

Shasta College Strategic Educational Master Plan (Draft)

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Message from the President

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Mission and Vision

Mission

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

Approved by the Board of Trustees, August 13, 2025

Vision

Shasta College is a nationally recognized model community college engaging its communities through innovation in student learning and growth.

Introduction

The Shasta College Strategic Educational Master Plan is the District's primary long-term planning document, guiding institutional priorities from 2026–27 through 2031–32. It aligns all major planning efforts including the Facilities Master Plan, Technology Plan, Enrollment Management Plan, Student Equity Plan, Annual Planning, and other operational plans. As the environment in which the District operates is dynamic, there will be a mid-cycle progress report in Spring 2029 which will serve as assessment and an opportunity to refine strategic focus areas. The plan was developed with insights from Shasta College students, faculty, administrators, staff, and community partners. Input was received through surveys, collaboration groups, governance committees, and compiled by a task force established by College Council.

North Star and Goals

North star

By 2032, Shasta College students will achieve a 70% three-year completion rate. Completion is defined as achieving a stated educational goal through degree or certificate attainment or successful transfer to a four-year college or university.

Goals

Student completion is the measure that unites all of Shasta College's efforts across every campus, and instructional modality. Helping students stay enrolled, connected, and moving forward to accomplish their stated goal is central to the work of every Shasta College employee.

Five themes emerged from surveys and focus groups that inform our way of proceeding in support of student success:

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

Progress will be tracked using the Early Momentum Metrics defined by the Community College Research Center (CCRC): credit accumulation, gateway course completion, program course completion, and continuous enrollment. These early indicators show whether students are gaining traction toward their goals. By embedding them in every goal, Shasta College will measure how coordinated efforts across instruction, student services, and campus operations strengthen student momentum.

Shasta College's Educational Master Plan aligns with the California Community Colleges' Vision 2030 framework. Each goal advances one or more of Vision 2030's statewide priorities, equity, future-ready teaching, workforce mobility, sustainability, and well-being, while grounding those priorities in the district's North State context.

Goal 1. Strong Start

Purpose: Students will begin college with clear goals and early support to help them succeed. This goal aims to ensure that students enter Shasta College with clarity, confidence, and connections to the resources that help them persist by focusing on removing early barriers, streamlining orientation, and creating structured support.

Strategic Focus:

- Strengthen early academic momentum by pairing proactive counseling support with program-aligned default (draft) education plans (up to 30 units), and expand the number of first-year students who engage in a counselor-guided review of their academic plans.
- Link at least one staff member to each "area of interest" Counselor to attend to transactional processes.
- Incorporate "area of interest" counseling across each academic discipline to clarify the path and help students enter the path.

- Expand a cohort-based case management system for all new students that requires pre-registration and counseling sessions during the first semester. Counseling sessions will focus on early momentum and persistence.
- Align onboarding and support services with evidence-based student-success practices, such as Ask-Connect-Inspire-Plan, to provide clear, structured guidance from the moment students engage with the College.
- Integrate responsive and developmentally appropriate career and educational counseling and comprehensive educational planning early in the high school experience.
- Improve annual FAFSA completion rates for all students.
- Redesign the new student orientation to provide “just in time information” focusing on what is necessary for success in the first semester.
- Connect students to the services that support persistence such as health services, basic needs assistance, tutoring, and other tools that help them continue toward their goals.

Indicators:

- Completion of FAFSA
- New student completion of Orientation during the first term
- New student comprehensive educational plan in first year
- Special Admit students who enroll at SC following HS graduation

Goal 2. Pathways and Student Momentum

Purpose: Students will have the resources and academic support for timely completion. This goal emphasizes the systems, structures, and pathways that keep students moving forward.

Strategic Focus:

- Using the campus Case Management Platform (CRM Advise¹), strengthen early alert interventions, proactive outreach, and coordinated support teams to help students stay on track and maintain momentum. Students do not disappear quietly.
- Design a system for cross-departmental schedule planning, including creating responses to the most likely conflicts in student registration.
- Evaluate priority registration to incentivize completion behaviors.
- Develop and highlight short-term credit and noncredit offerings to prepare students for entry-level and high-demand occupations.
- Re-engage working adults, student parents and remote learners through short-term and stackable credential pathways offered in flexible and hybrid modalities that are aligned with regional workforce needs.
- Streamline onboarding workflows, improve response times, and ensure equitable access to financial aid.

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

- Expand completion initiatives such as Credit for Prior learning
- Explore and expand the scheduling of 8-week (A Block/B Block) classes where appropriate, to support program completion
- Create clear pathways for students to earn a bachelor's degree without leaving the area.

Indicators:

- Overall Persistence
- First-generation persistence
- Economically Disadvantaged persistence
- Black/African American persistence
- LGBTQ+ persistence

Goal 3. Teaching Excellence

Purpose: Instruction is engaging, inclusive, and designed to promote learning and persistence. This goal aims to ensure learning for all students.

Strategic Focus:

- Support faculty learning communities focused on universal design for learning (UDL), culturally responsive teaching, evidence-based instructional practices, regular-substantive interaction (RSI), trauma-informed approaches, and strategies that address the academic and social-emotional gaps intensified by COVID-era disruptions.
- Support collaborative course redesigns that use evidence-based practices for high Drop, Fail, and Withdrawal courses. Redesign collectively to maximize impact on students.
- Create a compensated professional development system to support faculty re-design of 8-week courses.
- Expand and integrate tutoring and supplemental instruction into a unified, high-impact support system that reaches more students, with structured incentives and proactive outreach that encourage regular participation.
- Support faculty in designing and sustaining RSI in online courses through professional development, instructional design support, and shared best practices.
- Support the integration of digital literacy and AI-supported teaching methods to prepare students for evolving workplaces.
- Recognize exceptional teaching.

Indicators:

- Increase in success rates
- Increase in retention rates
- Increase in Fall to Spring persistence

Goal 4. Ensure Equitable Access and Belonging

Purpose: Removing structural barriers allow every student, especially those currently experiencing disproportionate outcomes such as male, first-generation, and low-income students to stay enrolled. This goal commits the College to a learning environment where students feel valued, supported, and equipped to persist.

Strategic Focus:

- Use technology (AI, data dashboards, early-alert tools) as enablers of faster, smarter interventions to close equity gaps.
- Expand the Caring Campus model for students both on campus and online.
- Strengthen belonging, mentoring, and basic needs services to remove withdrawal triggers.
- Build inclusive imagery, outreach, and spaces that affirm identity and connection to make the campuses more comfortable, inviting, and inclusive.
- Implement targeted re-engagement and support strategies for underrepresented groups.
- Maintain and enhance campus environments to ensure they are comfortable, welcoming, and conducive to learning and engagement.
- Create a college-wide approach to belonging that reaches every student across the district by strengthening connection, visibility, and support both in person and online, ensuring that those who attend remote sites or learn fully online feel equally part of the Shasta College community.
- Expand equitable access to education by implementing targeted strategies that strengthen outreach, support services, and learning opportunities for students in rural communities

Indicators:

- Increase in Fall to Spring persistence

Goal 5. Foster Sustainability, Partnerships, and Regional Impact

Purpose: Shasta College strengthens our region and economy by integrating sustainable practices, building collaborative partnerships, and advancing meaningful community impact. This goal positions the College to support workforce development, climate resilience, community education, and long-term regional vitality.

Strategic Focus:

- Integrate climate action and sustainability into facilities planning processes, operational sustainability practices, and relevant curriculum development.

- Early College Enrollment Program will improve faculty-to-instructor collaboration and implement alternative delivery models, ensuring sustained and trusted relationships and instructional capacity to support students in meeting their educational goals.
- Use new facilities such as the Library and Learning Center as community learning hubs.
- Promote a supportive culture that values employee growth, collaboration, and well-being.
- Faculty lead the identification and development of new certificate, associate, and bachelor's degree programs aligned with emerging workforce needs, with the District providing data, resources, and infrastructure to support this work and expand opportunities for students.

Indicators:

- Forthcoming

Appendix A – Environmental Scan

External Environment

Shasta College serves a largely rural region that includes Shasta, Tehama, and Trinity counties. Covering more than 10,000 square miles, the District's long commutes and uneven access to services are a significant challenge for students. Changes in population, local job markets, housing, and transportation directly affect who enrolls and how well students persist. Recurring wildfires, drought, and other climate disruptions add another layer of difficulty. They interrupt daily routines and, at times, have forced Shasta College to close campuses.

Population forecasts from the [California Department of Finance](#) indicate that rural counties in the North State will likely experience slower growth than California overall. With little change expected in the number of 18- to 24-year-olds, the College's growth depends on retention and drawing more adult learners back to education.

Regional labor market analyses point to continued growth in healthcare, education, public safety, and natural resource management. According to the [North State Regional Strategies Report \(Part II\)](#) under the California Jobs First initiative, the region needs stronger training pathways in these fast-growing fields.

Student expectations are changing, reflecting broader national trends in how people view college and career preparation. In recent [Pew Research Center surveys](#), more families are questioning the return on investment of college and prioritizing clear career outcomes and affordability. These changes coincide with an expansion of online offerings from for-profit

colleges and trade schools, raising the bar for flexibility, speed, and price transparency and intensifying competition for students.

Funding remains another source of uncertainty. California's community colleges operate in a system closely tied to state revenues and enrollment. Periods of budget growth are often followed by downturns when state revenues contract, complicating long-term planning. Rising costs due to inflation, tariffs, and new regulations make long-term planning challenging. With the [Student Centered Funding Formula](#) still evolving, Shasta College needs to plan for potential fluctuations in revenue and seek to stabilize funding through efficiencies, grants, and regional partnerships ([LAO Fiscal Outlook, 2024](#); [PPIC, 2024](#)).

Technology continues to reshape higher education. Artificial intelligence (AI), other technology, and the growth of online programs are changing how the College teaches, supports students, and operates. While these tools can improve access and flexibility, they also create challenges around equity, affordability, access to devices and broadband, privacy, and academic integrity. For higher education institutions, adapting to these challenges while ensuring program outcomes are met and curricula is relevant to emerging needs will be a significant challenge.

Along with opportunities, technological advances can bring risks. Cyber risks such as data breaches, ransomware, and threats to campus networks and classroom technology are increasing. Protecting data, strengthening systems that support instruction, and planning rapid recovery after disruptions are now essential to sustaining educational and support programs.

Internal Environment

Student Profile and Enrollment Trends

Shasta College enrollment has stayed relatively steady over the past decade. Enrollment dropped during the pandemic but has since rebounded. By 2023–24, both FTES and headcount were close to pre-pandemic levels.

Nearly half of all courses are now online or in hybrid format, showing a strong demand for flexible options. Extended education sites also serve a larger share of students than in previous years.

Our Students

- Most students are between 18 and 24, yet more older students are returning to gain or update skills.
- Females make up most of the student body, while male enrollment has declined.
- The proportion of first-generation or low-income students continues to rise.
- Hispanic enrollment continues to increase

- Smaller groups of Native American, Black, and multiracial students also enroll at the College.
- Most students live in Shasta County. Key feeder schools are Red Bluff, Enterprise, Shasta, and Foothill high schools.

Programs and Goals

General and University Studies degrees account for roughly half of all associate awards. Psychology, Business, and Nursing remain among the most popular majors for both transfer and career education. Certificates in CSU General Education and IGETC account for more than half of the certificates earned. While most students plan to earn a degree or transfer, many others focus on short-term certificates or specific job skills.

Student Outcomes and Success

Course success and retention have improved for most groups, with notable gains among low-income and first-generation students. Despite overall gains in success and retention, equity gaps persist, particularly among low-income, first-generation, Native American, and Black students, who continue to complete at lower rates than their peers. Fully online courses still show lower success rates than face-to-face courses, indicating a need for stronger course design and ongoing attention to student engagement.

Persistence has remained stable over the last five years, hovering around 66%, despite focused efforts to improve. Associate degree earners took fewer units and finished their coursework more quickly than in previous years, possibly reflecting recent curriculum and advising reforms. However, this may also be a short-term fluctuation.

The College awards more than 2,000 degrees and certificates annually. Recent increases are primarily the result of automated degree awarding processes that capture students who previously didn't apply to graduate. Transfer activity averages around 900 students annually. Most transfer students attend CSU Chico and Simpson University. Psychology, social science, and business programs make up the majority of transfer-student majors. Career education graduates show strong employment outcomes and wage gains.

Equity and Inclusion


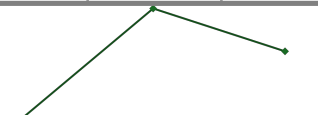
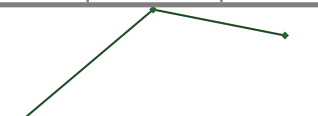
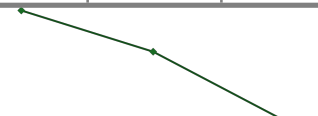
Disproportionate Impact data from the Student Equity Plan or local data reveal persistent gaps for low-income, first-generation, Native American/Alaskan Native, and Black students.

Student well-being is an essential part of student success. The Shasta College #RealCollege survey found that many students experience food or housing insecurity, and nearly half report depression or anxiety affecting their studies (#RealCollege survey data, 2025). The region's high rate of adverse childhood experiences (ACEs) reinforces the need to respond to the survey results. In rural areas, these challenges can be even more severe, especially where healthcare

and social services are limited. Educational barriers differ across student groups. First-generation, low-income, veteran, Tribal, rural, foster, justice-impacted, disabled, and LGBTQ+ students often need targeted supports to stay on track and reach their goals.

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Appendix C- SEMP Success Indicators

North Star								
Students will have achieved their stated goal or earned a degree, certificate, or successfully transferred to a four-year college or university.								
EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Aspirational Target
	2022-23	2023-24	2024-25		Floor (21% Growth)	Aspirational (42% growth)		
3-Year Completion Rate-Overall				27.2%	48.2%	69.2%	855	1,228
	26.4%	28.1%	27.0%					
	429	472	480					
	1,627	1,680	1,775					
3-Year Completion Rate-Degree				13.1%	34.1%	55.1%	605	977
	9.8%	15.9%	13.5%					
	159	267	240					
	1,627	1,680	1,775					
3-Year Completion Rate-CCCCO Certificate				12.2%	33.2%	54.2%	589	962
	10.2%	13.6%	12.8%					
	166	228	227					
	1,627	1,680	1,775					
3-Year Completion Rate-Transfer				15.6%	36.6%	57.6%	649	1,022
	16.7%	15.8%	14.2%					
	272	265	252					
	1,627	1,680	1,775					


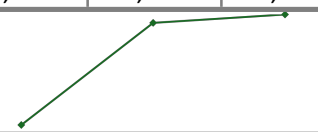
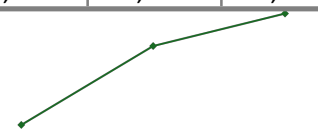
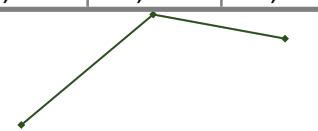
Goal 1. Strong Start

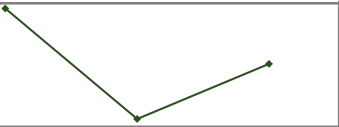
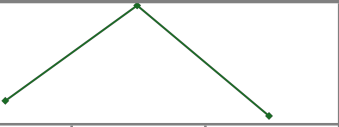
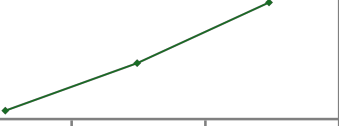

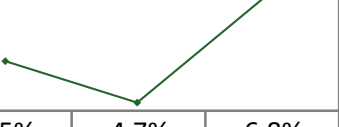
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EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Target
	2022-23	2023-24	2024-25		Floor <small>(6% growth)</small>	Aspirational <small>(12% growth)</small>		
Complete a FAFSA application each AY				62.1%	68.1%	74.1%	7,609	8,280
	62.9%	62.5%	60.8%					
	6,001	6,491	6,800					
	9,540	10,389	11,178					
New students complete orientation during the first term				65.3%	71.3%	77.3%	1,664	1,804
	67.5%	60.9%	67.5%					
	1,196	1,312	1,575					
	1,773	2,153	2,334					
New students have a comprehensive education plan within their first year				53.2%	59.2%	65.2%	1,383	1,523
	50.0%	52.3%	57.5%					
	887	1,125	1,341					
	1,773	2,153	2,334					
Special admit students who enroll at SC the following fall after their high school graduation				28.2%	34.2%	40.2%	555	653
	28.7%	27.4%	28.4%					
	401	427	462					
	1,396	1,560	1,625					

Goal 2. Pathways and Student Momentum

Purpose: Students will have the resources and academic support for timely completion. This goal emphasizes the systems, structures, and pathways that keep students moving forward.

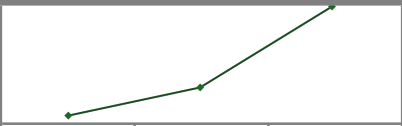
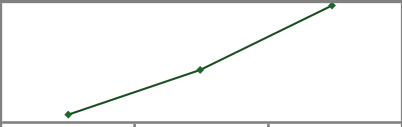
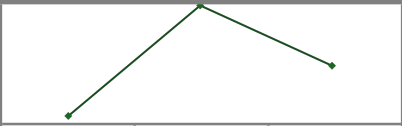
EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Target
	2022-23	2023-24	2024-25		Floor (6% growth)	Aspirational (12% growth)		
Overall-Persistence from fall-to-spring (Also in Goal 3)				65.2%	71.2%	77.2%	6,645	7,205
	64.1%	66.3%	65.1%					
	5,062	5,597	6,075					
	7,896	8,436	9,337					
First Generation-Persistence from fall-to-spring				64.6%	70.6%	76.6%	1,679	1,821
	59.9%	66.7%	67.2%					
	838	1,215	1,599					
	1,400	1,822	2,378					
Economically Disadvantaged - Persistence from fall-to-spring				73.2%	79.2%	85.2%	3,044	3,275
	71.8%	73.5%	74.2%					
	2,207	2,435	2,853					
	3,073	3,312	3,845					
Age 25-29 -Persistence from fall-to-spring				62.1%	68.1%	74.1%	586	638
	60.1%	63.6%	62.8%					
	463	497	540					
	771	782	860					

Native American/Alaskan Native - Persistence from fall-to-spring				60.9%	66.9%	72.9%	108	117
	62.4%	59.3%	60.9%					
	93	108	98					
	149	182	161					
Black/AA-Persistence from fall-to-spring				63.5%	69.5%	75.5%	124	134
	62.8%	65.4%	62.4%					
	86	104	111					
	137	159	178					
LGBTQ+-Persistence from fall-to-spring				65.2%	71.2%	77.2%	358	388
	60.1%	64.8%	70.8%					
	226	296	356					
	376	457	503					
Complete 9+ CTE Units in a given year				13.8%	19.8%	25.8%	2,649	3,451
	13.6%	14.1%	13.7%					
	1,580	1,736	1,835					
	11,576	12,348	13,371					
Special admit students who complete transfer-level English and math while in HS				5.7%	11.7%	17.7%	420	636
	5.5%	4.7%	6.8%					
	167	154	244					
	3,024	3,244	3,595					

EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Target
	2022-23	2023-24	2024-25		Floor (21% Growth)	Aspirational (42% growth)		
New students complete 30 degree-applicable units in the first year				5.3%	26.3%	47.3%	614	1,104
	4.3%	5.9%	5.7%					
	76	127	133					
	1,773	2,153	2,334					
New students complete at least one major course in their first term				24.8%	45.8%	66.8%	1,069	1,559
	25.2%	24.4%	24.8%					
	447	526	579					
	1,773	2,153	2,334					
New students complete transfer-level math and English course in first year				7.0%	28.0%	49.0%	431	753
	6.5%	7.6%	7.0%					
	74	108	108					
	1,132	1,426	1,535					
Active courses offered as short-term				29.9%	50.9%	71.9%	224	316
	29.1%	29.5%	31.1%					
	121	125	137					
	416	424	440					
Number of students who receive CPL				410	509	608	99	197
	391	370	470					

Goal 3 Teaching Excellence

Purpose: Instruction is engaging, inclusive, and designed to promote learning and persistence. This goal aims to ensure learning for all students.

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	2022-23	2023-24	2024-25		Floor <small>(2% growth)</small>	Aspirational <small>(4% growth)</small>		
Success Rate				76.0%	78.0%	80.0%	11,551	11,847
	74.7%	75.5%	77.8%					
	9,387	10,306	11,521					
	12,566	13,650	14,809					
Retention Rates				88.0%	90.0%	92.0%	13,333	13,629
	86.2%	87.8%	90.1%					
	10,832	11,985	13,343					
	12,566	13,650	14,809					
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Goal 4 Ensure Equitable Access and Belonging

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