toward institutional improvements.

## **6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

### **Evidence of Meeting the Standard**

Shasta College documents and communicates decision-making policies to ensure broad participation in the governance process. BP 2510 – Participation in Local Decision Making (IVA2-01) and the College's Participatory Governance Manual (IVA6-01) outline the various decision-making processes and provide guidance regarding the type and scope of councils and committees and their assigned areas of responsibility. The Integrated Planning Manual describes how decisions regarding resource allocations are made as part of the College's Integrated Planning process. Through regular governance and decision-making processes, decisions made in committees are communicated to the campus community through minutes, agendas, and supporting documents. These items are published on each committee's web page (IVA6-02). Decisions of wide interest or importance may be communicated by the president of the College (IVA6-03). The Board of Trustees publishes all decision-making information on the web. These include several subcommittees as outlined in BP 2220 (IVA6-04). The meetings

are open to the public and decisions are communicated broadly through meeting minutes (IVA6-05).

In addition to broad communication via the governance structure, senior leadership communicates important information twice annually at Welcome Back Days (IVA6-06), and also through campus emails updates. Many of these updates are also posted on the campus website to further increase the reach of communications (IVA6-07).

### **Analysis and Evaluation**

The College's processes for decision making are clearly outlined in the Integrated Planning and Participatory Governance Manuals. BP 2510 - Participation in Local Decision Making provides the legal basis upon which these documents are based. Communication regarding the College's decisions are well-documented through the various committee agendas and minutes, all of which are available through the College's website. Finally, multiple methods and modes of communication are used to inform the campus community of District-wide decisions including web pages, emails from the Superintendent/President and other campus staff, and public announcements at Governing Board meetings.

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

### **Evidence of Meeting the Standard**

The role of leadership and the decision-making structures at Shasta College are evaluated in a variety of ways. The Board of Trustees has the main leadership role at the College and is evaluated annually according to BP 2745 – Board Self-Evaluation (IVA7-01). In addition to the self-evaluation, the Board annually reviews its goals to ensure they are aligned with the Superintendent/President's goals, as well as institutional goals, to ensure effective governance of the College. The Board holds an annual planning retreat during the summer at which the self-evaluation results are presented and discussed. The Board's Goals and Priorities, refined at the Retreat, are then presented as a board agenda item at the next regular meeting (IVA7-02). Presentation of these documents in a regular Board meeting agenda allows the College to communicate the Board's self-assessment and leadership goals to stakeholders. In addition to an annual evaluation process as outlined in BP/AP 2435 – Evaluation of Superintendent/President (IVA7-02). Through this collaboration, the Board and the Superintendent/President ensure their goals are aligned.

Decision-making processes are reviewed on a 3-year cycle as noted in the Integrated Planning Manual (IVA7-03). College Council convened workgroups to assess the Participatory Governance Manual, Integrated Planning Manual, and the Educational Master Plan. In the most recent assessment, several revisions were made in an effort to continually improve (IVA7-04).

### **Analysis and Evaluation**

Board of Trustees and the Superintendent/President are evaluated annually, and goals are aligned for effective governance. The College's governance and decision-making processes are clearly

outlined in the Integrated Planning and Participatory Governance Manuals. These documents are regularly reviewed, with copies available through the College's website. Board policies and administrative procedures relevant to the College's governance and participatory processes are reviewed on a regular cycle.

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### **Conclusions on Standard IV.A: Decision-Making Roles and Processes**

The College has established policies and procedures that enable administrators, faculty, staff, and students to actively participate in decision-making processes. Each participatory governance group has a defined scope, membership, and purpose. Board policies clearly outline the substantive roles of administration and faculty in governance. The effectiveness of the governance structure and decision-making processes at Shasta College is regularly assessed.

### **Improvement Plan(s)**

#### **Evidence List**

IVA1-01 Integrated Planning Cycle  
IVA1-02 Funding Request Discussions  
IVA1-03 Annual Plan Reports  
IVA1-04 2019-2022 Approved Initiatives  
IVA1-05 Mini Grants 2019  
IVA1-06 Academic Senate Minutes 2020-02-24

IVA2-01 Board Policy 2510  
IVA2-02 Faculty Committee Assignments  
IVA2-03 Student Senate Input Examples

IVA3-01 Academic Senate Constitution  
IVA3-02 Excerpt from PGM  
IVA3-03 Academic Senate Bylaws  
IVA3-04 Annual Planning Support  
IVA3-05 Faculty Rep Funding Request Rankings  
IVA3-06 Discussion of Planning Improvement CC Mtg

IVA4-01 Academic Senate Bylaws  
IVA4-02 Curriculum Handbook  
IVA4-03 AP 4020 and Five-Year Review Cycle

IVA5-01 Academic Senate Bylaws  
IVA5-02 Committee Structure Examples  
IVA5-03 Integrated Planning Manual pages 16/17  
IVA5-04 Final 2021-2022 Initiatives

IVA6-01 SC Participatory Committees  
IVA6-02 Examples of Committee Webpages  
IVA6-03 Communication from President  
IVA6-04 BP 2220 Committees of The Board

IVA6-05 BOT Public Decision Making  
IVA6-06 Welcome Back Day Presentations  
IVA6-07 President's Updates

IVA7-01 BP 2745 Board Self-Evaluation  
IVA7-02 Adoption of CEO BOT joint Goals 2022/2023  
IVA7-03 IPM Decision Making Review pg. 26-27  
IVA7-04 Planning Document Review

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## **B. Chief Executive Officer**

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### **Evidence of Meeting the Standard**

The Superintendent/President's job description (IVB1-01) and BP2430 - Delegation of Authority to the Superintendent/President (IVB1-02) demonstrate that this position has primary responsibility for the quality of the institution. BP 2430 states:

*The Board of Trustees 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, set 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, all of which are subject to confirmation by the Board.*

Additionally, BP 2430 mandates that “...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 demonstrates leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness as seen through agendas published for monthly board meetings. Other activities which demonstrate this leadership include his involvement in weekly President's Cabinet meetings, regular College Council meetings and other participatory governance meetings, and annual Board retreats. In particular, the Superintendent/President ensures planning occurs according to the Integrated Planning Manual, as can be seen through the three-year Strategic Plans (IVB1-03, IVB1-04, IVB1-05) and resource allocation lists which have been consistently developed (IVB1-06, IVB1-07).

The Superintendent/President provides effective leadership in the selection and development of

personnel as evidenced by his participation in the final interviews for all full-time faculty and administrators as outlined in the College's Guide to Employee Selection, Appendix D (IVB1-08), BP7250 - Educational Administrators (IVB1-09), and BP7260 - Classified Supervisors and Managers (IVB1-10). The President has also developed and led an Administrative Leadership Academy for new administrators four times since 2016-17, most recently in 2022 (IVB1-11). Thirty-eight administrators have participated in these four academies.

### **Analysis and Evaluation**

The Superintendent/President provides leadership through his involvement in major initiatives of the College including the College's integrated planning process. Participation in hiring processes for faculty and administrators and personal investment in leadership development demonstrate the Superintendent/President's commitment to ensure institutional effectiveness through recruiting and retaining high-quality staff.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Evidence of Meeting the Standard**

The Superintendent/President (CEO) has primary responsibility for the administration of the college. BP 2430 Delegation of Authority to the Superintendent/President (IVB2-01) explicitly states, *"The Board of Trustees 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, set 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, all of which are subject to confirmation by the Board."* Further, this policy confirms that the CEO has authority to delegate responsibilities to other administrators, as it states that, *"The Superintendent/President may delegate any powers and duties entrusted to them by the Board, including the administration of colleges and centers. . ."* Perhaps the best example of the CEO delegating authority is through a review of the senior management job descriptions. The job descriptions of the President's Cabinet members are as follows:

- Associate Superintendent (IVB2-02)
- Assistant Superintendent/Vice President of Instruction (IVB2-03)
- Assistant Superintendent/Vice President of Administrative Services (IVB2-04)
- Assistant Superintendent/Vice President of Student Services (IVB2-05)
- Associate Vice President of Human Resources (IVB2-06)
- Associate Vice President of Economic and Workforce Development (IVB2-07)
- Associate Vice President of Information Services and Technology (IVB2-08)
- Associate Vice President of Innovation and Strategic Initiatives (IVB2-09)

The Superintendent/President, as illustrated in the flow charts in appendices A & D of the Guide to Employee Selection (IVB2-10), participates in the final interviews and selection of full-time faculty and administrators. The Superintendent/President also evaluates those who are

direct reports regularly. In consultation with President's Cabinet, all staffing requests, both filling vacancies and requests for new staff, are reviewed for approval by the Superintendent/President. As outlined in the Participatory Governance Manual and the Integrated Planning Manual, the Superintendent/President receives recommendations from College Council and other participatory planning committees on various matters, including those related to programs, overall institutional effectiveness, strategic planning, budget, and resource allocations.

Shasta College has been successful in landing many grants to supplement the fulfillment of its Mission over the past seven years. Many of these multi-year grants require additional staff to meet their objectives, and at times require a restructuring of the administration by the Superintendent/President. An example of this occurred in fall 2022 and can be seen as an action item for the board to confirm (IVB2-11).

### **Analysis and Evaluation**

The CEO oversees and adjusts, as appropriate, the administrative structure of Shasta College. As illustrated by practice and evidence such as the Integrated Planning Manual and the Participatory Governance Manual, as well as through policy and procedure, the CEO effectively delegates appropriate authority to administrators and others commensurate with their roles, experience, and assigned responsibilities.

### **3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

### **Evidence of Meeting the Standard**

The development of several important planning documents provide primary evidence for the fulfillment of the requirements related to this Standard by the Superintendent/President. These include the College's Educational Master Plan (IVB3-01), the Facilities Master Plan (IVB3-02) and Amendment One to this plan (IVB3-03), the Equal Employment Opportunity Plan (IVB3-04), the Student Equity and Achievement Plan (IVB3-05), and the Technology Plan (IVB3-06). Additionally, the Integrated Planning Manual (IVB3-07) and Participatory Governance Manual (IVB3-08) are regularly updated and guide the various committees and groups tasked with developing and implementing the various plans. Finally, further evidence of following the processes in the plans can be viewed through the continuous, three-year Strategic Plans that are developed on the established cycle (IVB3-09, IVB3-10, IVB3-11).

More specifically, the Integrated Planning Manual, most recently updated in 2022, documents the processes developed through the participatory committees for developing and implementing the entire planning process for the district and the way in which it links to the long-term goals established in the Educational Master Plan, to resource allocation, and to evaluation of the effectiveness of the plans. Through the Annual Planning process outlined in the Integrated Planning Manual, resources are allocated to various proposed initiatives each year (IVB3-12, IVB3-13). The Participatory Governance Manual outlines the way in which the various groups and committees operated and what their responsibilities are pertaining to decision-making and planning.

AP3225 – Institutional Effectiveness (IVB3-14) codifies that the College must develop and adopt goals that address student performance and achievement. Institutional Set Standards have been adopted through College Council and data related to these are reviewed regularly (IVB3-15, IVB3-16, IVB3-17). The Institutional Research Office has qualified staff who provide student achievement data (IVB3-18) and research reports (IVB3-19) both for regular planning processes such as program review as well as on an ad hoc basis, which assists all the committees and departments involved in the expectations delineated in this Standard.

### **Analysis and Evaluation**

Documentation of standard alignment stems from regularly reviewed and updated resource manuals such as the Integrated Planning Manual and Participatory Governance Manual combined with effective administrative procedures and board policies being in place and followed. The research office assists with evaluation of programs and other services and allocates resources to support initiatives needed for goal achievement through a clear participatory process. Regular reviews of the institution-wide planning process with documented changes for improvement provide evidence of a culture of continuous improvement being institutionalized to improve the student experience and fulfill the Mission of the College.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

### **Evidence of Meeting the Standard**

According to BP 3200 – Accreditation, the Superintendent/President (CEO) has the primary leadership role regarding accreditation (IVB4-01). The Executive Dean of Educational Technology, Learning Services and Research is the assigned Accreditation Liaison Officer (ALO) for the College. Institutional leaders are assigned responsibility for keeping in compliance with accreditation standards. During the development of the Institutional Self-Evaluation Report (ISER), administrative assignments for drafting and reviewing the report were made according to job responsibilities closely associated with the accreditation standards for which they must remain in compliance. Faculty and staff joined the administration in this effort and attended various training sessions (IVB4-02), which helped to ensure a widespread understanding of the content of accreditation standards as well as the importance of meeting related requirements (IVB4-03). The CEO was an active participant in the drafting and

reviewing of the ISER, being assigned to the Standard IV team and the CEO coordinated with the Board of Trustees in forming an ad hoc subcommittee to review Standard IV during summer of 2023 (IVB4-04). The President also encouraged other employees of the College to participate on external ISER review teams and at least six Shasta College employees participated in 2022/2023.

Additionally, to help ensure strong leadership in accreditation matters for the institution and current understanding of accreditation, the CEO stays active with the ACCJC. Since 2012, the CEO has served on seven teams to other colleges for comprehensive site visits, including leading five teams. In 2022 the President also served on the ACCJC's Standards Review Team by co-leading the writing and reading teams around infrastructure and resources (IVB4-05).

### **Analysis and Evaluation**

The CEO demonstrates leadership in accreditation through participation in College Council where standing updates on accreditation by the ALO occur. The CEO has participated in leading accreditation teams to other colleges and encourages employees to do so as well in order to assure broad understanding of the accreditation process. The Board and staff are included in information sessions and training sessions to help ensure that there is broad understanding of the responsibilities associated with their roles regarding compliance with accreditation requirements.

### **5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

#### **Evidence of Meeting the Standard**

As can be seen in BP2430 – Delegation of Authority to the Superintendent/President (IVB5-01), The Superintendent/President has primary responsibility for implementation of statutes, regulations, and governing board policies. Additionally, this policy confirms that the Superintendent/President is responsible to implement Board Policy and recommend changes in policy to the Board. The Board is kept informed of compliance with various statutes and regulations at regular board meetings through reports and updates. These cover topics such as budget and expenditures, public bidding for capital outlay project, issuing debt, personnel matters, grant applications and contracts, as can be seen from a review of minutes and agendas from these meetings.

To help ensure policies are kept up to date and in compliance with statute and regulatory changes, Shasta College subscribes to the Community College League of California's Policy and Procedure Service. Proposed changes, updates, or deletions to policies and procedure go to the Board after the internal participatory review process (IVB5-02). The standing Board Policy Review Subcommittee meets prior to board reviewing proposed changes to policy as an action item on the regular board meeting agenda (IVB05-03, IVB5-04).

BP6100 – Delegation of Authority, Business and Fiscal Affairs (IVB5-05) confirms the Board delegates to the CEO the authority for effective control of budget and expenditures. BP 6300 – Fiscal Management (IVB5-06) further applies to the CEO's control of budget and expenditures,

requiring that the CEO assure the fiscal management of the District complies with Title 5, section 58111 of the regulations related to these matters.

Tentative and final annual budgets are presented to the board each June and September (IVB5-07, IVB5-08). An external firm is engaged to perform audits each year to help ensure compliance with all related laws and regulations and the results are presented at a regular board meeting (IVB5-09).

### **Analysis and Evaluation**

The CEO, as illustrated in BP 2340, bears the primary responsibility for implementation of statutes, regulations, and board policies. This is primarily accomplished through the implementation of the College's established administrative procedures. The mission of the institution drives the decision-making and actions including the budget and expenditures and other fiduciary responsibilities.

## **6. The CEO works and communicates effectively with the communities served by the institution.**

### **Evidence of Meeting the Standard**

The Superintendent/President (CEO) fulfills the duties and responsibilities expected in this standard for dissemination of information. The CEO has been a longstanding member of various clubs and advisory boards, including a large local Rotary club, the Dignity Health Mercy Hospital Advisory Council, and the Sierra Pacific Foundation Scholarship Committee. The President recently termed out as a member of the Workforce Development Board for the Northern Rural Training and Employment Consortium, a consortium of eleven Northern California counties established to address the needs of job seekers and businesses in the region. The President also regularly presents to local service clubs concerning Shasta College programs and developments (IVB6-01, IVB6-02, IVB6-03).

The President is also a member of a local Vistage group, which connects them to local business leaders through monthly meetings and is active with local K-12 superintendents through monthly meetings coordinated with the Shasta County Office of Education and through serving as the Shasta College representative on the local adult education coordinating committee, the Shasta Tehama Trinity Adult Education Consortium. Finally, the President serves as a board member of SHEILD, a nonprofit organization formed to coordinate public safety training opportunities for the region (IVB6-04).

The CEO also serves as an ex-officio member of the Shasta College Foundation Board which helps connect him to leaders in the community interested in supporting the students and programs of Shasta College.

### **Analysis and Evaluation**

The CEO is involved in various community groups and organizations, communicates regularly through various presentations and activities in local boards and organizations and has developed collaborative partnerships with many organizations.

**Conclusions on Standard IV.B: Chief Executive Officer**

As demonstrated above, the Chief Executive Office has primary responsibility for the quality of the institution and provides leadership in planning, organizing, budgeting, selecting personnel and making sure that the institution is effective in achieving its mission. The CEO oversees and plans the administrative structure for these purposes. The policies and procedures are used by the CEO to guide assessment and evaluation processes. Research and data are relied on to ensure that resources are allocated to various programs and services, and that student learning is supported. Primary leadership and responsibility for accreditation lies with the CEO, who is responsible for implementing statutes, regulations, and Board policies. The CEO works effectively with the communities served by Shasta College.

**Improvement Plan(s)**

None

**Evidence List**

IVB1-01 Superintendent/President's job description  
IVB1-02 BP2340 - Delegation of Authority to the Superintendent/President  
IVB1-03 2015-18 Strategic Plan  
IVB1-04 2018-21 Strategic Plan  
IVB1-05 2021-24 Strategic Plan  
IVB1-06 2020-21 Ranked Initiatives approved by Superintendent/President  
IVB1-07 2021-22 Ranked Initiatives approved by Superintendent/President  
IVB1-08 Guide to Employee Selection  
IVB1-09 BP7250 Educational Administrators  
IVB1-10 BP7260 Classified Supervisors and Managers  
IVB1-11 Administrative Leadership Academy Meeting Schedules

IVB2-01 BP2430 Delegation of Authority to the Superintendent/President  
IVB2-02 Associate Superintendent  
IVB2-03 Assistant Superintendent/Vice President of Instruction  
IVB2-04 Assistant Superintendent/Vice President of Administrative Services  
IVB2-05 Assistant Superintendent/Vice President of Student Services  
IVB2-06 Associate Vice President of Human Resources  
IVB2-07 Associate Vice President of Economic and Workforce Development  
IVB2-08 Associate Vice President of Information Services and Technology  
IVB2-09 Associate Vice President of Innovation and Strategic Initiatives  
IVB2-10 Guide to Employee Selection  
IVB2-11 Administrative Restructuring Board Agenda Item September 2022

IVB3-01 Educational Master Plan  
IVB3-02 Facilities Master Plan  
IVB3-03 Facilities Master Plan Amendment One  
IVB3-04 Equal Employment Opportunity Plan Draft  
IVB3-05 Student Equity Plan  
IVB3-06 Technology Plan  
IVB3-07 Integrated Planning Manual 2022

IVB3-08 PGM Excerpt  
IVB3-09 2015-18 Strategic Plan  
IVB3-10 2018-21 Strategic Plan  
IVB3-11 2021-24 Strategic Plan  
IVB3-12 Approved Resource Allocation List 2021-22  
IVB3-13 Approved Resource Allocation List 2020-21  
IVB3-14 AP3225 Institutional Effectiveness  
IVB3-15 College Council Minutes 11/17/20– Review of Institutional Set Standards  
IVB3-16 College Council Minutes 4/5/22– Review of Institutional Set Standards  
IVB3-17 Institutional Set Standards Approved by College Council 2022  
IVB3-18 Research Office Student Achievement Data Webpage  
IVB3-19 Research Office Research Reports Webpage

IVB4-01 BP3200 Accreditation  
IVB4-02 Accreditation Training Examples  
IVB4-03 ISER Drafting Teams  
IVB4-04 Ad Hoc ISER BOT Meeting  
IVB4-05 ACCJC Standards Review Team Roster

IVB5-01 BP2430 Delegation of Authority to the Superintendent/President  
IVB5-02 Board Meeting Agenda July 2022  
IVB5-03 Board Policy Subcommittee Meeting Agenda June 2022  
IVB5-04 Board Policy Subcommittee Meeting Minutes June 2022  
IVB5-05 BP6100 Delegation of Authority, Business and Fiscal Affairs  
IVB5-06 BP 6300 Fiscal Management  
IVB5-07 2023-24 Budget BOT Agenda June 2023  
IVB5-08 2023-24 Final Budget Board Agenda Item September 2023  
IVB5-09 External Audit BOT Dec 2022

IVB6-01 Presentation to Exchange Club 2022  
IVB6-02 Presentation to Rotary 2022  
IVB6-03 Presentation to Leadership Redding 2020  
IVB6-04 SHIELD Training Center Website

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## **C. Governing Board**

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

### **Evidence of Meeting the Standard**

Several policies provide evidence for the Board's authority over and responsibility for the areas in this Standard. BP/AP 2410 – Board Policies and Administrative Procedures (IVC1-01) codifies the Board's responsibility for establishing policies for the institution. These demonstrate that the Board is ultimately responsible for approval of all board policies. The

Board has a standing Board Policy Review Subcommittee which meets regularly to review proposed updates to policies, but the Board as a whole acts to adopt, revise, amend or delete policies. BP2410 requires a majority vote (4 of 7) of the Board to take these actions. AP2410 describes the way in which consultation with various representative groups in the development of policies and procedures occurs.

BP 2200 – Purpose and Role of the Board (IVC1-02) describes the Board’s role and purpose and includes items related to the Board’s responsibilities for all matters concerning programs of the District, oversight of the budget and its related expenditures, proper accounting for the budget and adoptions of the District’s Educational Master Plan.

All board policies and related procedures can be found on the District website (IVC1-03). Through these policies and regular updates and standing reports at board meetings, the board assures the academic quality, integrity and effectiveness of student learning programs and services as well as the financial stability of the College. In general, the policies are divided into seven chapters with the following foci: Chapter 1 has general district policies, Chapter 2 has policies related to the Board and its responsibilities and how it operates, Chapter 3 has general institutional policies, Chapter 4 contains policies related to instruction, Chapter 5 has policies related to student services, Chapter 6 has business and fiscal affairs policies and Chapter 7 contains policies related to human resources.

### **Analysis and Evaluation**

The policies and procedures discussed above demonstrate the governing board’s authority over and responsibility for all the policies which assure the academic quality, integrity and effectiveness of the college’s programs and services as well as the college’s fiscal stability.

## **2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standard**

The Board acts as a collective entity and each individual member is supportive of the collective decisions made by the entire Board. BP 2200 – Purpose and Role of the Board (IVC2-01) delineates the policy and expectation that individual board members do not have authority to bind the district individually, but only through legal sessions of the board are decisions made. It states that *“a Board member has authority in District matters only when acting as a member of the Board in legal session. The Board will not be bound in any way by any statement or action on the part of any individual Board member or employee, except when such statement or action is in pursuance of specific instructions by the Governing Board.”* BP2330 – Quorum and Voting (IVC2-02) defines voting processes and quorum for the Board. It lists for what matters the Board must have unanimous or two-thirds (5 of 7) votes to pass certain items.

The majority, but not all, of the Board’s votes are unanimous. For example, at the April 10, 2019 board meeting on action item 5.9 (IVC2-03) there was thorough discussion of a change order proposed for a construction project and one board member voted against the change order (IVC2-04). Additionally, at the February 12, 2020, board meeting a board member abstained on action item 5.1 (IVC2-05) on a resolution in support of a state-wide bond initiative (IVC2-06).

Even when there is not a unanimous vote, the board member with the abstaining or dissenting vote has not acted or spoken out against the decision of the entire board after the fact, but instead supports the decisions of the Board.

### **Analysis and Evaluation**

The Board of Trustees acts as a collective entity and once a decision is made, all members support the decision. Split votes do occur from time-to-time, but members of the Board follow the collective will of the Board when this occurs.

### **3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

#### **Evidence of Meeting the Standard**

The Shasta College Board of Trustees follows a clearly defined policy for selecting and evaluating the Superintendent/President BP 2431 – CEO Selection (IVC3-01). The current Superintendent/President was hired after a nationwide search in 2011 in which the Board followed a clear hiring process. The hiring process was handled internally through the Human Resources Office with an outside consultant assisting in several phases. The Board participated in a workshop on November 6, 2010 focused on the CEO search process (IVC3-02). The hiring process included forums open to the public for each finalist. This provided for openness and inclusiveness for all constituent groups. Board members sat on the search committee which had representatives from all constituent groups. The entire Board reviewed the recommendations from the search committee, interviewed the finalists, and made the final selection of the CEO on May 27, 2011 (IVC3-03). The CEO selected through this process retired effective 12/30/23 and the District will follow a process consistent with BP 2431, which will include many of the same steps noted here. The Board approved an interim appointment in September 2023 according to protocols established in BP 2432 – Superintendent/President Succession (IVC3-04).

BP/AP 2435 – Evaluation of the Superintendent/President (IVC3-05) is the board's policy for evaluating the CEO. The annual CEO evaluation is given through closed session board agenda items and once completed, it is reported out from closed session. A copy of the written evaluation is placed in the CEO's personnel file (IVC3-03, IVC3-04, IVC3-05, IVC3-06, IVC3-07).

### **Analysis and Evaluation**

A clear hiring process was followed by the Board in hiring the current CEO and the Board has consistently completed an annual CEO evaluation.

### **4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

#### **Evidence of Meeting the Standard**

The board membership is delineated in BP 2010 – Board Membership (IVC4-01) which requires board members to be publicly elected officials. BP 2100 – Board Elections (IVC4-02)

describes each of the seven geographic areas of the District represented by the board members. The board also includes one non-voting student member, according to BP 2725 – Student Member (IVC4-03). The Student Trustee is elected by the Shasta College student body according to BP2105 – Election of Student Member (IVC4-04). BP 2200 – Purpose and Role of the Board (IVC4-05) outlines the policy-making work of the board.

The Board conducts an annual self-evaluation which contains questions about how they view themselves in advocating for, defending and protecting the institution from undue influence or political pressure. Specifically, question 7 of the self-evaluation instrument states: “*Board members shield the college from unwarranted personal, public and/or political pressures.*” Each year in a regular meeting prior to the annual board retreat the instrument used for the board’s self-evaluation is approved (IVC4-06). Results from the self-evaluation were discussed at the annual board retreat (IVC4-07, IVC4-08).

### **Analysis and Evaluation**

The Board acts to protect the interests of the District from undue influence. It is an independent, policy-making body.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

### **Evidence of Meeting the Standard**

In order to ensure that the various student services and learning programs have the necessary resources to support students and help the college maintain their quality, integrity and improvement, the Board has adopted numerous policies consistent with the Mission of the organization. First and foremost, the Mission statement is contained in BP1200 – District Mission (IVC5-01). This policy defines the organization’s dedication to provide open access to undergraduate programs and student services to a diverse student body which helps develop our communities in a variety of ways. Further, Institutional Student Learning Outcomes are defined in BP 1300 – Institutional Student Learning Outcomes (IVC5-02).

The primary section of board policies which the Board established to maintain academic quality, integrity and effectiveness of the student learning programs offered by the college are in the 4000 series, specific examples include:

- BP4020 – Program and Curriculum Development (IVC5-03)
- BP4025 – Philosophy and Criteria for Associate Degree and General Education (IVC5-04)
- BP4040 – Library Services (IVC5-05)
- BP4050 – Articulation (IVC5-06)
- BP4100 – Graduation Requirements for Degrees and Certificates (IVC5-07)
- BP4105 – Distance Education (IVC5-08)
- BP4220 – Standards of Scholarship (IVC5-09)
- BP4250 – Probation, Dismissal and Readmission (IVC5-10)

The primary section of board policies which the Board established to maintain the effectiveness of student learning services are contained in the 5000 series, specific examples of which include the following:

- BP5050 – Student Success and Support Program (IVC5-11)
- BP5052 – Open Enrollment (IVC5-12)
- BP5110 – Counseling (IVC5-13)
- BP5130 – Financial Aid (IVC5-14)
- BP5230 – Student Equity (IVC5-15)
- BP5400 – Student Organizations (IVC5-16)
- BP5300 – Standards of Conduct (IVC5-17)

The primary section of board policies which the Board established to assure the financial stability of the institution based on standard business and accounting practices are contained in the 6000 series, specific examples of which include the following:

- BP6200 – Budget Preparation (IVC5-18)
- BP6250 – Budget Management (IVC5-19)
- BP6300 – Fiscal Management (IVC5-20)
- BP6307 – Debt Issuance and Management (IVC5-21)
- BP6340 – Bids and Contracts (IVC5-22)
- BP6400 – Audits (IVC5-23)

Additionally, standing reports are placed on nearly every regular board meeting agenda to keep the board updated on budget expenditures and other instructional and programmatic matters. Reviewing any regular board meeting agenda will demonstrate standing reports from the Faculty Association, Academic Senate, Classified Employee Association, Cabinet Members and the Superintendent/President. Items related to confidential matters, including consultation with legal counsel, student or employee discipline and evaluation-related items, are appropriately placed on the agenda and considered in closed session.

### **Analysis and Evaluation**

As shown in the various board policies outlined above, the Board has established policies consistent with the mission of the organization that also ensure the quality, integrity and improvement of programs and services related to student learning. The Board also maintains the financial integrity of the college through its budget approval and regular reporting it receives on fiscal matters and contract approvals. Financial audits are completed by an independent firm and received and reviewed by the Board each year.

## **6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

### **Evidence of Meeting the Standard**

The governing board policies are published on the College website (IVC6-01). Chapter 2 of the board policies include those that specify the Board's size, duties, responsibilities, structure and operating procedures, including:

- BP 2000 – Organization (IVC6-02), which addresses the Board's structure,
- BP 2010 – Board Membership (IVC6-03), which addresses the board size,

- BP2200 – Purpose and Role of the Board (IVC6-04), which addresses the purpose, authority and responsibilities of the Board, and
- BP 2210 – Officers (IVC6-05) and BP 2220 – Committees of the Board (IVC6-06), which address the structure of the Board.

There are a number of policies of the board that address how it operates, such as quorum and voting, meeting conduct, minutes, agenda development, policy and procedure development and participation in local decision making, including:

- BP2230 – Quorum and Voting (IVC6-07)
- BP2340 – Agenda (IVC6-08)
- BP2360 – Minutes (IVC6-09)
- BP2410 – Board Policies and Administrative Procedures (IVC6-10)
- BP2510 – Participation in Local Decision Making (IVC6-11)

### **Analysis and Evaluation**

Policies and procedures are published and readily available to all, including those specifying the Board's size, duties, responsibilities, structure and operating procedures.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

### **Evidence of Meeting the Standard**

The Board acts consistently with its policies and related procedures and regularly assesses its policies for their effectiveness and revises them to ensure they assist in fulfilling the College Mission. BP2410 – Board Policies and Administrative Procedures (IVC7-01) outlines the Board's authority in adopting and changing or deleting board policies. The related procedure, AP2410 (IVC7-02) outlines the process related to development and adopting board policies and administrative procedures. This includes the schedule for regular review of all policies and procedures. Additionally, to stay up to date with required updates and changes to board policies and administrative procedures, the College subscribes to the Community College League of California's (CCLC) policy and procedure service.

All changes to board policies are acted upon at regular board meetings. The Board has a standing Board Policy Review subcommittee which meets regularly on an as-needed basis to provide a more in-depth review of the board policies coming before the entire board for action. A review of board meetings for the academic years 2018-19 through 2022-23 indicates that this subcommittee met fifteen times. Additional evidence of the regular review of board policies can be found through the tracking mechanism used by the President's Office (IVC7-03). Since 2018/2019 the District has updated 251 policies and 252 procedures.

### **Analysis and Evaluation**

Board policies and administrative procedures are reviewed on a regular basis, as codified in BP2410. The CCLC's policy and procedure service help ensure that policies and procedures that require updating outside the regular review process due to legal and regulatory changes are included in the review cycle.

**8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

**Evidence of Meeting the Standard**

The Board receives information throughout the year concerning indicators of student learning and achievement through the various educational reports, research presentations and institutional plans presented at their meetings. A summary of these items tracked through BoardDocs is available for review (IVC8-01, IVC8-02). Some highlights of these items include the distance education annual report through which aggregated data on student success by various modes of instruction are reviewed and discussed. These reports typically occur in fall each year (IVC8-03, IVC8-04). The research staff also prepares various reports for Board review. An example stems from two board members' participation in a Trustee Fellowship sponsored by the Chancellor's Office through the Foundation for California Community Colleges in 2020-21 (IVC8-05, IVC8-06). Three research reports were prepared and presented at special board meetings for discussion with the board as follows:

- on September 9, 2020 at a special board meeting the board reviewed a research report on disproportionate impacts on various groups of students (IVC8-07),
- on November 10, 2020 at a special board meeting the board reviewed a research report on CTE student equity outcomes in success and employment (IVC8-08), and
- on February 10, 2021 at a special board meeting the board reviewed a research report on outcomes of various special programs, including dual enrollment, Umoja, Accelerated College Education and Degrees When Due (IVC8-09).

The board regularly receives other reports and action items on student learning and achievement and institutional plans for improvement, such as approving student equity plans (IVC8-10, IVC8-11) and progress reports on the college's guided pathways initiative (IVC8-12, IVC8-13, IVC8-14).

**Analysis and Evaluation**

Key indicators of Student learning and achievement and institutional plans for improving academic quality are regularly reviewed by the Board through the various educational reports and agenda items as described above.

**9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Evidence of Meeting the Standard**

The Superintendent/President created a new board member orientation consisting of five 2.5 hour sessions for newly elected board members (IVC9-01). Although many topics are covered, the broad topics include trustee roles and responsibilities, the CEO/Board relationship, the California Community College system, the College's planning processes and local partnerships, financial topics, human resources, instruction and student services. The Student Trustee is given a separate orientation and has on-going guidance provided by student services

staff (IVC9-02). Ongoing training is provided to all Board members in a variety of ways. Presentations are given on various topics assisting the Board in its development at regular board meetings and special board meetings. Since the adoption of BoardDocs to assist in board meetings, the President's Office staff have tracked various presentations and reports given to the board in various categories, including:

- Board Items Related to State Requirements (IVC9-03)
- Board Items Related to Federal Requirements (IVC9-04)
- Board Reports Required by Board Policy (IVC9-05)
- Board Items for Submission to the Chancellor's Office (IVC9-06)
- Educational Reports to the Board (IVC9-07)

An intensive educational time for Board members occurs at its annual retreat, usually held in August or September. A review of the last three board retreat meeting minutes (IVC9-08, IVC9-09, IVC9-10) shows the following topics being covered during the presentation and discussion times:

Board Retreat Training Topics, 2021, 2022, 2023

2021	2022	2023
State and College Budget Information	Budget and Bond Planning	Budget and Bond
Economic and Workforce Development (EWD) Update on Strong Workforce	North State Together (Cradle to Career Collaborative) and K-16 Collaborative Grant Update	North State Together (Cradle to Career Collaborative) and K-16 Collaborative Grant Update
EWD Update on North Far North Regional Consortia	Shasta College Attainment and Innovation Lab for Equity (SCAILE)	Shasta College Attainment and Innovation Lab for Equity (SCAILE)
Guided Pathways	EWD Programs Update	EWD Programs Update
Shasta College Foundation	The Intersection of Instruction & Student Services	Instruction and Student Services Update
Culturally Responsive Curriculum Information	Shasta College Foundation	Human Resources & IT Update
Board Self-Evaluation	Accreditation Process Update	Board Self-Evaluation
Goal Setting	Board Self-Evaluation	Goal Setting
	Goal Setting	

The Board has a travel budget that is reviewed and set annually (IVC9-11) which allows for travel expenses for Board members to attend professional conferences. A list of Board member participation at statewide trainings and conferences over the past five years is maintained by the President's Office staff (IVC9-12).

Finally, BP 2100 – Board Elections (IVC9-13) ensures that the seats filled by the Board members are staggered, with public elections held every two years in even numbered years. BP 2110 – Vacancies on the Board (IVC9-14) documents the way in which a vacant seat between

elections can be filled.

### **Analysis and Evaluation**

There is a thorough, multi-session new board member orientation for newly elected Board members. Additional training is completed through various state and national level conferences geared toward helping Board member professional development. The regular publicly held elections with staggered terms ensures the continuity of board membership.

**10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

### **Evidence of Meeting the Standard**

The Board's annual self-examination requirement is contained in BP2745 - Board Self-Evaluation (IVC10-01). Each year the Board reviews and affirms the instrument it will use for its self-evaluation. For example, at the June 8, 2022 board meeting agenda item 5.15 (IVC10-02) contained the discussion of the proposed tool to be used (IVC10-03). As can be seen in the minutes of the meeting, at the annual summer board retreat in August the board discussed the preliminary results viewing multiple years of data (IVC10-04) and at the September 14, 2022 board meeting the results were presented and discussed publicly (IVC10-05). This process happened again in 2023 (IVC10-06). Note that the only exception to this process occurring was in 2020 during the beginning of the pandemic. Because of the emergency situation, no board retreat was held that year and no board self-evaluation was completed. The process was started again in 2021.

As can be seen specifically in the self-evaluation tool (IVC10-07) questions 7, 8, 10, 18, 20 and 21 are related to the Board's evaluation of itself with regards to promoting and sustaining institutional effectiveness and the quality of programs being offered. It should also be noted that the tool is not static, as can be seen in the final questions of the self-evaluation results. In 2021 two questions were added and in 2022 one question was added, as follows:

- Relevant metrics related to diversity and inclusion at the District are reviewed regularly by the Board (added in 2020).
- The Board is aware and supportive of the District's initiatives to improve diversity and inclusion throughout its operations (added in 2021).
- The Board acknowledges and understands its responsibility to monitor the succession planning for the Leadership ranks of the institution (added in 2022).

Additional evidence of meeting this Standard can be found in the process the Board uses to set annual goals. The Board works closely with the Superintendent/President to align and set annual goals aligned with the long-term institutional goals. This occurs as part of the annual Board retreat, and, similarly to the self-evaluation process, a discussion occurs at the annual retreat (IVC10-08) and the final joint goals (IVC10-09) are made public at the following board meeting (IVC10-10). A detailed report is also prepared on the prior year CEO goals for the

Board's review to help inform this process (IVC10-11).

### **Analysis and Evaluation**

An annual evaluation process has been established by the Board and the evidence shows it is being followed. The results are reviewed and discussed at public meetings and inform the Board's goal setting process. This process helps improve institutional effectiveness and Board performance.

- 11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and 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. (ER 7)**

### **Evidence of Meeting the Standard**

BP2715 – Code of Ethics/Standards of Practice (IVC11-01) outlines the Board's code of ethics. The Board has not had reason to implement this policy for at least the past 15 years. The Board also has a policy on conflict of interest: BP 2710 (IVC11-02). This policy prohibits any financial interest in any contracts approved by the Board or in any contract they make in their capacity as Board members. It specifically prohibits "*any employment or activity that is inconsistent with, incompatible with, in conflict with, in inimical to his or her duties as an officer of the district.*" AP2710 – Conflict of Interest (IVC11-03) further explains incompatible activities, financial interest, employment, gifts and representation as related to BP2710. Finally, the District conflict of interest code is regularly reviewed and approved by the Fair Political Practices Commission (IVC11-04) and is contained in AP 2712 – Conflict of Interest Code (IVC11-05).

### **Analysis and Evaluation**

The governing board consists of seven publicly elected officials who do not have employment, ownership or personal financial interest in the college. The board has policies establishing a code of ethics and preventing conflict of interest and it upholds its code of ethics.

- 12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

### **Evidence of Meeting the Standard**

Authority to administer board policies and related administrative procedures and to execute the decisions made by the Board is clearly outlined in BP 2430 – Delegation of Authority to the Superintendent/President (IVC12-01). This policy also outlines the authority of the Superintendent/President to reasonably interpret board policy and to authorize employment, set job responsibilities, and perform other personnel actions subject to confirmation by the Board. This policy also ensures that the Superintendent/President can administer board policies

without board interference, as it outlines how information is given to board as a whole and allows the Superintendent/President to determine whether or not individual trustee requests for information are unduly burdensome or disruptive to District operations.

The Superintendent/President is held accountable to the Board for the operation of the College primarily through the annual CEO evaluation and goal setting process outlined in BP/AP 2435 (IVC12-02). Standard 4.C.3 contains evidence of these processes being followed.

### **Analysis and Evaluation**

There is clear delegation of responsibility and authority to the CEO as demonstrated through BP 2430. The CEO is held accountable by the Board of Trustees as outlined in BP/AP 2435 – Evaluation of the Superintendent/President.

### **13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

#### **Evidence of Meeting the Standard**

BP 3200 – Accreditation (IVC13-01) was established to ensure that the Board is informed of, and participates in, matters associated with accreditation. Additionally, BP/AP 3225 Institutional Effectiveness (IVC13-02) and BP/AP 3250 Institutional Planning (IVC13-03) have been established to ensure the Board participates in the College's efforts to improve and excel. These policies include the self-imposed board requirement for an annual retreat to be held and they broadly define the role of the board in institutional planning. Additionally, they broadly outline the areas that need to be addressed around institutional effectiveness, including student performance and outcomes, compliance with state and Federal regulations, accreditation status and fiscal viability. Additional board policies further support this standard, including the following:

- BP 1200 – District Mission (IVC13-04)
- BP 2740 – Board Education (IVC13-05)
- BP 2745 – Board Self-evaluation (IVC13-06)
- BP 4030 – Academic Freedom (IVC13-07)
- BP 4105 – Distance Education (IVC13-08), and
- BP 5500 – Standards of Conduct (IVC13-09).

Examples of the Board being informed about accreditation matters include the following:

- Regular short updates occur frequently. For example, at the February 10, 2021 regular board meeting, the Vice President of Instruction updated the board on specialized accreditation for the physical therapy assistance program (IVC13-10) and at the March 10, 2021 an update was included about the ACCJC accreditation process (IVC13-11). Additionally, at the October 20, 2021 regular board meeting the Superintendent/President gave a short update on the accreditation process in his standing report (IVC13-12).
- The Mid-Term accreditation report was presented to the Board for discussion and

approval at the October 20, 2021 regular board meeting (IVC13-13).

- At the August 2022 annual Board Retreat, the Board received an update on the accreditation process from the Accreditation Liaison Officer (IVC13-14).
- A Board Ad Hoc Committee was formed to discuss accreditation and review the ISER in Spring 2023 and Fall 2023 (IVC13-15)

Finally, the Board's annual self-evaluation includes questions to ensure the Board is evaluating its responsibilities and functions in the accreditation process. Specifically, questions 8, 9, 10 and 18 (IVC10-07) ask the Board to reflect on the way in which it stays informed of, and advocates for, college goals and programs, the way in which it established and reviews policies that are consistent with the Mission, the way in which it considers information about programs and services in order to assess their quality and whether the Board is informed about and actively participates in accreditation activities.

### **Analysis and Evaluation**

The Board is regularly informed of, and participates appropriately in, accreditation process and requirements. The Board supports the college's work to improve through its policies. Through the Board's annual self-evaluation process, the role and function of the Board with regards to accreditation is evaluated.

### **Conclusions on Standard IV.C: Governing Board**

Overall, the Board of Trustees of Shasta College operates within the expectations and requirements outlined in these Standards. It has authority over and is responsible for many policies which assure academic quality and effectiveness of the academic programs and student service programs offered by the institution. The financial stability of the institution is strong. The Board acts as a policy board and a collective entity. It adheres to its policies for selecting and evaluating the CEO. The Board works to protect the institution from undue influence and reflects the public interest in the college's educational quality. The Board receives regular student success reports and reviews key student learning and achievement indicators. The Board members participate regularly in professional development and adhere to its policies around self-evaluation. It upholds its code of ethics. The Board delegates responsibility and authority to the CEO to implement its policies. The Board remains informed concerning accreditation requirements. Overall, the Board of Shasta College understands its roles and responsibilities and keeps the stability and improvement of the College on behalf of the students and communities it serves in the forefront of its actions.

### **Improvement Plan(s): None**

### **Evidence List**

IVC1-01 BP/AP 2410 Board Policies and Administrative Procedures

IVC1-02 BP 2200 Purpose and Role of the Board

IVC1-03 Webpage for Board Policies and Administrative Procedures

IVC2-01 BP 2200 Purpose and Role of the Board

IVC2-02 BP 2330 Quorum and Voting

IVC2-03 Board Agenda Item 5.9 from the April 10, 2019

IVC2-04 Excerpt of April 10, 2019 Board Meeting Minutes  
IVC2-05 Board Agenda Item 5.1 from the February 12, 2020 Board Meeting  
IVC2-06 Excerpt of February 12, 2020 Board Meeting Minutes

IVC3-01 BP 2431 CEO Selection  
IVC3-02 Board Wkshp CEO Search  
IVC3-03 BOT CEO Selection  
IVC3-04 BP 2432 Superintendent/President Succession  
IVC3-05 BP/AP 2435 Evaluation of the Superintendent/President  
IVC3-06 Excerpt of June 8, 2022 Board Meeting Minutes  
IVC3-07 Excerpt of July 14, 2021 Board Meeting Minutes

IVC4-01 BP 2010 Board Membership  
IVC4-02 BP 2100 Board Elections  
IVC4-03 BP 2015 Student Member  
IVC4-04 BP 2105 Election of Student Member  
IVC4-05 BP 2200 Purpose and Role of the Board  
IVC4-06 Excerpts of Board Minutes  
IVC4-07 Excerpt of Minutes from the 2022 Board Retreat  
IVC4-08 BP 2745 Board Self-Evaluation

IVC5-01 BP 1200 District Mission  
IVC5-02 BP 1300 Institutional Student Learning Outcomes  
IVC5-03 BP 4020 Program and Curriculum Development  
IVC5-04 BP 4205 Philosophy and Criteria for Associate Degree and General Education  
IVC5-05 BP 4040 Library Services  
IVC5-06 BP 4050 Articulation  
IVC5-07 BP 4100 Graduation Requirements for Degrees and Certificates  
IVC5-08 BP 4105 Distance Education  
IVC5-09 BP 4220 Standards of Scholarship  
IVC5-10 BP 4250 Probation, Dismissal and Readmission  
IVC5-11 BP 5050 Student Success and Support Programs  
IVC5-12 BP 5052 Open Enrollment  
IVC5-13 BP 5110 Counseling  
IVC5-14 BP 5130 Financial Aid  
IVC5-15 BP 5300 Student Equity  
IVC5-16 BP 5400 Student Organizations  
IVC5-17 BP 5500 Standards of Conduct  
IVC5-18 BP 6200 Budget Preparation  
IVC5-19 BP 6250 Budget Management  
IVC5-20 BP 6300 Fiscal Management  
IVC5-21 BP 6307 Debt Issuance and Management  
IVC5-22 BP 6340 Bids and Contracts  
IVC5-23 BP 6400 Audits

IVC6-01 Webpage for Board Policies and Administrative Procedures

IVC6-02 BP 2000 Organization  
IVC6-03 BP 2010 Board Membership  
IVC6-04 BP 2200 Purpose and Role of the Board  
IVC6-05 BP 2210 Officers  
IVC6-06 BP 2220 Committees of the Board  
IVC6-07 BP 2330 Quorum and Voting  
IVC6-08 BP 2340 Agenda  
IVC6-09 BP 2360 Minutes  
IVC6-10 BP 2410 Board Policies and Administrative Procedures  
IVC6-11 BP 2510 Participation in Local Decision Making

IVC7-01 BP 2410 Board Policies and Administrative Procedures  
IVC7-02 AP 2410 Board Policies and Administrative Procedures  
IVC7-03 BP/AP Tracking

IVC8-01 List of Educational Reports to the Board  
IVC8-02 List of Board Approval Items Submitted to the Chancellor's Office  
IVC8-03 2021 Distance Education Board Report Meeting Minutes Excerpt  
IVC8-04 2022 Distance Education Board Report Meeting Minutes Excerpt  
IVC8-05 Participation Email for the 2020 Trustee Fellowship  
IVC8-06 Trustee Fellowship Participant Agenda, June 2020  
IVC8-07 Research Report on Disproportionate Impact, September 2020  
IVC8-08 Research Report on CTE Equity and Employment  
IVC8-09 Research Report on Special Program Outcomes  
IVC8-10 2019-22 Student Equity Plan  
IVC8-11 2022-25 Student Equity Plan  
IVC8-12 2020 Guided Pathways Board Report  
IVC8-13 2021 Guided Pathways Board Report  
IVC8-14 2022 Guided Pathways Board Report

IVC9-01 New Trustee Training Outline 2023  
IVC9-02 New Student Trustee Training  
IVC9-03 Board Items Related to State Requirements  
IVC9-04 Board Items Related to Federal Requirements  
IVC9-05 Board Reports Required by Board Policy  
IVC9-06 Board Items for Submission to the Chancellor's Office  
IVC9-07 Educational Reports to the Board  
IVC9-08 Minutes of the 2021 Annual Board Retreat  
IVC9-09 Minutes of the 2022 Annual Board Retreat  
IVC9-10 Minutes of the 2023 Annual Board Retreat  
IVC9-11 Board Travel Agenda Item from May 11, 2022  
IVC9-12 Board Travel Chart since 2018  
IVC9-13 BP 2100 Board Elections  
IVC9-14 BP 2110 Vacancies on the Board

IVC10-01 BP2745 Board Self-Evaluation

IVC10-02 June 8, 2022 Board Meeting Agenda Item 5.15  
IVC10-03 Proposed 2022 Board Self-Evaluation Tool  
IVC10-04 Excerpt from the August 20, 2022 Board Retreat Minutes  
IVC10-05 Excerpt from the September 14, 2022 Board Meeting Minutes  
IVC10-06 Approval 2023 BOT Self Evaluation  
IVC10-07 Board Self-Evaluation Results  
IVC10-08 Excerpt 2 from the August 20, 2022 Board Retreat Minutes  
IVC10-09 2022-23 Joint Board/CEO Goals  
IVC10-10 September 8, 2022 Board Meeting Agenda Item 5.16  
IVC10-11 Progress Report on CEO 2022 and 2023

IVC11-01 BP 2715 Code of Ethics/Standards of Practice  
IVC11-02 BP 2710 Conflict of Interest  
IVC11-03 AP 2710 Conflict of Interest  
IVC11-04 FPPC Conflict of Interest Approval 2021  
IVC11-05 AP 2712 Conflict of Interest Code

IVC12-01 BP 2430 Delegation of Authority to the Superintendent/President  
IVC12-02 BP/AP 2435 Evaluation of the Superintendent/President

IVC13-01 BP 3200 Accreditation  
IVC13-02 BP/AP 3225 Institutional Effectiveness  
IVC13-03 BP/AP 3250 Institutional Planning  
IVC13-04 BP 1200 District Mission  
IVC13-05 BP 2740 Board Education  
IVC13-06 BP 2745 Board Self-evaluation  
IVC13-07 BP 4030 Academic Freedom  
IVC13-08 BP 4105 Distance Education  
IVC13-09 BP 5500 Standards of Conduct  
IVC13-10 Cabinet Update on PTA Accreditation  
IVC13-11 Cabinet Update on ACCJC Process  
IVC13-12 CEO Update on Accreditation  
IVC13-13 Mid-Term Accreditation Report Board Approval  
IVC13-14 Board Minutes Excerpt on Accreditation from 2022 Board Retreat  
IVC13-15 Board Ad Hoc Committee on ISER and Accreditation

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## H. Quality Focus Essay

### Stop Out Re-engagement and Prevention

#### Introduction and Rationale

The College plans to systematically work on improving student learning and achievement by preventing and re-engaging stop-outs. This effort will focus on retention, persistence, and stop-out re-engagement. The College will use a variety of innovative practices to accomplish the goals of the Quality Focus Essay. The College enrolls many students that come for a term or two and do not complete an award or transfer to another institution. This problem has been a long-term challenge and has contributed to decreasing headcount and enrollment over time. For example, headcount has decreased by nearly 3000 since 2017 and enrollment has decreased by nearly 10,000 over that same time period. While the often described “enrollment cliff” due to reduced birth rates during the 2007 recession was expected, the downward trend in headcount and enrollment began even before the global pandemic of 2020 while there was no discernable changes in High School graduation rates or other demographic variables.

Another illustration of the challenge can be observed by the following example that occurred during the global pandemic. Between Spring 2020 and Fall 2021, the College had 10,847 students who stopped out before completing a program. Presumably, most of these students remain in the community but have not had the opportunity to engage in the only public higher education institution in the area. We believe this could have adverse long-term economic impacts on the community.

#### Anticipated Impact on Student Learning and Achievement

Through the implementation of a number of best practices, the College will seek to improve retention and persistence and thereby reduce the number of stop-outs. Where there are stop-outs, the College will engage in high-touch re-engagement strategies. Responsive strategies to support retention and persistence will decrease the number of students who stop-out thereby increasing the number of students who achieve their educational goals.

#### Outcome Measures

Increase Fall to Spring persistence of first-time students

Increase Annual Headcount

Increase Annual Enrollments

Reduce the number of stop-outs

#### Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
Implement the automated student education planning tool	Enrollment Services Counseling Information Technology	Staff time	Full use Spring 2023
Implement case management (CRM) system to provide early alerts/	Enrollment Services Dean of Student Services Input from categorical and institutional program staff	Staff time	Implementati on started Fall 2023

interventions for student success	conducting case management		
Provide professional development on innovative pedagogy that improves persistence	Faculty Professional Development Coordinator	Funding received for Equity Institute and Communities of Practice	Fall 2022 and Fall 2023
Implement Caring Campus Project	Professional Development Coordinator	Received Chancellor's Office support and a grant to support	Fall 2023
Implementing Credit for Prior Learning to reduce time to award completion	Credit for Prior Learning campus-wide committee SCAILE/Innovation Office Information Technology Counseling Faculty	Staff, faculty, and administrator time	Fall 2022
	Marketing		
Explore and implement strategies to increase the number of students who complete transfer level math and English in their first year	Faculty Counseling VPI Research Office	Staff and faculty time to develop pathway maps and update website	Started 2021; ongoing
Expand adoption of Open Educational Resources (OER) to reduce the cost barrier of textbooks	Library Discipline Faculty	The District secured funding through ZTC grant and Covid relief funds to support this work.	Ongoing
Identify OER pathways to reduce the cost barrier of textbooks	Library Discipline Faculty	The District secured funding through ZTC grant and Covid relief funds to support this work.	Ongoing
Outreach to students who disenrolled during the pandemic	Enrollment Services Research Office	Staff time	Spring 2022
Degree evaluation and outreach for students with 45+ units who disenrolled prior to completion	Enrollment Services Research Office SCAILE/Innovation Office Administrators and Counselors	Staff time	Fall 2023
Basic Needs Center: cross-training for all student services staff	Dean of Student Services The Hub (Basic Needs Center)	Staff time Basic Needs Center funding	Establishment of The Hub:

in campus and community resources	Student Services and institutional program staff		Summer 2022 New resource website: Fall 2022
Basic Needs Center: establishment of dedicated retention Specialists	The Hub (Basic Needs Center)	Basic Needs Center funding	Fall 2022
Expansion of 8-week compressed courses (ACE – Accelerated College Education) model	SCAILE/Innovation Office Faculty Instructional Deans	Innovation Funds	Ongoing
Work with California Competes, CSU Sacramento, and Project Attain! to develop a better understanding of barriers to adult learners	SCAILE/Innovation Office	Kresge Foundation Grant	2022-23
Revamp Academic Probation communications, workshops, and outreach to prevent drop-outs	SCAILE/Innovation Office Admissions and Records Dean of Student Services	Kresge Foundation Grant	2023-24
Implement Competency Based Education Program to create pathways for adult learners in ECE	SCAILE/Innovation Office CBE Campuswide Committee Faculty	Pilot project through CCCCCO	Planning began Fall 2021 Implementation planned for Fall 2024
New Applicant Outreach project	Student Success Facilitators Director / Coordinator Student Services	Staff time (Redding and Tehama campuses) to contact students via phone, email and/or text	Started Fall 2019 and ongoing.
Student Outreach Projects including education plan/not registered; drop for non-payment; 15+ units with no ed plan; no major/no ed goal	Student Success Facilitators Director / Coordinator Student Services	Staff time (Redding and Tehama campuses) to contact students via phone, email and/or text	Started Fall 2023 and ongoing.
Implement Marketing Plan	Marketing Department	Staff time and financial resources for outreach	New plan Spring 2023 and ongoing.

		activities	
Implement Enrollment Management Plan 2021-2024: Goal 3: Keep	Varies by initiative.	Staff time and financial resources to support activities.	New plan in development Fall 2023.

## Highschool Pathways Through Dual Enrollment

### Introduction and Rationale

The Shasta College Dual Enrollment office has begun creating sequenced high school pathways. For this project's purposes, a pathway is defined as at least two sequenced courses that lead to the completion of a degree, certificate, or transfer requirements. These pathways will align with Shasta College interest areas and follow degree and certificate patterns. Additionally, transfer pathways will meet standards defined by the University of California and California State University systems.

The Dual Enrollment program will work with high school partners to identify distinct career technical and educational pathways. This work begins with evaluating current dual enrollment offerings and identifying gaps in potential pathways. The Program will work creatively to fill these gaps through online facilitated course models, articulation, and the identification of qualified instructors to generate new opportunities for traditional dual enrollment. The Dual Enrollment educational counselor will work closely with high school counselors to create early educational plans that guide students, ensuring a smooth transition from high school to the predetermined goal identified by each student.

These programmed pathways will ensure that students avoid the accumulation of unnecessary units. Additionally, high touch counseling and support will help ensure that all students that participate in the Dual Enrollment program exit high school with meaningful units towards a degree or certificate or with the skills necessary to enter the workforce prepared. Pathways are unique to each high school and reflect the needs of the communities in which they are situated. As the Dual Enrollment program continues to grow, additional resources will be required to ensure that every college level course completed in high school makes progress towards a specified and measurable goal.

Since its conception, the Dual Enrollment program at Shasta College has experienced continued growth. In 2015-16, 1,820 students registered for one or more dual enrolled courses, and in 2019-20 this count reached 3,522. Additionally, the number of high schools participating has doubled. Many of the high schools served are in rural and economically distressed communities (opportunity zones). Schools considered opportunity zones include Los Molinos High School, Red Bluff High School, Trinity High School, Burney High School, Fall River Jr. Sr., Enterprise High School, Corning High School, Modoc High School, and Hayfork High School. The students at these high schools compose 27.5% of dual enrollment students served in 2019-20.

Dual Enrollment provides an opportunity for high school students to get a head start on college. This is seen in the outcomes of those who attend Shasta College and were previously dual enrolled students. The percentage of previously dual enrolled students attending Shasta College as first-time freshmen within two years after their last dual enrolled course averages one in four (26%).

Indicators for student completion (award or transfer) are established through the CCCCCO (California Community Colleges Chancellors Office) Student Success Metrics. These leading indicators include 30+ credits completed by the student's first year, transfer-level English and math completed by the first year and fall-to-spring persistence. Dual enrollment students receive college credit for their high school courses and thus have a head start in achieving these metrics. Sixteen percent of this population completed at least 30 units by their first year and over twice as many had completed transfer-level English or math, as compared to their non-dual enrollment counterparts. Grade point averages of formerly dual enrolled students are higher than their peers at 2.37 vs 2.09. Fall to spring persistence rates are also higher for formerly dual enrolled students, averaging 86% over the last five years.

	Year1	%30 +	%ENG L	%MAT H	%BOT H	Persist Rate
<b>Not previousl y in DE course</b>	2015-16	41.8%	19.9%	9.7%	4.5%	75.1%
	2016-17	40.6%	19.3%	10.8%	4.5%	73.3%
	2017-18	37.1%	19.7%	13.5%	6.9%	74.5%
	2018-19	33.0%	19.3%	11.1%	5.7%	74.7%
	2019-20	10.3%	23.6%	14.5%	9.9%	68.2%
<b>Previous DE student</b>	2015-16	56.8%	29.0%	16.1%	8.4%	82.8%
	2016-17	61.1%	35.3%	20.3%	11.1%	86.6%
	2017-18	53.4%	36.5%	24.3%	13.9%	87.2%
	2018-19	51.2%	41.2%	25.2%	17.1%	85.8%
	2019-20	23.1%	54.8%	37.2%	30.0%	86.1%

Given the success of previously dual enrolled students, it is important that courses offered through the program are intentional and help students make progress towards educational goals. Additionally, creating pathways that lead directly into Shasta College can help encourage students to continue their education. In 2021 Shasta College received the Institutional Resilience and Expanded Post-Secondary Opportunity (IREPO) Grant. This grant totaled \$1.2

million over two years. The purpose of this grant is to help institutions of higher education emerge from the Coronavirus pandemic more resilient and expand educational opportunities for students in rural opportunity zones.

Through this grant, the Dual Enrollment program hired an educational counselor and project director dedicated to building succinct and sustainable pathways. The educational counselor has built over 48 unique pathways and provides the high-touch support envisioned by the program. To ensure that this progress is maintained, and that continued growth is possible, the College will need to institutionalize this position.

## **Anticipated Impact on Student Learning and Achievement**

### *Addressing Equity Gaps*

Through the pathway project the program is working with opportunity zone schools to design pathways and provide alternative methods of earning college credit while in high school. This includes an online facilitated model, articulation, and the identification of traditional dual enrollment opportunities. Offering multiple models of dual enrollment can help transcend geographical barriers and allow the program to reach all students within the service areas. Additionally, students that participate in Dual Enrollment carry minimal financial cost, allowing them to jumpstart their education with decreased financial barriers.

Ensuring approachability and high touch outreach to all parents and students through new staffing helps expose them to college regardless of familiarity with the higher education system.

The dual enrollment advantage as previously discussed is also seen in other populations that typically have lower completion rates once they come to the College. Former dual enrolled students participating in the PACE (Partners in Access to College Education) program had a completion rate of 17.4% (compared to 5.8%), low-income students at 20.2% for former dual enrolled (vs 11%), and first-generation college students with 19.5% for former dual enrolled (vs 11.5%). Ethnic groups where this was seen include Native Americans (18.8% vs 7.1%), Hispanic students (19.1% vs 10.8%), and White (20.5% vs 11.2%). There is insufficient Black/African American and unknown ethnicity student data to make a comparison.

### *Increasing Degree Completion Rates*

Creating and guiding students to specific pathways that lead to a degree, certificate, or transfer requirements will potentially expedite a student's journey to graduation. Allowing students to complete some of these units prior to stepping foot on a college campus and providing them with early educational plans will help streamline the path to degree completion.

Degree completion rates measure how many first-time first-year students complete a degree within three academic years. Given the time needed for completion, only the cohorts from 2015-16 to 2017-18 are averaged. The degree completion rates of former dual enrolled students are significantly higher than other first-time students, 20% vs 11.1%. This distinction is even greater among female students.

The number of degrees awarded to former dual enrollment students has grown substantially. In 2019-20 there were 330 awards granted to formerly dual enrolled students. This is more than ten times the number five years prior.

	2015-16	2016-17	2017-18	2018-19	2019-20
Awards	31	80	172	234	330

Transfer Rates of former DE students are also higher. These figures include 4 years of data to allow students to graduate and then enroll elsewhere in the following year. Approximately one quarter attend a four-year college after they are no longer enrolled at Shasta College. Over the last two reporting years, this is double the rate of other first-time first-year students.

	2015-16	2016-17	2017-18
Former Dual Enroll	22.6%	26.5%	26.4%
Not former DE	14.3%	13.8%	13.7%

The Dual Enrollment program aims to continue this trend and increase the number of former DE students that complete a degree at Shasta College and that go on to complete a four-year degree elsewhere. This high school pathway project will be integral in accomplishing this goal.

### *Decreasing Unit Accumulation*

Intentional, sequenced pathways prevent students from accumulating units that do not lead to a degree, certificate, or transfer requirements. Educating teachers, parents, and students of the consequences of unnecessary unit accumulation is an essential responsibility of the Shasta College Dual Enrollment program. From the state's perspective, Dual Enrollment has the potential to yield public savings by reducing the time it takes to earn a college degree and improving the efficiency and effectiveness of higher education. California Community College students who reach a defined educational goal often take a long time to do so, accumulating many excess course credits along the way and potentially increasing the financial burden. Giving students a clear path and the high touch academic and advisory support needed to stay on that path is the key to decreasing unit accumulation.

### **Outcome Measures**

- Executed College and Career Access Pathway (CCAP) Agreements
- Comprehensive high school pathways developed
- DE students served
- DE enrollments in rural/opportunity zone schools
- DE college credits earned, average
- SC degrees earned (formerly dual enrolled students)
- Completion rates (formerly dual enrolled students)

## Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
<b>Execute additional Career and College Access Pathway (CCAP) Agreements:</b> CCAP agreements are partnerships between the governing board of a school's district and the College for the purpose of expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, with the goal of developing streamlined pathways from high school to community college for career technical education or preparation for transfer.	Project Director- Dual enrollment/educational partnerships  Educational Counselor	Required resources include designated staff. Project Director will be responsible for executing CCAP agreements and meeting with leadership from partner high schools. The educational counselor will be integral in the creation and monitoring of pathways at each high school.  Ongoing funding for these positions is necessary for the success of this project.	Shasta College Dual Enrollment program currently serves 22 high schools. The program anticipates a 3-year timeline for executing agreements and building unique pathways for each high school.
<b>High-Touch &amp; High-Tech Advising and Support:</b> To ensure students can both start and continue designated pathways the program will ensure high touch and high-tech support and advising. Many students the program serves are not traditionally college bound and are part of economically distressed communities.	Educational Counselor  Student Services Coordinator	Required resources for this activity include designated staff and additional funding for travel.  The educational counselor will be integral in the creation and monitoring of pathways at each high school.	This activity is ongoing and will need to be sustained indefinitely.
<b>Marketing:</b> The program will need to provide marketing to students that both draws students in and is easily understood. This marketing will need to be reproduced and distributed	Project Director- Marketing creation coordination  Educational Counselor- Pathway updates	Required resources for this activity include dedicated staff for coordination, creation, and distribution of	This activity is ongoing and will need to be sustained indefinitely.

at all high school campuses.	Student Services Coordinator-Distribution of marketing	marketing.  Additional marketing budget for increased printing needs.  Approximately: \$5,000/year	
<b>Cohort Management</b>	Educational Counselor-Case management & advising  Student Success Facilitator- Registration tracking and support	CRM case management software with specific processes and capabilities align with the program's needs.  Approximately \$55,000 upfront cost & \$33,000/year ongoing cost.	This activity is ongoing and will need to be sustained indefinitely.