MEETING OF THE ENROLLMENT MANAGEMENT COMMITTEE
WEDNESDAY, OCTOBER 17, 2012
ROOM 2314
3:00 P.M.

Meeting Notes

CALL TO ORDER: The meeting started at 3:00p.m.

ROLL CALL:

Members Present

Cindy Dupre	Lorelei Hartzler
Frank Nigro	Teal Macmillan
Sandra Hamilton-Slane	

Members Absent

Joan Bosworth	Craig Thompson
James Crandall	Melinda Kashuba

Others

Marc Beam	Meridith Randall

APPROVAL OF MINUTES: We reviewed the minutes from the last meeting. We did not have quorum, no motions/voting. Hold approval of minutes until next meeting.

SPECIAL REPORT: This Committee will ask College Council for permission on a reset of the bylaws since we don't have a quorum of current members. Sheree Whaley will not be here, but may appoint someone else. Sandra will notify all the constituents to appoint new members as quickly as possible.

COMMITTEE REPORTS: Student Success – The Student Success Committee has been approved. They will focus on Basic Skills, first-time students, and probation students. They will also look at learning communities, initiatives, and Pathways through learning skills. A tentative review of the bylaws took place. There is a number of faculty on the Committee (see member list that was distributed). The first meeting will be in November.

Ad hoc Committee – 3 Deans and 3 Faculty are coming together to look at course scheduling and to establish a process for cutting and adding class sections. We need to have a documented standard, consistent process based on real data. This will be included in our overall planning process and be in line with our Educational Master Plan (EMP).

SPECIAL REPORTS:

Committee reviewed a projected funding reduction in the FTES with the comparison of Prop 30 passing or not (see attached). The 'unknown' in the outcome has proven to be a budget driven challenge.

Committee reviewed the Item 2.1 in the *Proposed Title 5 Change to Establish System-Level Enrollment Priorities (Section 58108)* (attached).

- There are four groups that have priority registration.
- In order for students maintain their registration priority, they must have less than 100 units and be in good standing (2.0 GPA for two semesters).
- Though it will not be instituted until Fall 2014, we need to have a soft roll out. We need to identify students that are on probation for 2 semesters.
- All new students will have go to through a full matriculation process before receiving enrollment priority.
- We can exempt students in high engineering, and nursing programs (for example), and specifics will be determined next year.
- An appeal process will also need to be established for this process, which may need to be a multi-level appeal process.

This will be much more the purview of the Student Success Committee since this is related to the Student Success Act.

UPDATES:

<u>High School Counselor Day</u> – We host this each year on our campus. Main sessions with be on Student Center Stage with breakout sessions located throughout campus. We have incorporated requests from last year, including inviting 8th grade counselors, and a Student Panel. We want to get the message out that the students have to plan ahead in order to be here…apply, be assessed, have orientation, pick a major, apply for FA, etc. We want to change the perception that community college is not real college. Students need to have as much seriousness with their enrollment here as they would at a University.

<u>College Quest</u> was a good event. There were 1800 students in attendance. There were middle school students in addition to high school students. We had a good presence.

<u>Class Schedule</u> - Due to the questions about FTES, the class schedule will not come out until November. The latest numbers show we are behind in FTES for fall by 300, which means we may not be cutting much in Spring, and we are putting into place a more aggressive search for adjuncts. If Prop 30 passes, we will have difficulty meeting the cap so we may be adding courses. Division Deans will be making a list of courses to add, as well as courses to cut so we are ready for both scenarios. Additionally, we have 1500 students that are dual-enrolled in their High School and here. We are examining a plan that could add that to the FTES count.

DISCUSSION/
ACTION:

Student Equity Plan – We are currently deficient in this plan, which is mandated by Chancellor's office. 2009-2010 was the last year committee work was done. The intent is to compare outcomes by age groups, gender, ethnicity and disabled status. Colleges can add economically disadvantaged to that list as well. Outcomes for all groups should be equitable.

The AVPSS has requested for it be done this year. The plan would include what initiatives we are going to do. What we can do to build on. Does it make more sense to have it as part of the Student Success Committee rather than the Enrollment Management Committee? That will need to be determined once the Student Success Committee is established.

Enrollment Management Committee - A long discussion was held on the direction of this committee, including, but not limited to:

- Enrollment Management is generally a very faculty/counselor/ administrator driven committee focusing on enrollment strategies and recruitment.
- Course scheduling and shared governance may also take place in the Enrollment Management Committee (EMC) with a large faculty representation, as well as a broad membership for transparency and a shared philosophy.
- Enrollment is more critical now, and it overlaps with Student Success. We will have a more extensive orientation/ assessment process. We are down fairly significantly in enrollment without cutting courses.
- Recruitment of students needs to be in line with our long-term goals. How does increased degree completion and career placement happen? Where does the conversation take place, or what students are targeted? Has the potential at the Extended Ed sites been maximized? This is informed by data and research.
- Items related to the strategic plan, including alternate scheduling, need to be discussed with recommendations being given to a committee such as this. Currently there is not a venue for that.
- The College needs to be more intentional than in the past. There are long complicated discussions that need a venue for processing.

Current bylaws will be reviewed to determine what direction this committee needs to go in. Marc would like others at the table and get more input on a more expansive representative. We need more faculty and Deans input here. (See the member list). Joan Bosworth and Melinda Kashuba will continue. Keith Brookshaw replaces Daniel Valdivia. Craig Thompson and James Crandall have not replied. Sheree Whaley will not be on the committee. Kelli Anthis has expressed interest in being on this committee as well. Teresa Doyle is now on the Student Success Committee.

Sandra will start working on a short version of the EMP to guide our work in this committee, taking into account this discussion on the direction of this committee. An invitation will be sent to AVPSS and the Student Success Committee for a joint meeting to flesh out what each committee will be doing, and additionally get some direction from College Council.

UPCOMING MEETING SCHEDULE:

November 14th in lieu of November 21st – all in favor.
The focus of the next meeting will be to establish a direction, and submit that to College Council for input.

December 12th in lieu of December 19th

ADJOURNMENT: The meeting ended at 4:45pm

Respectfully submitted,
Lillian Nugent, Recorder

PROPOSED TITLE 5 CHANGE TO ESTABLISH SYSTEM-LEVEL ENROLLMENT PRIORITIES (SECTION 58108)

September 10-11, 2012

ACTION

Presentation: Linda Michalowski, Vice Chancellor of Student Services and Special Programs

Item 2.1

Issue

This item presents for a second reading and Board of Governors consideration the proposed title 5 changes to establish system-level enrollment priorities consistent with Student Success Task Force recommendation 3.1.

Background

The Chancellor's Office convened a 17-member workgroup to implement Student Success Task Force recommendation 3.1 to establish system-level enrollment priorities. The task force recommended that the California Community Colleges adopt system-level enrollment priorities to: (1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.

The draft proposal was first presented to Consultation Council in April 2012, and, at the council's request, the timeframe for adoption of the proposed regulation was extended to allow for additional time to solicit input from broad constituencies. As a result, a draft proposal was presented to the board in May 2012 as an information item and was then presented for a first reading and public hearing on July 9, 2012. Official notice of the proposed changes to the California Code of Regulations, title 5, regarding the establishment of system-level enrollment priorities was published on July 9, 2012. The original proposed text was made available for public comment for at least 45 days from July 9, 2012, through August 22, 2012. The notice specified the process to comment on the proposed changes. Comments from six people were heard at the public hearing. No written comments were received during the comment period. A summary and response to the public comments received is included in attachment 2.

In addition, after the first reading, a change was made to the proposed section 58108(n) to correct language that would have required districts to allow appeals based on a student demonstrating significant academic improvement in a subsequent term(s) when the intent of the workgroup was to make this appeal basis permissive. This change to the original proposal presented to the board necessitated a renotice of the proposed regulatory action and an opportunity for public comment

on the proposed change outlined in the renotice. No public comments were received in response to the renotice.

The key elements of this regulation include the following:

- Enrollment priorities for existing student groups identified in California Education Code (active duty military and veterans and foster youth and former foster youth) and for students participating in EOPS and DSPS programs who have completed orientation, assessment, and developed student education plans are maintained in the proposed regulation (first and second level of priority, respectively). A provision was added to allow districts the discretion to collapse the first and second levels of priority if sufficient capacity exists to do so without displacing students in the first level.

- New students who have completed orientation, assessment, and developed student education plans and continuing students in good standing (defined as a student who is not on academic or progress probation for two consecutive terms and has not earned 100 degree-applicable units) constitute a large level three priority group. Districts have discretion to establish local priorities among students in this group.

- Districts have discretion to establish local priorities below level three for all other students.

- Continuing students would lose enrollment priority if they earned more than 100 units (not including nondegree applicable basic skills and ESL) or if they were on academic or progress probation for two consecutive terms (as defined by existing title 5 regulations).

- Districts would have authority to adopt policies exempting categories of students from the 100 unit limit, such as those in high unit majors or programs.

- Districts would be required to adopt an appeals policy and process for students who lose enrollment priority due to extenuating circumstances (verified cases of accidents, illnesses or other circumstances beyond the control of the student) and for students with disabilities who applied for but did not receive timely reasonable accommodation. Districts may also allow appeals for students who demonstrate significant satisfactory academic improvement in a subsequent term, but whose term GPA is not high enough to raise the cumulative GPA.

- Significant lead time is provided for implementation. Beginning in spring 2013, districts would be required to notify students who are at risk of losing enrollment priority due to their unsatisfactory academic progress or standing. Districts would be required to fully implement the new regulation by fall 2014 and ensure that all policies and course catalogs reflect the new enrollment priority requirements and that appropriate and timely notice is provided to students.

Additional information is provided in the attached timeline and priority chart. The text of the proposed regulation is also included as attachment 1.

Analysis

The current state budget climate has resulted in community colleges having to cut significant numbers of course sections despite high enrollment demand. Many students are being denied access, including recent high school graduates and adults seeking job training or retraining in this unstable economy.

The Student Success Task Force was concerned that new students pursuing mission-central goals are potentially being displaced by avocational students and sought to bring a thoughtful approach to rationing the available space at community colleges. The task force also wanted to facilitate students moving through the college curriculum in an efficient manner and encourage students to take their enrollment opportunity seriously by incentivizing them to maintain good academic standing.

The proposed regulation represents a phased-in approach to implementing the task force's recommendations. One of the elements of recommendation 3.1 that workgroup members agreed the system is not able to implement due to resource constraints is the recommendation that students lose priority if they do not declare a program of study by the end of their third term and do not follow their student education plan. The proposed regulation provides a framework for system-level enrollment priorities that provide greater consistency among California's 112 community colleges, while providing districts with the discretion to shape policies and registration priorities within the framework to meet local needs. The highest levels of priority are maintained for students identified in Education Code (active duty military, veterans, foster youth, and former foster youth) and for EOPS and DSPS students who have had historic priority within the system.

Recommended Action

The Board of Governors is asked to approve the proposed changes to title 5, section 58108 on system-level enrollment priorities.

Staff: Sonia Ortiz-Mercado, Dean, Student Services

Shasta-Tehama-Trinity Joint
Community College District

Educational Master Plan 2012-2030

Shasta College (Main Campus)
11555 Old Oregon Trail
P.O. Box 496006
Redding, CA 96049-6006

Health Sciences and University Center
1400 Market Street
Redding, CA 96001

Intermountain Campus
37581 Mountain View Road
Burney, CA 96013

Tehama Campus
770 Diamond Avenue
Red Bluff, CA 96080

Trinity Campus
30 Arbuckle Court
Weaverville, CA 96093

Shasta College
www.shastacollege.edu

The following material is excerpted from the full text of the
Shasta- Trinity-Tehama Joint Community College District

Educational Master Plan
2012-2030

This document is modified for use by the Enrollment Management Committee

Background

(pgs 6-10 of original document)

The District Today

The Shasta-Tehama-Trinity Joint Community College District is a single-college district governed by a seven-member locally elected Board of Trustees and a non-voting Student Trustee.

The District offers four associate degrees for transfer to the CSU system; a University Studies transfer degree with 24 areas of emphasis; a transfer degree in Music; a General Studies associate degree with 22 areas of emphasis; 30 associate degrees primarily in career-technical areas; and 51 certificates that address the needs of employers. Through courses offered at the main campus, off-campus sites, and via distance education, the District served 14,040 individual students or 7,920 full-time equivalent students in both credit and non-credit courses in 2010-2011.

The District offers a wide range of instructional programs and support services, including open access computer laboratories, counseling, tutoring, financial aid, performing arts and athletic events, student activities, veterans' services, lecture series, workshops, and art exhibits. For many years, the District has provided opportunities for the community to experience myriad cultural events, such as live performances, that might not otherwise have come to Redding. In 2012, 17 different intercollegiate athletic teams participated in state competitions, ranging from football to swimming and diving.

The ethnic/racial mix throughout the District has remained stable, with the white population making up 75-80% of the total. Projections show that the proportions are not expected to change significantly over the next 18 years, with the exception of a growing Latino population in Tehama County.

Given the breadth of the District's boundaries, there are extensive offerings in distance learning online and through Interactive Television. The facilities expansion and improvements described in the previous section upgraded and expanded the Interactive Television system, which now provides the means to schedule courses at up to five

locations throughout the District taught by a single instructor. Online offerings have increased, yet the District does not yet have broadband access for all of its potential students.

Articulation agreements with the University of California and California State University systems as well as many private universities facilitate students' transfer. CSU Chico offers options to complete select BA degrees and an MBA at the Health Sciences and University Center at the Downtown Redding Campus.

National and State Context

National Context

The projections of research indicate a strong need for an increased number of college graduates readied for the workforce. Discussions about the preparedness of students in the United States focus on two main issues: the ability of the United States to meet the leadership demands of a global economy; and the need for the United States to increase the educational degree completion rates to prepare the workforce to meet these demands. In 2006, Secretary of Education Margaret Spellings called for changes in higher education policy to meet the global challenge presented by other countries leading the United States in educating more of their citizens. Currently, United States' citizens do not complete higher education degrees at a rate consistent with workforce needs into the future, and that trend will continue and intensify if no remedy is found. For example, the Georgetown University Center on Education and the Workforce projects that the nation's higher education institutions will award 19 million degrees by 2018, but that this is three million degrees short of what the workforce is projected to need. In 2010, the United States was ranked tenth among developed countries in the percent of adults ages 25 to 34 holding an associate degree or higher (Kelly, 2010). The 2008 college attainment rate in the United States was 37.9 percent and, according to the Lumina Foundation, must rise to 60 percent by 2025 to regain the global lead in college attainment rankings. The Lumina Foundation asserts that at current rates of improvement, the United States will achieve a college attainment rate of 46.6 percent by 2025 and will lack 25 million graduates. According to the Lumina Foundation's third in a series of reports on college attainment (*A Stronger Nation through Higher Education*, 2012), the nation's rate rose to 38.3 percent in 2010. This is not enough improvement to meet the 60 percent goal needed by 2025 to meet employment demand. Additionally, the Public Policy Institute of California asserts that at current rates, California will have a shortfall of one million college graduates by 2025. In 1960,

California ranked 8th in the nation in the share of 25- to 34-year-olds holding bachelor's degrees, but in 2006 was ranked 23rd (Johnson & Sengupta, 2009).

In 2009 at Macomb Community College in Warren, Michigan, President Barack Obama announced his call to strengthening America's community colleges through the American Graduation Initiative. This initiative challenges the United States to improve its proportion of adults earning bachelor's and associate's degrees. Within this initiative, President Obama expects community colleges to participate in reclaiming the global lead in educational attainment by producing five million additional graduates by the year 2020. Further, the National Governors Association, through its Complete to Compete Task Force, points out the need for increased college completion to meet workforce demands. It also calls for developing a series of best practices in policy which help increase completion, and calls for common higher education completion and productivity measures across the fifty states.

State Context

As the nation's largest system of higher education, the California Community College system plays a major role in working toward achieving national goals. Approximately 25% of community college students in the United States are enrolled in California's 112 community colleges. Although once viewed as the nation's leader in higher education, California's higher education system now needs improvements. One solution called for by the Public Policy Institute of California is to increase transfer rates from community colleges to the California State University and University of California schools. The Little Hoover Commission's report (*Serving students, Serving California: Updating the California Community Colleges to Meet Evolving Demands*, 2012) suggests potential policy changes for California's community colleges. These potential changes include fundamental changes such as moving towards outcome based funding, increasing the power of the Chancellor's Office over locally controlled districts, and locating all adult education in the community college system under basic skills offerings. Similarly, in a report evaluating California's educational master plan in its fiftieth anniversary year, the Legislative Analyst's Office calls for improving outcomes in California's higher education systems through better coordination of goal-setting and policy leadership (2010). Calls for policy changes are also echoed in reports from the Institution for Higher Education Leadership and Policy, such as in the report *The Grades are in—2008: Is California Higher Education Measuring Up? (2009).*

The California Community College system's response to these kinds of calls for improvement include the Community College League of California's *Commission on the*

Future report, published in 2010, which focuses on the system doing its share in meeting the national goal of increasing the number of adults holding a certificate or degree. Specifically, this translates to 1,065,000 additional degrees and certificates being awarded in California by the year 2020. Additionally, the report calls for closing the gaps in participation and achievement among the wide variety of socioeconomic and demographic groups served by the system. A second major system-wide initiative, the Student Success Task Force, completed its report *Advancing Student Success in California Community Colleges* in late 2011. The report contains 22 recommendations for improving student success state-wide. It asserts that "together, the recommendations . . . will improve the effectiveness of the community colleges and help more students attain their educational objectives" (p. 6). Some of the recommendations will require additional funding, others will require the legislature to pass changes to California's Education Code, and others will be able to be implemented locally by the 112 colleges. Similar to the *Commission on the Future* report, the Student Success Task Force calls for the co-equal goals of increasing student success while "closing achievement gaps among historically underrepresented students" (p. 7).

Public education in California is in the midst of the largest decline in fiscal support in its history. California community colleges have experienced cuts in funding through the guise of "workload reductions" since 2007 which effectively limits the open access mission of the system by lowering the number of students for which the state provides funding. Workload reductions have resulted in a 9.8% decrease in funding of students since 2007-08, and potential cuts for 2012-13 that would reduce workload funding an additional 6.4%. California's community college system has received $809 million in funding cuts since 2007-08 while at the same time has received 0% of the calculated 15.8% in cost of living adjustments for five years. An additional $300 million in cuts is possible for 2012-13. The Public Policy Institute of California asserts that the current reductions in funding for California's public higher education systems is exacerbating the current skills gap in California's workforce, specifically stating that "without concerted effort to improve college attendance and graduation in California, the state's economic and fiscal futures will be much less bright" (Johnson & Sengupta, 2009).

Significant challenges with the state budget crisis in California impede the efforts of all the higher educational institutions to serve the students, the community, and the labor markets with curricular and program innovations to 2030. Higher education must adjust to meet the specific demands of a service-based economy, such as health, business management, and technology, a shift away from the needs of industries that determined curriculum and programs in the recent past.

It is in this context that the district is planning for the next 18 years. The increase of student success in basic skills, career technical, and transfer education is at the heart of this plan and the institutional goals. The institutional goals also emphasize improving services to students and educational opportunities through partnerships and engagement with the communities being served to support efforts at increasing student success.

Chapter 2
Profile of the District's Community and Students

(pgs 14-18 of original document)

Introduction

Population Trends and Demographics

Exhibit PT2: Current and Projected Population for Shasta, Tehama, and Trinity Counties by Age

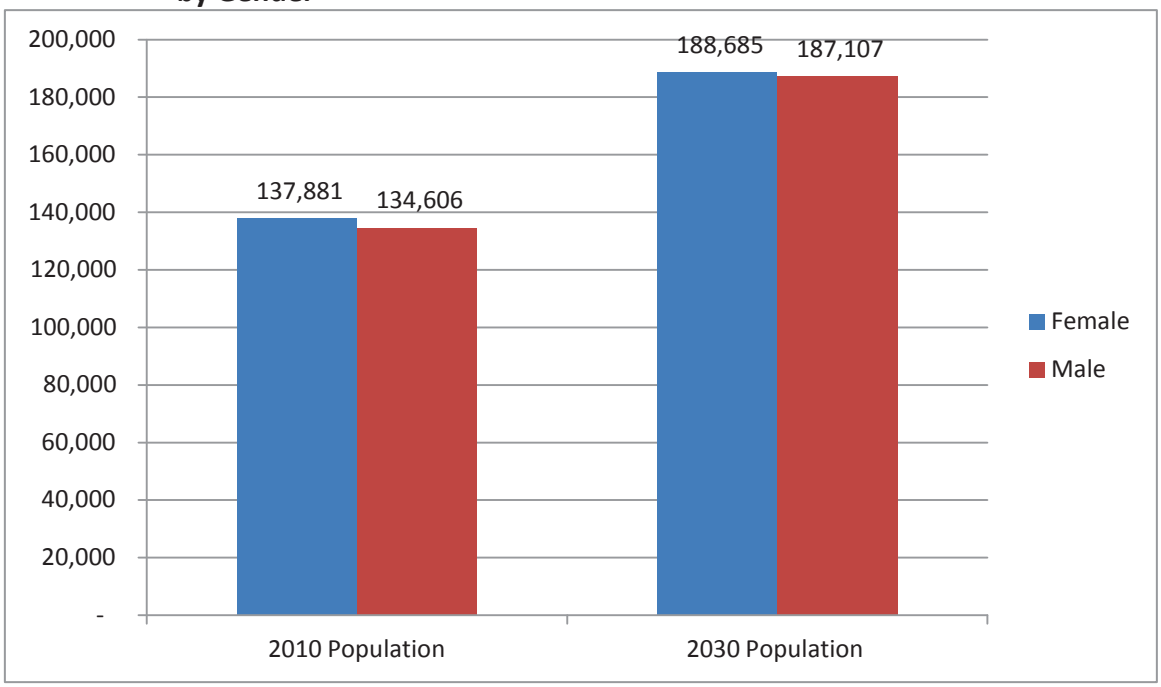
Shasta County					
Ages	**2010 Population**	**% of Total Population**	**2030 Projected Population**	**% of Total Projected Population**	**2010 to 2030 Growth**
14 and younger	34,414	18%	47,235	18%	37%
15-19	14,157	7%	17,380	7%	23%
20-24	15,163	8%	16,344	6%	8%
25-39	31,802	17%	45,324	17%	43%
40-54	39,738	21%	50,843	20%	28%
55 and older	56,448	29%	83,053	32%	47%
Total	**191,722**	**100%**	**260,179**	**100%**	**36%**

Tehama County					
Ages	2010 Population	% of Total Population	2030 Projected Population	% of Total Projected Population	2010 to 2030 Growth
14 and younger	12,223	19%	18,587	20%	52%
15-19	5,034	8%	6,481	7%	29%
20-24	5,527	8%	6,315	7%	14%
25-39	12,205	19%	18,390	20%	51%
40-54	12,823	20%	18,316	20%	43%
55 and older	17,781	27%	25,388	27%	43%
Total	**65,593**	**100%**	**93,477**	**100%**	**43%**
Trinity County					
Ages	2010 Population	% of Total Population	2030 Projected Population	% of Total Projected Population	2010 to 2030 Growth
14 and younger	2,173	14%	3,685	17%	70%
15-19	1,054	7%	1,445	7%	37%
20-24	1,118	7%	1,306	6%	17%
25-39	1,985	13%	3,442	16%	73%
40-54	3,147	21%	4,248	19%	35%
55 and older	5,695	38%	8,010	36%	41%
Total	**15,172**	**100%**	**22,136**	**100%**	**46%**
Tri-County Total	**272,487**		**375,792**		**38%**

Source: State of California, Department of Finance, Demographic Research Unit, Population Estimates 2010–2030.

- The population for the three counties combined is projected to grow 38% over the next twenty years, with the absolute number of residents projected to increase in each age cohort.
- In Shasta County the proportion of the people in each age cohort is relatively stable, with a slight decrease in the proportion of people in the traditional college-going age cohorts (ages 15-19 and 20-24) offset by the slight increase in the proportion of people 55 and older. In both Tehama and Trinity Counties the increased proportion of the people in the traditional college-going age cohorts (15-19 and 20-24) is offset by the increased proportion of people 14 and younger. In Trinity County, the increased proportion of people between 25 and 39 is offset by the decreased proportion of people aged 44 and older.
- In each county the age cohorts with the lowest projected growth rates are in the traditional college-going age cohorts (ages 15-19 and 20-24).

Exhibit PT3: Current and Projected Population for Shasta, Tehama, and Trinity Counties by Gender



Source: State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2000–2050. Sacramento, CA, July 2007.
http://www.dof.ca.gov/research/demographic/data/race-ethnic/2000-50/

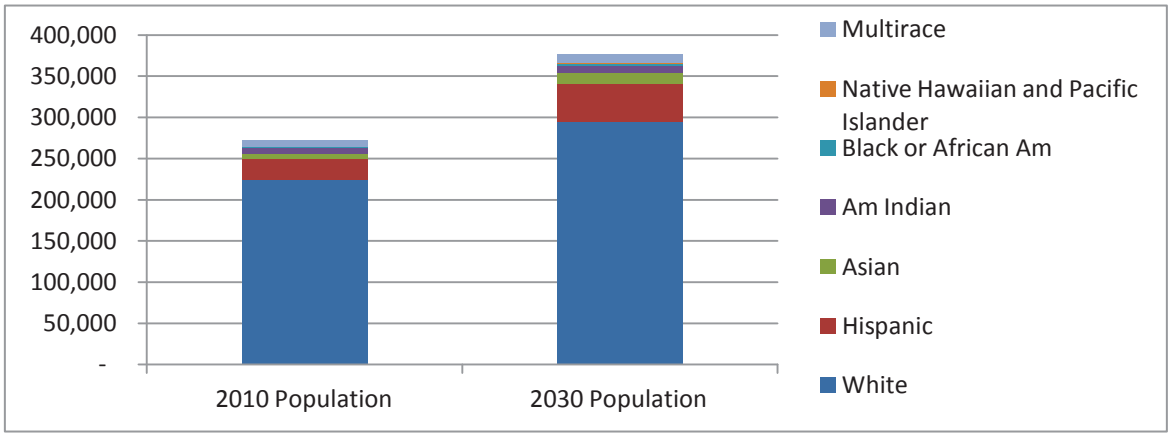
- The gender balance in the current population for the three counties is projected to continue over the coming 20 years.

Exhibit PT4: Current and Projected Population for Shasta, Tehama, and Trinity Counties by Race/Ethnicity

Race/Ethnicity	2010 Population		2030 Population		20-Year Change	
	Number of Residents	% of Total Population	Number of Residents	% of Total Population	Total Change	Change in % of Total Population
White	223,868	82%	294,171	78%	70,303	-4%
Hispanic	25,988	10%	46,721	12%	20,733	2%
Asian	6,291	2%	13,317	4%	7,026	2%
American Indian	6,700	2%	9,149	2%	2,449	0%
Black or African American	1,816	1%	2,443	1%	627	0%
Native Hawaiian and other Pacific Islander	261	<1%	334	<1%	73	0%
Multi-race	7,563	3%	9,657	3%	2,094	0%
Totals	**272,487**		**375,792**		**103,305**	

Source: State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2000–2050. Sacramento, CA, July 2007. http://www.dof.ca.gov/research/demographic/data/race-ethnic/2000-50/

- The total population is projected to grow 38% over the next twenty years with the absolute number of residents projected to increase in each racial/ethnic cohort. The largest numerical increase among non-white groups will be in the Hispanic population, with more than 20,000.
- In the tri-county area there is a slight shift in the proportions of the people who identify themselves as White, Hispanic, and Asian. Over the next 18 years the decreased proportion of people who identify themselves as White is offset by the increased proportion of people who identify themselves as Hispanic and Asian. See chart below.



(pg 21-45)

Exhibit PT7: Highest Educational Attainment for the Adult Population by County

	Shasta County	Tehama County	Trinity County	DISTRICT estimate	CA
Population 25 years and over	**120,092**	**41,177**	**10,228**	**171,497**	**23,497,945**
Less than 9th grade	3%	8%	2%	4%	10%
9th to 12th grade, no diploma	9%	12%	8%	10%	9%
High school graduate (includes equivalency)	27%	31%	28%	28%	22%
Some college, no degree	31%	30%	32%	31%	22%
Associate's degree	10%	7%	10%	10%	8%
Bachelor's degree	14%	9%	15%	13%	19%
Graduate or professional degree	6%	4%	4%	6%	11%
Summary by County					
Percent high school graduate or higher	88%	80%	90%	86%	81%
Percent bachelor's degree or higher	20%	13%	20%	18%	30%

Source: U.S. Census Bureau, 2006-2010 American Community Survey
http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

- Based on the summary, the percentage of residents in all three counties who reached the level of "high school or higher" exceeds or is comparable to the statewide percentage. However, a lower percentage of residents in all three counties reached the level of "bachelor's degree or higher" compared to the statewide percentage.
- In 2010, in the tri-county area approximately 100,496 residents over age 25 (58% of Shasta County, 60% of Tehama County, and 60% of Trinity County) are likely candidates for completing a degree at a community college. The highest educational attainment for these people is a high school diploma and/or some college, but they have not earned an associate degree or higher.

Exhibit PT8: Public High School Graduation Rates by County 2009-2010

Anderson Union High	82.80
Fall River Joint Unified	88.80
Gateway Unified	92.00
Redding Elementary	96.00
Shasta County Office of Education	16.10
Shasta Union High	93.00
Shasta County Total:	85.20
Corning Union High	91.30
Los Molinos Unified	88.20
Mineral Elementary	46.00
Red Bluff Joint Union High	84.70
Tehama County Office of Education	10.30
Tehama County Total:	81.20
Mountain Valley Unified	96.40
Southern Trinity Joint Unified	85.70
Trinity Alps Unified	94.30
Trinity County Office of Education	36.40
Trinity Union High	n/a
Trinity County Total:	89.50
State Total:	80.50

Source: California Department of Education, DataQuest http://dq.cde.ca.gov/dataquest/dataquest.asp

Employment Trends

The Shasta-Tehama-Trinity Joint Community College District relies on multiple sources for local and regional labor market information. The District subscribes to Economic Modeling Specialists Inc. (EMSI) for real-time local labor market analyses including data tools, projections, and GIS mapping of local businesses by industry or occupation. We also use the state Employment Development Department (CA EDD) web tools to supplement EMSI findings and further investigate specific career pathways for our students. The Centers of Excellence (COE) also provide research reports on high-growth, emerging and economically critical industries and occupations across the state. The District participates in the Northern Rural Training and Employment Consortium (NoRTEC) which provides semi-annual reports on industry clusters by county. We also participate in statewide and regional research projects related to improving Career Technical Education with support from the North Far North Consortia and the Research and Planning Group (RP Group).

Current studies from the Centers of Excellence identify four industries that have strong potential for future growth and employment: Transportation, Allied Health, Water, and Information and Communications Technologies (see http://www.coeccc.net/products_industry_studies.asp). CA EDD and other resources have information on energy efficiency and the "green economy" including solar and wind energy. EMSI also provides specific reports on "green jobs" for our region.

Exhibit EP1: Labor Force and Unemployment Rates by County, June 2012

June 2012 Unemployment Rate and Labor Force	Labor Force	Number of Employed	Unemployment	Unemployment Rate
Shasta County	84,700	73,700	11,100	13.1%
Tehama County	25,320	21,660	3,660	14.4%
Trinity County	4,990	4,200	780	15.7%

Source: California EDD, local area profiles, www.labormarketinfo.edd.ca.gov.

The following table shows occupations with fastest job growth by county from CA EDD.

Exhibit EP2: Fastest Growing Occupations by County, June 2012

Occupations with Fastest Job Growth (% change) for Shasta County

Occupation	Estimated Year - Projected Year	Employment		Employment Change	
		Estimated	Projected	Number	Percent
Power Plant Operators	2008 - 2018	60	90	30	50.0
Water and Liquid Waste Treatment Plant Workers	2008 - 2018	90	130	40	44.4
Personal and Home Care Aides	2008 - 2018	1650	2350	700	42.4
Home Health Aides	2008 - 2018	560	790	230	41.1
Information Security Analysts, Web Developers, and Computer Network Architect	2008 - 2018	50	70	20	40.0

Occupations with Fastest Job Growth (% change) for North Valley Region (including Tehama County)

Occupation	Estimated Year - Projected Year	Employment		Employment Change	
		Estimated	Projected	Number	Percent
Woodworkers	2008 - 2018	130	300	170	130.8
Human Resources, Training, and Labor Relations Specialists, All Other	2008 - 2018	30	50	20	66.7
Purchasing Agents and Buyers, Farm Products	2008 - 2018	20	30	10	50.0
Health Educators	2008 - 2018	20	30	10	50.0
Family and General Practitioners	2008 - 2018	20	30	10	50.0

Occupations with Fastest Job Growth (% change) for Northern Mountains Region (including Trinity County)

Occupation	Estimated Year - Projected Year	Employment		Employment Change	
		Estimated	Projected	Number	Percent
Information Security Analysts, Web Developers, and Computer Network Architect	2006 - 2016	60	90	30	50.0
Software Developers, Applications	2006 - 2016	80	120	40	50.0
Physical Therapist Aides	2006 - 2016	50	70	20	40.0
Gaming Dealers	2006 - 2016	50	70	20	40.0
Pharmacy Technicians	2006 - 2016	160	220	60	37.5

Source: California EDD, local area profiles, www.labormarketinfo.edd.ca.gov.

In Shasta County, Power Plant Operators, Water Waste Treatment Workers, Home Health Aides, and Information Security Analysts are the fastest growing occupations. In Tehama County, Woodworkers, Human Resources Technicians, Retail (purchasing agents), and health care are the fastest growing occupations. In Trinity County, Information Technologists, Physical Therapists, and Pharmacy Technicians are the fastest growing occupations.

Exhibit EP3: Projections of Jobs by Industry for Northern California 2011 to 2021

Industry by NAICS Code	2011 Jobs	2021 Jobs	Change	% Change	2011 Avg. Annual
Health Care and Social Assistance	45,207	60,869	15,662	35%	$ 46,578
Other Services (except Public Administration)	27,820	36,692	8,872	32%	$ 19,307
Professional, Scientific, and Technical Services	17,395	24,815	7,420	43%	$ 35,811
Retail Trade	41,074	48,272	7,198	18%	$ 27,722
Accommodation and Food Services	24,329	31,452	7,123	29%	$ 17,017
Government	69,638	75,222	5,584	8%	$ 54,932
Administrative and Support and Waste Management and Remediation Services	14,968	18,402	3,434	23%	$ 22,703
Construction	18,438	20,783	2,345	13%	$ 35,344
Wholesale Trade	6,880	9,053	2,173	32%	$ 45,085
Finance and Insurance	14,364	15,996	1,632	11%	$ 44,572
Arts, Entertainment, and Recreation	7,337	8,843	1,506	21%	$ 14,343
Educational Services (Private)	4,178	5,681	1,503	36%	$ 19,635
Real Estate and Rental and Leasing	16,178	17,068	890	6%	$ 17,050
Mining, Quarrying, and Oil and Gas Extraction	888	1,279	391	44%	$ 34,900
Unclassified Industry	860	894	34	4%	$ 51,064
Utilities	1,866	1,680	(186)	-10%	$ 134,580
Management of Companies and Enterprises	1,505	1,293	(212)	-14%	$ 71,330
Transportation and Warehousing	9,377	9,098	(279)	-3%	$ 44,658
Agriculture, Forestry, Fishing and Hunting	21,764	21,045	(719)	-3%	$ 33,217
Information	3,760	2,869	(891)	-24%	$ 42,638
Manufacturing	15,159	11,277	(3,882)	-26%	$ 46,576

Source: EMSI Complete Employment - 2012.1. County Areas: Butte, California (6007), Del Norte, California (6015), Glenn, California (6021), Humboldt, California (6023), Lassen, California (6035), Modoc, California (6049), Plumas, California (6063), Shasta, California (6089), Siskiyou, California (6093), Tehama, California (6103), Trinity, California (6105). This report uses state data from the following agencies: California Labor Market Information Department.

The above table compares the job outlook for 2011 to 2021 within eleven counties in Northern California. The table is ranked (sorted) by industries with the highest number of new jobs projected over the next ten years.

- The highest growth areas are in Health Care, Services other than public administration, Retail Trade, and Accommodation/Food Services (hotels and restaurants). Although fewer total jobs are projected, there is a 44% increase in projected jobs for natural resources (mining, quarrying, and oil/gas extraction), a 36% increase in projected jobs for Educational Services and a 32% increase within the Wholesale Trade industry, and a 43% increase in Professional, Scientific and Technical Services.

- Real Estate shows a small increase of 5.5% projected jobs in the next ten years. Six industries show a decline in jobs for the same period: Transportation and Warehousing, Agriculture, Utilities, Management, Information, and Manufacturing. Two of these (Utilities and Management) are the highest paying industries in the region; however, they have declining numbers for job projections.

- Health Care shows the highest wages and growth potential for the region. Finance and Insurance also pay well, with fewer projected jobs by 2021. Salaries for jobs in Services, Real Estate, Accommodations/Food Services, and Arts/Entertainment are all below a living wage for our region.

Student Characteristics

Exhibit SC1: Students by Age

Age	Fall 2007		Fall 2009		Fall 2011	
	Unduplicated Headcount	% of Total	Unduplicated Headcount	% of Total	Unduplicated Headcount	% of Total
15 and younger	46	<1%	38	<1%	34	<1%
15 - 16	285	3%	310	3%	131	1%
17 - 19	2,885	28%	3,339	29%	3,150	31%
20 - 24	2,493	24%	2,954	26%	2,760	27%
25-49	3,480	34%	3,906	34%	3,259	32%
50 and older	1,125	11%	1,007	9%	730	7%
Unknown	24	<1%	17	<1%	7	<1%
Total	**10,338**	**100%**	**11,571**	**100%**	**10,071**	**100%**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, MIS Referential Files, May, 2012

- The proportion of students in traditional college-going ages (ages 17 to 24) has steadily increased from 2007 to 2011 (52% of total students in 2007; 55% in 2009; and 59% in 2011). There has been a corresponding decrease in the proportion of students aged 50 and older.
- In this summary, the highest fall semester total headcount was in 2009 and the lowest is fall 2011. The absolute number of students in each age cohort increased in fall 2009 and decreased in fall 2011 except for students age 15 and younger and 50 and older; the absolute number of students in both of these age cohorts has been steadily declining.

Exhibit SC2: Students by Race/Ethnicity

Race/Ethnicity	2006- 2007		2008 - 2009		2010 - 2011	
	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total
White	10,925	76%	13,140	74%	10,518	72%
Hispanic	1,102	8%	1,592	9%	1,558	11%
Asian	296	2%	439	2%	440	3%
American Indian	518	4%	689	4%	479	3%
Black or African American	179	1%	229	1%	175	1%
Native Hawaiian and other Pacific Islander	51	<1%	92	<1%		<1%
Multi-race	Not an option		Not an option		267	2%
Unknown	1,291	9%	1,522	9%	915	6%
Total Unduplicated Headcount	**14,429**	**100%**	**17,796**	**100%**	**14,518**	**100%**

Source: California Community Colleges Chancellor's Office DataMart, March, 2012

- The racial/ethnic composition of the student body reflects the composition of the general population (see Exhibit 4).
- In recent years there has been a slight shift in the proportions of the students who identify themselves as White and Hispanic. The proportion of White students decreased 4% over the past five years and the proportion of Hispanic students increased by 3%.

Exhibit SC3: Students by County of Residence

	Fall 2003		Spring 2004		Spring 2011		Fall 2011	
District Counties	**# of Students**	**% of Total**	**# of Students**	**% of Total**	**# of Students**	**% of Total**	**# of Students**	**% of Total**
Shasta	7,216	80%	6,960	78%	7,276	80%	6,887	79%
Tehama	1,323	15%	1,324	15%	1,236	14%	1,183	14%
Trinity	206	2%	282	3%	160	2%	139	2%
Adjacent Counties								
Siskiyou	39	<1%	46	<1%	74	<1%	67	<1%
Lassen	17	<1%	20	<1%	25	<1%	19	<1%
Modoc	25	<1%	29	<1%	40	<1%	31	<1%
Other								
Other CA Counties	172	2%	201	2%	270	3%	307	3%
Outside CA	32	<1%	41	<1%	43	<1%	57	<1%
Unknown	9	<1%	16	<1%	8	<1%	6	<1%
Total	**9,039**		**8,919**		**9,132**		**8,696**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel Extract, March, 2012

- Between 95% and 97% of the District's students live in one of the three counties within its geographic boundaries while attending Shasta College.

Exhibit SC4: College Going Rates of Public High School Graduates by County

Fall 2008 College Going Rates	# of Public HS Graduates Entering Any College or University	Community College Going Rate	University of California College Going Rate	California State University College Going Rate	Total College Going Rate
Shasta County	2,048	47%	3%	5%	56%
Tehama County	678	25%	2%	8%	36%
Trinity County	169	17%	5%	7%	28%
CA State	367,889	29%	8%	11%	48%

Source: California Postsecondary Education Commission (CPEC), July 2012. www.cpec.ca.gov

- The college going rate for Shasta County is significantly above the statewide rate, but the college going rates for the two of the three primary counties that make up the District boundaries are lower than the statewide rate.
- The majority of high school graduates in all three counties who attend a postsecondary institution choose a community college.

Exhibit SC5: Student Enrollments by Method of Instruction and County of Residence

	2006-2007		2008 - 2009		2010 – 2011	
District Counties	**Enrollments**	**% of Total**	**Enrollments**	**% of Total**	**Enrollments**	**% of Total**
Shasta	**45,127**	**77%**	**58,355**	**80%**	**56,197**	**81%**
- Traditional	40,398	69%	52,813	72%	48,874	71%
- Distance Education	4,729	8%	5,542	8%	7,323	11%
Tehama	**8,306**	**14%**	**9,023**	**12%**	**8,548**	**12%**
- Traditional	7,256	12%	8,205	11%	6,371	9%
- Distance Education	1,050	2%	818	1%	2,177	3%
Trinity	**1,430**	**2%**	**1,478**	**2%**	**917**	**1%**
- Traditional	1,171	2%	1,313	2%	531	1%
- Distance Education	259	<1%	165	<1%	386	1%
Adjacent Counties						
Siskiyou	**590**	**1%**	**664**	**1%**	**560**	**1%**
- Traditional	543	1%	612	1%	484	1%
- Distance Education	47	<1%	52	<1%	76	<1%
Lassen	**231**	**<1%**	**176**	**<1%**	**183**	**<1%**
- Traditional	217	<1%	164	<1%	157	<1%
- Distance Education	14	<1%	12	<1%	26	<1%
Modoc	**363**	**1%**	**271**	**<1%**	**317**	**1%**
- Traditional	316	1%	232	<1%	255	<1%
- Distance Education	47	<1%	39	<1%	62	<1%
Other CA Counties	**2,271**	**4%**	**2,466**	**3%**	**1,932**	**3%**
- Traditional	2,044	4%	2,240	3%	1,603	2%
- Distance Education	227	<1%	226	<1%	329	1%
Outside CA	**361**	**1%**	**635**	**1%**	**403**	**1%**
- Traditional	331	1%	596	1%	348	1%
- Distance Education	30	<1%	39	<1%	55	<1%
Total	**58,689**		**73,068**		**69,071**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel Extract, March, 2012
Note: The instructional method "Distance Education" includes both online and interactive television courses. Traditional courses include Web Enhanced and Hybrid courses.

- From 2006 to 2011, the majority of students enrolled in traditional courses across the years of this snapshot as well as across the counties. Students who live in remote locations do not take a higher proportion of online courses.
- Various District studies have confirmed that nearly all students enrolled in distance education are also enrolled in a traditional course.

Exhibit SC6: Students' Uninformed Educational Goals

Educational Goal	Fall 2006		Fall 2011	
	Headcount	% of Headcount	Headcount	% of Headcount
Obtain Associate degree and transfer	1,904	21%	2,030	22%
Transfer without associate degree	374	4%	372	4%
Obtain associate degree	436	5%	497	5%
Obtain 2-year vocational degree	360	4%	225	2%
Earn vocational certificate	252	3%	217	2%
Discover career interests	25	<1%	98	1%
Prepare for new career	282	3%	341	4%
Update job skills	280	3%	210	2%
Maintain license	7	<1%	37	<1%
Personal development	662	7%	491	5%
Improve basic skills	21	<1%	101	1%
Complete HS credits or GED	389	4%	812	9%
Undecided or unknown	3,985	44%	3,967	42%
Total	**8,977**	**100%**	**9,398**	**100%**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, MIS Referential Files, May, 2012

- The uninformed goal is based on the student's application and is made prior to any experience with the college including orientation, advisement or enrolling in a course. These responses indicate the students' general interests at the time of considering Shasta College.
- A little over 40% of students enrolling in fall 2006 and fall 2011 did not identify an educational goal.
- About 25% of students declare their educational goal either to earn an *associate degree and transfer* or to *transfer without an associate degree*.
- In fall 2006 11% of the students declared their educational goals either to earn an *associate degree* or a *vocational degree or certificate*. This percentage decreased to 9% in fall 2011.

Exhibit SC7: Student Placement in Mathematics, English, and English as a Second Language

Mathematics			
Placement	**# of Students Placed in 2010**	**% of Total Students Placed in 2010**	**Course(s)**
Transfer level	879	35%	Any transfer math
1 Level below transfer	465	19%	MATH-102, MATH-110
2 Levels below transfer	537	22%	MATH-101, MATH-100
3 Levels below transfer	219	9%	MATH-240
4 Levels below transfer	381	15%	MATH-220
Total Students Placed in Mathematics	**2,481**		
English – Writing & Reading			
Placement	**# of Students Placed in 2010**	**% of Total Students Placed in 2010**	**Course(s)**
Transfer level	2,298	52%	ENGL-1A and above
1 Level below transfer	1,643	37%	ENGL-190
2 Levels below transfer	195	4%	ENGL-280
3 Levels below transfer	133	3%	ENGL-270
4 Levels below transfer	41	1%	ENGL-260
5 Levels below transfer	41	1%	ENGL-250
6 Levels below transfer	32	1%	ENGL-248
Total Students Placed in English-Writing	**4,383**		
English as a Second Language			
Placement	**# of Students Placed in 2010**	**% of Total Students Placed in 2010**	**Course(s)**
1 Level below transfer	7	12%	ESL-138
2 Levels below transfer	23	38%	ESL-136, ESL-137
3 Levels below transfer	14	23%	ESL-236, ESL-336
4 Levels below transfer	13	22%	ESL-234, ESL-334
5 Levels below transfer	2	3%	ESL-333
6 Levels below transfer	1	2%	ESL-333
Total Students Placed in Integrated ESL	**60**		

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool Basic Skills Assessment Survey, Report Run May 25, 2012
Note: Counselor advisement includes various multiple measures including a review of the student's history of success in courses in that discipline.

- For placement in mathematics, students have the option of self-placement, taking an assessment test, or seeking counselor advisement. Of all the students enrolled in mathematics courses in 2010, a little over half chose self-placement.

Enrollment Trends

Exhibit ET1: Headcount, Enrollments, and Full-Time Equivalent Students

Academic Year	Annual Unduplicated Headcount	% Change in Headcount Compared to Prior Year	Annual Enrollments	Number of Full-Time Equivalent Students	% Change in Full-Time Equivalent Students Compared to Prior Year	Enrollments per Student	Full-Time Equivalent Students per Student Headcount
2003-2004	14,708	-27%	68,835	7,376.29	-7%	4.68	0.50
2004-2005	14,268	-3%	66,015	7,560.50	3%	4.63	0.53
2005-2006	13,743	-4%	60,502	7,760.32	3%	4.40	0.56
2006-2007	13,955	2%	58,117	7,265.03	-6%	4.16	0.52
2007-2008	15,259	9%	64,809	7,562.15	4%	4.25	0.50
2008-2009	17,119	12%	77,661	7,929.62	5%	4.54	0.46
2009-2010	15,406	-10%	73,595	8,234.37	4%	4.78	0.53
2010-2011	14,040	-9%	67,963	7,919.99	-4%	4.84	0.56

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Community Colleges Chancellor's Office DataMart, Report Run March, 2012
Notes: (1) For "Headcount," each student is counted once regardless of the number of classes taken. For "Enrollments," students are counted in each class in which they are enrolled; for example, one student taking three classes is counted as three enrollments. (2) State apportionment to the district is based on the number of full-time equivalent students.

- In this nine-year summary, the high point for annual student headcount and annual enrollments was 2008-2009 and the high point for full-time equivalent students was 2009-2010.
- The number of full-time equivalent students in 2010-2011 is lower than the preceding two years due to state-imposed reductions in the number of students funded which resulted in fewer sections being offered compared to previous years.
- The number of full-time equivalent students was comparable in 2008-2009 and 2010-2011 (7,929.62 and 7,919.99 respectively) yet there were a little over 3,000 more students enrolled in 2008-2009 compared to 2010-2011 (17,119 and 14,040 respectively). The explanation for this result is that students enrolled in more courses on average in 2010-2011 than in 2008-2009
- The number of enrollments per student has steadily increased over the past five years and is higher in 2010-2011 (4.84) compared to the past eight years. Students are taking more classes per term and more students are attending full-time.

Exhibit ET2: Full-Time Equivalent Students by Term

Term	2007 – 2008		2008 – 2009		2009-2010		2010- 2011	
	FTES	% of Total FTES	FTES	% of Total FTES	FTES	% of Total FTES	FTES	% of Total FTES
Summer	486.1	6%	540.7	6%	620.8	7%	458.9	6%
Fall	3,644.7	48%	3,874.5	46%	4,080.6	48%	3,704.8	47%
Spring	3,536.8	46%	3,994.2	48%	3,775.1	45%	3,738.9	47%
Total FTES	**7,667.5**		**8,409.5**		**8,476.5**		**7,902.6**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel extract, June 13, 2012
Note: The calculation of full-time equivalent students is based on active sections by term and includes non-residents. This calculation is not the same as the number of full-time equivalent students submitted for state apportionment as in Exhibit ET1.

- Despite fluctuations in the total full-time equivalent students generated over the past four years, the balance among the three terms in the academic year has remained relatively stable with 46% to 48% of the full-time equivalent students generated in the fall, 45% to 48% in the spring, and 6% to 7% in the summer.

Exhibit ET3: Full-Time Equivalent Students by Credit and Noncredit

Full-Time Equivalent Students	2007-2008	2008-2009	2009-2010	2010-2011
Credit - Degree Applicable	7,038.0	7,753.0	7,957.9	7,488.2
Credit - Not Degree Applicable	215.8	216.8	224.5	207.4
Noncredit	413.7	439.7	294.1	207.0
Total	**7,667.5**	**8,409.5**	**8,476.5**	**7,902.6**
% of Noncredit Full-Time Equivalent Students	**5.4%**	**5.2%**	**3.5%**	**2.6%**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel extract, June 13, 2012
Note: The calculation of full-time equivalent students is based on active sections by term and includes non-residents. This calculation is not the same as number of full-time equivalent students submitted for state apportionment as in Exhibit ET1.

- Non-credit courses are offered in a variety of disciplines, such as physical education, art, theatre, music, English as a second language, and basic skills/student development.
- The amount of full-time equivalent students earned through non-credit offerings has declined by approximately 50% over the past five years and currently accounts for approximately 3% of the District's total full-time equivalent students. The reason for the decline is that many non-credit offerings were shifted to community education over the last two years due to state clarification about apportionment requirements and de-emphasis on recreational offerings.

Exhibit ET4: Full-Time Equivalent Students by Location

Location	2007-2008	2008-2009	2009-2010	2010-2011
Shasta College Main Campus	6,156.5	6,735.0	6,429.1	5,955.3
% of Total FTES	80%	80%	76%	75%
Downtown campus	Not applicable	Not applicable	329.9	271.3
% of Total FTES			4%	3%
Tehama Campus and south	506.7	523.6	525.3	521.3
% of Total FTES	7%	6%	6%	6%
Trinity Campus and west	70.5	74.3	50.7	31.1
% of Total FTES	1%	1%	<1%	<1%
Intermountain Campus and east	51.5	55.2	39.1	46.1
% of Total FTES	<1%	<1%	<1%	<1%
Online	882.3	1,021.4	1,102.2	1,077.5
% of Total FTES	12%	12%	13%	14%
Total FTES	**7,667.5**	**8,409.5**	**8,476.5**	**7,902.6**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel extract on June 14, 2012

Notes:

1. The calculation of full-time equivalent students is based on active sections by term and includes non-residents. This calculation is not the same as the number of full-time equivalent students submitted for state apportionment as in Exhibit ET1.
2. The Shasta College Main Campus includes courses offered at the main campus as well as courses offered at temporary sites within a 20-miles radius of the main campus.

- Across this four-year summary, 75% to 80% of the District's full-time equivalent students have been generated at the main campus in Redding and temporary sites within a 20-mile radius.
- The proportion of the total full-time equivalent students generated at the Intermountain Campus, Tehama Campus, and Trinity Campus has been somewhat consistent across these years, with the Tehama Campus generating 6% to 8% of the total full-time equivalent students and the other two campuses generating 1% or less.
- Over the past four years the number of full-time equivalent students generated at the Tehama Campus and Intermountain Campus has remained relatively stable but the number of full-time equivalent students generated at the Trinity Campus has declined almost by half.

Exhibit ET5: Student Headcount (HC) by Unit Load and Age Group

Age 19 or younger				
	Fall 2007 Total HC for fall 2007 for all ages = 10,003		Fall 2011 Total HC for all ages = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	584	6%	395	4%
6.0 - 11.9	833	8%	793	8%
12 or more	1,627	16%	1,714	18%
Noncredit	31	<1%	26	<1%
Age 20 to 24				
	Fall 2007 Student headcount for all ages = 10,003		Fall 2011 Student headcount for all ages = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	577	6%	422	4%
6.0 - 11.9	811	8%	884	9%
12 or more	935	9%	1,173	13%
Noncredit	71	1%	31	<1%
Age 25 to 29				
	Fall 2007 Total students = 10,003		Fall 2011 Total students = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	346	2%	296	3%
6.0 - 11.9	379	2%	474	5%
12 or more	336	2%	452	5%
Noncredit	61	1%	32	<1%
Age 30 to 39				
	Fall 2007 Total students = 10,003		Fall 2011 Total students = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	478	5%	336	4%
6.0 - 11.9	385	4%	376	4%
12 or more	298	3%	428	5%
Noncredit	132	1%	58	<1%

Age 40 to 49				
	Fall 2007 Total students = 10,003		Fall 2011 Total students = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	487	5%	255	3%
6.0 - 11.9	246	2%	224	2%
12 or more	184	2%	214	2%
Noncredit	137	1%	81	1%
Age 50 and older				
	Fall 2007 Total students = 10,003		Fall 2011 Total students = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	514	5%	304	3%
6.0 - 11.9	124	1%	153	2%
12 or more	73	1%	105	1%
Noncredit	412	4%	166	2%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Community Colleges Chancellor's Office DataMart, Report Run June 20, 2012

- Students taking the highest unit load are of the traditional college-going ages (19 and younger and 20 to 24). Between fall 2007 and fall 2011 for both age cohorts, there was an increase in the number of students taking 12 or more units. Overall, students in these two traditional college-going age groups comprise a little over half of the total headcount (54% in fall 2007 and 56% in fall 2011).
- Although the total number of students decreased between fall 2007 and fall 2011, the number of full-time students increased in every age cohort.
- As noted in Exhibit ET3, the total number of students taking noncredit offerings decreased between fall 2007 and fall 2011 because many non-credit offerings were shifted to community education due to state clarification about apportionment requirements and de-emphasis on recreational offerings. More students in the cohort of ages 50 and older enrolled in noncredit offerings in both semesters.

Exhibit ET6: Student Headcount in Basic Skills Courses by Age

Mathematics Basic Skills				
Students' Ages	**2007 – 2008**	**2008 – 2009**	**2009-2010**	**2010-2011**
0-16	50	45	32	34
17-19	742	776	696	964
20-24	539	582	647	814
25-34	390	463	514	613
35 and over	371	393	375	480
Total Students in Basic Skills Mathematics	**2,092**	**2,259**	**2,264**	**2,905**
English Basic Skills				
Students' Ages	**2007 – 2008**	**2008 – 2009**	**2009-2010**	**2010-2011**
0-16	58	20	21	23
17-19	538	611	613	646
20-24	249	305	365	349
25-34	145	192	238	227
35 and over **Total**	127	116	146	128
Students in Basic Skills English	**1,117**	**1,244**	**1,383**	**1,373**
English as a Second Language Basic Skills				
Students' Ages	**2007 – 2008**	**2008 – 2009**	**2009-2010**	**2010-2011**
0-16	0	0	0	0
17-19	3	12	4	8
20-24	10	11	9	7
25-34	7	8	11	11
35 and over	11	13	10	29
Total Enrollments in English as a Second Language Basic Skills	**31**	**44**	**34**	**55**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool query, June, 2012

- Consistent across this four-year snapshot, the greatest number of students enrolled in basic skills English and mathematics courses are between ages 17 and 19.
- Students enrolled in basic skills English and mathematics courses are most likely to be 24 years old or younger (74% and 62% respectively) whereas students enrolled in English as a Second Language are more likely to be 25 or older (73%).

Exhibit ET7: Full-Time Equivalent Students by Location, Schedule, and Instructional Method

	2007 - 2008		2008 - 2009		2009 - 2010		2010- 2011	
Method of Instruction and Schedule	**FTES**	**% of Total FTES**	**FTES**	**% of Total FTES**	**FTES**	**% of Total FTES**	**FTES**	**% of Total FTES**
Traditional - Day	**5,397.9**	**70%**	**5,872.5**	**70%**	**5868.5**	**69%**	**5,492.7**	**70%**
Shasta College Main Campus	5,043.5	66%	5,533.3	66%	5210.5	62%	4872.5	62%
Downtown Campus	NA		NA		321.1	4%	267.4	3%
Intermountain Campus and east	24.4	<1%	19.8	<1%	25.8	<1%	26.6	<1%
Tehama Campus and south	293.0	4%	282.6	3%	282.9	3%	304.6	4%
Trinity Campus and west	37.1	<1%	37.0	<1%	28.3	<1%	21.5	<1%
Traditional -Evening	**1,274.6**	**17%**	**1,382.0**	**17%**	**1,389.4**	**16%**	**1,240.6**	**16%**
Shasta College Main Campus	1,000.3	13%	1,068.9	13%	1,102.4	13%	991.0	13%
Downtown Campus	NA		NA		8.9	<1%	3.9	<1%
Intermountain Campus and east	27.1	<1%	35.0	<1%	13.4	<1%	19.5	<1%
Tehama Campus and south	213.8	3%	240.8	2.9%	242.4	3%	216.6	3%
Trinity Campus and west	33.4	<1%	37.3	<1%	22.4	<1%	9.6	<1%
Online	**885.6**	**12%**	**1,029.0**	**13%**	**1,113.7**	**13%**	**1,077.5**	**14%**
Worksite learning, independent study, hours by arrangement	**109.5**	**1%**	**125.9**	**2%**	**104.9**	**1%**	**91.8**	**1%**
Total Full-time Equivalent Students	**7,667.5**		**8,409.5**		**8,476.5**		**7,902.6**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel extract June, 2012

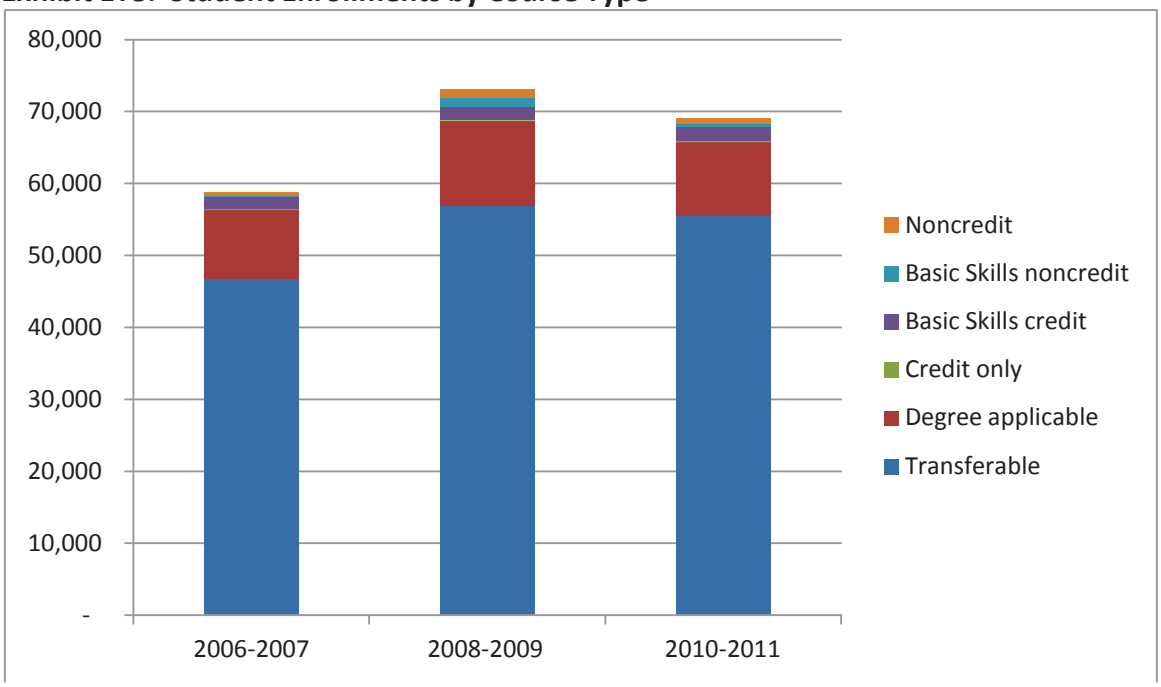
Notes:

1. The calculation of full-time equivalent students is based on active sections by term and includes non-residents. This calculation is not the same as number of full-time equivalent students submitted for state apportionment as in Exhibit ET1.
2. The Shasta College Main Campus includes courses offered at temporary sites within a 20-mile radius of the main campus.
3. FTES is an abbreviation for full-time equivalent students.
4. The method of instruction labeled "traditional" includes courses taught via interactive television.

- The proportion of full-time equivalent students generated in day courses and by evening courses presented in the traditional, face-to-face method of instruction has remained consistent for the past four years, with approximately 70% taught during the day and approximately 16% taught during the evening.

- The proportion of full-time equivalent students generated by each method of instruction (traditional, online, and worksite learning) has remained consistent for the past four years, at approximately 86% traditional, 12% online, and 1% worksite learning.

Exhibit ET8: Student Enrollments by Course Type



Course Type	2006- 2007		2008 - 2009		2010- 2011	
	Enrollments	% of Total	Enrollments	% of Total	Enrollments	% of Total
Transferable	46,742	80%	56,974	78%	55,545	80%
Degree applicable	9,590	16%	11,696	16%	10,215	15%
Credit only	120	<1%	110	<1%	101	<1%
Basic skills credit	1,729	3%	1,966	3%	2,007	3%
Basic skills noncredit	82	<1%	1,130	2%	556	1%
Noncredit	426	1%	1,192	2%	647	1%
Total	**58,689**		**73,068**		**69,071**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel Extract, March, 2012

- Approximately 80% of the student enrollments are in transferrable courses, with another 15% in degree applicable courses.
- Credit and noncredit basic skills enrollments accounted for 4% of the enrollment in 2010-2011.

Exhibit ET9: Student Enrollments in Basic Skills Mathematics, English, and English as a Second Language

Course		2006-2007 Enrollments	2008-2009 Enrollments	2010-2011 Enrollments	2010-2011 Total Enrollments in Discipline	2010-2011 % of Total Enrollments
Credit Basic Skills Mathematics	**1 level below**	1,573	1,660	1,286	3,497	59%
	2 levels below	913	918	1,507		
	3 levels below*	0	0	704		
	College Level+	3,477	6,079	2,435	2,435	41%
Credit Basic Skills English	**1 level below**	1,127	1,189	1,290	1,628	26%
	2 levels below	147	199	205		
	3 levels below	87	91	133		
	College Level+	4,363	6,356	4,528	4,528	74%
Credit Basic Skills English as a second language	**1 level below**	54	45	11	63	94%
	2 levels below	0	2	15		
	3 levels below	3	10	37		
	College Level+	223	707	4	4	6%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool. www.calpass.org

*Data for 2006-2007 and 2008-2009 are not accurate due to incorrect coding of courses at that time.

- Almost 60% of all students who took a mathematics course in 2010-2011 took courses below college level (i.e., degree- applicable).
- In contrast, 74% of all students who took an English course in 2010-2011 took college level courses; 26% took courses below college level.

Exhibit SS1: Retention and Successful Course Completion Rates for Credit Courses

	Enrollments	Retention	Successful Course Completion
Fall 2005	26,223	84%	69%
Fall 2007	27,550	84%	67%
Fall 2009	31.954	85%	68%
Fall 2011	28,013	86%	69%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Community Colleges Chancellor's Office, DataMart.

Notes:

1. Retention rates are determined by comparing the number of students enrolled at census with the number of students who receive a final grade excluding grades of W, FW, and IP.
2. Successful course completion rates are determined by comparing the number of students enrolled at census with the number of students who earned an A, B, C, or CR/P.

- The District's student retention and successful course completion rates have been consistent over the past seven years.
- The District's student retention rates and successful course completion rates in fall 2011 are comparable to the statewide averages for that semester; for fall 2011 the statewide retention rate is 85% and the statewide average student successful course completion rate is 68%.

Exhibit SS2: Successful Course Completion Rates by Method of Instruction

	Interactive Television	Online	Traditional
Fall 2005 Enrollments	1,704	2,358	26,219
Fall 2005 Successful Course Completion Rate	67%	62%	74%
Fall 2007 Enrollments	Not available	3,309	31,286
Fall 2007 Successful Course Completion Rate	Not available	66%	74%
Fall 2009 Enrollments	1,559	5,230	33,602
Fall 2009 Successful Course Completion Rate	68%	69%	75%
Fall 2011 Enrollments	1,571	4,724	29,092
Fall 2011 Successful Course Completion Rate	67%	73%	77%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, MIS Referential File, February 2012. Traditional classes include those that are web-enhanced or hybrid.

- The rate at which students successfully complete interactive television courses has been consistent at 67%-68%.
- The rate at which students successfully complete online courses has significantly improved over the past seven years and in fall 2011 is nearing the same rate as traditionally taught classes.
- The rate at which students successfully complete courses taught on a campus in the traditional mode is the highest success rate of the three instructional methods and has been steadily increasing over the past seven years.

Exhibit SS3: Retention in Basic Skills Courses

	Fall 2005		Fall 2007		Fall 2009		Fall 2011	
	# Enrolled	Retention	# Enrolled	Retention	# Enrolled	Retention	# Enrolled	Retention
English	209	62%	213	62%	226	73%	202	81%
Mathematics	617	80%	531	83%	649	87%	558	85%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool
Note: Retention rates are determined by comparing the number of students enrolled at census with the number of students who receive a final grade excluding grades of W, FW, and IP.

- As shown in Exhibit SS8, enrollment in basic skills courses has accounted for 3% to 5% of the total District enrollments.
- Student retention in English basic skills courses has been steadily increasing since fall 2005 and for mathematics has been consistently strong, between 80% and 87%.

Exhibit SS4: Successful Course Completion Rates in Basic Skills Courses

	Fall 2005		Fall 2007		Fall 2009		Fall 2011	
	# Enrolled	Successful Course Completion	# Enrolled	Successful Course Completion	# Enrolled	Successful Course Completion	# Enrolled	Successful Course Completion
Mathematics	617	58%	531	60%	649	64%	558	61%
English	209	46%	213	49%	226	57%	202	60%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool
Notes: Successful course completion rates are determined by comparing the number of students enrolled at census with the number of students who earned an A, B, C, or CR/P.

- Successful course completion rates in mathematics have been consistent over recent years between 58% and 64%, whereas for English basic skills courses the successful course completion rates have steadily increased since fall 2005 and reached a high of 60% in fall 2011.

Exhibit SS5: Rate of Student Persistence

Fall to Spring Persistence				
Fall	**# of Students**	**Spring**	**# of Students Persisting into Spring from the Preceding Fall**	**Persistence Rate**
2006	8,977	2007	5,495	61%
2007	10,083	2008	6,229	62%
2008	10,958	2009	7,091	65%
2009	11,097	2010	6,856	62%
2010	10,025	2011	6,749	67%
Fall to Fall Persistence				
Fall	**# of Students**	**Fall**	**# of Students Persisting from the Preceding Fall**	**Persistence Rate**
2006	8,977	2007	3,729	42%
2007	10,083	2008	4,451	44%
2008	10,958	2009	4,794	44%
2009	11,097	2010	4,670	42%
2010	10,025	2011	4,437	44%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, MIS Referential File, May, 2012

Note:

1. Persistence is determined by identifying all students enrolled in a fall semester and tracking those students' future enrollment patterns to count how many of those students subsequently enrolled in the following spring or in the following fall.
2. Fall-to-Fall persistence is also reported as part of the Accountability Reporting for Community Colleges presented later in this chapter.

- The rate of student persistence from fall to spring is significantly higher than the rate of student persistence from fall to fall.
- Both types of student persistence were highest in 2010-2011 (67% and 44% respectively) in this five year summary.

Exhibit SS11: Successful Course Completion Rates for Credit Vocational and Pre-Collegiate Courses

Annual Successful Course Completion Rates for…	2008-2009	2009-2010	2010-2011
Credit Vocational Courses	74%	75%	75%
Credit Basic Skills Courses	63%	63%	64%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, SPAR Data, ARCC 2012 Report

- The successful course completion rate of students taking vocational courses increased slightly between 2008-2009 and 2010-2011, reaching 75%.
- The successful course completion rate of students taking credit basic skills courses increased slightly between 2008-2009 and 2010-2011, reaching 64%.
- As shown in comparison with peer group colleges (Exhibit SS13), the successful completion rate students in credit basic skills courses is slightly higher than the peer group average (64%) and the statewide rate (62%), but is below the peer group high (73%).

Exhibit SS12: Improvement Rates for ESL and Credit Basic Skills Courses

Improvement rates for…	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
Credit Basic Skills Courses	52%	52%	57%
Credit ESL Courses	30%	30%	39%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, SPAR Data, ARCC 2012 Report. Improvement means the student passed the first class and enrolled in the next level within the sequence, no matter if it is still basic skills or not.

- The improvement rate for students taking credit basic skills courses increased between 2008-2009 and 2010-2011, reaching 57%.
- As shown in the comparison with peer group colleges (see the next Exhibit), at 57% the improvement rate for students in the credit basic skills sequence is slightly above the statewide rate of 55% and is slightly below the peer group average improvement rate of 58%, but is significantly below the peer group high of 76%.
- The improvement rate of students taking credit ESL courses increased by 9% between 2008-2009 and 2010-2011, reaching 39%.
- However, as shown in the comparison with peer group colleges (see the next Exhibit), the improvement rate for students in the credit ESL sequence is significantly below the peer group average improvement rate (49%), the peer group high (68%) and the statewide rate (59%).

(pgs 53-59 of the original document)

Perceptions about the District

In fall 2011 the District conducted nine focus groups with 70 stakeholders that included seven focus groups with faculty, staff, and community members (business, education, and civic leaders) and two focus groups with 13 students. While qualitative data from focus groups has informative value, these findings need further validation by other research methods. The meetings were held at various locations within the District and potential participants were also encouraged to respond to an online survey. Responses from the focus groups and the online survey are combined in this summary. Participants responded to questions about the District's current status and visions for the future. The responses are summarized as they address items in four categories: access, success, programs, and the future.

Access

Many students face challenges with distance (driving an hour or more to classes) as well as limited Internet access, especially in Trinity County. Several students have expressed feelings of fear (intimidation) regarding perceptions of "getting lost" in a bigger environment. In addition, economic challenges hit most of our students. Thirty percent of the population lives at or below poverty; more than half of our students receive financial aid. Trinity County has limited Internet access, and students meet the challenges of narrow, winding mountain roads and severe weather changes with driving to/from campus. Students want more choices of class times and offerings (day, evening, weekends, short-term, online, optional days or times, attractive, fun) and more support services. There were also suggestions to research best practices in distance education to inform our planning.

Success

For students, success means a need to feel connected to the college and their learning. Students need assistance in setting goals and understanding their educational path options – while still taking time to explore options and grow into maturity as people. Programs must lead to better incomes and build the economic value of the District communities. Planning and development of employment initiatives is perceived as an important component in college planning, along with community partnerships.

Programs

Major industries in the District include healthcare, hospitality, retail, and natural resources. Community leaders want specific programs to address immediate needs across the region. Community service and Work Site Learning were mentioned as ways

to make learning relevant while also providing local employers with labor through internships. Several new programs were suggested to capitalize on existing resources or to develop emerging opportunities. There were requests for regular labor market analyses and environmental scans to inform future planning.

Some focus group participants questioned the value of Liberal Arts for today's student while others supported general education (including the Liberal Arts courses) as a way to prepare for adulthood, citizenship, democracy, literacy, and personal development. Focus group participants postulated that the distance to the nearest UC or CSU is a barrier to transfer. Participants suggested the need to collaborate across the state and region on which programs to offer.

The Future

The process of the focus groups established the groundwork for development of an educational vision. There is a further need to continue to establish long-term partnerships with business, community and civic leaders. The college needs to help create a college-going culture that values and promotes a quality higher education in the Shasta-Tehama-Trinity Joint Community College District region. To that end, the college needs to participate in collaborative efforts with local high schools to increase students' potential for college-level achievement. Finally, the college's web presence was consistently criticized by the focus groups. Participants suggested social media as another tool that students use to stay connected. In all conversations, the role of information technology was prevalent.

Lessons Learned

This section is a selective summary of the data presented in this chapter highlighting the data most relevant to educational planning. These key elements describe both opportunities and challenges for Shasta-Tehama-Trinity Joint Community College District planning.

Population Trends and Demographics

1. The Shasta-Tehama-Trinity Joint Community College District covers 10,132 square miles in Northern California that includes six counties. The majority of the District is comprised of the three counties in the District's name.
2. The population for the three counties is projected to increase 38% over the next twenty years with the absolute number of residents projected to increase in each age cohort.
3. The household income and benefits for the majority of the residents of Shasta, Tehama, and Trinity Counties are significantly below the statewide median.
4. Although the educational attainment levels of graduating from high school and/or earning some college credits meet or exceed the statewide rates, residents in all three counties are significantly below the statewide rate (18% vs. 30%) for earning a bachelor's degree or higher.

Employment Trends

1. The highest growth areas are in Health Care, Services other than public administration, Retail Trade, and Accommodation/Food Services (hotels and restaurants).
2. Six industries show a decline in jobs for the same period: Transportation and Warehousing, Agriculture, Utilities, Management, Information, and Manufacturing.
3. Health Care shows the highest wages and growth potential for the region. Finance and Insurance also pay well, with fewer projected jobs by 2021. Salaries for jobs in Services, Real Estate, Accommodations/Food Services, and Arts/Entertainment are all below a living wage for our region.

Student Characteristics

1. The proportion of students of traditional college-going ages (17 to 24) has steadily increased in recent years while the proportion of students aged 50 and older has decreased.
2. The racial/ethnic composition of the student body matches the racial/ethnic composition of the general population.
3. Between 95% and 97% of the District's students live in one of the three counties within its geographic boundaries while attending Shasta College.
4. The college-going rate for two of the three primary counties that make up the District boundaries is higher than the statewide rate with the majority of those high school graduates in all three counties choosing to attend a community college.
5. Consistent across the three counties, the majority of all enrollments are in traditional courses (85-89%) compared to distance education courses (11-15%).
6. In fall 2011, 42% of the students did not identify an educational goal. Of those who stated an educational goal, 26% intend to earn an *associate degree and transfer* or *transfer without an associate degree* and 9% intend to earn an *associate degree* or a *vocational degree or certificate*.
7. The proportion of students receiving financial aid has increased significantly, from 31% in 2006-2007 to 52% in 2010-2011. The proportion of students who qualify for and receive financial aid reflects the local economy presented in *Exhibit 5: Median Household Income and Benefits by County*. Thirty percent live at or below poverty.

Enrollment Trends

1. The number of enrollments per student has steadily increased over the past five years and was at a high point in 2010-2011 (4.84) compared to the past eight years.
2. In recent years the balance among the three terms in the academic year has remained relatively stable with 46% to 48% of the full-time equivalent students generated in the fall, 45% to 48% in the spring, and 6% to 7% in the summer.

3. The amount of apportionment earned through non-credit offerings has declined by 50% over the past five years and currently accounts for approximately 3% of the District's total full-time equivalent students. Many have been converted to contract or community education offerings.
4. The majority of the total apportionment is generated at the main campus in Redding (75% in 2010-2011). The Downtown center generated 3% of the total apportionment, Tehama Campus 6%, Intermountain and Trinity Campuses 1% each, and online 14%.
5. Although the total number of students decreased between fall 2007 and fall 2011, the number of full-time students (12 or more units) increased in every age cohort. The majority of the students taking the highest unit load are of the traditional college-going ages (19 and younger and 20 to 24) and students in these two traditional college-going ages comprise a little over half of the total headcount (54% in fall 2007 and 56% in fall 2011).
6. Students enrolled in basic skills English and mathematics courses are most likely to be between the age of 17 and 34.
7. The proportion of apportionment generated by each method of instruction (traditional, online, and worksite learning) has remained consistent for the past four years, at approximately 86% traditional, 12% online, and 1% worksite learning. Of the traditional method of instruction, 70% of the apportionment was accounted for by day courses and 16% by evening courses.
8. Eighty percent of the student enrollments are in transferrable courses, 15% in degree applicable courses, 4% in credit and noncredit basic skills, and 1% in other noncredit offerings.
9. Fifty-nine percent of all students who took a mathematics course in 2010-2011 took courses below college level whereas only 26% of all students who took an English course in the same year were enrolled in below college level courses.

Student Success

1. The District's student retention rates and successful course completion rates in fall 2011 (86% and 69% respectively) are slightly above the statewide averages for that semester (85% and 68% respectively).
2. In fall 2011 the successful course completion rates for traditionally taught courses was 77%, for online courses was 73%, and for interactive television courses was 67%.
3. In fall 2011 the successful course completion rates for mathematics basic skills courses was 61% and for English basic skills courses was 60%.
4. Although the rate of student persistence from fall to spring within the District is significantly higher than the rate of student persistence from fall to fall within the District, both types of student persistence were at a high point in 2010-2011

(67% and 44% respectively) in this five year summary. For this report, persistence is defined as the percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system. With this student sample, the District's fall-to-fall persistence rate is 60% which is significantly below the statewide persistence rate of 71%.

5. Based on Accountability Reporting for Community Colleges data, the rate of students who transferred or achieved transfer directed or transfer prepared status reached 50% in 2010-2011 which is slightly lower than the statewide rate of 54%.
6. To provide a point of comparison for the number of associate degrees awarded, the District tracked the number of associate degrees earned by a cohort of first-time students who entered the district in 2005-2006 and compared the District's rate with the rates at six similar community colleges. In this snapshot, the District's rate of associate degree completion is in the middle, with its associate degree completion rate higher than three peer colleges and below three peer colleges.
7. The rate at which the District's students transfer to a four-year college or university (27%) is significantly below the statewide rate of 42%. Combining the students in the three categories of transfer prepared, transfer directed, and both transfer prepared and transfer directed, a significant number of students do not transfer to a four-year college or university although they are on the transfer track or are ready to transfer (14% to 17% of the total first time students).
8. The successful completion rate for students in vocational courses reached 75% in 2010-2011, slightly below the statewide rate of 77%. The District has awarded significantly more certificates requiring 18 or more units in recent years.
9. The successful completion rate for students in credit basic skills courses reached 64.3% in 2010-2011 which is slightly above the statewide rate of 62%. The improvement rate for students in the credit basic skills sequence (57%) is slightly below the peer group average improvement rate (58%) and slightly above the statewide rate (55%), but is significantly below the peer group high (76%).
10. The District is below the statewide rate on all benchmarks of student progress except two: *basic skills credit course successful completion* (64% compared to 62%) and *basic skills course improvement rate* (57% versus 55%).

Chapter 3
Institutional Goals

Introduction

This Educational Master Plan is grounded in an analysis of current programs and services, anticipated changes in the community's demographics, and national and state factors.

Based on the analysis presented in the previous chapter, there are three primary challenges facing the District.

1. How can the District support students' goals of completing a degree or certificate?
2. How can the District provide access to the community's growing population that is distributed throughout a large service area and is projected to grow 38% in the next 20 years?
3. How can the District expand and reinforce partnerships in the community that will improve student success?

A fourth challenge facing the District is how to build the necessary infrastructure to institutionalize its recently developed integrated planning cycle.

The District's Institutional Goals have been developed in response to these challenges. The following Institutional Goals are intended to guide the District's decision-making and use of resources for the next eighteen years.

Institutional Goals 2012-2030

The Institutional Goals are intentionally broad enough to cover the term of this Educational Master Plan. The next step in the District's integrated planning cycle is to develop a Strategic Plan which will include Institutional Objectives and Activities that the District will support in order to make progress toward these Institutional Goals. Refer to the Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual 2012 for more details on the District's integrated planning cycle.

The remainder of this chapter presents the rationale for each Institutional Goal.

Institutional Goal 1

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.*

The low rate of student completion of degrees and certificates is a top concern at state and national levels. The federal government's call for an increase of 5 million degrees and certificates by 2020 is in response to a decline in levels of higher education attainment in the United States compared to other large, industrialized nations. Applying this targeted increase to California community colleges, the American Graduation Initiative challenges all community colleges to triple the number of degrees and certificates awarded by 2020. To meet this challenge, each college would need to increase the number of degrees and certificates awarded by 12% per year for each of the next 10 years.

The state and national concern about the low rate of degree and certificate completion is shared at the local level. Based on one study of first-time students, only 23% of the District's students earn an associate degree. It is suggested that many students transferwithout earning an associate degree. Recent legislation is intended to increase the number of associate degrees by encouraging the development of associate degrees specifically for students who intend to transfer. Transfer Model Curricula (TMCs) have been developed by the community college and CSU systems that are intended to facilitate transfer with junior status and with no more than 60 additional units required at the upper division level to obtain a four-year degree.

The American Graduation Initiative raises the challenge for both community colleges and four-year colleges and universities. The community college role in increasing the rate of bachelor's degree completion is to increase the students' transfer rates. The District's rate of students transferring to a four-year college or university is 27% which is significantly below the statewide rate of 42%. Combining the students in the three categories of transfer prepared, transfer directed, and both transfer prepared and transfer directed, a significant number of students do not transfer to a four-year college or university although they are on the transfer track or are ready to transfer (14% to 17% of the total first-time freshman cohort).

Some factors that contribute to the District's low degree/certificate completion and transfer rates are not within the District's control. The recent economic downturn has resulted in a decrease in the number of students accepted at local state universities. Given the District's high level of poverty, local students may not be able to transfer for financial reasons. In addition, the District's students have the unique challenge of distance: the closest public university is more than 70 miles from Redding where the

majority of the District's students take classes.

However, the District can contribute to solutions to some of the factors that contribute to the District's low degree/certificate completion and transfer rates. Data in the previous chapter highlight possible areas of concentration for future Strategic Plans, such as fall-to-fall persistence rate (the District's rate is 44% compared to the statewide rate of 71%) and successful course completion rates in mathematics and English basic skills classes (61% in mathematics basic skills classes compared to the statewide rate of 54% for successful completion of mathematics basic skills classes and 60% in English basic skills classes compared to the statewide rate of 65% for successful course completion of English basic skills classes).

Institutional Goal 2

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.*

The Shasta-Tehama-Trinity Joint Community College District covers 10,132 square miles in Northern California. The residents within this District are scattered across this large area. The city of Redding has the largest concentration of the population with 89,891 residents. The total population of the District was 272,487 in 2010 which is projected to grow to 375,792 by 2030.

The District's challenge is to provide comparable instructional programs and student services across this area. Instruction offered online and via interactive television is being used to connect the residents in outlying areas to the District. The rate at which students successfully complete interactive television courses has been consistent at 67%-68%, and the rate at which students successfully complete online courses has significantly improved over the past seven years; in fall 2011, it is nearing the same rate as traditionally taught classes.

Some factors that contribute to the District's ability to reach residents in remote areas are not within the District's control, such as variations in the range of technology services and signal strength across the District's geographic boundaries.

However, it is within the District's control to improve some aspects of this challenge. Possible areas of concentration for future Strategic Plans generated during District dialogue are to improve the online infrastructure by improving online technical support for students; expanding the student support services available online; expanding the student academic support services faculty can provide during office hours; and faculty and staff development in best practices that lead to increased student success in online instruction.

Institutional Goal 3

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.*

The District plans to continue and expand its participation in collaborative strategies with K-12 districts to improve students' preparedness for college-level studies. Many students who enter the college are not prepared for college-level coursework. Almost 60% of all students who took a mathematics course in 2010-2011 took courses below transfer level. For English, the rate was 36%.

The District plans to participate in collaborative strategies with local businesses and industries to strengthen and expand community participation in the career technical education programs. Service on advisory committees by local business and industry representatives strengthens the curriculum and ensures its currency. Students directly benefit from partnerships that expand available sites for internships, worksite experiences, and service learning. The primary benefit of participation in community engagement through internships and service learning is that these experiences transform classroom-based lessons into lessons that are relevant to students' lives.

Institutional Goal 4

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.*

Recent accreditation history indicates that District compliance with the accreditation standards has varied:

Type of Report Submitted	Resulting status with ACCJC
Comprehensive Self Study 2005	Accreditation re-affirmed
Progress Report Visit 2007	Placed on Warning
Midterm and Special Report October 2008	Continued on Warning
Follow-Up Report 2009	Warning removed
Comprehensive Self Study 2011	Placed on Probation

Many of the recommendations over the past seven years focused on planning. Although planning processes were developed and approved at various times, these processes were not sufficiently integrated into the District's culture or operations to survive changes in leadership, nor were they understood by the majority of District employees.

Through this Institutional Goal, the District is prioritizing the development and implementation of a data-driven integrated planning cycle. This change will bring the District into full compliance with accreditation standards by providing a stronger link between resource allocations and planning priorities. Each component in the integrated planning cycle includes the use of data to evaluate results and to inform the next set of decisions. To ensure that these processes are transparent and to increase institutional trust, the steps and timelines of planning processes have been documented in the *Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual 2012*.

Now that the foundation has been laid, the District's immediate challenge is one of infrastructure: to revise existing processes and implement new processes so that the newly revised integrated planning cycle is understood and embraced by faculty and staff members and becomes a useful tool to guide the District in concentrating its energies today and thinking about its future.

Chapter 4
Programs and Services

(pgs 66-69 of original document)

Chapter Overview

One purpose of the *Shasta-Tehama-Trinity Joint Community College District Educational Master Plan 2012-2030* is to provide a data-informed analysis of the District's programs and services to identify strengths and challenges, and based on this analysis, to identify directions for the future.

The analysis presented in this chapter sorts the District's programs and services into the following seven clusters:

- General Education
- Career-Technical Education
- Basic Skills
- Distance Education
- Student Services
- Library
- Community Engagement and Workforce Development

General Education and Transfer Curriculum

Description

The Shasta-Tehama-Trinity Joint Community College District offers students a range of courses to fulfill general education requirements. This component of the District's instructional program is in keeping with both the state community college mission and the District mission statement:

> *Shasta College provides students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of our region. The District offers programs and extensive distance education offerings in* ***general education and transfer curriculum****, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. (Approved by the Board of Trustees 6/8/2011)*

There are three patterns of general education requirements in the District: Associate Degree General Education Requirements, California State University General Education Requirements, and Intersegmental General Education Transfer Curriculum (IGETC). Although there are variations among these, students are essentially required to successfully complete courses in five categories:

- Mathematics
- English and Communication
- Arts and Humanities
- Social and Behavioral Sciences
- Physical and Biological Sciences

The general education requirements for the District's associate degrees also include the completion of a multicultural course and a computer literacy requirement.

In addition to offering courses that fulfill the three general education patterns, various disciplines offer courses that fulfill associate degree and transfer requirements for an area of emphasis under the University Studies degree. These disciplines are:

Agriculture Sciences	Liberal Studies–Teaching Prep
Allied Health	Mathematics
Behavioral Science	Meteorology/Climatology
Biological Sciences	Multicultural Studies
Business Administration	Natural Sciences
Child Development	Oceanography Criminal
Justice	Physical Education
Earth System Science	Physical Sciences
Engineering	Quantitative Reasoning
Geology	Science Teacher – Earth
Humanities	Social Sciences
Language Arts	World Languages

To provide comparable educational opportunities across the District's large geographic area, these courses are presented to students through multiple methods of instruction. As noted in Chapters 1 and 2, these methods include:

- Traditional instruction delivered at five primary locations and numerous temporary locations. The five primary locations are the main campus in Redding; Tehama Campus; Trinity Campus; Intermountain Campus; and the Health Sciences and University Center.
- Distance education delivered via interactive television courses. In this method of instruction, a course includes both students who are co-located with the faculty member as well as students located at sites other than the faculty member's location.
- Distance education delivered online.

The District offers both transfer and non-transfer associate degrees summarized in the following table. Students with the goal of transferring to a four-year college or university may complete transfer requirements with or without earning an associate degree. The recently approved associate of arts-transfer and associate of science-

transfer degrees include requirements that have been mutually agreed upon by the state's community colleges and the California State University system. These new associate degree patterns cap the number of units required prior to transfer and are intended to provide students with a straightforward transfer pathway to junior status at a CSU.

(pgs 70-75 of the original document)

Completion of a pattern of general education courses is required in order to earn an associate degree. Occupations that require postsecondary degrees are projected to increase over the next decade, so student access to and success in general education courses are central to students' prospects for future employment. In early 2012, the Bureau of Labor Statistics projected that occupations that need some type of postsecondary education for career entry are likely to grow the fastest during the 2010-20 decade, with the projection that the occupations requiring an associate degree will increase by 18%.

Strengths

- The District offers a broad range of options to fulfill general education requirements.
- The three methods of delivering instruction (traditional instruction on five campuses, and two methods of distance education) provide students with multiple opportunities to complete general education requirements across the District's broad geographic area.
- The District's student retention rates and successful course completion rates in fall 2011 (86% and 69% respectively) are slightly higher than the statewide averages for that semester (85% and 68% respectively).
- A comparison of students' successful course completion rates for each of the three methods of delivering instruction indicates a steady rate for one method and improvement in the rates of the other two methods.
    - Consistent across the past seven years, 67-68% of students successfully complete interactive television courses.
    - Showing significant improvement across the past seven years, the rate at which students successfully completed online courses has improved from 62% in fall 2005 to 73% in fall 2011.
    - Also showing steady improvement across the past seven years, the rate at which students successfully completed traditional on-campus courses has improved from 74% in fall 2005 to 77% in fall 2011.

Challenges

The following list identifies and provides background on challenges specific to the

general education component of the District's instructional program. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Serve an increased number of students in general education courses*
- *Serve an increased number and percent of students who intend to transfer to a four-year college or university*
- *Increase the number of students who successfully complete an associate degree and/or transfer requirements*
    - *Retention and Successful Course Completion*
    - *Persistence*
    - *Success in Completing Basic Skills Courses*
    - *Rate of Completing Associate Degrees*
    - *Transfer rate (ARCC SPAR)*

Career-Technical Education (CTE)

Description

The Shasta-Tehama-Trinity Joint Community College District offers students career-technical education for a variety of occupations. This component of the District's educational program is in keeping with both the state community college mission and the District mission statement.

Certificates and some of the associate of science degrees awarded in career-technical education majors are designed for students who are interested in immediate employment and who do not intend to transfer to a four-year college or university. Other associate of science degrees awarded in career-technical education majors are designed for students who intend to transfer to a four-year college or university. Both types of degrees are listed in the summary of associate of science degrees included previously in this chapter. All associate of science degrees require successful completion of core courses in the major as well as general education requirements. *Associate of science degrees are currently offered in these disciplines:*

Administration of Justice
Agriculture
Automotive Technology
Business Administration
Computer Aided Drafting Technology
Computer and Information Systems
Construction Technology
Dental Hygiene
Diesel Technology
Early Childhood Education
Engineering Technology
Family Studies
Fire Technology
Hospitality Management
Nursing
Office Administration
Welding Technology

Certificates are currently offered in these disciplines:

Accounting Clerk/Bookkeeper
Agriculture-Equine Science
Ag-Equipment Operations/ Maintenance
Agriculture-Horticulture:
- Irrigation
- Landscape and Turf Management
- Retail Nursery Sales

Agriculture-Natural Resources
Automotive Technology
Automotive Chassis
Automotive Electrical-Electronics
Automotive Engine Performance
Automotive Heating-Air Conditioning
Automotive Engine Repair
Automotive Powertrain
Computer Aided Drafting Technology
Computer & Information Systems:
- Cisco Networking
- Computer Networking (CCNA)
- Web Design

Computer Maintenance
Construction Technology
Customer Service Academy
Diesel Technology
Dietary Service Supervisor
Early Childhood Education
ECE-Family Childcare
Engineering Technology
Firefighter 1 Certificate
Firefighter 2 Certificate
Fire Tech-Wildland Firefighter 1 Academy
Geographic Information Systems
Hospitality:
- Baking – Culinary Arts Emphasis
- Bartender – Culinary Arts Emphasis
- Dining Room Management – Culinary Arts Emphasis
- Dining Room Staff – Culinary Arts Emphasis
- Line Cook – Culinary Arts Emphasis

Hospitality Management:
- Winemaking and Marketing
- Culinary Arts Concentration

Hotel/Restaurant Management Concentration
Industrial Technology
Music
Nurse Aide/Home Health Aide
Nursing-Vocational Nursing
Office Administration:
- Administrative Office Assistant
- Administrative Office Professional
- Health Information Management

Retail Management
Theatre Arts
Watershed Restoration
Water/Wastewater Treatment
Welding

(pgs 77-78 of original document)

Strengths

- The District offers a broad range of career-technical education programs that were selected based on the local and regional workforce needs.
- In the Accountability Reporting for Community Colleges analysis for 2012, the successful course completion rate for students enrolled in career-technical education courses is 75%.
- A dual enrollment program in welding technology provides students with a seamless transition from high school to completion of the certificate to job placement.
- Health programs at the college enjoy high pass rates on certification exams.

Challenges

The following list identifies and provides background on challenges specific to the career-technical education component of the District's instructional program. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Increase the number of career-technical education students who successfully complete an associate degree, transfer requirements, and/or certificates*

  The benchmarks are:

  - Retention and successful course completion
  - Persistence
  - Success in completing skills courses
  - Rate of completing certificates and associate degrees
  - Transfer rate
  - Job placement rates

- *Maintain currency of career-technical education courses and programs*
- *Maintain costly career-technical education programs given reductions in state fiscal support*

The specific Institutional Objectives and Activities that will be undertaken to achieve these Institutional Goals will be described in the three-year *Shasta-Tehama-Trinity Joint Community College District Strategic Plans* and advancements related to achieving these Institutional Goals will be documented in annual progress reports.

Basic Skills

Description

The Shasta-Tehama-Trinity Joint Community College District offers students basic skills education to support their acquisition of the foundational skills in English, mathematics, English as a Second Language, and learning and study skills that are needed to be successful in college-level work. The basic skills component of the District's instructional program is in keeping with both the state community college mission and the District mission statement.

Basic skills courses may be either credit or noncredit; however, units earned in credit basic skills courses cannot be used to fulfill associate degree, certificate, or transfer requirements.

English: The District offers three credit non-degree applicable basic skills courses in reading and writing as well as three noncredit basic skills courses in adult

literacy. The English credit basic skills courses are from one to five levels below collegiate coursework and the three English noncredit basic skills courses are three levels below collegiate coursework. "College-level" means associate degree applicable as well as transfer-level.

Sites where courses are offered: ENGL 280 is offered via ITV at all sites. ENGL 348, 350, 260 and 270 are offered at Tehama only in addition to the main campus.

Access to basic skills support:

Main campus in Redding: workshops, one-on-one tutoring, and assistance in preparing papers in the Writing Center. Open access computer laboratory to write and edit papers with nearby tutoring support.

Tehama Campus: one-on-one tutoring by the Writing Center one day each week plus unattended open computer labs.

Trinity and Intermountain Campuses: writing assistance via the main campus Writing Center using fax, email and phone.

Mathematics: The District offers three mathematics credit non-degree applicable basic skills courses in basic mathematics and pre-algebra skills and one noncredit mathematics course. The mathematics credit basic skills courses are from one to four levels below collegiate coursework.

Sites where courses are offered: Courses are offered on-ground in Redding and Tehama, and via ITV to Trinity and Intermountain.

Access to basic skills support:

Main campus in Redding: one-on-one and group tutoring in the Math and Business Center. Open access computer laboratory equipped with mathematics course software that provides self-paced lessons.

Tehama Campus: one-on-one and group tutoring.

Trinity and Intermountain Campuses: one-on-one and group tutoring via ITV from the Math and Business Center.

English as a Second Language: All courses in English as Second Language are below college-level. The District offers five English as a Second Language credit non-degree applicable basic skills courses in oral communication and writing skills as well as seven English as a Second Language noncredit basic skills courses. The English as a Second Language credit basic skills courses are from one to four levels below collegiate coursework and the English as a Second Language

noncredit basic skills courses are four to seven levels below collegiate coursework. Students are placed into the appropriate English as Second Language course based on an assessment of their English language proficiency by the COMPASS ESL test.

Sites where courses are offered: Courses are offered in Redding and Tehama only.

Access to basic skills support:

Main campus in Redding: one-on-one tutoring in the Writing Center.

No tutoring available at the other sites.

Learning Skills: There is a noncredit course to account for hours in student tutoring and two noncredit courses designed to prepare students to pass the high school equivalency assessment (General Education Development test). In addition, there are two credit non-degree applicable courses that assist students with learning disabilities to improve mathematics and English skills.

Sites where courses are offered: Courses are offered in Redding and Tehama only.

Enrollment in credit basic skills courses accounts for about 3% of the total District enrollment.

Strengths

- The college offered Student Success Workshops in 2011-2012 which are often broadcast via ITV to other campus sites.
- Many students received one-on-one tutoring in 2011-2012.
- In the Accountability Reporting for Community Colleges 2012 analysis, the District's annual successful course completion rates for credit basic skills courses was equal to the statewide rate (64%). A second measure in the Accountability Reporting for Community Colleges is the improvement rate for credit basic skills courses which is defined as the rate of students who successfully complete a course in a basic skills sequence and who subsequently successfully complete a higher-level course in the same discipline within three years. On this measure, the District's improvement rate for credit basic skills courses has improved in recent years, from 52% to 57%, but is still below the statewide rate of 58%.
- The college has introduced curriculum innovations in the basic skills area, such as combining low level math courses.

Challenges

The following list identifies and provides background on challenges specific to the basic skills component of the District's instructional program. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Increase the placement of students into higher level courses*
- *Increase District-wide support for basic skills students*
- *Increase the number of students who successfully transition from basic skills courses to success in college-level courses in the same discipline*
- *Increase collaboration between instructional and student services programs that serve the same populations*

Distance Education

Description

The District extends higher education services to students throughout its 10,132 square miles of rural and mountainous terrain by using two distance education systems: interactive television and online instruction. Both methods of instruction provide faculty with the ability to maintain substantive contact, either synchronously or asynchronously, with students from a distance.

Interactive television: A class that originates at one campus site where a faculty member meets with students in a classroom is broadcast via television to interactive television classrooms at other District campuses. Students in the distant classrooms receive the sound and the picture live, and microphones at all student desks allow students to ask questions and participate in discussions with classmates at all other sites. Students at all sites are able to see all lecture and material including PowerPoint slides, films, and notes on a whiteboard. The faculty-to-student interaction is synchronous.

Online courses: Classes are created by faculty on a learning management system (currently Moodle), and students interact with the instructor via internet. The faculty-to-student interaction is asynchronous. Faculty and their deans monitor the interactions with students to ensure that the interactions are sufficiently substantive to fulfill the required course hours. In this method of instruction, course content is delivered entirely via the internet through postings, forums, web pages, and online books. Face-to-face meetings are not required although many faculty offer students opportunities for real-time chats online or office meetings. Hybrid courses are a variation of online courses in which faculty-to-student contact is both synchronous and asynchronous. Students meet with faculty members and their classmates each

week or several times a semester either in traditional classrooms or through interactive television and also meet with faculty members and classmates in an online classroom using a learning management system.

Both students and faculty have access to support for online and hybrid instruction. An online help site is available to students 24/7. Faculty who want to teach online and hybrid courses are required to first complete an online management system training course. After completion of the online course, trainers are available to assist faculty as needed with questions related to the learning management system. A District steering committee monitors currency and continuous improvement of distance education technology and delivery.

The District is a member of the Northeastern California Connect Consortium, a group of educational institutions and businesses. The purpose of the consortium is to extend broadband services to include the counties of Butte, Lassen, Modoc, Plumas, Shasta, Siskiyou, and Tehama. Five additional counties, including Trinity, will be served by the project as part of a comprehensive Northern California Broadband Plan.

Strengths

- Fifty-three percent of the District's students are enrolled in courses that are either fully online or hybrid online**.**
- Student success rates for interactive television and online courses (67% and 73% respectively) are close to the success rate of traditional courses as of fall 2011 (77%).
- Eighty-nine percent of online classes are transfer-level general education courses.
- Distance education complements rather than replaces the traditional method of delivering instruction. Nearly all students (94%) taking online courses also take traditional courses at the nearest site to their home.
- Faculty members teaching online and hybrid courses are required to complete training prior to accepting an assignment that includes online instruction and regular meetings of faculty and administrators on the distance education committee maintain the institutional dialogue on best practices for teaching online.
- Student Learning Outcomes by course are the same as in traditional delivery systems.

Challenges

The following identifies and provides background on challenges specific to distance education. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College*

District Strategic Plans.

- *Prioritize student retention in distance education courses*
- *Keep pace with changes in technology*
- *Ensure that distance education students have access to student services*

Student Services

Description

The District offers a range of student services to provide students with the support and guidance needed to achieve their educational goals.

> *The mission of Shasta College Student Services is to provide comprehensive high quality programs, services, and guidance, which contribute to the success of our students and empower them to make informed decisions to facilitate their learning and achieve their goals. (Adopted Student Services Council, 7/2007)*

The following support services are available to all students:

Admissions and Records: The Admissions and Records Office provides students with enrollment, registration, and transcript maintenance.

Assessment Center: The Assessment Center provides course placement assessments in mathematics, English, English as a Second Language, and chemistry.

Counseling*:* The Counseling Center offers students academic, career, and personal counseling.

Financial Aid: The Financial Aid Office connects students to state and federal financial assistance opportunities through literature available on campuses; office and college websites; on and off campus outreach events and workshops in English and Spanish; and individual appointments with students and their families.

Health and Wellness Center: The Health and Wellness Center provides care and assistance to students when illness, injury, physical or emotional issues interfere with academic and personal success.

Student Employment Center: The Student Employment Center provides job search assistance and guidance on employability tools and techniques to students seeking work either with the District or off campus.

Student Housing: The purpose of the residence hall program is to provide a safe and secure environment for students who choose to reside on campus.

Student Senate Clubs and Organizations: The Dean of Students' Office provides support and guidance for student organizations.

Transfer Center: The Transfer Center assists students in matriculating to a four-year college or university.

The following support services provide unique types of support to students with special needs:

Disabled Students Programs and Services (DSPS): The DSPS program provides support services and instruction to students with disabilities.

Extended Opportunity Program and Services (EOPS)/Cooperative Agencies Resources for Education (CARE): Both of these specially funded programs facilitate educational success for financially and educationally disadvantaged students.

TRiO Programs

Educational Talent Search: The Shasta College Educational Talent Search Program assists local high school students who have the desire and potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to a postsecondary institution of their choice.

Upward Bound: Upward Bound is a federally funded program designed to prepare and motivate high school students for success in post-secondary education. Upward Bound helps strengthen student academic skills, assists with personal growth, increases post-secondary and career options, and helps students stay focused on educational goals.

International Students' Program: The international students program recruits students from other countries; assists them in adjusting to the campus and local community; and supports their academic progress. The program also provides the District's local students with opportunities to study abroad.

Puente Program: The mission of the Puente Program is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.

At present, the student population does not warrant establishing the full complement of student services at each of the District's five permanent sites. Students have access to all student services on the main campus in Redding. Students across the District have online access to orientation, counseling, registration, and financial aid applications.

Strengths

- The District provides a wide range of services to support students' achievement of their educational goals.
- Many student services, such as registration, counseling and orientation, are available online which extends access across the District's large geographic area.
- The level of support provided financial aid services has kept pace with increased student need; in the past five years, the proportion of students receiving financial aid has increased significantly, from 31% to 52%.
- The District participates in strong K-12 collaborations with local middle schools and high schools through programs such as Gear-up, Upward Bound, Talent Search, and College Options, and through the provision of website resources for high school counselors.

Challenges

The following identifies and provides background on challenges specific to the District's student services. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Make local adjustments as required by state-level changes*
- *Create comparable student access to student services across the District*

Library

Description

Library faculty and staff teach information competency skills and maintain research resources for students, faculty, and staff. Support for students includes one-on-one instruction on research skills at the Reference Desk, access to computers during library hours; and materials available via the internet during all hours to students with library card access. Support for students includes training on information competency skills tailored to class assignments. The library is available to community residents in the tri-county area over the age of 18.

The recently renovated library facility on the main campus in Redding features individual seating for 240, including five group study rooms, one small meeting room, 40 public computers, and a Library Instruction Center with 39 additional computer workstations. The primary services of the library include curriculum support, library instruction, the provision of study space, and interlibrary loans. The library provides multiple learning options such as group study areas, quiet study areas, audio and visual tools, closed captioned video materials, audio materials, and equipment for students with learning disabilities.

The library serves students across the District by visiting distant sites as requested and by providing online resources such as access to the collection, eBooks, periodical databases, streaming video, virtual reference assistance, and online library card applications.

Strengths

- The library provides a range of services to students and faculty across the District both on-site and online, including interlibrary loans and remote site lending.
- By centralizing resources, the library integrates resources across departments and disciplines to maximize student access and minimize duplication of financial resources.
- Program reviews, annual statistics, and library satisfaction surveys show evidence that the library delivers adequate services and resources using new

technology for students on campus and via online access to our District, including offering online resources.

- The library's collection includes 70,001 print titles, 26,781 eBooks, 4,230 audiovisual titles, and over 40 electronic databases. Library satisfaction survey results consistently indicate that 70% or more users agree or strongly agree that print and online resources are sufficient; only 2-6% of users are dissatisfied.
- The library collection supports GE/Transfer, CTE, and Basic Skills programs across the curriculum. Library instruction occurs in classes supporting all three segments. In 2011-12, 72% of library instruction sessions occurred in GE/Transfer classes; 25% in CTE classes, and 3% in Basic Skills classes.

Challenges

The following identifies and provides background on challenges specific to the District's library services. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Making local adjustments as required by changes in information sources and technology*
- *Creating comparable student access to library services across the District*

Community Engagement and Workforce Development

Description

Shasta College currently has a number of initiatives to promote community engagement and workforce development. One vehicle for community engagement in 2012 is the Shasta College Center for Community Engagement (SCCCE), which provides a variety of community engagement opportunities including service learning projects, one-time volunteer activities and "SCCCE Presents," an ongoing series of educational talks, film screenings and panel presentations open to the public. The Center's mission is to foster a learning community through students' participation in civic engagement in both local and global communities. In this way, the Center contributes to the District's effectiveness in meeting its mission by providing educational opportunities that "improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills." The service learning and volunteer projects expand students' education by providing real world experiences and the students' involvement in the community enriches the region socially and culturally.

Research on the benefits of service learning and other community engagement strategies to students and communities inspired the establishment of the Center in

2007. The documented benefits of community/civic engagement include:

- Empowering students to be agents of change in the social, economic, political realities of their lives, their communities and beyond;
- Making education a transformative and deeply relevant force in students' lives;
- Emphasizing the teaching and practicing of democracy for advocacy and change through community-based learning and collaboration;
- Embracing the cultural and social contexts of students as learners representing different ways of knowing, understanding and experiencing; and
- Fostering a democratic environment in our interactions with each other and in our efforts for institutional change.

The Center's activities are guided by an advisory board composed of all stakeholders including faculty, administration, students, community partners, and K-12 representatives. These opportunities for student engagement in the community through service learning and volunteering are the result of officially partnering with community organizations; training for both faculty and community partners; volunteer fairs; and community outreach.

The Economic and Workforce Development Division was established to enhance the economic and workforce well being of the District and the region by strengthening the workforce.

The Division delivers technical assistance described in the following list to small businesses and emerging entrepreneurs, serving as a regional hub of 11 counties in Northern California.

The Small Business Development Center offers assistance to business clients in a confidential, one-on-one relationship. Consultants offer their guidance and expertise to help build better businesses and also special programs for start-up businesses.

The Business Entrepreneur Center is a network of Community College professionals working in strategic partnerships with businesses, industry and community organizations to identify and meet California's economic development needs in the areas of business improvements and entrepreneurship training.

Business and Industry Training provides training and not-for-credit offerings as needed by local and regional businesses and industries, such as training on alternative energy and sustainability.

The Youth Entrepreneurship Program (YEP) provides a unique combination of trainings and seminars aimed at young people between the ages of 14 and 27.

Strengths

- The Center for Community Engagement was created by and continues to be advised by representatives of all stakeholders: community partners, students, faculty, and K-12 representatives.
- The community engagement program maintains strong community volunteer support and is driven by ongoing student interest and demonstrated benefit to them and their community.
- The Economic and Workforce Development division is able to be immediately responsive to local and regional business and industry needs. As new and emerging areas, such as renewable energy, present themselves, EWD has the infrastructure to respond. EWD is equipped with the necessary resources and can provide training (short-term and long-term) through credit education or contract offerings.
- Economic and Workforce Development is primarily grant funded. In the past five years, Economic and Workforce Development has secured approximately $8 million in grant funds and non-competitive allocations from federal, state and local agencies to provide programs and services to strengthen the regional workforce of the service area.
- Not-for-Credit course offerings through Business & Industry Training (Community Education and Contract Education) have expanded educational programs to the service area.
- The Economic and Workforce Development division is a central link between the District and local and regional businesses and industries.

Challenges

The following identifies and provides background on the challenge that is specific to the Center for Community Engagement and the Economic and Workforce Development division.

- *Establish a sustainable Center for Community Engagement*
- *Instability of funding for grant opportunities*
- *More fully integrate both the Center for Community Engagement and Economic and Workforce Development services with instructional programs*

Conclusions and Recommendations

Intention of the Educational Master Plan

For the next 18 years, this Educational Master Plan (EMP) will serve as the chief planning document for the District, informing other master plans such as the Facilities Master Plan, Technology Plan and Staffing Plan. By having widespread involvement in creating and revising the plan, the entire college community has ownership of the EMP and investment in implementing it. The information contained in the first four chapters has been used to develop the Institutional Goals and Institutional Objectives, which will guide the development of area-level initiatives.

Because the integrated planning process at Shasta College is cyclical, as the areas develop initiatives and these are assessed annually, more critical information will be gathered to help clarify the Institutional Goals and Objectives. Most important, all areas and staff will work toward a shared vision of the District in 2030.

Conclusions Based Upon Programs and Services Section

The following broad conclusions can be reached based on the information contained in Chapter 4 – Programs and Services:

- The District has a strong general education component and should develop more transfer degrees and opportunities.
- Student success and retention rates are traditionally high, indicating quality in the instructional and student services areas.
- Persistence from one semester or academic year to the next is low and needs to be addressed.
- The District currently supports a number of career-technical education programs and needs to focus on increasing graduation and employment rates as well as to adjust to declining state revenues.
- Finding outside sources of funding for career-technical education programs would help sustain them.
- In basic skills, success and improvement rates are high, but few students progress from basic skills to transfer-level courses.
- More support for basic skills students is needed, especially at the extended education sites.
- The number of students taking online courses and overall number of

sections is growing, but online student services have not kept pace.

- The District's online success rates are approaching the level of those of traditional classes.
- Online instruction is essential to reach all parts of the District, although broadband access is not yet available across the entire geographic area.
- The District has a wide range of student services available for a variety of student populations.
- One strength in the student services area is the collaboration with K-12 schools either individually or as part of a consortia.
- The library has made strides in improving access to its services for students and could increase the technology-based information that it provides.
- The District values the community engagement program and would like it to expand pending its ability to be financially self-sufficient.
- The Economic and Workforce Development division needs to be better aligned with career-technical education programs to increase its own sustainability and assist those programs in responding to community needs.

Common Themes

Some common themes have emerged in the first four chapters of this plan that indicate a need for attention by the District. These are listed below in order to guide future discussion:

- Growing Need for Technology Support: In relation to both student services and serving a large district, the requirement that more services move online to provide access for students is mentioned. In addition, the desirability of having more classes and/or information within classes online is a component of the instructional plan.
- Accessibility for All Potential District Students: Along with online solutions, the District should investigate other strategies to improve access to instruction and student services throughout the District.
- Integration of Student Services and Instruction: In order to meet graduation goals and benchmarks such as basic skills completion, instruction and student service personnel and programs will need to increase collaboration and find innovative ways to help students succeed.

- Fiscal Sustainability: Given the challenging budget situation in California which is likely to continue for some time, many areas of the college – such as career- technical education and community engagement – may be forced to find alternate funding sources in order to continue and/or expand.

In addition to the Common Themes arising from Chapter 4 identified above, the District has identified the following concerns based on a comprehensive review of the EMP:

- In order to assist in addressing the needs outlined in this Educational Master Plan, the District should investigate the creation of a centralized grants office which would help assure that grants being pursued are aligned with the District mission and its Institutional Goals.
- As the funding levels of the state change and in anticipation of the District needing to generate full time equivalent students (FTES) to capture funding restoration or growth funding in the future, the District should examine the timing of restoring funding for marketing and recruitment activities that have been curbed in recent years.
- The District should be a leader in collaborating with local agencies and organizations to plan for long term investments into increasing the local higher education opportunities for the region's citizens.

Other District Plans

With the completion of this Educational Master Plan, the District is now prepared to move forward on the following plans:

- Facilities Master Plan
- Staffing Plan
- Technology Plan
- Enrollment Management Plan

Initial steps in the creation or updating of each of these plans will take place in 2012-2013.

The most critical of these plans is the Facilities Master Plan. The District's Facilities Planning Committee is an integral part of the college's planning model and will be responsible for the development and submission of the Facilities Master Plan for District approval.

As part of that planning model, the Committee's role will continue to:

- Assess the effective use of physical resources
- Provide recommendations to the College Council and Budget Committee
- Ensure facility planning is participatory and comprehensive
- Assure integration of facility planning in the District-wide planning process

The Facilities Master Plan, using existing space inventory, various assessment tools, projected space needs, EMP data, and established planning principles, will identify a plan for the upgrading of the current campuses and the eventual organization of a multi-college district when the Tehama Campus becomes Tehama College. Planning principles, priorities, and factors will then become the strategic indicators and will be integrated into a Facilities Dashboard that presents relevant information in a succinct, visual format.

From the Facilities Master Plan and the consideration of Annual Area Plans/Program Reviews prepared by the campus constituencies, the Facilities Planning Committee will recommend facility-related priorities within the District. Implemented over time and guided by the District's planning principles, the Facilities Master Plan will provide a framework while allowing flexibility to respond to opportunity.

Implementing the Educational Master Plan

The Educational Master Plan will be implemented via three-year Strategic Plans that identify Institutional Objectives and Activities to support them. It will remain the constant in the integrated planning cycle for the next 18 years and as such, will guide and shape the other elements of the planning process. In particular, evaluation of institutional effectiveness and resource allocations should be shaped by the Educational Master Plan. Should there be an external change driving a change in the college's mission which renders a portion or all of the Institutional Goals inapplicable, the Educational Master Plan may be revised or rewritten prior to the 18 year horizon of this plan.

This plan will also be implemented by individual areas and programs as they create annual initiatives that connect to the Institutional Goals. The information contained in the Educational Master Plan will be a resource for all areas of the college as they develop their individual plans and assess their effectiveness.

Shasta-Tehama-Trinity Joint
Community College District

Educational Master Plan 2012-2030

Shasta College (Main Campus)
11555 Old Oregon Trail
P.O. Box 496006
Redding, CA 96049-6006

Health Sciences and University Center
1400 Market Street
Redding, CA 96001

Intermountain Campus
37581 Mountain View Road
Burney, CA 96013

Tehama Campus
770 Diamond Avenue
Red Bluff, CA 96080

Trinity Campus
30 Arbuckle Court
Weaverville, CA 96093

Shasta College
www.shastacollege.edu

The following material is excerpted from the full text of the
Shasta- Trinity-Tehama Joint Community College District

Educational Master Plan
2012-2030

This document is modified for use by the Enrollment Management Committee

Background

(pgs 6-10 of original document)

The District Today

The Shasta-Tehama-Trinity Joint Community College District is a single-college district governed by a seven-member locally elected Board of Trustees and a non-voting Student Trustee.

The District offers four associate degrees for transfer to the CSU system; a University Studies transfer degree with 24 areas of emphasis; a transfer degree in Music; a General Studies associate degree with 22 areas of emphasis; 30 associate degrees primarily in career-technical areas; and 51 certificates that address the needs of employers. Through courses offered at the main campus, off-campus sites, and via distance education, the District served 14,040 individual students or 7,920 full-time equivalent students in both credit and non-credit courses in 2010-2011.

The District offers a wide range of instructional programs and support services, including open access computer laboratories, counseling, tutoring, financial aid, performing arts and athletic events, student activities, veterans' services, lecture series, workshops, and art exhibits. For many years, the District has provided opportunities for the community to experience myriad cultural events, such as live performances, that might not otherwise have come to Redding. In 2012, 17 different intercollegiate athletic teams participated in state competitions, ranging from football to swimming and diving.

The ethnic/racial mix throughout the District has remained stable, with the white population making up 75-80% of the total. Projections show that the proportions are not expected to change significantly over the next 18 years, with the exception of a growing Latino population in Tehama County.

Given the breadth of the District's boundaries, there are extensive offerings in distance learning online and through Interactive Television. The facilities expansion and improvements described in the previous section upgraded and expanded the Interactive Television system, which now provides the means to schedule courses at up to five

locations throughout the District taught by a single instructor. Online offerings have increased, yet the District does not yet have broadband access for all of its potential students.

Articulation agreements with the University of California and California State University systems as well as many private universities facilitate students' transfer. CSU Chico offers options to complete select BA degrees and an MBA at the Health Sciences and University Center at the Downtown Redding Campus.

National and State Context

National Context

The projections of research indicate a strong need for an increased number of college graduates readied for the workforce. Discussions about the preparedness of students in the United States focus on two main issues: the ability of the United States to meet the leadership demands of a global economy; and the need for the United States to increase the educational degree completion rates to prepare the workforce to meet these demands. In 2006, Secretary of Education Margaret Spellings called for changes in higher education policy to meet the global challenge presented by other countries leading the United States in educating more of their citizens. Currently, United States' citizens do not complete higher education degrees at a rate consistent with workforce needs into the future, and that trend will continue and intensify if no remedy is found. For example, the Georgetown University Center on Education and the Workforce projects that the nation's higher education institutions will award 19 million degrees by 2018, but that this is three million degrees short of what the workforce is projected to need. In 2010, the United States was ranked tenth among developed countries in the percent of adults ages 25 to 34 holding an associate degree or higher (Kelly, 2010). The 2008 college attainment rate in the United States was 37.9 percent and, according to the Lumina Foundation, must rise to 60 percent by 2025 to regain the global lead in college attainment rankings. The Lumina Foundation asserts that at current rates of improvement, the United States will achieve a college attainment rate of 46.6 percent by 2025 and will lack 25 million graduates. According to the Lumina Foundation's third in a series of reports on college attainment (*A Stronger Nation through Higher Education*, 2012), the nation's rate rose to 38.3 percent in 2010. This is not enough improvement to meet the 60 percent goal needed by 2025 to meet employment demand. Additionally, the Public Policy Institute of California asserts that at current rates, California will have a shortfall of one million college graduates by 2025. In 1960,

California ranked 8th in the nation in the share of 25- to 34-year-olds holding bachelor's degrees, but in 2006 was ranked 23rd (Johnson & Sengupta, 2009).

In 2009 at Macomb Community College in Warren, Michigan, President Barack Obama announced his call to strengthening America's community colleges through the American Graduation Initiative. This initiative challenges the United States to improve its proportion of adults earning bachelor's and associate's degrees. Within this initiative, President Obama expects community colleges to participate in reclaiming the global lead in educational attainment by producing five million additional graduates by the year 2020. Further, the National Governors Association, through its Complete to Compete Task Force, points out the need for increased college completion to meet workforce demands. It also calls for developing a series of best practices in policy which help increase completion, and calls for common higher education completion and productivity measures across the fifty states.

State Context

As the nation's largest system of higher education, the California Community College system plays a major role in working toward achieving national goals. Approximately 25% of community college students in the United States are enrolled in California's 112 community colleges. Although once viewed as the nation's leader in higher education, California's higher education system now needs improvements. One solution called for by the Public Policy Institute of California is to increase transfer rates from community colleges to the California State University and University of California schools. The Little Hoover Commission's report (*Serving students, Serving California: Updating the California Community Colleges to Meet Evolving Demands*, 2012) suggests potential policy changes for California's community colleges. These potential changes include fundamental changes such as moving towards outcome based funding, increasing the power of the Chancellor's Office over locally controlled districts, and locating all adult education in the community college system under basic skills offerings. Similarly, in a report evaluating California's educational master plan in its fiftieth anniversary year, the Legislative Analyst's Office calls for improving outcomes in California's higher education systems through better coordination of goal-setting and policy leadership (2010). Calls for policy changes are also echoed in reports from the Institution for Higher Education Leadership and Policy, such as in the report *The Grades are in—2008: Is California Higher Education Measuring Up? (2009).*

The California Community College system's response to these kinds of calls for improvement include the Community College League of California's *Commission on the*

Future report, published in 2010, which focuses on the system doing its share in meeting the national goal of increasing the number of adults holding a certificate or degree. Specifically, this translates to 1,065,000 additional degrees and certificates being awarded in California by the year 2020. Additionally, the report calls for closing the gaps in participation and achievement among the wide variety of socioeconomic and demographic groups served by the system. A second major system-wide initiative, the Student Success Task Force, completed its report *Advancing Student Success in California Community Colleges* in late 2011. The report contains 22 recommendations for improving student success state-wide. It asserts that "together, the recommendations . . . will improve the effectiveness of the community colleges and help more students attain their educational objectives" (p. 6). Some of the recommendations will require additional funding, others will require the legislature to pass changes to California's Education Code, and others will be able to be implemented locally by the 112 colleges. Similar to the *Commission on the Future* report, the Student Success Task Force calls for the co-equal goals of increasing student success while "closing achievement gaps among historically underrepresented students" (p. 7).

Public education in California is in the midst of the largest decline in fiscal support in its history. California community colleges have experienced cuts in funding through the guise of "workload reductions" since 2007 which effectively limits the open access mission of the system by lowering the number of students for which the state provides funding. Workload reductions have resulted in a 9.8% decrease in funding of students since 2007-08, and potential cuts for 2012-13 that would reduce workload funding an additional 6.4%. California's community college system has received $809 million in funding cuts since 2007-08 while at the same time has received 0% of the calculated 15.8% in cost of living adjustments for five years. An additional $300 million in cuts is possible for 2012-13. The Public Policy Institute of California asserts that the current reductions in funding for California's public higher education systems is exacerbating the current skills gap in California's workforce, specifically stating that "without concerted effort to improve college attendance and graduation in California, the state's economic and fiscal futures will be much less bright" (Johnson & Sengupta, 2009).

Significant challenges with the state budget crisis in California impede the efforts of all the higher educational institutions to serve the students, the community, and the labor markets with curricular and program innovations to 2030. Higher education must adjust to meet the specific demands of a service-based economy, such as health, business management, and technology, a shift away from the needs of industries that determined curriculum and programs in the recent past.

It is in this context that the district is planning for the next 18 years. The increase of student success in basic skills, career technical, and transfer education is at the heart of this plan and the institutional goals. The institutional goals also emphasize improving services to students and educational opportunities through partnerships and engagement with the communities being served to support efforts at increasing student success.

Chapter 2
Profile of the District's Community and Students

(pgs 14-18 of original document)

Introduction

Population Trends and Demographics

Exhibit PT2: Current and Projected Population for Shasta, Tehama, and Trinity Counties by Age

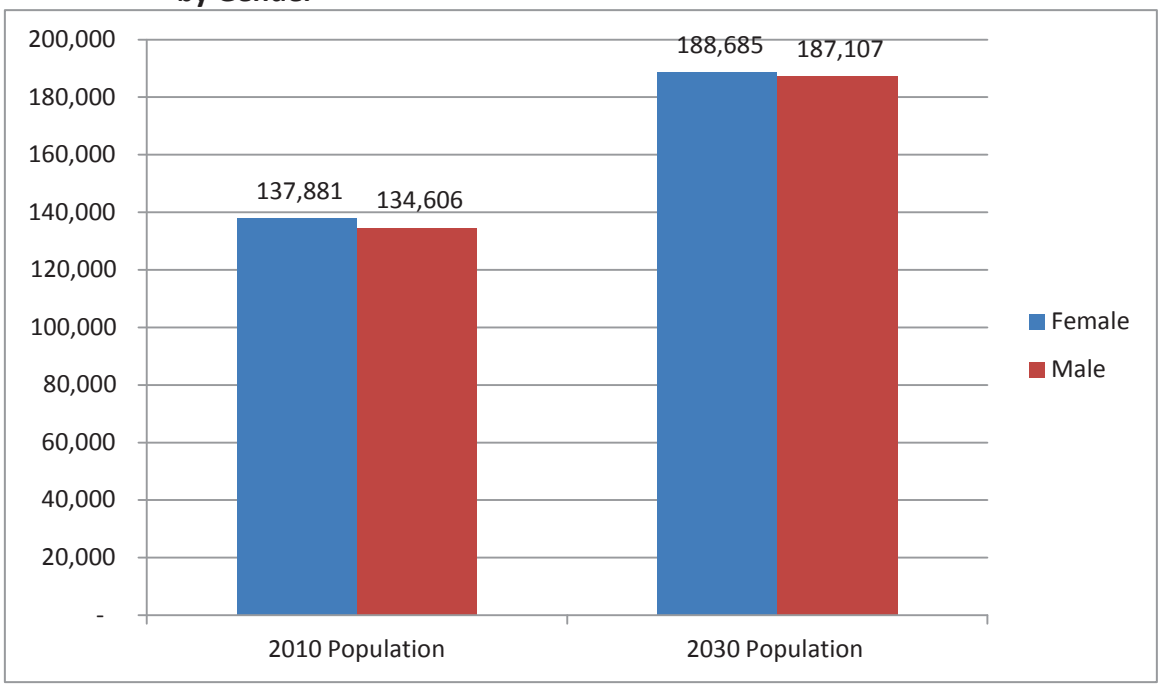
Shasta County					
Ages	**2010 Population**	**% of Total Population**	**2030 Projected Population**	**% of Total Projected Population**	**2010 to 2030 Growth**
14 and younger	34,414	18%	47,235	18%	37%
15-19	14,157	7%	17,380	7%	23%
20-24	15,163	8%	16,344	6%	8%
25-39	31,802	17%	45,324	17%	43%
40-54	39,738	21%	50,843	20%	28%
55 and older	56,448	29%	83,053	32%	47%
Total	**191,722**	**100%**	**260,179**	**100%**	**36%**

Tehama County					
Ages	2010 Population	% of Total Population	2030 Projected Population	% of Total Projected Population	2010 to 2030 Growth
14 and younger	12,223	19%	18,587	20%	52%
15-19	5,034	8%	6,481	7%	29%
20-24	5,527	8%	6,315	7%	14%
25-39	12,205	19%	18,390	20%	51%
40-54	12,823	20%	18,316	20%	43%
55 and older	17,781	27%	25,388	27%	43%
Total	**65,593**	**100%**	**93,477**	**100%**	**43%**
Trinity County					
Ages	2010 Population	% of Total Population	2030 Projected Population	% of Total Projected Population	2010 to 2030 Growth
14 and younger	2,173	14%	3,685	17%	70%
15-19	1,054	7%	1,445	7%	37%
20-24	1,118	7%	1,306	6%	17%
25-39	1,985	13%	3,442	16%	73%
40-54	3,147	21%	4,248	19%	35%
55 and older	5,695	38%	8,010	36%	41%
Total	**15,172**	**100%**	**22,136**	**100%**	**46%**
Tri-County Total	**272,487**		**375,792**		**38%**

Source: State of California, Department of Finance, Demographic Research Unit, Population Estimates 2010–2030.

- The population for the three counties combined is projected to grow 38% over the next twenty years, with the absolute number of residents projected to increase in each age cohort.
- In Shasta County the proportion of the people in each age cohort is relatively stable, with a slight decrease in the proportion of people in the traditional college-going age cohorts (ages 15-19 and 20-24) offset by the slight increase in the proportion of people 55 and older. In both Tehama and Trinity Counties the increased proportion of the people in the traditional college-going age cohorts (15-19 and 20-24) is offset by the increased proportion of people 14 and younger. In Trinity County, the increased proportion of people between 25 and 39 is offset by the decreased proportion of people aged 44 and older.
- In each county the age cohorts with the lowest projected growth rates are in the traditional college-going age cohorts (ages 15-19 and 20-24).

Exhibit PT3: Current and Projected Population for Shasta, Tehama, and Trinity Counties by Gender



Source: State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2000–2050. Sacramento, CA, July 2007.
http://www.dof.ca.gov/research/demographic/data/race-ethnic/2000-50/

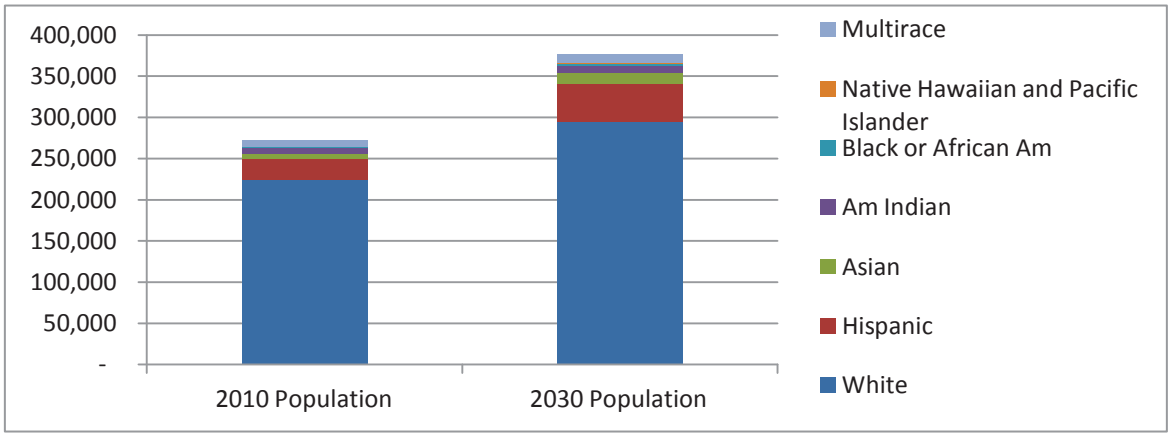
- The gender balance in the current population for the three counties is projected to continue over the coming 20 years.

Exhibit PT4: Current and Projected Population for Shasta, Tehama, and Trinity Counties by Race/Ethnicity

Race/Ethnicity	2010 Population		2030 Population		20-Year Change	
	Number of Residents	% of Total Population	Number of Residents	% of Total Population	Total Change	Change in % of Total Population
White	223,868	82%	294,171	78%	70,303	-4%
Hispanic	25,988	10%	46,721	12%	20,733	2%
Asian	6,291	2%	13,317	4%	7,026	2%
American Indian	6,700	2%	9,149	2%	2,449	0%
Black or African American	1,816	1%	2,443	1%	627	0%
Native Hawaiian and other Pacific Islander	261	<1%	334	<1%	73	0%
Multi-race	7,563	3%	9,657	3%	2,094	0%
Totals	**272,487**		**375,792**		**103,305**	

Source: State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2000–2050. Sacramento, CA, July 2007. http://www.dof.ca.gov/research/demographic/data/race-ethnic/2000-50/

- The total population is projected to grow 38% over the next twenty years with the absolute number of residents projected to increase in each racial/ethnic cohort. The largest numerical increase among non-white groups will be in the Hispanic population, with more than 20,000.
- In the tri-county area there is a slight shift in the proportions of the people who identify themselves as White, Hispanic, and Asian. Over the next 18 years the decreased proportion of people who identify themselves as White is offset by the increased proportion of people who identify themselves as Hispanic and Asian. See chart below.



(pg 21-45)

Exhibit PT7: Highest Educational Attainment for the Adult Population by County

	Shasta County	Tehama County	Trinity County	DISTRICT estimate	CA
Population 25 years and over	**120,092**	**41,177**	**10,228**	**171,497**	**23,497,945**
Less than 9th grade	3%	8%	2%	4%	10%
9th to 12th grade, no diploma	9%	12%	8%	10%	9%
High school graduate (includes equivalency)	27%	31%	28%	28%	22%
Some college, no degree	31%	30%	32%	31%	22%
Associate's degree	10%	7%	10%	10%	8%
Bachelor's degree	14%	9%	15%	13%	19%
Graduate or professional degree	6%	4%	4%	6%	11%
Summary by County					
Percent high school graduate or higher	88%	80%	90%	86%	81%
Percent bachelor's degree or higher	20%	13%	20%	18%	30%

Source: U.S. Census Bureau, 2006-2010 American Community Survey
http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

- Based on the summary, the percentage of residents in all three counties who reached the level of "high school or higher" exceeds or is comparable to the statewide percentage. However, a lower percentage of residents in all three counties reached the level of "bachelor's degree or higher" compared to the statewide percentage.
- In 2010, in the tri-county area approximately 100,496 residents over age 25 (58% of Shasta County, 60% of Tehama County, and 60% of Trinity County) are likely candidates for completing a degree at a community college. The highest educational attainment for these people is a high school diploma and/or some college, but they have not earned an associate degree or higher.

Exhibit PT8: Public High School Graduation Rates by County 2009-2010

Anderson Union High	82.80
Fall River Joint Unified	88.80
Gateway Unified	92.00
Redding Elementary	96.00
Shasta County Office of Education	16.10
Shasta Union High	93.00
Shasta County Total:	85.20
Corning Union High	91.30
Los Molinos Unified	88.20
Mineral Elementary	46.00
Red Bluff Joint Union High	84.70
Tehama County Office of Education	10.30
Tehama County Total:	81.20
Mountain Valley Unified	96.40
Southern Trinity Joint Unified	85.70
Trinity Alps Unified	94.30
Trinity County Office of Education	36.40
Trinity Union High	n/a
Trinity County Total:	89.50
State Total:	80.50

Source: California Department of Education, DataQuest http://dq.cde.ca.gov/dataquest/dataquest.asp

Employment Trends

The Shasta-Tehama-Trinity Joint Community College District relies on multiple sources for local and regional labor market information. The District subscribes to Economic Modeling Specialists Inc. (EMSI) for real-time local labor market analyses including data tools, projections, and GIS mapping of local businesses by industry or occupation. We also use the state Employment Development Department (CA EDD) web tools to supplement EMSI findings and further investigate specific career pathways for our students. The Centers of Excellence (COE) also provide research reports on high-growth, emerging and economically critical industries and occupations across the state. The District participates in the Northern Rural Training and Employment Consortium (NoRTEC) which provides semi-annual reports on industry clusters by county. We also participate in statewide and regional research projects related to improving Career Technical Education with support from the North Far North Consortia and the Research and Planning Group (RP Group).

Current studies from the Centers of Excellence identify four industries that have strong potential for future growth and employment: Transportation, Allied Health, Water, and Information and Communications Technologies (see http://www.coeccc.net/products_industry_studies.asp). CA EDD and other resources have information on energy efficiency and the "green economy" including solar and wind energy. EMSI also provides specific reports on "green jobs" for our region.

Exhibit EP1: Labor Force and Unemployment Rates by County, June 2012

June 2012 Unemployment Rate and Labor Force	Labor Force	Number of Employed	Unemployment	Unemployment Rate
Shasta County	84,700	73,700	11,100	13.1%
Tehama County	25,320	21,660	3,660	14.4%
Trinity County	4,990	4,200	780	15.7%

Source: California EDD, local area profiles, www.labormarketinfo.edd.ca.gov.

The following table shows occupations with fastest job growth by county from CA EDD.

Exhibit EP2: Fastest Growing Occupations by County, June 2012

Occupations with Fastest Job Growth (% change) for Shasta County

Occupation	Estimated Year - Projected Year	Employment		Employment Change	
		Estimated	Projected	Number	Percent
Power Plant Operators	2008 - 2018	60	90	30	50.0
Water and Liquid Waste Treatment Plant Workers	2008 - 2018	90	130	40	44.4
Personal and Home Care Aides	2008 - 2018	1650	2350	700	42.4
Home Health Aides	2008 - 2018	560	790	230	41.1
Information Security Analysts, Web Developers, and Computer Network Architect	2008 - 2018	50	70	20	40.0

Occupations with Fastest Job Growth (% change) for North Valley Region (including Tehama County)

Occupation	Estimated Year - Projected Year	Employment		Employment Change	
		Estimated	Projected	Number	Percent
Woodworkers	2008 - 2018	130	300	170	130.8
Human Resources, Training, and Labor Relations Specialists, All Other	2008 - 2018	30	50	20	66.7
Purchasing Agents and Buyers, Farm Products	2008 - 2018	20	30	10	50.0
Health Educators	2008 - 2018	20	30	10	50.0
Family and General Practitioners	2008 - 2018	20	30	10	50.0

Occupations with Fastest Job Growth (% change) for Northern Mountains Region (including Trinity County)

Occupation	Estimated Year - Projected Year	Employment		Employment Change	
		Estimated	Projected	Number	Percent
Information Security Analysts, Web Developers, and Computer Network Architect	2006 - 2016	60	90	30	50.0
Software Developers, Applications	2006 - 2016	80	120	40	50.0
Physical Therapist Aides	2006 - 2016	50	70	20	40.0
Gaming Dealers	2006 - 2016	50	70	20	40.0
Pharmacy Technicians	2006 - 2016	160	220	60	37.5

Source: California EDD, local area profiles, www.labormarketinfo.edd.ca.gov.

In Shasta County, Power Plant Operators, Water Waste Treatment Workers, Home Health Aides, and Information Security Analysts are the fastest growing occupations. In Tehama County, Woodworkers, Human Resources Technicians, Retail (purchasing agents), and health care are the fastest growing occupations. In Trinity County, Information Technologists, Physical Therapists, and Pharmacy Technicians are the fastest growing occupations.

Exhibit EP3: Projections of Jobs by Industry for Northern California 2011 to 2021

Industry by NAICS Code	2011 Jobs	2021 Jobs	Change	% Change	2011 Avg. Annual
Health Care and Social Assistance	45,207	60,869	15,662	35%	$ 46,578
Other Services (except Public Administration)	27,820	36,692	8,872	32%	$ 19,307
Professional, Scientific, and Technical Services	17,395	24,815	7,420	43%	$ 35,811
Retail Trade	41,074	48,272	7,198	18%	$ 27,722
Accommodation and Food Services	24,329	31,452	7,123	29%	$ 17,017
Government	69,638	75,222	5,584	8%	$ 54,932
Administrative and Support and Waste Management and Remediation Services	14,968	18,402	3,434	23%	$ 22,703
Construction	18,438	20,783	2,345	13%	$ 35,344
Wholesale Trade	6,880	9,053	2,173	32%	$ 45,085
Finance and Insurance	14,364	15,996	1,632	11%	$ 44,572
Arts, Entertainment, and Recreation	7,337	8,843	1,506	21%	$ 14,343
Educational Services (Private)	4,178	5,681	1,503	36%	$ 19,635
Real Estate and Rental and Leasing	16,178	17,068	890	6%	$ 17,050
Mining, Quarrying, and Oil and Gas Extraction	888	1,279	391	44%	$ 34,900
Unclassified Industry	860	894	34	4%	$ 51,064
Utilities	1,866	1,680	(186)	-10%	$ 134,580
Management of Companies and Enterprises	1,505	1,293	(212)	-14%	$ 71,330
Transportation and Warehousing	9,377	9,098	(279)	-3%	$ 44,658
Agriculture, Forestry, Fishing and Hunting	21,764	21,045	(719)	-3%	$ 33,217
Information	3,760	2,869	(891)	-24%	$ 42,638
Manufacturing	15,159	11,277	(3,882)	-26%	$ 46,576

Source: EMSI Complete Employment - 2012.1. County Areas: Butte, California (6007), Del Norte, California (6015), Glenn, California (6021), Humboldt, California (6023), Lassen, California (6035), Modoc, California (6049), Plumas, California (6063), Shasta, California (6089), Siskiyou, California (6093), Tehama, California (6103), Trinity, California (6105). This report uses state data from the following agencies: California Labor Market Information Department.

The above table compares the job outlook for 2011 to 2021 within eleven counties in Northern California. The table is ranked (sorted) by industries with the highest number of new jobs projected over the next ten years.

- The highest growth areas are in Health Care, Services other than public administration, Retail Trade, and Accommodation/Food Services (hotels and restaurants). Although fewer total jobs are projected, there is a 44% increase in projected jobs for natural resources (mining, quarrying, and oil/gas extraction), a 36% increase in projected jobs for Educational Services and a 32% increase within the Wholesale Trade industry, and a 43% increase in Professional, Scientific and Technical Services.

- Real Estate shows a small increase of 5.5% projected jobs in the next ten years. Six industries show a decline in jobs for the same period: Transportation and Warehousing, Agriculture, Utilities, Management, Information, and Manufacturing. Two of these (Utilities and Management) are the highest paying industries in the region; however, they have declining numbers for job projections.

- Health Care shows the highest wages and growth potential for the region. Finance and Insurance also pay well, with fewer projected jobs by 2021. Salaries for jobs in Services, Real Estate, Accommodations/Food Services, and Arts/Entertainment are all below a living wage for our region.

Student Characteristics

Exhibit SC1: Students by Age

Age	Fall 2007		Fall 2009		Fall 2011	
	Unduplicated Headcount	% of Total	Unduplicated Headcount	% of Total	Unduplicated Headcount	% of Total
15 and younger	46	<1%	38	<1%	34	<1%
15 - 16	285	3%	310	3%	131	1%
17 - 19	2,885	28%	3,339	29%	3,150	31%
20 - 24	2,493	24%	2,954	26%	2,760	27%
25-49	3,480	34%	3,906	34%	3,259	32%
50 and older	1,125	11%	1,007	9%	730	7%
Unknown	24	<1%	17	<1%	7	<1%
Total	**10,338**	**100%**	**11,571**	**100%**	**10,071**	**100%**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, MIS Referential Files, May, 2012

- The proportion of students in traditional college-going ages (ages 17 to 24) has steadily increased from 2007 to 2011 (52% of total students in 2007; 55% in 2009; and 59% in 2011). There has been a corresponding decrease in the proportion of students aged 50 and older.
- In this summary, the highest fall semester total headcount was in 2009 and the lowest is fall 2011. The absolute number of students in each age cohort increased in fall 2009 and decreased in fall 2011 except for students age 15 and younger and 50 and older; the absolute number of students in both of these age cohorts has been steadily declining.

Exhibit SC2: Students by Race/Ethnicity

Race/Ethnicity	2006- 2007		2008 - 2009		2010 - 2011	
	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total
White	10,925	76%	13,140	74%	10,518	72%
Hispanic	1,102	8%	1,592	9%	1,558	11%
Asian	296	2%	439	2%	440	3%
American Indian	518	4%	689	4%	479	3%
Black or African American	179	1%	229	1%	175	1%
Native Hawaiian and other Pacific Islander	51	<1%	92	<1%		<1%
Multi-race	Not an option		Not an option		267	2%
Unknown	1,291	9%	1,522	9%	915	6%
Total Unduplicated Headcount	**14,429**	**100%**	**17,796**	**100%**	**14,518**	**100%**

Source: California Community Colleges Chancellor's Office DataMart, March, 2012

- The racial/ethnic composition of the student body reflects the composition of the general population (see Exhibit 4).
- In recent years there has been a slight shift in the proportions of the students who identify themselves as White and Hispanic. The proportion of White students decreased 4% over the past five years and the proportion of Hispanic students increased by 3%.

Exhibit SC3: Students by County of Residence

	Fall 2003		Spring 2004		Spring 2011		Fall 2011	
District Counties	**# of Students**	**% of Total**	**# of Students**	**% of Total**	**# of Students**	**% of Total**	**# of Students**	**% of Total**
Shasta	7,216	80%	6,960	78%	7,276	80%	6,887	79%
Tehama	1,323	15%	1,324	15%	1,236	14%	1,183	14%
Trinity	206	2%	282	3%	160	2%	139	2%
Adjacent Counties								
Siskiyou	39	<1%	46	<1%	74	<1%	67	<1%
Lassen	17	<1%	20	<1%	25	<1%	19	<1%
Modoc	25	<1%	29	<1%	40	<1%	31	<1%
Other								
Other CA Counties	172	2%	201	2%	270	3%	307	3%
Outside CA	32	<1%	41	<1%	43	<1%	57	<1%
Unknown	9	<1%	16	<1%	8	<1%	6	<1%
Total	**9,039**		**8,919**		**9,132**		**8,696**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel Extract, March, 2012

- Between 95% and 97% of the District's students live in one of the three counties within its geographic boundaries while attending Shasta College.

Exhibit SC4: College Going Rates of Public High School Graduates by County

Fall 2008 College Going Rates	# of Public HS Graduates Entering Any College or University	Community College Going Rate	University of California College Going Rate	California State University College Going Rate	Total College Going Rate
Shasta County	2,048	47%	3%	5%	56%
Tehama County	678	25%	2%	8%	36%
Trinity County	169	17%	5%	7%	28%
CA State	367,889	29%	8%	11%	48%

Source: California Postsecondary Education Commission (CPEC), July 2012. www.cpec.ca.gov

- The college going rate for Shasta County is significantly above the statewide rate, but the college going rates for the two of the three primary counties that make up the District boundaries are lower than the statewide rate.
- The majority of high school graduates in all three counties who attend a postsecondary institution choose a community college.

Exhibit SC5: Student Enrollments by Method of Instruction and County of Residence

	2006-2007		2008 - 2009		2010 – 2011	
District Counties	**Enrollments**	**% of Total**	**Enrollments**	**% of Total**	**Enrollments**	**% of Total**
Shasta	**45,127**	**77%**	**58,355**	**80%**	**56,197**	**81%**
- Traditional	40,398	69%	52,813	72%	48,874	71%
- Distance Education	4,729	8%	5,542	8%	7,323	11%
Tehama	**8,306**	**14%**	**9,023**	**12%**	**8,548**	**12%**
- Traditional	7,256	12%	8,205	11%	6,371	9%
- Distance Education	1,050	2%	818	1%	2,177	3%
Trinity	**1,430**	**2%**	**1,478**	**2%**	**917**	**1%**
- Traditional	1,171	2%	1,313	2%	531	1%
- Distance Education	259	<1%	165	<1%	386	1%
Adjacent Counties						
Siskiyou	**590**	**1%**	**664**	**1%**	**560**	**1%**
- Traditional	543	1%	612	1%	484	1%
- Distance Education	47	<1%	52	<1%	76	<1%
Lassen	**231**	**<1%**	**176**	**<1%**	**183**	**<1%**
- Traditional	217	<1%	164	<1%	157	<1%
- Distance Education	14	<1%	12	<1%	26	<1%
Modoc	**363**	**1%**	**271**	**<1%**	**317**	**1%**
- Traditional	316	1%	232	<1%	255	<1%
- Distance Education	47	<1%	39	<1%	62	<1%
Other CA Counties	**2,271**	**4%**	**2,466**	**3%**	**1,932**	**3%**
- Traditional	2,044	4%	2,240	3%	1,603	2%
- Distance Education	227	<1%	226	<1%	329	1%
Outside CA	**361**	**1%**	**635**	**1%**	**403**	**1%**
- Traditional	331	1%	596	1%	348	1%
- Distance Education	30	<1%	39	<1%	55	<1%
Total	**58,689**		**73,068**		**69,071**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel Extract, March, 2012
Note: The instructional method "Distance Education" includes both online and interactive television courses. Traditional courses include Web Enhanced and Hybrid courses.

- From 2006 to 2011, the majority of students enrolled in traditional courses across the years of this snapshot as well as across the counties. Students who live in remote locations do not take a higher proportion of online courses.
- Various District studies have confirmed that nearly all students enrolled in distance education are also enrolled in a traditional course.

Exhibit SC6: Students' Uninformed Educational Goals

Educational Goal	Fall 2006		Fall 2011	
	Headcount	% of Headcount	Headcount	% of Headcount
Obtain Associate degree and transfer	1,904	21%	2,030	22%
Transfer without associate degree	374	4%	372	4%
Obtain associate degree	436	5%	497	5%
Obtain 2-year vocational degree	360	4%	225	2%
Earn vocational certificate	252	3%	217	2%
Discover career interests	25	<1%	98	1%
Prepare for new career	282	3%	341	4%
Update job skills	280	3%	210	2%
Maintain license	7	<1%	37	<1%
Personal development	662	7%	491	5%
Improve basic skills	21	<1%	101	1%
Complete HS credits or GED	389	4%	812	9%
Undecided or unknown	3,985	44%	3,967	42%
Total	**8,977**	**100%**	**9,398**	**100%**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, MIS Referential Files, May, 2012

- The uninformed goal is based on the student's application and is made prior to any experience with the college including orientation, advisement or enrolling in a course. These responses indicate the students' general interests at the time of considering Shasta College.
- A little over 40% of students enrolling in fall 2006 and fall 2011 did not identify an educational goal.
- About 25% of students declare their educational goal either to earn an *associate degree and transfer* or to *transfer without an associate degree*.
- In fall 2006 11% of the students declared their educational goals either to earn an *associate degree* or a *vocational degree or certificate*. This percentage decreased to 9% in fall 2011.

Exhibit SC7: Student Placement in Mathematics, English, and English as a Second Language

Mathematics			
Placement	**# of Students Placed in 2010**	**% of Total Students Placed in 2010**	**Course(s)**
Transfer level	879	35%	Any transfer math
1 Level below transfer	465	19%	MATH-102, MATH-110
2 Levels below transfer	537	22%	MATH-101, MATH-100
3 Levels below transfer	219	9%	MATH-240
4 Levels below transfer	381	15%	MATH-220
Total Students Placed in Mathematics	**2,481**		
English – Writing & Reading			
Placement	**# of Students Placed in 2010**	**% of Total Students Placed in 2010**	**Course(s)**
Transfer level	2,298	52%	ENGL-1A and above
1 Level below transfer	1,643	37%	ENGL-190
2 Levels below transfer	195	4%	ENGL-280
3 Levels below transfer	133	3%	ENGL-270
4 Levels below transfer	41	1%	ENGL-260
5 Levels below transfer	41	1%	ENGL-250
6 Levels below transfer	32	1%	ENGL-248
Total Students Placed in English-Writing	**4,383**		
English as a Second Language			
Placement	**# of Students Placed in 2010**	**% of Total Students Placed in 2010**	**Course(s)**
1 Level below transfer	7	12%	ESL-138
2 Levels below transfer	23	38%	ESL-136, ESL-137
3 Levels below transfer	14	23%	ESL-236, ESL-336
4 Levels below transfer	13	22%	ESL-234, ESL-334
5 Levels below transfer	2	3%	ESL-333
6 Levels below transfer	1	2%	ESL-333
Total Students Placed in Integrated ESL	**60**		

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool Basic Skills Assessment Survey, Report Run May 25, 2012
Note: Counselor advisement includes various multiple measures including a review of the student's history of success in courses in that discipline.

- For placement in mathematics, students have the option of self-placement, taking an assessment test, or seeking counselor advisement. Of all the students enrolled in mathematics courses in 2010, a little over half chose self-placement.

Enrollment Trends

Exhibit ET1: Headcount, Enrollments, and Full-Time Equivalent Students

Academic Year	Annual Unduplicated Headcount	% Change in Headcount Compared to Prior Year	Annual Enrollments	Number of Full-Time Equivalent Students	% Change in Full-Time Equivalent Students Compared to Prior Year	Enrollments per Student	Full-Time Equivalent Students per Student Headcount
2003-2004	14,708	-27%	68,835	7,376.29	-7%	4.68	0.50
2004-2005	14,268	-3%	66,015	7,560.50	3%	4.63	0.53
2005-2006	13,743	-4%	60,502	7,760.32	3%	4.40	0.56
2006-2007	13,955	2%	58,117	7,265.03	-6%	4.16	0.52
2007-2008	15,259	9%	64,809	7,562.15	4%	4.25	0.50
2008-2009	17,119	12%	77,661	7,929.62	5%	4.54	0.46
2009-2010	15,406	-10%	73,595	8,234.37	4%	4.78	0.53
2010-2011	14,040	-9%	67,963	7,919.99	-4%	4.84	0.56

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Community Colleges Chancellor's Office DataMart, Report Run March, 2012
Notes: (1) For "Headcount," each student is counted once regardless of the number of classes taken. For "Enrollments," students are counted in each class in which they are enrolled; for example, one student taking three classes is counted as three enrollments. (2) State apportionment to the district is based on the number of full-time equivalent students.

- In this nine-year summary, the high point for annual student headcount and annual enrollments was 2008-2009 and the high point for full-time equivalent students was 2009-2010.
- The number of full-time equivalent students in 2010-2011 is lower than the preceding two years due to state-imposed reductions in the number of students funded which resulted in fewer sections being offered compared to previous years.
- The number of full-time equivalent students was comparable in 2008-2009 and 2010-2011 (7,929.62 and 7,919.99 respectively) yet there were a little over 3,000 more students enrolled in 2008-2009 compared to 2010-2011 (17,119 and 14,040 respectively). The explanation for this result is that students enrolled in more courses on average in 2010-2011 than in 2008-2009
- The number of enrollments per student has steadily increased over the past five years and is higher in 2010-2011 (4.84) compared to the past eight years. Students are taking more classes per term and more students are attending full-time.

Exhibit ET2: Full-Time Equivalent Students by Term

Term	2007 – 2008		2008 – 2009		2009-2010		2010- 2011	
	FTES	% of Total FTES	FTES	% of Total FTES	FTES	% of Total FTES	FTES	% of Total FTES
Summer	486.1	6%	540.7	6%	620.8	7%	458.9	6%
Fall	3,644.7	48%	3,874.5	46%	4,080.6	48%	3,704.8	47%
Spring	3,536.8	46%	3,994.2	48%	3,775.1	45%	3,738.9	47%
Total FTES	**7,667.5**		**8,409.5**		**8,476.5**		**7,902.6**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel extract, June 13, 2012
Note: The calculation of full-time equivalent students is based on active sections by term and includes non-residents. This calculation is not the same as the number of full-time equivalent students submitted for state apportionment as in Exhibit ET1.

- Despite fluctuations in the total full-time equivalent students generated over the past four years, the balance among the three terms in the academic year has remained relatively stable with 46% to 48% of the full-time equivalent students generated in the fall, 45% to 48% in the spring, and 6% to 7% in the summer.

Exhibit ET3: Full-Time Equivalent Students by Credit and Noncredit

Full-Time Equivalent Students	2007-2008	2008-2009	2009-2010	2010-2011
Credit - Degree Applicable	7,038.0	7,753.0	7,957.9	7,488.2
Credit - Not Degree Applicable	215.8	216.8	224.5	207.4
Noncredit	413.7	439.7	294.1	207.0
Total	**7,667.5**	**8,409.5**	**8,476.5**	**7,902.6**
% of Noncredit Full-Time Equivalent Students	**5.4%**	**5.2%**	**3.5%**	**2.6%**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel extract, June 13, 2012
Note: The calculation of full-time equivalent students is based on active sections by term and includes non-residents. This calculation is not the same as number of full-time equivalent students submitted for state apportionment as in Exhibit ET1.

- Non-credit courses are offered in a variety of disciplines, such as physical education, art, theatre, music, English as a second language, and basic skills/student development.
- The amount of full-time equivalent students earned through non-credit offerings has declined by approximately 50% over the past five years and currently accounts for approximately 3% of the District's total full-time equivalent students. The reason for the decline is that many non-credit offerings were shifted to community education over the last two years due to state clarification about apportionment requirements and de-emphasis on recreational offerings.

Exhibit ET4: Full-Time Equivalent Students by Location

Location	2007-2008	2008-2009	2009-2010	2010-2011
Shasta College Main Campus	6,156.5	6,735.0	6,429.1	5,955.3
% of Total FTES	80%	80%	76%	75%
Downtown campus	Not applicable	Not applicable	329.9	271.3
% of Total FTES			4%	3%
Tehama Campus and south	506.7	523.6	525.3	521.3
% of Total FTES	7%	6%	6%	6%
Trinity Campus and west	70.5	74.3	50.7	31.1
% of Total FTES	1%	1%	<1%	<1%
Intermountain Campus and east	51.5	55.2	39.1	46.1
% of Total FTES	<1%	<1%	<1%	<1%
Online	882.3	1,021.4	1,102.2	1,077.5
% of Total FTES	12%	12%	13%	14%
Total FTES	**7,667.5**	**8,409.5**	**8,476.5**	**7,902.6**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel extract on June 14, 2012

Notes:

1. The calculation of full-time equivalent students is based on active sections by term and includes non-residents. This calculation is not the same as the number of full-time equivalent students submitted for state apportionment as in Exhibit ET1.
2. The Shasta College Main Campus includes courses offered at the main campus as well as courses offered at temporary sites within a 20-miles radius of the main campus.

- Across this four-year summary, 75% to 80% of the District's full-time equivalent students have been generated at the main campus in Redding and temporary sites within a 20-mile radius.
- The proportion of the total full-time equivalent students generated at the Intermountain Campus, Tehama Campus, and Trinity Campus has been somewhat consistent across these years, with the Tehama Campus generating 6% to 8% of the total full-time equivalent students and the other two campuses generating 1% or less.
- Over the past four years the number of full-time equivalent students generated at the Tehama Campus and Intermountain Campus has remained relatively stable but the number of full-time equivalent students generated at the Trinity Campus has declined almost by half.

Exhibit ET5: Student Headcount (HC) by Unit Load and Age Group

Age 19 or younger				
	Fall 2007 Total HC for fall 2007 for all ages = 10,003		Fall 2011 Total HC for all ages = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	584	6%	395	4%
6.0 - 11.9	833	8%	793	8%
12 or more	1,627	16%	1,714	18%
Noncredit	31	<1%	26	<1%
Age 20 to 24				
	Fall 2007 Student headcount for all ages = 10,003		Fall 2011 Student headcount for all ages = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	577	6%	422	4%
6.0 - 11.9	811	8%	884	9%
12 or more	935	9%	1,173	13%
Noncredit	71	1%	31	<1%
Age 25 to 29				
	Fall 2007 Total students = 10,003		Fall 2011 Total students = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	346	2%	296	3%
6.0 - 11.9	379	2%	474	5%
12 or more	336	2%	452	5%
Noncredit	61	1%	32	<1%
Age 30 to 39				
	Fall 2007 Total students = 10,003		Fall 2011 Total students = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	478	5%	336	4%
6.0 - 11.9	385	4%	376	4%
12 or more	298	3%	428	5%
Noncredit	132	1%	58	<1%

Age 40 to 49				
	Fall 2007 Total students = 10,003		Fall 2011 Total students = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	487	5%	255	3%
6.0 - 11.9	246	2%	224	2%
12 or more	184	2%	214	2%
Noncredit	137	1%	81	1%
Age 50 and older				
	Fall 2007 Total students = 10,003		Fall 2011 Total students = 9,398	
Units	Headcount	% of Total HC	Headcount	% of Total HC
0.1 - 5.9	514	5%	304	3%
6.0 - 11.9	124	1%	153	2%
12 or more	73	1%	105	1%
Noncredit	412	4%	166	2%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Community Colleges Chancellor's Office DataMart, Report Run June 20, 2012

- Students taking the highest unit load are of the traditional college-going ages (19 and younger and 20 to 24). Between fall 2007 and fall 2011 for both age cohorts, there was an increase in the number of students taking 12 or more units. Overall, students in these two traditional college-going age groups comprise a little over half of the total headcount (54% in fall 2007 and 56% in fall 2011).
- Although the total number of students decreased between fall 2007 and fall 2011, the number of full-time students increased in every age cohort.
- As noted in Exhibit ET3, the total number of students taking noncredit offerings decreased between fall 2007 and fall 2011 because many non-credit offerings were shifted to community education due to state clarification about apportionment requirements and de-emphasis on recreational offerings. More students in the cohort of ages 50 and older enrolled in noncredit offerings in both semesters.

Exhibit ET6: Student Headcount in Basic Skills Courses by Age

Mathematics Basic Skills				
Students' Ages	**2007 – 2008**	**2008 – 2009**	**2009-2010**	**2010-2011**
0-16	50	45	32	34
17-19	742	776	696	964
20-24	539	582	647	814
25-34	390	463	514	613
35 and over	371	393	375	480
Total Students in Basic Skills Mathematics	**2,092**	**2,259**	**2,264**	**2,905**
English Basic Skills				
Students' Ages	**2007 – 2008**	**2008 – 2009**	**2009-2010**	**2010-2011**
0-16	58	20	21	23
17-19	538	611	613	646
20-24	249	305	365	349
25-34	145	192	238	227
35 and over **Total**	127	116	146	128
Students in Basic Skills English	**1,117**	**1,244**	**1,383**	**1,373**
English as a Second Language Basic Skills				
Students' Ages	**2007 – 2008**	**2008 – 2009**	**2009-2010**	**2010-2011**
0-16	0	0	0	0
17-19	3	12	4	8
20-24	10	11	9	7
25-34	7	8	11	11
35 and over	11	13	10	29
Total Enrollments in English as a Second Language Basic Skills	**31**	**44**	**34**	**55**

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool query, June, 2012

- Consistent across this four-year snapshot, the greatest number of students enrolled in basic skills English and mathematics courses are between ages 17 and 19.
- Students enrolled in basic skills English and mathematics courses are most likely to be 24 years old or younger (74% and 62% respectively) whereas students enrolled in English as a Second Language are more likely to be 25 or older (73%).

Exhibit ET7: Full-Time Equivalent Students by Location, Schedule, and Instructional Method

	2007 - 2008		2008 - 2009		2009 - 2010		2010- 2011	
Method of Instruction and Schedule	**FTES**	**% of Total FTES**	**FTES**	**% of Total FTES**	**FTES**	**% of Total FTES**	**FTES**	**% of Total FTES**
Traditional - Day	**5,397.9**	**70%**	**5,872.5**	**70%**	**5868.5**	**69%**	**5,492.7**	**70%**
Shasta College Main Campus	5,043.5	66%	5,533.3	66%	5210.5	62%	4872.5	62%
Downtown Campus	NA		NA		321.1	4%	267.4	3%
Intermountain Campus and east	24.4	<1%	19.8	<1%	25.8	<1%	26.6	<1%
Tehama Campus and south	293.0	4%	282.6	3%	282.9	3%	304.6	4%
Trinity Campus and west	37.1	<1%	37.0	<1%	28.3	<1%	21.5	<1%
Traditional -Evening	**1,274.6**	**17%**	**1,382.0**	**17%**	**1,389.4**	**16%**	**1,240.6**	**16%**
Shasta College Main Campus	1,000.3	13%	1,068.9	13%	1,102.4	13%	991.0	13%
Downtown Campus	NA		NA		8.9	<1%	3.9	<1%
Intermountain Campus and east	27.1	<1%	35.0	<1%	13.4	<1%	19.5	<1%
Tehama Campus and south	213.8	3%	240.8	2.9%	242.4	3%	216.6	3%
Trinity Campus and west	33.4	<1%	37.3	<1%	22.4	<1%	9.6	<1%
Online	**885.6**	**12%**	**1,029.0**	**13%**	**1,113.7**	**13%**	**1,077.5**	**14%**
Worksite learning, independent study, hours by arrangement	**109.5**	**1%**	**125.9**	**2%**	**104.9**	**1%**	**91.8**	**1%**
Total Full-time Equivalent Students	**7,667.5**		**8,409.5**		**8,476.5**		**7,902.6**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel extract June, 2012

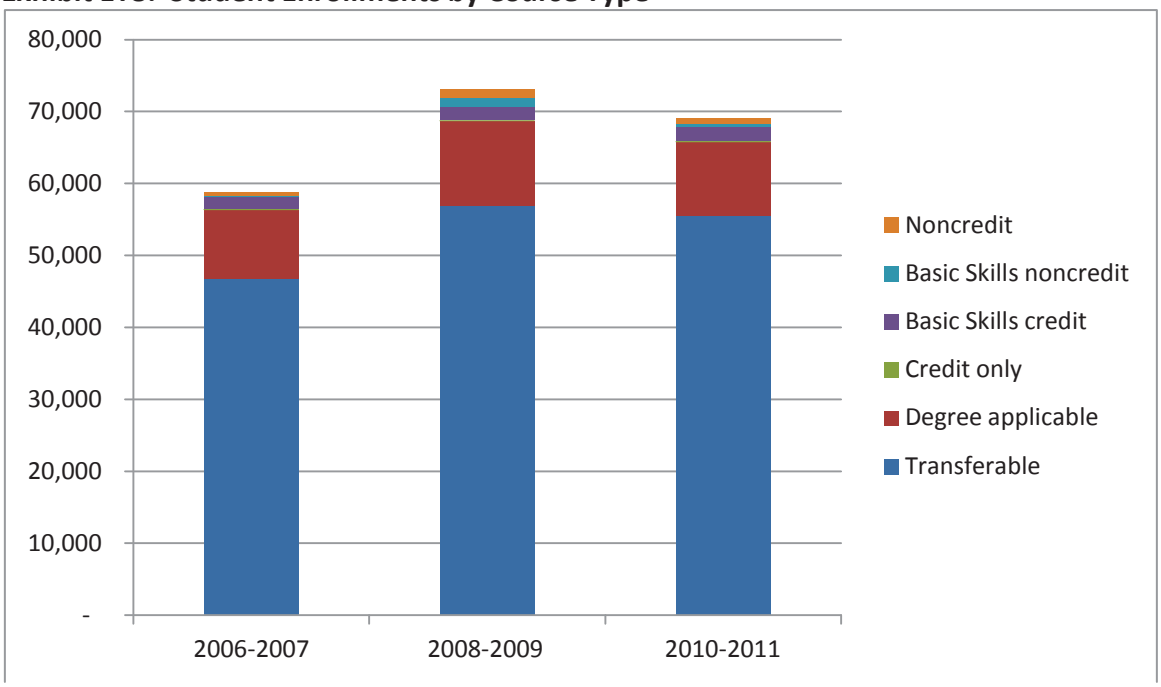
Notes:

1. The calculation of full-time equivalent students is based on active sections by term and includes non-residents. This calculation is not the same as number of full-time equivalent students submitted for state apportionment as in Exhibit ET1.
2. The Shasta College Main Campus includes courses offered at temporary sites within a 20-mile radius of the main campus.
3. FTES is an abbreviation for full-time equivalent students.
4. The method of instruction labeled "traditional" includes courses taught via interactive television.

- The proportion of full-time equivalent students generated in day courses and by evening courses presented in the traditional, face-to-face method of instruction has remained consistent for the past four years, with approximately 70% taught during the day and approximately 16% taught during the evening.

- The proportion of full-time equivalent students generated by each method of instruction (traditional, online, and worksite learning) has remained consistent for the past four years, at approximately 86% traditional, 12% online, and 1% worksite learning.

Exhibit ET8: Student Enrollments by Course Type



Course Type	2006- 2007		2008 - 2009		2010- 2011	
	Enrollments	% of Total	Enrollments	% of Total	Enrollments	% of Total
Transferable	46,742	80%	56,974	78%	55,545	80%
Degree applicable	9,590	16%	11,696	16%	10,215	15%
Credit only	120	<1%	110	<1%	101	<1%
Basic skills credit	1,729	3%	1,966	3%	2,007	3%
Basic skills noncredit	82	<1%	1,130	2%	556	1%
Noncredit	426	1%	1,192	2%	647	1%
Total	**58,689**		**73,068**		**69,071**	

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, Datatel Extract, March, 2012

- Approximately 80% of the student enrollments are in transferrable courses, with another 15% in degree applicable courses.
- Credit and noncredit basic skills enrollments accounted for 4% of the enrollment in 2010-2011.

Exhibit ET9: Student Enrollments in Basic Skills Mathematics, English, and English as a Second Language

Course		2006-2007 Enrollments	2008-2009 Enrollments	2010-2011 Enrollments	2010-2011 Total Enrollments in Discipline	2010-2011 % of Total Enrollments
Credit Basic Skills Mathematics	**1 level below**	1,573	1,660	1,286	3,497	59%
	2 levels below	913	918	1,507		
	3 levels below*	0	0	704		
	College Level+	3,477	6,079	2,435	2,435	41%
Credit Basic Skills English	**1 level below**	1,127	1,189	1,290	1,628	26%
	2 levels below	147	199	205		
	3 levels below	87	91	133		
	College Level+	4,363	6,356	4,528	4,528	74%
Credit Basic Skills English as a second language	**1 level below**	54	45	11	63	94%
	2 levels below	0	2	15		
	3 levels below	3	10	37		
	College Level+	223	707	4	4	6%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool. www.calpass.org

*Data for 2006-2007 and 2008-2009 are not accurate due to incorrect coding of courses at that time.

- Almost 60% of all students who took a mathematics course in 2010-2011 took courses below college level (i.e., degree- applicable).
- In contrast, 74% of all students who took an English course in 2010-2011 took college level courses; 26% took courses below college level.

Exhibit SS1: Retention and Successful Course Completion Rates for Credit Courses

	Enrollments	Retention	Successful Course Completion
Fall 2005	26,223	84%	69%
Fall 2007	27,550	84%	67%
Fall 2009	31.954	85%	68%
Fall 2011	28,013	86%	69%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Community Colleges Chancellor's Office, DataMart.

Notes:

1. Retention rates are determined by comparing the number of students enrolled at census with the number of students who receive a final grade excluding grades of W, FW, and IP.
2. Successful course completion rates are determined by comparing the number of students enrolled at census with the number of students who earned an A, B, C, or CR/P.

- The District's student retention and successful course completion rates have been consistent over the past seven years.
- The District's student retention rates and successful course completion rates in fall 2011 are comparable to the statewide averages for that semester; for fall 2011 the statewide retention rate is 85% and the statewide average student successful course completion rate is 68%.

Exhibit SS2: Successful Course Completion Rates by Method of Instruction

	Interactive Television	Online	Traditional
Fall 2005 Enrollments	1,704	2,358	26,219
Fall 2005 Successful Course Completion Rate	67%	62%	74%
Fall 2007 Enrollments	Not available	3,309	31,286
Fall 2007 Successful Course Completion Rate	Not available	66%	74%
Fall 2009 Enrollments	1,559	5,230	33,602
Fall 2009 Successful Course Completion Rate	68%	69%	75%
Fall 2011 Enrollments	1,571	4,724	29,092
Fall 2011 Successful Course Completion Rate	67%	73%	77%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, MIS Referential File, February 2012. Traditional classes include those that are web-enhanced or hybrid.

- The rate at which students successfully complete interactive television courses has been consistent at 67%-68%.
- The rate at which students successfully complete online courses has significantly improved over the past seven years and in fall 2011 is nearing the same rate as traditionally taught classes.
- The rate at which students successfully complete courses taught on a campus in the traditional mode is the highest success rate of the three instructional methods and has been steadily increasing over the past seven years.

Exhibit SS3: Retention in Basic Skills Courses

	Fall 2005		Fall 2007		Fall 2009		Fall 2011	
	# Enrolled	Retention	# Enrolled	Retention	# Enrolled	Retention	# Enrolled	Retention
English	209	62%	213	62%	226	73%	202	81%
Mathematics	617	80%	531	83%	649	87%	558	85%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool
Note: Retention rates are determined by comparing the number of students enrolled at census with the number of students who receive a final grade excluding grades of W, FW, and IP.

- As shown in Exhibit SS8, enrollment in basic skills courses has accounted for 3% to 5% of the total District enrollments.
- Student retention in English basic skills courses has been steadily increasing since fall 2005 and for mathematics has been consistently strong, between 80% and 87%.

Exhibit SS4: Successful Course Completion Rates in Basic Skills Courses

	Fall 2005		Fall 2007		Fall 2009		Fall 2011	
	# Enrolled	Successful Course Completion	# Enrolled	Successful Course Completion	# Enrolled	Successful Course Completion	# Enrolled	Successful Course Completion
Mathematics	617	58%	531	60%	649	64%	558	61%
English	209	46%	213	49%	226	57%	202	60%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, California Partnership for Achieving Student Success (CalPASS) SMART Tool
Notes: Successful course completion rates are determined by comparing the number of students enrolled at census with the number of students who earned an A, B, C, or CR/P.

- Successful course completion rates in mathematics have been consistent over recent years between 58% and 64%, whereas for English basic skills courses the successful course completion rates have steadily increased since fall 2005 and reached a high of 60% in fall 2011.

Exhibit SS5: Rate of Student Persistence

Fall to Spring Persistence				
Fall	**# of Students**	**Spring**	**# of Students Persisting into Spring from the Preceding Fall**	**Persistence Rate**
2006	8,977	2007	5,495	61%
2007	10,083	2008	6,229	62%
2008	10,958	2009	7,091	65%
2009	11,097	2010	6,856	62%
2010	10,025	2011	6,749	67%
Fall to Fall Persistence				
Fall	**# of Students**	**Fall**	**# of Students Persisting from the Preceding Fall**	**Persistence Rate**
2006	8,977	2007	3,729	42%
2007	10,083	2008	4,451	44%
2008	10,958	2009	4,794	44%
2009	11,097	2010	4,670	42%
2010	10,025	2011	4,437	44%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, MIS Referential File, May, 2012

Note:

1. Persistence is determined by identifying all students enrolled in a fall semester and tracking those students' future enrollment patterns to count how many of those students subsequently enrolled in the following spring or in the following fall.
2. Fall-to-Fall persistence is also reported as part of the Accountability Reporting for Community Colleges presented later in this chapter.

- The rate of student persistence from fall to spring is significantly higher than the rate of student persistence from fall to fall.
- Both types of student persistence were highest in 2010-2011 (67% and 44% respectively) in this five year summary.

Exhibit SS11: Successful Course Completion Rates for Credit Vocational and Pre-Collegiate Courses

Annual Successful Course Completion Rates for…	2008-2009	2009-2010	2010-2011
Credit Vocational Courses	74%	75%	75%
Credit Basic Skills Courses	63%	63%	64%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, SPAR Data, ARCC 2012 Report

- The successful course completion rate of students taking vocational courses increased slightly between 2008-2009 and 2010-2011, reaching 75%.
- The successful course completion rate of students taking credit basic skills courses increased slightly between 2008-2009 and 2010-2011, reaching 64%.
- As shown in comparison with peer group colleges (Exhibit SS13), the successful completion rate students in credit basic skills courses is slightly higher than the peer group average (64%) and the statewide rate (62%), but is below the peer group high (73%).

Exhibit SS12: Improvement Rates for ESL and Credit Basic Skills Courses

Improvement rates for…	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
Credit Basic Skills Courses	52%	52%	57%
Credit ESL Courses	30%	30%	39%

Source: Office of Research and Planning, Shasta-Tehama-Trinity Joint Community College District, SPAR Data, ARCC 2012 Report. Improvement means the student passed the first class and enrolled in the next level within the sequence, no matter if it is still basic skills or not.

- The improvement rate for students taking credit basic skills courses increased between 2008-2009 and 2010-2011, reaching 57%.
- As shown in the comparison with peer group colleges (see the next Exhibit), at 57% the improvement rate for students in the credit basic skills sequence is slightly above the statewide rate of 55% and is slightly below the peer group average improvement rate of 58%, but is significantly below the peer group high of 76%.
- The improvement rate of students taking credit ESL courses increased by 9% between 2008-2009 and 2010-2011, reaching 39%.
- However, as shown in the comparison with peer group colleges (see the next Exhibit), the improvement rate for students in the credit ESL sequence is significantly below the peer group average improvement rate (49%), the peer group high (68%) and the statewide rate (59%).

(pgs 53-59 of the original document)

Perceptions about the District

In fall 2011 the District conducted nine focus groups with 70 stakeholders that included seven focus groups with faculty, staff, and community members (business, education, and civic leaders) and two focus groups with 13 students. While qualitative data from focus groups has informative value, these findings need further validation by other research methods. The meetings were held at various locations within the District and potential participants were also encouraged to respond to an online survey. Responses from the focus groups and the online survey are combined in this summary. Participants responded to questions about the District's current status and visions for the future. The responses are summarized as they address items in four categories: access, success, programs, and the future.

Access

Many students face challenges with distance (driving an hour or more to classes) as well as limited Internet access, especially in Trinity County. Several students have expressed feelings of fear (intimidation) regarding perceptions of "getting lost" in a bigger environment. In addition, economic challenges hit most of our students. Thirty percent of the population lives at or below poverty; more than half of our students receive financial aid. Trinity County has limited Internet access, and students meet the challenges of narrow, winding mountain roads and severe weather changes with driving to/from campus. Students want more choices of class times and offerings (day, evening, weekends, short-term, online, optional days or times, attractive, fun) and more support services. There were also suggestions to research best practices in distance education to inform our planning.

Success

For students, success means a need to feel connected to the college and their learning. Students need assistance in setting goals and understanding their educational path options – while still taking time to explore options and grow into maturity as people. Programs must lead to better incomes and build the economic value of the District communities. Planning and development of employment initiatives is perceived as an important component in college planning, along with community partnerships.

Programs

Major industries in the District include healthcare, hospitality, retail, and natural resources. Community leaders want specific programs to address immediate needs across the region. Community service and Work Site Learning were mentioned as ways

to make learning relevant while also providing local employers with labor through internships. Several new programs were suggested to capitalize on existing resources or to develop emerging opportunities. There were requests for regular labor market analyses and environmental scans to inform future planning.

Some focus group participants questioned the value of Liberal Arts for today's student while others supported general education (including the Liberal Arts courses) as a way to prepare for adulthood, citizenship, democracy, literacy, and personal development. Focus group participants postulated that the distance to the nearest UC or CSU is a barrier to transfer. Participants suggested the need to collaborate across the state and region on which programs to offer.

The Future

The process of the focus groups established the groundwork for development of an educational vision. There is a further need to continue to establish long-term partnerships with business, community and civic leaders. The college needs to help create a college-going culture that values and promotes a quality higher education in the Shasta-Tehama-Trinity Joint Community College District region. To that end, the college needs to participate in collaborative efforts with local high schools to increase students' potential for college-level achievement. Finally, the college's web presence was consistently criticized by the focus groups. Participants suggested social media as another tool that students use to stay connected. In all conversations, the role of information technology was prevalent.

Lessons Learned

This section is a selective summary of the data presented in this chapter highlighting the data most relevant to educational planning. These key elements describe both opportunities and challenges for Shasta-Tehama-Trinity Joint Community College District planning.

Population Trends and Demographics

1. The Shasta-Tehama-Trinity Joint Community College District covers 10,132 square miles in Northern California that includes six counties. The majority of the District is comprised of the three counties in the District's name.
2. The population for the three counties is projected to increase 38% over the next twenty years with the absolute number of residents projected to increase in each age cohort.
3. The household income and benefits for the majority of the residents of Shasta, Tehama, and Trinity Counties are significantly below the statewide median.
4. Although the educational attainment levels of graduating from high school and/or earning some college credits meet or exceed the statewide rates, residents in all three counties are significantly below the statewide rate (18% vs. 30%) for earning a bachelor's degree or higher.

Employment Trends

1. The highest growth areas are in Health Care, Services other than public administration, Retail Trade, and Accommodation/Food Services (hotels and restaurants).
2. Six industries show a decline in jobs for the same period: Transportation and Warehousing, Agriculture, Utilities, Management, Information, and Manufacturing.
3. Health Care shows the highest wages and growth potential for the region. Finance and Insurance also pay well, with fewer projected jobs by 2021. Salaries for jobs in Services, Real Estate, Accommodations/Food Services, and Arts/Entertainment are all below a living wage for our region.

Student Characteristics

1. The proportion of students of traditional college-going ages (17 to 24) has steadily increased in recent years while the proportion of students aged 50 and older has decreased.
2. The racial/ethnic composition of the student body matches the racial/ethnic composition of the general population.
3. Between 95% and 97% of the District's students live in one of the three counties within its geographic boundaries while attending Shasta College.
4. The college-going rate for two of the three primary counties that make up the District boundaries is higher than the statewide rate with the majority of those high school graduates in all three counties choosing to attend a community college.
5. Consistent across the three counties, the majority of all enrollments are in traditional courses (85-89%) compared to distance education courses (11-15%).
6. In fall 2011, 42% of the students did not identify an educational goal. Of those who stated an educational goal, 26% intend to earn an *associate degree and transfer* or *transfer without an associate degree* and 9% intend to earn an *associate degree* or a *vocational degree or certificate*.
7. The proportion of students receiving financial aid has increased significantly, from 31% in 2006-2007 to 52% in 2010-2011. The proportion of students who qualify for and receive financial aid reflects the local economy presented in *Exhibit 5: Median Household Income and Benefits by County*. Thirty percent live at or below poverty.

Enrollment Trends

1. The number of enrollments per student has steadily increased over the past five years and was at a high point in 2010-2011 (4.84) compared to the past eight years.
2. In recent years the balance among the three terms in the academic year has remained relatively stable with 46% to 48% of the full-time equivalent students generated in the fall, 45% to 48% in the spring, and 6% to 7% in the summer.

3. The amount of apportionment earned through non-credit offerings has declined by 50% over the past five years and currently accounts for approximately 3% of the District's total full-time equivalent students. Many have been converted to contract or community education offerings.
4. The majority of the total apportionment is generated at the main campus in Redding (75% in 2010-2011). The Downtown center generated 3% of the total apportionment, Tehama Campus 6%, Intermountain and Trinity Campuses 1% each, and online 14%.
5. Although the total number of students decreased between fall 2007 and fall 2011, the number of full-time students (12 or more units) increased in every age cohort. The majority of the students taking the highest unit load are of the traditional college-going ages (19 and younger and 20 to 24) and students in these two traditional college-going ages comprise a little over half of the total headcount (54% in fall 2007 and 56% in fall 2011).
6. Students enrolled in basic skills English and mathematics courses are most likely to be between the age of 17 and 34.
7. The proportion of apportionment generated by each method of instruction (traditional, online, and worksite learning) has remained consistent for the past four years, at approximately 86% traditional, 12% online, and 1% worksite learning. Of the traditional method of instruction, 70% of the apportionment was accounted for by day courses and 16% by evening courses.
8. Eighty percent of the student enrollments are in transferrable courses, 15% in degree applicable courses, 4% in credit and noncredit basic skills, and 1% in other noncredit offerings.
9. Fifty-nine percent of all students who took a mathematics course in 2010-2011 took courses below college level whereas only 26% of all students who took an English course in the same year were enrolled in below college level courses.

Student Success

1. The District's student retention rates and successful course completion rates in fall 2011 (86% and 69% respectively) are slightly above the statewide averages for that semester (85% and 68% respectively).
2. In fall 2011 the successful course completion rates for traditionally taught courses was 77%, for online courses was 73%, and for interactive television courses was 67%.
3. In fall 2011 the successful course completion rates for mathematics basic skills courses was 61% and for English basic skills courses was 60%.
4. Although the rate of student persistence from fall to spring within the District is significantly higher than the rate of student persistence from fall to fall within the District, both types of student persistence were at a high point in 2010-2011

(67% and 44% respectively) in this five year summary. For this report, persistence is defined as the percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system. With this student sample, the District's fall-to-fall persistence rate is 60% which is significantly below the statewide persistence rate of 71%.

5. Based on Accountability Reporting for Community Colleges data, the rate of students who transferred or achieved transfer directed or transfer prepared status reached 50% in 2010-2011 which is slightly lower than the statewide rate of 54%.
6. To provide a point of comparison for the number of associate degrees awarded, the District tracked the number of associate degrees earned by a cohort of first-time students who entered the district in 2005-2006 and compared the District's rate with the rates at six similar community colleges. In this snapshot, the District's rate of associate degree completion is in the middle, with its associate degree completion rate higher than three peer colleges and below three peer colleges.
7. The rate at which the District's students transfer to a four-year college or university (27%) is significantly below the statewide rate of 42%. Combining the students in the three categories of transfer prepared, transfer directed, and both transfer prepared and transfer directed, a significant number of students do not transfer to a four-year college or university although they are on the transfer track or are ready to transfer (14% to 17% of the total first time students).
8. The successful completion rate for students in vocational courses reached 75% in 2010-2011, slightly below the statewide rate of 77%. The District has awarded significantly more certificates requiring 18 or more units in recent years.
9. The successful completion rate for students in credit basic skills courses reached 64.3% in 2010-2011 which is slightly above the statewide rate of 62%. The improvement rate for students in the credit basic skills sequence (57%) is slightly below the peer group average improvement rate (58%) and slightly above the statewide rate (55%), but is significantly below the peer group high (76%).
10. The District is below the statewide rate on all benchmarks of student progress except two: *basic skills credit course successful completion* (64% compared to 62%) and *basic skills course improvement rate* (57% versus 55%).

Chapter 3
Institutional Goals

Introduction

This Educational Master Plan is grounded in an analysis of current programs and services, anticipated changes in the community's demographics, and national and state factors.

Based on the analysis presented in the previous chapter, there are three primary challenges facing the District.

1. How can the District support students' goals of completing a degree or certificate?
2. How can the District provide access to the community's growing population that is distributed throughout a large service area and is projected to grow 38% in the next 20 years?
3. How can the District expand and reinforce partnerships in the community that will improve student success?

A fourth challenge facing the District is how to build the necessary infrastructure to institutionalize its recently developed integrated planning cycle.

The District's Institutional Goals have been developed in response to these challenges. The following Institutional Goals are intended to guide the District's decision-making and use of resources for the next eighteen years.

Institutional Goals 2012-2030

The Institutional Goals are intentionally broad enough to cover the term of this Educational Master Plan. The next step in the District's integrated planning cycle is to develop a Strategic Plan which will include Institutional Objectives and Activities that the District will support in order to make progress toward these Institutional Goals. Refer to the Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual 2012 for more details on the District's integrated planning cycle.

The remainder of this chapter presents the rationale for each Institutional Goal.

Institutional Goal 1

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.*

The low rate of student completion of degrees and certificates is a top concern at state and national levels. The federal government's call for an increase of 5 million degrees and certificates by 2020 is in response to a decline in levels of higher education attainment in the United States compared to other large, industrialized nations. Applying this targeted increase to California community colleges, the American Graduation Initiative challenges all community colleges to triple the number of degrees and certificates awarded by 2020. To meet this challenge, each college would need to increase the number of degrees and certificates awarded by 12% per year for each of the next 10 years.

The state and national concern about the low rate of degree and certificate completion is shared at the local level. Based on one study of first-time students, only 23% of the District's students earn an associate degree. It is suggested that many students transferwithout earning an associate degree. Recent legislation is intended to increase the number of associate degrees by encouraging the development of associate degrees specifically for students who intend to transfer. Transfer Model Curricula (TMCs) have been developed by the community college and CSU systems that are intended to facilitate transfer with junior status and with no more than 60 additional units required at the upper division level to obtain a four-year degree.

The American Graduation Initiative raises the challenge for both community colleges and four-year colleges and universities. The community college role in increasing the rate of bachelor's degree completion is to increase the students' transfer rates. The District's rate of students transferring to a four-year college or university is 27% which is significantly below the statewide rate of 42%. Combining the students in the three categories of transfer prepared, transfer directed, and both transfer prepared and transfer directed, a significant number of students do not transfer to a four-year college or university although they are on the transfer track or are ready to transfer (14% to 17% of the total first-time freshman cohort).

Some factors that contribute to the District's low degree/certificate completion and transfer rates are not within the District's control. The recent economic downturn has resulted in a decrease in the number of students accepted at local state universities. Given the District's high level of poverty, local students may not be able to transfer for financial reasons. In addition, the District's students have the unique challenge of distance: the closest public university is more than 70 miles from Redding where the

majority of the District's students take classes.

However, the District can contribute to solutions to some of the factors that contribute to the District's low degree/certificate completion and transfer rates. Data in the previous chapter highlight possible areas of concentration for future Strategic Plans, such as fall-to-fall persistence rate (the District's rate is 44% compared to the statewide rate of 71%) and successful course completion rates in mathematics and English basic skills classes (61% in mathematics basic skills classes compared to the statewide rate of 54% for successful completion of mathematics basic skills classes and 60% in English basic skills classes compared to the statewide rate of 65% for successful course completion of English basic skills classes).

Institutional Goal 2

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.*

The Shasta-Tehama-Trinity Joint Community College District covers 10,132 square miles in Northern California. The residents within this District are scattered across this large area. The city of Redding has the largest concentration of the population with 89,891 residents. The total population of the District was 272,487 in 2010 which is projected to grow to 375,792 by 2030.

The District's challenge is to provide comparable instructional programs and student services across this area. Instruction offered online and via interactive television is being used to connect the residents in outlying areas to the District. The rate at which students successfully complete interactive television courses has been consistent at 67%-68%, and the rate at which students successfully complete online courses has significantly improved over the past seven years; in fall 2011, it is nearing the same rate as traditionally taught classes.

Some factors that contribute to the District's ability to reach residents in remote areas are not within the District's control, such as variations in the range of technology services and signal strength across the District's geographic boundaries.

However, it is within the District's control to improve some aspects of this challenge. Possible areas of concentration for future Strategic Plans generated during District dialogue are to improve the online infrastructure by improving online technical support for students; expanding the student support services available online; expanding the student academic support services faculty can provide during office hours; and faculty and staff development in best practices that lead to increased student success in online instruction.

Institutional Goal 3

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.*

The District plans to continue and expand its participation in collaborative strategies with K-12 districts to improve students' preparedness for college-level studies. Many students who enter the college are not prepared for college-level coursework. Almost 60% of all students who took a mathematics course in 2010-2011 took courses below transfer level. For English, the rate was 36%.

The District plans to participate in collaborative strategies with local businesses and industries to strengthen and expand community participation in the career technical education programs. Service on advisory committees by local business and industry representatives strengthens the curriculum and ensures its currency. Students directly benefit from partnerships that expand available sites for internships, worksite experiences, and service learning. The primary benefit of participation in community engagement through internships and service learning is that these experiences transform classroom-based lessons into lessons that are relevant to students' lives.

Institutional Goal 4

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.*

Recent accreditation history indicates that District compliance with the accreditation standards has varied:

Type of Report Submitted	Resulting status with ACCJC
Comprehensive Self Study 2005	Accreditation re-affirmed
Progress Report Visit 2007	Placed on Warning
Midterm and Special Report October 2008	Continued on Warning
Follow-Up Report 2009	Warning removed
Comprehensive Self Study 2011	Placed on Probation

Many of the recommendations over the past seven years focused on planning. Although planning processes were developed and approved at various times, these processes were not sufficiently integrated into the District's culture or operations to survive changes in leadership, nor were they understood by the majority of District employees.

Through this Institutional Goal, the District is prioritizing the development and implementation of a data-driven integrated planning cycle. This change will bring the District into full compliance with accreditation standards by providing a stronger link between resource allocations and planning priorities. Each component in the integrated planning cycle includes the use of data to evaluate results and to inform the next set of decisions. To ensure that these processes are transparent and to increase institutional trust, the steps and timelines of planning processes have been documented in the *Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual 2012*.

Now that the foundation has been laid, the District's immediate challenge is one of infrastructure: to revise existing processes and implement new processes so that the newly revised integrated planning cycle is understood and embraced by faculty and staff members and becomes a useful tool to guide the District in concentrating its energies today and thinking about its future.

Chapter 4
Programs and Services

(pgs 66-69 of original document)

Chapter Overview

One purpose of the *Shasta-Tehama-Trinity Joint Community College District Educational Master Plan 2012-2030* is to provide a data-informed analysis of the District's programs and services to identify strengths and challenges, and based on this analysis, to identify directions for the future.

The analysis presented in this chapter sorts the District's programs and services into the following seven clusters:

- General Education
- Career-Technical Education
- Basic Skills
- Distance Education
- Student Services
- Library
- Community Engagement and Workforce Development

General Education and Transfer Curriculum

Description

The Shasta-Tehama-Trinity Joint Community College District offers students a range of courses to fulfill general education requirements. This component of the District's instructional program is in keeping with both the state community college mission and the District mission statement:

> *Shasta College provides students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of our region. The District offers programs and extensive distance education offerings in* ***general education and transfer curriculum****, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. (Approved by the Board of Trustees 6/8/2011)*

There are three patterns of general education requirements in the District: Associate Degree General Education Requirements, California State University General Education Requirements, and Intersegmental General Education Transfer Curriculum (IGETC). Although there are variations among these, students are essentially required to successfully complete courses in five categories:

- Mathematics
- English and Communication
- Arts and Humanities
- Social and Behavioral Sciences
- Physical and Biological Sciences

The general education requirements for the District's associate degrees also include the completion of a multicultural course and a computer literacy requirement.

In addition to offering courses that fulfill the three general education patterns, various disciplines offer courses that fulfill associate degree and transfer requirements for an area of emphasis under the University Studies degree. These disciplines are:

Agriculture Sciences	Liberal Studies–Teaching Prep
Allied Health	Mathematics
Behavioral Science	Meteorology/Climatology
Biological Sciences	Multicultural Studies
Business Administration	Natural Sciences
Child Development	Oceanography Criminal
Justice	Physical Education
Earth System Science	Physical Sciences
Engineering	Quantitative Reasoning
Geology	Science Teacher – Earth
Humanities	Social Sciences
Language Arts	World Languages

To provide comparable educational opportunities across the District's large geographic area, these courses are presented to students through multiple methods of instruction. As noted in Chapters 1 and 2, these methods include:

- Traditional instruction delivered at five primary locations and numerous temporary locations. The five primary locations are the main campus in Redding; Tehama Campus; Trinity Campus; Intermountain Campus; and the Health Sciences and University Center.
- Distance education delivered via interactive television courses. In this method of instruction, a course includes both students who are co-located with the faculty member as well as students located at sites other than the faculty member's location.
- Distance education delivered online.

The District offers both transfer and non-transfer associate degrees summarized in the following table. Students with the goal of transferring to a four-year college or university may complete transfer requirements with or without earning an associate degree. The recently approved associate of arts-transfer and associate of science-

transfer degrees include requirements that have been mutually agreed upon by the state's community colleges and the California State University system. These new associate degree patterns cap the number of units required prior to transfer and are intended to provide students with a straightforward transfer pathway to junior status at a CSU.

(pgs 70-75 of the original document)

Completion of a pattern of general education courses is required in order to earn an associate degree. Occupations that require postsecondary degrees are projected to increase over the next decade, so student access to and success in general education courses are central to students' prospects for future employment. In early 2012, the Bureau of Labor Statistics projected that occupations that need some type of postsecondary education for career entry are likely to grow the fastest during the 2010-20 decade, with the projection that the occupations requiring an associate degree will increase by 18%.

Strengths

- The District offers a broad range of options to fulfill general education requirements.
- The three methods of delivering instruction (traditional instruction on five campuses, and two methods of distance education) provide students with multiple opportunities to complete general education requirements across the District's broad geographic area.
- The District's student retention rates and successful course completion rates in fall 2011 (86% and 69% respectively) are slightly higher than the statewide averages for that semester (85% and 68% respectively).
- A comparison of students' successful course completion rates for each of the three methods of delivering instruction indicates a steady rate for one method and improvement in the rates of the other two methods.
    - Consistent across the past seven years, 67-68% of students successfully complete interactive television courses.
    - Showing significant improvement across the past seven years, the rate at which students successfully completed online courses has improved from 62% in fall 2005 to 73% in fall 2011.
    - Also showing steady improvement across the past seven years, the rate at which students successfully completed traditional on-campus courses has improved from 74% in fall 2005 to 77% in fall 2011.

Challenges

The following list identifies and provides background on challenges specific to the

general education component of the District's instructional program. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Serve an increased number of students in general education courses*
- *Serve an increased number and percent of students who intend to transfer to a four-year college or university*
- *Increase the number of students who successfully complete an associate degree and/or transfer requirements*
    - *Retention and Successful Course Completion*
    - *Persistence*
    - *Success in Completing Basic Skills Courses*
    - *Rate of Completing Associate Degrees*
    - *Transfer rate (ARCC SPAR)*

Career-Technical Education (CTE)

Description

The Shasta-Tehama-Trinity Joint Community College District offers students career-technical education for a variety of occupations. This component of the District's educational program is in keeping with both the state community college mission and the District mission statement.

Certificates and some of the associate of science degrees awarded in career-technical education majors are designed for students who are interested in immediate employment and who do not intend to transfer to a four-year college or university. Other associate of science degrees awarded in career-technical education majors are designed for students who intend to transfer to a four-year college or university. Both types of degrees are listed in the summary of associate of science degrees included previously in this chapter. All associate of science degrees require successful completion of core courses in the major as well as general education requirements. *Associate of science degrees are currently offered in these disciplines:*

Administration of Justice
Agriculture
Automotive Technology
Business Administration
Computer Aided Drafting Technology
Computer and Information Systems
Construction Technology
Dental Hygiene
Diesel Technology
Early Childhood Education
Engineering Technology
Family Studies
Fire Technology
Hospitality Management
Nursing
Office Administration
Welding Technology

Certificates are currently offered in these disciplines:

Accounting Clerk/Bookkeeper
Agriculture-Equine Science
Ag-Equipment Operations/ Maintenance
Agriculture-Horticulture:
- Irrigation
- Landscape and Turf Management
- Retail Nursery Sales

Agriculture-Natural Resources
Automotive Technology
Automotive Chassis
Automotive Electrical-Electronics
Automotive Engine Performance
Automotive Heating-Air Conditioning
Automotive Engine Repair
Automotive Powertrain
Computer Aided Drafting Technology
Computer & Information Systems:
- Cisco Networking
- Computer Networking (CCNA)
- Web Design

Computer Maintenance
Construction Technology
Customer Service Academy
Diesel Technology
Dietary Service Supervisor
Early Childhood Education
ECE-Family Childcare
Engineering Technology
Firefighter 1 Certificate
Firefighter 2 Certificate
Fire Tech-Wildland Firefighter 1 Academy
Geographic Information Systems
Hospitality:
- Baking – Culinary Arts Emphasis
- Bartender – Culinary Arts Emphasis
- Dining Room Management – Culinary Arts Emphasis
- Dining Room Staff – Culinary Arts Emphasis
- Line Cook – Culinary Arts Emphasis

Hospitality Management:
- Winemaking and Marketing
- Culinary Arts Concentration

Hotel/Restaurant Management Concentration
Industrial Technology
Music
Nurse Aide/Home Health Aide
Nursing-Vocational Nursing
Office Administration:
- Administrative Office Assistant
- Administrative Office Professional
- Health Information Management

Retail Management
Theatre Arts
Watershed Restoration
Water/Wastewater Treatment
Welding

(pgs 77-78 of original document)

Strengths

- The District offers a broad range of career-technical education programs that were selected based on the local and regional workforce needs.
- In the Accountability Reporting for Community Colleges analysis for 2012, the successful course completion rate for students enrolled in career-technical education courses is 75%.
- A dual enrollment program in welding technology provides students with a seamless transition from high school to completion of the certificate to job placement.
- Health programs at the college enjoy high pass rates on certification exams.

Challenges

The following list identifies and provides background on challenges specific to the career-technical education component of the District's instructional program. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Increase the number of career-technical education students who successfully complete an associate degree, transfer requirements, and/or certificates*

  The benchmarks are:

  - Retention and successful course completion
  - Persistence
  - Success in completing skills courses
  - Rate of completing certificates and associate degrees
  - Transfer rate
  - Job placement rates

- *Maintain currency of career-technical education courses and programs*
- *Maintain costly career-technical education programs given reductions in state fiscal support*

The specific Institutional Objectives and Activities that will be undertaken to achieve these Institutional Goals will be described in the three-year *Shasta-Tehama-Trinity Joint Community College District Strategic Plans* and advancements related to achieving these Institutional Goals will be documented in annual progress reports.

Basic Skills

Description

The Shasta-Tehama-Trinity Joint Community College District offers students basic skills education to support their acquisition of the foundational skills in English, mathematics, English as a Second Language, and learning and study skills that are needed to be successful in college-level work. The basic skills component of the District's instructional program is in keeping with both the state community college mission and the District mission statement.

Basic skills courses may be either credit or noncredit; however, units earned in credit basic skills courses cannot be used to fulfill associate degree, certificate, or transfer requirements.

English: The District offers three credit non-degree applicable basic skills courses in reading and writing as well as three noncredit basic skills courses in adult

literacy. The English credit basic skills courses are from one to five levels below collegiate coursework and the three English noncredit basic skills courses are three levels below collegiate coursework. "College-level" means associate degree applicable as well as transfer-level.

Sites where courses are offered: ENGL 280 is offered via ITV at all sites. ENGL 348, 350, 260 and 270 are offered at Tehama only in addition to the main campus.

Access to basic skills support:

Main campus in Redding: workshops, one-on-one tutoring, and assistance in preparing papers in the Writing Center. Open access computer laboratory to write and edit papers with nearby tutoring support.

Tehama Campus: one-on-one tutoring by the Writing Center one day each week plus unattended open computer labs.

Trinity and Intermountain Campuses: writing assistance via the main campus Writing Center using fax, email and phone.

Mathematics: The District offers three mathematics credit non-degree applicable basic skills courses in basic mathematics and pre-algebra skills and one noncredit mathematics course. The mathematics credit basic skills courses are from one to four levels below collegiate coursework.

Sites where courses are offered: Courses are offered on-ground in Redding and Tehama, and via ITV to Trinity and Intermountain.

Access to basic skills support:

Main campus in Redding: one-on-one and group tutoring in the Math and Business Center. Open access computer laboratory equipped with mathematics course software that provides self-paced lessons.

Tehama Campus: one-on-one and group tutoring.

Trinity and Intermountain Campuses: one-on-one and group tutoring via ITV from the Math and Business Center.

English as a Second Language: All courses in English as Second Language are below college-level. The District offers five English as a Second Language credit non-degree applicable basic skills courses in oral communication and writing skills as well as seven English as a Second Language noncredit basic skills courses. The English as a Second Language credit basic skills courses are from one to four levels below collegiate coursework and the English as a Second Language

noncredit basic skills courses are four to seven levels below collegiate coursework. Students are placed into the appropriate English as Second Language course based on an assessment of their English language proficiency by the COMPASS ESL test.

Sites where courses are offered: Courses are offered in Redding and Tehama only.

Access to basic skills support:

Main campus in Redding: one-on-one tutoring in the Writing Center.

No tutoring available at the other sites.

Learning Skills: There is a noncredit course to account for hours in student tutoring and two noncredit courses designed to prepare students to pass the high school equivalency assessment (General Education Development test). In addition, there are two credit non-degree applicable courses that assist students with learning disabilities to improve mathematics and English skills.

Sites where courses are offered: Courses are offered in Redding and Tehama only.

Enrollment in credit basic skills courses accounts for about 3% of the total District enrollment.

Strengths

- The college offered Student Success Workshops in 2011-2012 which are often broadcast via ITV to other campus sites.
- Many students received one-on-one tutoring in 2011-2012.
- In the Accountability Reporting for Community Colleges 2012 analysis, the District's annual successful course completion rates for credit basic skills courses was equal to the statewide rate (64%). A second measure in the Accountability Reporting for Community Colleges is the improvement rate for credit basic skills courses which is defined as the rate of students who successfully complete a course in a basic skills sequence and who subsequently successfully complete a higher-level course in the same discipline within three years. On this measure, the District's improvement rate for credit basic skills courses has improved in recent years, from 52% to 57%, but is still below the statewide rate of 58%.
- The college has introduced curriculum innovations in the basic skills area, such as combining low level math courses.

Challenges

The following list identifies and provides background on challenges specific to the basic skills component of the District's instructional program. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Increase the placement of students into higher level courses*
- *Increase District-wide support for basic skills students*
- *Increase the number of students who successfully transition from basic skills courses to success in college-level courses in the same discipline*
- *Increase collaboration between instructional and student services programs that serve the same populations*

Distance Education

Description

The District extends higher education services to students throughout its 10,132 square miles of rural and mountainous terrain by using two distance education systems: interactive television and online instruction. Both methods of instruction provide faculty with the ability to maintain substantive contact, either synchronously or asynchronously, with students from a distance.

Interactive television: A class that originates at one campus site where a faculty member meets with students in a classroom is broadcast via television to interactive television classrooms at other District campuses. Students in the distant classrooms receive the sound and the picture live, and microphones at all student desks allow students to ask questions and participate in discussions with classmates at all other sites. Students at all sites are able to see all lecture and material including PowerPoint slides, films, and notes on a whiteboard. The faculty-to-student interaction is synchronous.

Online courses: Classes are created by faculty on a learning management system (currently Moodle), and students interact with the instructor via internet. The faculty-to-student interaction is asynchronous. Faculty and their deans monitor the interactions with students to ensure that the interactions are sufficiently substantive to fulfill the required course hours. In this method of instruction, course content is delivered entirely via the internet through postings, forums, web pages, and online books. Face-to-face meetings are not required although many faculty offer students opportunities for real-time chats online or office meetings. Hybrid courses are a variation of online courses in which faculty-to-student contact is both synchronous and asynchronous. Students meet with faculty members and their classmates each

week or several times a semester either in traditional classrooms or through interactive television and also meet with faculty members and classmates in an online classroom using a learning management system.

Both students and faculty have access to support for online and hybrid instruction. An online help site is available to students 24/7. Faculty who want to teach online and hybrid courses are required to first complete an online management system training course. After completion of the online course, trainers are available to assist faculty as needed with questions related to the learning management system. A District steering committee monitors currency and continuous improvement of distance education technology and delivery.

The District is a member of the Northeastern California Connect Consortium, a group of educational institutions and businesses. The purpose of the consortium is to extend broadband services to include the counties of Butte, Lassen, Modoc, Plumas, Shasta, Siskiyou, and Tehama. Five additional counties, including Trinity, will be served by the project as part of a comprehensive Northern California Broadband Plan.

Strengths

- Fifty-three percent of the District's students are enrolled in courses that are either fully online or hybrid online**.**
- Student success rates for interactive television and online courses (67% and 73% respectively) are close to the success rate of traditional courses as of fall 2011 (77%).
- Eighty-nine percent of online classes are transfer-level general education courses.
- Distance education complements rather than replaces the traditional method of delivering instruction. Nearly all students (94%) taking online courses also take traditional courses at the nearest site to their home.
- Faculty members teaching online and hybrid courses are required to complete training prior to accepting an assignment that includes online instruction and regular meetings of faculty and administrators on the distance education committee maintain the institutional dialogue on best practices for teaching online.
- Student Learning Outcomes by course are the same as in traditional delivery systems.

Challenges

The following identifies and provides background on challenges specific to distance education. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College*

District Strategic Plans.

- *Prioritize student retention in distance education courses*
- *Keep pace with changes in technology*
- *Ensure that distance education students have access to student services*

Student Services

Description

The District offers a range of student services to provide students with the support and guidance needed to achieve their educational goals.

> *The mission of Shasta College Student Services is to provide comprehensive high quality programs, services, and guidance, which contribute to the success of our students and empower them to make informed decisions to facilitate their learning and achieve their goals. (Adopted Student Services Council, 7/2007)*

The following support services are available to all students:

Admissions and Records: The Admissions and Records Office provides students with enrollment, registration, and transcript maintenance.

Assessment Center: The Assessment Center provides course placement assessments in mathematics, English, English as a Second Language, and chemistry.

Counseling*:* The Counseling Center offers students academic, career, and personal counseling.

Financial Aid: The Financial Aid Office connects students to state and federal financial assistance opportunities through literature available on campuses; office and college websites; on and off campus outreach events and workshops in English and Spanish; and individual appointments with students and their families.

Health and Wellness Center: The Health and Wellness Center provides care and assistance to students when illness, injury, physical or emotional issues interfere with academic and personal success.

Student Employment Center: The Student Employment Center provides job search assistance and guidance on employability tools and techniques to students seeking work either with the District or off campus.

Student Housing: The purpose of the residence hall program is to provide a safe and secure environment for students who choose to reside on campus.

Student Senate Clubs and Organizations: The Dean of Students' Office provides support and guidance for student organizations.

Transfer Center: The Transfer Center assists students in matriculating to a four-year college or university.

The following support services provide unique types of support to students with special needs:

Disabled Students Programs and Services (DSPS): The DSPS program provides support services and instruction to students with disabilities.

Extended Opportunity Program and Services (EOPS)/Cooperative Agencies Resources for Education (CARE): Both of these specially funded programs facilitate educational success for financially and educationally disadvantaged students.

TRiO Programs

Educational Talent Search: The Shasta College Educational Talent Search Program assists local high school students who have the desire and potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to a postsecondary institution of their choice.

Upward Bound: Upward Bound is a federally funded program designed to prepare and motivate high school students for success in post-secondary education. Upward Bound helps strengthen student academic skills, assists with personal growth, increases post-secondary and career options, and helps students stay focused on educational goals.

International Students' Program: The international students program recruits students from other countries; assists them in adjusting to the campus and local community; and supports their academic progress. The program also provides the District's local students with opportunities to study abroad.

Puente Program: The mission of the Puente Program is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.

At present, the student population does not warrant establishing the full complement of student services at each of the District's five permanent sites. Students have access to all student services on the main campus in Redding. Students across the District have online access to orientation, counseling, registration, and financial aid applications.

Strengths

- The District provides a wide range of services to support students' achievement of their educational goals.
- Many student services, such as registration, counseling and orientation, are available online which extends access across the District's large geographic area.
- The level of support provided financial aid services has kept pace with increased student need; in the past five years, the proportion of students receiving financial aid has increased significantly, from 31% to 52%.
- The District participates in strong K-12 collaborations with local middle schools and high schools through programs such as Gear-up, Upward Bound, Talent Search, and College Options, and through the provision of website resources for high school counselors.

Challenges

The following identifies and provides background on challenges specific to the District's student services. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Make local adjustments as required by state-level changes*
- *Create comparable student access to student services across the District*

Library

Description

Library faculty and staff teach information competency skills and maintain research resources for students, faculty, and staff. Support for students includes one-on-one instruction on research skills at the Reference Desk, access to computers during library hours; and materials available via the internet during all hours to students with library card access. Support for students includes training on information competency skills tailored to class assignments. The library is available to community residents in the tri-county area over the age of 18.

The recently renovated library facility on the main campus in Redding features individual seating for 240, including five group study rooms, one small meeting room, 40 public computers, and a Library Instruction Center with 39 additional computer workstations. The primary services of the library include curriculum support, library instruction, the provision of study space, and interlibrary loans. The library provides multiple learning options such as group study areas, quiet study areas, audio and visual tools, closed captioned video materials, audio materials, and equipment for students with learning disabilities.

The library serves students across the District by visiting distant sites as requested and by providing online resources such as access to the collection, eBooks, periodical databases, streaming video, virtual reference assistance, and online library card applications.

Strengths

- The library provides a range of services to students and faculty across the District both on-site and online, including interlibrary loans and remote site lending.
- By centralizing resources, the library integrates resources across departments and disciplines to maximize student access and minimize duplication of financial resources.
- Program reviews, annual statistics, and library satisfaction surveys show evidence that the library delivers adequate services and resources using new

technology for students on campus and via online access to our District, including offering online resources.

- The library's collection includes 70,001 print titles, 26,781 eBooks, 4,230 audiovisual titles, and over 40 electronic databases. Library satisfaction survey results consistently indicate that 70% or more users agree or strongly agree that print and online resources are sufficient; only 2-6% of users are dissatisfied.
- The library collection supports GE/Transfer, CTE, and Basic Skills programs across the curriculum. Library instruction occurs in classes supporting all three segments. In 2011-12, 72% of library instruction sessions occurred in GE/Transfer classes; 25% in CTE classes, and 3% in Basic Skills classes.

Challenges

The following identifies and provides background on challenges specific to the District's library services. These challenges and the background data were the basis for the Institutional Goals which in turn serve as the basis for Institutional Objectives and Activities that will be articulated in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plans*.

- *Making local adjustments as required by changes in information sources and technology*
- *Creating comparable student access to library services across the District*

Community Engagement and Workforce Development

Description

Shasta College currently has a number of initiatives to promote community engagement and workforce development. One vehicle for community engagement in 2012 is the Shasta College Center for Community Engagement (SCCCE), which provides a variety of community engagement opportunities including service learning projects, one-time volunteer activities and "SCCCE Presents," an ongoing series of educational talks, film screenings and panel presentations open to the public. The Center's mission is to foster a learning community through students' participation in civic engagement in both local and global communities. In this way, the Center contributes to the District's effectiveness in meeting its mission by providing educational opportunities that "improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills." The service learning and volunteer projects expand students' education by providing real world experiences and the students' involvement in the community enriches the region socially and culturally.

Research on the benefits of service learning and other community engagement strategies to students and communities inspired the establishment of the Center in

2007. The documented benefits of community/civic engagement include:

- Empowering students to be agents of change in the social, economic, political realities of their lives, their communities and beyond;
- Making education a transformative and deeply relevant force in students' lives;
- Emphasizing the teaching and practicing of democracy for advocacy and change through community-based learning and collaboration;
- Embracing the cultural and social contexts of students as learners representing different ways of knowing, understanding and experiencing; and
- Fostering a democratic environment in our interactions with each other and in our efforts for institutional change.

The Center's activities are guided by an advisory board composed of all stakeholders including faculty, administration, students, community partners, and K-12 representatives. These opportunities for student engagement in the community through service learning and volunteering are the result of officially partnering with community organizations; training for both faculty and community partners; volunteer fairs; and community outreach.

The Economic and Workforce Development Division was established to enhance the economic and workforce well being of the District and the region by strengthening the workforce.

The Division delivers technical assistance described in the following list to small businesses and emerging entrepreneurs, serving as a regional hub of 11 counties in Northern California.

The Small Business Development Center offers assistance to business clients in a confidential, one-on-one relationship. Consultants offer their guidance and expertise to help build better businesses and also special programs for start-up businesses.

The Business Entrepreneur Center is a network of Community College professionals working in strategic partnerships with businesses, industry and community organizations to identify and meet California's economic development needs in the areas of business improvements and entrepreneurship training.

Business and Industry Training provides training and not-for-credit offerings as needed by local and regional businesses and industries, such as training on alternative energy and sustainability.

The Youth Entrepreneurship Program (YEP) provides a unique combination of trainings and seminars aimed at young people between the ages of 14 and 27.

Strengths

- The Center for Community Engagement was created by and continues to be advised by representatives of all stakeholders: community partners, students, faculty, and K-12 representatives.
- The community engagement program maintains strong community volunteer support and is driven by ongoing student interest and demonstrated benefit to them and their community.
- The Economic and Workforce Development division is able to be immediately responsive to local and regional business and industry needs. As new and emerging areas, such as renewable energy, present themselves, EWD has the infrastructure to respond. EWD is equipped with the necessary resources and can provide training (short-term and long-term) through credit education or contract offerings.
- Economic and Workforce Development is primarily grant funded. In the past five years, Economic and Workforce Development has secured approximately $8 million in grant funds and non-competitive allocations from federal, state and local agencies to provide programs and services to strengthen the regional workforce of the service area.
- Not-for-Credit course offerings through Business & Industry Training (Community Education and Contract Education) have expanded educational programs to the service area.
- The Economic and Workforce Development division is a central link between the District and local and regional businesses and industries.

Challenges

The following identifies and provides background on the challenge that is specific to the Center for Community Engagement and the Economic and Workforce Development division.

- *Establish a sustainable Center for Community Engagement*
- *Instability of funding for grant opportunities*
- *More fully integrate both the Center for Community Engagement and Economic and Workforce Development services with instructional programs*

Conclusions and Recommendations

Intention of the Educational Master Plan

For the next 18 years, this Educational Master Plan (EMP) will serve as the chief planning document for the District, informing other master plans such as the Facilities Master Plan, Technology Plan and Staffing Plan. By having widespread involvement in creating and revising the plan, the entire college community has ownership of the EMP and investment in implementing it. The information contained in the first four chapters has been used to develop the Institutional Goals and Institutional Objectives, which will guide the development of area-level initiatives.

Because the integrated planning process at Shasta College is cyclical, as the areas develop initiatives and these are assessed annually, more critical information will be gathered to help clarify the Institutional Goals and Objectives. Most important, all areas and staff will work toward a shared vision of the District in 2030.

Conclusions Based Upon Programs and Services Section

The following broad conclusions can be reached based on the information contained in Chapter 4 – Programs and Services:

- The District has a strong general education component and should develop more transfer degrees and opportunities.
- Student success and retention rates are traditionally high, indicating quality in the instructional and student services areas.
- Persistence from one semester or academic year to the next is low and needs to be addressed.
- The District currently supports a number of career-technical education programs and needs to focus on increasing graduation and employment rates as well as to adjust to declining state revenues.
- Finding outside sources of funding for career-technical education programs would help sustain them.
- In basic skills, success and improvement rates are high, but few students progress from basic skills to transfer-level courses.
- More support for basic skills students is needed, especially at the extended education sites.
- The number of students taking online courses and overall number of

sections is growing, but online student services have not kept pace.

- The District's online success rates are approaching the level of those of traditional classes.
- Online instruction is essential to reach all parts of the District, although broadband access is not yet available across the entire geographic area.
- The District has a wide range of student services available for a variety of student populations.
- One strength in the student services area is the collaboration with K-12 schools either individually or as part of a consortia.
- The library has made strides in improving access to its services for students and could increase the technology-based information that it provides.
- The District values the community engagement program and would like it to expand pending its ability to be financially self-sufficient.
- The Economic and Workforce Development division needs to be better aligned with career-technical education programs to increase its own sustainability and assist those programs in responding to community needs.

Common Themes

Some common themes have emerged in the first four chapters of this plan that indicate a need for attention by the District. These are listed below in order to guide future discussion:

- Growing Need for Technology Support: In relation to both student services and serving a large district, the requirement that more services move online to provide access for students is mentioned. In addition, the desirability of having more classes and/or information within classes online is a component of the instructional plan.
- Accessibility for All Potential District Students: Along with online solutions, the District should investigate other strategies to improve access to instruction and student services throughout the District.
- Integration of Student Services and Instruction: In order to meet graduation goals and benchmarks such as basic skills completion, instruction and student service personnel and programs will need to increase collaboration and find innovative ways to help students succeed.

- Fiscal Sustainability: Given the challenging budget situation in California which is likely to continue for some time, many areas of the college – such as career- technical education and community engagement – may be forced to find alternate funding sources in order to continue and/or expand.

In addition to the Common Themes arising from Chapter 4 identified above, the District has identified the following concerns based on a comprehensive review of the EMP:

- In order to assist in addressing the needs outlined in this Educational Master Plan, the District should investigate the creation of a centralized grants office which would help assure that grants being pursued are aligned with the District mission and its Institutional Goals.
- As the funding levels of the state change and in anticipation of the District needing to generate full time equivalent students (FTES) to capture funding restoration or growth funding in the future, the District should examine the timing of restoring funding for marketing and recruitment activities that have been curbed in recent years.
- The District should be a leader in collaborating with local agencies and organizations to plan for long term investments into increasing the local higher education opportunities for the region's citizens.

Other District Plans

With the completion of this Educational Master Plan, the District is now prepared to move forward on the following plans:

- Facilities Master Plan
- Staffing Plan
- Technology Plan
- Enrollment Management Plan

Initial steps in the creation or updating of each of these plans will take place in 2012-2013.

The most critical of these plans is the Facilities Master Plan. The District's Facilities Planning Committee is an integral part of the college's planning model and will be responsible for the development and submission of the Facilities Master Plan for District approval.

As part of that planning model, the Committee's role will continue to:

- Assess the effective use of physical resources
- Provide recommendations to the College Council and Budget Committee
- Ensure facility planning is participatory and comprehensive
- Assure integration of facility planning in the District-wide planning process

The Facilities Master Plan, using existing space inventory, various assessment tools, projected space needs, EMP data, and established planning principles, will identify a plan for the upgrading of the current campuses and the eventual organization of a multi-college district when the Tehama Campus becomes Tehama College. Planning principles, priorities, and factors will then become the strategic indicators and will be integrated into a Facilities Dashboard that presents relevant information in a succinct, visual format.

From the Facilities Master Plan and the consideration of Annual Area Plans/Program Reviews prepared by the campus constituencies, the Facilities Planning Committee will recommend facility-related priorities within the District. Implemented over time and guided by the District's planning principles, the Facilities Master Plan will provide a framework while allowing flexibility to respond to opportunity.

Implementing the Educational Master Plan

The Educational Master Plan will be implemented via three-year Strategic Plans that identify Institutional Objectives and Activities to support them. It will remain the constant in the integrated planning cycle for the next 18 years and as such, will guide and shape the other elements of the planning process. In particular, evaluation of institutional effectiveness and resource allocations should be shaped by the Educational Master Plan. Should there be an external change driving a change in the college's mission which renders a portion or all of the Institutional Goals inapplicable, the Educational Master Plan may be revised or rewritten prior to the 18 year horizon of this plan.

This plan will also be implemented by individual areas and programs as they create annual initiatives that connect to the Institutional Goals. The information contained in the Educational Master Plan will be a resource for all areas of the college as they develop their individual plans and assess their effectiveness.

PROPOSED TITLE 5 CHANGE TO ESTABLISH SYSTEM-LEVEL ENROLLMENT PRIORITIES (SECTION 58108)

September 10-11, 2012

ACTION

Presentation: Linda Michalowski, Vice Chancellor of Student Services and Special Programs

Item 2.1

Issue

This item presents for a second reading and Board of Governors consideration the proposed title 5 changes to establish system-level enrollment priorities consistent with Student Success Task Force recommendation 3.1.

Background

The Chancellor's Office convened a 17-member workgroup to implement Student Success Task Force recommendation 3.1 to establish system-level enrollment priorities. The task force recommended that the California Community Colleges adopt system-level enrollment priorities to: (1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.

The draft proposal was first presented to Consultation Council in April 2012, and, at the council's request, the timeframe for adoption of the proposed regulation was extended to allow for additional time to solicit input from broad constituencies. As a result, a draft proposal was presented to the board in May 2012 as an information item and was then presented for a first reading and public hearing on July 9, 2012. Official notice of the proposed changes to the California Code of Regulations, title 5, regarding the establishment of system-level enrollment priorities was published on July 9, 2012. The original proposed text was made available for public comment for at least 45 days from July 9, 2012, through August 22, 2012. The notice specified the process to comment on the proposed changes. Comments from six people were heard at the public hearing. No written comments were received during the comment period. A summary and response to the public comments received is included in attachment 2.

In addition, after the first reading, a change was made to the proposed section 58108(n) to correct language that would have required districts to allow appeals based on a student demonstrating significant academic improvement in a subsequent term(s) when the intent of the workgroup was to make this appeal basis permissive. This change to the original proposal presented to the board necessitated a renotice of the proposed regulatory action and an opportunity for public comment

on the proposed change outlined in the renotice. No public comments were received in response to the renotice.

The key elements of this regulation include the following:

- Enrollment priorities for existing student groups identified in California Education Code (active duty military and veterans and foster youth and former foster youth) and for students participating in EOPS and DSPS programs who have completed orientation, assessment, and developed student education plans are maintained in the proposed regulation (first and second level of priority, respectively). A provision was added to allow districts the discretion to collapse the first and second levels of priority if sufficient capacity exists to do so without displacing students in the first level.

- New students who have completed orientation, assessment, and developed student education plans and continuing students in good standing (defined as a student who is not on academic or progress probation for two consecutive terms and has not earned 100 degree-applicable units) constitute a large level three priority group. Districts have discretion to establish local priorities among students in this group.

- Districts have discretion to establish local priorities below level three for all other students.

- Continuing students would lose enrollment priority if they earned more than 100 units (not including nondegree applicable basic skills and ESL) or if they were on academic or progress probation for two consecutive terms (as defined by existing title 5 regulations).

- Districts would have authority to adopt policies exempting categories of students from the 100 unit limit, such as those in high unit majors or programs.

- Districts would be required to adopt an appeals policy and process for students who lose enrollment priority due to extenuating circumstances (verified cases of accidents, illnesses or other circumstances beyond the control of the student) and for students with disabilities who applied for but did not receive timely reasonable accommodation. Districts may also allow appeals for students who demonstrate significant satisfactory academic improvement in a subsequent term, but whose term GPA is not high enough to raise the cumulative GPA.

- Significant lead time is provided for implementation. Beginning in spring 2013, districts would be required to notify students who are at risk of losing enrollment priority due to their unsatisfactory academic progress or standing. Districts would be required to fully implement the new regulation by fall 2014 and ensure that all policies and course catalogs reflect the new enrollment priority requirements and that appropriate and timely notice is provided to students.

Additional information is provided in the attached timeline and priority chart. The text of the proposed regulation is also included as attachment 1.

Analysis

The current state budget climate has resulted in community colleges having to cut significant numbers of course sections despite high enrollment demand. Many students are being denied access, including recent high school graduates and adults seeking job training or retraining in this unstable economy.

The Student Success Task Force was concerned that new students pursuing mission-central goals are potentially being displaced by avocational students and sought to bring a thoughtful approach to rationing the available space at community colleges. The task force also wanted to facilitate students moving through the college curriculum in an efficient manner and encourage students to take their enrollment opportunity seriously by incentivizing them to maintain good academic standing.

The proposed regulation represents a phased-in approach to implementing the task force's recommendations. One of the elements of recommendation 3.1 that workgroup members agreed the system is not able to implement due to resource constraints is the recommendation that students lose priority if they do not declare a program of study by the end of their third term and do not follow their student education plan. The proposed regulation provides a framework for system-level enrollment priorities that provide greater consistency among California's 112 community colleges, while providing districts with the discretion to shape policies and registration priorities within the framework to meet local needs. The highest levels of priority are maintained for students identified in Education Code (active duty military, veterans, foster youth, and former foster youth) and for EOPS and DSPS students who have had historic priority within the system.

Recommended Action

The Board of Governors is asked to approve the proposed changes to title 5, section 58108 on system-level enrollment priorities.

Staff: Sonia Ortiz-Mercado, Dean, Student Services