



Shasta College

**STRATEGIC PLAN
2009-2012**

**Final Comprehensive
Report**

Through June 30, 2012

Shasta-Tehama-Trinity Joint Community College District

11555 Old Oregon Trail

Redding, CA 96049-6006

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This document includes many verbatim updates under each activity which were provided in 2010 and 2011. Where applicable, final updates have been provided for 2012.

Strategic Plan

Theme I: Student Learning and Growth

Create an academic environment that enhances opportunities for student learning and growth.

Strategy I.1 *Provide faculty and students the technological tools needed to improve access to and delivery of educational materials.*

Responsible Administrator: Associate Vice President,
Information Services & Technology

- Activities**
- a. **Create or improve online tools and “How to” tutorials for faculty, staff and students.**
 - **Assessing computer competency skills**
 - **Accessing and navigating online classes**
 - **Accessing instructor websites**
 - **Accessing and navigating online library materials**
 - **Accessing information about enrollment processes, policies and procedures**

Responsible Administrator: Associate Vice President,
Information Services & Technology

Target Completion Date: December 2011

2012 UPDATE:

ASSESSING COMPUTER COMPETENCY SKILLS

Computer literacy has been and will continue to be addressed at the course level as well as the institutional level. The Academic Senate created a computer literacy task force, which reports to both the Academic Senate and the General Education Committee. The district has successfully integrated computer literacy into its degree requirements. Not only does the district provide a computer literacy course to meet the computer literacy requirement, but also, the district provides the RU Ready student self-assessment tools that help students registered to take online courses understand the skill sets necessary to be successful. The district has achieved a good deal of success in assessing and communicating computer competency skills necessary for student success.

The Distance Education Committee has promoted successful teaching in an online environment by putting forward faculty guidelines that include computer competence, platform competence, and online pedagogy competence. Those guidelines have been approved by the Academic Senate as well as by the Instructional Dean's. Shasta College will continue to offer methods and tools for students to assess their computing competence as well as provide courses, facilities and equipment for students to advance their skills.

ACCESSING AND NAVIGATING ONLINE CLASSES

- Access to our online class system is linked directly off the campus homepage. System requirements and “how to login” instructions are clearly displayed on both the Shasta College online information page and the system login page.
- The learning management system “Getting Started Student Guide” is linked directly off the login page and is located in the SC Online Resources block for every user.
- The learning management system “FAQ glossary” is linked directly off the login page and is located in the SC Online Resources block for every user. The FAQ’s provide a way to browse/search by topic or keyword. Video and printable tutorials are available inside the FAQ glossary as well.
- A sample course is provided for students to explore and test out typical course tools and their functionality.
- A full searchable knowledge base and tutorials on navigating our online learning management system are also available through our 24/7 helpdesk portal. A link to our help desk portal is located on the Shasta College online information page, the system login page and in the SC Online Resources block for every user. Our 24/7 helpdesk portal also includes toll-free telephone access, online help ticket submission, and an online help “chat” capability.
- Faculty who have completed the campus required online system training have continued access to the training materials inside the Faculty Users Group. This instructional review site contains all the training materials, learning tools, tutorials, and instructional resources available for our learning management system. Ongoing topic specific forums are located inside the group site so that users can continually collaborate on tools and best practices in the online system. New tips and training tools are placed inside the group site as they become available.

ACCESSING INSTRUCTOR WEBSITES

- For 2010-2011, Faculty websites are housed within our learning management system. All faculty websites are linked under the campus directory which is linked off the campus homepage. Links to faculty websites are placed wherever pertinent and can be saved as favorites.
- For the 2011-2012 year, Faculty websites will be migrated off of the Angel LMS as that platform will no longer be available beginning Summer 2011. Alternate solutions are currently being considered.
- For 2011-2012, Faculty websites were moved to our Content Management System. All faculty websites are linked under the campus directory which is linked off the campus homepage. Links to faculty websites are placed wherever pertinent and can be saved as favorites.

ACCESSING AND NAVIGATING ONLINE LIBRARY MATERIALS

The Shasta College Library has done an excellent job developing and providing access to resource materials designed to aid those who use our library services in their pursuit of information and knowledge. The resources include Web links to frequently asked questions, resource wiki’s, tutorials, handouts, and videos on everything from how to find articles online to how to duplicate for language CDs. The electronic resources are broad and extensive and include links to real time chat with reference librarians as well as telephone numbers when additional help is

required. The Library Web environment is available off the main Shasta College webpage and is available both on and off campus.

ACCESSING AND USING AN EDUCATIONAL PLANNER

Shasta College also offers its “College and Career Planning System” which is powered by a product called “Kuder.” The system is a comprehensive online resource designed to help individuals plan for their future. The system allows high school and junior high students in our Tri-County area to learn about their interests, skills, and work values. It also allows those individuals to carry that information forward and update it as they move on through college and onto their career. The system allows each individual to build a personal career plan, explore occupational information, and plan for their career success. The system includes college planning tools and resources, career planning resources, and financial aid information. The system also links directly to MyShasta and other Shasta College resources.

In 2009, the District began implementing Datatel’s electronic ed-plan module. Access to the electronic educational planner is handled through the MyShasta web interface. Shasta College counselors have access to electronic educational planning tools for all students. Through MyShasta, there is the potential for students to have access to their own electronic educational plan at any time using any computer with Internet access. The District has not yet released this functionality or its sister functionality called e-advising to students.

ACCESSING INFORMATION ABOUT ENROLLMENT PROCESSES, POLICIES AND PROCEDURES

Shasta College now offers an online version of our campus Student Orientation for our students and for prospective students. When implemented in January of 2009, the new Shasta College web presence clearly focused on our students and prospective students. The first five navigational menus on the home page are committed to the enrollment process of new, continuing, and returning students. Since its implementation, additional resources have been added to the new Shasta College website including step-by-step instructions for each phase of the matriculation process.

This activity is ongoing in nature and is subject to continuous improvements through each subsequent cycle. Also, since the technology changes so rapidly and the tools that we use are constantly upgraded or replaced, all how-to documents or tutorials must not only be maintained for accuracy and freshness, but also completely replaced when new tools are deployed. Also, where new functionality replaces historical practices (e.g., electronic ed plans, e-advising), processes and procedures require appropriate modification for the new functionality to be useful. Historical practices have proven difficult to change but, we will continue to endeavor to make new tools available to students.

b. Designate funds for technology asset replacement such as “smart” classroom technology, computers in student labs and instructor workstations.

Responsible Administrator: Associate Vice President,
Information Services & Technology
Target Completion Date: December 2009

2012 UPDATE:

Since 2009, General fund Technology Refresh dollars, State bond dollars, District bond dollars, grants, and state instructional equipment funds were used to acquire the following:

District technology purchases, by year:

Category	2008-09	2009-10	2010-11	2011-12
Computers: Lecterns and standards-based computer-assisted instruction rooms	126	171	158	77
Computers: Faculty and staff	66	84	25	32
Printers - Classroom	6	10	9	2
Printers – Faculty and staff, workgroup	12	23	5	8
Projectors and TV's	5	21	13	8
Video Conferencing (ITV)	3	3	0	0
Document Cameras	14	9	10	1
DVD/VHS Blu-ray Players	5	11	5	6

Background – In the spring of 2007, as part of the district’s 2007–2010 Technology Plan, the district embarked on a pilot project to purchase replacement computers for full-time faculty members as part of a one-time bulk purchase of 72 computers. Prior to that time, technology asset replacement for classrooms, student labs and instructor offices was decentralized. Older assets were replaced through a cascade style of replacement. New assets were purchased via departmental general operating budgets or specialized funds in a decentralized fashion. The assets that were replaced were then cascaded down wherever appropriate. This cascade style of replacement is not only labor-intensive, but also virtually guarantees that some of our district constituents would never receive a new computer.

The pilot project successfully showed significant cost savings through volume discounts, efficiencies in purchasing, receiving and deployment, as well as significant labor savings by having not only newer units requiring fewer repairs, but also by having the ability to use a single image on a large block of identical computers. The success of this initial endeavor has been expanded to include a centralized budget specifically for technology refresh and the centralized coordination of technology purchases through the use of bond funds, Perkins funding, state instructional equipment funding, and other grant funding. The technology department has developed refresh schedules for classroom and office computers using both new purchases and cascading processes.

This represents a major and significant positive step for Shasta College. The bulk purchase of computers not only reduced the price per unit, but also has allowed for

a greater consistency in the standard model of computer deployed. That consistency will reduce maintenance and support costs through a broader implementation of standards. Also significant is the standardization of video projectors, which allows for the use of standard mounts, standard bulbs, and standard remote controls. The cost of printing is significant for Shasta College. By introducing workgroup printers into areas and offices that previously only had personal printers (where each individual has their own printer at their desk), the District expects to experience a significant reduction in the cost per page to print.

Since the development of the Shasta College Strategic Plan in early 2009, and in response to this plan, the district has expanded the technology refresh process to include smart classroom components and workgroup printers for faculty and staff. Budget constraints have significantly limited our ability to keep technology replacements on the planned replacement schedule and we have had to focus our limited resources. Currently, 20% of our District computing assets are in excess of six years of age. As the assets continue to age, the total cost of maintaining these assets increases. The Technology Department continues to seek out alternative approaches to provide necessary technology resources.

Standardization of smart classroom components allows savings for items like standardized and centralized stock of projector lamps and backup or shelf equipment that can be quickly swapped into production, reducing down time. Standardized equipment type, where possible, also help improve faculty classroom productivity by providing similar tools, no matter where they may be scheduled. Budget constraints have limited our ability to refresh this technology.

Finally, the introduction of workgroup printers into areas and offices that previously only had personal printers (where each individual has their own printer at their desk) has significantly reduced the cost per page to print.

**Funding for this activity is no longer in place.*

Strategy 1.2 Offer curriculum that is responsive to the needs of students and the community.

Responsible Administrator: Vice President, Academic Affairs

Activities a. Develop the concepts of sustainability and infuse them throughout the college community.

Responsible Administrator: Instructional Deans
Target Completion Date: June 2012

2011 UPDATE:

EWD - Established numerous fee-based vocational instructional programs that provide alternate educational opportunities for the community. These programs are focused, short-term and target entry-level employment. A list of courses/program offerings can be reviewed at this link:

<http://www.adultedreg.com/shastacollege/>

ACSS - This strategic plan activity was presented to the faculty in the August 2010 Division meeting. Division employees had many suggestions that are being implemented. All ACSS employees are encouraged to submit their forms electronically. All of the needed forms are linked on the Division's home page for employee convenience. The number of online course options has grown from the Fall of 2008. More instructors are incorporating web-based access to course materials. A workshop in clicker technology will be presented to faculty in April 2011. This will save in paperwork, enhance student participation, give immediate feedback to students, and save the instructor time. Two new AA-T majors have been developed and more are scheduled to follow. The sustainability piece will be realized when student persistence increases, students will finish majors in 60 units, and there will be no repeating of these classes when the student reaches the CSU.

SLAM - Pamela Spoto and the Sustainability Committee continue to collaborate with the community in providing workshops and volunteer opportunities at the Shasta College Community Teaching Garden. Instructors around campus are starting to get their students involved in this. For instance, our Botany Students are encouraged to volunteer for extra credit. Students from other areas are volunteering on Wednesdays.

The annual Sustainability Conference is taking hold as part of the campus culture. Four instructors from the SLAM division are presenting. Their students as well as others are being encouraged to attend. Outside experts are also going to be presenting.

HSUP - The health science program faculty in nursing and dental hygiene has for years been teaching concepts currently embedded in the concept of sustainability education. Such skills as critical thinking, systemic thinking, building partnerships and empowering people are routine components of nursing and dental curriculums. Furthermore, as the nursing and dental faculty have themselves internalized these skills and concepts, they use them in the campus community interactions and provide a model which helps infuse these skill throughout the college.

While the faculty at HSUP teaches and models these sustainability skills, the concept of sustainability development has yet to be formally introduced. The dean plans to work with this concept during program and division meetings during the coming year, bringing a fuller awareness of the importance of sustainable development and highlighting the skill of envisioning an improved health care system and college community.

2012 UPDATE:

A focus on sustainability throughout the college community has continued through Fall 2011 and Spring 2012. A Sustainability Workshop was offered at the Fall 2011 Flex Day to provide faculty with practical, ready-to-use tips for exploring sustainable thinking and living in the classroom. The Shasta College Garden Market started in August 2011 to provide students and staff an

opportunity to purchase organic produce from the Shasta College Community Teaching Garden, and the market will continue starting in August 2012. Food Services has been involved in converting to compostable materials where feasible and is using some of the vegetables grown in the Community Teaching Garden in food sold in the cafeteria. In April 2012 the Shasta College Sustainability Conference was once again held on campus, with faculty, staff and students encouraged to attend. In Summer 2012, signups for the Teaching Garden's Community Supported Agriculture (CSA) program began which provides for weekly organic produce delivery for a fee.

During the 2011-2012 school year, several faculty performed grant funded activities to expand existing sustainable topics, develop sustainable concepts in existing course work, and incorporate sustainability topics in community service.

In Spring 2012, five new courses emphasizing sustainability and the Native American perspective were approved which will allow for credit contract education to occur with tribal groups. Student Senate has also contributed to this effort, with the student-led Sustainability Club being involved in such things as improving recycling efforts. Students have been hired to help Physical Plant sort garbage and divert much waste from the land-fill to the recycling bins. This effort pays for itself, as the Physical Plant staff members are able to take cans and bottles sorted through this effort to turn in for CRV monies.

b. Offer more alternative schedules, such as short-term and weekend classes.

Responsible Administrator: Instructional Deans
Target Completion Date: January 2010

2010 UPDATE:

Most all of the divisions are offering more short term classes, with some weekend offerings as well. Some of that effort has been hindered by the budget situation and the elimination of sections. A number of courses have been moved to Community Education's fee-based program to meet student needs, since the college is already over cap on funded FTES. More courses are being converted to online and hybrid in order to help meet student demand for convenience.

c. Biennially review emerging trends in higher education and industry; respond by creating appropriate curriculum and delivery to support the trends.

Responsible Administrator: Instructional Deans
Target Completion Date: December 2010

2010 UPDATE:

CTE programs have regular meetings with advisory committees in order to keep current with changing industry standards and demands, including changing the content of existing programs and creating new programs. Budget constraints have diminished the college's ability to adequately respond to those needs.

Transfer and GE programs and classes use attendance at workshops to remain current in academic disciplines as they change. Other, more specialized areas like GIS and Engineering, also use advisory committees to stay current.

Basic skills areas, as per the Basic Skills Initiative and college plan, have a built-in review and implementation of effective practices.

d. *Develop research opportunities for students.*

Responsible Administrator: Instructional Deans

Target Completion Date: June 2011

2012 UDPATE:

Career Technical Education (CTE) offers students a number of vehicles which provide research opportunities for our students. Many of our programs offer lecture and lab components. Labs are structured to allow students hands-on contextualized learning environments, often times involving research. For example, our Livestock Production course offers a research component where students raise chicks using a variety of feeds. Students study and research the impacts of nutrition as it relates to raising chickens.

Work Site Learning is another vehicle used to provide students with research opportunities. This program is structured for students to find a local community partner where they can work on site and engage in a number of hands-on research activities related to the content delivered in class. This bridge allows students to find relevancy in what is being delivered through textbooks and what is being practiced in the real world.

Field trips are also a valuable tool for research. Most of our Natural Resources , Horticulture and Agriculture courses require a number of field trips. These trips include a number of research assignments as they study our natural environment, plant identification and sustainability practices.

Outside of direct instruction areas, several students were afforded the opportunity to assist in research projects through the Office of Research and Planning. These students helped gather data on completers and non-completers of CTE students and also helped with research projects, such as redistricting research, using GIS skills.

The Geospatial Education Collaborative, a grant-funded project under the Advanced Technological Education Program of the National Science Foundation, has provided research opportunities for students in a number of capacities. Over the two-year duration of the project, approximately 10 students worked as research interns on two distinct projects. The first of these projects was the Community Well-being Atlas project, a collaborative effort of representatives from Shasta County Public Health, the Shasta Regional Transportation Agency, Shasta College, and Vestra Resources (a GIS Consulting firm). Student interns were involved from the beginning of the project and were primarily responsible for locating data and performing GIS procedures necessary to implement well-being indicators identified

by the team. The resulting document is being widely distributed to community organizations and decision-makers. The second project involving research interns is the mapping of Shasta College students under the College's Office of Institutional Research. By locating data and developing mapping procedures, a variety of maps have been developed that allow for discerning patterns in our student population. Through these efforts, students have played an essential role in research and the presentation of results.

Strategy 1.3 Develop services and retention strategies to increase the rate at which students successfully complete their academic goals.

Responsible Administrator: Vice President, Academic Affairs

Activities a. Provide training to faculty and staff on effective student retention strategies.

Responsible Administrator: Associate Vice President, Human Resources & Dean, Enrollment Services
Target Completion Date: December 2010

2010 UPDATE:

- Invited SLO Faculty Coordinator to participate in *Invest in Our People* Committee meetings starting in Fall 2009.
- Hired Student Success Coordinator effective Fall 2009.
- Planned and scheduled Flex Day training opportunities that offer solutions in retaining students – On Course at Fall 2009 Flex Day.
- Scheduled "On Course" training – 2-day workshop - Spring 2010 – approximately 50 faculty participated.

This activity is now part of the Dean of Enrollment Services goals.

2011 UPDATE:

Planned and scheduled Flex Day training opportunities that offer solutions in retaining students – On Course in Fall 2010 and Spring 2011. Offered 3 one-hour workshops during Fall 2010 and Spring 2011 semesters to full-time faculty and adjuncts on programs to support student learning (G.I.F.T.S.)

2012 UPDATE:

The Shasta College Invest In Our People committee sponsors a web page entitled Faculty Corner dedicated to the mission of increasing student success and retention. The Best Practices in Teaching page provides links to information pertinent to faculty in the successful retention of their students. Flex activities in Fall 2011 and Spring 2012 included the Great Ideas For Teaching Students (G.I.F.T.S.) workshops as well as the On Course workshops targeted toward innovative teaching strategies. In addition to physical attendance at these workshops, faculty can also access the workshop materials via the online links provided.

b. Investigate a system to assess student readiness for online class participation, and implement it if appropriate.

Responsible Administrator: Dean, Extended Education
Target Completion Date: December 2010
Revised Completion Date: June 2012

2010 UPDATE:

In Feb 2009, a tentative timeline was developed to achieve ADA compliance which included a review of existing online courses. In Apr 2009, a course validation checklist was developed and in May 2009, 75 courses were reviewed for compliance using assistive technologies. Individual results were distributed to the respective faculty member and offered assistance for remedying violations. In Aug 2009 and Jan 2010, a FLEX workshop “Dare to Care” was presented to provide ADA compliance training for faculty. In Dec 2009, captioning services were made available to all faculty, and ADA-related material was added to the “Instructor Resources and Tools” link of the Distance Education web site.

Using materials compiled in 2008, an ad hoc committee of the DEC was formed in Nov 2009. Since that time, the committee has identified primary ‘obstacles’ affecting or impeding student readiness, and identified possible solutions which will be further investigated during Spring 2010 by members of the committee.

In Dec 2009, retention and success rates for Internet based students over the past three years was reviewed and revealed a 5-10% lesser (although improved) rate than their face-to-face counterparts. The possible change in LMS may result in improved student readiness.

2011 UPDATE:

In Spring 2010, the DEC ad hoc committee identified direct (e.g., applicability of curriculum, instruction, technology enhancements) and indirect (e.g., student services) factors influencing student readiness. The committee recommended two actions: development of a first class assignment template (developed by two DEC faculty members) that could be easily adapted to each Internet-based course that would reinforce the requisite skills required to successfully complete the course; and development of a ‘welcome’ letter sent to students registering in an Internet-based course describing the necessary skills and encouraging students to voluntarily complete a ‘readiness assessment.’

The first class assignment template should be available for faculty adoption within the new LMS in Fall 2011. The welcome letter to students will be implemented in Fall 2011.

In addition, several other steps are being taken to improve retention and success in the online environment. DEC created an electronic newsletter to disseminate information for distance education faculty. An online orientation (as part of the matriculation process) is currently being tested for adoption in 2011-12. Similar to the existing ‘early alert’ system for the traditional student, an online early alert procedure is being considered. The DE attachment to the Course Outline of

Record was revised to more clearly identify the technological tools and address accessibility issues related to ADA and Section 508 compliance during the course approval process. "Dare to Care" training continues to be made available to all faculty and academic deans. During the investigation of an existing "readiness" assessment for students from another institution, a similar assessment was discovered for faculty interested in teaching online and will be made available in 2011-12.

In the absence of the campus' researcher, retention and success rates of Internet-based students were not reviewed during 2010-11. Working with the researcher in Summer 2011, the format from which to more accurately measure online success and retention will be finalized. Data will be compiled and reported in 2011-2012 for the current and previous year. The change in LMS, coupled with plans described above, will result in improved student readiness and validated by comprehensive data.

Target Completion Date was originally set for December 2010. Revised completion date: June 2012.

2012 UPDATE:

Many of the steps taken in previous years to improve student readiness have proven successful and, as the data below indicates, each year has shown improved success rates in both fully online and web enhanced courses. The success rate for hybrid courses improved up through 2010-11, but showed a slight decline in 2011-12. MLite was introduced in 2011-12.

Course Success	2008-09	2009-10	2010-11	2011-12
HYBRID	62.1%	62.2%	66.9%	65.7%
ITV	68.1%	74.6%	74.9%	76.5%
MLITE				71.8%
ONLINE	64.6%	66.3%	69.3%	69.7%
TRAD	74.6%	74.8%	74.8%	74.3%
WEBENH	76.1%	72.2%	73.4%	74.8%

Internet based instruction still accounts for more than 2000 FTES.

FTES	2008-09	2009-10	2010-11	2011-12
HYBRID	133.4	191.6	150.5	178.7
ITV	362.7	387.4	407.2	376.7
MLITE (Web Enhanced)				201.4
ONLINE	1,027.0	1,113.7	1,077.5	910.7
TRADITIONAL	6,115.2	5,834.8	5,366.2	4,850.4
WEBENH	771.7	951.3	936.5	750.2
Total FTES	8,409.9	8,478.8	7,937.9	7,268.0

Over the next year, retention and success rates for Internet based instruction will be compared by discipline to determine what, if any, disparity might exist based on the mode of delivery.

c. Implement ways to improve the ability of students to acquire or access textbooks and/or other instructional materials.

Responsible Administrator: Capital Outlay & Special Projects Analyst
 Target Completion Date: June 2010

2010 UPDATE:

The Textbook Committee worked with faculty, staff and students to increase awareness of textbook and learning materials selection as these are a fundamental portion of the student academic success. The goal is to make books and materials as affordable as possible so that the students have the tools necessary to develop their talents and to achieve their academic goals.

The Higher Education Opportunity Act was designed to reform the higher education system so that it operates in the best interests of students and families in an effort to make college more affordable and accessible. The act contains a specific provision on textbooks which goes into effect on July 1, 2010. The provision requires publishers to provide faculty with the price of a book, copyright date history, substantial content revisions, and alternate formats, along with the prices of those alternates. These things are required by the act to support the ability of faculty to make informed decisions about their course materials. The main goal will drive efforts in course material transparency as well as joint efforts to help control the costs of education. The Act encourages institutions and bookstores to explore cost-saving programs. With this goal in mind, the textbook committee and the Bookstore have worked together to implement several new programs starting in Fall 2010.

Booklook™, designed by Follett Higher Education Group to assist in the compliance of online course materials information as required by the Act is currently available to Shasta College students at the time of exploration and/or registration for classes.

In addition to this transparency goal, the District and Follett have been working on joint efforts to help control the cost of education. Specifically, the District has been chosen to pilot the **Rent-A-Text** program starting Fall 2010. This program will offer tremendous up-front savings to the student customers – on average, over 50% savings vs. the cost of purchasing a new book.

An eBook is a digital version of the printed textbook, and are usually priced at about ½ of the print price. Although some eBooks are simply a replica of the printed page, others offer enhanced options. For instance, **CafeScribe™** allows students to share documents, notes and insights with other students on campus or around the world. They can subscribe to others' notes, form online study groups, and access instructor comments. The Textbook Committee has been working with the faculty to let them know about the many different options available for their students. The Textbook Committee has been working on methods to make the faculty more informed on this method of delivery.

On August 20, 2010, the Student Senate, lead by Whitney Nielsen, student representative will have the first **BookSwap** held in many years. The plan is to setup a venue where students can meet and trade materials in hopes of saving each party in monetary value as well as helping the environment by recycling texts.

With the support of the District, Textbook Committee and Student Senate, the faculty will become more aware of the need for awareness of the materials they are requiring their students to obtain for educational success.

2012 UPDATE:

The Shasta College Textbook Committee maintains a web page to provide students with resources for buying, selling or renting textbooks. Textbook Classifieds allows students to list for sale textbooks they no longer need, and to purchase textbooks for upcoming classes. The Book Store Textbook Rental link directs students to the Shasta College Bookstore rental site.

At Fall 2011 Flex Day, the Textbook Committee presented a workshop entitled "Making the Essential Accessible: Addressing the High Cost of Textbooks." This workshop was designed to introduce strategies and resources to support broader student access to high quality course material.

Student Senate created a Lending Library which in Fall 2011 provided textbooks to 137 students, with an average \$97.55 in savings per student. The Lending Library contains over 500 textbooks, and has been recently expanded. A collaborative effort between Student Senate, Financial Aid, the Bookstore, and other textbooks services on campus, is underway to ensure the best access to textbooks possible, and has received the preliminary name of START (Shasta Textbook Assistance on the Right Track).

d. *Work with regional public transportation agencies to help students travel to and from the college campuses for classes and activities.*

Responsible Administrator: Vice President, Administrative Services
Target Completion Date: June 2010

2010 UPDATE:

We have partnered with RABA to help market bus service within the greater Redding area and the twice daily route to the intermountain region. We are exploring the possibility of helping finance free transportation on RABA buses with an active student activity card (through an increase in student activity fees).

2011 UPDATE:

An agreement with RABA was negotiated and implemented in which students who purchased Student Activity Cards could ride free on RABA for the Spring 2011 term. The ASB funded the \$15,000 paid to RABA for this service. This was a trial period. Talks are underway to review the possibility of extending the program or a version of the program.

2012 UPDATE:

The Spring 2011 ridership data was analyzed by RABA personnel. After a number of meetings, RABA presented a desire to continue the partnership, but only if the fee could be raised substantially. It was determined that the increased cost could not allow the program to be sustained, and the partnership was terminated for the time being after the trial semester.

e. *Increase partnerships with four-year universities and colleges to promote higher education to the Shasta College service area.*

Responsible Administrator: Vice President, Academic Affairs
Target Completion Date: June 2012

2012 UPDATE:

Shasta College has entered into several collaborative partnerships with Simpson University, such as the formation of the Shasta Symphony Orchestra, which is open to all Shasta College and Simpson University students, as well as community members. A recent collaborative project is the grading of the Simpson University community baseball field by the Shasta College heavy equipment class. Future opportunities for partnerships with four-year universities and colleges will be considered as time and budgets allow.

f. Improve the dissemination of information about programs and services available to students throughout the District.

Responsible Administrator: Public Information Officer

Target Completion Date: December 2009

2010 UPDATE:

The web front page has been improved, providing:

- Centralized event information
- Clearer and simpler access to web pages
- Easier access to the catalog and class schedules for student use
- One-click access to college success workshops
- One-click access to transportation options
- One-click access to late-starting classes

We actively partnered with RABA (Redding Area Bus Authority) on marketing bus service to Shasta College students.

The District worked diligently on strengthening its partnership with College Options, to provide information about our college programs to high school students in our region.

We increased dissemination of information about Shasta College to middle and high school students through our GEAR UP and TRiO programs.

2012 UPDATE:

In Fall 2011 a quarterly Transfer Center newsletter was initiated to provide students with important transfer-related information, programs and services. Interested individuals can request to be added to the newsletter list serve for automatic email receipt of this information. In addition, a Student Services Newsletter was created which is sent out once per semester. This newsletter provides valuable information about various services available to students.

As a result of budget cuts, visits by Shasta College Counselors to area high schools were by necessity curtailed. In order to ease this adjustment, a High School Counselor Resource web page was created to provide a comprehensive site to high school counselors for assistance in advising their students.

In Spring 2012, Shasta College consolidated accounts in various social media venues (e.g., Facebook, Twitter) in anticipation of disseminating information to the general public using these resources. However, budget cuts have delayed any further work in this area due to the need for staff resources to closely monitor these social media outlets.

g. Expand the use of the Communication Management System in Datatel.

Responsible Administrator: Associate Vice President, Information Services & Technology

Target Completion Date: December 2009

2012 UPDATE:

In the beginning of 2009, Shasta College used Communications Management to send emails from:

- Technology
- Security
- Admissions
- Student Services (Financial Aid)

These email communications were used to notify students of technology surveys, crime statistics, registration confirmation, class cancelations or Student Welcome Day.

Financial Aid used Communications Management to notify enrolled students that specific documents were still needed in order to complete the student's financial aid processing.

Financial Aid exported the communications management documents to a mail merge process and produced hard copy letters that were then mailed to each student.

The two primary challenges with the above processes were; the accuracy of the student's contact information, and the timeliness of the notification. In addition to these concerns, some email service providers viewed Shasta College bulk emails as undesirable "spam" that was blocked from the students' inboxes. To address these issues, the My Shasta system was enhanced with a 'Change My Address' function that allows students to update their contact information (including their email address). Technology also addressed the issue of the email service providers blocking Shasta College emails as "spam" by contacting each company. The final issue, that of timeliness of information, has been confirmed as a limitation of this system. When an email is sent to several thousand students, the processing time can be greater than an hour. In some cases this prevents immediate notification of important campus events. To address this and other communications management system limitations, the district has implemented the "AlertU" System or emergency notification, and The SARS call notification system for notifying students of counseling appointments, orientations, and scheduled assessment tests

Use of Communications Management continued to expand in 2011 with the Distance Education committee's development of a notification to all students who enroll in an online class. Communications Management is used at the end of each day to send welcome emails to students providing them with information related to student success in an online environment. The communication also provides links

to many student success resources both at Shasta College and at other institutions of higher learning.

The accuracy of student contact information has improved but continues to be a challenge. With the understanding that the Communications Management system is not fast enough for emergency communications, the District has elected to utilize other emergency notification systems for urgent communications.

Communications Management is currently used by the following offices:

Technology	Human Resources
Security	DSPS
Admissions	EOPS
Student Services	Financial Aid
Career & Transfer Center	Distance Education
Business Office	President's Office

The above offices are primarily using the email functionality of communications management to notify students and staff of a variety of topics. Financial Aid is continuing to use the communications management process to send "missing information" hardcopy letters to students to help them complete their financial aid packets and secure or maintain their financial aid. The logical next steps include the expanded use, at the recipient level, of the code history for document tracking. Implementing this means that the district will have an electronic record within Datatel of the documents sent to each student including the date and method of delivery.

Outcome: Target date met, activity complete and ongoing

Strategy 1.4 *Ensure that accreditation standards are met at the highest level, including a sustained effort for SLO and SAO implementation, assessment, and evaluation for improving student learning, program development, and college planning.*

Responsible Administrator: Vice President, Academic Affairs

Activities **a. Provide SLO/SAO training to newly hired faculty and staff.**

Responsible Administrator: Associate Vice President, HR & SLO
Administrative Co-Chair

Target Completion Date: August 2010

2010 UPDATE:

In conjunction with the SLO Faculty Coordinator, offered Flex Day SLO/SAO training during Fall 2009 and Spring 2010. We are continuing to measure the effectiveness of our assessment efforts.

In the future, SLO training activities will be offered through online delivery and other modalities, including the use of tutorials.

2012 UPDATE:

Flex Days in Fall 2011 and Spring 2012 offered training opportunities for newly hired faculty and staff through the following workshops:

- SLO Department Meetings (All Departments)
- SLO Groups – Extra Help – Computer Lab
- Natural Science Department SLOs
- English Department SLOs
- The Role of Research in Support of SLOs
- Multicultural Living Skills SLOs

In addition, the SLO Committee maintains a web page with links to various resources, such as the Shasta College SLO Handbook and online links to SLO websites at other colleges.

b. Establish a permanent Accreditation Steering Committee to direct and monitor the institution's efforts to maintain accreditation standards.

Responsible Administrator: Accreditation Liaison Officer(s)

Target Completion Date: August 2009

2010 UPDATE:

The Accreditation Steering Committee was formalized during the 2009-10 school year with the establishment of Accreditation Steering Committee Bylaws, and committee membership comprised of twelve to thirteen (12-13) Members.

- 1-2 Liaison Officers
- 4 Managers
 - Instruction
 - Student Services
 - Administrative Services
 - Research
- 3 Faculty
 - Transfer/AA
 - Non-instructional
- 2 Classified Staff
- 1 Confidential Classified
- 1 Student

The current membership can be found on the Shasta College website at <http://www.shastacollege.edu/cms.aspx?id=288>.

From September 2009 through April 2010, the committee met six times to define the structure, and identify the accreditation self study committee structure, to meet the established timeline to develop and finalize the 2011 accreditation self study.

On October 8th, 2009 the Members of the Accreditation Steering committee along with other college faculty, staff, and administrators participated in a one-day training session entitled Preparing for Institutional Self Study. The presenters were executives from WASC.

Several notices were sent during December and January from President Gary Lewis to recruit participants for committee leadership and membership. The Accreditation Steering Committee reviewed the names of participants and oversaw the process of assigning them to committees for each Standard as chairpersons or members. The committee members will be responsible to assist in the initial read of the various standards, sub-standard responses and ensure the process is in keeping with the established timeline for completion, and formal submittal.

2012 UPDATE:

The Accreditation Steering Committee has continued to oversee the Accreditation Process, including completion of the 2011 Self-Study, participating in the site visit, and following up on the commission's recommendations. Meetings were held monthly, and minutes are available to the public through our website at <http://www.shastacollege.edu/cms.aspx?id=288>.

Annual reports were made to College Council in May 2011 and May 2012 to summarize the accomplishments for each year. Accreditation Steering Committee members were involved in completion of the 2011 Self-Study and in the subsequent college-wide efforts to meet the requirements to remove Shasta College from sanctions.

c. Review the job duties of the SLO Coordinator; move the data collection and reporting functions to the Office of Institutional Research.

Responsible Administrator: Vice President, Academic Affairs
Target Completion Date: June 2009

2010 UPDATE:

This activity was completed on time. The job duties were reviewed and revised in Spring 2009. There may be further changes to the job duties as the college moves forward in the SLO process, and with personnel changes.

Theme II: Quality Staffing

Attract, retain and develop excellent employees.

Strategy II.1 Implement strategies to attract a diverse pool of highly qualified applicants for all employment opportunities.

Responsible Administrator: Associate Vice President, Human Resources

Activities **a. Develop and implement a plan to enhance the recruitment and interview process for hiring faculty, staff and administrators.**

Responsible Administrator: Associate Vice President,
Human Resources

Target Completion Date: June 2011

2011 UPDATE:

The Faculty and Staff Diversity Committee has continued its efforts to identify applicable recruiting resources, and is updating the "Guide to Employee Selection" handbook for Search Committees. Meetings were held in the Spring and Fall, 2010.

Regular training is offered to search committee members in accordance with applicable legal requirements. Training sessions were offered in November 2010, February 2011 and April 2011 to prepare employees to serve on search committees.

2012 UPDATE:

In May 2012 the updated Guide to Employee Selection – “A Handbook for Search Committees” was made available. This update incorporated the most current legal practices and language; provided a hiring section for Administrators; and streamlined several of the forms used during the interview process. Regular training for search committee members was held during the 2011-2012 school year.

b. Develop and implement a plan to review and update job descriptions and align compensation as appropriate.

Responsible Administrator: Associate Vice President,
Human Resources

Target Completion Date: June 2012

2012 UPDATE:

A clearly written job description with appropriately aligned compensation leads to hiring the right individual and gives the potential employee a clear understanding of the duties and

expectations of the new assignment. This results in greater retention of employees. In addition, clearly written job descriptions aid in the interview process by identifying the appropriate knowledge, skills, and abilities to be successful in the position. These can then be used to accurately evaluate the employee's performance.

When preparing and updating job descriptions, the following procedure is followed by the Human Resources Office in close contact with the Administrator of the area:

- Identify the tasks required
- Review similar job titles and descriptions
- Evaluate comparable position requirements, i.e. level of responsibility, experience and educational level (Comparisons may include job descriptions from other educational institutions)
- Prepare a draft of the updated/new job description
- Evaluate alignment with comparable District positions in order to recommend a proposed salary level
- Prepare job description and recommended salary level for review by Cabinet; confirm salary level and make any suggested changes to the job description
- For classified positions, present proposed classified job description to CSEA to set salary level and to allow for input and comments regarding the job description
- Update and finalize the job description and salary level
- Prepare for approval at the next Board meeting

Strategy II.2 *Provide all employees with a wide range of training and development opportunities to foster their professional growth.*

Responsible Administrator: Associate Vice President, Human Resources

Activities **a.** ***Implement training and develop manuals for classified staff to standardize processes across offices for like jobs, duties, and functions.***

Responsible Administrator: Associate Vice President,
Human Resources

Target Completion Date: June 2011

2011 UPDATE:

Periodically, the Invest in Our People Committee surveys employee groups to identify professional growth needs. The first survey was distributed in Fall, 2009 with follow up and evaluation after Flex Day offerings were completed.

Professional growth activities were offered during the Flex Days for Fall, 2010 and Spring, 2011 that reflected institutional priorities toward a student centered environment.

The SLO Coordinator planned a series of noon workshops (3 per semester) for adjunct and full-time faculty to identify Great Ideas for Teaching Students (G.I.F.T.S), and On Course.

Classified employees were surveyed in April, 2011, to identify their interest in workshops offered during Classified Employee Appreciation Days, 2011. This year's theme is "Be Aware, Take Care. Safety is no Accident!"

Administrators are offered specialized training through the legal firm Liebert, Cassidy, Whitmore (LCW). Half-day workshops for 2010-11 included "Managing Performance Evaluation," "Frequently Used Education Code Sections," "Exercising Management Rights," and "Sustaining Discipline."

Two other legal workshops were provided to Administrators: "Brown Act and Agendas" and "Records Retention."

2012 UPDATE:

During Flex Days 2011-2012, all employees were treated to a breakfast to kick off the school year sponsored by the Shasta College Foundation. The State-of-the-College address highlighted student successes using the theme "On the Road to Success." Faculty participated in scheduled workshops including SLOs, Moodle, and "Highlight" a College Program. The activities were well received.

During CEA Days, the following workshops were offered to classified employees in order to standardize operations and to enhance their understanding of safety in the workplace:

- Safety Training/Compliance
- QPR (Question, Persuade, Refer)
- Customer Service

As part of the activities to ensure a safer campus environment and reduce worker injuries, the IOP Committee engaged in offering Department Safety Incentives. Quarterly awards were made, which resulted in breakfast or lunch provided by the Food Services Department to two divisions that had no worker's compensation claims. The 2011-12 celebrations were made in the following departments/divisions:

- November - SLAM and DSPS/EOPS
- February – Custodial Staff and Information Technology
- May – SPECS and HSUP

b. Increase staff development opportunities and identify alternative sources of funding.

Responsible Administrator: Associate Vice President,
Human Resources

Target Completion Date: June 2010

2010 UPDATE:

Annually, the *Invest in Our People* Committee surveys employee groups to identify professional growth needs. The first survey was distributed in Fall, 2009.

Professional growth activities were offered during the Spring, 2010 Flex Day that reflected institutional priorities toward a student centered environment.

Several Flex Day training programs used online training tutorials in response to requests.

The SLO Coordinator planned a series of noon workshops for part-time and full-time faculty to identify Great Ideas for Teaching Students (G.I.F.T.S).

Committee meetings for Classified Employee Appreciation Days, 2010 are underway to identify professional growth activities that promote wellness, and to stimulate creativity and innovation.

Efforts are under way to identify work groups that can serve as mentors in support of technology changes. Web site development is one area of assistance.

Annually, revenue sources are evaluated to determine the feasibility of modifying financial allocations. For the 2009-10 school year, the funding for participation in professional growth activities was raised from \$350 to \$500 per full-time employee and from \$100 to \$150 for part-time employees.

During 2009-10, grant funding was identified to add to the funding allocated to faculty and staff. As a result, additional revenue allowed the District to continue offering funding at \$500 per full-time employee for participation in professional growth activities, with the funding allocation at \$150 for part-time employees. Over 140 employees participated in professional growth activities amounting to almost \$40,000 in allocations.

The Invest in Our People Committee expects to receive grant funding sources to add to this year's professional growth allotment of \$40,000.

A collaborative effort was made to offer On Course training to Shasta College faculty in January, 2010, by leveraging resources of the *Invest in Our People* Committee and the Basic Skills initiative. The *Invest in Our People* Committee expects to receive grant funding sources to offset this year's professional growth expenditures.

2012 UPDATE:

During the 2011-2012 school year, 147 individuals participated in \$38,150 of funded activities including incentives to participate in online Moodle training, and the faculty workshops Great Ideas For Teaching Students (G.I.F.T.S), On-Course, and Rubrics.

c. *Train managers on the performance evaluation processes.*

Responsible Administrator: Associate Vice President,
Human Resources

Target Completion Date: December 2009

2010 UPDATE:

During March, 2009, two performance evaluation workshops were provided for managers. One was a live version in association with other local public employers. The other was an on-line version for community colleges. Both were offered through the legal firm of Liebert-Cassidy-Whitmore (LCW).

The District's membership with LCW allows for periodic training on specialized leadership techniques and their application to performance evaluation processes. In Spring 2010, four specialty workshops were provided. In the future, Shasta College will continue to solicit and monitor feedback to improve evaluation outcomes; offer future workshops on performance evaluations; and continue membership with LCW for management training.

2012 UPDATE:

In 2011-2012, the District's membership with LCW continued, with two of the trainings directly relating to employee performance:

- Prevention and Control of Absenteeism and Abuse of Leave in Community College Districts
- Terminating the Employment Relationship

Shasta College's agreement with LCW for management training has been renewed going forward.

d. *Implement a program for developing leaders from within the college.*

Responsible Administrator: Vice President, Academic Affairs

Target Completion Date: August 2009

2010 UPDATE:

This activity was completed on time. An Administrative Academy program was developed in Spring 2008. This new concept was tested over the 2008-2009 academic year by forming a BETA group. From that testing process, a revised and improved Academy program was developed. Formal implementation of the Academy began in Fall 2009 with 6 participants. A second cohort has been selected and is scheduled to start the program in Fall 2010.

There may be further changes to the Academy as the program is assessed and improved. One outcome of the initial assessment was to make a second year available to the completers of the first year. The second year's focus is on further learning through leadership activities and/or internships.

2012 UPDATE:

Shasta College's Administrative Academy was redesigned to allow for a Level I (1st year) cohort and a Level II (2nd year) cohort. Level I training focuses on educating the participants to better prepare them for administrative roles within the college. Activities include monthly training meetings at which information is provided on various topics, as well as extracurricular assignments to reinforce the learned material. Level II is designed to provide extended learning through special projects, internships and mentoring activities.

During the 2010-2011 school year, 4 participants completed Level I of the Academy, and 4 participants completed Level II. For the 2011-2012 school year, 5 participants completed Level I and 4 participants completed Level II. At the conclusion of the 2011-2012 Administrative Academy, it was decided a six-month hiatus was necessary in order to further refine the program as well as to align it with calendar year activities.

Theme III: Fiscal Integrity

Ensure the maintenance of the District's fiscal integrity.

Strategy III.1 Create improved efficiencies through continual evaluation and revision of existing college/district processes.

Responsible Administrator: Vice President, Administrative Services

Activities **a. Conduct a comprehensive analysis of the effective use of college resources, and plan accordingly.**

Responsible Administrator: Vice President, Administrative Services

Target Completion Date: June 2012

2012 UPDATE:

With the development of the Integrated Planning Manual and the Educational Master Plan during the Spring and Summer of 2012, this effort is well underway. The Integrated Planning Manual includes a cyclical process which ensures planning, resource allocation, implementation, and evaluation occurs and that fiscal planning and evaluation of the effectiveness of resource allocation is tied to both the Educational Master Plan and the Strategic Plan.

b. Implement the following features of the Datatel system:

- **Degree Audit**
- **Budgeting, including purchase orders/requisitions/ approvals**
- **Leave Accounting and Time Entry**
- **Reporting Tools**

Responsible Administrator: Associate Vice President,
Information Services & Technology

Target Completion Date: December 2011

2012 UPDATE:

DEGREE AUDIT

The implementation of the degree audit system within Datatel began with the 2007-2008 academic catalog. All degree and certificate programs beginning that year and moving forward have been implemented within Datatel. General Studies, University Studies and CSU requirements have also been entered into the Degree Audit system. Finally, the Admissions & Records office is using the degree audit system on a regular basis.

**BUDGETING, INCLUDING PURCHASE ORDERS,
REQUISITIONS AND APPROVALS**

Use of the Datatel Budget Module was put into production in June of 2008 and has been used for each subsequent Budget development cycle. Online approvals via Datatel began final testing in January 2010 and were put into full production mode in March 2010. The use of online approvals of Requisitions and the resulting creation of Purchase Orders has been quite successful.

LEAVE ACCOUNTING AND TIME ENTRY

Implementation of Leave Accounting was completed in May 2009 for Full time Faculty, Administrators, and Classified groups. Expanded reporting including quarterly reports, Annual Report of Vacation Balances and Cost, and monthly reports of employees at maximum for vacation leave was completed in early 2010.

Comptime accounting has yet to be implemented and Time entry (electronic time entry versus paper based time cards) has not begun.

REPORTING TOOLS

For three years, Shasta College licensed the Cognos suite of tools for modeling and delivering reports. Some reports and queries were developed, but the tool was deemed to be too complicated, expensive, cumbersome and hard to use; the District made the decision to discontinue the licensing. However, the SQL databases created for use with the Cognos solution were a good starting point for us to build upon. The technology department developed SQL databases for:

- Weekly FTES (full-time equivalent student) and enrollment analysis reports.
- Instructional productivity (XWFR) report which is designed to measure weekly student contact hours per full-time equivalent faculty (WSCH/FTEF).
- Section longitudinal data storage and reporting.

To replace the Cognos solution it was determined that Microsoft SQL Reporting Tools would be a good product to explore. The tools were installed and have been in use for over a year, but the use of the tool is still in its infancy. In addition, we are utilizing a number of other readily available products for reporting; MS Excel, MS Access and some “home grown” web based reporting tools.

While many reporting solutions have been identified, the underlying data structure from which to report is the most important piece. We have made excellent progress in developing a structure in SQL suitable for reporting. The IT department along with the Research Office will be collaborating in the development of a Data Warehouse from which the District will be able to utilize the data for decision making and ad-hoc queries.

c. *Purchase and implement Schedule 25 to link with Resource 25.*

Responsible Administrator: Vice President, Academic Affairs
Target Completion Date: August 2011

2011 UPDATE:

There has been no progress due to budgetary constraints. Thus, further investigation into the program's utility is not taking place. At this point, we are questioning whether we really need the Scheduler 25 program or not. However, spending the time on that question is moot as long as the current budget situation remains as it is.

d. *Re-establish the Environmental Resources Committee. Provide training for staff on ways to strengthen sustainability college-wide. Formalize a college plan related to sustainability.*

Responsible Administrator: Vice President, Administrative Services
Target Completion Date: January 2011;
Committee, September 2009

2010 UPDATE:

The Sustainability Committee was established during the Fall 2009 semester (see the Sustainability Committee website www.shastacollege.edu/sustainabilitycommittee). A constitution and bylaws were passed and this participatory committee is well underway to meet the goal of strengthening the emphasis on sustainability throughout the District (see the mission and goals of the committee outlined below). Regular meetings are taking place with various ad hoc committees formed to provide leadership and focus to various aspects of promoting sustainability on campus. Examples of these efforts include improved recycling efforts on campus, exploration of integrating sustainability across the curriculum, and collecting data on historical use of various resources in order to provide evidence of the district's attempts to curb its impact on our environment.

2011 UPDATE:

This committee, now called the Sustainability Committee, was established in the fall of 2009 and currently is an active committee. See the following website for evidence:
<http://www.shastacollege.edu/sustainabilitycommittee/>

e. Centralize budgets for software used in more than one area to allow for better coordination of purchasing.

Responsible Administrator: Associate Vice President, Information Services & Technology

Target Completion Date: February 2010

2010 UPDATE:

This is a very challenging activity and one that has required an in-depth analysis of the problem we are attempting to resolve as well as an analysis of the options available to us for its resolution. First, nearly all institutional software budgets have been centralized within the General Fund and are under the control of the Technology department. Categorically funded departments and activities, including grant funded activities, maintain their own software budgets and will continue to do so.

The primary exception within the General Fund is the Library Automation software (e.g. SIRSI, Print Vending) which is budgeted and paid for out of the Library Services department. The argument is that this specialty software is used primarily by the Library staff and secondarily by Library patrons doing research or printing. Library Services works very closely with the Technology department to insure that the software is appropriately licensed, updated, and maintained. Incidental specialty software for individual or instructional use is budgeted for and purchased from the appropriate Divisional or Departmental accounts.

Categorically funded activities, like matriculation, also have specialty software (e.g. SARS Grid, SARS Call, CCCApply) that is used primarily by the Matriculation staff and students but not by the rest of the institution. Some Grant activities also have specialty software needs that are budgeted within the Grants themselves.

Taking all of that into consideration, the centralization of budgets will continue as appropriate within the general fund. Beyond that, however, the centralization of authorization to purchase software, regardless of originating budget will continue to be expanded. This expansion of the authority of the technology department is being handled through an alteration of the purchasing process for software. Requisitions for the purchase of software (object code 578000) are not to be turned into purchase orders by the business office without authorization from the technology department. This additional step forces the issue of communication and allows for the review of software purchases by the individuals who will be installing and maintaining the software.

2012 UPDATE:

Nearly all software budgets for applications used in more than one department have been centralized within the General Fund and are

under the purview of the Technology department. These are divided into two categories: Software and Service Fees, and are used to support both instruction and administrative functions. As reported last year, this effort has been successful but requires vigilance as new software becomes available. The centralization of budgets will continue as appropriate within the general fund. The centralization of authorization to purchase software, regardless of originating budget will continue to be expanded. This expansion of the authority of the Technology department has been handled through an alteration of the purchasing process for software and allows for the review of software purchases by the individuals who will be installing and maintaining the software.

Strategy III.2 Engage in activities designed to increase the funding available to the college.

Responsible Administrator: Vice President, Administrative Services

Activities a. Improve data collection/analysis in Career/Technical areas through an online Perkins survey to enhance receipt of Perkins funds.

Responsible Administrator: Director, Research and Planning
Target Completion Date: June 2010

2010 UPDATE:

In early 2009, the District assigned resources to develop an “online” VTEA eligibility questionnaire to be completed through the registration process. The VTEA screen via MyShasta went in to production in May of 2009 for the Fall 2009 registration cycle. A change was made to the survey at the beginning of 2010 to include the new Migrant Worker element. The District continues to collect data at point of registration (online only) and through the more traditional in-class survey. Each approach has its limitations.

The paper survey is intrusive to CTE class time and the instructors for those courses have requested the elimination of this data collection approach. Where the paper survey has a high response rate, it still misses a significant number of CTE students who register in person and not online. Of the 1750 CTE students that did not register online, the paper survey identified 825 eligible individuals and missed 615 individuals altogether.

The online questionnaire is currently only completed by students registering online. Online registration through Fall 2009, ranged between 65-70% utilization. Beginning Spring 2010, that utilization dropped to about 60%. This is believed to be related to the change in fee structure; as we now require students to pay immediately (within 24 hours of registration) or they get dropped their unpaid courses. This change may have prompted more students to register

in person. Be that as it may, we are now experiencing roughly 40% of our students registering in person and therefore missing the online questionnaire.

Our next steps include exploring capturing the paper survey at the time of in-person registration and hence capturing VTEA eligibility information on 100% of our registered students and therefore 100% of our student taking CTE courses.

2012 UPDATE:

For the past year, the completion of the VTEA eligibility questionnaire has been a requirement of the registration process. This is handled through special programming in our Student Data system (Datatel) that checks each student record at the point of registration. If the student seeking to register has not updated their VTEA data in the last 180 days, the system prompts them to do so and will not allow them to proceed through registration until they have submitted the updated information.

Today, we have a level of confidence in our student data as relates to VTEA eligibility that is unparalleled in any other self-reported student data element.

b. *Identify and pursue alternative sources of funding such as grants, facility usage fees, and international students' enrollment fees.*

Responsible Administrator: All Vice Presidents
Target Completion Date: June 2012

2012 UPDATE:

International student income was enhanced by efforts of the Student Services division during two years (2009-2010 and 2010-2011) through a partnership with the Chancellor's Office and the State Department which brought Egyptian students (14 and 9, respectively) to the college to study for one year. The Student Services division was also successful in 2012 in obtaining a renewal of the TRiO-Upward Bound grant, and in 2011 of the TRiO-Talent Search grant.

The primary alternative sources of funding obtained by the District came through the efforts of the EWD division applying for various grants. Many of these applications were successful, resulting in millions of dollars of grants used to enhance our efforts at such things as creating better pathways for CTE students, providing renewable energy training in solar, wind and bio-diesel technologies, encouraging entrepreneurship in local youth, strengthening the relationship with local K-12 partners by articulating courses and exposing students to college programs at an earlier age, and more.

Strategy III.3 Maintain a balanced budget with adequate reserves.

Responsible Administrator: Vice President, Administrative Services

Activities **a. Develop and implement a college-wide equipment replacement plan.**

Responsible Administrator: Vice President, Administrative Services
Target Completion Date: June 2011
Revised Completion Date: June 2012

2011 UPDATE:

The Facilities Planning Committee was tasked with coordinating this activity in late Fall 2010. Preliminary discussions are underway, but a new, realistic Target Completion Date is June of 2012.

2012 UPDATE:

The transportation department and technology departments have updated equipment replacement needs for their services to the district. The technology refresh plan has been updated to include the equipment in the smart classrooms (projectors, dvd players, etc.). Completing a district-wide plan which includes all instructional equipment and all non-instructional equipment outside these areas has not been completed.

b. Develop and implement a college-wide facility plan.

Responsible Administrator: Vice President, Administrative Services
Target Completion Date: June 2012

2012 UPDATE:

This plan is dependent on the Educational Master Plan. Preliminary work has been done, with the focus on gathering information about projected short- and long-term scheduled maintenance needs for the aging facilities on the main campus. The facility plan will dovetail from the Educational Master Plan, and should be included as a high priority 2012-2013 activity in the next Strategic Plan.

c. Explore the possibility of “roll-over” budgets for specific line items to encourage frugality in spending.

Responsible Administrator: Vice President, Administrative Services
Target Completion Date: June 2010

2010 UPDATE:

Analysis of this possibility has been put on hold due to the effects of the State’s budget crisis.

Theme IV: Community Connection

Build a connection with the community that fosters awareness, excitement and appreciation of Shasta College.

Strategy IV.1 Promote Shasta College through local organizations, the media and a user-friendly website.

Responsible Administrator: President

Activities **a. Expand participation of college employees on community boards and committees, and in clubs and activities. Examples include Shasta Forward, Rotary clubs and Chambers of Commerce.**

Responsible Administrator: President

Target Completion Date: June 2010

2010 UPDATE:

The President's Office sent out a request to staff asking them to let us know what community service they perform and very few responses were received. The community services were featured and are explained in Item V.1b.

2011 UPDATE:

Shasta College's Associate Dean, Library, is a committee member and current vice-chair of the Shasta Public Libraries Citizens Advisory Committee.

2012 UPDATE:

To demonstrate the level of involvement which the Shasta College employees have committed to, a sampling of employee participation on community boards and committees, and clubs and activities in 2011-12 follows:

- Joe Wyse, Superintendent/President, is a member of Redding Rotary, and is/was a participant in these activities:
 - CCLC Advisory Committee on Legislation (member)
 - CCCAA board member
 - Reach Higher Shasta
 - Expect More Tehama
 - Presentations about Shasta College to Redding, Red Bluff and Corning Rotary Clubs, and Retired Military Officers Association
 - STARS Breakfast Presentation
 - Downtown Collaborative
 - Leadership Excellence Presentation

- Healthy Shasta
- Two faculty partnered with the Shasta College Foundation to support Turtle Bay's annual dinner auction.
- Firefighter 1 Academy students, under the direction of their faculty advisor, volunteered their assistance for a Viva Downtown event.
- Business, Agriculture, Industry and Technology Division hosted 1,000 FFA Students for the annual FFA Days event.
- A Soldier's Song musical event was brought to Shasta College by a staff member in Admissions & Records in collaboration with the Veterans Support Network.
- Pamela Spoto, English Instructor, co-hosts the Wake Up! radio program on KCNR 1460 AM.
- Mike Grifantini, Environmental/Natural Resources Instructor, leads historical walks in Redding under the auspices of the Shasta Historical Society. This year's walks include Redding Railroad Preservation, Turtle Bay, Redding Cemetery, and the Redding Downtown Commercial District.
- Several of our nursing and dental hygiene faculty helped organize and prepare for student presentations at the AAUW Math and Science Conference for 6 to 8th grade girls.
- A Business faculty member held a Girl Tech Day at Anderson High School.
- The Shasta College Welding Club, under the direction of its faculty advisor, constructed a gate for the new community garden at Sequoia Middle School.
- GIS certificate students, under the direction of their faculty advisors, participated in three major community outreach events teaching children how to geocache and apply geographic concepts to their lives. They also participated in the Whole Earth & Watershed Festival at Redding City Hall.
- A Non-traditional Employment for Women (NEW) event was held for over 200 young ladies from local high schools to learn about CTE opportunities.
- Shasta College hosted the CIF high school championship baseball games.
- Suzie Clark, Project Director-Energy Efficiency Grant, was appointed to the 27th District Agricultural Association, Shasta County Fair Board.
- Leimone Waite, Horticulture Instructor, was appointed to the Board of Trustees of Bella Vista Water District.
- Roger Gerard, Hospitality Management Instructor, has been re-named co-chair of the California Community College's Family and Consumer Sciences Advisory Committee.
- Eva Jimenez, Dean of BAIT and EWD, participates on the following committees:
 - California Community Association for Occupational Education (CCAOE) Vice President – North Far North

- North Far North Consortium – Shasta College Representative
- Latina Leadership Network of California Community Colleges – Past President
- Shasta College Foundation – Vice Chair
- Manzanita Elementary School Site Council
- University Preparatory School – Foundation Board Member
- Members of the Shasta College Small Business Development Center (SBDC) and Economic and Workforce Development Center (EWD) participate in the following memberships:
 - Association for Community and Continuing Education
 - Foundation Center
 - Chamber of Commerce (Anderson, Shasta Lake, Red Bluff, Redding)
 - CCAOE
 - Society for Human Resources Management
 - North Far North Consortium
 - Leadership Redding
 - Economic Fuel – Humboldt
 - Redding Rotary East
 - Redding Sunrise Rotary
 - ACUPCC
 - Shasta Regional Transportation Planning Committee
 - Campus Compact
 - Working Strategies for Women
 - CIWEA
 - SLATE Committee
 - CALP/CAROCP
 - Humboldt County Office of Education Committee
 - Shasta Biz
 - Statewide Entrepreneurship Advisory Committee
 - Economic Restructuring Committee (Downtown)
 - Association for Small Business Development Centers
 - Rotary Club of Redding
 - Women's Fund
 - Chambers of Commerce in Trinity, Lassen, Modoc Counties
 - Upstate California Economic Development Council
 - Communities for Police Canines
 - Northern California Veterans Cemetery Support Board

b. Increase and improve the college's public presence through a variety of media, including FaceBook, MySpace, radio, television, and print.

Responsible Administrator: Public Information Officer
Target Completion Date: June 2010

2010 UPDATE:

Some of these efforts have been suspended due to increased enrollment and lack of funding, resulting in the cutting of marketing

budgets. Some options were not attempted due to how staff-intensive they are and due to social networking problems that have not been resolved (FaceBook, MySpace).

2011 UPDATE:

The Shasta College Library created a Facebook page in August 2010, and regularly posts information regarding library services and items of interest.

2012 UPDATE:

Funding cuts have continued during the 2011-2012 year, resulting in a reduction in the Marketing budget by approximately 37% since 2008-2009. Course reductions combined with employment retraining needs due to the current economic climate have resulted in more enrollment than can be accommodated. In the short-term, this has curtailed the urgency for Shasta College to increase its public presence through advertising. However, upon request, Shasta College purchases advertising space in area high school yearbooks as a means of supporting those schools. Press releases and other low cost and no cost marketing efforts continue. Funding continues to be provided for the Fine Arts Calendar, the Athletic Media Guides, and various campus brochures. Several divisions/departments currently have individual Facebook pages which are regularly updated and monitored.

c. *Establish a leadership role in the community related to sustainability efforts.*

Responsible Administrator: Dean, EWD
Target Completion Date: June 2012

2012 UPDATE:

A primary leadership role in the community has stemmed from two grants obtained and administered through the Economic and Workforce Development Division. The Utility Scale Wind Technician program and the Photovoltaic program focus on training students for skills in the wind and solar energy fields. A second area of leadership in the community related to sustainability has been through the Community Teaching Garden, with the Shasta College Foundation leading this effort. The garden is now certified organic (a three year process) and is the hub for providing the community numerous seminars related to gardening and growing local for food supplies. The garden has also partnered with Food Services to provide some of the vegetables used in the cafeteria during the year. Finally, the Sustainability Committee has also provided leadership in this area. Efforts include a focus on integrating sustainability concepts into the curriculum, improving recycling efforts for the college, being involved in long-term land use decisions for the district, and supporting the annual sustainability

conference held each April at the college. Thorough information on the Sustainability Committee's involvement can be found on it page on the Shasta College website.

Strategy IV.2 Develop opportunities to increase community involvement with Shasta College, and Shasta College involvement with the community.

Responsible Administrator: Vice President, Academic Affairs

Activities a. Develop and maintain a central calendar of District activities for easy reference by the college community and the general public.

Responsible Administrator: Vice President, Administrative Services
Target Completion Date: December 2010

2010 UPDATE:

Several temporary and permanent staff changes occurred during 2009 which have poised the District to make solid progress on this activity over the next six to nine months. Resource 25 is a key program for implementing a District-wide calendar of non-instructional events, as all events of this type must be scheduled through the Use of Facilities process. Full implementation of Resource 25 may allow automatic updating of a District event calendar that can be linked to the District website. A goal has been set to have this fully evaluated during 2010.

2011 UPDATE:

Several offices are now using Resource 25 to coordinate booking facilities and rooms throughout the District. We are not yet ready for a calendar to be viewed by the general public, but have a calendar for internal use that went live in 2010 (at <http://ifs/>). Staff members responsible for coordinating room use can view reports electronically to assist in planning events and schedules.

b. Form a President's Community Advisory Committee.

Responsible Administrator: President
Target Completion Date: December 2009

2010 UPDATE:

The decision was made to utilize the Foundation Board and their Regents as the Community Advisory Committee. The Foundation Board and their Regents currently is at approximately 50 members.

2012 UPDATE:

The Superintendent/President attends the Foundation Executive Committee meetings which are held every two to three months.

Through this participation, the Superintendent/President provides input into the Foundation's Strategic Plan to ensure alignment with the Shasta College mission, and the goals of the Foundation.

- c. *Develop a schedule of open houses, tours, activities, and events to promote community involvement, collaboration, and familiarity with college programs and services.***

Responsible Administrator: Vice President, Student Services

Target Completion Date: June 2010

2010 UPDATE:

This is an ongoing activity for Student Services where all deans and directors plan and conduct activities year-round. For example, February 2010 was designated as "Shasta College Information Nights" featuring booths showcasing college programs and services at all District locations. Orientations, campus tours, various club activities and events such as Welcome Day, 8th Grade Career Day, and Cash for College are also a few examples of recurring activities.

2012 UPDATE:

Shasta College scheduled a series of information nights and featured booths for programs and services. These information nights were open to the public, advertised widely, and were held at the Health Sciences and University Center and at various campus locations including Redding, Trinity, Intermountain, and Tehama.

Harvest Fest began in Fall 2010 as a means of highlighting several Shasta College programs—such as agriculture, natural resources and winemaking—and promoting community involvement. Held at the Shasta College Farm, Harvest Fest has been enthusiastically embraced by the local agriculture community, with attendance topping 300 at the Fall 2011 event. Fall 2012 will mark the third annual Harvest Fest event.

Theme V: Positive Campus Climate

Create a positive college environment geared toward employee and student satisfaction.

Strategy V.1 Create a strong sense of trust and community for all students and employees.

Responsible Administrator: President

Activities a. Increase recognition activities and events for faculty and staff.

Responsible Administrator: Associate Vice President,
Human Resources

Target Completion Date: December 2010

2010 UPDATE:

Work with the *Invest in Our People* (IIO) Committee to recognize faculty and programs that reflect the institutional priorities of a student centered environment. Plans are underway to identify activities in May 2010 for "Day of the Teacher" that will recognize faculty for their contributions.

Continue to support programs that recognize and honor staff such as Classified Employees Days. Committee members are working to prepare activities and recognition during April and May, 2010.

The IIO Committee encourages participation in the Leadership Academy and has indicated its willingness to provide financial support for various activities. In March, 2010, the IIO Committee gave support to allowing classified employees the opportunity to participate.

2011 UPDATE:

The Invest in Our People (IIO) Committee makes efforts to recognize faculty and staff for their many contributions. In May 2010, the Committee planned "Day of the Teacher" recognition with a lunch time reception in the Quad. Students were asked to identify their favorite teachers by writing notes. In addition, posters were distributed around campus to acknowledge the "Educator of the Year" and newly tenured faculty members.

During the fall Flex day, 2010, the IIO Committee kicked off the year with the "Got ?s" theme as an identifiable brand and visibility in responding to student questions. It was also a way to build camaraderie among employees. The first Friday of the month was reserved for faculty and staff to get together to visit and make

connections. During spring, 2011, the IOP Committee offered refreshments on campus for the first Friday get-togethers. The IOP Committee continues to support workshops and opportunities that recognize Classified staff during Classified Employee Appreciation (CEA) Days. The recognition ceremony and celebration are held annually in May. The IOP Committee encourages participation in the Administrative Academy and may provide financial support for activities. New employee photos are also shared on line on the Human Resources section of the web site.

2012 UPDATE:

During 2011-2012, IOP presented the Classified STAR Awards/staff recognition reception during spring, 2012. Awards were presented to the classified “Employee of the year,” “morale builder,” and “creative genius.” A celebration for “Day of the Teacher” was held with a reception announcing the faculty “Educator of the year.” Special brochures were created to recognize the recipients of the awards offered.

Additional celebratory events were planned throughout the year with the development of a “First Friday breakfast social” held in the Bistro. All faculty, staff, and administrators were invited to share refreshments for a small donation, which allowed them to gather and interact, with the goal of creating a friendlier campus environment. The program was extended to include the Tehama and HSUC campuses this year with an equally positive response. Interested employees were also provided Got ?s T-shirts and /or buttons so students and their colleagues could easily identify them in an effort to create a positive campus climate for all.

Faculty Corner

During 2012, Committee members of the IOP developed “Faculty Corner,” which is an online site for the enhancement of teaching, dedicated to promoting best practices in pedagogy, with the mission of increasing student success and retention. The site provides information, training opportunities, forums, connections and other support services and activities. One such activity is the “Book in Common” reading group, where faculty identify a book to read, and establish common meeting times to discuss its content.

- b. Produce college publications that highlight contributions to the community from students, faculty, staff, and administrators.***

Responsible Administrator: Public Information Officer
Target Completion Date: June 2010

2010 UPDATE:

The District produces fewer and fewer publications due to students obtaining their information on-line, coupled with budget cuts to

marketing and advertising. Some of the methods employed in the last two years have been:

- Distributed emails highlighting what our instructors have been doing in addition to their class time (example attached)
- Distributed emails congratulating our staff who completed (and have been accepted into) the Administrative Leadership Academy
- Partnered with Mercy Medical Center in showcasing MMCR Volunteer Janice Kirkpatrick, through our Worksite Learning Program. Sent press releases, resulting in a newspaper feature story.
- Developed a recent flyer for a Service Learning presentation on our campus by Humboldt State University.
- Have a dedicated web page to the Community Teaching Garden, which is run completely by staff, student, and community volunteers.

2012 UPDATE:

In 2011-2012, the primary method of highlighting contributions to the community from students, faculty, staff and administrators was through regular President's Updates. These are sent via email, and also posted on the Shasta College website in the section "President's Corner." They can be viewed via the following link: <http://www.shastacollege.edu/cms.aspx?id=15557>.

c. Produce and disseminate a staff directory with pictures in both online and hard copy formats.

Responsible Administrator: Associate Vice President,
Human Resources
Target Completion Date: December 2010

2010 UPDATE:

During the last two school years, the Human Resources Office and the President's Office have begun collecting digital photos of new employees. Those photos have been posted online at the beginning of the school year. As more photos of new and current employees are collected, plans are to develop an online directory with photos.

2011 UPDATE:

The IIOF Committee has encouraged the introduction of new employees at the beginning of each school year through a video shown in the College Theatre. New employee photos are also shared at the Human Resources section of the Shasta College web site and continue to be updated throughout the year. At one time, it was the Committee's intent to prepare a printed directory with

photos of all employees. However, budget considerations and the lack of photos from all campus employees have resulted in this effort being delayed beyond the expected completion date of December 2010. The College is currently in the process of hiring a Web Specialist, and efforts to update the College web site are expected to change. Consideration of a directory will continue to be explored.

d. Reinstate and publish the Dean's List of students.

Responsible Administrator: Vice President, Student Services
Target Completion Date: June 2010

2012 UPDATE:

Beginning in Spring 2010, Shasta College began publishing a Dean's list every Fall and Spring semester. To qualify for the Dean's List, a student must have completed a minimum of twelve hours of credit courses and earned a G.P.A. of 3.5 or higher during that semester. The Dean's List can be viewed via the following link: <http://www.shastacollege.edu/deanslist>

e. Develop a plan to address infrastructure issues relating to safety and building access/security.

Responsible Administrator: Vice President, Administrative Services
Target Completion Date: June 2012

2012 UPDATE:

In collaboration with the Facilities Planning Committee a list of projects was developed. The first item on the list was identified as the gas line replacement project, which was completed in Fall 2011. The second is the North Water Loop Project. This will provide delivery of water at a constant pressure when it is needed for fire suppression. The third item on the list is rekeying of buildings and inclusion of AMAG card readers on exterior entrances. The North Water Loop Project is targeted for completion during the 2012-2013 year. The rekeying of the buildings is a multi-part project. Tracking of keys has transitioned to our Campus Safety Department and a new key distribution policy is under development. During the 2012-2013 year buildings will begin to be rekeyed starting with the most critical buildings first.

Strategy V.2 Provide sufficient resources for pleasing and sustainable buildings and grounds.

Responsible Administrator: Vice President, Administrative Services

Activities a. Enhance the physical image of the college through signs, flags, attractive entrances, etc.

Responsible Administrator: Director, Physical Plant
Target Completion Date: June 2010

2010 UPDATE:

Plans are underway to improve the paving at the campus' south entrance. Other efforts at campus beautification will continue to be explored which will not negatively impact the District's limited budget. Through a cooperative effort by many individuals and groups on campus, a new Veterans Memorial Grove on the north end of the Quad was designed and built through volunteer and community fund raising efforts. This grove was dedicated through a well publicized community event in Fall 2009. Other campus beautification efforts include installation of a light for the Quad's flag pole in order to allow the flag to fly 24 hours a day.. New flags were also purchased for the front entrance. The multi-year project of repainting all the short outdoor light poles around campus has been completed.

2012 UPDATE:

Additional campus beautification projects/improvements completed during this strategic planning cycle include repaving of asphalt walkways around the 600 building (between the 300 and 600 building and west of the 2200 building). Landscaping improvements were made around the new 700 building and around the 100 building. Restroom remodels in the 1100, 2600, 300 and 2100 buildings allowed the removal of unsightly temporary restrooms near these facilities. Through the leadership of the Shasta College Foundation, the Tehama Campus now has a 1 mile trail that enhances the opportunity for visitors, students and staff to enjoy the views and natural environment on this 40-acre campus. Finally, numerous directional signs around campus have been repainted/ re-lettered to improve their appearance.

b. Create a "coffee bar" in the remodeled Library as an inviting and pleasing environment for students.

Responsible Administrator: Associate Dean, Library Services
Target Completion Date: June 2012

2012 UPDATE:

Although the library was partially remodeled through dollars set aside from the 700 building project fund, there were not enough dollars to do the entire library. This was one facet of remodeling that did not rise to the top of the priority list for those dollars. Other funds and resources have not been allocated toward this activity as of the ending of this strategic planning cycle.

c. *Identify potential future opportunities for “green” or sustainable buildings and designs.*

Responsible Administrator: Vice President, Administrative Services
Target Completion Date: December 2010

2010 UPDATE:

The major accomplishment in this activity is the installation of a solar field on the main campus. This 1 megaWatt field is scheduled to come on-line in May of 2010, and will supply approximately 36% of the electricity used on campus. Over 25 years, the environmental impact of this field is equivalent to:

- saving nearly 4.5 million gallons of gasoline, or
- removing 7,258 passenger vehicles off the road, or
- sequestering the carbon in over 9,000 acres of pine or fir trees.

Other energy savings and recycling efforts are being investigated by the newly formed Sustainability Committee.

2011 UPDATE:

Recently completed major projects include designs that are well above requirements (e.g., the Learning Resource Center, the Tehama Campus buildings, and the HSUC are all significantly more energy efficient than required by regulations). The completion of the Solar Field in May of 2010 means that approximately 36% of our annual electricity need is now generated cleanly.

Strategy V.3 *Develop a culture of innovation that encourages new ideas and cultivates a vibrant intellectual setting.*

Responsible Administrator: Vice President, Academic Affairs

Activities a. *Bring people together to generate innovative ideas that will benefit the College and the District.*

Responsible Administrator: Vice President, Student Services
Target Completion Date: June 2010

2010 UPDATE:

Progress on the schedule in collaborating with the Dean of Students using the “Appreciative Inquiry Method.” The groups participating to date include: Student Services Council, 2/1/10, Administrative Council, 2/18/10, and Student Senate, 3/26/10. The Vice President of Student Services and the Dean of Students will approach other participatory groups, identify common themes, and submit results accordingly.

2012 UPDATE:

Beginning Spring 2012, the Student Services division held its first in-service day for all Student Services employees. The day consisted of training materials, campus updates and open dialogue on how to improve services.

b. Establish incentives for ideas that benefit the college.

Responsible Administrator: President

Target Completion Date: June 2010

2010 UPDATE:

Staff Development funding was increased – both the overall budget and the per-person amount. During budget cuts, the President protected this dedicated funding.

Classified Employees Appreciation Days are held with workshops and an awards ceremony. The following awards are presented:

- Creative Genius
- Morale Builder
- Employee of the Year – the Employee of the Year is the California flag bearer at commencement and is included in the Platform Party Dinner with the Governing Board.

Last year’s Excellent Educator of the Year is this year’s Standard Bearer at commencement. This year’s Excellent Educator of the Year is the commencement speaker. They are both included in the Platform Party Dinner with the Governing Board and were formally congratulated by the Governing Board at their respective Board Meetings. The President has supported the LLN (Latina Leadership Network) and next year the District will host the Statewide LLN Conference.

This second year of the Administrative Leadership Academy concluded in 2011. The first cohort was honored at the May Board Meeting, with introductions and certificates and the second cohort was introduced.

2012 UPDATE:

Staff Development funding continues to be provided at the increased level. The Classified Employees Appreciation Days and awards ceremony, and the Excellent Educator of the Year award, continue as staff incentives. The Excellent Educator of the Year and the Employee of the Year continue to be involved in commencement as Standard Bearers, and both are recognized by the Governing Board and invited to the Platform Party dinner.

The Administrative Leadership Academy members were once again honored at a regular Board meeting, and received certificates for their completion of the program.

In 2011-2012, the theme of safety in the workplace was promoted campus-wide. Quarterly awards were made, which resulted in breakfast or lunch provided by the Food Services Department to two divisions that had no worker's compensation claims. The 2011-12 celebrations were made in the following departments/divisions:

- November - SLAM and DSPS/EOPS
- February – Custodial Staff and Information Technology
- May – SPECS and HSUP

Progress Reporting Timeline

As the strategic plan is implemented, the responsible administrator for each strategy will prepare written progress reports, and a final report, for each activity that supports the strategy. The reports will be submitted to the College Council for review and evaluation. The content of the reports will include progress to date and, if applicable, clear identification of reasons for any potential/actual variance from the projected completion date and/or scope of the activity.

Due Dates

May 2010 – Progress Report ✓

May 2011 – Progress Report ✓

August 2012 – Final Report ✓