



Shasta-Tehama-Trinity Joint
Community College District

Student Equity Plan

Executive Summary 2025-2028

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Red Bluff, CA 96080

Trinity Campus
30 Arbuckle Court
Weaverville, CA 96093



Shasta College

www.shastacollege.edu

Shasta College is an equal opportunity educator and employer.

2025-28 Shasta College Student Equity Plan Executive Summary

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2025-2028 Student Equity Plan

Student Groups for Whom Goals Have Been Set Due to Disproportionate Impact

| | 2025-2028 | | | | |
|-------------------------------|------------|------|-------------|------------|----------|
| | Enrollment | TLME | Persistence | Completion | Transfer |
| Students with Disabilities | | X | | | |
| Foster Youth | | | | | |
| Economically Disadvantaged | | X | X (Males) | | X |
| First Generation | | X | X | | X |
| LGBTQ+ | | | | | |
| Veterans | | | | | |
| American Indian/Alaska Native | | | | | |
| Asian American | | | | | |
| Black or African American | X | | | | |
| Hispanic or Latino | | | | | |
| Multiple Ethnicities | | | | | |
| White | X | | X | | X |
| Other race | | | | | |
| Female | | | | | |
| Male | | X | X | | |

Goals Set for These Student Groups

Successful Enrollment: Eliminate disproportionate impact and achieve equity for Black or African American students and White students.

Completion of Transfer-Level Math & English (TLME): Eliminate disproportionate impact and achieve equity for students with disabilities, and students who are economically disadvantaged, first-generation, and males.

Persistence: Eliminate disproportionate impact and achieve equity for economically disadvantaged males, first-generation, White, and male students.

Completion: Maintain equity for all groups.

Transfer: Eliminate disproportionate impact and achieve equity for Economically Disadvantaged students, first-generation students, and White students.

Initiatives Shasta College Will Undertake to Achieve These Goals

Successful Enrollment

Stabilize and support Umoja Program to attract students interested in African American traditions.

Promote academic learning communities based on academic and career interests to foster connection with other students.

Maintain New Applicant Outreach with focus on groups experiencing disproportionate impact.

Expand Dual Enrollment to assist in successful transition to Shasta College after high school graduation.

Offer Targeted High School Outreach to enable graduating seniors to complete enrollment steps with guidance from college personnel.

Complete Both Transfer-Level Math & English (TLME)

Disaggregate data on student outcomes in Transfer-Level Math and English to further identify contributors to disproportionate impact.

Promote zero-cost or low-cost textbooks for these courses.

Review curriculum to identify areas of improvement to achieve course learning outcomes.

Offer specialized support to students with disabilities enrolled in these courses.

Promote Early Alert so students are informed early in the course if they are showing risk for non-completion.

Expand faculty-led equity-minded professional development to promote course success.

Persistence: First Primary Term to Secondary Term

Increase the number of students accessing financial aid.

Increase career pathways into higher wage local employment through business and internship partnerships.

Develop additional Career and Transfer Education (CTE) options at the Tehama Campus.

Foster a culture of support and engagement through Student Life activities.

Foster a sense of belonging through learning communities and peer activities.

Identify developmental tasks for students based on their enrollment status (e.g. new student, nearing completion).

Completion of Chancellor's Office Defined Award

Targeted case-management to help students progress to completion.

Evaluate transcripts from other colleges upon entry to minimize excess units that do not apply to a degree or certificate.

Maximize financial assistance for students nearing completion.

Review program maps regularly to streamline requirements for earning a degree or certificate.

Evaluate the impact of the academic renewal process to identify barriers to completion.

Transfer to a Four-Year University

Facilitate exposure to options for four-year universities that do not require relocation.

Encourage attendance on university field trips.

Promote transfer-oriented cohort programs such as TRIO Student Support Services, MESA, and Umoja.

Expand on existing dual admissions agreements with four-year universities.

Expand transfer pathways through new articulation agreements.

Support transition to four-year universities through broad-based student support services.

Resources Budgeted

| Expenditure Type | Initiatives supported | Amount |
|---------------------------------|---|-------------|
| 1000 Instructional Salaries | Academic Counselors (Learning Communities, New Applicant Outreach, Dual Enrollment, Targeted Case Management), Learning Supports, Faculty Professional Development, Academic Learning Communities, Transcript Evaluation | \$1,501,737 |
| 2000 Non-Instructional Salaries | Tutoring and Learning Supports, Case-Management Services, Umoja Program, New Applicant Outreach, Dual Enrollment, Early Alert Project, Academic Renewal Support, Support for BOLD (Bachelors through Online and Local Degrees) Program. | \$ 497,644 |
| 3000 Employee Benefits | | \$ 785,221 |
| 4000 Supplies and Materials | Software, Field Trips, Conference Attendance, Lending Library, RABA (Bus Service), Webinars, Professional Development Events, Advise Database | \$ 64,100 |
| 5000 Other Operating Expenses | Conferences, Webinars, Umoja Events, Student Life Activities, Learning Communities, Student Life Activities, Student Financial Assistance; Program Map Software; Transfer Center University Field Trips. | \$ 158,500 |
| 6000 Capital Outlay | Computer Equipment | \$ 10,000 |

| | | |
|------------------|--|-------------|
| 7000 Other Outgo | | \$ 0 |
| TOTAL | | \$3,017,202 |

Reflection – 2022-25 Student Equity Plan

Student Groups for Whom Goals Were Set

| | 2022-2025 | | | | |
|-------------------------------|------------|------|-------------|------------|----------|
| | Enrollment | TLME | Persistence | Completion | Transfer |
| Students with Disabilities | | X | | | |
| Foster Youth | | X | | | |
| Economically Disadvantaged | | | | | |
| First Generation | | X | X | | |
| LGBTQ+ | | X | X | | |
| Veterans | | X | | | |
| American Indian/Alaska Native | | X | | | |
| Asian American | X | | | | |
| Black or African American | | X | X | | |
| Hispanic or Latino | | | | | |
| Multiple Ethnicities | X | | | | |
| White | | | | | |
| Other race | | | | | |
| Female | X | | | | |
| Male | | | X | | |

Summary of Target Outcomes/Goals for 2022-25

Successful Enrollment

Asian Students

1-year outcome: Collect baseline data on enrollment level for Asian students to note any change.

2-year outcome: Restore enrollment levels of Asian students to pre-pandemic levels.

3-year outcome: Eliminate disproportionate impact in enrollment for all equity groups.

OUTCOMES: Have eliminated disproportionate impact for Asian students. Asian students comprise 3.2% of student population in 23-24, up from 3% in 20-21.

Complete Transfer-Level Math & English (TLME)

Economically Disadvantaged Students

1-year outcome: Create marketing/information campaign to inform students on the availability and effectiveness of integrated supports and tutoring for TLME courses.

2-year outcome: Conduct qualitative research to identify reasons for students lack of enrollment and success in TLME.

3-year outcome: Increase TLME enrollment and course success by 1%.

OUTCOMES: Course enrollments increased 14% in math and 2% in English for this population. Course success dropped 3.4% in English and 4.6% in math, but these results mirror the outcomes for all students in English and were higher than the overall outcomes in math.

Persistence: First Primary Term to Secondary Term

First-Generation Students

1-year outcome: Initiate two-way communication with students about their Early Alert status via texting through a new CRM database.

2-year outcome: Increase the number of faculty using Early Alert process by 50% from 16 in Fall 2022 to 24 in Fall 2023. Conduct focus groups related to persistence, with particular inclusion of equity populations who have not persisted.

3-year outcome: Increase the number of faculty using the Early Alert process to 36 faculty in Fall 2024. Increase overall persistence rates by 2% since Fall 2022.

OUTCOMES: Overall persistence rates fell .9% from Fall 2022 to Fall 2023 but increased from 72.9% to 80% for first-generation students. A total of 32 instructors utilized the Early Alert process in Fall 2024.

Transfer

Transfer students

1-year outcome: Hire and train a manager to lead initiatives for Bachelors through Online and Local Degrees (BOLD) initiative.

2-year outcome: Implement CRM database with fields indicating students who intend to transfer or are enrolled in transfer/ADT degrees.

3-year outcome: Increase transfers to 4-year institutions by 1% over 2021-22 rate.

OUTCOMES: Advise CRM database implemented and used across Student Services, allowing staff to monitor students who intend to transfer and to provide proactive support to promote transfer.

Completion

All Students

1-year outcome: Establish benchmark achievement rates for 2021-22

2-year outcome: Increase course success rate by 1% over 2021-22 levels

3-year outcome: Increase completion rate by 2% over 2021-22 levels

OUTCOMES: Completion rates doubled from 2021-22 to 2023-24. Much of this increase in 2023-24 is due to the "Degrees When Due" initiative.

Initiatives

Successful Enrollment

This outcome was achieved as demonstrated by the enrollment data generated for the 2025-2028 Student Equity Plan. Asian students comprised 3.2% of the student population in 22-23 and 23-24, and there was no disproportionate impact for students identifying as Asian in the recent data. The New Applicant Outreach project prioritized outreach to this student population along with others who experienced disproportionate impact.

Opportunities for study abroad and for hosting international student groups resumed with students attending classes in South Korea in the Spring of 2025, as well as Shasta College hosting groups from South Korea and from China in Summer 2025. Shasta College employed a retired Dean to serve as International Student Liaison and completed an International Student Enrollment Management Plan. Options for individual study abroad programs can be found on the [Global Education webpage](#). Campus activities such as International Thanksgiving Dinner and Culture Fest focused on broadening cultural awareness of students from countries other than the United States.

Courses that incorporate a significant amount of content related to Asian culture have been offered each semester, including Introduction to Asian American Studies, Mandarin Chinese 1, and Japanese 1, 2, & 3.

Completed Transfer-Level Math & English (TLME)

Overall enrollment in TLME increased 17% from 2021-22 to 2023-24, but only 7% for economically disadvantaged students. Overall course success decreased by 2% from 2021-22 to 2023-24 with wide variation in success in transfer-level math (ranging from 42% to 83%). Primary TLME courses are English 1A (College Composition) and Math 14 (Introduction to Statistics). English 1AX and Math 14S were designed with learning supports. English 1AX success rates lagged non-support sections by an average of 20% during this time period, while Math 14S success rates averaged 6% higher than Math 14. Business Math and English courses had a higher average success rate: 82% for Personal Finance (BUAD 14) and 72% for Business Communications (BUAD 66).

The number of students using the Tutoring Center who were successful in either transfer-level math or English, or both, increased from 197 in 2021-22 to 323 in 2023-24. Students using the Tutoring and Learning Center had significantly higher rates of success in TLME than any other group.

THREE-YEAR AVERAGE OF COURSE SUCCESS

| | Transfer-Level English | Transfer-Level Math | Transfer-Level Math & English |
|---|------------------------|---------------------|-------------------------------|
| ALL students | 27% | 20.6% | 13.7% |
| Students using Writing Center | 64% | 35.2% | 29.5% |
| Students using Math/ Business Center | 56.6% | 52% | 39.4% |

To allow for greater flexibility in instruction and classroom activities, laptop/Chromebook carts were added to three classrooms that are used primarily for transfer-level English classes. Faculty are actively pursuing low-cost or open educational resources to serve the high percentage of low-income students enrolled.

Instructors in both the English and Math departments identified ongoing professional development activity related to diversity and overcoming equity gaps.

Access to textbooks, Chromebooks, and calculators was funded through the Student Equity Plan and facilitated by the Library staff. Math and English books were purchased to support students in the Ascent Program (formerly Ignite). These efforts help reduce the cost burden of transfer-level coursework. Over 400 calculators were distributed during 2024-25, primarily to support students enrolled in transfer-level math courses. Some of these calculators were procured through SEAP funds. Class textbook sets were provided for Statistics for Behavioral Sciences (SOC 3) and for select sections of College Composition (ENGL 1A). An additional 128 English and math textbooks were loaned to students through both Student Equity and Achievement Program funds and through CCAP; the latter books were used to support dual enrollment students.

Persistence: First Primary Term to Secondary Term

Overall persistence rates fell 1.4% from 2021-22 to 2022-23 and 0.9% from 2022-23 to 2023-24, but increased from 68.4% to 80% in that same period for first-generation students.

The Advise integrated database was fully implemented in Fall 2024. More than 150 employees, primarily in Student Services, are using the database to respond to and document student support needs. Communication with students via texting is available, and the database integrates with the Canvas learning management platform and SARS counseling grid to synchronize support services.

Early Alert for students who were struggling at the 8-week point of the term was transitioned to the Advise database in Spring 2025. Prior to that, use of Early Alert grew from 29 faculty and 171 alerts in Fall 2023 to 32 instructors and 276 alerts in Fall 2024. Seventeen faculty used the new process in Spring 2025 for a total of 172 alerts.

Faculty Professional Development activities have focused extensively on equity-minded practices in pedagogy, and on tools and structures to support students from diverse backgrounds. Participation in the Faculty Equity Institute (recently renamed PEAK) and in Communities of Practice has been substantial.

Transfer

Shasta College has completed MOUs with CSU Chico, CSU Sacramento Black Honors College, UC Davis “Avenue M”, and Reach University to facilitate transfer opportunities for students.

University tours resumed in 2023 with visits to four, four-year universities each semester. Locations are chosen based on the highest rates of transfer from Shasta College. Pre-collegiate programs through TRIO Educational Talent Search and Upward Bound, along with specific Shasta College programs such as SCI*FI, also conduct university field trips to expose students to options for transfer.

Shasta College co-hosts “College Quest” each fall to expose students to a variety of university options for transfer.

Publications such as the Enjoy Magazine profile and other media promotions frequently highlight students who have achieved their educational dreams after transferring from Shasta College. These first-person accounts demonstrate the possibilities available to students despite the absence of a public four-year university within our district boundaries.

The Bachelor’s Online and Local Degree (BOLD) initiative has been revised to address the needs of students more directly. Program staff have identified programs that are affordable, regionally accredited, and that provide robust student support services for students who are unable to relocate in order to complete their degree.

Plans for a One Stop Student Services building are underway. The Transfer Center has been temporarily relocated while preparations begin for a new location.

Completion

Student support program EOPS piloted a process whereby they fund a financial aid position that will be available to answer questions for EOPS staff and students. This has provided a more seamless path toward resolving individual financial aid problems. Similar supports are available to other categorical programs such as Umoja.

Several new programs have been launched to support students’ basic needs (Basic Needs Resource Center), financial needs (Hire Up), and specialized STEM academic demands (MESA). Hire Up provides stipends equal to wages for students nearing completion through STEP-UP (formerly incarcerated students), SCI*FI (foster youth), and CalWORKs.

The first cohort of students enrolled through Competency Based Education began in Fall 2025, and processes for Credit for Prior Learning have been developed. The college resumed outreach under Degrees when Due, resulting in more than 1,000 degrees/certificates awarded at the end of 2023-24.

Detailed Accounting of How Funding Was Expended

| Description | 2022-23 | 2023-24 | 2024-25 |
|---|--------------------|--------------------|--------------------|
| Allocation | \$3,017,202 | \$3,017,202 | \$3,017,202 |
| Counseling | 1,356,160 | 1,626,450 | 1,736,658 |
| Professional Development | 6,857 | 7,519 | 2,664 |
| Tutoring | 83,548 | 135,192 | 77,803 |
| Basic Needs (Food, Transportation, Housing) | 65,400 | 30,000 | 39,600 |
| Umoja Program | 193,921 | 221,189 | 66,410 |
| Assessment Center | 107,172 | 47,448 | 23,728 |
| Student Services Classified staff | 206,102 | 491,313 | 537,613 |
| Student Services Administrative | 159,123 | 340,998 | 311,602 |
| Advise CRM Database, Software | 53,094 | 61,269 | 119,051 |
| General Other | 31,847 | 78,783 | 66,016 |
| Carry Forward | 753,978 | | 36,056 |
| TOTAL | \$3,017,202 | \$3,040,161 | \$3,017,202 |

District-Wide Input

Instructional Deans

Student Services Managers

Academic Senate

PACE Staff – Students with Disabilities

Student Senate

Community Open Forum

College Council

Definitions

| Student Groups | |
|-----------------------------------|---|
| DSPS / Students with Disabilities | Students who were ever flagged as having any type of primary disability at a California Community College. |
| First Generation | Students who ever reported that (1) none of their parents/guardians attended college or (2) one of their parents/guardians attended college if no information reported or unknown for the other parent/guardian. |
| Foster Youth | Students who were ever flagged as foster youth at a California community college. |
| Homeless | Students who were ever flagged as homeless at any California community college. |
| LGBT | Students who identified as lesbian/gay/bisexual/transgender in their college application or at their selected college. |
| Special Admit | High school students who have not yet graduated. We refer to these more as dual enrolled or concurrently enrolled students. |
| Transfer | Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year. |

| | |
|--------------------------------------|--|
| Veterans | Students who were ever flagged as veterans at a California community college. |
| Economically Disadvantaged | Students who ever participated in the Workforce Investment Act (WIA) program at any college where enrolled OR ever received a financial aid award at any college where enrolled OR ever identified as a participant in a CalWORKs program at any college where enrolled OR ever identified as economically disadvantaged at any college where enrolled. |
| Metrics | |
| Successful Enrollment | Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. |
| Transfer-level Math & English (TLME) | Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district. |
| Persistence | Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. |
| Completion | Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. |
| Transfer | Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for a 3-year cohort. |
| Terminology | |
| Disproportionate Impact | A student subgroup performs significantly worse than the other subgroups(s) in a given percentage measurement. |
| Embedded Tutoring | A tutor attends class and observes the instruction presented by the faculty in order to more specifically tutor students based on how the course content was presented. |
| Supplemental Instruction | Leader observes one or more classes and coordinates group sessions for enrolled students with prepared activities and additional lessons to strengthen the understanding of course content. |

Contact

The community college district official to contact for further information:

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Secondary Contact Dr. Tim Johnston, VP of Student Services
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Relevant Research Documents

All documents are available through the Shasta College Institutional Research Department.

Comprehensive Instructional Program Review – English Department (2024)

Comprehensive Instructional Program Review – Math Department (2023)

Shasta College Strategic Plan 2021-2024

Shasta College Enrollment Management Plan

Shasta College International Student Enrollment Management Plan



Shasta College

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