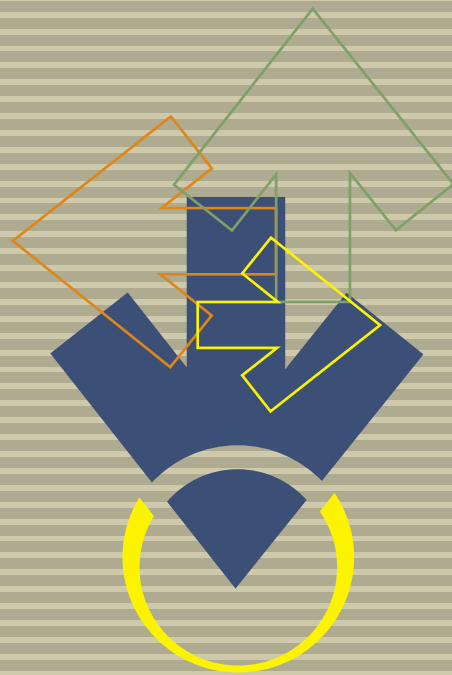




Shasta-Tehama-Trinity Joint
Community College District

Strategic Plan

2021-2024



Shasta College

www.shastacollege.edu

Shasta College is an equal opportunity educator and employer.

Shasta-Tehama-Trinity Joint Community College District

MISSION STATEMENT

Mission Statement

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

(Approved by the Board of Trustees 6/14/2017)



Institutional Goals 2012-2030

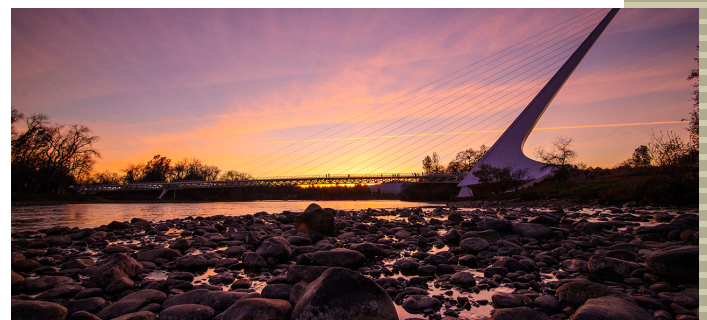
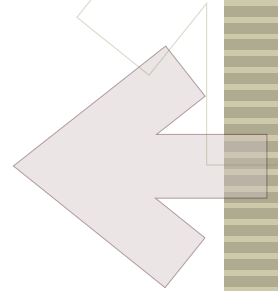
- Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.
- Shasta-Tehama-Trinity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

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



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Introduction

Shasta College's Strategic Plan 2021-2024 is a critical component of the integrated planning cycle at Shasta College. It is the short-term planning document that derives from the 2012-2030 Educational Master Plan with its four Institutional Goals. Progress on strategic planning is one way that we measure effectiveness at meeting the mission of the College.

The 2021-2024 plan is directly informed by the regional, statewide, and national events that have dramatically impacted all of us over the last three years including, natural disasters, electricity outages, changing economic needs, and the global pandemic. These realities have made it clear that partnering with other local entities is critical to meeting community needs and will be a key factor in coming back better for our students and the communities that we serve. We are proud of our adaptability in the way Shasta College operates,

partners, develops, and delivers academic and support systems so that we can best meet the needs of our students, faculty/staff, and the communities we serve in these challenging times. Sustaining these changes are a priority in this strategic plan.

Shasta College understands the role we play in promoting individual and community vitality, and our 2021-2024 goals and objectives were designed with recovery and growth in mind. We will reflect on the lessons we have learned through these challenges, sustain what has been effective, and focus new and existing efforts to best carry out our mission as we all move forward together over the next three years.

In addition to alignment with Shasta College institutional goals, the District Strategic Plan is also closely associated with the California Community College Chancellor's Office Vision for Success. The CCCCCO Vision for Success was launched in 2017 and outlines the direction that the California Community College system should strive toward to achieve educational and equity outcomes, and workforce needs that are key to the continued health and prosperity of California. As articulated in the Vision, the following goals will ensure measurable outcomes at Shasta College and across California. These goals were approved by the Shasta College Board of Trustees in 2019 and serve as one method for measuring progress on outcomes associated with the Shasta College 2021-2024 Strategic Plan as well as an indicator of accomplishing the mission. Improvement targets are based on 2016/2017 academic year.





California Community College Chancellor's Office Vision for Success

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



These are the four Institutional Goals from the Educational Master Plan and the associated Outcomes and Strategies from the 2021-2024 Strategic Plan:

Institutional Goal 1

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

Outcome 1.1

Increase the number of students who earn an ADT or qualify for a Transfer Admission Guarantee (TAG) (Vision Goals 1 & 2)

- a. **Strategy 1.1.1:** Increase number of students receiving educational program plans prior to their first semester of study.
- b. **Strategy 1.1.2:** In cooperation with K-12 partners, continue to expand transfer opportunities through dual and concurrent enrollment.
- c. **Strategy 1.1.3:** Leverage College Promise program and other financial supports (i.e. FAFSA completion) to ensure that students earn awards with minimal debt.
- d. **Strategy 1.1.4:** Increase the number of transcripts evaluated for students who transfer to the college within the first semester of attendance (resulting in reduction of excess credits and time to completion).
- e. **Strategy 1.1.5:** Explore the creation of pathway-specific college success and career exploration classes or modules.
- f. **Strategy 1.1.6:** Enhance sequencing of degree requirements to ensure that entire ADTs are available in 8-week and/or online options.



Outcome 1.2

Increase the number of students who complete transfer math and English by end of the first year (Vision Goals 1 and 2)

- a. **Strategy 1.2.1:** Implement the Multiple Measures Placement Service.
- b. **Strategy 1.2.2:** Expand the number of Dual Enrollment transfer math and English sections, where appropriate.
- c. **Strategy 1.2.3:** Implement modified middle college high school model to meet the curricular needs of concurrently enrolled charter and home school students.
- d. **Strategy 1.2.4:** Expand embedded tutoring and supplemental instruction particularly for “gateway” math and English courses.

Outcome 1.3

Increase recruitment of non-traditional students (Vision Goal 1)

- a. **Strategy 1.3.1:** Continue to expand transfer opportunities through programs such as College Promise, ACE, BOLD, STEP-UP, and the UC/CSU Dual Admissions Program through increased marketing and targeted support services.
- b. **Strategy 1.3.2:** Sustain the Degree When Due work through designated staffing, automation and the expansion of Reverse Transfer options.
- c. **Strategy 1.3.3:** Expand non-credit certificate options, including bridges to for-credit programs and careers.
- d. **Strategy 1.3.4:** Engage students enrolled in GED prep courses in educational planning and career counseling.



Outcome 1.4

Increase certificate completion (Vision Goal 1)

- a. **Strategy 1.4.1:** Offer certificate sequences in online format.
- b. **Strategy 1.4.2:** Expand and sustain holistic student support and wrap around services, such as those being used in the ACE and STEP-UP models, to ensure student success.
- c. **Strategy 1.4.3:** Research, and if feasible implement, opt-out vs. opt-in degree/certificate conferral processes.





Institutional Goal 2

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

Outcome 2.1:

Focus resources and professional learning to create an environment where ethnicity, sex, gender, age, or income is not a predictor of success and educational attainment (Vision Goal 5)

- a. **Strategy 2.1.1:** Implement the recommendations of the Culturally Responsive Curriculum faculty workgroup supported by the California Trustees Fellowship program.
- b. **Strategy 2.1.2:** Enhance and sustain programs that impact equity goals, including the Umoja Program and programs that have promise for improving outcomes such as the Alliance Project.
- c. **Strategy 2.1.3:** Capitalize on state efforts to expand Open Educational Resource (OER) and Free Textbook Options, including the implementation of an OER grant at Shasta College.
- d. **Strategy 2.1.4:** Increase faculty diversity by purposeful recruitment, the development of an intern program for CTE faculty, and utilize best practices for our equivalency process.
- e. **Strategy 2.1.5:** Provide appropriate, comprehensive and reliable services to students regardless of service location or instructional method to assure equitable access as assessed through disaggregated data.



Outcome 2.2

Broaden access to educational opportunities across the District aligned to local economic and community goals (Vision Goal 1)

- a. **Strategy 2.2.1:** Explore flexible learning options and course modalities including Credit for Prior Learning (CPL), Direct Assessment Competency Based Education (CBE), condensed courses and additional hybrid options, including Hyflex courses, to better serve all students, including returning adults who have some college but no degree or certificate.
- b. **Strategy 2.2.2:** Enhance quality of online options through alignment of courses with the Online Education Initiative (OEI) guidelines.
- c. **Strategy 2.2.3:** Develop and launch additional in-demand, short duration, stackable credit-bearing learning programs.
- d. **Strategy 2.2.4:** Offer full degree and certificate sequences in online format, with predictable schedules, and corresponding student support services as needed.
- e. **Strategy 2.2.5:** Evaluate and retain aspects of virtual student support models implemented during the pandemic, including online counseling.
- f. **Strategy 2.2.6:** Develop and implement an outreach plan to connect with disproportionately underrepresented and/or marginalized populations.
- g. **Strategy 2.2.7:** Achieve Tehama Center Status and ensure educational pathways and student support services are available at the Trinity, Intermountain and Tehama Learning Centers.



Outcome 2.3

Increase student persistence from semester to semester and from fall to fall, including the retention and expansion of effective practices learned from the pandemic (Vision Goal 1)

- a. **Strategy 2.3.1:** Offer professional development on persistence strategies for staff and faculty on relationship building and support for active and collaborative learning.
- b. **Strategy 2.3.2:** Increase faculty and student engagement with the Tutoring and Learning Center (TLC), Shasta College library and the Trinity, Intermountain and Tehama Learning Centers.
- c. **Strategy 2.3.3:** Develop a comprehensive faculty onboarding and continued professional development program.
- d. **Strategy 2.3.4:** Implement a case management system to provide early alerts, support services and proactive counseling to students within their Interest Areas.
- e. **Strategy 2.3.5:** Investigate the implementation of default (presumptive) scheduling for first-year students.
- f. **Strategy 2.3.6:** Expand the ACE model to include additional degrees, including case management and holistic support services.

Outcome 2.4

Expand enrollment through targeted outreach to special populations, including those impacted by COVID-19. (Vision Goals 1, 5 & 6)

- a. **Strategy 2.4.1:** Invest in customer relationship management (CRM) software and analytics.
- b. **Strategy 2.4.2:** Support BOLD and Dual Admissions program so that Baccalaureates can be achieved without leaving the area.
- c. **Strategy 2.4.3:** Conduct focus groups (and other analysis) with students and employers to better understand individual and economic needs post COVID-19, including the evaluation and retention of effective strategies implemented during the pandemic.
- d. **Strategy 2.4.4:** Leverage partnership programs, such as North State Together, to ensure multiple on-ramps for all students.
- e. **Strategy 2.4.5:** Implement the initiatives outlined in the International Student Recruitment Plan.
- f. **Strategy 2.4.6:** Utilize Degrees When Due (DWD) model to identify and contact students who discontinued their studies due to COVID-19 and invite them to return.
- g. **Strategy 2.4.7:** Enhance early college opportunities by working with each high school in the District to set goals that leverage dual enrollment, facilitated online, and articulated high school courses.





Institutional Goal 3

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

Outcome 3.1:

Students learn about career opportunities and gain valuable employment skills by engaging with Career Center Services. (Vision Goal 4)

- a. **Strategy 3.1.1:** Design a staffing model that ensures that Economic & Workforce Development initiatives (including employer engagement and career center efforts) are well coordinated with Academic Counselors and support staff.
- b. **Strategy 3.1.2:** Identify and develop the tools, resources, and experiences students need to build career readiness, including the exploration of curriculum that infuses career development within the first two semesters.
- c. **Strategy 3.1.3:** Enhance student engagement and persistence by providing more employment options to students on campus.

Outcome 3.2:

Promote a thriving community through supports designed to aid COVID-19 recovery through educational opportunities and engagement. (Vision Goal 1)

- a. **Strategy 3.2.1:** Through the leadership of the Shasta College Foundation, reimagine/maximize current and potential scholarship options, including Finish Line Scholars and/or an Essential/Frontline workers scholarship program, to target populations directly impacted by the pandemic and changing economic needs in the region.
- b. **Strategy 3.2.2:** Build on best practices from Aspen Institute and others to directly address issues faced by parenting students; including considerations for childcare, scarcity of time, and need for predictable schedules.
- c. **Strategy 3.2.3:** Infuse the research on relationships, social networks, and belonging into all student and academic support services to improve student engagement and retention.
- d. **Strategy 3.2.4:** Improve student retention and completion by addressing non-academic barriers including those related to basic needs.
- e. **Strategy 3.2.5:** Build community on campus through activities that welcome all campus employees including book clubs, mentoring programs, daily exercise clubs, monthly brown bag series and/or meet and greets.



Outcome 3.3:

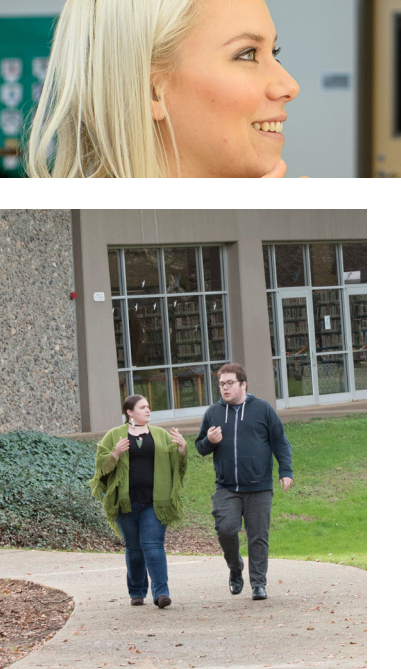
Explore best practices for Civic Engagement with specific strategies for students, staff, and faculty. (Vision Goals 1 & 4)

- a. **Strategy 3.3.1:** Enhance student engagement in campus efforts (committees, etc.) through expanded funding for student employment, targeted training of students, mentoring and additional student supports.
- b. **Strategy 3.3.2:** Investigate and implement an organizational structure that revitalizes service clubs and social activities to enable students to widen their civic and cultural impact on global, community, and campus life.
- c. **Strategy 3.3.3:** Implementation of the “Civic Knight Engagement Plan / Shasta College Civic and Voter Empowerment Action Plan” (developed by Student Life Fall 2020).
- d. **Strategy 3.3.4:** Explore additional service-learning and experimental learning opportunities for students.

Outcome 3.4:

Enhance student success through the cultivation and expansion of collaborative partnerships with three sectors: K-12 partners, four-year institutions, and business & industry. (Vision Goal 1, 4 & 5)

- a. **Strategy 3.4.1:** Use the North State Together collective impact organization to lead a coalition to address educational opportunity gaps, regional economic development, and healthy community infrastructure.
- b. **Strategy 3.4.2:** Leverage Economic & Workforce Development Division efforts to enhance partnerships and support local businesses in the attainment of local and regional economic goals.
- c. **Strategy 3.4.3:** Implement a personnel and fiscal infrastructure to support and sustain programs such as North State Together, Alliance Project, and Umoja Program.
- d. **Strategy 3.4.4:** Further develop and market Shasta College Attainment and Innovation Lab for Equity (SCAILE) as an avenue to research, pilot, and disseminate innovative practices and partnerships on campus and more broadly.



Institutional Goal 4

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

Outcome 4.1:

Ensure that College planning focuses on Institutional Goals and uses evidenced-based practices that leverage the skillsets, intellectual ability, and creativity of the campus community. (Accreditation Standard I, III & IV)

- a. **Strategy 4.1.1:** Rewrite the participatory governance manual and processes to reflect an action-oriented approach for campus engagement outside the classroom that focuses on strategic priorities and future needs.
- b. **Strategy 4.1.2:** Continue to conduct all Bond activities with highest focus on transparency, accountability, and ensure planning processes are inclusive.
- c. **Strategy 4.1.3:** Evaluate the continuance of District Innovation Awards.

Outcome 4.2:

Ensure continued compliance with all Accrediting Commission for Community and Junior Colleges' standards, with special effort on professional development to excel at those standards related to student learning and planning. (Vision Goal 1, Accreditation Standard I & IIA & IVA)

- a. **Strategy 4.2.1:** In conjunction with the first Quality Focus Essay, develop, assess, and appropriately publicize all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle.
- b. **Strategy 4.2.2:** Through the Annual Area Plan and Program Review process, assess student attainment of Student Learning Outcomes and Program Learning Outcomes, implement changes to improve results of selected outcomes, and assess the implemented changes.
- c. **Strategy 4.2.3:** In conjunction with the second Quality Focus Essay, create a data warehouse that ensures access to valid and relevant data that includes information about disproportionate impact and promotes a culture of inquiry at Shasta College.
- d. **Strategy 4.2.4:** Encourage Shasta College personnel to participate in professional development opportunities such as accreditation trainings and site visits to other institutions in order to continuously improve.



Outcome 4.3:

Provide fiscal support for maintaining programs and priorities that are developed through the established participatory planning processes. (Vision Goals 1 & 2 & Accreditation Standard IIID)

- a. **Strategy 4.3.1:** Ensure that the fiscal health of the District is maintained at a level which meets longer term obligations (such as, OPEB contributions, STRS and PERS employer contributions, and the projected effects of funding changes) while maintaining sufficient reserves at a level which does not require special borrowing (such as TRANs borrowing).
- b. **Strategy 4.3.2:** Pursue special funding sources outside of State funding (such as competitive grants, State categorical programs, and/or private funding) to enhance the District's mission.
- c. **Strategy 4.3.3:** Collaborate with the Shasta College Foundation to support regional partnerships, seek additional grant funding, and increase giving to support Shasta College's goals and objectives.

Outcome 4.4:

Expend COVID-19 Higher Education Emergency Relief Funds (HEERF) with the highest focus on transparency, accountability and inclusivity for the greatest impact on individual, institutional and community recovery and growth (Vision Goal 1& 2 & Accreditation Standard IVA)

- a. **Strategy 4.4.1:** Ensure HEERF student funds are used to assist students through Fall 2023 in persisting and completing degrees and certificates.
- b. **Strategy 4.4.2:** Use HEERF, where possible, to leverage and sustain district general fund finances into the future for the following: 1) to prepare for potential lower funding levels if enrollment is not able to be restored to pre-pandemic levels, 2) to help prevent expenses associated with the COVID-19 from impacting the general fund, and 3) to help replace certain lost revenues in other funds which will prevent impact on the general fund.
- c. **Strategy 4.4.3:** Use HEERF funds, where possible, to sustain our current innovation efforts into the future and to invest in new innovation efforts.
- d. **Strategy 4.4.4:** Use HEERF funds, where possible, to supplement Bond funds to remodel additional facilities in response to escalating costs over the past several years that will not allow for the Bond funds to go as far as expected in remodeling our aging campus buildings.
- e. **Strategy 4.4.5:** Use SCAILE as a vehicle to shepherd COVID-19 recovery efforts and ensure that best practices for recovery are documented and shared, including sustaining efforts that have been successful in responding to local, regional, state, and federal changes impacting our students and communities.



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