



Shasta College

College Council Agenda

September 15th, 2026

3:00 PM – 5:00 PM

Room 804

1. CALL TO ORDER
2. APPROVAL OF COUNCIL MINUTES – 09/01/26
3. SHARING SUCCESS STORIES
4. REPORTS
 - a) Accreditation Update
 - b) Research Update
 - c) AI Task Force Update
 - d) Other
5. DISCUSSION/ACTION
 - a) Bylaws (attached)
 - Purpose: Review Bylaws and discuss how the committee could ensure inclusive participation.
 - b) Board Policies / Administrative Procedures (Attached)
 - Review and Approve
 - None
 - Second Reading
 - BP 2365 – Recording [Revised, Other]
 - BP 2710 – Conflict of Interest [Revised, Other]
 - AP 2710 – Conflict of Interest [Revised, Legally Required]
 - BP 6520 – Security for District Property [Revision, Legally Required]
 - AP 6520 – Security for District Property [Revised, Suggested as Good Practice]
 - AP 6540 – Insurance [Revised, Legally Required]
 - AP 6550 – Disposal of Property [Revised, Legally Advised]
 - AP 7600 – Campus Safety Officers [Revised, Legally Advised]
 - Information Only
 - None
 - First Reading
 - BP 3250 – Institutional Planning [Revised, Legally Required]
 - AP 3415 – Immigration Enforcement Activities [Revised, Legally Required]
 - AP 5055 – Enrollment Priorities [Revised, Suggested as Good Practice]
 - BP 5400 – Student Organizations [Revised, Legally Required]
 - AP 5400 – Student Organizations [Revised, Legally Advised]
 - AP 6100 – Delegation of Authority, Business, and Fiscal Affairs [Revised, Legally Advised]
 - AP 6200 – Budget Preparation [Revised, Legally Required]
 - AP 6250 – Budget Management [Revised, Legally Required]
 - AP 6300 – Fiscal Management [Revised, Legally Required]

- AP 6305 – Reserves [Revised, Suggested as Good Practice]
- BP 6600 – Capitol Construction [Revised, Legally Required]
- BP 6620 – Naming of College and District Buildings – Facilities or Grounds [Revised, Suggested as Good Practice]
- BP 6700 – Civic Center and Other Facilities Use [Revised, Legally Required]
- BP 6900 – Bookstore [Revised, Legally Required]
- AP 7270 – Student Employment [Revised, Suggested as Good Practice]

b) First Reading

- None

c) Second Reading

- Integrated Planning Manual (attached)
 - Purpose: Review the Integrated Planning Manual to ensure it reflects current planning practices and consider improvements. Please note that the funding request rubric includes substantive changes.

d) Acknowledge Receipt

- None

6. INFORMATIONAL/FEEDBACK REQUESTED

a) AI Tools in the Portal for students

- Purpose: Receive feedback on implementation of release of AI Tools for students.

b) Shasta College 2025-2028 Strategic Plan – Final Update (attached)

- Purpose: Celebrate the successes as a result of the planning effort and update the community on key outcomes of the work.

7. OTHER/ANNOUNCEMENTS

8. ADJOURNMENT

Upcoming Meeting: October 6th, 2026

College Council Bylaws

1. Scope and Function of the College Council:

The College Council is the central participatory planning committee for Shasta College and is a key component of Shasta College's integrated planning and institutional review processes. The College Council is responsible for establishing the institution's direction by developing the institutional mission statement and long-term goals consistent with the mission, in concert with the Governing Board and Accreditation Standards.

The College Council will act as the primary participatory College committee and specifically to

- A. Advocate for effective College planning processes being in place and used.
- B. Review the College Mission Statement at least once every six years and ensure alignment of the College mission and goals with the Chancellor's Office mission and goals.
- C. Oversee the development of the College's Strategic Plan, the Educational Master Plan, the Integrated Planning Manual, and the Participatory Governance Manual.
- D. Review and provide input on resource allocation and budgeting proposals.
- E. Review and make recommendations on the District's Board Policies and Administrative Procedures to ensure development based upon a culture of evidence and consultation with constituencies.
- F. Establish ad-hoc committees, sub-committees, and task forces where and when appropriate.

- G. Review reports from the Program Review Committee.
- H. Communicate ideas and recommendations to the campus community.

2. College Council Working Principles:

College Council strives to observe the following working principles:

- A. Keep student welfare and success foremost.
- B. Promote participation by all members of the campus community.
Specifically,
 - 1) Provide everyone in the campus community with an avenue for both getting information and giving input regarding College issues and expenditures.
 - 2) Inform the campus community about the processes and current recommendations so that everyone can understand reasons behind funding allocations and other decisions.
 - 3) Provide an open forum for maximizing dialog and input from the campus community about critical issues.
- C. Ensure that recommendations are evidence-based (data-driven, realistic, and feasible).
- D. Operate as a committee in a way that is transparent, timely and objective.

3. Meetings and Agenda:

Meeting times and dates for the academic year will be established at the first meeting of the fall semester. Additional meetings will be called by the Co-Chairs or the Superintendent/President as needed. College Council meetings will be open to anyone who wishes to attend. Agendas will be available a minimum of 72 hours in advance of meetings, whenever possible, and minutes will be published in a timely manner and widely available: e.g. a College Council website. Items for the agenda are to be directed to the College Council Co-Chairs for listing by the deadline set by the College Council.

4. **Membership, Member Selection, and Term Lengths:**

College Council membership is as follows:

Ten (10) Voting Members:

- 3 Administrators (preferably executive leadership)
- 3 Faculty (including the Academic Senate President)
- 3 Classified staff
- 1 Student

Four (4) Non-Voting Members:

- Superintendent/President
- Three (3) administrators/confidential staff, including the Accreditation Liaison Officer, if possible, as appointed by the Superintendent/President.

In spring of each academic year, the Co-Chairs will announce the membership vacancies which will be given to the appropriate constituency group for final appointment. At the end of a three-year term, a member may be reappointed by their constituency group and in consultation with the Superintendent/President. New members will be appointed in spring of each year and will begin their new term with the first College Council meeting in the fall. In the event of a vacancy, the individual appointed to fill the vacant position will fulfill the balance of the three-year term.

- **Administrators:** Appointed by the Superintendent/President. Term length shall be at the discretion of the Superintendent/President.
- **Faculty:** Appointed by the Academic Senate President after consultation with the Superintendent/President or designee as required by Title 5, Section 53203. Term length for the Academic Senate President will be for the duration of their time as Senate President. The other two faculty members will have staggered three-year terms.
- **Classified Staff:** Appointed by the CSEA President. CSEA appointees will have staggered three-year terms.

- **Student Senate:** Appointed by Student Senate leadership after consultation with the Superintendent/President. Term length is one year.

5. Member Responsibilities:

- A. All members will be responsible for making regular reports to their constituency groups.
- B. All members will review all meeting materials prior to each meeting.
- C. Any member unable to attend a meeting should notify one of the Co-Chairs.

6. Election and Term Length of Co-Chairs:

The Co-Chairs will be elected by the College Council for three-year terms. The election will take place in spring for the following fall semester. Current College Council members will participate in the election. A special election may be held if circumstances warrant due to an unanticipated vacancy.

One of the Co-Chairs will be an administrator. The administrative Co-Chair does not need to be a voting member.

7. Responsibilities of Co-Chairs:

The Co-Chairs will do the following:

- A. Prepare the agendas.
- B. Chair College Council meetings.
- C. Bring appropriate topics to the attention of the College Council, from information provided chiefly by the administrative areas of the college and campus committees, although any member of the campus community may submit a request.

- D. Assure that the College Council business is communicated to the campus community in an effective manner.
- E. Announce the membership vacancies which will be given to the appropriate constituency groups for final appointment in spring of each year.

8. How the Council Conducts Business and Arrives at Recommendations:

- A. The College Council agendas and relevant material will be published and posted on the website a minimum of 72 hours prior to meetings, whenever possible, and will be widely distributed to the campus community.
- B. All meetings will be open to any interested member of the campus community.
- C. A quorum is defined as six (6) voting members.
- D. A quorum of the voting membership of the College Council must be present to take formal action on any item.
- E. Only voting members may make a motion.
- F. Action items will be introduced twice whenever possible; once for information and publication, the second time for discussion and action.
- G. A formal motion will need a simple majority to pass.
- H. Minutes will reflect any actions taken.

9. College Council Evaluation Process:

- A. Each May the College Council will produce an annual report of its activities and submit it to the Superintendent/President.

- B. The College Council will be responsible for initiating and organizing a review of the participatory model as part of the accreditation process.

10. College Council Bylaws:

- A. Bylaws will be evaluated as determined necessary by the Council.
- B. The votes of seven (7) voting members are needed to amend a bylaw.
- C. If at least a quorum is present, two-thirds of the members present may suspend a bylaw for the purpose of a single topic and/or meeting in extraordinary circumstances.

Adopted 12-6-11

Revised by College Council 11-28-17

Revised by College Council 10-4-22

**College Council BP-AP Agenda
September 15, 2026**

Board Policies / Administrative Procedures

1 st Reading	2 nd Reading	Information Only
▪ BP 3250 – Institutional Planning [Revised, Legally Required] ▪ AP 3415 – Immigration Enforcement Activities [Revised, Legally Required] ▪ AP 5055 – Enrollment Priorities [Revised, Suggested as Good Practice] ▪ BP 5400 – Student Organizations [Revised, Legally Required] ▪ AP 5400 – Student Organizations [Revised, Legally Advised] ▪ AP 6100 – Delegation of Authority, Business, and Fiscal Affairs [Revised, Legally Advised] ▪ AP 6200 – Budget Preparation [Revised, Legally Required] ▪ AP 6250 – Budget Management [Revised, Legally Required] ▪ AP 6300 –Fiscal Management [Revised, Legally Required] ▪ AP 6305 – Reserves [Revised, Suggested as Good Practice] ▪ BP 6600 – Capitol Construction [Revised, Legally Required] ▪ BP 6620 – Naming of College and District Buildings – Facilities or Grounds [Revised, Suggested as Good Practice] ▪ BP 6700 – Civic Center and Other Facilities Use [Revised, Legally Required] ▪ BP 6900 – Bookstore [Revised, Legally Required] ▪ AP 7270 – Student Employment [Revised, Suggested as Good Practice]	▪ BP 2365 – Recording [Revised, Other] ▪ BP 2710 – Conflict of Interest [Revised, Other] ▪ AP 2710 – Conflict of Interest [Revised, Legally Required] ▪ BP 6520 – Security for District Property [Revision, Legally Required] ▪ AP 6520 – Security for District Property [Revised, Suggested as Good Practice] ▪ AP 6540 – Insurance [Revised, Legally Required] ▪ AP 6550 – Disposal of Property [Revised, Legally Advised] ▪ AP 7600 – Campus Safety Officers [Revised, Legally Advised]	▪ None at this meeting.

Institutional Planning

BP 3250

Reference: *Title 5, Sections 51008, ~~51010~~, 51026, 51027, 53003, 54220, 55080, 55190, ~~55250~~, 55510, and 56270 et seq.; ACCJC Accreditation Standards ~~I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3 and IV.D.5 (formerly I.B)~~ 1.4 and 3.5;*

The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning, decision-making, and provide opportunities for stakeholders to participate in the development of plans and budgets.

The Superintendent/President shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to the following:

- Long Range Educational or Academic Master Plan, which shall be updated periodically as deemed necessary by the Board
- Facilities Plan
- Equal Employment Opportunity Plan
- Student Equity Plan
- Transfer Center Plan
- Cooperative Work Experience Plan
- EOPS Plan

The Superintendent/President shall submit those plans for which Board approval is required by Title 5 to the Board.

The Superintendent/President shall inform the Board about the status of planning and the various plans.

The Superintendent/President shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure 3250.

Board Approved 04/11/01

Board Approved 06/11/14

Board Approved 02/18/15

Board Approved 11/13/19

CCLC Update 04/01/26

Cabinet 1st Reading 04/16/26

Cabinet 2nd Reading 04/21/26

Immigration Enforcement Activities

AP 3415

Reference: *Education Code Sections 66093 and 66093.3*

Responding to Requests for Access for Immigration Enforcement Activities

District personnel shall provide guidance and offer campus employees training addressing law enforcement access to campus buildings and student residences. This guide shall include the following required topics:

- Instructions that law enforcement officers cannot enter living quarters to make arrests without a judicial warrant, valid consent, or exigent circumstances.
- Instructions that District personnel, including campus safety, cannot consent to the entry into a residence or dormitory for the purpose of a search or arrest, but a judicial warrant or exigent circumstances may authorize officer entry without consent.
- Campus safety contact information to report concerns about the presence of officers engaged in immigration enforcement on any campus property.
- Samples of warrant and subpoena documents that could be used for access onto campus property, or to seize or arrest students or other individuals on campus.
- Sample responses for student housing staff to use in response to officers seeking access for immigration enforcement purposes that avoid instructional interruptions, and that preserves the peaceful conduct of the ~~school's~~ District's activities.

District personnel shall advise all students, faculty, and staff to immediately notify the Office of the Superintendent/President, or designee, and Chief of Campus Safety if they are advised that an officer engaged in immigration enforcement is expected to enter, will enter, or has entered the campus for immigration enforcement purposes.

No personnel may consent to entry of non-public District facilities or portions thereof.

District personnel shall advise all students, faculty, and staff responding to or having contact with an officer engaged in immigration enforcement executing an immigration order, to refer the entity or individual to the office of the Superintendent/President, or designee, for purposes of verifying the legality of any warrant, court order, or subpoena.

If the officer declares that exigent circumstances exist and demands immediate access to the campus, District personnel should not refuse the officer's orders and immediately contact the Superintendent/President and Chief of Campus Safety.

The Superintendent/President's Office or designee and Chief of Campus Safety shall determine what type of authorization is being provided to support the officer's request for access:

- **A U.S. Immigrations and Customs Enforcement (ICE) "warrant."** Immediate compliance is not required. ~~Employees~~ District personnel ~~must~~ shall inform the officer that they cannot ~~provide~~ consent to any request without first consulting with the Superintendent/President or designee. A copy of the warrant shall be provided to the

Immigration Enforcement Activities

AP 3415

designated administrator as soon as possible. Whenever possible, the administrative designee will consult with legal counsel.

- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required, but where feasible, consult with the Superintendent/President or designee before responding. Whenever possible, the administrative designee will consult with legal counsel. Provide a copy of the warrant to the designated administrator (where possible, in consultation with legal counsel) as soon as possible.
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required, but where feasible, consult with the Superintendent/President, or designee, and Chief of Campus Safety before responding. Provide a copy of the subpoena to a designated administrator or legal counsel as soon as possible. Whenever possible, the administrative designee will consult with legal counsel.
- **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Inform the officer that the District cannot respond to the subpoena until after it has been reviewed by the Superintendent/President or designee. Provide a copy of the subpoena to a designated administrator or legal counsel as soon as possible. Whenever possible, the administrative designee will consult with legal counsel.
- **A notice to appear:** This document is not directed at the District. District personnel are under no obligation to deliver or facilitate service of this document to the person named in the document. If a copy of the document is received, it must be given to the Superintendent/President or designee as soon as possible. Whenever possible, the administrative designee will consult with legal counsel.

District personnel should not attempt to physically interfere with an officer, even if the officer appears to be acting without consent or exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, District personnel shall make a record of the contact and forward the information to the Office of the Superintendent / President.

In making record of the contact with an immigration enforcement officer, District personnel shall provide the following information:

- Name of the officer, and, if available, the officer's credentials and contact information;
- Identity of all ~~school~~-District personnel who communicated with the officer;
- Details of the officer's request;
- Whether the officer presented a warrant, subpoena, or court order to accompany the request, what was requested in the warrant/subpoena/court order, and whether the warrant/subpoena/court order was signed by a judge;
- District personnel's response to the officer's request;
- Any further action taken by the immigration officer; and
- Photo or copy of any documents presented by the agent.

Immigration Enforcement Activities

AP 3415

District personnel shall provide a copy of those notes, and associated documents collected from the officer to the Superintendent/President or designee.

In turn, the Superintendent/President or designee shall submit a timely report to the District's Board of Trustees and the Chief of Campus Safety regarding the officer's requests and actions and the District's response(s).

Notification upon Confirmed Immigration Enforcement Presence

The District shall notify all students, faculty, staff, and other campus community members who work on campus when the presence of immigration enforcement is confirmed on campus, to the fullest extent consistent with state and federal law.

The notice shall include all of the following information:

- The date and time the immigration enforcement was confirmed;
- The location of the confirmed immigration enforcement; and
- A hyperlink to additional resources.

The notice shall not include any personally identifiable information.

Responding to Immigration Acts against Students or Family Members

If there is reason to suspect that a student, faculty member, or staff person has been taken into custody as the result of an immigration action, District personnel shall notify the person's emergency contact that the person may have been taken into custody.

The Associate Vice President of Human Resources is designated as the point of contact for any student, faculty member, or staff person who may or could be subject to an immigration order or inquiry.

District personnel shall not discuss the personal information, including immigration status information, of any student, faculty member, or staff person with anyone, or reveal the personal information to anyone, unless disclosing this information is permitted by federal and state law.

The District maintains a contact list of legal service providers who provide legal immigration representation and provide this list free of charge to any student who requests it from the Human Resource Department.

If a student is detained or deported, or is unable to attend to their academic requirements because of an immigration order, the College shall make all reasonable efforts to assist the student in retaining any eligibility for financial aid, fellowship stipends, exemption from nonresident tuition fees, funding for research or other educational projects, housing stipends or services, or other benefits the student has been awarded or received subject to and in compliance with its policy.

District personnel shall permit a student who is subject to an immigration order to reenroll if and when the student is able to return to the District, subject to and in compliance with its policy and

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual
*****Revised, Legally Required*****

Immigration Enforcement Activities

AP 3415

will make reasonable and good-faith efforts to provide for a seamless transition in the student's reenrollment and reacquisition of campus services and support.

District personnel shall be available to assist any student, faculty, and staff who may be subject to an immigration order or inquiry, or who may face similar issues, and whose education or employment is at risk because of immigration enforcement actions.

See Academic Procedure 5017 – Responding to in Inquiries of Immigration Status, Citizenship Status, and National Origin Information.

Board Approved 01/15/20

Board's Ad Hoc Committee on Policy Reviewed 12/14/22

Board Approved 12/10/25

[CCLC Update 04/01/26](#)

[Campus Safety Reviewed 05/20/26](#)

[Cabinet 1st Reading 07/14/26](#)

[Cabinet 2nd Reading 07/21/26](#)

Enrollment Priorities

AP 5055

Reference: *Education Code Sections 66025.8, 66025.81, 66025.9, and 66025.92;
Title 5 Sections 56810, 58106 and 58108*

Definitions

New students are students who are attending Shasta College for the first time, excluding students who are concurrently enrolled.

Continuing students are students currently enrolled at Shasta College.

Returning students are those who attended Shasta College in previous semesters but are not currently enrolled.

Transfer students are those who have completed courses at other colleges or universities.

Concurrent students are those who are concurrently enrolled in K-12.

Matriculated students are those who have completed orientation, assessment and developed a student education plan (Title 5, section 58108).

Exempt students are those who are exempt from orientation, assessment, counseling, advising, or student education plan development pursuant to Title 5 if the student:

- (1) has completed an associate degree or higher;
- (2) has enrolled at the college for a reason other than career development or advancement, transfer, or attainment of a degree or certificate;
- (3) has completed these services at another community college within the last five years;
- (4) has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards.
- (5) has enrolled at the college as a special admit student pursuant to Education Code section 76001.

Semesters are fall and spring only. The summer session is not considered a semester. Semesters are considered consecutive on the basis of the student's enrollment so long as the break in the student's enrollment does not exceed one semester (Title 5, Section 55031).

Student Parent is a student who has a child or children under 18 years of age who will receive more than half of their support from that student pursuant to Education Code Section 66025.81.

All non-exempt ~~new~~ students must be matriculated in order to receive priority registration. The District will provide priority registration for students who enroll in a community college for the

Enrollment Priorities

AP 5055

purpose of degree or certificate attainment, transfer to a four-year college or university or career advancement.

Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. (See BP/AP 4260 Prerequisites, Co-requisites, and Advisories)

Enrollment may be limited due to the following:

- health and safety considerations;
- facility limitations;
- faculty workload;
- availability of qualified instructors;
- funding limitations;
- regional planning;
- legal requirements; and
- contractual requirements.

Priority registration, in the order of priority listed below, shall be provided to students as follows:

To earn and retain priority enrollment, students must have completed orientation and developed a student education plan. ~~Returning students and all~~ All non-exempt ~~new~~ students must have a comprehensive education plan on file by the end of their first year.

The following students will have the highest and equal priority for enrollment:

BLOCK 1:

- Foster youth or former foster youth (Education Code section 66025.9)
- Homeless youth or former homeless youth (Education Code section 66025.9)
- Member of the armed forces or military veterans (Education Code section 66025.8)
- EOPS students (Title 5, section 58108 and 56232)
- PACE students (Title 5 section 56026)
- CalWORKs students (Education Code section 66025.92)
- Tribal TANF students (Education Code section 66025.92)
- Student Parent (Education Code section 66025.81)
- STEP-UP students (Title 5 section 56810(b)(1))

BLOCK 2:

- UMOJA students
- TRIO students
- MESA students
- College Corps students
- Baccalaureate degree cohort
- Continuing ~~S~~student ~~A~~athletes
- Continuing students with 45.0 – 99.5 units earned at Shasta College

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Revised, Suggested as Good Practice

Enrollment Priorities

AP 5055

- Students with 100 or more units earned at Shasta College with a successful petition

BLOCK 3:

- 3A Continuing students with 30.0 – 44.5 units earned at Shasta College
- 3B Continuing students with 15.0 – 29.5 units earned at Shasta College
- 3C Continuing students with up to 14.5 units earned at Shasta College
- ~~3D Promise students (i.e. New, recent, local high school graduates who have completed assessment, orientation and developed an education plan)~~

BLOCK 4:

- Returning ~~S~~students
- Matriculated New students
- Matriculated Transfer students
- New and transfer students who are exempt from matriculation

BLOCK 5:

- Gateway to College students
- ~~College Connection students~~

BLOCK 6:

- Students who have been on ~~probation~~ academic notice for two consecutive semesters (Title 5, section 55031)
- Students with 100 or more units earned at Shasta College (Title 5, section 58108)
- ~~New or transfer students who do not have an education plan on file by the end of their 3rd semester.~~

BLOCK 7:

- Concurrent enrolled K9-12 grade students
- ~~Non-matriculated new students~~

Petition Process

Registration priority shall be lost at the first registration opportunity after a student:

- 1) Is placed on Academic Notice ~~or any combination thereof~~ as defined in BP/AP 4250 for two consecutive semesters; or
- 2) Has earned one hundred (100) or more degree-applicable units at Shasta College.

For purposes of this section, a unit is earned when a student receives a grade of A, B, C, D or P as defined in BP and AP 4230 titled Grading and Academic Record Symbols. This 100-unit limit does not include units for non-degree applicable English as a Second Language or basic skills courses as defined by the Assistant Superintendent/Vice President of Instruction, or students enrolled in high unit majors or programs as designated by the Assistant Superintendent/Vice

Enrollment Priorities

AP 5055

President of Instruction. The District will exempt units earned through Advanced Placement, International Baccalaureate or other similar programs from the 100-unit limit.

The District shall notify students who are placed on Academic Notice, of the potential for loss of enrollment priority. The District shall notify the student that a second consecutive semester on Academic Notice will result in the loss of priority registration as long as the student remains on Academic Notice. The District shall notify students who have earned 75 percent (75%) or more of the unit limit that enrollment priority will be lost when the student reaches the unit limit.

Appeal of Loss of Enrollment Priority

~~Students may appeal the loss of priority enrollment due to extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. Students may appeal the loss of priority enrollment due to extenuating circumstances, enrollment in a high unit major or program, or when a student with a disability applied for, but did not receive, a reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student. Contact Admissions and Records for an appeal form. The Assistant Superintendent/Vice President of Student Services or designee will determine the appeal in their sole discretion.~~

Shasta College allows students who have demonstrated significant academic improvement to appeal the loss of priority enrollment status. Significant academic improvement is defined as achieving a minimum grade point average of 2.0 and completing more than 50% of units attempted at the student's most recently completed semester.

Procedures for Review of Registration Priorities

Legislatively mandated registration priorities will automatically be added to this Administrative Procedure. The District will ensure that these procedures are reflected in the course catalog and that all students have appropriate and timely notice of the requirements of this procedure.

Board Approved 11/11/09
Board Approved 04/10/13
Board Approved 12/11/13
Board's Ad Hoc Committee on Policy Reviewed 06/11/14
Board Approved 07/09/14
Board Approved 04/19/17
Board Approved 12/12/18
Board Approved 08/14/19
Board Approved 01/20/21
Board Approved 06/07/23
Board Approved 12/13/23
Board Approved 11/12/25

[Student Services Managers Reviewed 06/17/26](#)
[Cabinet 1st Reading 07/14/26](#)

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

*****Revised, Suggested as Good Practice*****

Enrollment Priorities

AP 5055

Cabinet 2nd Reading 07/21/26

Student Organizations

BP 5400

Reference: *Education Code Sections 76060*
Government Code Section 54953.8.5

Student Senate

The students of the District are authorized to establish a student body association. The Board hereby recognizes the Student Senate as the student body association of the District.

The Student Senate is recognized as the official representative voice for the students in the District decision-making processes. It may conduct other activities as approved by the Superintendent/President. The Student Senate activities shall not conflict with the authority or responsibility of the Board or its officers or employees.

The Student Senate shall be granted the use of District premises subject to such administrative procedures as may be established by the Superintendent/President. The Student Senate shall conduct its business, activities, and its use of District property in accordance with state laws and regulations, and District policies and procedures ~~established by the District~~. The use of District property shall not be construed as transferring ownership or control of the property.

The Board may authorize eligible community college student organizations to use teleconferencing pursuant to state law.

Student Senate and all student organization operations shall follow procedures outlined in Administrative Procedure 5400, including meeting requirements and advisor oversight.

Student Activities

A student activity is an extra-curricular event sponsored by a recognized Shasta College club or student organization.

All student activities must have the prior approval ~~of from~~ the Director of Student Life, be scheduled in accordance with ~~following~~ all District use of facility procedures through the Office of Administrative Services, and comply with established ~~be in keeping with the~~ guidelines for student activities.

Clubs

Any five active (5) Shasta College students, along with ~~plus~~ a faculty advisor, may form an interest or service club. Clubs must be established and operated in accordance with the appropriate administrative procedure.

Other Student Organizations

Other student organizations (such as Phi Theta Kappa, Shasta College Beta Mu Mu Chapter), shall be extended the same rights and privileges as student clubs and will be officially recognized by the District. These organizations will adhere to all state laws and regulations, and District policies and procedures.

Student Organizations

BP 5400

See Administrative Procedure 5400 – Student Organizations.

Board Approved 04/11/01

Board Approved 12/10/08

Board's Ad Hoc Committee on Policy Reviewed 08/12/09

Board Approved 06/10/20

Board's Ad Hoc Committee on Policy Reviewed 12/14/22

Board's Ad Hoc Committee on Policy Reviewed 12/10/25

[Student Services Managers 1st Reading 04/15/26](#)

[Student Services Managers 2nd Reading 05/06/26](#)

[Cabinet 1st Reading 05/12/26](#)

[Cabinet 2nd Reading 06/02/26](#)

[Student Senate 1st Reading 08/21/26](#)

[Student Senate 2nd Reading 08/28/26](#)

Student Organizations

AP 5400

Reference: ***Education Code Section 76060***
Government Code Section 54953.8.5

Student Senate

The students of the District are authorized to establish a student body association. The Board hereby recognizes the Shasta College Student Senate (SCSS) as the student body association of the District. SCSS representatives will oversee the meetings, expenditures, authorizations, and policies established. Day and evening students as well as off-campus students shall be encouraged to participate.

The Student Senate will conduct an annual District election of officers. ~~The officers will oversee the meetings, expenditures, authorizations, and policies established. A 2/3 majority of the Student Senate executive officers shall constitute a quorum~~A simple majority if the elected voting members of the SCSS governing body shall constitute a quorum.

~~The Student Senate shall have student representative positions for each Division and, if possible, for each Campus within the District.~~ Students interested in being an SCSS representative will ~~fill out~~complete an application of interest. Representative applications will be available online on the Student Senate webpage or during regular office hours in the Student Senate office. At the close of the application period, all eligible applicants will undergo a review process conducted by the Student Senate ~~officers~~advisors. All submitted applications will be reviewed using a fair and consistent process, evaluating candidates based on the stated qualifications and leadership potential while ensuring that the review is conducted without discrimination on the basis of any protected characteristic. After elections, aAppointments will be announced at the next regularly scheduled Student Senate meeting. The following should take place:

1. The Student Senate shall conduct weekly meetings and post agendas for each meeting seventy-two (72) hours in advance of the meeting in a designated area accessible to all students. Meetings will be conducted in compliance with the Ralph Brown Act.
2. ~~A District academic~~ employee (usually the Director of Student ~~Success and Basic Needs~~Life and/or the Student Senate advisor/s) must be present at all official Student Senate meetings at which time motions are made, action is taken, and minutes are prepared.
3. All financial/monetary transactions in which funds are deposited or disbursed must be processed through the District Business Office.

Teleconference Meetings

If authorized by resolution of the Board of Trustees, the student organization may conduct meetings by teleconference only if a majority of its members vote to do so. The student organization shall notify the Board of Trustees of its election and provide its justification for using teleconferencing.

Student Organizations

AP 5400

If the student organization conducts a teleconference meeting, pursuant to Government Code Section 54953.8.5, it shall comply with all quorum, physical location, public access, and accommodation requirements set forth in that section.

If the student organization conducts a teleconference meeting, pursuant to Government Code Section 54953.8.5, it shall comply with all quorum, physical location, public access, and accommodation requirements.

Student Activities

1. All club sponsored student activities and events must have required documents on file for Use of Facilities with the Office of Administrative Services.
2. The Director of Student ~~Success and Basic Needs~~Life must be notified in writing of the time, place, and nature of a proposed on campus student activity at least ten (10) days prior to the date of the event. The Director of Student Life, in accordance with District Policy and Procedures, will have the authority to approve or disapprove all student activities.
3. All student activities must have adequate faculty or administrative supervision as determined by the Director of Student ~~Success and Basic Needs~~Life.
4. ~~Security supervision of student activities may be required by the Director of Student Success and Basic Needs for athletic events, dances, concerts and other activities in which large numbers of people are likely to congregate. The organization or club sponsoring the event will ordinarily bear the cost of security supervision.~~

Clubs/Student Organizations

Any five (5) Shasta College students plus a faculty advisor (one full-time or two part-time faculty) may form an interest or service club/organization within the District ~~provided the following process is adhered to:~~

by s~~Submitting~~ a completed club application packet to the Student Senate for approval ~~which will include the following:~~

- ~~a. Petition with at least five (5) student signatures and at least one (1) full-time faculty or at least two (2) part-time advisor signature(s).~~
- ~~b. A copy of the club's organizational constitution.~~
- ~~c. A copy of the club's intended budget.~~
- ~~d. A signed copy of the club's Advisor Agreement form.~~
- ~~e. A signed copy of the club's Officer Agreement form.~~

~~2.1.~~ 1. All financial/monetary transactions in which funds are deposited or disbursed must be processed through the District Business Office.

~~3.2.~~ 2. Have a faculty advisor ~~or designee~~ present at all official club activities and meetings at which time motions are made, actions are~~is~~ taken, and minutes are prepared.

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual
*****Revised, Legally Advised*****

Student Organizations

AP 5400

Any club that has been inactive for two (2) consecutive academic years shall be deemed null and void and all monies shall become the property of the general fund of the Student Senate.

No student organization may organize or operate with the intent to participate in hazing or commit any act that injures, degrades, or disgraces any fellow student or person.

When certification or decertification of a club is disputed, the question shall be determined by the following appeal procedure:

1. The appeal is taken to the Student Senate for review and discussion.
2. The Student Senate will make a recommendation to the Director of Student ~~Success and Basic Needs~~Life regarding the certification or decertification of the club in question. ~~The Director of Student Success and Basic Needs will then make a recommendation to the Assistant Superintendent/Vice President of Student Services~~The Director of Student Life will review the club's application materials and any relevant documentation or testimony related to the matter and will forward a recommendation to the Vice President for final consideration.
3. The Assistant Superintendent/Vice President of Student Services has the authority to affirm or deny the certification or decertification of the club.

Other Student Organizations

Other student organizations (such as Phi Theta Kappa, Shasta College Beta Mu Mu Chapter), shall be extended the same rights and privileges as student clubs and will be officially recognized by the District. These organizations will adhere to all state laws and regulations, and District policies and procedures outlined above.

~~No student organization may organize or operate with the intent to participate in hazing or commit any act that injures, degrades or disgraces any fellow student or person.~~

Board Approved 12/10/08
Board Approved 06/10/20
Board Approved 12/14/22
Board's Ad Hoc Committee on Policy Reviewed 12/10/25
Student Services Managers 1st Reading 04/15/26
Student Services Managers 2nd Reading 05/06/26
Cabinet 1st Reading 05/12/26
Cabinet 2nd Reading 06/02/26
Student Senate 1st Reading 08/21/26
Student Senate 2nd Reading 08/28/26

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedure Manual
*****Revised, Legally Advised*****

Delegation of Authority, Business and Fiscal Affairs

AP 6100

Reference: *Education Code Sections 70902(d), 81644, 81655 and 81656;
Public Contract Code Sections 20651, 20658 and 20659*

This Administrative Procedure implements the District's fiscal management framework under Board Policy 6250 and Administrative Procedure 6300 and establishes delegated authority for fiscal administration, contracting, and property transactions, subject to applicable law, Board policy, and administrative procedures.

The Assistant Superintendent/Vice President of Administrative Services is delegated authority from the Superintendent/President to supervise budget preparation and management; oversee fiscal management of the District; and contract for, purchase, sell, lease, or license real and personal property, in accordance with Board policy and law. Budget development and management processes are governed by Board Policy 6250 and Administrative Procedures 6200 and 6250, and reserve classification, reserve levels, and use of reserves are governed by Administrative Procedure 6305.

Responsibility for the development and maintenance of internal ~~policies~~fiscal and procedurescontracting procedures consistent with this Administrative Procedure and applicable law is delegated to the Assistant Superintendent/Vice President of Administrative Services. ~~the provision of this regulation remains with the Assistant Superintendent/Vice President of Administrative Services.~~ This delegated authority is subject to the condition that certain of these transactions be submitted to the Superintendent/President for review and approval from time to time as determined by the Superintendent/President.

When transactions do not exceed the dollar limits established in the Public Contracts Code, the Education Code or other laws pertaining to the taking of competitive bids, the Assistant Superintendent/Vice President of Administrative Services may contract for goods, services, equipment and rental of facilities so long as the transactions comply with law and any limitations or requirements set forth therein. Furthermore, the Assistant Superintendent/Vice President of Administrative Services may amend the terms and conditions of any contractual arrangement so long as the total expenditure of funds and period of contract do not exceed the limitations set forth in applicable law or regulation.

This authority shall be exercised in coordination with the District's budget, reserve, and fiscal control policies and procedures to ensure sound fiscal management and legal compliance.

Board Approved 08/18/10
Board Approved 10/14/15
Board's Ad Hoc Committee on Policy Reviewed 04/20/22
Administrative Services Reviewed 04/09/26
Cabinet 1st Reading 04/14/26
Cabinet 2nd Reading 04/21/26

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual
Revised, Legally Required

Budget Preparation

AP 6200

Reference: ~~ACCJC Accreditation Standard 3; Education Code Section 70902 subdivision (b)(5); Title 5, Section 58300 et seq.;~~
ACCJC Accreditation Standard 3;

This Administrative Procedure establishes the District's budget development and preparation process. Governance principles for budget management are established in Board Policy 6250 and implemented through Administrative Procedure 6250. Fiscal controls, reserve management, and compliance requirements are addressed through Administrative Procedures 6300 and 6305.

The District budget development process shall include:

- A statement of philosophy that includes that budget planning supports institutional goals and is linked to other institutional planning efforts;
- A budget calendar that includes presentation of the tentative and final budgets. The tentative budget shall be presented no later than July 1 [Title 5, Section 58305 subdivision (a)], and the final budget no later than September 15 [Title 5, Section 58305 subdivision (c)]. A public hearing on the budget shall be held on or before September 15 [Title 5, Section 58301];
- Consultation with established participatory committees, such as the Budget Committee and College Council;
- ~~Criteria and institutional guidelines for the financial planning and budgeting~~Criteria and institutional guidelines for financial planning and budgeting, including consideration of reserve requirements and long-term fiscal sustainability;
- A copy of the adopted annual financial and budget report to be submitted to the California Community College Chancellor's Office on or before October 10 [Title 5 Section 58305 subdivision (d)];
- Submission of appropriate forms (311's) to the California Community College Chancellor's Office; and
- Filing of copies of the annual financial and budget report with the appropriate county officers for information and review, if applicable [Title 5 Section 58305 subdivision (d)].

Upon adoption, budgets are administered, monitored, and amended in accordance with Board Policy 6250 and Administrative Procedure 6250.

Board Approved 12/16/09
Board's Ad Hoc Committee on Policy Reviewed 02/18/15
Board Approved 03/11/15
Board Approved 06/12/24
Administrative Services Reviewed 04/09/26

Shasta-Tehama-Trinity Joint Community College District

Board of Trustees

Administrative Procedures Manual

*****Revised, Legally Required*****

Budget Preparation

AP 6200

[Cabinet 1st Reading 04/14/26](#)

[Cabinet 2nd Reading 04/21/26](#)

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual
*****Revised, Legally Required*****

Budget Management

AP 6250

Reference: Title 5, Sections 58305, 58307 and 58308

~~Total amounts budgeted as the proposed expenditure for each major classification of expenditures shall be the maximum expended for that classification for the school year, except as specifically authorized by the Board of Trustees.~~

~~Transfers may be made from the reserve for contingencies to any expenditure classification by written resolution of the Board of Trustees, and must be approved by a two-thirds vote of the members of the Board of Trustees.~~

~~Transfers may be made between expenditure classifications by written resolution of the Board of Trustees, and may be approved by a majority of the members of the Board of Trustees.~~

~~Excess funds must be added to the general reserve of the District, and are not available for appropriation except by resolution of the Board setting forth the need according to major classification.~~

The District budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. Budget revisions shall be made only in accordance with these policies and as provided by law. The District shall have as a high budget priority the appropriation in the final budget of an unassigned reserve in the unrestricted general fund. The Board of Trustees recognizes the need for cash-flow management and the necessity of considering financial uncertainties in the development of the District budget.

The Board of Trustees shall establish and maintain unrestricted general fund reserves at a prudent level sufficient to support fiscal stability, cash-flow needs, and the District's long-term financial obligations. The District's minimum reserve requirements and long-term reserve goals shall be defined and implemented through Administrative Procedure 6305.

Total amounts budgeted as the proposed expenditure for each major classification of expenditures shall be the maximum expended for that classification for the school year, except as specifically authorized by the Board. Revenues accruing to the District in excess of amounts budgeted shall be added to the District's unrestricted general fund reserves and may be appropriated only upon action of the Board in accordance with applicable law and administrative procedures to any expenditure classifications must be approved by a two-thirds vote of the members of the Board. Transfers between expenditure classifications must be approved by a majority vote of the members of the Board. See Administrative Procedure 6250.

Authority for the use of reserves, including emergency circumstances, shall be governed by Administrative Procedure 6305 and shall include appropriate notification, documentation, and Board oversight.

See Administrative Procedure 6305.

Board Approved 08/18/10
Board Approved 03/08/17
Board's Ad Hoc Committee on Policy Reviewed 12/14/22

Budget Management

AP 6250

[Administrative Services Reviewed 04/09/26](#)

[Cabinet 1st Reading 04/14/26](#)

[Cabinet 2nd Reading 04/21/26](#)

Fiscal Management

AP 6300

Reference: *Education Code Sections 84040 subdivision (c); Title 5, Section 58311; ACCJC Accreditation Standard **III.D.93**; 2 Code of Federal Regulations Parts 200.302 subdivision (b)(6)-(7), 200.305, and 200.400 et seq.*

This Administrative Procedure establishes the District's overarching framework for fiscal management, internal controls, and stewardship of financial resources. Budget governance principles are established in Board Policy 6250 and implemented through Administrative Procedure 6250. Reserve classifications, minimum reserve requirements, long-term reserve goals, and authority for the use of reserves are governed by Administrative Procedure 6305.

The Assistant Superintendent/Vice President of Administrative Services will be responsible to the District Superintendent/President and the Board of Trustees for the proper accounting of all District and Student Association funds.

The District shall:

- Provide for responsible stewardship of available resources.
- Provide for safeguarding and managing District assets to ensure ongoing effective operations; maintenance of adequate cash reserves in accordance with Board Policy 6250 and Administrative Procedure 6305; implementation and maintenance of effective internal controls; determination of sources of revenues prior to making short-term and long-term commitments; establishment of a plan for the repair and replacement of equipment and facilities.
- Provide for an organizational structure that incorporates a clear delineation of fiscal responsibilities and staff accountability.
- Provide that appropriate administrators keep the Board current on the fiscal condition of the District as an integral part of policy and decision-making.
- Provide for development and communication of fiscal policies, objectives and constraints to the board, staff and students.
- Provide for an adequate management information system that gives timely, accurate and reliable fiscal information for planning, decision making and budgetary control.
- Provide for appropriate fiscal policies and procedures and adequate controls to ensure that established fiscal objectives are met.
- Provide a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial and educational adjustments.
- Provide both short term and long term goals and objectives, and broad based input coordinated with District educational planning.
 - Provide procedures for determining allowability of costs in accordance with EDGAR Second Edition Subpart E Cost Principles.
 - Provide procedures to implement the requirements of 2 Code of Federal Regulations Part 200.305 governing payments.

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual
Revised, Legally Required

Fiscal Management

AP 6300

The Board of Trustees may authorize the Assistant Superintendent/Vice President of Administrative Services to request of the Shasta County Board of Supervisors a temporary transfer of County funds as needed to the District's General Fund. This can only be done in the absence of TRAN (Tax Revenue and Anticipation Notes) issuance for that year.

The Business Office maintains a procedures manual that is periodically updated to reflect appropriate changes as needed. The manual is made available to all staff electronically and annual training is provided to insure consistent application of procedures.

[This procedure operates in coordination with the District's budget and reserve policies to ensure sound fiscal management and compliance with applicable laws and regulations.](#)

Board Approved 08/18/10

Board's Ad Hoc Committee on Policy Reviewed 02/18/15

Board Approved 03/11/15

Board Approved 07/12/17

[Administrative Services Reviewed 04/09/26](#)

[Cabinet 1st Reading 04/14/26](#)

[Cabinet 2nd Reading 04/21/26](#)

Reserves

AP 6305

Reference: *Budget and Accounting Manual, Chapter 5, Appendix A*

The District shall have as a high budget priority the appropriation in the final budget of an ~~un-~~~~committed~~unassigned reserve in the unrestricted general fund. The Board of Trustees recognizes the need for cash-flow management and the necessity of considering financial uncertainties in the development of the District budget. To this end, the following reserve accounts shall be included in the final budget:

General Reserves

The final budget shall include an ~~unappropriated~~ unassigned unrestricted general fund reserve to help ensure that the District will be in a positive cash position at the end of the fiscal year. This reserve shall be ~~(at a minimum)~~ no less than five percent (5%) of budgeted unrestricted general fund expenditures and shall not be available for appropriations during the fiscal year except as what is outlined in this procedure.

The District shall establish a long-term goal of maintaining unrestricted reserve levels sufficient to cover up to two months, or 17%, of operating expenditures, subject to available resources, enrollment trends, and multi-year financial projections.

Reserve levels shall be reviewed annually as part of the District's budget development process and multiyear financial planning.

Reserve for Emergencies

The District budget shall also include an ~~appropriated~~ Board-committed reserve for economic uncertainties to cover: 1) Unanticipated emergencies; 2) Temporary or unanticipated declines or delays in apportionment or other sources of funds; 3) Additional program development activities not considered prior to budget adoption; 4) Temporary or other unanticipated factors that impact cash flow. This reserve shall be ~~(at a minimum)~~ maintained no less than five percent (5%) of total unrestricted general fund expenditures, inclusive of the unassigned reserve described above.

~~The Superintendent/President is authorized to utilize funds from the emergency fund for urgent situations upon verbal notification to the Board President or, if he/she cannot be reached, any other member of the Board of Trustees. Any such use of the reserve shall be reported to the Board at the next regularly scheduled open session.~~

In the event of an emergency requiring immediate action, the Superintendent/President may authorize the use of Board-committed emergency reserve funds when delay would jeopardize District operations or financial stability. Such action shall be subject to the following conditions: 1) Prompt notification shall be provided to the Board President and the Board of Trustees as soon as practicable; 2) A written justification documenting the nature of the emergency, the amount utilized, and the anticipated fiscal impact shall be prepared; and 3) Any use of emergency reserves shall be reported to and ratified by the Board of Trustees at the next regularly scheduled open session.

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual
*****Revision, Suggested as Good Practice*****

Reserves

AP 6305

Any material use of reserves shall include a plan and timeline to replenish the reserve balances to the established minimum level.

The Business Office shall maintain written fiscal procedures governing reserve management, cash-flow planning, internal controls, and financial reporting. These procedures shall be reviewed periodically, made available electronically to appropriate staff, and supported through annual training to ensure consistent application and compliance with applicable laws, regulations and Board policy.

This procedure implements the Board's reserve policy established under Board Policy 6250.

Board Approved 08/18/10

Board Approved 03/08/17

Administrative Services Reviewed 04/09/26

Cabinet 1st Reading 04/14/26

Cabinet 2nd Reading 04/21/26

Capital Construction

BP 6600

Reference: *Education Code Section 81005 and 81820;*
Title 5 Section s 57150 et seq.

The Superintendent/President is responsible for planning and administrative management of the District's capital outlay and construction program.

District construction projects shall be supervised by the Superintendent/President. The Director of Physical Plant shall monitor the progress of all construction work including inspection of workmanship, completion of work to meet specifications, and the suitability of proposed changes to the scope and original design of the work. The ~~Assistant Superintendent/Vice President of Administrative Services~~ Associate Vice President of Facilities and Capital Construction shall assure compliance with laws related to use of state funds to acquire and convert existing buildings.

The Board shall approve and submit to the Board of Governors a five-year capital construction plan as required by law. The Superintendent/President shall ensure the ~~annually update the plan~~ plan is updated annually and presented it to the Board for approval. The plan shall address, but is not limited to, the criteria contained in law.

See Administrative Procedure 6600

Board Approved 04/11/01

Board Approved 12/14/16

Board's Ad Hoc Committee on Policy Reviewed 04/20/22

Administrative Services Reviewed 04/09/26

Cabinet 1st Reading 04/14/26

Cabinet 2nd Reading 04/21/26

Naming of College and District Buildings, Facilities, or Grounds

BP 6620

References: *No specific legal references*

The Board of Trustees shall have the final responsibility for the naming of buildings, facilities, or grounds within the Shasta-Tehama-Trinity Joint Community College District. It is the policy of the Board to approve names for college and District buildings and facilities ~~and to commemorate such action with a standardized plaque.~~

The name given shall be used for its intended purpose or until the Board decides for good and sufficient ~~reason~~ reason, as determined by the Board of Trustees, that a name change is ~~necessary~~ appropriate or if the building or facility is destroyed or unusable.

A. The name of buildings, facilities, or grounds shall adhere to the following criteria:

1. To honor a living person who has made a unique, extraordinary, or significant personal contribution to the college. That person may not be an employee or trustee at the time of consideration.
2. To honor a deceased person who has made a unique, extraordinary, or significant personal contribution. Such proposals shall be submitted no earlier than one year following the death of the individual to be memorialized.
3. To honor a group, business, or organization that has made a unique, extraordinary, or significant contribution to the college.
4. ~~To recognize~~ honor a person, group, or business that has donated significant resources through ~~the Shasta College Foundation's Major Donor Recognition Plan.~~

B. Naming decisions shall complement the Facilities Master Plan and support clear navigation and building identification for students and employees. The naming of a temporary District facility does not transfer to a replacement permanent structure. ~~The naming of a temporary District facility does not transfer to a replacement permanent structure.~~

For any new and/or current buildings to be renamed, the Superintendent/President shall ensure that ample feedback is collected and considered before it is presented to the Board for approval. The Board of Trustees reserves the right to reconsider or rescind a naming designation if subsequent circumstances materially conflict with the mission, values, or integrity of the District.

~~B.~~ _____

Board Approved 3/12/03
Board's Ad Hoc Committee on Policy Reviewed 04/20/22
Administrative Services Reviewed 04/09/26
Cabinet 1st Reading 04/14/26
Cabinet 2nd Reading 04/21/26

Civic Center and Other Facilities Use

BP 6700

Reference: *Education Code Sections 82537 and 82542;
Title 5 Sections 59601 et seq.*

There is a Civic Center at each Shasta College campus location. The Civic Centers are designated facilities that are suitable for public use. Use of the Civic Center shall be granted as provided by law. The Superintendent/President shall establish procedures regarding the use of District property and facilities, including property designated by the District as a Civic Center, by community groups, outside contractors, and others.

The administrative procedure shall reflect the requirements of applicable law, including Education Code Section 82537, regarding Civic Centers. The procedures shall include reasonable rules regarding the time, place, and manner of use of District facilities. They shall assure that persons or organizations using District property are charged such fees as are authorized by law. Public use of District property shall not interfere with scheduled instructional programs or other activities of the District on behalf of students.

No group or organization may use District property to unlawfully discriminate on the basis of race, color, religion, ancestry, national origin, military or veteran status, disability, gender, gender identity, gender expression, or sexual orientation, or the perception that a person has one or more of the foregoing characteristics, or because a person associates with a person or group with one or more of these actual or perceived characteristics, or on any basis prohibited by law.

Use of the District's Civic Centers will be only for the purposes described by the California Legislature in Education Code Section 82537~~(a)~~. These purposes include use by the community and organizations for public, literary, scientific, recreational, educational, or public agency meetings, or for the discussion of matters of general or public interest upon terms and conditions which that the governing board deems proper, and subject to the limitations allowed by law. In granting permission to use the Civic Centers, the District will not discriminate on the basis of viewpoint with regard to organizations engaging in expressive activities on the topics and subject matters articulated above. ~~associations "formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts" in order to "engage in supervised recreational activities" or "meet and discuss, from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside" (Education Code Section 82537(a)). In granting permission to use the Civic Centers, the District will not discriminate on the basis of viewpoint with regard to organizations engaging in expressive activities on the topics and subject matters articulated above.~~

See Administrative Procedure 6700

Board's Ad Hoc Committee on Policy Reviewed 04/13/16
Board Approved 05/11/16
Board Approved 12/14/16
Board's Ad Hoc Committee on Policy Reviewed 06/08/22
Administrative Services Reviewed 04/09/26
Cabinet 1st Reading 04/14/26

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Board Policy Manual

*****Revised. Legally Required*****

Civic Center and Other Facilities Use

BP 6700

Cabinet 2nd Reading 04/21/26

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Board Policy Manual

*****Revised, Legally Required*****

Bookstore

BP 6900

Reference: *Education Code section 81676;*
Civil Code Section 1798.90

The Shasta College bookstore shall be established and operated by either the District or by a qualified vendor.

The primary purpose of the Shasta College Bookstore is to support instructional programs and provide textbooks and other instructional materials ~~to the students of the college~~ for students. -

~~The college bookstore shall be established and operated by either "the District" or by a qualified vendor.~~

~~The college bookstore shall comply with the requirements of the Reader Privacy Act.~~ The operation of the college bookstore, whether managed by the District or by a qualified vendor, shall comply with the requirements of the Reader Privacy Act.

Option 1—If the bookstore is run by the District:
Operational costs of the college bookstore shall be paid from revenue earned from the bookstore.

Fiscal management of the bookstore shall be in accordance with the California Community Colleges Budget and Accounting Manual. An annual audit of the records and accounts of the bookstore shall be provided to the Board.

Option 2—If a qualified vendor is to provide bookstore services:
Contracts for outside vendors to operate bookstores shall be awarded by competitive bid, submitted to the Board for approval, and awarded in the best interests of the students.

The Assistant Superintendent/Vice President of Administrative Services shall manage the college bookstore contract and assess the vendors quality of services to the District. ~~Contracts for outside vendors to operate bookstores shall be awarded by competitive bid, submitted to the Board for approval, and awarded in the best interests of the students.~~ The Board of Trustees shall have final approval of contracts being awarded to any Bookstore vendor at time of renewal and/or entry into a new contract.

Board Approved 02/15/17
Board Approved 07/13/22
Administrative Services Reviewed 04/09/26
Cabinet 1st Reading 04/16/26
Cabinet 2nd Reading 04/21/26

Student Employment

AP 7270

Reference: *Education Code Sections 69950-69969.5, 88003, 87000, 87010, 87011*

Only enrolled Shasta College students, who are at least 16 years of age with a valid work permit, if required, may be employed as student workers. A student employed by the District on an "at-will," part-time basis and ~~meeting who satisfies~~ the ~~relevant enrollment criteria~~ Parameters below is defined as a student ~~worker~~ worker. While Shasta College provides employment opportunities for its students through various funded programs, the District believes that a student worker's primary role is that of a student. In no case will a student worker perform services that will result in the displacement of a classified personnel or impair existing contracts for service. The following criteria define student worker eligibility:

~~GUIDELINES~~PARAMETERS FOR STUDENT EMPLOYMENT

A. It is required that students~~Students must~~ meet one of the following categories ~~in order to become~~ a ~~paid employee~~student worker at Shasta College:

1. District ~~Student~~ student ~~Employment~~ employment – ~~Employment~~ employment paid solely with District funds.
 - a. District student workers' job assignments are contingent upon the employing department's budget. If funding permits, the student may work the complete fiscal year, July 1 - June 30.
 - ~~b. Must maintain a minimum 2.0 GPA each term and maintain Satisfactory Academic Progress;~~
 - ~~c. b. Must maintain a minimum 2.0 cumulative GPA and may not be on academic probation~~ notice as defined by BP4250;
 - ~~d. Must be enrolled in at least six (6) units at Shasta College during the fall or spring terms;~~
 - c. Be enrolled in at least six (6) units at Shasta College ~~Enrollment status must be maintained~~ throughout the term of employment. ~~Falling below the minimum number of units may impact the student worker's employment with the District.~~
 - i. Exception: students not enrolled in summer classes may still be eligible for employment if they were enrolled and eligible to work during the preceding spring semester, or
 - ii. They are enrolled for the upcoming fall semester.~~The Human Resources Office~~ The Career Services Office will verify enrollment status.
 - i. ~~Exception: Summer term student workers who are not enrolled in any classes may be eligible based upon enrollment status as of the end of the previous or subsequent term (spring or fall) as indicated below. The Human Resources Office~~ The Career Services Office will verify student enrollment requirements.
 - e. ~~Students who are enrolled and eligible to work during the spring semester may work during the subsequent summer break period.~~

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Revised, Suggested as Good Practice

Student Employment

AP 7270

~~Students who are enrolled in the fall semester may work during the preceding summer break period~~

2. Federal Work Study Employment – eligible students are paid with Federal Work Study funds administered by the Financial Aid Office.

~~f.---~~

~~2. Work Study Employment – a) Federal Work Study Program or b) Categorically funded Work Study programs.~~

~~3.---~~

~~Federal Work Study students are paid with Federal Financial Aid Work Study funding.~~

~~a. Students must be enrolled in at least six (6) units at Shasta College;~~Must be enrolled in at least six (6) units at Shasta College.;

~~i. Exception: A student can be employed during a period of non-attendance if they intend to enroll in the subsequent term.~~

~~b. Students must be in good standing academically or have an appeal and contract on file with the Financial Aid office to be awarded;~~Students must maintain Satisfactory Academic Progress (SAP) as defined by the Financial Aid Office or have an approved SAP contract on file.;

~~c. Students are awarded for the academic year: July 1 through June 30. Students must stop working no later than the last day of instruction each academic year; even if they have not earned all of their allocation;~~Students are awarded for the academic year and must stop working no later than the last day of instruction, even if they have not earned all their allocation. If there are sufficient remaining Federal Work Study funds available for the award year, at the discretion of the Financial Aid Office, students with remaining eligibility may work through June 30.;

~~a.d. Shasta College reserves the right to adjust Federal Work Study awards at any time due to changes in availability of funding;~~funding or eligibility changes.;~~or as a result of an overaward that results in the total financial aid package exceeding the published Cost of Attendance~~

~~b.e. Federal Work Study students performing jobs comparable to those of other student workers are paid comparable wages as non-Federal Work Study and other student workers.~~

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Revised, Suggested as Good Practice

Student Employment

AP 7270

~~3. Categorically funded~~ Categorically funded Work Study ~~-Employment -~~ students are paid at least in part with ~~Categorical~~ categorical funds.

a. Students may work in college work study or work experience programs financed by state or federal funds such as CalWORKs, EOPS, CARE, PACE, Co-Operative Education, and VATEA;

~~a.b.~~ b. Students in these programs may be enrolled in fewer than six (6) units and have a cumulative GPA below 2.0 as permitted by the funding program's eligibility requirements;

c. Students paid with categorical funds and performing jobs comparable to other student workers will be paid comparable wages as ~~non-Federal Work Study~~ and other student workers;

~~b.d.~~ d. With District approval, students enrolled in a College to Career program may have the enrollment criteria waived and participate in student employment.

B. Students must be legally eligible to work in the United States. All student workers over the age of 18 must pass a LiveScan background check. The full cost of the LiveScan background check will be paid by the District.

~~1. No person may serve as a student worker if they have been determined to be a sexual psychopath under the provisions of Article 1 (commencing with Section 5500), Chapter 1, Part 1.5, Division 6 of the Welfare and Institutions Code or similar provisions of law of any other state;~~

~~2.1.~~ 1. The Associate Vice President of Human Resources, in consultation with the appropriate administrators and staff, will review the following criteria to determine eligibility for student employment:

a. The nature and gravity of any criminal conviction(s);

b. The temporal scope of any conviction(s); and,

c. The nature of the job duties to be performed to determine if any criminal conviction(s) would negatively impact safe and efficient performance.

~~3.2.~~ 2. Students will not be eligible for employment if they are not in good standing with the Student Code of Conduct until cleared by the Assistant Superintendent/Vice President of Student Services and the Associate Vice President of Human Resources.

~~4.3.~~ 3. Student employees are not part of the classified service and may not be used to displace classified or academic positions in the District.

C. Individuals must adhere to the following regulations:

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Revised, Suggested as Good Practice

Student Employment

AP 7270

1. District student workers' job assignments are contingent upon the employing department's budget. If funding permits, the student may work the complete fiscal year, July 1 – June 30.
2. ~~Job Placement Steps.~~ The Hiring Process. Student workers will consult the ~~Student Employment~~ Student Worker Handbook for a complete description of ~~job placement steps~~ the hiring process, job ~~responsibilities~~ responsibilities, and payment processes.
3. All student employment is temporary and based on the needs of the District. Students may not work more than a total of 20 hours per week regardless of the number of positions in which employed, while class is in session.
4. Students with appropriate authorization may be allowed to work up to 28 hours per week during non-school periods including winter break, summer, and spring break. Students are not allowed to work more than 8 hours in a day. Students are not permitted to work during their scheduled class times. Students are not permitted to take work home. Overtime is not allowed for students.
5. Breaks and Lunch. Student workers are entitled to a 15-minute break after working four (4) consecutive hours and two 15-minute breaks when working a full, 8-hour day. Students working six (6) or more consecutive hours must also take a 30-minute unpaid lunch break. Breaks may not be taken at the beginning or end of the work period and are not cumulative.
6. Benefits. Student ~~employees-workers~~ are covered during working hours by Workers' Compensation Insurance against job-related illness or injury. ~~They. Work-study students and student workers are~~ are not entitled to other employment benefits such as District-paid health and welfare benefits, social security, Medicare, retirement benefits, shift differentials, overtime, paid holidays, vacation, unemployment insurance, or permanent status. Federal Work Study funds cannot pay sick leave.
7. Student workers are provided with ~~twenty-four~~ forty (~~24~~ 40) hours of paid sick leave per fiscal year. ~~Students must notify the work coordinator of their absence prior to the start of scheduled work time and must indicate sick hours on their time card.~~ It is the student's responsibility to notify their supervisor of absence(s) before the start of their scheduled work time and to indicate sick leave on their time entry. Unused sick leave does not accrue and will not be carried forward into the next fiscal year.
8. Nepotism. Employment of relatives [or domestic partners as defined by Family Code Section 290 et seq.] in the same department or division is allowed, with the exception that students shall not be assigned to a regular position within the same department, division, or site with an immediate family member in a position to recommend or influence personnel decisions.

Personnel decisions include appointment, retention, evaluation, tenure, work assignment, promotion, demotion, or salary of the relative [or domestic partner as defined by Family Code Section 290 et seq.].

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

*****Revised, Suggested as Good Practice*****

Student Employment

AP 7270

Immediate family means spouse, parents, grandparents, siblings, children, grandchildren and in-laws or any other relative living in the employee's home.

The District will make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, or morale, or creating other potential conflicts of interest.

Notwithstanding the above, the District retains the right where such placement has the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest, to refuse to place spouses in the same department, division or facility. The District retains the right to reassign or transfer any person to eliminate the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest.

Revisions Submitted by Student Services 08/24/15

Reviewed by the Board's Ad Hoc Committee on Policy 02/17/16

Reviewed by the Board's Ad Hoc Committee on Policy 04/13/16

Board Reviewed Revisions 04/13/16

Board Reviewed [Revised] 04/11/18

Board Reviewed [Revised] 01/20/21

[Student Services Managers 1st Reading 11/19/26](#)

[Student Services Managers 2nd Reading 03/04/26](#)

[HR Approved 03/17/26](#)

[Cabinet 1st Reading 03/23/26](#)

[Cabinet 2nd Reading 03/31/26](#)

Recording

BP 2365

Reference: *Education Code Section 72121 subdivision (a);
Government Code Sections 7920.000 et seq., 54953.5, and 54953.6*

Any ~~audio or video~~ recording of an open and public Board meeting made by or at the direction of the Board shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 7920.000 et seq. The Superintendent/President is directed to enact administrative procedures to ensure that any such recordings are maintained for at least thirty days following the taping or recording.

Persons attending an open and public meeting of the Board may, at their own expense, record the proceedings ~~with an audio or video tape recording or a still or motion picture camera or may broadcast the proceedings~~. However, if the Board finds by a majority vote that the recording or broadcast cannot continue without noise, illumination, or obstruction of view that constitutes or would constitute a persistent disruption of the proceedings, any such person shall be directed by the Chairperson of the Board to stop.

See Administrative Procedure 2365.

Board Approved 04/09/03
Board's Ad Hoc Committee on Policy Reviewed 08/08/07
Board Approved 11/13/13
Board's Ad Hoc Committee on Policy Reviewed 12/13/17
Board's Ad Hoc Committee on Policy Reviewed 10/20/21
Board Approved 02/14/24
[CCLC Update 04/01/26](#)
[Cabinet 1st Reading 04/14/26](#)
[Cabinet 2nd Reading 04/21/26](#)
[College Council 1st Reading 09/01/26](#)

Conflict of Interest

BP 2710

Reference: *Government Code Sections 1090 et seq., 1126, and 87200 et seq.;*
Title 2, Section 18730 et seq.

Board members and employees shall not be financially interested in any contract made by them in their official capacity, or in any body or Board of which they are members.

A Board member shall not be considered to be financially interested in a contract if their interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

A Board member who has a remote interest in any contract considered by the Board shall disclose their interest during a Board meeting and have the disclosure noted in the official Board minutes. The Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to their duties as an officer of the District.

In compliance with law and regulation, the Superintendent/President shall establish administrative procedures to provide for disclosure of assets, ~~of~~ income, and arrangements for prospective employment of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest with the filing officer identified by the administrative procedures. Statements of economic interest shall include disclosure of arrangements for prospective employment.

Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises.

See Administrative Procedure 2710

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Board's Ad Hoc Committee on Policy Reviewed 09/12/07
Board Approved 02/15/17
Board's Ad Hoc Committee on Policy Reviewed 12/13/17
Board's Ad Hoc Committee on Policy Reviewed 04/20/22
CCLC Update 04/01/26
Cabinet 1st Reading 04/14/26
Cabinet 2nd Reading 04/21/26
College Council 1st Reading 09/01/26

Conflict of Interest

AP 2710

Reference: *Government Code Sections 1126, 87105 and 87200-87210;
Title 2, Sections 18700 et seq.;
2 Code of Federal Regulations Part 200.318 subdivision (c)(1);
and other citations as listed below*

Incompatible Activities (Government Code Sections 1126 and 1099)

Board members and employees shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Board member's or employee's duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible. When two offices are incompatible, a Board member shall be deemed to have forfeited the first office upon acceding to the second.

Financial Interest (Government Code Sections 1090 et seq.)

Board members and employees shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as members of the Board or as employees.

A Board member shall not be considered to be financially interested in a contract if their interest meets the definitions contained in applicable law (Government Code Section 1091.5).

A Board member shall not be deemed to be financially interested in a contract if the member has only a remote interest in the contract and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other member of the Board to enter into the contract. Remote interests are specified in Government Code Section 1091(b); they include, but are not limited to, the interest of a parent in the earnings of their minor child.

No Employment Allowed (Education Code Section 72103(b))

An employee of the District may not be sworn in as an elected or appointed member of the Governing Board unless and until they resign as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office. This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Board, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual's occupation. (Education Code Section 72103(b))

Financial Interest in a Decision (Government Code Sections 87100 et seq.)

If a Board member or employee determines that they have a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes. In the case of an employee, this announcement shall be made in writing and submitted to the Board. A Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter.

- Publicly identify the financial interest in detail sufficient to be understood by the public;
- Recuse themselves from discussing and voting on the matter;
- Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A

Conflict of Interest

AP 2710

Board member may, however, discuss the issue during the time the general public speaks on the issue.

Statements of Economic Interests (Government Code Sections 87200 et seq.)

Board members shall file statements of economic interests. Statements of economic interests shall include disclosure of any arrangement for prospective employment to the extent required by law.

Gifts (Government Code Section 89503)

Board members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.

Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on their statement of economic interests.

The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.

Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.

A gift of travel does not include travel provided by the District for Board members and designated employees.

Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501 and 89502).

Designated employees shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on their statement of economic interests. The term "honorarium" does not include:

- Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade or profession is making speeches.
- Any honorarium that is not used and, within 30 days after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as a deduction from income for tax purposes.

Representation (Government Code Section 87406.3)

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual
Revised, Legally Required

Conflict of Interest

AP 2710

Elected officials and the Superintendent/President shall not, for a period of one year after leaving their position, act as an agent or attorney for, or otherwise represent for compensation, any person appearing before the Shasta-Tehama-Trinity Joint Community College District.

Contracts Supported by Federal Funds (2 Code of Federal Regulations Part 200.318(c)(1))

No employee, Board member, or agent of the District may participate in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, Board member, or agent, any member of their immediate family, their partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The Board members, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Disciplinary action will be taken for violations of such standards by Board members, employees, or agents of the District.

See Administrative Procedure 2712 – Conflict of Interest Code

Board Approved 12/13/06

Board Approved 12/09/15

Board Approved 02/15/17

Board's Ad Hoc Committee on Policy Reviewed 12/13/17

Board Approved 10/14/20

Board's Ad Hoc Committee on Policy Reviewed 04/20/22

[CCLC Update 04/01/26](#)

[Cabinet 1st Reading 04/14/26](#)

[Cabinet 2nd Reading 04/21/26](#)

[College Council 1st Reading 09/01/26](#)

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Board Policy Manual

Revision, Legally Required

Security for District Property

BP 6520

Reference: ***Education Code Section 81600 et seq.;***
ACCJC Accreditation Standard 111.B.1 3.8

The Superintendent/President shall establish procedures necessary to manage, control and ~~protect~~safeguard the assets of the District, including but not limited to ensuring sufficient security to protect property, equipment, and information from theft, loss, or significant damage.

~~***See Administrative Procedure 6520***~~ ***Implementing procedures are set forth in Administrative Procedure 6520.***

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Board Approved 06/14/16
Administrative Services Reviewed 04/09/26
Cabinet 1st Reading 04/14/26
Cabinet 2nd Reading 04/21/26
College Council 1st Reading 09/01/26

Security for District Property

AP 6520

Reference: **Accreditation Standard ~~III-B-13.8~~**

KEY DISTRIBUTION PROCEDURES

I. ~~Introduction~~

~~In an education institution there is a need to balance the accessibility and use of facilities with the need to provide a safe and secure environment. The Campus Safety Department office and Physical Plant office work in cooperation to provide access through mechanical and electronic means to facilitate optimum use of the facilities. This policy seeks to address access concerns while maintaining the most appropriate level of security.~~

II. Proprietary Statement

All locks, keys, electronic access cards and access codes are the sole property of Shasta College. Shasta College reserves the right to change locks, keys and access codes as needed. No one may place a personal lock ~~or padlock~~ on a Shasta College facility or piece of equipment, either interior or exterior, ~~including cabinets and desk drawers, etc.~~ Locks or padlocks will be installed by Physical Plant ~~only, and approved~~ upon approval by Campus Safety.

III. Key Distribution

~~Faculty and staff~~ Employees ~~members~~ are issued keys to Shasta College facilities ~~based upon job function and need of access to fulfill the responsibilities of their position upon by approval from of the Chief of Campus Safety.~~ Faculty and staff members must have authorization from the Dean/Director of their department and/or the Director of Campus Safety.

~~Keys will only be issued to an individual and will not be issued in the name of a department or office. A key requisition form must be complete with the individual's name, the period of time needed, and the room(s) or building(s) to be accessed. If the room or building is under the primary supervision of another Dean/ Director, then an approval must also be obtained from that Dean/Director.~~

~~Master level keys shall only be issued with authorization from the appropriate Vice President, Director of Campus Safety, and the Dean/Director. In the absence of the Director of Campus Safety, the Vice President of Administrative Services will act as authorizing agent.~~

~~Employees who are issued master level keys as part of their job requirement should store those keys in a secure area in a lock box. Master level keys to College facilities shall not be removed from the campus on a regular basis and should be returned to the secure lock box at the end of the work day. Exemptions to this rule may be made on an individual basis upon compelling need and will be evaluated upon appeal to the Director of Campus Safety.~~

The Chief of Campus Safety may approve the use of keys cards by students. ~~Students are not issued district keys with the exception of dorm residence. Keys issued to students for reasons of Student Senate activities may be authorized by the Vice President of Student Services and the Director of Campus Safety. Master level keys will not be issued to students for any reason.~~

Non-College personnel, vendors and contractors shall be issued keys or key cards on a temporary ~~and case-by-case~~ basis only and shall be approved by the Chief of Campus Safety. ~~Approval of these keys will be determined by the Director of Campus Safety or Director of Physical Plant. In some instances, a temporary contractor specific lock may be installed. These individuals shall not loan, transfer, misuse, alter or duplicate any Shasta College key. Any violations will render the responsible party for the expense of re-keying or lock changes.~~

Any unauthorized duplication of any Shasta College key is a violation of the State of California Penal Code section 469:

“Any person who knowingly makes, duplicates, causes to be duplicated, or uses, or attempts to make, duplicate, cause to be duplicated, or use, or has in his possession any key to a building or other area owned, operated, or controlled by the State of California, any state agency, board, or commission, a county, city, or any public school or community college district without authorization from the person in charge of such building or area or his designated representative and with knowledge of the lack of such authorization is guilty of a misdemeanor.”

~~Retirees who work on a part-time basis for the District will be re-issued key(s) appropriate for their part-time employment.~~

~~The Director Chief of Campus Safety may require a lock change for security reasons. Annual audits may be conducted by the Campus Safety Department when policy violations occur.~~

III.V. Lost or Stolen Keys

All lost or stolen keys must be reported to Campus Safety immediately. ~~Campus Safety will file a report of the lost or stolen keys with the Redding Police Department.~~

~~Requests to replace lost or stolen keys must be made to the appropriate Dean/Director and to the Director Chief of Campus Safety. Request shall be in writing and describe the facts surrounding the loss; in particular, the location of the loss, whether or not there were Shasta College identifiers attached to the key or key card, and the area(s) that the key accessed. Based on the factors involved, the Director Chief of Campus Safety will make the decision to replace the key or require the lock changed. All costs incurred such as labor and parts for the re-keying shall be assumed by the department of an employee who has lost the keys. Contractors who lose assigned keys will be financially accountable for the costs of lock changes that are required.~~

Lost Key Fees:

Standard Key	\$25.00
Multi-Room Key	\$40.00
Master Key	\$100.00
Electronic Key Card	\$10.00

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Revised, Suggested as Good Practice

Security for District Property

AP 6520

~~Standard key~~ \$25.00

~~Electronic key card~~ \$10.00

~~Electronic Key~~ \$125.00

IV. Key Returns

Upon separation of employment with Shasta College, employees must return their keys and/or key cards to their ~~Dean/Director or~~ to the Campus Safety ~~office~~Department. ~~accompanied by a key return form prior to the last day of employment.~~ Keys should never be handed from one employee to another by either employee or department administrators. ~~Employees will be assessed the appropriate Lost Key Fee for any unreturned keys.~~

~~If an employee changes his/her employment status a key audit may be performed to re-evaluate access needs. Employees may request at any time to return unneeded keys in order to avoid being assessed a Lost Key Fee.~~

VI. Electronic Access

~~Faculty, and staff, and residential life~~ Employees and students may be issued an electronic access card to Shasta College facilities ~~based on need of access.~~ ~~Control of the electronic access system shall be the responsibility of the Campus Safety~~ Department office. All electronic access cards, including those for extended education sites, need approval from that division ~~Dean or Director.~~

~~Decisions of access, both keyed and electronic, to on-campus residences shall be decided in cooperation by the Campus Safety office, the Dean of Student's office and the Student Housing Coordinator.~~

Shasta College retains the right to change access levels or deny access to facilities based on security issues. ~~Shasta College policy shall determine access privileges. The access card itself remains the property of Shasta College and must be surrendered upon separation of employment with the College or move out of a residence hall.~~

VII. Loaning Keys, Access Codes or Access Cards

~~Faculty and staff~~ Employees and students shall ~~NEVER loan~~ not loan or transfer assigned keys, codes or key cards. Anyone found in the possession of another's keys, cards or codes will have ~~them~~ their keys or cards confiscated ~~by the the Campus Safety~~ Campus Safety Department office and may be subject to disciplinary action. ~~Loaned access codes shall be removed from the Electronic Access system.~~

~~Anyone with knowledge of improper access to or use of District keys shall~~ sh report the information immediately to their supervisor, Dean/Director and ~~Chief of Campus Safety.~~

VIII. Lock Changes and Upgrades

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

*****Revised, Suggested as Good Practice*****

Security for District Property

AP 6520

~~Locks may be changed or upgraded as the needs of the College dictate. As part of a preventative maintenance program, Physical Plant routinely replaces worn or obsolete hardware. The Director of Campus Safety and the Director of Physical Plant may decide to upgrade or change hardware as security reasons occur to protect the integrity of the access control systems. The Director of Campus Safety or the Director of Physical Plant will notify the department or division Dean/Director of any changes to locks, hardware or electronic accessibility.~~

~~Any re-keying or lock changes initiated by a department head for any other reason will be the financial responsibility of that department.~~

~~The District's Key Procedures are laid out in full detail explained in under the Key Procedures and are published online.~~

See Administrative Procedure 6520

Board Reviewed Revisions 12/11/13
Board Reviewed Revisions 6/14/16
[Campus Safety Reviewed 08/08/25](#)
[Administrative Services Reviewed 04/09/26](#)
[Cabinet 1st Reading 04/14/26](#)
[Cabinet 2nd Reading 04/21/26](#)
[College Council 1st Reading 09/01/26](#)

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual
*****Revised, Legally Required*****

Insurance

AP 6540

Reference: *Education Code Sections 70902, 72502, 72506, and 81601 et seq.*

~~Insurance coverage shall be provided for loss or damage to all real and personal property of the District, to insure the District for liability and personal liability for all Board members and employees; for damages to persons or property due to its sole or active negligence; and to insure the District from losses due to employee dishonesty, injury or death.~~ Insurance coverage shall be provided to protect the District against loss or damage to its real and personal property; to insure the District against liability; to insure the personal liability of Board members and employees acting within the scope of their duties; and to protect against losses resulting from negligence, employee dishonesty, injury, or death.

The requirement to provide for insurance coverage may be met by the District joining in a joint powers agreement (JPA) pursuant to Education Code Section 81603. If it does so, the regulations required by the JPA would be adopted.

~~The District shall insure for the following risks:~~ The District shall maintain insurance coverage for, at a minimum, the following risks:

- Liability insurance for damages for death, injury to person, or damage or loss of property.
- Liability insurance for the personal liability of the members of the Board and of the officers and employees of the District for damages for death, injury to a person, or damage or loss of property caused by the negligent act or omission of the member, officer or employee when acting within the scope of his/her office or employment.
- Fire and casualty insurance.
- ~~Real property damage~~ Damage to real property.
- ~~Personal property loss or damage~~ Loss of or damage to personal property.
- Insurance for District vehicles.
- Insurance against "other perils" (*Education Code Section 81601*).
- Workers compensation insurance.
- Actuarial evaluation of the future annual costs of health and welfare benefits.
- Builders insurance, as needed.

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Board Approved 07/13/22

Administrative Services Reviewed 04/09/26

Cabinet 1st Reading 04/14/26

Cabinet 2nd Reading 04/21/26

College Council 1st Reading 09/01/26

Disposal of Property

AP 6550

Reference: *Education Code Sections 70902 subdivision (b)(6), 81360 et seq., and 81450 et seq.*

This Administrative Procedure establishes requirements and procedures for the sale, exchange, donation, or other disposition of District-owned personal and real property, consistent with applicable law and Board policy.

The District may sell for cash any District personal property if the property is not required for District purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for use. Determinations regarding the condition, suitability, and estimated value of property shall be made by the Assistant Superintendent/Vice President of Administrative Services or designee.

~~Property cannot be sold until notice has been given. Notice must be posted in at least three public places in the District for not less than two weeks; notice can also be by publication for at least once a week for a period of not less than two weeks in a newspaper published in the District and having a general circulation. If there is no such newspaper, then notice can be published in a newspaper having a general circulation in the District; or if there is no such newspaper, then in a newspaper having a general circulation in the county in which the District or any part thereof is situated.~~ District property shall not be sold until appropriate notice has been provided. Notice shall be posted in at least three public places within the District for a minimum period of two weeks. In lieu of or in addition to posting, notice may be published at least once per week for a minimum of two consecutive weeks in a newspaper of general circulation published within the District. If no such newspaper exists, notice may be published in a newspaper of general circulation within the District or, if none exists, within the county in which the District or any part thereof is located.

The Assistant Superintendent/Vice President of Administrative Services or designee shall sell the property to the highest responsible bidder, or shall reject all bids.

Personal property authorized for sale as surplus may also be disposed of by means of a public auction conducted by employees of the District, or by other public agencies, or by contract with a private auction firm. The personal property shall be sold or transferred to the highest responsible bidder upon completion of the auction and after payment has been received by the District.

The District ~~may~~ also exchange for value, sell for cash, or donate any personal property belonging to the District without complying with the preceding procedures if all of the following criteria are met:

- a) The District determines that the property is not required for District purposes, that it should be disposed of for the purpose of replacement, or that it is unsatisfactory or not suitable for school use.
- b) The property is exchanged with, or sold or donated to, a school district, community college district, or other public entity that has had an opportunity to examine the property proposed to be exchanged, sold, or donated.

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual
Revised, Legally Advised

Disposal of Property

AP 6550

- c) The receipt of the property by a school district or community college district will not be inconsistent with any applicable district wide or school site technology plan of the recipient district.

If the Board, by a unanimous vote of those members present, finds that the property, whether one or more items, does not exceed in value the sum of \$5,000, the property may be sold by the Director of Physical Plant, [acting under delegated authority](#), at private sale without advertising.

Any item or items of property having previously been offered for sale as provided in Education Code Section 81450, but for which no qualified bid was received, may be sold by the Director of Physical Plant, [acting under delegated authority](#), at private sale without advertising.

If the Board, by a unanimous vote of those members present, finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board, or it may be disposed of in the local public dump on order of any employee of the District empowered for the purpose by the Board.

In addition, the Board may sell or lease real property belonging to the District under the following conditions:

- If a district has received only one sealed proposal from a responsible bidder that conforms with the standard rate or rates for the lease of its real property established by a majority vote of the Board, the Board may by majority vote delegate to an officer or employee the power to enter into leases, for and in behalf of the District, of any real property of the District.

~~Generally, the~~ funds derived from the sale or from a lease with an option to purchase shall be used for capital outlay or deferred maintenance. However, the proceeds of property sold or leased that was first offered for park or recreational purposes where applicable and then offered for sale or lease with an option to purchase at fair market value may be deposited in the general fund of the district if, prior to the sale or lease, the Board has determined that the district has no anticipated need for additional sites or building construction for the five-year period following the sale or lease. [Nothing in this procedure shall be construed to limit the Board of Trustees' authority over the sale or long-term disposition of District real property.](#)

Board Approved 11/08/17
Board's Ad Hoc Committee on Policy Reviewed 04/20/22
[Administrative Services Reviewed 04/09/26](#)
[Cabinet 1st Reading 04/14/26](#)
[Cabinet 2nd Reading 04/21/26](#)
[College Council 1st Reading 09/01/26](#)

Campus Safety Officers

AP 7600

Reference: *Education Code Sections 72330.5;*
 Penal Code Sections 832 et seq.;
 Title 5 Sections 51028, 51100, 51102, and 59700 et seq.;

Campus Safety Officers

Campus Safety Officers' duties include, but are not limited to, the primary use of de-escalation techniques in protecting persons or property, preventing the theft of District property, and reporting any unlawful activity to the District and local law enforcement. The District requires in the hiring, retention, and promotion of Campus Safety Officers that Officers demonstrate a commitment to policing with a "guardian" rather than a "warrior" mindset. Campus Safety Officers must adhere to community policing principles and evidence-based policing practices as defined in the California Code of Regulations.

Campus Safety Officers shall cooperate with local law enforcement in adherence with an agreement to be entered into in accordance with the requirements of Education Code Section 67381. The agreement shall address, but not be limited to, the following:

- Operational responsibilities for investigations of the following violent crimes: willful homicide, forcible rape, robbery, and aggravated assault;
- Geographical boundaries of the operational responsibilities; and,
- Mutual aid procedures.

Every Campus Safety Officer employed or continuing in employment shall meet the requirements set out in Education Code Section 72330.5 including but not limited to:

- Completion of the latest course of training developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs;
- Submission of two copies of their fingerprints which shall be forwarded to the Department of Justice and Federal Bureau of Investigation;
- A determination that the employee is not prohibited from employment by a California community college district; and,
- If required to carry a firearm, is not prohibited from possessing a firearm.

Campus Safety Officers shall be employed as members of the classified service of the District. The employment of Campus Safety Officers personnel will be subject to the equal employment opportunity regulations.

Campus Safety Officers must participate in regular training related to the conduct and methods of community policing, anti-bias, cultural responsibility, conflict avoidance, and de-escalation.

Campus Safety Officers shall also receive community college-specific training as required by the law. If an Officer is required to carry a firearm, they shall also satisfy the training requirements found in the Penal Code and any other legal requirements.

Campus Safety Officers

AP 7600

The District must offer Campus Safety Officers routine mental health services and prompt referral to crisis counseling following any critical incident.

~~Salaries for Campus Safety Officers shall be established after appropriate negotiations with their exclusive representative. If no such unit is established, salaries shall be recommended by the Superintendent/President.~~

The Chief of Campus Safety shall issue other procedures as may be necessary for the administration of the Campus Safety Officers, which may include:-

- Schedules and shifts.
- Call back procedures.
- Use of vehicles.
- Weapons practices, especially drawing weapons.
- Pursuit practices.
- Discipline procedures.
- Training.
- Use of force, and
- Responsibilities to coordinate with local law enforcement.

Report Regarding Complaints

The Superintendent/President shall provide the Board of Trustees, when requested, with a report regarding complaints against Campus Safety Officers. This report must disaggregate the complaints by race, gender, religion, or any other characteristic identified by the Board of Trustees.

Campus Safety and Student Success

Campus Safety Officers are required to offer contact information to individuals who are stopped or otherwise subject to a safety officer-initiated interaction, except where doing so would pose a safety risk.

The District encourages individuals who have interacted with Campus Safety personnel to submit to the District a response related to the interaction. The Chief of Campus Safety will establish a process to solicit responses regarding the individual's perception of the interaction and the District's campus safety practices, via an accessible method for all individuals to provide responses. Such responses shall be permitted to be anonymous. The Chief of Campus Safety shall provide the Advisory Board an aggregated summary or otherwise anonymized version of the responses received. Retaliation against any responder, including the use of a response in a disciplinary proceeding against the responder, is prohibited. This process is separate from any disciplinary or personnel proceeding, and information, data, and records developed under this process shall not be maintained in any personnel file.

Campus Safety Officers

AP 7600

The District requires Campus Safety Officers to attend and participate in campus activities not involving a "Campus Safety response" or other formal campus safety-related activities, such as participating in student events when invited, in town halls, convocations, and other similar events where informal or social interactions with other campus stakeholders is possible.

Campus Public Safety Data

The Chief of Campus Safety shall record policing data metrics, including key performance indicators, track data related to traffic stops and other officer-initiated contacts; and conduct stakeholder climate surveys focused on campus safety services. The Chief of Campus Safety will establish a process to solicit responses regarding the individual's perception of the interaction and the District's -Campus safety practices, via an accessible method for all individuals to provide responses. Such responses shall be permitted to be anonymous. The Chief of Campus Safety shall provide the Advisory Board an aggregated summary or otherwise anonymized version of the responses received. Retaliation against any responder, including the use of a response in a disciplinary proceeding against the responder, is prohibited. This process is separate from any disciplinary or personnel proceeding, and information, data, and records developed under this process shall not be maintained in any personnel file.

Board Approved 12/16/20

Board Approved 06/12/24

Board Approved 01/21/26

[CCLC Update 04/01/26](#)

[Campus Safety Reviewed 05/20/26](#)

[Cabinet 1st Reading 07/14/26](#)

[Cabinet 2nd Reading 07/21/26](#)

[College Council 1st Reading 09/01/26](#)

Shasta-Tehama-Trinity Joint Community College District

Mission Statement

Shasta-Tehama-Trinity Joint Community College District empowers students and strengthens the diverse communities we serve. As a teaching-centered institution, we are committed to student success in the classroom and beyond. We strive to foster a sense of belonging and ensure that every student, regardless of background, has the resources they need to thrive. Through quality instruction and compassionate support, we offer career-oriented programs and transfer degrees to prepare students for meaningful professions and active engagement with our communities.

(Approved by the Board of Trustees, August 13, 2025)

Institutional Goals

Strong Start: All students will begin their college journey with a plan and with support.

Pathways and Student Momentum: Students will have the resources and academic support to take as many courses as they are able for faster completion.

Teaching Excellence and Innovation: Ensure every student experiences engaging and inclusive instruction that drives learning and persistence.

Ensure Equitable Access and Belonging: Remove structural barriers so every learner, especially male, first-generation, and low-income students can stay enrolled and thrive.

Foster Sustainability, Partnerships, and Regional Resilience: Shasta College is a national leader in sustainability and emergency readiness.

(Approved by the Board of Trustees 7/08/2026)

Introduction

The *Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual—2026/2027 Edition* describes the institution's integrated planning cycle.

- The integrated planning cycle is a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic cycle of assessment, program review, resource allocation, plan implementation, and re-assessment.

This document begins with a description of the integrated planning cycle. Following this overview is a description of each planning component in the cycle including the purpose, process, and timeline for each. The manual describes how the constituent groups participate and contribute to the various components in the integrated planning cycle. This manual describes only the processes related to institutional planning. A handbook titled *Participatory Governance Manual* describes processes and procedures for aspects of District decision-making other than institutional planning.

The integrated planning cycle was initially developed following District-wide dialogue and is periodically revised under the guidance of College Council. The undersigned representatives of the Shasta-Tehama-Trinity Joint Community College District have agreed on the integrated planning cycle and processes described in this manual.

Signatures of Academic Senate President, CC Chairs, and President follow.

Integrated Planning Cycle

The Shasta-Tehama-Trinity Joint Community College District assesses its institutional effectiveness through planning practices that link to one another in a cycle of assessment, program review, resource allocation, plan implementation, and re-assessment.

The results of these assessments lead to improvements in the District's services to students.

The components of the District's integrated planning cycle are as follows.

- The Shasta-Tehama-Trinity Joint Community College District Mission Statement describes the students and communities it serves, the educational programs and services it provides, and its commitment to successful educational outcomes for all students. The Mission Statement serves as the foundation for planning efforts.
- Through the process of developing the **Strategic Educational Master Plan (SEMP)**, the District relies on research to assess its current effectiveness

compared to the mission statement (internal scans) and to identify future challenges (external scans). Based on this analysis and engagement with the campus community, the District develops Institutional Goals that articulate how the District plans to advance the mission and meet current and anticipated challenges.

- The Institutional Goals which were developed in the Strategic Educational Master Plan are then the foundation for the **Strategic Focus Areas**. Through the planning process, all areas are asked to use the Institutional Goals and Strategic Focus areas as critical components of the planning process.
- **Program Reviews** and **Annual Plans** serve as reflections and progress reports on longer term plans such as Program Review and Student Services Evaluations. In the Annual Plan, area effectiveness is assessed. Plans are developed that describe how the area will contribute to the achievement of the Institutional Goals and Strategic Focus Areas.
- The **Prioritized College-wide Annual Action Plan** is a summary of the funding requests in Annual Plans and Program Reviews that require prioritization for resource allocations.
- **Resource Allocations** include both budget adjustments and the assignment of personnel to specific tasks. Resource allocation is linked to planning at both the institutional and area levels. Resources are dedicated based on both the Prioritized College-wide Annual Action Plan, the Strategic Educational Master Plan, and other campus-wide planning documents such as the Facilities Master Plan, and Technology Plan.
- **Implementation** follows planning and resource allocation (if applicable). The District implements the plans by completing the activities described in Program Reviews, Students Services Evaluation, Annual Plans, and other campus-wide planning documents.
- **Assessment/Research** related to planning occurs annually through the review of key performance indicators outlined in the SEMP and through Annual Planning and Program Review.

The planning processes in this integrated planning cycle are reviewed by College Council, the Program Review Committee. This evaluation is the basis for improvements to both planning and decision-making processes. The final section of this manual describes the process and timeline of this evaluation.

Mission Statement

The Shasta-Tehama-Trinity Joint Community College District Mission Statement describes the students and communities it serves, the educational programs and services it provides, and its commitment to successful educational outcomes for all students. The Mission Statement serves as the foundation for planning efforts. The mission also guides evaluation, resource allocation, and continuous improvement.

The mission statement will be reviewed every six years and revised if needed. The statement was most recently reviewed and revised in 2025.

Shasta-Tehama-Trinity Joint Community College District empowers students and strengthens the diverse communities we serve. As a teaching-centered institution, we are committed to student success in the classroom and beyond. We strive to foster a sense of belonging and ensure that every student, regardless of background, has the resources they need to thrive. Through quality instruction and compassionate support, we offer career-oriented programs and transfer degrees to prepare students for meaningful professions and active engagement with our communities.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and review of a District and college mission statement and the Strategic Educational Master Plan are:

Standard 1: Institutional Mission and Effectiveness

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Strategic Educational Master Plan

The Strategic Educational Master Plan is the long-term plan for the Shasta-Tehama-Trinity Joint Community College District. While short-term planning occurs through Annual Planning.

The Strategic Educational Master Plan serves multiple purposes in the District's integrated planning cycle:

- To establish clear direction for the District (Institutional Goals) after projecting the internal and external trends that will impact the District.
- To provide a data-informed analysis of the District's limitations, strengths, and capabilities and based on those, offer options for the future.
- To provide a framework or foundation for the development of the other plans, including but not limited to Program Review, Annual Plans, the Facilities Master Plan, Student Equity Plan, Enrollment Management, and Technology Plan.
- To forge a closer relationship with the community by informing the public about the District's present situation, its needs, and its future plans.
- To support accreditation alignment and support continuous improvement efforts.

The development of the Strategic Educational Master Plan is the venue for District-wide dialogue about the future. The three primary phases of the process are:

First, the District engages in a number of efforts to engage stakeholders to understand perspectives about needs. Second, the District analyzes data and research, using evidence such as: Status of progress on Institutional Goals from the previous Educational Master Plan; Current state and national trends in higher education; The strengths and weaknesses of current programs, areas, and services; Long-term projections of changes in community demographics; and economic

trends. Third, governance groups review a draft of the plan created from the above efforts and share feedback.

The Institutional Goals guide the allocation of District energies and resources for the term of the Strategic Educational Master Plan by serving as the basis for Annual Plans, and Program Reviews.

The Superintendent/President may call for a revision of the Strategic Educational Master Plan or an early initiation of the Process and Timeline for Developing the Strategic Educational Master Plan, should external conditions be judged to have made a portion of or all of the Institutional Goals inapplicable. There will be a midcycle review to ensure continued relevance.

Institutional Goals

1. **Strong Start:** All students will begin their college journey with a plan and with support.
2. **Pathways and Student Momentum:** Students will have the resources and academic support to take as many courses as they are able for faster completion.
3. **Teaching Excellence and Innovation:** Ensure every student experiences engaging and inclusive instruction that drives learning and persistence.
4. **Ensure Equitable Access and Belonging:** Remove structural barriers so every learner, especially male, first-generation, and low-income students can stay enrolled and thrive.
5. **Foster Sustainability, Partnerships, and Regional Resilience:** Shasta College is a national leader in sustainability and emergency readiness.

(Approved by the Board of Trustees 7/08/2026)

Annual Planning and Program Reviews

The Strategic Plan guides specific actions via Outcomes and Strategies and informs Annual Plans and Program Reviews.

Academic Programs

For Academic Programs, Annual Plans serve as yearly reflections and progress reports for the Comprehensive Program Review. Annual Plans are used for short-term planning and resource allocation, and call for individual programs, such as

Communication Studies, which is a single degree program, or academic clusters, such as Early Childhood Education, with multiple degrees and certificates, to conduct analysis and reflection every year. There are two steps to this process.

1) Reflection on previous Annual Plans and Program Reviews: Conduct a summative assessment that shows either evidence of improvement from previous plans, no improvements, or not enough time to allow for improvement. In short, the review and reflection communicate, with evidence, what has already happened. This data-informed process is used, in part, to develop the current year's Annual Plan.

2) Consider new inputs: Relevant data on performance indicators related to student success, including program and student learning outcomes, is the basis for assessing program strengths, weaknesses, opportunities, and challenges.

Using information from the two steps above, in conjunction with the Comprehensive Program Review as appropriate, a new annual plan is developed that aligns with the Strategic Educational Master Plan. Requests for funding needed to implement the plan are included along with descriptions of how they will be used to improve student learning or student support services or advance institutional goals.¹ The annual plans also serve to inform future Comprehensive Program Reviews.

Student Services and Support Areas

Program Evaluation and Annual Planning occurs within other service and support areas as well. Each unit takes the opportunity to reflect on previous plans and assess performance as it relates to Institutional Goals and Strategic Focus areas. The Annual Plan will include specific actions that the area will undertake and Requests for funding needed to implement the plan; and Requests for additional staff positions (beyond current budgeted staffing levels).

The Accrediting Commission for Community and Junior Colleges standards most relevant to Annual Plans and Program Reviews are:

Standard 1: Institutional Mission and Effectiveness

¹ Career technical education programs complete labor market needs assessment for the career technical education program and rates of students' successful completion of degrees and/or certificates every other year as part of their annual plan.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Standard 2: Student Success

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)

Standard 4: Governance and Decision-Making

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.

Prioritized College-wide Annual Action Plan

The Prioritized College-wide Annual Action Plan is a consolidation of funding requests prepared by the Instruction, Student Services, and Administrative Services.

The Prioritized College-wide Annual Action Plan is linked to the Institutional Goals and Institutional Outcomes in two ways:

Priorities for funding are established through the Resource Allocation Rubric (see the next section on Resource Allocation). Scorers are asked to provide the highest scores to requests that will contribute to the achievement of the Institutional Goals.

The funding requests identified in the Summary Plans and consolidated in the Prioritized College-wide Annual Plan address how areas will contribute to the achievement of the Institutional Goals and Strategic Focus Areas.

Resource Allocation

Resource allocations align with the Shasta-Tehama-Trinity Joint Community College District mission and provide the resources needed to accomplish Institutional Goals and Strategic Focus Areas. There are three primary means by which resource allocation is linked to the planning process. First, College planning documents such as the Strategic Educational Master Plan, Facilities Master Plan, and the Technology Master Plan serve as primary guides for decision-making and resource allocation. All plans are developed with broad-based input through the governance process, linked to Institutional Goals and Strategic Focus Areas, and are on a regular review cycle.

Second, resource allocation occurs through resource requests associated with Annual Planning and Program Review, which are also linked to Institutional Goals and Planning documents. A parallel process occurs for categorical programs such as Strong Workforce and Perkins, where funding restrictions limit expenditures to a narrow range of programs and purchases. Third, resource allocation occurs through the Faculty Hiring Priorities Process as outlined in Administrative Procedure 7210.

Institutional priorities for budget adjustments arising out of Annual Planning and Program Review are ranked using the Resource Allocation Rubric and reviewed by College Council. Final determination of funding availability is made by the President in consultation with the Cabinet.

Resource Allocation Scoring Criteria:

Criterion	5 – High Evidence	3 – Moderate Evidence	1 – Low Evidence	Score (0–5)
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Documented Need/Barrier/ Challenge	Specific need/barrier is clearly defined and supported by local data or documented findings.	General need/ barrier is described with limited supporting evidence.	No clear barrier or evidence of need is provided.	
Specific SEMP / Institutional Indicator (completion, success, persistence, TLME, etc.)	Name a specific measurable institutional indicator.	Names a specific indicator, but baseline, target, or timeframe is incomplete.	No specific measurable indicator is identified.	
Scale of Impact (program enrollments, # of students receiving services, # of staff or community members impacted)	Directly impacts more than 1,000 students/stakeholders annually.	Directly impacts 500–999 students/ stakeholders annually.	Directly impacts 499 or fewer students/ stakeholders annually.	
# of program completers (support programs can use annual graduate data)	5-year average of program completers greater than 30	5-year average for program completers 15 to 29	5-year average program completion 14 or less	
Request is supported by analysis of relevant program, service, or institutional data, including outcomes data and equity gaps, as applicable	Request is clearly supported by relevant data analysis and identifies the specific problem, population, or outcome gap to be addressed.	Request references some relevant data and identifies a general problem, but the analysis or connection to the request is incomplete.	Request includes little or no relevant data analysis. Need is stated generally, with minimal supporting evidence.	
Criterion	7 – High Evidence	5 – Moderate Evidence	1 – Low Evidence	Score (0-7)
Accreditation, Safety, audit, or Legislated Mandate	Specific law, regulation, accreditation requirement, audit finding, or documented safety issue is identified.	Requirement or risk is described, but documentation is limited.	No clear mandate, compliance requirement, or safety basis is identified.	

In summary, resource allocations are linked to Institutional Goals and Institutional Outcomes in the following ways:

1. They have direct links to Institutional Planning documents, which are derived from Institutional Goals and Strategic Focus Areas.
2. The Annual Plan and Program Review funding requests include the requirement that areas address how they contribute to the achievement of Institutional Goals and/or Strategic Focus Areas.
3. The Annual Plans and Program Review funding requests are prioritized by representative groups using a rubric that gives the highest scores to proposals that will contribute to the achievement of the Institutional Goals and/or Institutional Outcomes.

Since Institutional Goals reflect the District's commitment to its mission, the purpose of the resource allocation process is to fund programs and services that both directly and indirectly promote student learning.

The Accrediting Commission for Community and Junior Colleges standards most relevant to linking resource allocations to planning are:

Standard 1: Institutional Mission and Effectiveness

1.4 The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19).

Implementation

Implementation refers to the initiation of and follow-through on the Strategic Focus Areas identified in the SEMP and the planning activities identified in Program Reviews, Student Services Evaluations, and Annual Plans as well as the Prioritized College-wide Annual Action Plan.

The responsible administrator assigned to specific Strategic Focus Areas is expected to:

- Manage the timelines for the Strategic Focus Areas;
- Develop appropriate processes;
- Request budget adjustments (as needed) through the Annual Plan;
- Provide data and other evidence to assess the levels of success during the review and evaluation process; and

- Document the progress on the Strategic Focus Areas during the mid-cycle review period.

The timelines for implementation of the associated activities vary, and therefore there is no single process for this component in the integrated planning cycle.

Assessment

Assessment of activities occur through Program Review, Student Services Evaluation, and Annual Planning processes.

Progress Report

The District will review metrics annually to monitor progress. A mid-cycle review will document the District's progress toward meeting its Institutional Goals. The mid-cycle review informs the internal and external community about progress on the Goals and Strategic Focus Areas and provides the opportunity to reflect on redirection of efforts if needed. This report is distributed District-wide and is part of the information used to prepare subsequent planning documents.

The mid-cycle review includes three components:

1. A brief summary of the significant Outcomes or progress on the Strategic Focus Areas;
2. An analysis of progress indicated by associated metric indicators; and
3. Planned actions for the remainder of the cycle.

Progress on other areas of planning are documented in the Annual Planning process for each program or operational area. This progress report reinforces and sustains a District-wide dialogue on long-term and short-term goals. As such, they are an essential accountability component in the integrated planning cycle.

The Accrediting Commission for Community and Junior Colleges standards most assessment of the Strategic Educational Master Plan:

Standard 1: Institutional Mission and Effectiveness

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

1.3 The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its

progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Standard 4: Governance and Decision-Making

4.4 Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

Evaluation of Planning and Decision-Making Processes

The District assesses its planning and decision-making processes simultaneously and in alignment with the Accrediting Commission for Community and Junior College's standards.

The Shasta-Tehama-Trinity Joint Community College District formalized its integrated planning cycle in Fall 2012. The District established decision-making processes and documented them in the *Participatory Governance Manual*, which was developed to communicate governance and decision-making procedures across the District. These processes and supporting documents are reviewed and updated on a regular basis to maintain their effectiveness and alignment with institutional priorities.

Assessment of the planning and decision-making processes is conducted annually and periodic revisions are made in an effort to improve.

All approved revisions are documented with updates to the Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual and the Participatory Governance Manual. Since the inception of the Integrated Planning Manual, only a few substantive changes have been approved. The current update represents primarily the result of the development of the Strategic Educational

Master Plan. Other changes were primarily meant to enhance the link between Annual Planning and Program Review.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planning processes are:

Standard 1: Institutional Mission and Effectiveness

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Standard 4: Governance and Decision-Making

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.

Appendix 1

Academic Year	Mission	Educational Master Plan	Annual Plans & Program Reviews	Prioritized College-wide Annual Action Plan	Progress Indicator Review	Evaluation of Planning & Decision-Making Processes
2010-11	X		X		X	
2011-12		X	X		X	
2012-13			X (revised)	X (new)	X	
2013-14	X		X	X	X	X (new)
2014-15			X	X	X	X
2015-16			X	X	X	

Approved by College Council....

2016-17	X		X	X	X	
2017-18			X	X	X	X
2018-19			X	X	X	
2019-20			X	X	X	
2020-21			X	X	X	X
2021-22			X	X	X	
2022-23	X (reviewed)		X	X	X	
2023-24			X (revised)	X	X	X
2024-25	X (revised)		X (revised)	X	X	
2025-26		X (revised)	X (revised)	X	X	
2026-27			X	X	X	X
2027-28			X	X	X	
2028-29			X	X	X	
2029-30	X	X (mid-cycle review)	X	X	X	X
2030-31			X	X	X	
2031-32			X	X	X	

Shasta College 2025-2028 Strategic Plan Final Update

Introduction

Shasta College's 2025-2028 Strategic Plan is a component of the integrated planning cycle, aligning with the long-term vision established in the 2012-2030 Educational Master Plan. This plan is guided by the four institutional goals and Vision 2030.

The 2025-2028 Strategic Plan's key feature is its commitment to equity. Equity is woven throughout the plan. All metrics associated with the plan will be disaggregated to identify achievement gaps. Where terms like "District" or "across the District" are used, they are intended to highlight outcomes and strategies that are meant to impact all campuses and areas served by the College.

This plan is tailored to meet the District's needs, informed by the California Community College Chancellor's Vision 2030 and shaped by the insights of over 100 stakeholders. Most strategies are written so that we can evaluate progress. In addition, the plan metrics will enable the District to monitor and assess effectiveness in achieving Shasta College's goals and Mission.

Institutional Goal 1: Use innovative best practices in instruction and student services to increase the rate at which students complete degrees, certificates, and transfer requirements.

Outcome 1.1: Promote Innovation in Instruction

Strategy 1.1.1: Establish an Innovation in Teaching Grant Program with the goal of funding at least seven faculty projects annually by the end of Fall 2025. Ensure 50% of projects incorporate evidence-based teaching and learning strategies and 30% target decreasing equity gaps. Measure the impact through course success rates.

Update: In Spring of 2025, ten innovative projects were selected for mini grant funding. Of those, 50% incorporated pedagogical evidence-based teaching and learning strategies, 40% focused on closing achievement gaps, and 10% focused on other projects. In Spring of 2026, all projects are at the mid-point of grant implementation. Final data collection and evaluation will be completed and reported by December 2026.

Strategy 1.1.2: Implement the College's first direct assessment competency-based education (CBE) program in Fall 2025.

Update: In summer 2025, recruitment for the new Early Childhood Education DA CBE Certificate program began. In order to participate in the CBE ECE program, students complete a specific online, self-paced CBE orientation in Canvas and meet with the CBE Counselor to ensure that CBE is a good fit for them. Credit for Prior Learning is also discussed during counseling appointments, to determine if students need to complete any Credit for Prior Learning prior to starting the CBE competencies. The CBE Counselor builds a personalized educational plan based on the student's preferred pace for

completion. The first semester was a little bumpy as students, instructors, and support staff were all finding their way. In Fall 2025, ten students started: one mastered twelve competencies, which was all she wanted to complete. Another two mastered three competencies each, then decided CBE was not the right fit for them. One student has been steadily mastering competencies and is still in the program. The remaining six left the program. In Spring 2026, three more students joined the program and are still active, regularly mastering competencies. Summer 2026 saw six more students join the program; this last group is comprised of several students who already have an advanced degree but need early childhood education units to secure teaching jobs in Transitional Kindergarten classrooms. Once the CBE Faculty model is negotiated, this program will be marketed in earnest.

Strategy 1.1.3: Expand Credit for Prior Learning (CPL) offerings through launching the CPL:

Update: Collaborating with faculty to evaluate systemwide articulation recommendations identified through the Mapping Articulated Pathways (MAP) system, while partnering with Marketing to design and launch a district-wide marketing plan for Credit for Prior Learning (CPL) by the end of Fall 2026. Efforts will also continue to build awareness across the campus community.

Strategy 1.1.4: Implement AB1111, Common Course Numbering, by successfully aligning all required courses on the Chancellor's Office timeline.

Update: Shasta College is in the process of implementing the requirements outlined in AB 1111 and Education Code Sections 66725-66725.5. Phase I aligned the first 6 courses (and 2 support courses) and will be implemented in Fall 2025. Phase II includes the alignment of the next 20 courses, which have been broken into two groups: Part A to be implemented in Fall 2026 and Part B to be implemented in Fall 2027. Phase II Part A courses have been aligned and are undergoing technical review and are on schedule for Fall 2026 implementation. Phase III involves the alignment of the last 50 courses with full implementation scheduled for Fall 2027.

Strategy 1.1.5: Provide faculty training on incorporating AI tools into teaching practices by the end of Spring 2026 to improve student engagement and success rates.

Update: The College supported a Community of Practice that met to discuss and explore the application of AI in education. The Center for Online Teaching and Learning has developed a teaching with AI guide and the College selected AI Ambassadors who supported faculty professional growth in this area.

Strategy 1.1.6: Ensure faculty receive training on meeting course learning outcomes considering the widespread use of AI by the end of Spring 2026, targeting 50% faculty participation.

Update: see updates for 1.1.5 above.

Outcome 1.2: Foster a Culture of Support and Engagement

Strategy 1.2.1: Train 100% of campus staff and administrators in Caring Campus principles by the end of Fall 2025, ensuring ongoing training for new staff. Track student satisfaction and engagement.

Update: The College is working on integrating additional training into professional development programs.

Outcome 1.3: Increase Enrollment, Improve Success, and Reduce Equity Gaps

Strategy 1.3.1: Complete a review of 50% of degree and certificate programs by the end of Spring 2027 to identify barriers to completion. Implement changes by the end of Spring 2028 to increase program completion.

Update: A faculty member had release time for this work in 25/26 and made progress on several programs. The Program Review process should help continue this work.

Strategy 1.3.2: Establish dual enrollment pathways with 100% of local high schools by the end of Fall 2028 and integrate them into MyShasta to ensure students have an academic plan.

Update: The College is on track to meet the goal of establishing dual enrollment pathways with 100% of local high schools by the end of Fall 2028. There are active College and Career Access Pathway Agreements (CCAP) with 13 out of 22 High school partners. All schools who offer early college credit options through the Early College Enrollment Program office have access to MyShasta and academic counselors at Shasta College in order to create early abbreviated or comprehensive Educational Plans.

Strategy 1.3.3: Implement front-end transcript evaluation and ensure 90% of students with a transfer goal have an education plan by the time they complete 12 units by the end of Fall 2028. Track the impact on retention and completion.

Update: The College implemented front-end transcript evaluation and strengthened educational planning by standardizing comprehensive educational plan (CEP) processes, expanding counselor-created educational plans, and improving transcript evaluation, degree audit, catalog rights, and Credit for Prior Learning workflows. The establishment of the Academic Credit Management Team further strengthened coordination of academic credit and educational planning processes across the institution.

Strategy 1.3.4: Expand transfer pathways and add five new articulation agreements by the end of Fall 2028.

Update: The College is on track to meet this goal. The Transfer Guarantee Program between Shasta College and Southern Oregon University remains in force along with the Early Childhood Education articulation agreement with the BS/BA in Early Childhood Development at SOU. In Spring 2024, a MOU was signed with California State University, Chico to establish a Transfer Guarantee Program. An Articulation

agreement was revised for 2024-2025 to include Shasta College transfer courses for Degree Completion/General Education courses at Simpson University. A draft Transfer Guarantee Program MOU with Simpson University is currently in discussion. In Spring 2025, a five-year (2025-2030) “Scope of Cooperation” was signed between Shasta College and California State University, Sacramento to implement guaranteed and priority admissions to the Black Honors College. In January 2026, the College entered into an Articulation Agreement with Shasta County Office of Education to allow students participating in the SCOE Classified Grant program to enroll and complete coursework at Shasta College to fulfill pre-requisite courses leading to a bachelor's or master's degree program leading to an approved teaching credential. A partnership agreement with the University of Exeter (UK) is currently in discussion.

Strategy 1.3.5: Increase noncredit course offerings in priority employment sectors by 20% by the end of Spring 2028.

Update: Shasta College continues to explore the potential for new noncredit courses and certificate programs that will equip students with essential employment skills. Since 2025, the College has expanded its existing curriculum to include noncredit courses in Youth Wellness Coaching, Forklift Operation, and Medical Terminology, as well as a three-course Small Farm Operations noncredit certificate.

Strategy 1.3.6: Implement three Strong Workforce Initiatives by the end of Fall 2027 to increase the number of students completing high-wage programs by 10% annually, targeting a living wage for graduates.

Update: Shasta College is committed to investing Strong Workforce Program (SWP) funding into the advancement of Career Technical Education initiatives to prepare students for high-demand and high-wage careers. During fiscal year 2024-2025, SWP funds supported the launch of a new Addiction Studies Program where students have the opportunity to earn a certificate and Associate Degree in Addiction Studies. This initiative has strong enrollment, with 104 students enrolled in Fall 2024 and 123 enrolled in Spring 2025. SWP funding has supported the expansion of CTE opportunities in Tehama County. The District is now offering Medical Assisting and Certified Nurse Assistant programs to support the community need for healthcare workers. In addition, in Fall of 2025 the District is offering CONS 46: Equipment Operations and Maintenance to develop a robust pipeline of skilled workers as well as the first step toward earning a certificate in Equipment Operation and Maintenance and Associate Degree in Industrial Technologies.

Strategy 1.3.7: Develop a campaign by the end of Spring 2025 to encourage students to enroll in 30 units annually.

Update: Shasta College expanded its 15 to Finish/Stay on Track initiative by integrating academic momentum strategies into counseling, enrollment management, comprehensive educational planning, and targeted student outreach. Through enhanced reporting, front-end transcript evaluation, Interest Area counseling, and cohort-based support, the College

strengthened students' ability to enroll in courses aligned with timely completion. The 30-unit annual completion message is now embedded in routine student support practices while recognizing that enrollment intensity should be tailored to each student's educational goals and circumstances.

Strategy 1.3.8: Increase the number of ADT degrees completed by 30% by Spring 2028.

Update: Shasta College has strengthened its efforts to increase Associate Degrees for Transfer (ADTs) and other credential completion by implementing Degrees on Track, an automated degree evaluation process that proactively identifies and awards degrees and certificates for currently enrolled students. Building on the success of the College's Degrees When Due initiative, these improvements have enhanced the timeliness, consistency, and efficiency of degree evaluations while helping ensure eligible students receive the credentials they have earned. The College continues to refine degree audit processes and monitor completion trends in support of its 2028 ADT completion goal.

Institutional Goal 2: Use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.

Outcome 2.1: Enhance the Online Learning Experience for Students

Strategy 2.1.1: Develop a peer mentor program for online instructors by the end of Fall 2025, aiming for five mentor/mentee relationships per term.

Update: Several other professional development priorities have risen above this strategy. It is anticipated that the College will continue to enhance related training through the Institutional Effectiveness Partnership Grant.

Strategy 2.1.2: Assess faculty training needs by the end of Fall 2025. Provide three group training sessions and at least 25 individualized training sessions each semester, aiming for a 3% improvement in online course success by the end of Spring 2028.

Update: The College did a comprehensive needs assessment in the Fall of 2025. Numerous training sessions occurred. The Center for Online Teaching and Learning is engaged in direct outreach to programs through area coordinators.

Strategy 2.1.3: Expand instructional design support for online courses by the end of Spring 2025 to increase parallel design, aesthetics, and interactive learning. Complete three comprehensive course redesigns per term in collaboration with discipline faculty.

Update: The College has access to new tools to support online course design and has made significant progress with faculty using these tools. A Community of Practice occurred in Spring 2025 to support these efforts. The Center for Online Teaching and Learning developed templates for faculty to adopt and improve course design.

Strategy 2.1.4: Audit 100% of online courses for accessibility compliance by the end of Spring 2025 and communicate resolutions to faculty. Provide direct assistance where needs are high.

Update: All online courses have been scanned using two tools, TidyUp and UDOIT. Using

this information, the support team was able to assist faculty with the highest accessibility needs. Direct outreach continues and student workers have been hired to support faculty in making courses more accessible.

Outcome 2.2: Enhance, increase, and sustain student support services through technology solutions throughout the District.

Strategy 2.2.1: Expand the CRM Advise 1 system by the end of Fall 2025 and track retention in retention and completion rates by the end of Spring 2028.

Update: Reports show that at the end of the Spring 2025 semester, there were more than 140 users of the Advise database. Customization allows employees to identify the programs students are participating in and the support received through the Student Success Center, Admissions and Records, and the Basic Needs Resource Center. Information about the students' financial aid eligibility is also imported into the database, and employees document student needs and questions so that anyone can follow up. Advise is also linked to SARS and student self-service educational planning so that staff can track retention and ensure that courses align with the approved educational plans to reduce units earned to complete. A companion platform Experience was used in the Spring 2025 semester for academic early alert. Seventeen instructors submitted a total of 172 alerts for 123 students.

Strategy 2.2.2: Conduct quarterly website content reviews starting in Spring 2025 to improve access to services, evaluate progress with periodic student usability studies.

Update: Shasta College subscribes to services provided by a company called FastSpot. This service checks for viability/functionality of links. The same service also provides ADA compliance checks on the external website. College IT staff will work with student services/student senate to conduct usability studies.

Strategy 2.2.3: Increase the number of students receiving state and federal aid by 10% by the end of Fall 2028.

Update: Recent efforts in this area are showing promising results. Pell Grant Recipients increased from 3,719 in 2023-2024 to 4,676 in 2025-2026; this represents a 25.73% increase. Total unduplicated students receiving state and federal aid (Cal Grant, SSCG, and Pell) increased from 3,828 in 2023-2024 to 4,749 in 2025-2026. This represents a 24.06% increase.

Strategy 2.2.4: Develop cybersecurity training by the end of Fall 2025. Ensure 100% of students are presented with a cybersecurity training within their first year by the end of Spring 2028.

Update: IT will collaborate with the Vice President of Instructional Initiatives and the Dean of Student Services to develop a cybersecurity training using an in-house platform.

¹ A database that monitors student progress, providing insights for comprehensive institutional support.

The training will focus on multi-factor authentication (MFA), proper password practices, phishing awareness, and risks associated with public Wi-Fi.

Institutional Goal 3: Increase students' academic and career success through civic and community engagement with educational institutions, businesses, and organizations.

Outcome 3.1: Provide students with hands-on experience and soft skills, improving their employability upon graduation.

Strategy 3.1.1: Establish or expand partnerships with 60 local businesses to create 120 internship or apprenticeship opportunities annually by the end of Spring 2028.

Update: For 2024-2025, EWD collectively offered 160 work experience opportunities and partnered with 70 employer partners.

Strategy 3.1.2: Evaluate regional employment needs, student interest, and the college's ability to strategically offer "just in time" programs to support regional upskilling and reskilling workforce needs.

Update: Shasta College is strategically responding to regional workforce needs by partnering with the Paskenta tribe, local chambers, and the SBDC to deliver targeted training such as QuickBooks, entrepreneurship, and small business development. The college is expanding access by offering Flagger, OSHA 10, and other professional trainings at extended education sites in Tehama and Siskiyou counties. An annual Employer Summit and business needs surveys strengthen regional engagement and ensure offerings remain relevant. To improve visibility and impact, the college is streamlining its open enrollment catalog and expanding professional development to become the largest category of Community Education offerings.

Outcome 3.2: Enhance students' career prospects by facilitating direct interactions with employers and industry leaders.

Strategy 3.2.1: Organize at least two networking events, two job fairs, and three career panels annually by the end of Fall 2028.

Update: EWD Career Services continued to expand employer engagement opportunities by hosting the SMART Workforce Job Fair during both the Fall and Spring semesters, while also increasing industry-specific recruiting events. These included the Early Childhood Education Career Day, Health Sciences Job Fair, and Welding & Manufacturing Career Day. In addition, Career Services introduced employer tabling events in the Tutoring and Learning Center to increase student access to employers throughout the semester. The EWD Office of Apprenticeship further strengthened employer partnerships by hosting an A\$ET Business Mixer and the CRAFT Employer Showcase, creating additional opportunities for industry collaboration and student workforce connections.

Outcome 3.3: Enhance student success through the cultivation and expansion of collaborative partnerships with four sectors: California Community Colleges, K-12 partners, four-year institutions, and business & industry.

Strategy 3.3.1: Lead two regional initiatives with North State Together (NST) by the end of Fall 2028, targeting a 5% increase in college enrollment for areas served by NST.

Update: North State Together (NST) continues to lead multiple large-scale regional initiatives aimed at increasing college enrollment across its expanded 10-county service region by Fall 2028. Since being named convener of the Regional K-16 Education Collaboratives Grant in 2022, NST has facilitated the development and expansion of over 15 career pathways in healthcare and education. In March 2025, NST secured a CA Jobs First Grant to launch a complementary regional initiative focused on pathways in natural resources and environmental science. Together, these efforts have strengthened cross-segmental partnerships and enhanced college-going infrastructure throughout the North State CERF region. The impact is evident in areas like Tehama County, where Tehama-based FTE enrollments rose 32.9% between AY 2022-2023 and AY 2024-2025, driven by initiatives such as the North State Promise Program. Additionally, the percentage of Tehama-based high school students matriculating into Shasta College grew by 41% from Fall 2023 to Fall 2025

Strategy 3.3.2: Further develop and market Shasta College Attainment and Innovation Lab for Equity (SCAILE) as an avenue to pilot and evaluate. Disseminate at least two innovative practices/projects annually.

Update: SCAILE continues to grow and diversify its projects and partnerships. By Spring of 2024, SCAILE was engaged with two projects that allow the program to disseminate information about serving adult learners. The first was with the Institute for Higher Education Policy (IHEP) and the California Reconnect Project. In this partnership, SCAILE worked with IHEP to lead a monthly Community of Practice for 12 California Community College and CSU partners which focused on degree reclamation and the reengagement of adult learners. Our second project was through a partnership with California Competes and Sac State that allowed us to pilot changes to our Academic Probation policies. This was based on a qualitative study of adult learners who indicated that current policies were a barrier to reenrollment. Projects for 2025-2026 include serving as a mentor for the California Community College Foundation's cohort on 8-week course schedules, partnering with College of the Siskiyous, California Competes, The CCC Foundation, and Ithaka S/R to advance credit mobility and CPL in rural regions, and working with Education Design Lab to implement Social Sciences/Humanities Pathways that incorporate career development and integration.

SCAILE has also been chosen to work with the California Futures Foundation's Unlocking Adult Economic Mobility Initiative designed to offer reforms for adult learners in California. As one of the seven partnerships chosen statewide, SCAILE will work with California Competes and Sac State to create an adult learner toolkit, which captures key elements of ACE/BOLD and other interventions piloted at Shasta College.

SCAILE was a lead researcher in the RP Groups Geographic Isolation Study and the impact of distance on transfer for rural students. The full three-prong series will be released in Fall 2026.

Lastly, SCAILE is working with the Cowell Foundation to advance equity efforts in the far north and to develop tools that help community colleges maximize their roles as partners in collective impact efforts.

Strategy 3.3.3: Build on dual admissions legislation to expand pathways with three new four-year institutions by the end of Fall 2028, targeting a 3% increase in transfer rates.

Update: In March 2025, Shasta College signed an MOU with Sac State to create a pipeline from Shasta College into Sac State's Black Honors College. The purpose of this MOA is to foster improvement of completion rates and showcase the excellence of Black history, life, culture, and contributions, by providing support for a group of select, motivated students who seek to join the community of scholars at the Sac State Black Honors College of California (BHC).

Our Transfer Guarantee Agreement with California State University, Chico (Chico State) and Shasta College (SC) is another great example. This MOU facilitates the admission process and graduation success for students interested in pursuing their bachelor's degree at Chico State. Chico State guarantees admission to all Shasta College students who complete the minimum eligibility criteria, and offers tailored support for students while they are at Shasta College, ensuring a smooth transition to Chico after they finish their associate's degrees at Shasta College.

Strategy 3.3.4: Develop partnerships and pathways to connect students with baccalaureate programs offered by regional California Community Colleges, ensuring seamless transfer opportunities and increased access to advanced educational opportunities.

Update: This strategy is being addressed in several ways. Shasta College has a robust transfer center with articulated partnerships with all regional partners including CSUs, UCs and is building/expanding pathways with regional CCBA options at COS, Shasta College and Feather River.

In addition to these supports, the Shasta College BOLD program was created to ensure that students are aware and prepared for all pathways leading to baccalaureate degree completion for students in the north state; including online options that allow students to achieve an affordable, accredited BA without leaving the north state. BOLD was recently highlighted in the RP Groups Geographic Isolation Study as a best practice for rural transfer. An interactive CANVAS page was developed to share all we have learned through BOLD, and internal and external counselors can have access upon request.

These partnerships and opportunities have also been built into an interactive, online K-16 pathway webpage, which will be implemented in fall 2026.

Lastly, Shasta College is working on a BS Degree in Public Safety Management. This degree will be for all public safety professionals and will focus on collaboration and coordination on issues specific to our rural region. The application is due to the CO in late Fall 2026 with the hopes for a 2027 start date.

Institutional Goal 4: Institutionalize effective planning practices through the implementation, assessment, and revision of integrated processes that link resource allocation to planning priorities.

Outcome 4.1: Ensure Alignment with new Accreditation Standards

Strategy 4.1.1: Establish an annual accreditation review process by the end of Spring 2025 and ensure the college aligns with all ACCJC standards.

Update: An annual review process was established for the purpose of ensuring continued alignment, documenting evidence, and creating plans for continuous improvement.

Outcome 4.2: Foster Inclusive and Transparent Planning Processes

Strategy 4.2.1: Improve communication and training on planning processes by the end of Spring 2025, increasing engagement of faculty and staff by 20% by the end of Fall 2025.

Update: Although the progress is difficult to measure, it appears that the new program review process is supporting additional engagement in the planning process overall. Questions on the form are meant to encourage collaboration.

Outcome 4.3: Sustain Innovative Practices that Support Continuous Improvement

Strategy 4.3.1: Apply for at least five competitive grants annually, securing \$2 million in funding by the end of Fall 2028 to support innovation.

Update: During the 2024-2025 academic year, Shasta College applied for 15 competitive grants, with a 83% success rate and \$4,288,840 in new grant funds received. Three applications are still pending. During the 2025-26 academic year, Shasta College applied for 19 competitive grants, five of which are still pending, and received five funding augmentations to existing grants, resulting in \$4,954,841 in new grant funds received.

Strategy 4.3.2: Collaborate with the Shasta College Foundation to support regional partnerships, seek additional grant and/or partnership funding, provide scholarships & student aid, and increase giving to support Shasta College's goals and objectives.

Update: The Shasta College Foundation continues to support regional partnership by serving as the fiscal sponsor for North State Together (NST) and the Shasta College Attainment Innovation Lab for Equity (SCAILE). Both of these organizations focus on regional, state, and national partnerships and grants. In 2025-26, the fiscally sponsored organizations received about \$2.2 million in grant revenues

The Foundation also managed 4 grants that provided program support, scholarships, and emergency aid and received about \$232,800 in grant revenue. The Foundation also received about \$198,500 in contributions that will be used to support programs and

initiatives at Shasta College.

In 2025–2026, the Foundation helped award over \$956,650 in scholarships to more than 780 students. That total includes both Foundation-managed scholarships and those generously provided by our partners.

Outcome 4.4: Continue to practice sound fiscal management by developing and implementing a variety of strategies to provide college facilities for current and future student program needs.

Strategy 4.4.1: Complete a feasibility study for Center status at Tehama Campus by the end of Fall 2028.

Update: Completed. Center status was granted by the Board of Governors in 2026.

Strategy 4.4.2: Continue implementing the Facilities and Technology Master Plans, including operation of the Measure H Citizens’ Bond Oversight Committee to ensure that 100% of capital improvement projects align with voter intent while seeking additional funding to support future facilities and technology upgrades by the end of Spring 2028.

Update: Facilities and Technology Master Plan implementation has continued with the renovations of the 200 Building (Library), 800 Building (Instructional Classrooms), 700 Building (Administration), and the start of renovation of the 100 Building (Student Services Welcome Center). Electrical infrastructure replacement and ADA improvements have also been made. The 200, 800 and 1600 Building projects have all received state funding matches. The Student Housing Grant Proposal and the 1400 Building (Physical Sciences) Renovation projects have both been submitted for state funding consideration.

The District continues to seek additional funding to support its projects. In November 2026, Measure C, a general obligation bond tax extension will be presented to District voters in the general election. Passage of the bond will allow the District to continue needed facilities and technology improvements.

The Citizens’ Bond Oversight Committee (CBOC) has continued to meet quarterly. The Performance Audits for all years to date have confirmed that the expended Measure H funds fully align with the detailed uses as approved by the voters. The CBOC provides a Statement of Compliance verifying appropriate fund uses to the Board of Trustees in its Annual Reports.

Strategy 4.4.3: Through ongoing planning and funding efforts, develop additional facilities by the end of Spring 2028 to increase CTE program offerings in Tehama County, enhancing educational access for local students.

Update: The Shasta College Tehama Campus is actively collaborating with instructional divisions and community stakeholders to expand CTE programs in Tehama County. Leveraging Strong Workforce funding, two classroom spaces at the Tehama Campus have

been converted into medical training labs to host Medical Assisting and Certified Nursing Assisting programs. In June 2025, Shasta College entered into a three-year agreement with Cedar Creek Corporation (located next to the Tehama Campus) to lease 8 acres of land for the development of a Tehama-based heavy equipment program. The first course, CONS 46, was scheduled for Fall 2025.

Strategy 4.4.4: Explore at least two partnership opportunities for improved student housing and identify funding to refresh current housing, by the end of Spring 2028.

Update: During the 2024-2025 academic year, Residence Hall staff attended the first annual Student Housing Conference held by Student Housing Unit of the California Community College Chancellor's office. The CCC Student Housing Unit has created forums and webinars to inform about best practices as well as funding opportunities. Residence Halls staff will also be conducting research into possible community partnerships in collaboration with the Basic Needs Resource Center. Additionally, efforts will continue to seek potential grant opportunities that could provide funding to update current housing facilities located at the main campus.

Outcome 4.5: Integrate Sustainable Practices Across Campus Operations and Instruction

Strategy 4.5.1: Develop a Sustainability Action Plan by the end of Fall 2025, outlining specific initiatives to reduce campus energy consumption, waste, and greenhouse gas emissions with guidance from the California Community Colleges Chancellor's Office 2021 Climate Action and Sustainability Framework. Track progress annually and adjust goals as needed.

Update: In 2024, the District contracted with sustainability consultant Accenture for assistance with the process of obtaining and reporting the data required to develop the college's CCCCCO Climate Action and Sustainability Framework benchmarks. The benchmarks will guide the formation of the Sustainability Action Plan and will provide the basis for initiatives to improve sustainability throughout the District through measurable goals. In May 2026, the District's GHG Inventory & Sustainability Baseline Assessment Report (Report) was completed. The baseline outcomes were based upon the 2023-24 fiscal year and were presented to the Board of Trustees in June 2026. The Report satisfied all 2026 benchmarking requirements under the CCCCCO framework and exceeded minimum standards by including additional data points. A list of near-term priorities for sustainability improvements and associated action items were included in the Report.

Strategy 4.5.2: Evaluate campus-wide recycling and composting program by the end of Fall 2025 to ensure compliance with California's AB 341, AB 1826, and SB 1383 regulations.

Update: The college's work with Accenture on obtaining data for establishing benchmarks includes the evaluation of waste disposal. The data has been collected and is being parsed into appropriate segments for entry into the CCCCCO's Sustainability Framework tracking

system. The next step is to compare the data outcomes with California regulations to ensure the college is in compliance.

The District's GHG Inventory & Sustainability Baseline Assessment Report (Report), completed in May 2026, reflects 257 tons of organic waste composted on-site annually. Although the District is in compliance with AB 341, AB 1826 and SB 1383 regulations mandating subscribing to recycling and organic waste services, and recycling organic waste, the current 32% diversion rate is well below the CCCCCO target of 75% by 2030. Initiatives to improve this benchmark are provided in the Report.

Strategy 4.5.3: Implement a sustainable procurement policy, prioritizing local vendors and partners (when possible) to reduce shipping and travel emissions by the end of Fall 2026.

Update: The College has not made progress on this strategy.

Strategic Plan Metrics

Vision 2030 Goals (Unless otherwise noted, the baseline year for comparison is 2021-22). Progress numbers are based on the [Chancellor's Office Vision 2030 Dashboard](#). Summary of metrics follows. For more detailed information about most metrics, please refer to the Vision 2030 Dashboard. Please note that some targets were adjusted based on the Chancellor's Office official records (which differed from an earlier draft). Those are noted with an asterisk. Underlined text is meant to highlight areas where further improvement may be needed to meet targets.

Goal 1: Completion

30% Increase in Degree and Certificate Completion

Target: 1,179 | Baseline: 907

- Current Status (2025-26): 2,056 completions
- Result: Target achieved and exceeded by 877 completions based on local data.

Goal 2: Baccalaureate Completion

30% Increase in Students Earning a Community College Baccalaureate

Target: 13 | Baseline: 10

- Current Status (2025-26): 15 graduates
- Result: Target achieved and exceeded by 2 graduates based on local data.

Goal 2: Transfer Achievement (614SW, 650SW)

20% Increase in Students Transferring to CSU or UC

Target: 366 | Baseline: 311

- Current Status (2023-24): 368 CSU/UC transfers
- Result: Target achieved and exceeded by 2 transfers.
- Total transfers to all institutions, including CSU, UC, private, and out-of-state universities: 705 students.

Goal 3: Workforce Outcomes (802SW)

10% Increase in Students Earning a Living Wage

Target: 67% | Baseline: 57%

- Current Status (2023-24): 61%
- Result: An additional 6 percentage points are needed to meet the target.

Goal 4: Participation Outcomes

10% Increase in Enrollment Among Priority Student Populations

Veteran Students

Target: 254 | Baseline: 231

- Current Status (2025-26): 561 students
- Result: Target achieved and exceeded by 307 students.

Foster Youth Students

Target: 591 | Baseline: 473

- Current Status (2025-26): 670 students
- Result: Target achieved and exceeded by 79 students.

Economically Disadvantaged Students

Target: 8,077 | Baseline: 6,462

- Current Status (2025-26): 7,620 students
- Result: 457 additional students are needed to meet the target.

K-12 Dual Enrollment Students

Target: 4,090 | Baseline: 2,900

- Current Status (2025-26): 4,154 students
- Result: Target achieved and exceeded by 64 students.

Goal 5: Financial Aid Outcomes

Pell Grant Recipients (DataMart)

10% Increase in Students Receiving Pell Grants

Target: 5,190 | Baseline: 4,718

- Current Status (2024-25): 4,188 recipients
- Result: 1,002 additional recipients are needed to meet the target.

California College Promise Grant Recipients

10% Increase in Students Receiving College Promise Grants

Target: 6,480 | Baseline: 6,218

- Current Status (2024-25): 6,315 recipients
- Result: 165 additional recipients are needed to meet the target.

Goal 6: Excess Unit Reduction (618SW)

10% Decrease in Excess Units Accumulated Beyond 60 for First ADT Completion
Target: 63 units | Baseline: 78 units

- Current Status (2024-25): 77.6 units
- Result: A reduction of 14.6 units is needed to reach the target.

Summary: Six of eleven tracked metrics have met or exceeded their Vision 2030 targets. Continued focus is needed on workforce outcomes, financial aid participation, enrollment of economically disadvantaged students, and reducing excess units accumulated before degree completion.