



Shasta-Tehama-Trinity Joint Community College District

Strategic Educational Master Plan 2027-2032

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

Shasta College is an equal opportunity educator and employer.



Shasta College

Strategic Educational Master Plan

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Message from the President

To the Shasta College Community:

In 2012, the Shasta College community came together to complete its first Educational Master Plan for the Shasta-Tehama-Trinity Joint Community College District. This plan successfully guided the District through a period of significant change. As we enter 2026, we face new challenges and evolving priorities, yet we remain grounded in the Vision established in 2012: to become a nationally recognized model community college that engages its communities through innovation in student learning and growth.

In developing this new Strategic Educational Master Plan, College Council led an extensive, collaborative process. This effort included workgroups, stakeholder surveys, community engagement, and open forums, followed by final deliberations within College Council and other participatory governance committees. Every employee had opportunities to contribute.

The final plan reflects the collective insight of those who work at and care deeply about Shasta College. By adopting a six-year timeframe, we are positioning the College to be nimbler and more responsive to a rapidly changing environment. We remain committed to serving not only the students currently in our classrooms, but also those who will join us in the years ahead. We will continue to respond to demographic shifts and evolving workforce needs while prioritizing student learning and achievement in our decision-making and resource allocation.

As Superintendent/President, I see every day the deep commitment our faculty and staff bring to serving all students. This Strategic Educational Master Plan not only guides our work to strengthen the institution, but also tells the story of who we are and where we aspire to go. I invite everyone to use this plan as a touchstone over the next six years as we continue to pursue our Vision together.

Sincerely,

Dr. Frank Nigro
Superintendent/President



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 grounded in a clear commitment: meaningful student learning is the foundation of student success and completion. From 2026–27 through 2031–32, this plan guides institutional priorities to ensure that every student experiences high-quality instruction, clear academic pathways, and coordinated support aligned to their educational goals.

As the District's primary long-term planning document, it aligns all major planning efforts including the Facilities Master Plan, Technology Plan, Enrollment Management Plan, Student

Equity Plan, Department Annual Plans, and other operational plans into a unified direction focused on strengthening student learning and accelerating momentum. Given the District's dynamic operating environment, a mid-cycle progress report will be conducted in Spring 2029 to assess performance and 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, and governance committees, and compiled by a task force established by College Council.



North Star

Aspirational Goal: By 2032, at least 70% of Shasta College students will complete their stated goal in three years or less, reflecting sustained progress in learning, skill development, and academic momentum. Completion is defined as achieving a stated educational goal through degree or certificate attainment or successful transfer to a four-year college or university. This North Star goal sets a clear long-term direction for the College and helps focus our strategies on completion.

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.
- **Pathways and Student Momentum:** 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 and emergency readiness.

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 reflect not only progress toward completion, but meaningful student learning. By embedding them in planning efforts, Shasta College will measure how coordinated efforts across instruction, student services, and campus operations strengthen student momentum.

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

- 1.1 Strengthen early academic momentum by pairing proactive and timely counseling support with program-aligned individualized comprehensive education plans and expanding the number of first-year students who engage in a counselor-guided creation and review of their academic plans.
- 1.2 Align a staff member with each Interest Area to enhance coordination and student support.
- 1.3 Incorporate “area of interest” counseling across each academic discipline to clarify and help students stay on the path.
- 1.4 Expand a cohort-based case management structure for all new students that requires pre-registration and counseling sessions during the first semester. Counseling sessions will focus on early momentum and persistence.
- 1.5 Align onboarding and support services with evidence-based student-success practices, to provide clear, structured guidance from the moment students engage with the College.
- 1.6 Improve annual Financial Aid Application completion rates for all students.
- 1.7 Redesign the new student orientation to provide “just-in-time information” focusing on what is necessary for success in the first semester.
- 1.8 Connect students to services that support persistence such as health services, basic needs assistance, tutoring, and other supports that help them continue toward their goals.
- 1.9 Evaluate the structure of high school outreach to incentivize the early creation of Counselor-created comprehensive educational plans.

Indicators:

- Completion of Financial Aid Application.
- New student completion of Orientation during the first term.
- New student comprehensive educational plan in first year.
- Special Admit students who enroll at Shasta College following high school 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:

- 2.1 Expand the campus case management platform to strengthen early alert interventions, proactive outreach across additional student-facing support services, coordinated support teams, and the MyExperience platform to help students stay on track through scheduled counseling appointments and maintain momentum.
- 2.2 Design a system for cross-departmental schedule planning, including creating responses to common conflicts in student registration.
- 2.3 Evaluate priority registration to incentivize completion behaviors including completing an education plan with a Counselor.
- 2.4 Develop and highlight short-term credit and noncredit offerings to prepare students for entry-level and high-demand occupations.
- 2.5 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.
- 2.6 Expand completion initiatives such as Credit for Prior Learning (CPL).
- 2.7 Explore and expand the scheduling of 8-week (A Block/B Block) classes where appropriate to support program completion.
- 2.8 Expand the BOLD program and articulation agreements to offer local access to bachelor's degrees that meet regional workforce needs and keep students in the community.

Indicators:

- Reduce overall unit accumulation.
- New students complete 30 degree-applicable units in the first year.
- New students complete at least one major course in their first term.
- New students complete transfer-level math and English course in first year.
- Active courses offered as short-term.
- Number of students who receive CPL.



Goal 3. Teaching Excellence

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

Strategic Focus:

- 3.1 Empower faculty to transform teaching through initiatives such as Communities of Practice that focus on areas such as 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.
- 3.2 Use evidence-based practices to redesign courses that experience high Drop, Fail, or Withdrawal rates.
- 3.3 Create a compensated professional development system to support faculty re-design of full-term to short-term courses.
- 3.4 Expand and integrate tutoring and supplemental instruction into a unified, high-impact support system that reaches more students.
- 3.5 Support faculty in designing and sustaining RSI in online courses through professional development, instructional design support, and shared best practices.
- 3.6 Continuously adapt curriculum, teaching practices, and assessment to ensure students achieve course learning outcomes in an environment where AI tools are widely available.
- 3.7 Recognize exceptional teaching and Counseling.

Indicators:

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



Goal 4. Ensure Equitable Access and Belonging

Purpose: Remove structural barriers to allow every student, especially those currently experiencing disproportionate outcomes, to stay enrolled. This goal commits the College to a learning environment where students feel valued, supported, and equipped to persist.

Strategic Focus:

- 4.1 Use integrated technology (AI, data dashboards, early-alert tools, campus case management platform) as enablers of faster, smarter interventions to close equity gaps.
- 4.2 Expand the Caring Campus model for students both on campus and online.
- 4.3 Strengthen belonging, mentoring, and basic needs services to improve persistence.
- 4.4 Implement targeted re-engagement and support strategies for underrepresented groups.
- 4.5 Enhance campus environments and the in-person experience to ensure face-to-face learning is supportive, welcoming, and worth choosing for students seeking connection.
- 4.6 Promote a supportive culture that values employee growth, collaboration, and well-being.

Indicators:

- Increase overall Fall to Spring persistence.
- Non-traditional Students (25 years and older) persistence.
- Native American/Alaskan Native persistence.
- Black/African American persistence.
- LGBTQ+ 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, and long-term regional vitality.

Strategic Focus:

- 5.1 Integrate climate action and sustainability into facilities planning processes, operational sustainability practices, and relevant curriculum development.
- 5.2 Identify and develop new certificate, associate, and bachelor's degree programs aligned with emerging workforce needs, with faculty leading this work and the District providing data, resources, and infrastructure to expand opportunities for students.
- 5.3 Expand access to education by implementing targeted strategies that strengthen outreach, support services, learning opportunities, and partnerships for students in rural communities and Extended Education sites.



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 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 while 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 under 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 school.

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 did not 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

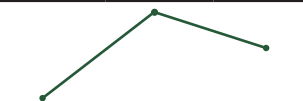
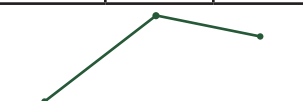
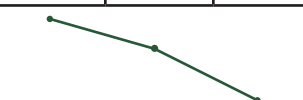
Disproportionate Impact data from the Student Equity Plan or local data reveal persistent gaps for low-income, first-generation, Native American/Alaskan Native, and Black students.

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.

Appendix B: SEMP Success Indicators

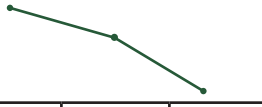
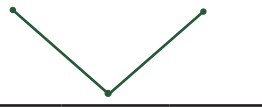
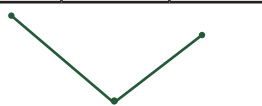
North Star

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					

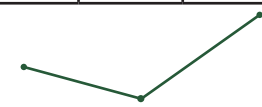
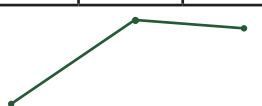
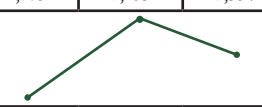
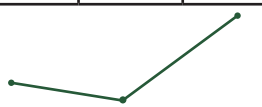
Goal 1. Strong Start

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. It focuses on removing early barriers, streamlining orientation, and creating structured support.

EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Aspirational Target
	2022-23	2023-24	2024-25		Floor 6% Growth	Aspirational 12% Growth		
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					

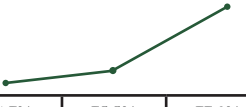
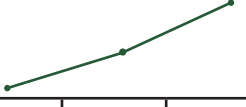
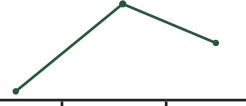
Goal 2. Pathways and Student Momentum

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 Aspirational Target
	2022-23	2023-24	2024-25		Floor 6% Growth	Aspirational 12% Growth		
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					
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					

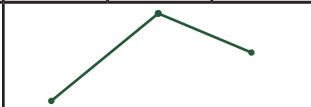
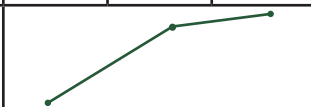
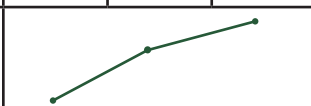
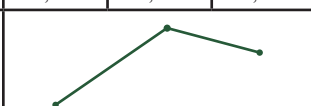
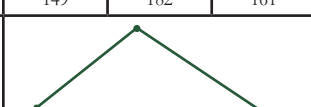
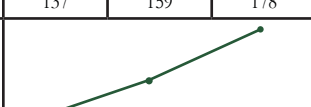
Goal 3. Teaching Excellence

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

EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Aspirational Target
	2022-23	2023-24	2024-25		Floor 2% Growth	Aspirational 4% Growth		
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					
Overall-Persistence from fall-to-spring				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					

Goal 4. Ensure Equitable Access and Belonging

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

EMP Indicator	Three Year Trend			3-Year Average	Goals		Estimated Floor Minimum	Estimated Aspirational Target
	2022-23	2023-24	2024-25		Floor 6% Growth	Aspirational 12% Growth		
Overall-Persistence from fall-to-spring				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					



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