



Shasta-Tehama-Trinity Joint
Community College District



Enrollment Management Plan



2024-2027



Shasta College

www.shastacollege.edu

Shasta College is an equal opportunity educator and employer.



Mission Statement

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

(Approved by the Board of Trustees on June 14, 2017)

Institutional Goals 2012-2030

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

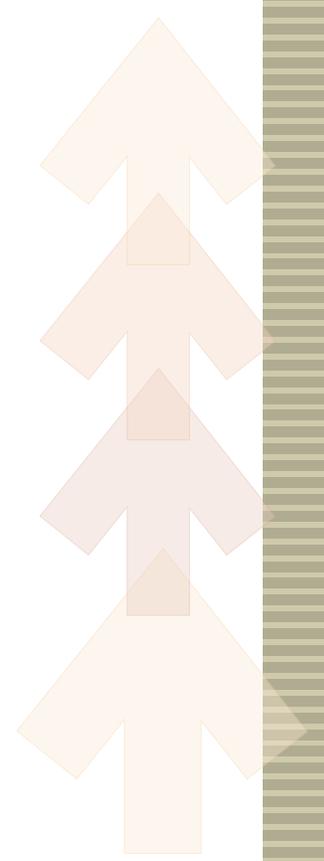
Enrollment Management Committee Mission

To develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional and student support strategies to enhance equitable access, success, persistence and goal attainment.



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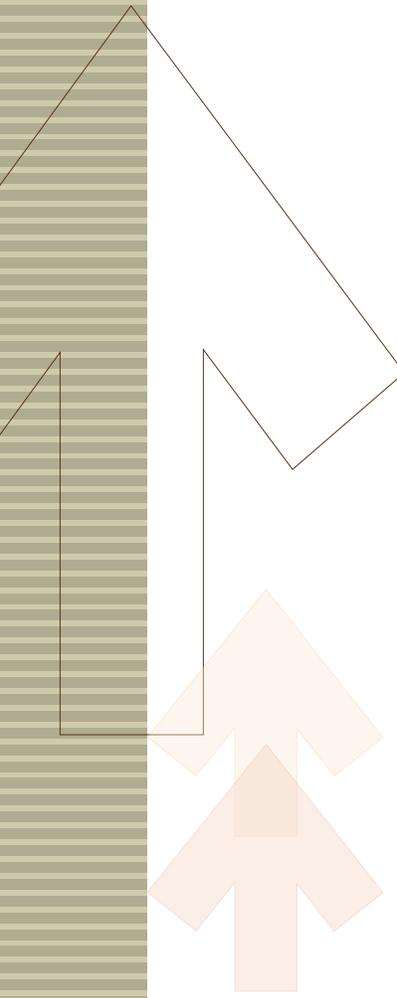




Introduction

Enrollment management at Shasta College is grounded in activities that promote student equity, retention, success and completion. The 2024-2027 Enrollment Management Plan (EMP) continues to follow the tradition of the 2021-2024 plan to take a holistic, comprehensive, integrated approach toward enrollment management. The EMP is guided by the College’s Mission, Education Master Plan, Strategic Plan, the Student Equity Plan, and the Vision 2030 with a primary focus to seek, guide, keep, and support students to complete their educational goals.

The impact of COVID-19 created a dynamic shift in enrollments. To maximize enrollment Shasta College has been offering students varied percentages of face-to-face, online, and hybrid courses. Shasta College continues to work toward “pre-COVID” enrollment numbers and has seen consistent increases in enrollments with each successive term.





Strategies for Student Success

The strategies for student success in the EMP are based on the Guided Pathways framework and integrate the Six Success Factors (Figure 1.) defined by the RP Group which is the research organization focused on California Community Colleges success. The Guided Pathways framework originated from the Completion by Design project and was introduced by the California Community Colleges Chancellor's Office (CCCCO) to the system in the fall of 2017. It creates a highly structured approach to student success that provides every student with a well-defined pathway and helps them succeed on the pathway to achieve their learning/career objectives. The approach can reduce the total number of units, increase career certifications, eliminate achievement gaps and improve student success.

The Guided Pathways framework includes four pillars:

Clarify the Path

Create clear curricular pathways to employment and further education.

Enter the Path

Help students choose and enter their pathway.

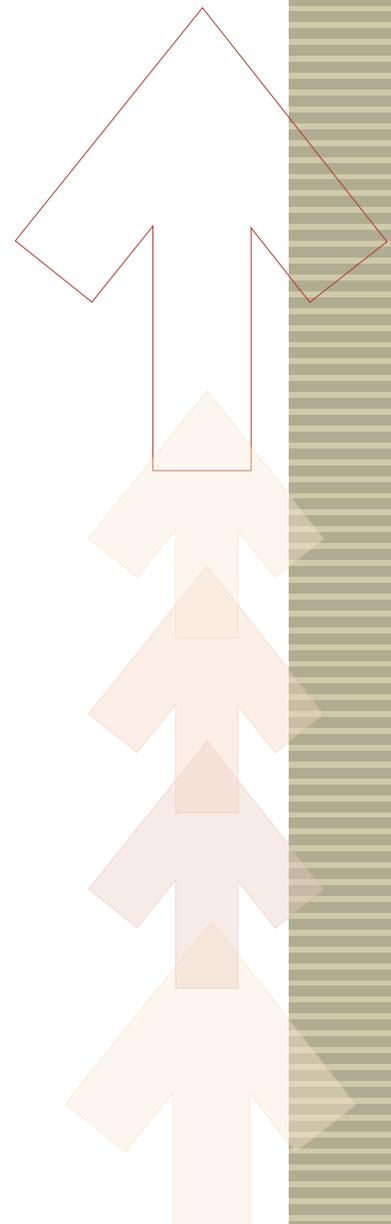
Stay on the Path

Help students stay on their path.

Ensure Learning

Ensure that learning is happening with intentional outcomes.

The Six Success Factors by RP group is described in Figure 1 (see page 6).



Defining the “Six Success Factors”

A growing body of evidence indicates that strategic supports — delivered inside and outside the classroom — can increase students’ abilities to achieve completion and transfer. This research suggests that student support activities must be (1) integrated into students’ daily experience, and (2) included in the overall curriculum.

The RP Group’s review of leading studies on student support found that effective support — in addition to being integrated and intrusive — helps students become:

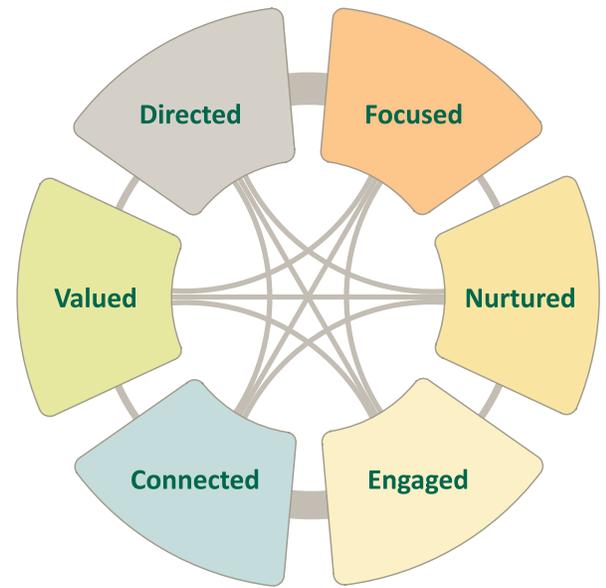


Figure 1. Defining “Student Success Factors.” (RP Group)

Directed

Students have a goal and know how to achieve it.

Focused

Students stay on track — keeping their eyes on the prize.

Nurtured

Students feel somebody wants and helps them to succeed.

Engaged

Students actively participate in class and extra-curricular activities.

Connected

Students feel like they are part of the college community.

Valued

Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

These “six success factors” form the basis for the RP Group’s student-focused investigation of support. Readers can find complete definitions later in this report as well as a full discussion of these factors in the study’s literature review at <http://www.rpgroup.org/content/research-framework>.

Student Success/Equity Metrics

The plan uses the same student success/equity metrics defined by the Student Equity and Achievement Program of the Chancellor’s Office, namely:

- a. Access: successful enrollment
- b. Retention: Fall to Spring
- c. Transfer: to a four-year institution
- d. Completion: of transfer level math and English
- e. Completion of various certificates, associate degrees and bachelor degrees

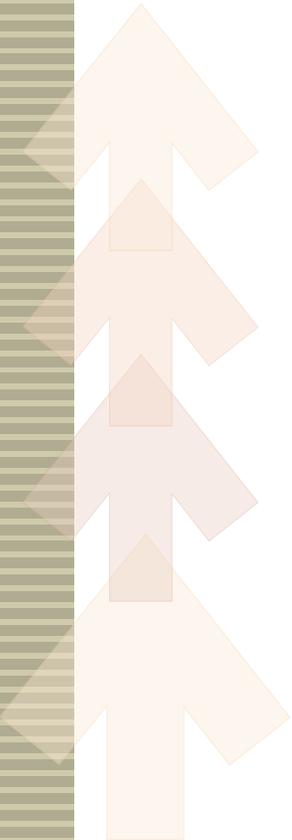
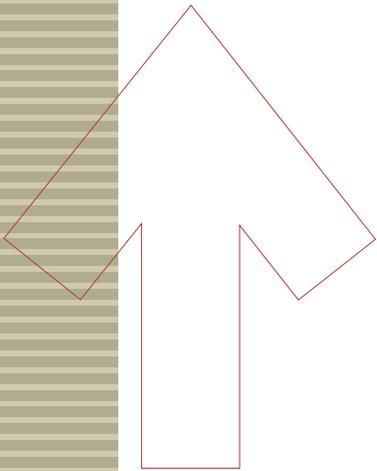


Enrollment Management Goal #1: Seek

Through coordinated outreach, simplified processes and “just in time” support, the college will increase enrollment to pre-pandemic levels by targeting recent high school graduates, returning adult learners, international students, and mitigating fraud.

Activities:

- a. Continue to expand the New Applicant Outreach Project to include all applicants, particularly those from disproportionately impacted groups as identified in the most recent Student Equity Plan data.
- b. Assess and, if feasible, institutionalize the New Applicant Outreach Project.
- c. Continue to provide comprehensive “One-Stop” student services from the time that staff move out of the 100 building in Spring 2025 through moving back into a renovated space in Summer 2027.
- d. Integrate Ocelot-Chatbot with Colleague to provide individualized information in real time to reduce response times.
- e. Establish funding to provide promotional items at recruitment events.
- f. Update high school outreach plan to explicitly evaluate and respond to the student journey throughout the District’s service area.
- g. Update the high school outreach plan to include point of contacts, online technical support, and artificial intelligence response systems.
- h. Streamline, simplify, and communicate the process for Dual and Concurrent Enrollment programs.
- i. Evaluate the expansion of the Dual and Concurrent Enrollment programs - including the implementation of common application.
- j. In consultation with the Shasta College Foundation, investigate the feasibility of establishing and increasing student scholarships.
- k. Review and update the 2025 – 2027 International Student Enrollment Management Plan.
- l. Assess the international contract education student program (Becoming) for expansion.
- m. In partnership with industry advisory committees and professional associations, develop recruitment strategies for certificate pathways.



- n. In consultation with the Shasta College Foundation explore the possibility of establishing an alumni association.
- o. Develop a coordinated campus wide community outreach events plan.
- p. Continue to expand enrollment marketing efforts.
- q. Develop and implement an outreach plan to connect with disproportionately underrepresented and/or marginalized populations as defined in the Student Equity Plan.
- r. Expand and market transfer opportunities.
- s. Evaluate and, if necessary, simplify steps to enrollment for prospective students, recent high school graduates, and returning adult learners.
- t. Identify technology and staffing solutions to expedite fraud mitigation and minimize the impact on legitimate students.
- u. Continue the Shasta/North State Promise programs to provide proactive, required orientation, student planning, financial aid and cohort support services.
- v. Evaluate the steps to enrollment for non-credit students, particularly students enrolled in GED Prep or English as a Second Language courses

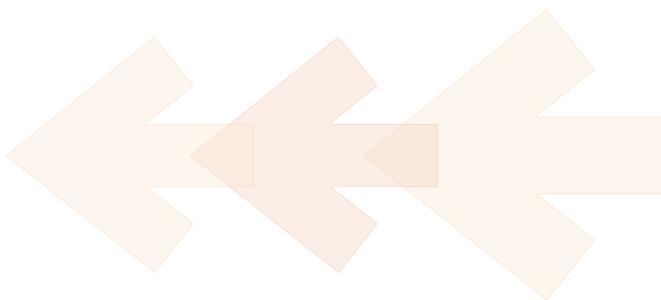


Enrollment Management Goal #2: Guide

Aligned with Guided Pathways Pillars 1 and 2, the goal is to define pathways for students in their first term, and for students to participate in a structured onboarding process that helps them select and complete a pathway.

Activities:

- a. Research the full capabilities of the MyShasta educational planning tool.
- b. Identify and implement necessary processes for front-end transcript evaluation.
- c. Increase faculty involvement and continue to expand and market Credit for Prior Learning to all students.
- d. Using data to make informed decisions, follow time block scheduling to avoid overlaps and ensure students can complete their programs in a timely manner.
- e. Implement new student accessible tools that track and inform the student of intake process from application to registration.
- f. Expand electronic transcript sharing between the college and regional high school districts.
- g. Complete remodel of a new Student Services “One Stop” building on the Redding campus.
- h. Provide each student with a program plan by the end of their first semester of study.
- i. Develop strategies to encourage students to meet with a counselor each term.
- j. Expand and improve strategies to support students to complete transfer level math and English in their first year.
- k. Based on data, expand in-person and online embedded tutoring and supplemental instruction in math and English courses.
- l. Routinely update student and public facing program maps.
- m. Evaluate pilot First-Year experience program (Ignite).





Enrollment Management Goal #3: Keep

Aligned with Guided Pathways Pillar 3, the goal is to help students stay on their path by developing responsive strategies to support student persistence and retention that includes proactive academic and career counseling, innovative classroom practices and responsive student tracking systems.

Activities:

- a. Evaluate student support services for students completing programs of study online.
- b. Examine and improve education about financial aid Satisfactory Academic Progress (SAP) for special admit populations and support staff at the high schools.
- c. Enhance the new employee orientation to focus on student needs and the student journey.
- d. Assess the automated student education planning tool for improved persistence and through-put.
- e. Develop a workflow and implement the Ellucian Advise case management system to support student services and proactive counseling.
- f. Introduce faculty to Ellucian Advise to encourage/support the implementation of early alert/interventions for student success.
- g. Continue to provide professional development on innovative pedagogy.
- h. Expand faculty professional development training to teach in multiple modalities.
- i. Expand embedded tutoring and supplemental instruction for transfer math and English with support.
- j. Continue to increase student and faculty awareness of student support services on all Shasta College campuses.
- k. Continue to increase student awareness of student support services through faculty and staff on all Shasta College campuses.
- l. Update financial aid messaging from a Caring Campus perspective.
- m. Expand the use of open / no-cost educational (OER) resources to narrow income equity gaps.
- n. Investigate increased monetary support for adult learners to attend college that reflects the “true cost of education”.
- o. Explore the expansion of regional partnerships to provide resources in support of instructional programs (e.g. Fire, Logging).
- p. Research and, if feasible, support student access to, and use of technology through initiatives such as a “Technology Boot Camp” and identifying free tech tools for students.



- q. Implement initiatives from the Student Equity Plan when feasible.
- r. Identify and implement best practices to address issues faced by students with dependents including childcare, scarcity of time, and predictable schedules.
- s. Continue to offer students flexibility through multiple course delivery modes (asynchronous online, synchronous online, hybrid, hyflex, in person, short-term) and predictable scheduling to support working and adult learners.
- t. Enhance a sense of belonging through the Student Life Department and proactive student support services.
- u. Create an institutionalized culture of care through the expansion of the “Caring Campus” initiative.
- v. Explore and expand community partnerships with the Basic Needs Resource Center to improve student retention and completion by addressing non-academic barriers.
- w. Research and, if feasible, implement expanded student access to technology throughout the District’s service area.

Enrollment Management Goal #4: Complete

Aligned with Guided Pathways Pillar 4, the goal is to help students complete a program of study, transfer to a university, and/or earn a credential with value in the labor market.

Activities:

- a. Examine the feasibility of aligning general counselors with student support teams.
- b. Automate the degrees when due program to support an “opt out” degree and certificate-conferral process.
- c. Continue to promote and enhance Career Café services.
- d. Investigate leveraging various sources of funds (e.g. Lottery) to support student completion grants.
- e. Integrate credit for prior learning (CPL) as a key step throughout the matriculation process.

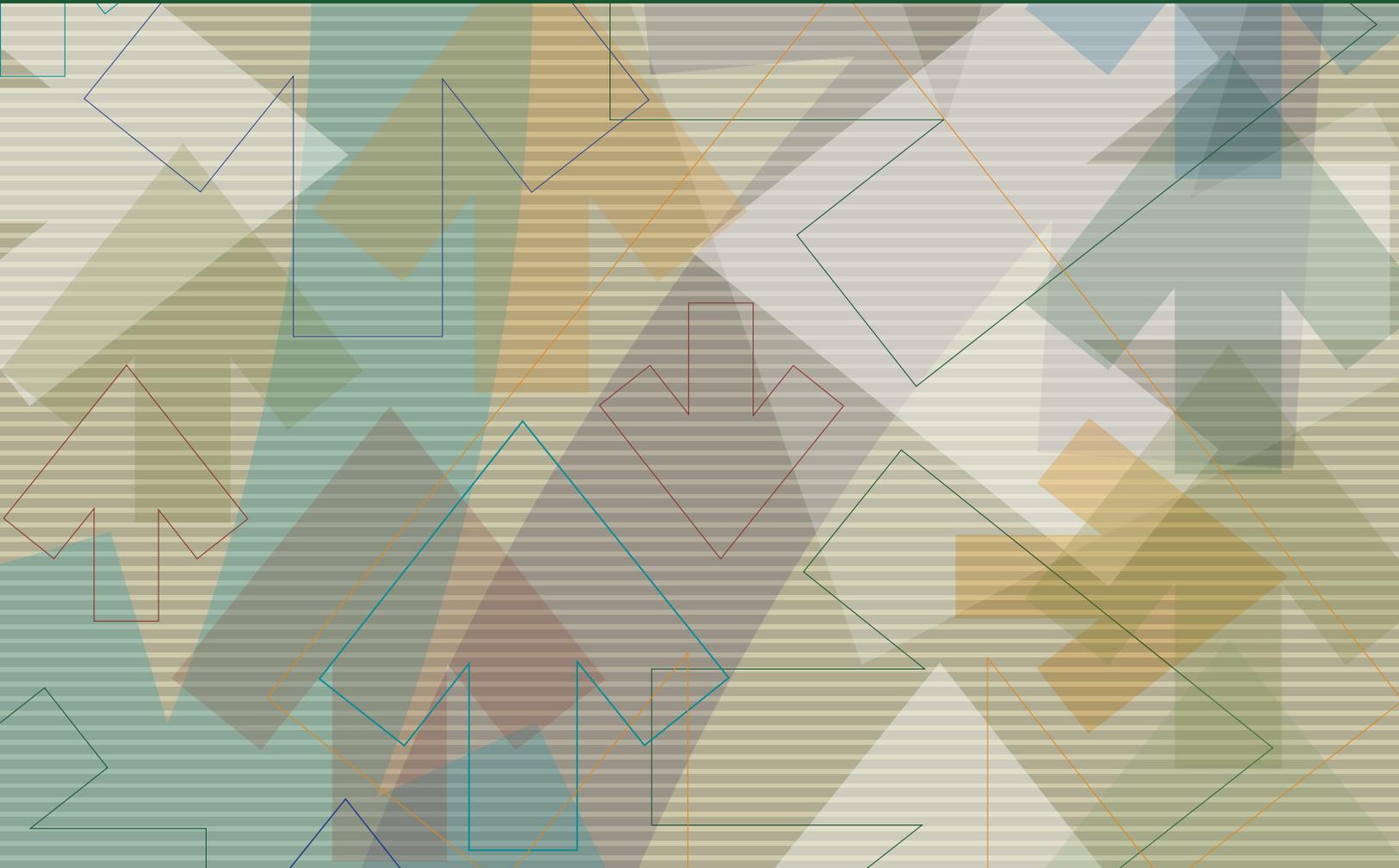


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The Shasta-Tehama Trinity Joint Community College District ("Shasta College") does not discriminate against any person on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. Shasta College also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.