

# Strategic Plan Update by Result Date

Report to College Council for 2012-2015

Strategic Objective	Outcome	Reporting Period	Status	Updated	Results
1.1 a	Identify best practices for increasing the number of students completing degrees and certificates, and report to College Council.	2013-2014	In Progress	03/30/2014	A formal report to College Council has not yet been delivered; a formal report will be prepared for Fall 2014 using such studies as Completion by Design and RP Group resources. In the meantime, the increase in Associate Degrees for Transfer has been beneficial as a means to increase the number of students completing degrees, since an ADT confers an admission priority to certain CSUs as well as a guarantee of junior status in certain programs. We are working on a plan to better publicize the ADTs to prospective and current students. The focus of dual enrollment at the high schools has been on CTE (Career and Technical Education) courses that lead into our certificates -- the intention is to increase the number of students who enter the college with units toward a CTE certificate (or degree), thereby eventually increasing the number of completers.
		2012-2013	Not Started	07/30/2013	The identification of best practices will take place in Fall 2013, with a report to College Council by December 2013.
1.1 b	Implement at least three best practices for increasing the number of students completing degrees and certificates and assess results.	2013-2014	In Progress	03/30/2014	Until a comprehensive survey of best practices has been completed, implementation will not take place. Actions currently underway have been identified in response to Activity 1.1a.
		2012-2013	In Progress	09/14/2013	Update due in May 2014
1.1 c	Gain Chancellor's Office approval for at least three additional AA-T or AS-T degrees each year for three years.	2013-2014	In Progress	03/29/2014	For Fall 2014, ADTs in English, Physics, and Music have been approved. Philosophy, Math and Geology are in process.
		2012-2013	In Progress	08/31/2013	As of August 2013, 5 new transfer degrees have been approved for Fall 2013. These are in Administration of Justice, Studio Arts, Theatre Arts, Kinesiology and Psychology. Pending degrees are in Music, English, Physics and Philosophy.
1.1 d	Increase the persistence rate from fall to spring and from fall to fall by two percent each year.	2013-2014	Not Started	03/30/2014	At this time, we need to get data from the past two years for analysis and examination by College Council. The Research Office is working on providing this data. Any deficiency should result in specific action plans.
		2012-2013	In Progress	09/14/2013	Update due in May 2015
1.1 e	Systematically evaluate CTE curriculum to create stronger pathways to degrees and certificates, and report to College Council.	2013-2014	In Progress	03/30/2014	Two developments have taken place in the past few months that are not exactly identical to this activity, but relate to it. First, College Council and Academic Senate are working on a more meaningful and robust program review process that will entail evaluation of ALL degrees and certificates, not just CTE (Career and Technical Education). A plan and timeline for implementation should be ready in Fall 2014. Second, "stronger pathways" in CTE necessarily imply better connection to employers; employment or career advancement are the goals of all CTE programs. So completion cannot be strengthened without employer involvement. The EWD (Economic and Workforce Development) division has refocused this year

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1.1 e	Systematically evaluate CTE curriculum to create stronger pathways to degrees and certificates, and report to College Council.	2013-2014	In Progress	03/30/2014	on Deputy Sector Navigator areas that tie into local employment, and the DSNs work with faculty on better curricula. The college also made the decision to terminate involvement with the SBDC grant in order to concentrate on grants such as Career Pathways that are more closely related to our CTE programs. These efforts are ongoing and more will be added over the next few years. At the same time, deans and faculty are discussing the future of CTE degrees and certificates that may have lost value for employers.
		2012-2013	In Progress	09/14/2013	Update due in December 2013.
1.2 a	Identify best practices to facilitate student transfer and report finding to College Council on the feasibility of implementing and/or expanding these best practices.	2012-2013	Completed	08/09/2013	A presentation was made to College Council regarding strategic objective 1.2 a. College Council approved the presentation as fully meeting the objective. A copy of the information provided to the Council is attached in the folder.
1.2 b	Implement and/or expand successful student transfer practices and assess results.	2013-2014	In Progress	04/01/2014	<p>UPDATE to 1.2a implementation and assessment of transfer practices</p> <p>Update on E-Tran: Results: After a series of technical challenges, this process is currently functioning as designed. In the brief period of operation, it has sped up the sending and receiving of electronic transcripts instead of the manual printing and mailing – while delivering a higher level of security between colleges. We anticipate that electronic transcripts will reduce costs associated with staff, paper and mailing. The system is fully implemented. However, until other institutions are able to implement the same system, we will not be able to gauge how many transcripts we are able to send and receive.</p> <p>Update on Degree Audit: Degree Audit improves the college's advisory services to students, ensures that students stay on track in their educational program, and facilitates review of alternate degree programs. Degree audit serves as the foundation of the Colleague Student Planning solution.</p> <p>Results: The Degree Audit software has reduced degree evaluation processing time by half. Through the last cycle, 75% of degree applications (n= approx. 550) were processed through this software.</p> <p>Update on IT Position: This position was ranked #10 on the overall new hire classified list for the college.</p> <p>Update on Transcript Evaluation: The College has moved forward with evaluating incoming transcripts. We added a new student services position to relieve some of the pressure off the current technicians to assist with this objective.</p> <p>Update on Full Time Transfer Center Assistant: This position was ranked #15 on the overall new hire classified list for the college.</p>

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1.2 b	Implement and/or expand successful student transfer practices and assess results.	2013-2014	In Progress	04/01/2014	
1.2 c	Increase the number of students who complete a transfer level math course in their first year of study by five percent over three years.	2013-2014	In Progress	03/30/2014	<p>A research brief was prepared in March 2013 exploring math enrollments in a student's first year. The brief showed the average number/percent of students taking transfer-level math in their first year. Rates have increased from 10% (2007-2008 and 2008-2009) to 11% (2009-2010) to 14% (2010-2011) to 16% (2011-2012). Actions taken to increase the rate are:</p> <p>Placement/curriculum:</p> <ul style="list-style-type: none"> <li>•Spring 2013/Fall 2013: Validated math placement test and made changes in cut scores.</li> <li>•Fall 2013/Spring 2014: Successfully offered an accelerated basic skills math course, Math 260, which enables students to move into higher level math one semester earlier.</li> <li>•Fall 2013: Began regularly assessing SLO for STU-310 (general supervised tutoring course used at all the learning centers).</li> <li>•Spring 2014: Submitted application for the Path2Stats program which will develop curriculum for a stats-based alternative to current graduation requirement.</li> </ul> <p>Staffing:</p> <ul style="list-style-type: none"> <li>•Fall 2012 to Fall 2014: Hired four new math faculty who specialize in basic skills math.</li> <li>•Spring 2014: Hired an Administrative Assistant of Foundational Skills and the Learning Centers to focus on improving the operations of the Math Lab and other learning centers.</li> <li>•Summer 2014: Associate Dean position for Foundational Skills will be hired to focus on basic skills math classes and the Math Lab.</li> <li>•Fall 2014: Math faculty member will be stationed in Math Lab and will focus half her time on improving math success and retention rates.</li> </ul>
		2012-2013	In Progress	09/14/2013	Update due in May 2015.
1.2 d	Increase the number of students who complete a transfer level English course in their first year of study by five percent over three years.	2013-2014	In Progress	03/30/2014	<p>Data need to be examined by College Council to see what the trend has been in the last two years. In Fall 2014, the English department will test a new placement instrument to see if it is more accurate than the current one. In addition, dual enrollment English 1A courses have been approved at two feeder high schools, so students will come to the college with the transfer-level course already completed. In addition, the following specific actions have been taken:</p> <p>Placement/curriculum:</p> <ul style="list-style-type: none"> <li>•Spring 2013/Fall 2013: Validated English placement test and made changes in cut scores.</li> <li>•Fall 2013: Began regularly assessing SLO for STU-310 (general supervised tutoring course used at all the learning centers).</li> <li>•Spring 2014: Began pilot/assessment of WritePlacer placement exam.</li> <li>•Spring 2014: Removed one course (English 270) and thus one placement level in the English sequence. Made changes to classes preceding and following this</li> </ul>

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1.2 d	Increase the number of students who complete a transfer level English course in their first year of study by five percent over three years.	2013-2014	In Progress	03/30/2014	<p>•Spring 2014: Reworked curriculum for ESL 137 and 138.</p> <p>Staffing:</p> <p>•Spring 2014: Hired an Administrative Assistant of Foundational Skills and the Learning Centers to focus on improving the operations of the Writing Center and other learning centers.</p> <p>•Spring 2014: Sent four staff members to two writing center conferences.</p> <p>•Summer 2014: Associate Dean position for Foundational Skills will be hired to focus on basic skills English classes and the Writing Center.</p> <p>New programs/initiatives:</p> <p>•Spring 2013, Fall 2013, Spring 2014: Offered a Write Right night the week before finals. Extra tutoring hours provided for students.</p> <p>•Fall 2013, began piloting a student athlete success program called The Edge to help student athletes succeed in their classes, including English.</p>
		2012-2013	In Progress	09/14/2013	Update due in May 2015
1.3 a	Research placement effectiveness and innovative best practices to guide improvements in placement practices, and report to College Council on the feasibility of implementing these best practices.	2013-2014	In Progress	03/30/2014	The Research Office conducted research on placement test validation and consequential validity for both math and English during the last academic year. A copy of the report is attached. A new English placement test is being reviewed by faculty in Fall 2014. At the state level, a group has begun meeting to implement common assessments -- this process could take two or three years.
		2012-2013	In Progress	08/31/2013	Various activities, such as meeting with English faculty to adjust cut scores and revise curriculum, have taken place, but no comprehensive study has been done. A plan to research placement effectiveness is being drafted and the college is also participating in a pilot study using high school transcripts for placement.
1.3 b	Implement innovative practices in placement and assess results.	2013-2014	Not Started	03/30/2014	Changes will be assessed in the 2014-15 year.
		2012-2013	Not Started	09/14/2013	No update for 2012-13
1.3 c	Increase the number of students completing degree-applicable English courses who began their studies in basic skills English courses by at least two percent per year.	2013-2014	In Progress	03/30/2014	The English faculty decreased the number of courses leading to degree-applicable English (ENG 190) by one; an assessment of the effect will be done in 2014-15. More tutoring funding has been allocated for 2014-15, and a tutoring effort aimed at athletes who start in Foundational Skills was launched in Spring 2014.
		2012-2013	Not Started	09/14/2013	No update for 2012-13
1.3 d	Increase the percentage of students completing degree-applicable math courses who began their	2013-2014	In Progress	03/30/2014	The tutoring and athlete success program mentioned in 1.3c apply to this Activity as well. In addition, the Math Lab faculty position and Associate Dean of Foundational Skills were created to help make progress on this Activity and others.

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1.3 d	studies in basic skills math courses by at least two percent per year.	2013-2014	In Progress	03/30/2014	The tutoring and athlete success program mentioned in 1.3c apply to this Activity as well. In addition, the Math Lab faculty position and Associate Dean of Foundational Skills were created to help make progress on this Activity and others.
		2012-2013	Not Started	09/14/2013	No update for 2012-13
2.1 a	Analyze different LMS hosting options to determine which would allow for higher availability to students, greater technology support for instructors, and greater flexibility with course design, and report to College Council.	2013-2014	Completed	03/30/2014	The District continues to use Moodle as its LMS and Moodle Rooms as the host. Two classified positions -- Senior Online Learning Technician and Online Learning Technician -- report to the Dean of Library Services and Educational Technology to provide support for the LMS and assist faculty in using it effectively. An office has been set up for faculty to use when designing online courses. At the state level, the current movement is to choose one LMS that the college may want to use in the future to maximize student enrollment from other parts of the state. The Academic Master Contract outlines a process for switching to a new LMS.
		2012-2013	Completed	03/05/2013	Shasta College evaluated Moodle LMS hosting solutions including a re-evaluation of our existing "off-site" hosted solution, several other hosted solutions, and options that would bring the Moodle LMS back "in-house" at Shasta College. In August of 2012, we began to investigate the Joule 2.3 hosted Moodle LMS solution offered by Moodle -Rooms (MR). We entered into negotiations with MR in September for a multi-year contract. On November 27, 2012, the District entered into a one (1) year contract with MR that allows us to use their hosted Moodle LMS solution (Joule 2.3) until May 31, 2014. This contract also includes access to the TRAIN learning resources for faculty training (self-paced) as well as training for students new to the Moodle environment (self-paced). For a complete description of the process and outcomes please see the attachment in TracDat for Objective 2.1a.
2.1 b	Identify best practices to encourage instructors to use the LMS to web-enhance their courses so as to provide greater student access to instructional materials.	2013-2014	In Progress	03/30/2014	Some specific actions: instructors no longer need to take a course in MoodleLite before using it for their classes. Instead, easy step by step instructions are supplied. This summer, @One training will be offered to a cohort of Shasta College faculty. As mentioned for 2.1a, a location near the Senior Online Learning Technician now exists where faculty can work on and receive assistance in developing online courses. Finally, using Moodle is likely to be one of the approved flex activities for next year.
		2012-2013	Completed	05/07/2013	In an effort to identify best practices to encourage instructors to use the LMS to web-enhance their courses so as to provide greater student access to instructional materials a literature review was conducted. That literature review seeks to identify factors that affect faculty motivation to participate in teaching online distance education courses in general and to specifically identify those factors that affect faculty motivation to "web-enhance" their courses. The literature review is a summary document of observations from research papers, journal articles and other published documents. It is intended to provide College Council with the opportunity to recognize similarities and assess applicability of listed observations. For contextual grounding, historical references, definitions, and brief explanations are occasionally included. To view the literature review in TracDat, please see the related document titled "Update on Strategic Plan Activity 2.1b.docx."

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2.1 c	Implement best practices that have proven to be effective in encouraging instructors to use the LMS to web-enhance courses, and assess results.	2013-2014	In Progress	03/30/2014	See 2.1b. Results will be assessed in the next academic year.
		2012-2013	Not Started	09/14/2013	No update for 2012-13
2.1 d	Develop at least 10 new online courses that allow students to complete transfer or general education requirements.	2013-2014	In Progress	03/30/2014	The Dean of LS and ET has identified courses and discussed implementation with the other deans. At the same time, the state is identifying courses students commonly need for ADTs. We are on track to develop at least 10 by May 2015.
		2012-2013	In Progress	09/14/2013	This task has been assigned to the Dean of Library Services and Educational Technology, who joined the college in August 2013. He will begin by analyzing which GE/transfer classes are currently offered online, and report to College Council in 2013-14.
2.2 a	Research student need for alternative delivery options, and report to College Council.	2013-2014	In Progress	03/30/2014	The research on student needs overall has not yet been done. In the meantime, for a variety of reasons, the academic calendar was changed to 17 weeks per semester for 2014-15, and along with that change, many classes previously scheduled 3 days a week were reduced to a 2 or 1 day a week pattern. Beginning and ending times for many classes were also standardized to minimize overlaps for students that prevent efficient scheduling. After one semester, the effect on students and their success will be measured.
		2012-2013	In Progress	09/03/2013	Since Fall 2012, a group of faculty and administrators has been meeting regularly to research the possibility of moving to a 16-week semester in 2014-2015. As part of this project, the plan is to determine student needs for additional night classes, Friday-Saturday classes, intersession offerings, and other alternative delivery options. This research is planned for Fall 2013 in conjunction with continuing work on a revised academic calendar.
2.2 b	Implement changes based on student needs, and assess results.	2013-2014	In Progress	03/30/2014	See 2.2a. Research on other student needs will take place over the next year.
		2012-2013	Not Started	09/14/2013	No changes will be implemented until research is completed in Fall 2013.
2.2 c	Research students in outlying areas who are taking courses and identify common factors resulting in enrollment.	2013-2014	Not Started	03/30/2014	Research not yet done.
		2012-2013	Not Started	09/14/2013	Update due in December 2013. Will take place in conjunction with 2.2a.
2.2 d	Develop and implement strategies to increase the overall number of students living in outlying areas who take online or	2013-2014	Not Started	03/30/2014	Implementation will follow research done for 2.2c.

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2.2 d	traditional courses.	2013-2014	Not Started	03/30/2014	Implementation will follow research done for 2.2c.
		2012-2013	Not Started	09/14/2013	Update due in May 2014
2.3 a	Research the effectiveness of existing and new types of technology-enabled student support services and report to College Council on the feasibility of implementing these new types of technology-enabled student support services.	2012-2013	Completed	08/09/2013	A presentation was given to College Council in May 2013 on effective new and exsiting types of technology and the feasibility of implementation. The report and documents were accepted as fully meeting the strategic objective. The attached documents include product descriptions, impact on students, best practice reserach, associated costs, ramifications of non implementation and scope and feasibility assessments.
2.3 b	Implement new and innovative technology-enabled student support services and assess results.	2013-2014	In Progress	03/21/2014	Implementation of 2.3b has occurred but a full cycle of assessment has not. As of March 2014, Student Services and IT have collaborated to implement multiple technology enabled support services. Examples include: Financial Aid Academic Works, Student Educational Planning, SARS MSG, Electronic Transcripts, Degree Audit, Change of Major, Online Orientation, Drop Thought, and Ask Financial Aid.
2.3 c	Redesign the campus website to address any needs indicated by research, and assess the effect of the changes.	2013-2014	In Progress	03/25/2014	In early 2012 the website was upgraded by switching to a new content management system, Microsoft SharePoint in anticipation of implementing a new MyShasta portal. Share point was chosen as a lower cost and easier to manage solution than the Ektron content management system. Another factor was that SharePoint is the same technology used by Ellucian for the new MyShasta portal. From a resources and integration perspective, it made sense to consolidate the technology behind the main Shasta College website and the MyShasta portal. In addition a new Website Committee was developed to provide a forum to discuss new ideas and get input from the college community.
3.1 a	Analyze the effectiveness of current college partnerships providing work experience opportunities to students.	2012-2013	Not Started	09/14/2013	Update due in August 2014
		2013-2014	In Progress	03/30/2014	In 2014, representatives of work experience, work study and civic engagement met to discuss the overlap in their programs and the need to clarify the different opportunities for students. As a result, they have requested that the Academic Senate create an oversight group. Once this is established, analysis of work experience opportunities can take place. New target date: 2015.
		2012-2013	In Progress	05/07/2013	This activity has not been conducted. Additional time is needed to complete this activity. Requested new target date: January 2014
3.1 b	Increase student work experience opportunities by 10% over three years through collaboration with local businesses and agencies.	2013-2014	In Progress	03/30/2014	Increase will be measured next year. Work experience classes now utilize online tools to facilitate contact with employers, and the stipend per student has been increased for faculty teaching work experience sections.
3.1 c	Increase participation in	2012-2013	In Progress	09/10/2013	Report due May 2015
		2013-2014	In Progress	03/15/2014	Report due May 2014

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3.1 c	collaborative efforts to improve college readiness as measured by local high school graduates' college going rates and Shasta College's transfer rates to four-year institutions.	2013-2014	In Progress	03/15/2014	Update as of March 2014: The college is participating in a CAPP grant with Anderson Union HS District to improve college-going rates and will have outcome data over the next 18 months. Other efforts to increase local HS college-going rates are Reach Higher Shasta and Expect More Tehama. Spring 2014 will see the implementation of the North State Promise and increased efforts to reach out to local HS students. Other efforts that will be measured in the future are the High School Leadership program and the anticipated Career Pathways Trust grant. Transfer rates should increase as a result of the increasing number and marketing of the ADTs.
3.1 d	Identify additional local opportunities to obtain BA and BS degrees via partnerships with four-year colleges/universities.	2013-2014	In Progress	03/12/2014	As reported under 3.1.e, one new partnership has been identified and developed offering two bachelors and one masters level program through Brandman University. Additional partnership possibilities are in the early exploratory stages, including transitions into BSN programs with Sonoma State and/or Chico, and a continuation to a Psychology BA with National -- it is too early to report on them at this time.
		2012-2013	Not Started	05/07/2013	This activity has not been conducted. Additional time is needed to complete this activity. Turnover in staff will likely have the effect of assigning this to another area. A renewed effort in identifying local opportunities to obtain bachelor's level degrees through partnerships is in the planning stages for next year. Requested new target date: May 2014
3.1 e	Develop at least two additional partnerships with four-year institutions to increase student transfer opportunities.	2013-2014	In Progress	03/12/2014	Report due May 2015. This is a progress report. We have a new partnership underway with Brandman University through which additional degrees will be offered at the Downtown Redding HSUC facility. Brandman University is planning to bring at least two BA programs and one MA program, plus possibly an EdD. An agreement with Brandman University was approved by the Board of Trustees in December, 2013. Possible additional partnerships with National, Chico and Sonoma State are in the early stages.
3.2 a	Identify best practices for faculty to add civic and community engagement opportunities to their courses.	2013-2014	In Progress	04/01/2014	Efforts have been made to instruct faculty about adding these opportunities to courses, but progress has been slow. In addition, there has been no comprehensive survey of faculty to discover how many courses actually include community engagement opportunities. If the oversight group is approved by Senate, one task will be to conduct an inventory of opportunities and continue to increase them over the next few years.
		2012-2013	In Progress	09/02/2013	Best practices have been researched and a plan for community engagement at Shasta College will be finalized by Dec 2013.
3.2 b	Implement best practices to encourage faculty to add civic and community engagement opportunities to their courses, and assess the number of faculty who added civic and community engagement activities to their course syllabi.	2013-2014	In Progress	04/01/2014	See update for 3.2b.
		2012-2013	In Progress	09/10/2013	Report due May 2014



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3.2 c	Develop a plan to make civic and community engagement activities financially self-sustaining.	2013-2014	In Progress	03/30/2014	See 3.2d.
		2012-2013	In Progress	09/02/2013	<p>To date, Shasta College Center for Community Engagement has been supported by grants. Grant funds cover salaries for adjuncts who are covering Ms. Wylie's reassignment time ( 40% per semester). In addition the grants are providing financial support for administrative costs such as printing costs, facilities, supplies, etc. We are in a position to continue offering grant support through June 2014.</p> <p>We are currently in the process of developing a plan to allow SCCCE to continue to provide activities under a more sustainable environment. One measure that has already been implemented is to offer community engagement activities through work site learning unit-bearing courses. Students pay for the course and work with our community partners for a minimum of 60 hours for one-unit. Additional efforts are to pursue more grants which focus on community engagement. Two small grants were acquired in Fall 2013.</p>
3.2 d	Implement a plan to make civic and community engagement activities financially self-sustaining.	2013-2014	In Progress	03/30/2014	This effort is still in progress. Release time cannot be funded by the same EWD grant in 2014-15, so some funding was added to the recently submitted Career Pathways grant. A new community engagement course will provide some load for the coordinator, who will teach the course, starting in Fall 2014. A few other small grants are in process to pay for events and marketing.
		2012-2013	In Progress	09/02/2013	<p>Staffing: The SCCCE is currently staffed by a faculty member with 40% course release time. This is being funded via external grant funds through Spring 2014.</p> <p>Revenue: The SCCCE created the "Student Leadership Fellows Program" starting Fall 2012. This program requires students accepted into the program to register for one college unit via WSL 94. This program is offered Spring 2013 and Fall 2014 and will continue on a semester basis.</p> <p>Additional Grant Funding Opportunities: The SCCCE is submitting an application to the Carnegie Foundation for their Community Engagement Elective Classification for the 2015 award cycle. Receiving this competitive classification would booster the college's qualifications for future grant opportunities.</p>
4.1 a	Implement use of TracDat for Annual Area Plans, Program Reviews, and SLO tracking.	2012-2013	Completed	12/18/2012	A progress report was given to College Council on 12/18/2012 describing the implementation of Tracdat for annual area plans, program review, and SLO tracking. The full report is attached.
4.1 b	Complete and/or update all necessary plans that support institutional effectiveness.	2013-2014	In Progress	04/01/2014	<p>Update as of April 2014:</p> <ol style="list-style-type: none"> <li>1. Enrollment Management Plan: Drafted and scheduled for completion in May 2014</li> <li>2. Facilities Master Plan: Drafted and scheduled for completion in Summer 2014.</li> <li>3. Student Equity Plan: A committee has been meeting and the plan is due to the state in November 2014.</li> </ol>

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4.1 b	Complete and/or update all necessary plans that support institutional effectiveness.	2013-2014	In Progress	04/01/2014	<p>4. Student Success Plan: Scheduled for completion in May 2014.</p> <p>5. Faculty and Staff Diversity Plan: In progress.</p> <p>6. Staff Development Plan: In progress.</p> <p>7. Technology Plan: The Technology Planning Committee is currently evaluating the effectiveness of the process used to develop the previous multi-year Technology Plan, and anticipates that structure changes and timeline changes will be needed due to the implementation of the new District Strategic Planning Process. The committee is also evaluating the Annual Area Plan initiatives that are now being prioritized by College Council to identify which of them will have an impact on technology. Initiatives that are approved and prioritized by College Council, particularly those of a greater scope, will be integral in the development of the updated Technology Plan.</p> <p>8. Basic Skills Plan: Completed and submitted to the state annually.</p>
		2012-2013	In Progress	05/07/2013	<p>This update provides progress on the following eight plans.</p> <p>1. Enrollment Management Plan: This plan was completed by the Enrollment Management Committee in October, 2011. The recent creation of the Student Success Committee and the implementation of the statewide Student Success Act necessitate an update. This update will identify specific tasks to be completed and define how these tasks will be distributed between the Enrollment Management Committee and the Student Success Committee.</p> <p>2. Facilities Master Plan: We plan to encourage input in the fall 2013 annual area planning cycle to generate information on the long term facility needs of the departments and the campus as a whole. The Facilities Master Plan will reflect both the long-term facility and maintenance needs of the District. The new target completion date is Summer 2014.</p> <p>3. Student Equity Plan: The Student Equity Plan has not been updated since 2008/2009. The membership for the new committee is nearly complete and will be finalize by May 2013. The Office and Research and Planning has provided student equity data in anticipation of our first meeting in September of 2013. The new plan will be created next academic year and will be submitted to the Chancellor's Office and College Council by May 2014.</p> <p>4. Student Success Plan: The Student Success Plan (formerly Matriculation) was last updated in 2010/2011. Once the new regulations are in place for SB 1456, the newly formed Student Success Committee will develop an implementation plan that will be updated annually. Although Student Success Plans are not due to the Chancellor's Office until 2014/2015, we anticipate the framework of this plan ready for submission to College Council in May 2014.</p> <p>5. Faculty and Staff Diversity Plan: There is an existing Faculty and Staff Diversity</p>

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		2012-2013	In Progress	05/07/2013	<p>Plan which was completed in the fall of 2008. This plan is on schedule to be reviewed and/or updated during the 2013-14 academic year.</p> <p>6. Staff Development Plan: The Staff Development Plan (name subject to change) is a project of the Invest in Our People Committee, currently being renamed the Professional Development Committee. The committee is in the process of drafting new bylaws and will be developing a new plan to encompass Professional Development opportunities for all employees during the fall of 2013.</p> <p>7. Technology Plan: The Technology Plan is due for a complete revision and is currently scheduled for draft circulation beginning in September 2013. The Technology Planning Committee is currently in the assessment phase and is in the process re-defining the scope of the Technology Plan within the new District approach to Integrated Planning.</p> <p>8. Basic Skills Plan: A Basic Skills Plan is completed and submitted to the state annually. We completed the most recent for 2013-14.</p>
4.1 c	Assess effectiveness of planning activities annually according to the schedule in the integrated Planning Manual.	2013-2014	In Progress	03/12/2014	<p>Over the summer 2013, College Council collected feedback from various employee group and modified/improved the planning process as outlined in the Integrated Planning Manual. A supplement to the manual was produced to guide the Integrated Planning Process for the 2013-14 year. These changes are being implemented. Additionally, the sub-committee met and discussed recommendations for College Council concerning the possible need for additional revisions to the planning process. The main result is that the three sub-councils (Student Services Council, Administrative Services Council, and Instructional Council) are being asked to review the rubric in the Integrated Planning Manual, and, if they desire a modified rubric for ranking initiatives in their area, to propose those rubrics to College Council.</p>
		2012-2013	In Progress	05/07/2013	<p>The target completion date for this activity does not align with the timeline outlined in the Integrated Planning Manual (which has this scheduled to begin in September). Nevertheless, College Council agreed to start this process earlier in order to be able to (1) collect more timely feedback in the assessment of the integrated planning process for all who participated and (2) have time to assess the evaluations received and make revisions to the Integrated Planning Cycle in order to ensure sustainable continuous quality improvement. The Integrated Planning Manual stresses the importance of conducting formal assessment of the planning processes.</p> <p>Following the manual, College Council appointed a task force in April to develop a process for gathering District-wide input on the current planning process. This task force is bringing its recommendations for gathering District-wide input to College Council in early May, with a goal of focusing on the Integrated Planning Cycle steps that have been completed to date in order to provide opportunity for implementation of revisions prior to the processes beginning again in the mid-fall of 2013. The focus will be on assessing the processes used in three phases of the Integrated Planning Cycle: the Annual Area Plans &amp; Program Review (pp. 15-17 of the manual), the Prioritized College-wide Annual Action Plan (pp. 18-19 of the manual), and Resource Allocation (pp. 20-22 of the manual). Once this input is</p>

Strategic Objective	Outcome	Reporting Period	Status	Updated	Results
		2012-2013	In Progress	05/07/2013	gathered through surveys and focus groups, members of the task force plan to guide the creation of an Evaluation Report over the summer in order to have a first draft of the report ready for review by College Council at its first meeting of the fall.
4.2 a	Develop and assess all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle with Annual Area Plans and Program Reviews.	2013-2014	In Progress	03/17/2014	As reported in our most recent Annual Report to ACCJC, 86.5% of active courses have assessed SLOs within the last three years and 76.4% of instructional programs assessed PLOs in either 2012 or 2013. We continue to work toward 100% for both measures. At the same time, we plan to reassess the current Program Review form and questions to develop a more useful tool and process to evaluate program effectiveness.
		2012-2013	In Progress	07/30/2013	<p>Out of 80 Areas identified, 74 created Initiatives for Fall 2012, although it is not known how many of those used SLO results data. Of the 42 instructional programs scheduled to complete Program Reviews in Fall 2012, only 2 did not complete Program Reviews on schedule; however, with little data on PLOs, the assessment of those might not have been very complete.</p> <p>As we reported to ACCJC in our special report on SLOs in October 2012, we have made progress on course-level SLO reporting through Spring 2012 (Fall 2012 SLO results are not due until January 2013). Of the 605 active courses at the college, 598 (or 99%) have identified SLOs. And 501 of the 605 courses (or 83%) are being assessed on an ongoing basis. The low percentage is partially because not all courses were offered last fall and spring.</p> <p>In addition, all programs have learning outcomes that have been published in the most recent catalog, although, as noted above, progress on assessing PLOs has been slow – only 42 of 91 (or 46%) have started assessment.</p>
4.2 b	Through the Annual Area Plan and Program Review process, assess student attainment of Student Learning Outcomes and Program Learning Outcomes, implement changes, and assess the implemented changes.	2012-2013	In Progress	08/31/2013	Starting with the process in Fall 2012, results of the assessment of Student Learning Outcomes were incorporated into the Annual Area Plan process with the intention that requests for resource allocation would be supported by SLO results. In the Program Reviews, faculty were directed to assess and report on PLO results. While some Initiative requests were specifically supported by SLO results, the great majority were not, which indicates a need for further discussion about and training in the use of SLO results. Similarly, PLO assessment is not fully in place; a software solution for recording individual student outcomes is in the process of being implemented. Once both SLOs and PLOs are more clearly part of the Annual Area Plan and Program Review process, changes based on results can be undertaken and assessed.
4.2 c	Maintain college-wide dialogue about learning outcome assessment results.	2013-2014	In Progress	03/30/2014	We have moved away from "forced" Flex Day discussions to a model where faculty (including adjuncts) will have increased amounts of flex time to discuss assessment results and changes to improve learning outcomes. Ideally, many flex projects will directly impact student learning and achievement.
		2012-2013	In Progress	08/31/2013	College-wide dialogue about learning assessment results takes place on each Flex Day, when departments meet together to discuss those results and plan any changes. Some disciplines, such as math and English, also schedule a day during

Strategic Objective	Outcome	Reporting Period	Status	Updated	Results
		2012-2013	In Progress	08/31/2013	each semester to meet. In Fall 2012, faculty met about General Education Learning Outcomes as well. To the extent that SLO results were referenced in Annual Area Plans, they were used to help determine resource allocation priorities.
4.2 d	Allocate resources to support learning outcomes through the integrated planning cycle.	2013-2014	In Progress	03/30/2014	We continue to emphasize the importance of using learning outcome assessment results when preparing resource requests, and the rubric for assessment requires that the connection to learning outcomes be evident in order for the request to receive top prioritization.
		2012-2013	In Progress	08/31/2013	As noted in the report on 4.2b, the College began the process of allocating resources to support learning outcomes through the Annual Area Plan process by including a question in that plan about learning outcome results. However, few plans made requests for resources that were specifically tied to improving learning outcome results. Before the next Annual Area Plans are prepared in Fall 2012, there will be a renewed effort to ask employees to link requests to learning outcomes assessment. In the Prioritized College-wide Annual Action Plan for 2013-2014, several allocations were made based on learning outcome results and were noted in the plan.
4.3 a	Evaluate the current governance structure and decision-making processes, and revise processes as needed as a result of institutional dialogue.	2012-2013	Completed	09/10/2013	<p>To begin work on this Institutional Objective, the Faculty and Staff Survey was administered in September 2012 to determine whether the issues highlighted in 2010 still existed. The survey was substantially the same as the survey administered in fall 2010. Over the course of about two weeks, 333 employees completed the survey (comparable to 2010, when 307 employees completed the survey), representing all constituencies of the college. The results of the survey were reported to College Council on September 11, 2012, and were made available to the entire college community by posting them on the Planning Documents page of the college website.</p> <p>College Council reviewed the results of this survey with the following observation: Overall, respondents expressed more confidence in and optimism about the planning and governance processes at the college than in 2010. A greater number reported awareness of the mission statement, strategic plan, and participatory planning, which is likely a result of increased efforts in communication during the development of the Educational Master Plan, 2012-15 Strategic Plan, and the Integrated Planning Manual over the past year.</p> <p>In particular:</p> <ul style="list-style-type: none"> <li>•96% are aware of the mission statement, compared to 86% in 2010;</li> <li>•91% are aware of the strategic plan, compared to 69% in 2010;</li> <li>•83% are aware of the participatory planning process, compared to 65% in 2010;</li> <li>•83% agree that Shasta College encourages discussion and communication throughout the college community, compared to 54% in 2010;</li> <li>•75% are satisfied with their opportunities to participate in key institutional decisions, compared to 50% in 2010;</li> <li>•84% believe that the planning cycle is complete and comprehensive, compared to 51% in 2010; and</li> <li>•89% believe that instructional planning results in continuous improvement, compared to 68% in 2010.</li> </ul> <p>Some of the results from the 2010 survey that the accreditation visiting team had</p>

Strategic Objective	Outcome	Reporting Period	Status	Updated	Results
4.3 a	Evaluate the current governance structure and decision-making processes, and revise processes as needed as a result of institutional dialogue.	2012-2013	Completed	09/10/2013	<p>mentioned as problematic had improved substantially by the time that the 2012 survey was administered. For example, while only 36% of classified staff felt they had a voice in participatory planning in 2010, 71% felt they had a voice in 2012 (along with 72% of full-time faculty). In answer to a question about feeling “empowered to actively participate in creating and implementing innovation,” the percentage of full-time faculty who agreed rose from 41% in 2010 to 74% in 2012 while the percentage of adjunct faculty increased from 43% to 77%. Full-time faculty also agreed in greater numbers in 2012 that they had an equitable role in “governing, planning, budgeting and policy-making bodies” – 66% compared to 38% in 2010.</p> <p>This laid the groundwork for the creation of a decision making handbook (institutional Objective 4.3.b) and for educating District staff and faculty about decision-making processes (Institutional Objective 4.3.c).</p>
4.3 b	Create a decision-making handbook.	2013-2014	Completed	03/12/2014	The Participatory Governance Manual was completed and is attached. This manual addresses the decision-making handbook needed for this activity. It was included as evidence to the ACCJC in the follow-up report that was submitted in October 2013. The ACCJC reported that the follow-up report was accepted during their January 2014 meeting.
		2012-2013	In Progress	05/07/2013	This activity is nearly complete. During the early spring, College Council discussed the concept behind this handbook and the decision was made to call this handbook the Participatory Governance Manual. A small group was formed to guide the development of this document. Minutes from the various spring 2013 College Council meetings document the process. The current status of this activity is that a draft has been created and revised. Feedback is being gathered from various constituent groups. This is being incorporated into a final draft document. Academic Senate and College Council are reviewing the document this month, and it is anticipated that a final version will be ready to take to the Board of Trustees as an information item in June or July.
4.3 c	Educate District staff and faculty about decision-making processes.	2013-2014	In Progress	03/29/2014	College Council has discussed a variety of strategies to education staff and faculty. Overall, the consensus was to empower and encourage managers to use the PGM and be transparent about decision-making. More formal trainings will continue to be discussed.
		2012-2013	In Progress	09/02/2013	The Participatory Governance Manual was completed in May 2013; as part of the process, drafts were shared with all college staff and faculty in order to solicit input. Input received was incorporated into the final version, which was approved by College Council and shared with the Board of Trustees. In August 2013, the manual was posted and copies were distributed. As the college enters its second year of integrated planning under the new model, opportunities to both explain and refine the decision-making processes described in the Participatory Governance Manual will occur.