



**College Governance Council**  
**Meeting Minutes of November 28, 2018**  
3:00 – 4:00 PM,  
Vallejo Center

Members Present: Danielle Gonzalez and John Siefert (CSEA); Dr. Kevin Anderson & Dr. Shirley Lewis (Minority Coalition); Sal Abbate & Dr. Dwayne Hunt (ALG); Daniom Ghebremichael (ASSC); LaNae Jaimez and Michael Wyly (Faculty)

Advisory Members Present: VP Gregory Brown, VP Robert Diamond, and Dr. Damany Fisher

**Call to Order:** VP Brown called the meeting to order at 3:00 p.m.

**Approval of the Agenda:** The agenda was amended to add “Holiday Party on Dec. 12” under “Updates/Other” and approved by consensus.

**Approval of Minutes:** Approval of the Nov. 14, 2018 minutes was postponed.

**Faculty Hiring Prioritization:** VP Brown reported that this is the third time that the College has used the present process for prioritization. Requests came through the Academic Deans. Required data for documentation of need was provided by Institutional Research. The requests were presented by the Deans at the Nov. 19, 2018 joint meeting of Academic Senate and Ed Administrators. The presentations of basic facts by the Deans were limited to 3-4 minutes. The Senate and deans cast their ballots to rank the requests. Supt.-Pres. Esposito-Noy will base her decision on hiring on the following considerations, among others: the Academic Senate/Dean rankings; the 50% Rule; the college’s FON; academic needs; and what is affordable. On Friday, Nov. 30, Supt.-Pres. Esposito-Noy plans to meet with Academic Senate President Jaimez regarding the rankings and to discuss appropriate sources of funding. Supt.-Pres. Esposito-Noy will present her decision on Monday, Dec. 3 to the Academic Senate. Details on how many faculty will be hired are not currently available. AS Pres. LaNae Jaimez commented that it is nice that we have consistently used the same process for three years now.

**Strategic Planning Process:** VP Brown provided a copy of the Nov. 5, 2018 Memo from the Chancellor’s Office on local goal-setting guidance for *Vision for Success*. The College needs to integrate Vision for Success goals into its Strategic Plan. It is proposed that the College utilize a new strategic plan model, along the lines of Shasta College’s current Strategic Plan, that is brief, concise, and more user-friendly. The new plan will be completed in Spring 2019. He also discussed the use of student success metrics in setting our goals.

**Guided Pathways Update:** Michael Wyly reported that ADT course sequences developed by discipline faculty will be vetted by the Counseling faculty, who will also fill any gaps, such as GE choices. Any recommendations from the counselors will go back to the faculty for approval. Wyly noted that the new funding formula for community colleges includes specific metrics and outcomes such as degree completions which impacts guided pathways. Wyly emphasized that career choices will inform how students navigate our programs. LaNae Jaimez noted that we also need to consider summer onboarding of students. Wyly is working with the PDFC Committee to have Dr. Robert Johnstone and a student panel discuss guided pathways and the student experience.

Kevin Anderson also brought up the need to schedule classes at appropriate locations and times to meet student needs. The FYE Program needs to be tied to meta-pathways. Faculty and coordinators need to work with Deans to determine the most suitable scheduling patterns. Course sequencing also need to be honored by the Deans. This is the intent but there will be challenges with the sequencing and the scheduling. In addition to Convocation and required Flex Cal, faculty are looking at the Thursday afternoon optional day to have deeper conversations to help us identify areas of emphasis and concrete steps. Melissa Reeve is working on class scheduling templates for FYE students to meet the students' needs. We need to know what the student experience really is at Solano. Everyone needs to be at the table.

**Updates/Other:** Supt.-Pres. Esposito-Noy will host a Holiday party for the college community on Dec. 12 in lieu of the College Governance Council meeting.

**Announcements:** None

**Adjournment:** The meeting adjourned at 4:00 pm.

Respectfully submitted:

/s/

Shirley Lewis, Recorder



# California Community Colleges

November 5, 2018

AA 18-59 | Via Email

TO: Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers  
Academic Senate Presidents  
Research and Planning Directors

FROM: Laura L. Hope  
Executive Vice Chancellor, Educational Services and Support

RE: Local Goal-Setting Guidance

## **BACKGROUND**

In July 2017, the California Community Colleges (CCC) Chancellor's Office released *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*. Citing the economic and educational needs of California, this document established a vision for improvement, including clear goals and a set of commitments needed to reach those goals.

The *Vision for Success* deliberately included just a handful of concrete student outcome goals in order to establish a clear message about what matters most, and a clear and simple focus for the system as a whole. The ultimate aim of the CCCs is to help students complete their educational goals—whether a degree, certificate, transfer, or good job. The *Vision for Success* goals reflect this ultimate mission, as well as the need to serve the State of California efficiently and equitably.

**Chancellor's Office, Academic Affairs**

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[www.CaliforniaCommunityColleges.cccco.edu](http://www.CaliforniaCommunityColleges.cccco.edu)

## Local Goal-Setting Guidance

November 5, 2018

The goals of the Vision for Success are summarized as follows:

### **GOAL 1: Completion**

Systemwide, increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.

### **GOAL 2: Transfer**

Systemwide, increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22.

### **GOAL 3: Unit Accumulation**

Systemwide, decrease the number of units accumulated by CCC students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.

### **GOAL 4: Workforce**

Systemwide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.

### **GOAL 5: Equity**

Systemwide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

In July 2018, the Governor and the Legislature established a new funding formula for the CCCs [[AB 1809](#), Chapter 33, Statutes of 2018]. That legislation also sought to more strongly link financial planning with broader educational planning. Specifically, it established that districts must take certain actions, including the adoption of college-level performance goals that:

- 1) Are aligned with the systemwide goals in the Vision for Success,
- 2) Are measurable numerically, and
- 3) Specify the timeline for improvement.

## **Local Goal-Setting Guidance**

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Additionally, the law specified that local community college boards of trustees must:

- 1) Adopt the goals at a board meeting,
- 2) Include in that meeting's agenda an explanation of how the goals are consistent and aligned with the systemwide goals, and
- 3) Provide the written agenda item and summary of action to the Chancellor's Office.

Finally, the law requires that each local board:

- 1) Align its comprehensive plan to its local goals and
- 2) Align its budget with the comprehensive plan.

The remainder of this document explains what districts should do to meet the requirements of the new law and provides guidance on how to take advantage of this unique opportunity to review data, establish or reaffirm college priorities, and set ambitious goals for the future. Consistent with the Vision goals, local goals must be aggressive and aspirational if we are to meet the State's needs.

### **PROCESS AND TIMELINE**

There are two firm deadlines associated with the local goal-setting process:

- **By December 15, 2018:** Colleges must certify to the Chancellor's Office that a process is underway to set measurable, aligned goals. This will be a simple certification process that can be done online.
- **By May 31, 2019:** District boards must adopt goals and submit them to the Chancellor's Office. This will be done using the online Local Goals Reporting Form that will be available by the end of 2018 and must be signed by the Board President, Chief Executive Officer, and Academic Senate President.

In order to meet the May 31 deadline, the Chancellor's Office suggests the following approach and timeline:

## **Local Goal-Setting Guidance**

November 5, 2018

### **Review of Baseline Data**

*Recommended Timing: November-December, 2018*

Every year, districts should review the most recent data on their colleges' performance. From this year forward, districts should specifically use the new Student Success Metrics (formerly known as the Simplified Metrics) available on the Launchboard for this activity. The first version of this dashboard will be available by late October 2018 and will only include high-level data. By February 15, 2019, the dashboard will have the complete set of metrics and all the drill-downs for equity purposes. Compared to the Student Success Scorecard, the Student Success Metrics provide a narrower set of indicators specifically designed to be aligned with the systemwide goals in the Vision for Success. In preparation for setting local goals, districts should especially focus on the following indicators:

#### **Completion Indicators:**

- Completed associate degrees
- Completed CCCC-approved certificates

#### **Transfer Indicators:**

- Completed Associate Degrees for Transfer (ADT)
- Transfers to UC/CSU

#### **Unit Accumulation indicator:**

- Average units earned per completed associate degree

#### **Workforce Indicators:**

- Median annual earnings of exiting students
- Number of exiting students earning a living wage
- Percent of exiting CTE students who report being employed in their field of study

#### **Equity Indicators:**

- All of the above indicators disaggregated for those student groups identified as disproportionately impacted in your annual Equity Plan and available in the Student Success Metrics on the Launchboard

## **Local Goal-Setting Guidance**

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### **Certify to Chancellor's Office that a Goal-Setting Process is Underway**

*Required by December 15, 2018*

College Chief Executive Officers (CEOs) will certify that a goal-setting process is underway or completed at their college using a simple template that the Chancellor's Office will provide in November 2018 through a survey instrument. College CEOs will communicate to the Board President that this certification has occurred.

### **Review of Existing Plans and Priorities**

*Recommended timing: January, 2019*

Districts do not need to start this process with a blank slate. Virtually all colleges will have an existing strategic plan or educational master plan. These plans may also exist at the district level. Working together, district and college leaders should look to these plans to identify current improvement priorities as a starting point for developing local goals that comply with the requirements of the new law.

If existing plans already include numeric goals to improve degree/certificate attainment, transfer attainment, job placement, or wage gains, then district and college leaders should use those as a starting point, but they should review them in light of the most current data and the systemwide Vision for Success goals to evaluate if more ambitious goals are appropriate and necessary.

If existing plans have improvement goals but they are not stated in numeric terms and/or do not specify a timeline for achieving the goals, district and college leaders should use the local goal-setting process to develop those features and incorporate them into their strategic plans or educational master plans moving forward.

### **Setting Goals**

*Recommended Timing: February-April, 2019*

The Chancellor's Office strongly encourages colleges to use the process of setting local goals as an opportunity for community dialogue about the priorities and performance of the college. Community forums, student focus groups, and the college's standard consultative practices are all sources of input for determining what the college aims to accomplish over the coming three years. Many colleges already have established processes and forums for identifying goals for the Institutional Effectiveness Partnership

## Local Goal-Setting Guidance

November 5, 2018

Initiative or other initiatives. These can be re-purposed for the work of local goal setting as well.

As districts and colleges begin work on setting goals, the following discussion questions can be used to elicit feedback from a variety of stakeholders:

- 1) All CCCs are different. How is this one unique?
- 2) Strengths: Is this college strongest at helping students complete AA degrees and certificates? Transferring to a 4-year college? Reaching a workforce goal? In which of these areas can we build on our previous successes over the next three years? What is an ambitious target for excelling beyond our current performance by the year 2021-22?
- 3) Areas for improvement: Where could we be doing a better job in helping students reach their end goals? What is an ambitious but achievable target for improvement in these areas by the year 2021-22?
- 4) Our students on average take \_\_\_ units to complete a degree or transfer. Why is this? What is the impact on students and our college? How much can we improve in this area by the year 2021-22?
- 5) \_\_\_ percent of our CTE graduates find a job in their field of study. Is this a success story that we can build on or an area that needs improvement? How much could we improve by the year 2021-22?
- 6) Which of our student groups are most in need of support and assistance to reach their degree, transfer, or workforce goals? Where should we particularly focus our efforts to help them? What is an ambitious but achievable target for doing so by the year 2021-22?

Following their activities to gather input, college officials will need to work together with their district leadership to set a handful of specific, measurable goals for the following set of indicators:



## **Local Goal-Setting Guidance**

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### Completion Indicators:

- Completed associate degrees AND
- Completed CCCCCO-approved certificates

### Transfer Indicators:

- Completed ADT degrees OR
- Transfers to UC/CSU

### Unit Accumulation Indicator:

- Average units earned per completed associate degree

### Workforce Indicators:

- Median annual earnings of exiting students OR
- Number of exiting students earning a living wage OR
- Percent of exiting CTE students who report being employed in their field of study

### Equity Indicators:

- Each selected indicator from the above list, disaggregated for those student groups identified as disproportionately impacted in your annual Equity Plan and available in the Student Success Metrics on the Launchboard

Choosing from the above set of indicators, as specified, will ensure that districts and colleges are in compliance with the law. Of course, districts and colleges may choose to set more goals than the minimum required (e.g. choosing more than one workforce indicator listed above, or adding additional indicators from the Student Success Metrics, or adding other metrics that are important in the local context of the college). Districts may choose to report these additional metrics to the Chancellor's Office or to simply incorporate their additional goals into local plans and communications. However, since they are not required, additional goals and metrics will not be included in the system's reports on local goals. Ideally, a district's final set of goals will be narrow and targeted enough to help focus the entire college community on a plan of action.

### **Adopting Goals and Role of Local Boards**

Although colleges will lead the process of setting local goals, local boards of trustees will formally adopt each college's goals. To ensure that the goals being set are appropriate and in line with district needs and priorities, trustees should be seriously engaged in the

## **Local Goal-Setting Guidance**

November 5, 2018

entire goal-setting process. Local board members may attend community forums and student groups as well as participate in standard consultative practices with stakeholder groups on campuses. It is the role of the board to balance the interests of many groups and approve goals that are best for students and the community at large. For this reason, boards should ensure that student voice is included in a meaningful way in the goal-setting process. Boards should also strive to approve goals that are equal in ambition to those established for the entire system in the Vision for Success. If there is a change in board leadership during this process, it is the CEO's responsibility to engage the new leadership in the goal-setting process.

Once goals are finalized in collaboration with district and college leadership, boards must include them in a written board meeting agenda and formally adopt them at a public meeting (as required by law). The written agenda item should include an explanation of how the goals are consistent and aligned with the systemwide goals articulated in the Vision for Success. By using the Local Goals Reporting Form that the Chancellor's Office will provide in December and the timeline outlined here, boards can be assured that the colleges are in compliance with this requirement.

### **Reporting Local Goals**

*Required by May 31, 2019*

The Chancellor's Office will provide a Local Goals Reporting Form—a fillable, online template to assist districts in reporting their goals in compliance with state requirements. This template will ask districts to express their goals using specified indicators from the Student Success Metrics on the Launchboard. For the purpose of uniformity, all goals should be reported with an endpoint of 2021-22.

When reporting their goals to the Chancellor's Office, boards should also submit the written agenda item regarding local goal setting and a summary of the board's action on the item (as required by law).

## **Local Goal-Setting Guidance**

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### **ASSISTANCE FOR DISTRICTS AND COLLEGES**

In addition to the process certification form and this accompanying guidance, the Chancellor's Office will develop the following resources by November, 2018 in order to assist districts in setting local goals:

- A one-stop shop on the Vision Resource Center that compiles all resources related to local goal setting,
- The Student Success Metrics data on the Launchboard for reviewing baseline data for the specific indicators that will be used in the goal-setting process,
- A Frequently Asked Questions document,
- An infographic and PowerPoint for explaining the goal-setting process to various audiences,
- An example of the Local Goals Reporting Form so colleges can start their work (a fillable, online version of this Form will be available in December).

### **PLAN AND BUDGET ALIGNMENT**

The law establishing the funding formula and local goal-setting process also requires that each district ultimately align its "comprehensive plan" with its adopted local goals and align its budget with the "comprehensive plan."

By May 31, 2019, all CCCs will have established local goals in alignment with the systemwide goals established in the Vision for Success. Districts should consider incorporating their newly adopted local goals into their educational master plans, strategic plans, and other districtwide planning documents. The process of aligning the local goals to plans should be visible to the public and should also align with the district's budget allocation process.

Throughout 2019, the Chancellor's Office will be working to revise and combine reporting requirements for Guided Pathways, Student Equity, and other major reports to assist districts in fully complying with the requirement to align their comprehensive plans with local goals. The Chancellor's Office will also provide guidance around aligning budgets with comprehensive plans. Colleges will not be expected to submit their comprehensive plans and aligned budgets until May 31, 2020.

## **Local Goal-Setting Guidance**

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### **TIMELINE**

#### **2018**

November: Release of guidance

Goal Process Certification sent to CEOs via survey instrument

Aggregate Student Success Metrics data available on the Launchboard for reviewing baseline data for the specific indicators that will be used in the goal-setting process

Following materials available on the Vision Resource Center:

- Guidance
- Link to the Student Success Metrics (formerly known as the Simplified Metrics) data on the Launchboard
- A Frequently Asked Questions document
- An infographic and PowerPoint for explaining the goal-setting process to various audiences
- An example of the Local Goals Reporting Form so colleges can start their work

December: Online, fillable Local Goals Reporting Form available on Vision Resource Center

December 15: Deadline for CEOs to submit Goal Process Certification to Chancellor's Office

#### **2019**

February 15: The Launchboard will have the complete set of Student Success Metrics and all the drill-downs for equity purposes

May 31: Deadline for districts and colleges to submit the completed Local Goals Reporting Form to the Chancellor's Office

Summer: Chancellor's Office releases streamlined reporting requirements

## **Local Goal-Setting Guidance**

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### **CONCLUSION**

The Chancellor's Office encourages all colleges to treat the new local goal-setting requirement as much more than a compliance exercise. It is an opportunity to bring together college personnel, district leaders, students, and communities to ensure that every college has a clear, shared vision for student success. Once established, this shared vision can provide a foundation for planning, prioritizing, and making decisions, improvements, and adjustments along the way. Beyond these internal benefits, the local goal-setting process is an opportunity for the CCC system to show California that it is committed to their mission of helping all students reach their educational goals. Working together as a system, we can meet our ambitious systemwide goals for improvement.

cc: Sandy Fried, Foundation for California Community Colleges  
Stacy Fisher, Foundation for California Community Colleges  
Kevin Wutke, Foundation for California Community Colleges

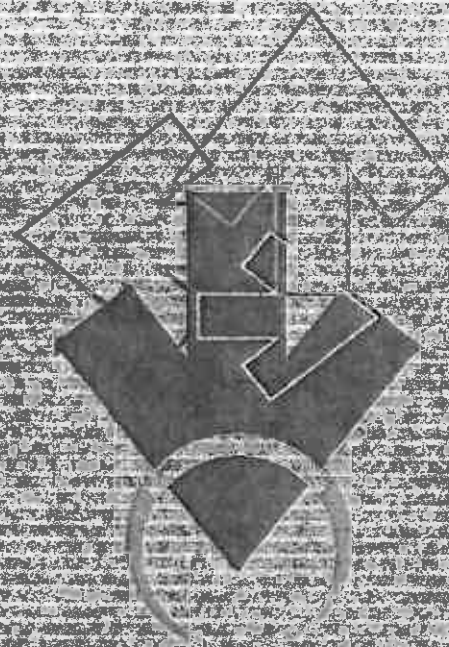




Shasta-Tehama-Trinity Joint  
Community College District

# Strategic Plan

# 2018-2021



 **Shasta College**  
[www.shastacollege.edu](http://www.shastacollege.edu)

Shasta College is an equal opportunity educational institution.

Shasta-Tehama-Trinity  
Joint Community College District

# MISSION STATEMENT

## Mission Statement

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

*(Approved by the Board of Trustees 7/9/2014)*

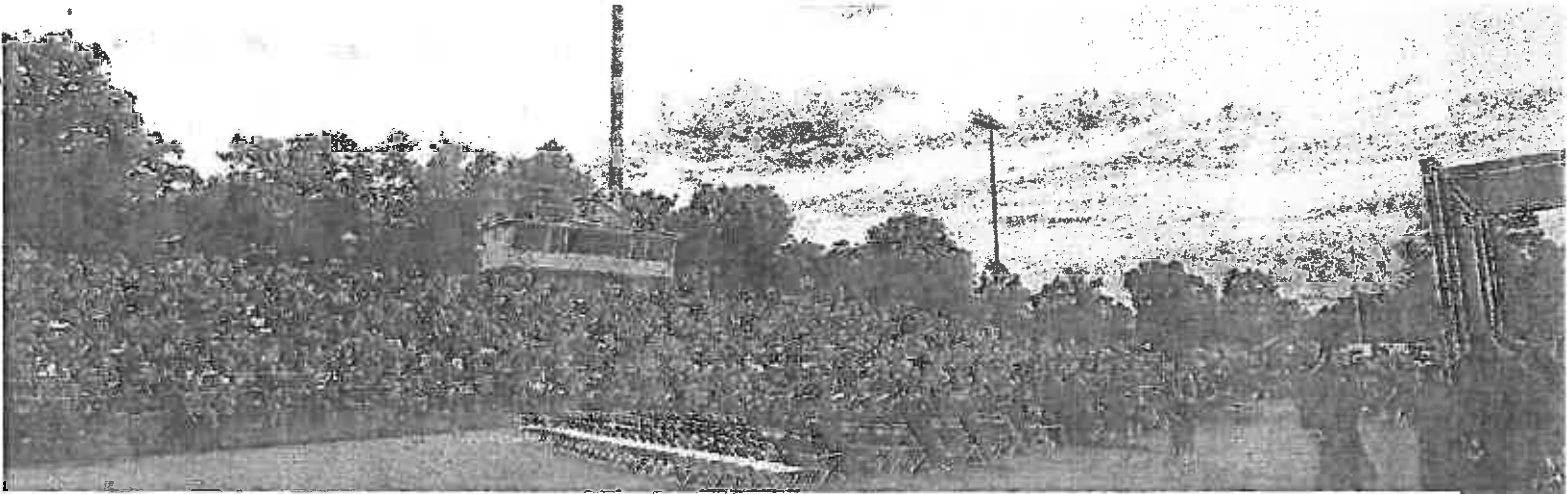
## Institutional Goals 2012-2030

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

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





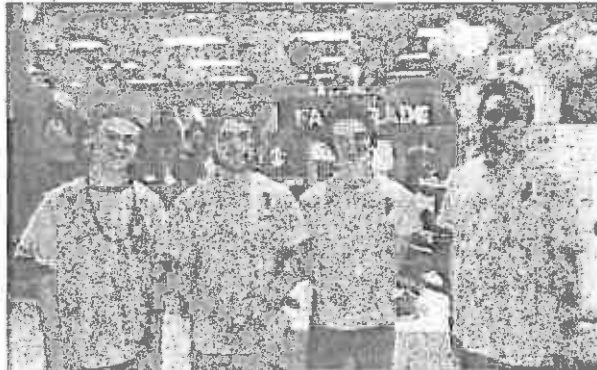


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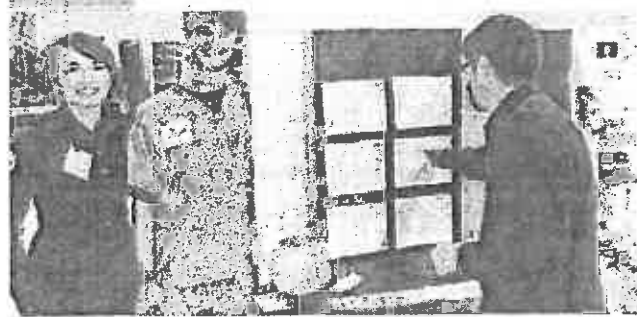
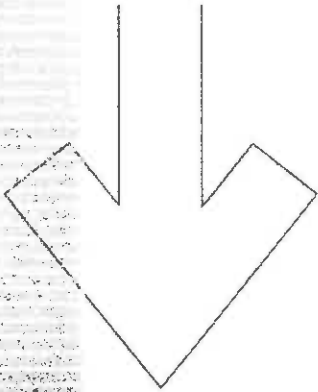




## Development of the 2018-2021 Strategic Plan

The Strategic Plan is a critical component of the integrated planning cycle at Shasta College. It is the short-term planning document that derives from the 2012-2030 Educational Master Plan and the Institutional Goals. The role of the Strategic Plan in the College's integrated planning cycle is outlined in the Integrated Planning Manual. To develop this 2018-2021 Strategic Plan, College Council authorized the formation of a task force consisting of faculty, classified staff and administrators in spring 2018. This group met several times to review the Educational Master Plan, annual reports on the 2015-18 Strategic Plan, and other related research documents in order to develop Institutional Objectives and a draft 2018-2021 Strategic Plan.

Over the course of the 2018 spring semester, College Council provided feedback to revise the draft and sought feedback from all campus stakeholders and constituency groups. That input was considered at College Council, appropriate revisions were made, and the plan was finalized and approved on May 15, 2018. It was subsequently presented to Academic Senate and the Board of Trustees.





## California Community College Chancellor's Office Vision for Success

In addition to alignment with Shasta College institutional goals, the 2018-2021 Shasta College Strategic Plan is also closely associated with the California Community College Chancellor's Office Vision for Success. The CCCCO Vision for Success was launched in 2017 and outlines the direction that the California Community College system should strive toward to achieve educational and workforce needs that are key to the continued health and prosperity of California. As articulated in the Vision, the following goals will ensure measurable outcomes across California by 2022:

- a. Increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- b. Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- c. Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- d. Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- e. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- f. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

The CCCCO Vision for Success calls on every California Community College to do their part so that we, as a system, can meet these statewide outcomes. The 2018-2021 Shasta College Strategic Plan operationalizes the above metrics at Shasta College and secures our role in moving the College, and the State of California, forward toward these important goals.



## Measurable Outcomes

The following metrics were developed to measure the effectiveness of the 2018-2021 Shasta College Strategic Plan. These indicators are aligned with the Chancellor's Office Vision for Success and are common to the Shasta College Integrated Plan which guides the work of the SEAP Program (Student Equity and Achievement Program). All Goals will be disaggregated by ethnicity and gender and will be reported annually to ensure adequate progress toward campus goals and overall student success.

### Goal 1: First-Year Persistence

Increase by two percent the number of fall first-time (full- and part-time) students returning the following fall semester. The measure combines the most recent three years and is separately measured each fall. Those who complete a certificate or degree within the first year are also counted as "persisting". If a student skips the spring term, we would still count them toward persistence if they register the following fall.

### Goal 2: Three-Year Completion Rate

Increase by two percent the number of fall first-time, full-time students earning a certificate, diploma, or are transfer-prepared within three years. "Transfer-prepared" is defined as a student who has successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$  and/or transferred to a four-year institution. The institution-set standard for degrees is 600. The institution-set standard for certificates is 125. The cohort consists of first-time students at Shasta College with a minimum of 6 units earned who attempted any math or English course in the first three years.

### Goal 3: Undergraduate Credentials Awarded

Increase by one percent annually the number of undergraduate certificates of one year or more, associate's degrees and bachelor's degrees awarded per 100 full-time equivalent students.

### Goal 4: Course Success

Increase by one percent the number of students who complete credit enrollments with a grade (SX04) of A, B, C, or P. The institution set standard for successful student course completion is 70%. This is calculated independently each semester.

### Goal 5: Improved through-put

Progressively increase the percentage of full-time students who successfully complete a college-level English or mathematics course, or both, with a sequence of two or fewer courses after enrollment.



## Institutional Goal 1

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

### Institutional Objective 1.1

Increase the number of students who complete degree applicable courses, including English and math, by the end of their first year of enrollment at Shasta College.

#### Activities:

- a. Expand and implement best practices such as multiple measures, accelerated course options, co-requisite models, embedded tutoring, library instruction, and English and math success academies to ensure that more students enroll in degree applicable courses as they enter Shasta College.
- b. Investigate, implement, and expand innovative best practices in instruction.
- c. Use disaggregated data to evaluate effectiveness of alternative placement procedures, including multiple measures, local assessments, and supplemental diagnostic tools, with a targeted focus on equity populations.
- d. Investigate the feasibility of implementing additional placement tools specific to returning adults and/or non-traditional students, including tools that may add additional individualized diagnostics.





## Institutional Objective 1.2

In accordance with the California Community College Chancellor's Office (CCCCO) Vision for Success Goals, increase the rate at which students complete certificates, credentials, associate degrees, and transfer goals each academic year through the implementation of Guided Pathways.

### Activities:

- a. Implement and expand best practices such as alternative course scheduling, cohort support, case management, Meta-Majors, Guided Pathways, and supplemental instruction (including tutoring) to increase the rate at which students complete certificates, credentials, associate degrees, and transfer goals.
- b. Reduce time to completion and/or number of units accumulated in degree attainment through case management, automated education plans, accelerated course patterns, early alert warning systems such as Shasta Summit (Starfish), and clear academic program maps.
- c. Implement and evaluate the Integrated Plan and report results to College Council on an annual basis.
- d. Redesign web interface and online accessible tools to support student matriculation, and awareness of degrees, certificates, and Meta-Majors.
- e. Implement best practices to proactively confer degrees and certificates to students for the work that has been completed including degree audits, "degree reclamation"\* and "opt-out"\*\* degree conferral.
- f. Promote annual Innovation Mini-Grants to enhance campus-wide creativity, interaction, and innovation.
- g. Engage in discussions between staff, faculty, counselors, administrators, and students to develop and sustain the Guided Pathways framework and enable continuous improvement.

\*Degree reclamation refers to efforts to retroactively confer degrees and certificates that were earned by students but not received.

\*\*Opt-out degree conferral makes the awarding of degrees/certificates automatic unless the student declines.



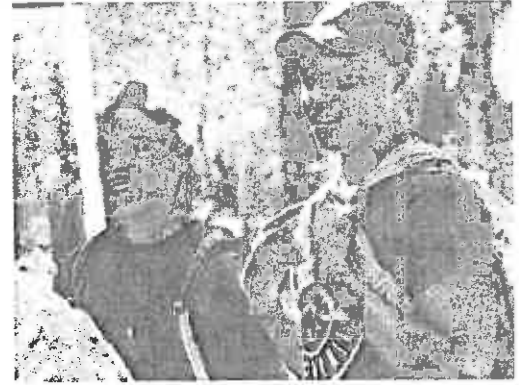
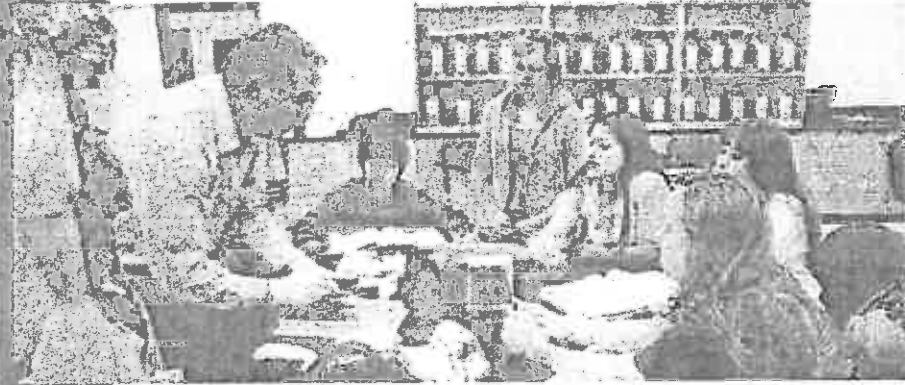
### **Institutional Objective 1.3**

In accordance with CCCCO Vision for Success Goal 2\*, increase the number of students who transfer and/or are transfer prepared annually

#### **Activities:**

- a. Increase the number of students who annually attain Associate Degrees for Transfer (ADTs), including students from disproportionately impacted groups.
- b. Enhance integration of the Transfer Center with pathway programs including Accelerated College Education (ACE), Bachelor's through Online Degrees (BOLD), TRIO, dual and concurrent enrollment, and all University Partnerships.
- c. In cooperation with K-12 partners, expand transfer pathways such as the College Promise Program, the Shasta College Honors Program, BOLD, and expanded dual and concurrent enrollment.
- d. Attain specialized accreditation of the Shasta College Dual Enrollment Program and create stronger connections with the College and Career Access Pathways legislation (CCAP) and Guided Pathways
- e. Develop strong advocacy for the continuation of Bachelor's Degree programs offered through the community college system, including the Shasta College Health Information Management Bachelor's Degree.

\*Vision for Success Goal 2: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2022.



## Institutional Goal 2

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

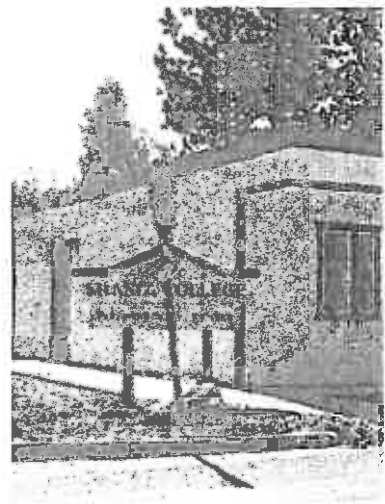
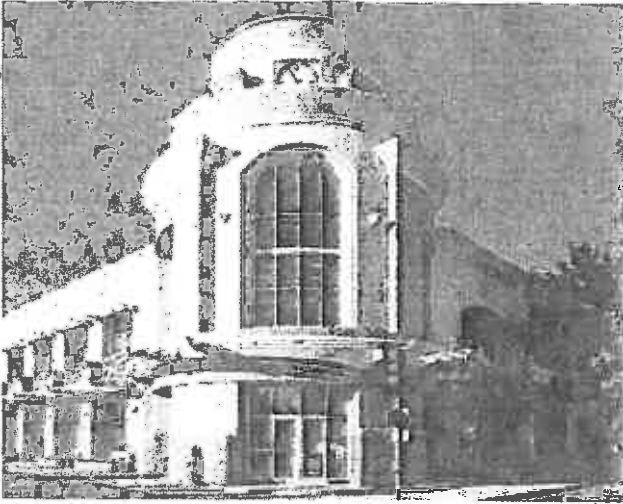
### Institutional Objective 2.1

Improve access to instruction through a variety of innovative practices.

#### Activities:

- a. Implement technology improvements that support instruction such as increased course offerings, further utilization of Canvas, and the provision of a comprehensive WiFi network throughout the District.
- b. Work within California Community College Chancellor's Office (CCCCO) guidelines to apply for and receive Center Status for the Tehama Campus.
- c. Develop extended education sites as learning hubs with computer access, connectivity, library resources and services, and learning supports to ensure equal access to online learning opportunities.
- d. Through participation in the California Community Colleges Technology Center's Library Services Platform project and other innovations, implement and assess a modern integrated library system to improve discovery and access to research material for students and faculty.
- e. Expand and evaluate evidence-based practices such as online tutoring and/or synchronous learning supports for basic skills and general education.
- f. Offer full degree and certificate sequences in online format with corresponding student support services as needed.
- g. Expand Accelerated College Education (ACE) degree offerings and add additional ACE cohorts during structured day programs, online (synchronous and asynchronous) and at extended education sites.
- h. Promote and track participation in internal and external professional development opportunities to capitalize on, and expand, the expertise of faculty and staff; specifically in relation to Guided Pathways.





## Institutional Objective 2.2

Improve access to student services through a variety of innovative practices.

### Activities:

- a. Expand access to student support services through the development of a “One Stop” Center on the main campus, expanded support services in our extended education centers, and through additional online student support and communication options, including an updated mobile app service and automated education plans.
- b. Expand access to student support services through the development of multilingual versions of current and future resources.
- c. Create procedures for fully utilizing new and existing technology to make the most of all software products acquired by the District.





## Institutional Goal 3

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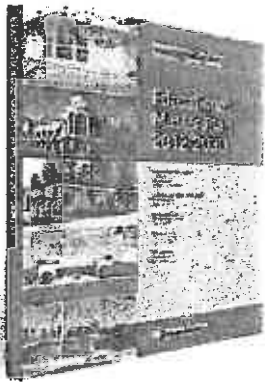
Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.

### Institutional Objective 3.1

Enhance student success through the cultivation of collaborative partnerships with three sectors: K-12 partners, four-year institutions, and business and industry.

#### Activities:

- a. Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs.
- b. Develop and align stackable certificates with industry-recognized certification standards to increase employment options for students.
- c. Increase participation in collaborative efforts to improve college attainment rates as measured by an increase in local high school graduates' college going rates and Shasta College's transfer rates to four-year institutions, and a decrease in remediation rates.
- d. Identify additional opportunities to obtain Bachelor's degrees via partnerships with four-year colleges/universities, including an increase in student transfer opportunities.
- e. Promote the Shasta College Promise Program and open access resources to minimize issues of affordability as a barrier to accessing post-secondary education

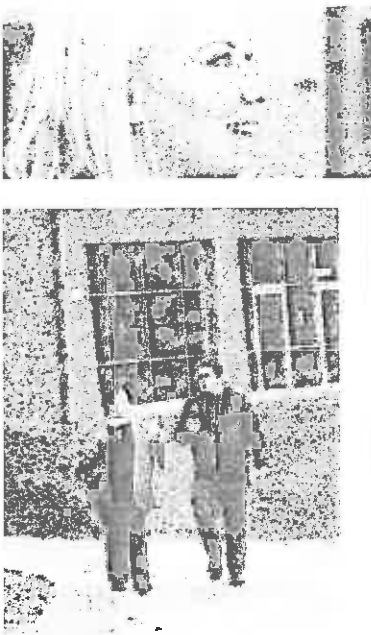


### **Institutional Objective 3.2**

Increase collaboration with businesses and agencies to expand student work-based and experiential-based learning (such as internships, work experience, mentoring, volunteering, clinical experience, work study programs, advisory committees, service learning, and global education).

#### **Activities:**

- a. Develop an online resource which will serve as a civic and community engagement database (to track offerings and participation) for students, faculty, staff, and community partners to share and track information about opportunities.
- b. Expand curricular and co-curricular opportunities through involvement in civic and community engagement opportunities (including internships and service learning opportunities).
- c. Implement and scale the New World of Work Program to ensure that students have the 21st Century Employability Skills necessary to succeed in their career aspirations, including expanding the numbers of work-based learning placements, digital badging, and micro-credentials in accordance with program goals



## Institutional Goal 4

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

### Institutional Objective 4.1

Continue implementation and assessment of the integrated planning cycle as described in the Integrated Planning Manual and update other plans and manuals as needed.

#### Activities:

- a. Continuously update and assess all necessary plans that support institutional effectiveness, such as the Technology Plan, the Participatory Governance Manual, the Shasta College Equal Employment Opportunity Plan, and the Facilities Master Plan.
- b. Investigate and improve participation of all individuals and groups in the Shasta College planning process.
- c. Conduct all Bond activities with highest focus on transparency, accountability, and inclusivity.
- d. Design premier spaces for students through the Bond planning process that maximize engagement and allow for enhanced learning opportunities.
- e. Create inclusive design plans through the Bond projects and ensure that all parties, including students and staff, have an opportunity to share ideas and perspectives.



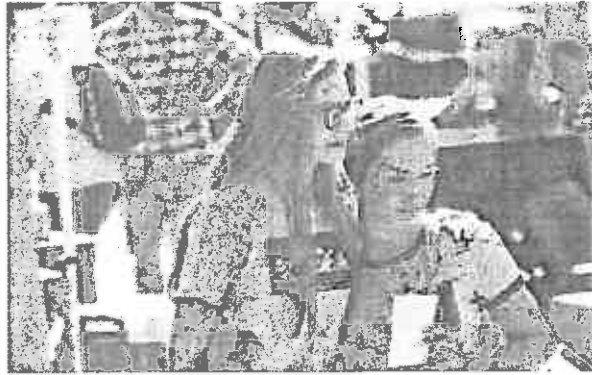


## Institutional Objective 4.2

Ensure continued compliance with all Accrediting Commission for Community and Junior Colleges' standards, with special effort on professional development to excel at those standards related to student learning and planning.

### Activities:

- a. In conjunction with the first Quality Focus Essay, develop, assess, and appropriately publicize all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle.
- b. Through the Annual Area Plan and Program Review process, assess student attainment of Student Learning Outcomes and Program Learning Outcomes, implement changes to improve results of selected outcomes, and assess the implemented changes.
- c. In conjunction with the second Quality Focus Essay, create a data warehouse that ensures access to valid and relevant data that includes information about disproportionate impact and promotes a culture of inquiry at Shasta College.
- d. Implement findings from the United States Department of Education's Strengthening Institutions Initiative to ensure that accreditation goals are balanced within the framework of a positive campus culture.
- e. Encourage Shasta College personnel to participate in professional development opportunities such as accreditation trainings and site visits to other institutions in order to continuously improve.

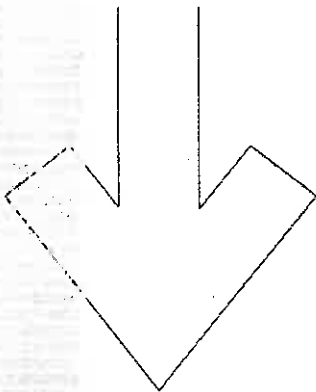


### **Institutional Objective 4.3**

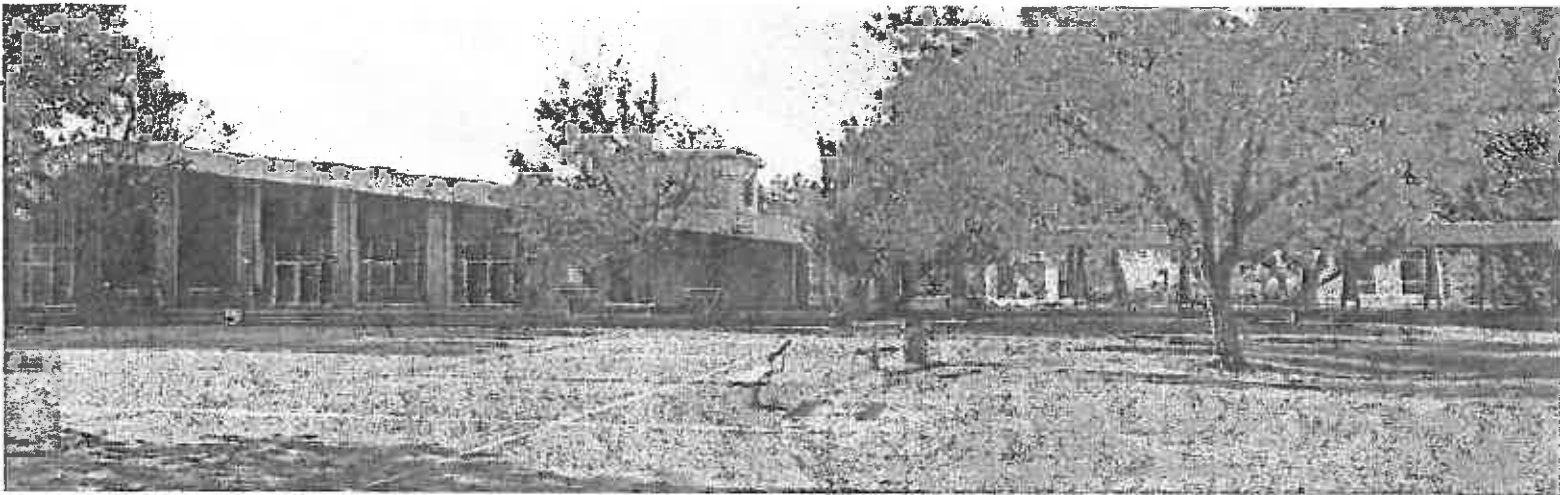
Provide fiscal support for maintaining programs and priorities that are developed through the established participatory planning processes.

#### **Activities:**

- a. Ensure that the fiscal health of the District is maintained at a level which meets longer term obligations (such as, OPEB contributions, STRS and PERS employer contributions, and the projected effects of the funding changes) while maintaining sufficient reserves at a level which does not require special borrowing (such as TRANs borrowing).
- b. Pursue special funding sources outside of State funding (such as competitive grants, State categorical programs, and/or private funding) to enhance the District's mission.
- c. Collaborate with the Shasta College Foundation to support regional partnerships, seek additional grant funding, and increase giving to support Shasta College's goals and objectives



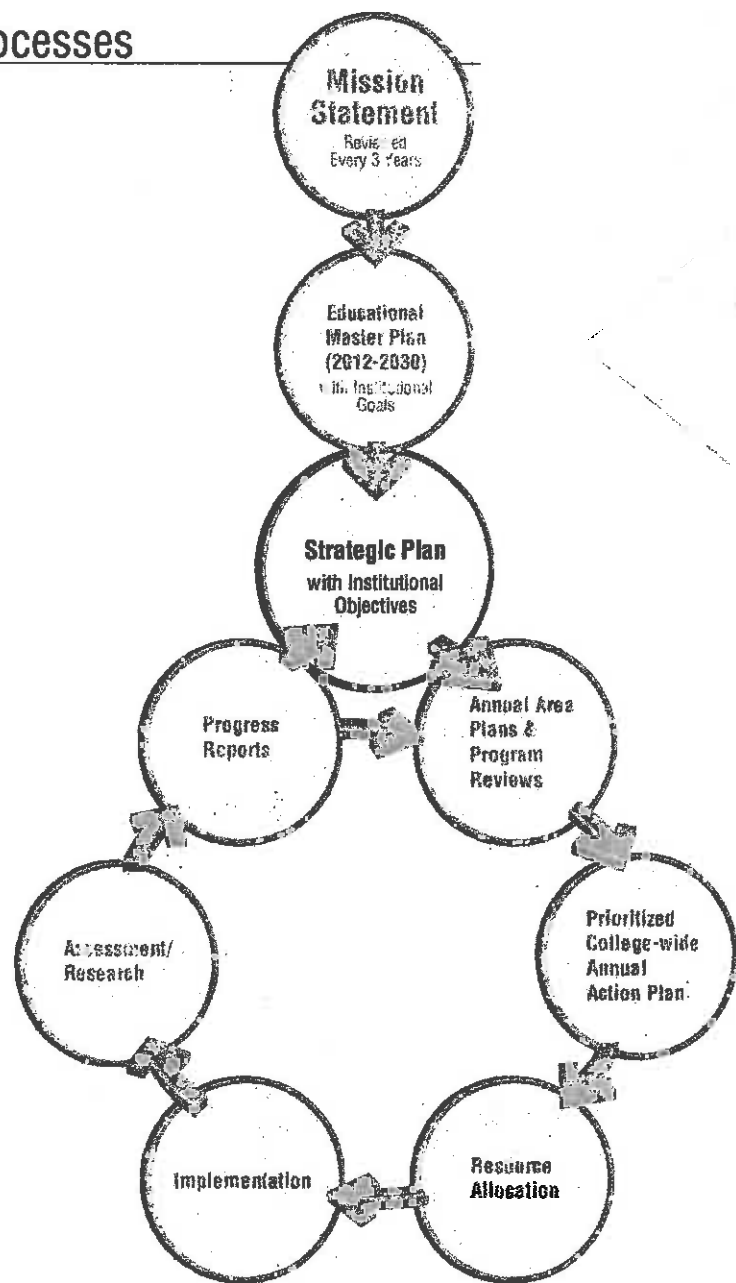




## Relation to Other Planning Processes

As described in the Integrated Planning Manual, the 2018-2021 Strategic Plan is derived from the 2012-2030 Educational Master Plan (EMP) and the four Institutional Goals that are based on the EMP. Through the strategic planning process, Institutional Objectives were developed as well as specific Activities to support those objectives. The Strategic Plan informs the Annual Area Plans and Program Reviews. In those documents, Initiatives will be developed that describe how an area or program will contribute to the achievement of the Institutional Goals and/or Objectives directly or through support of the Activities outlined in the Strategic Plan.

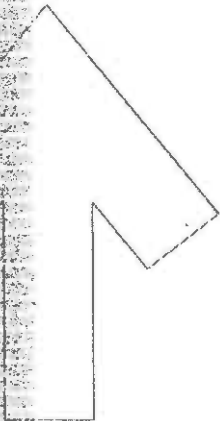
The Management Group will meet and discuss which administrators will be responsible for implementation, tracking and reporting on the progress of each Activity and Institutional Objective. Periodic mid-year reports to College Council are allowed if warranted. Annually, a Progress Report on the Strategic Plan will be produced, reviewed and disseminated. These progress reports will be used to develop subsequent strategic plans and will inform the development of Annual Area Plans.



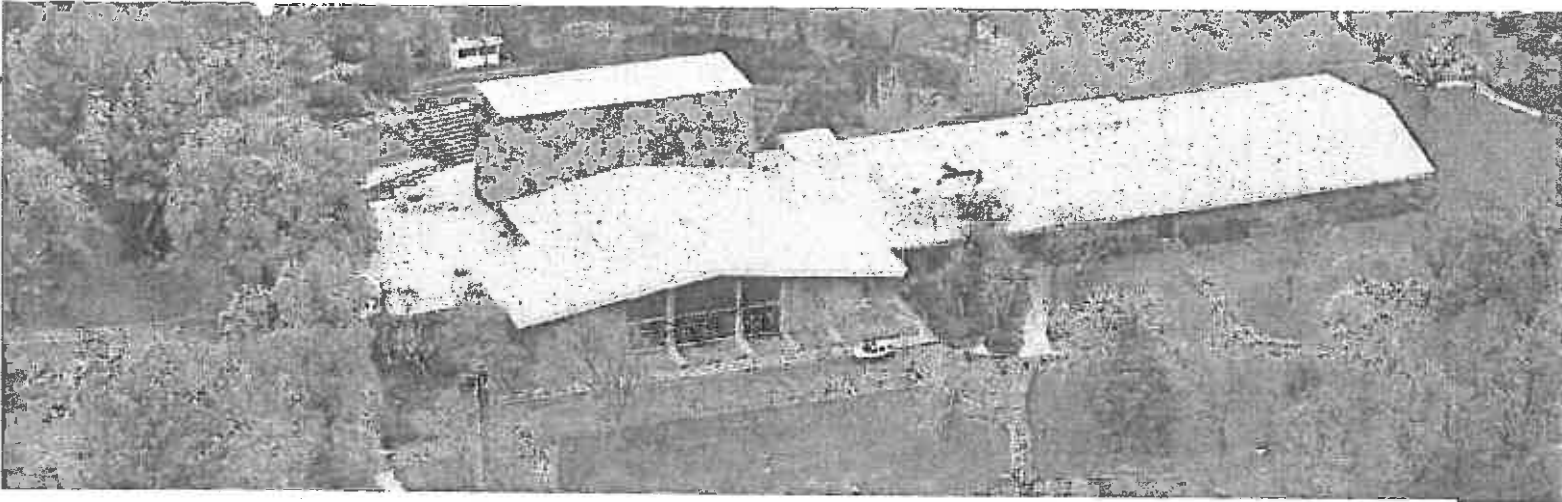


## Notes

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## Notes

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**Shasta College**

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