SHASTA COLLEGE

ENROLLMENT MANAGEMENT PLAN
2010-2011

September 2011
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Introduction

In 2007, the Enrollment Management Committee was formed at Shasta College with the charge to increase enrollment. As a participatory committee of the college, the Enrollment Management Committee is comprised of sixteen voting members, including two co-chairs, one academic dean, nine faculty representatives, two classified staff, one Information Services and Technology representative, and one student.

The roots of enrollment management plans can be traced back to the early 1970’s. After years of experiments and adjustment, they are becoming an increasingly popular innovation that will be permanently interwoven in higher education institutions. Community Colleges throughout the country have their own enrollment management plans and design them specifically toward unique district goals and expectations. Shasta College’s Enrollment Management Committee was charged to develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional and student support strategies to enhance access, success, persistence and goal attainment.

What is Enrollment Management?

Enrollment Management is an organizational concept and systemic set of activities whose purpose is to exert influence over student transition to and from college. It is a comprehensive approach that integrates related functions and activities to achieve optimum recruitment, retention, and graduation of students.

The key variables that our committee has identified regarding enrollment management include curriculum and instruction, student services, financial aid, marketing and recruiting, program mix and course scheduling, learning assistance and academic support, public perception, student programs, data and information and facilities and environment. The primary roles of administrators, faculty and staff are to make adjustments based on student feedback and learning styles, create engaging and positive classroom and student services environment, make the subject matter intriguing at orientation and in the classroom, portray a caring attitude, be accessible to students out of class and provide service during non-traditional hours, make early referrals of struggling students through the development of an early warning system and create a working relationship between Academic Affairs and Students Services.

The Shasta College Enrollment Management Plan was developed through a collaborative effort between student services and instruction and includes many of the college initiatives. Taking into account the demands of both community and campus needs as well as the ever changing federal, state, and regional mandates, it is challenging to develop an enrollment management plan that will move the college forward in a concerted way, especially while effectively dealing with a large district with limited fiscal resources. Typically, an enrollment management plan has a specific target number to achieve. Because of the difficulty of having a state budget passed by the beginning of the fiscal year, coupled with uncertainty surrounding mid-year cuts, it is difficult to develop enrollment targets that can be accurately set to strive for. Another variable that requires flexibility while developing target enrollment numbers is the ability to take summer
enrollment and either push forward into the next fiscal year or pull back into the current fiscal year. For now, our best target FTES would be reflected in the chart on the following page.

Shasta College’s initial Enrollment Management Plan is primarily focused on the following:

- CTE Programs
- Transfer
- Basic Skills
- Student Services

This enrollment plan was designed to be a wide-ranging guide for Shasta College to address the recruitment, retention and success of our students. It offers a synergistic approach that can create and improve programs and services while empowering students to meet their personal and academic goals. This plan holds great promise as a foundation that can be built upon in future years. The next revision of the plan should come after finalizing the Educational Master Plan and Strategic plans. This ensures all three documents complement each other and advance the college in a concerted direction. The Enrollment Management Committee is recommending that future updates to the plan include potential annual FTES target numbers and the development of specific goals and completion dates within the various sections.
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**Notes**

In 2009-10, we had a 3.39% cut to funded FTES
In 2010-11, we have 2.21% in restored funding
These are rough estimates
These are rough estimates
Assume we normally have 375 summer FTES

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<td>Yes*</td>
<td>Yes</td>
<td>No**</td>
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*some of summer banked, some (156 of 375) counted toward next year.
**rest of banked summer counts in this year (219 FTES) - in effect, a summer and a half counts this year
***no more summer FTES to pull back - the following year will have a decrease in FTES funding

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### Amount of banked summer FTES used:

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<td>156</td>
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**General Notes:**

1. Community colleges get one year of stability funding - if enrollment drops below cap in a given year, we still get paid at cap.
2. Community colleges get 3 years of enrollment restoration - after one year of stability funding, we have 3 years to get back to cap and it counts as restoration, not growth.
3. We can 'bank' summer enrollment that crosses fiscal years. It can count in the current academic year, or be pushed forward into the next.
4. When we are above cap, adding course simply adds costs and does not bring in any more funding.
Shasta College 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.
Outreach and Recruitment Plan

Introduction

Outreach
Educational institutions across the country use the term “outreach” to describe ways to communicate with and to serve the community. Outreach is one valuable way of building connections between the institution and the community base and it provides reciprocal benefits to both the institution and the community. For example, the community may receive valuable information about the educational resources available, while the institution gains insight about the community’s needs and the student population composition. For Shasta College, and the tri-county community we serve, these benefits are crucial for the ongoing success of all the programs and services that we provide.

The most effective outreach program depends on the collaboration among various departments on campus. All outreach should first begin with each department sharing their own outreach activities to identify gaps, commonalities, and overlap. This conversation is a good first step toward developing a coordinating and collaborative outreach plan. Building inter-departmental connections and sharing resources will maximize the impact and reap the most benefits of all outreach efforts.

This Outreach and Recruitment Plan has been written to assist the recruitment coordinator in further implementation of the services provided by the Student Development and Outreach Office. It is also designed to help our institution establish outreach connections with:

- Academic and student service programs within the college
- Schools and agencies in the community
- Various populations of prospective students and their families

Shasta College Student Development and Outreach Office
In October 2008, Enrollment Services added a new office with an array of direct services with the goal of increasing access, awareness, and opportunity to local agencies, schools, prospective students, and their families. These services to the community include (but are not limited to) the coordination of high school and junior high visitations; campus tours; participation and collaboration with other Shasta College departments and community agencies in tri-county events; distribution, maintenance, and updating of all campus brochures; distribution of personalized informational packets to prospective students; assistance with orientation; one-on-one matriculation assistance and follow-up with perspective students.

Shasta College outreach provides the following benefits:

- Builds awareness of the programs and options for prospective students
• Creates connections between high school, our programs, our services, and community educational learning centers
• Facilitates student leadership development (through the Orientation Leader program)
• Breaks down potential barriers that hinder students from various socio-economic backgrounds
• Adapts outreach strategies for specific populations
• Connects the school to key agencies and leaders of the community
• Maintains communication with interested prospective students

The Student Development and Outreach Office shall have the responsibility of:

• Gaining a visible presence when universities are recruiting and taking applications during the their October application season
• Overseeing master templates for outreach materials (with the Communication Design Coordinator) so that duplicate versions do not exist. For example, the matriculation bookmark
• Organizing an outreach calendar
• Organizing or being the person of contact for outreach events
• Coordinating all high school student recruitment activities
• Developing collegial working relationships with marketing director, web coordinator, and enrollment management committee
• Bringing to fruition ideas regarding campus open house events to showcase academic and vocational programs on campus
• Tracking and reporting outcomes - brochures, website information
• Using community calendars for college events on a regular basis – radio, local television channels, newspaper, etc.
• Contacting vocational students at high school and in the community
• Parent night events
• Gaining a presence in our local high schools targeting specific populations and programs
• Creating an outreach video that highlights varied programs
• Implementing information on Shasta College at the downtown campus
• Featuring students on our homepage on the web
• Coordinating the counselor visitations in January, February and March
• Serving as a contact for weekly student tours
• Implementing an email information request for prospective students
• Coordinating former/current students to speak to target audiences in the community
• Building a presence at local high schools on a monthly basis
• Building a strong connection with College Options

Collaboration between the local high schools, the community agencies, and the administrative offices of Shasta is essential to develop effective strategies for outreach.
The plan is divided into seven sections. Each section is focused on key aspects of the outreach process and the awareness of various students’ needs, concerns, and barriers. These sections include:

1. Student Populations  
2. Annual and Monthly Events  
3. Outreach Materials  
4. Outreach Presentations  
5. On-Campus Outreach: Tours  
6. Online Communication  
7. Shasta College Career Planning System

Together, these sections will help more vividly understand the diversity of the prospective students and how the outreach activities can be tailored for the best effectiveness.
High School Prospective Students

“Traditional” High School Students
One is often hesitant to call anything “traditional”, especially when it comes to community college outreach, however, this is not to say that “traditional” is the norm or the majority of the student populations. However, the majority of presentations are done in these high school settings.

The students in the traditional high school setting are very diverse in their interests, needs, and concerns. This makes effective presentations challenging but far from impossible. For all students financial aid is a huge concern and is important to address.

Key aspects to cover when talking about financial aid to all prospective students:
- The BOGG (application is online)
- The FAFSA (application is online, key dates, various grants, and work study)
- Scholarships
- EOPS and the financial assistance they can provide
- Book rentals
- Loans – (as a last option for students)

The success at high schools comes with effectively collaborating with the high school counselors and career technicians. Since they are the individuals who work closely with the students, the college should work to provide them with the necessary materials to help the student succeed and materials to better inform the high school advisors. This means constant communication with the school and frequent visits to stock up their materials. With close to 50 local high schools in the Shasta College service area, this makes up a big portion of the office’s responsibility.

UTRAC
This program is a successful bridge program designed to help seniors in local high schools – who are eligible to enroll at a university the following fall (that is, they completed their “A – G” requirements) – but would like to go to Shasta College first and transfer to that university after completing their general education.

During the spring prior to enrollment to Shasta, all students will meet with a counselor to plan their courses so that they will have an educational plan containing all the courses they would need to insure a successful transfer, as a junior, to the four year university.

Freshmen Fast Track
For all other high school students in our local area, Freshmen Fast Track is a program designed to allow a smoother first time Shasta College registration process. Upon meeting specific deadlines and requirements, students in the Freshmen Fast Track program register earlier than other first-time students and receive more hands-on assistance with the various “hoops” that prospective students have to face to become enrolled.
Continuation High School Students
A more “at-risk” student population, in general, than “traditional” high school students, the continuation high school student often requires a little extra attention with more focus of services to help with their barriers. The most common barriers with this student population consists of being a parent; being a foster youth with no place to live once 18; thinking they’re not smart enough for school (possibly from learning disabilities); transportation; and thinking that the environment of school is just not right for them. Once they understand that with the hands-on learning of programs and the services to assist with any barrier, Shasta College is a great option.

These students are used to doing their academic work by themselves, because the environment of continuation schools facilitates independent learning at one’s own pace. This is a great transitional aspect of continuation school students that shows great success once they enter into the college environment.

Local High Schools Collaborations (Continuation and Traditional)
1. Alps View (Weaverville)
2. Anderson
3. Anderson New Tech
4. Anderson Adult Education
5. Big Valley (Beiber)
6. Butte Valley (Dorris)
7. Burney
8. Cal-Safe
9. Centennial (Corning)
10. Central Valley
11. Corning
12. Dunsmuir
13. E-Scholar
14. Enterprise
15. Etna
16. Fall River
17. Foothill
18. Hayfork
19. Hoopa
20. Jefferson (Mount Shasta)
21. Liberty Christian
22. Los Molinos
23. Mercy
24. Modoc
25. Mount Shasta
26. Mountain Lakes
27. Mountain View (Burney)
28. North State Independent
29. North Valley
30. Oakview
31. Pioneer
32. Pit River Rancheria
33. Rebound
34. Red Bluff
35. Red Bluff Independent
36. Redding Christian
37. Salisbury
38. Shasta Adult
39. Shasta High
40. Soldier Mountain
41. Stellar
42. Surprise Valley
43. Trinity
44. University Preparatory
45. West Valley
46. Westwood Charter
(Former) Foster Youth
When considering the many personal and systematic barriers faced by youth in foster care – entering the child welfare system following neglect, abuse, and separation from family; experiencing hardships during care; and lacking a constant adult to provide guidance and support – we begin to see why these students really do have unique needs when it comes to pursuing a higher education and a life of independence.

Unique Challenges that Youth from Foster Care Face
- Unlike many college students, most youth from foster care will have to work full time in order to survive since they do not have a safety net of parental support to fall back on.
- It is difficult for foster youth to make long-term plans since their lives have been so unstable.
- While in foster care, these youth are completely dependent upon the system: however, upon emancipation (at 18 years old), they are expected to know how to care for themselves and their property, acquire and maintain employment, balance work and school, budget their own time and money, and put into play other basic life skills while also learning how to adapt in a higher education institution.

At the time they need to trust the Shasta College outreach representative the most, this may be very difficult. Being in foster care does not promote trusting adults –especially those they just met. Be patient, be honest, and be sensitive with your approach to communicate with youth from foster care.

To really help and be a liaison from Shasta College to the former foster youth of our community, understanding the unique challenges and needs, while encouraging them in their pursuit of higher education will make asking for help less intimidating and more inviting.

The most important financial aid opportunities that may target foster youth needs are the CHAFEE grant and the Training Vouchers (ETVs).

Foster Youth Transferring from Shasta College to Northern California Universities:
In November 2005, a consortium was established to provide post-secondary support programs for current and former foster youth in the following universities:

- CSU East Bay
- CSU Monterey Bay
- CSU Sacramento
- San Francisco State
- San Jose State
- CSU Stanislaus
- UC Davis
- UC Santa Cruz

These programs serve as a catalyst agent for youth from foster care and the partners in these programs work to address key issues for these youth on a regular basis.
Juvenile Division of Probation
The juvenile division handles all juveniles cited by law enforcement. Since 2007, the Student Development and Outreach Office at Shasta College has worked directly with the court in assisting their programs and implementing a stage in their rehabilitation to go to Shasta College. These programs include:
- Juvenile Drug Court
- Anger Management
- Juvenile Sex Offender program
- Oasis Community School
- Crystal Creek Boys Ranch
- Phoenix program

Teen Parents
Often times, these are single parents with little support. However, at Shasta there are many programs and services established to meet their needs once attending college. Many of the continuation schools in the tri-county region have teen parenting programs to assist teens in finishing high school while raising their child. These are important programs to collaborate with and get them set up with Shasta on the Freshmen Fast Track Program.

Native American High School Students
The Student Development and Outreach Office has worked to increase the college going rates of the Native American populations of Northern California with various outreach activities, events, and collaborations.

The Native Peoples the Student Development and Outreach Office has established relationships with include:
- Achomawi
- Yurok
- Miwok
- Pomo
- Karuk
- Yuki
- Wintun
- Hupa (Hoopa)

The education offices of the follow tribes have collaborated on various activities promoting higher education with the Student Development and Outreach Office at Shasta College:
- Alturas Rancheria
- Bear River Band Rancheria
- Mooretown Rancheria
- Berry Creek Rancheria
- Blue Lake Rancheria
- Pinoleville Rancheria
- Pit River Tribal Council
- Buena Vista Rancheria
- Cedarville Rancheria
- Redding Rancheria
- Chico Rancheria
- Colusa Rancheria
- Santa Rosa Rancheria
- Scotts Valley Band of Pomo Indians
- Dry Creek Rancheria
- Elk Valley Rancheria
- Grindstone Rancheria
- Susanville Rancheria
American Indian Summer Institute
In addition to the college fairs, presentations, and other promotional events encouraging higher education, the Student Development and Outreach Office has collaborated with UC Davis and CSU Sacramento in putting on the American Indian Summer Institute. This 3 day summer event houses 30 Native American high school students with the mission of encouraging higher education while nurturing Native American identity.

The three days consist of (1) a community college day; (2) a California State University day; (3) a University of California day. Since 2007, the community college day of this event has been headed by the Recruitment Coordinator at Shasta College. The success of establishing a strong relationship with tribal elders and education offices in tribes around Northern California is largely related to the collaboration efforts and contacts made with the American Indian Summer Institute event.

Student Athletes
Athletes come to Shasta from all over the world as well as from local high schools. The important connection for every prospective athlete is to (a) connect with the coach of the sport they wish to play and (b) connect with the athletic counselor. It is one thing to play sports in high school, but to balance the academic workload as well as play a sport in college can be difficult – working with the athletic counselor will assist in this transition.

High School Student Collaborative Services
Shasta College has many services to help all prospective students who are still high school students:

- TRIO
- EOPS
- DSPS
- College Connection
- Counseling
- Student Employment
- Transfer and Career Center
- Tutorial Services

All of these programs offer well established outreach efforts in our community and local high schools. That is why the Outreach and Recruitment Plan states to first meet with the departments to see what they are doing and how to best collaborate with their efforts and activities to be most effective in the community.

In addition to various on-campus services, it is important for all outreach efforts working with the high school population in Shasta and Siskiyou counties to also collaborate with College Options.
**College OPTIONS**
College Options provides free programs and services to strengthen the college-going culture in Shasta and Siskiyou counties, and help students of all ages and their families make informed decisions about post-high school educational opportunities.

They offer free workshops, programs and college advising for students, and with their strong collaboration with high schools in the area, College Options offers many of these workshops on the high school campuses.

Free assistance with FAFSA and finding other means of financial aid, including scholarships, are also available for students of all ages.
Re-Entry Prospective Students

The Student Development and Outreach Office defines “re-entry” students as individuals’ age 25 years old and older. However, they can also be “traditional age” students who are married, or have children. Re-entry students make up the majority of the student population at Shasta College, despite the fact that the number one concern of this population demographic is whether they would fit into the Shasta College climate or not.\(^1\) The key aspect as a recruiter doing outreach efforts is to help re-entry students understand and feel comfortable that this is the right place for them.

Breaking Down Misconceptions about Who Can Attend Shasta College

1. You do not need a high school degree or GED to attend Shasta College.

2. Shasta College is part of the most inexpensive and largest institution of higher education in the world. Students should not let financial barriers get in the way with their education at Shasta College.

3. With the Shasta College DSPS Department available to assist students, many people find out that they are smart enough and capable of attending college while finding out – perhaps for the first time – about how a learning disability can be helped for college success.

Dislocated Workers

With the unemployment rate continuing to rise in our community, the Student Development and Outreach Office is finding more students coming back to school after recently becoming dislocated from their career. Often for the first time, these students have to depend on financial aid and other services we offer, but many do not know where to start. The recruiter should act as a liaison between the student and the many services available:

- Student Employment Center
- Financial Aid
- EOPS/CARE
- DSPS
- TRIO
- Tutoring services
- Counseling

The Student Development and Outreach Office will receive many walk-in prospective students coming from this demographic and it is important to listen. With so many services in the community being filled to capacity, often people of this demographic are not getting the attention they need, nor the information for success.

\(^1\) The average Shasta College is 34 years old and female.
Court Adjudicated Students

There have been many community connections built in meeting the higher educational needs of this demographic.

The District Attorney’s Office, Probation Department, various judges and other services connected with the courts refer individuals directly to the Office of Outreach and Recruitment for one-on-one assistance of services and programs offered.

A.O.P

The Addicted Offender Program often has strong candidates referred from the District Attorney’s Office who have the motivation to get help with their addiction that had been the leading cause to their incarceration.

There are four phases to achieve growth:
Phase 1 – Initiation into the program
Phase 2 – Steps, groups, AA, faith-based groups, etc.
Phase 3 – Education on addiction, recovery, well rounded education on addiction. Help in either obtaining a job or getting an education from Shasta College.
Phase 4 – Getting Ready for Commencement and graduation from the program (It generally takes about three to four months).

PACT Meetings – Police and Communities Together

The PACT meetings of Shasta as well as Tehama County are monthly events that serve the needs of over 100 to sometimes 200 recent parolees from prison. The Office of Outreach and Recruitment has collaborated with the Director of CalWorks in attending this every first Thursday of each month. This demographic is often overlooked in college outreach, but for a community college this is key to truly helping the community.

Individuals often raise the following concerns at these meetings:
- Do I have to have a GED or high school diploma to attend Shasta College?
- Will I get financial aid, even as an ex-convict?
- Is there transportation assistance?
- What programs can I take as an ex-convict?
- Can I get help for childcare?
- Am I smart enough? Are there services to help me?
- Can I get my GED at Shasta College?

Once these questions are answered – for many – this meeting shows that college is a possibility. Out of each monthly meeting, the Student Development and Outreach Office gets ten to twenty people to follow-up and meet for one-on-one assistance for matriculation to Shasta College.

Teacher Paraprofessional Grant

Under the supervision of the Enterprise School District, and in collaboration with the Student Development and Outreach Office, the Paraprofessional Grant (E-SAC-PTTP) has funds available
to help students enrolled in the grant with tuition expenses for the time spent at Shasta College, Simpson University, or National University.

The program is designed to help students become teachers in the near future. The participants work during the day as paraprofessionals in public school classrooms and attend classes to finish their degrees and teaching credential in their free time. The stipulation is the students get financial assistance until they are done with their credential program; however, if they drop out they have to pay all of the money used in the grant back. In the past two years since the implementation of the grant, it has proven to be very successful.
Conclusion of Student Populations

The aforementioned population demographics are a few out of many that the Student Development and Outreach Office contact on a continual basis. The few chosen for this plan were populations with apparent differences and diverse needs and backgrounds.

The climate depicted of each demographic is to be used a guideline for direction for what materials would be most effective and what PowerPoint presentation would be the best fit for the audience at the outreach event.
Events in the Tri-Counties Region

Shasta County PACT Meeting
Date:    First Thursday of every month
Time:  10:00 am to 11:00 am
Location: National Guard Armory
3025 South Street, Redding, CA

This meeting serves recently paroled individuals with to assist them in their new transition. Shasta College has had the most popular booth at this event every month. Roughly between 100 and 200 attend this event.

Tehama County PACT Meeting
Date:    Second Thursday of every month
Time:  1:00 pm to 2:00 pm
Location: New Location TBA

Similar to the Shasta County PACT meeting, this is much smaller with only a handful of services and around 40 parolees each month; a great connection to Tehama County and the Red Bluff Shasta College campus.

High School Visitations
Date:  Throughout the school year (August – June)
Time:  During high school hours and sometimes at college nights
Location: Shasta, Trinity, Tehama, Modoc, Siskiyou Counties

The Student Development and Outreach Office visits high schools regularly throughout the school year. The visit consists of:
- Presentations on college and specific information regarding Shasta College
- Staff training and student implementation of the Shasta College Career Planning System (see Part 7)
- Brochures and other materials for high school counselors and career centers
- College Nights: Collaboration of Simpson University, National, College Options (UC Davis), and Shasta College at high school events normally held at night for parents

Intersegmental Coordinating Committee (ICC) College Tour
Date:  September 14 – October 8
Time:  Morning events at the community college; night events at high schools
Location: Northern California

The ICC has the responsibility of fostering collaboration within California’s education community at all levels through conducting activities and supporting strategies that link the public schools, community college, and baccalaureate-granting colleges and universities. The ICC has set up a College Night tour across California making a Northern and Southern California circuit. (See Appendix for Fall 2009 schedule).
**College Quest**

Date: September 27  
Time: 6:00 – 9:00  
Location: Redding Convention Center

College Quest is the major College Night event for the Shasta County area. This event is a popular destination on the ICC tour and has between two – four thousand students participating to gain insight about going to college. Since 2008, the Student Development and Outreach Office has played a major role in the implementation and preparation for this major event with the prime booth location in the center of the convention center.

**Junior Day**

Date: March 26  
Time: 9:00 – 2:00  
Location: Shasta College / Simpson University

Junior Day is a collaborated event with College Options, Simpson University, National, Lake College (previously), and Shasta College. Since 2007, the Office of Outreach and Recruitment has played a major role in the planning committee.

In 2008, the event was held at Shasta College and had close to 300 local high school juniors participated. The goal is held to create awareness in high school juniors regarding their future in higher education. This – along with it being held at Shasta College- allows for a good introduction to the students about the programs and services offered at their local community college.

In 2009, Junior Day was held at Simpson University and had about 200 local high school juniors. With the same goal of promoting higher education awareness, this year they were able to see what Simpson offered along with the collaboration with National and Shasta College.

**Inter-Tribal Butte County Education Fair**

Date: February 24  
Time: 10:00 – 2:00  
Location: Oroville, CA

Hosted by Berry Creek Rancheria, Enterprise Rancheria, Mechoopda Tribe, and Mooretown Rancheria, this event is geared for Native American high school students to explore the college and vocational enrollment opportunities with college representatives. Shasta College has been the primary liaison for this event for the past two years.
Month-By-Month Guide to Outreach

This section is developed to show the “seasons” of outreach and recruitment activities with a month-by-month look at what will be the most time committing events. In addition, there are also obligations that are mandatory for every month.

Monthly Obligations

✔ PACT meeting (see Part II)
✔ Materials (new schedules, brochures, etc.) dropped off to local high schools and community agencies
✔ Mail out follow-up information to prospective students
✔ Community requests for presentations and tours
✔ Campus tours
✔ Shasta College committee, departmental, and division meetings
✔ Community event committee meetings
✔ Working with the marketing team in updating and revising materials
✔ Assistance with Orientations
✔ Updates with “Prospective Student” webpage
✔ Updates on PowerPoint Presentation depending on the audience
✔ Delegation of tours and office responsibilities to Student Orientation Leaders
✔ Communication with students on the Shasta College Career Planning Program
✔ Stock outreach materials at all Shasta College campuses

January

Primary Events:
- Counselor visitations to local high schools
- Assistance to Enrollment Services with the new Semester
- Distribution of Spring course schedules

The focus for the beginning of the year is to assist all of the counselors with their visitations to the local high schools. Many of the visitations themselves are conducted by the Student Development and Outreach Office, especially to the outlying areas. All the materials and scheduling is conducted and coordinated by the Outreach Office, as well as the PowerPoint presentation updates and additions. The majority of these visitations are conducted in February. January is a good time to see what additional materials will be needed or changed and stocked for the back-to-back events conducted for the next three months.

This is also a very busy season for campus tours of new students and prospective students interested in visiting Shasta College on their Winter Break.

February

Primary Events:
- Counselor visitations to local high schools
- College nights at local high schools
March
- Counselor visitations to local high schools
- Burney Tribal Fair
  - Education event for the Pit River Tribe
- College nights
- Junior Day
- Lit Fest (Red Bluff)

April
- College Option College Tour with high school students (contact College Options)
- Cinco De Mayo Event on campus
- Hoopa College Fair
- Start Preparation for the American Indian Summer Institute with CSU Sacramento and UC Davis
- Empire Recovery Center Presentations (Every Tuesday and Thursday)
- Financial Aid Scholarship Selection Committee
- Distribution of Summer and Fall schedules
- Financial Aid Awareness month

May
- Summer and Fall Registration begins
- Graduation Ceremony
- End-of-the-year budget update
- Stock up on office supplies and materials for the summer and next school year
- Scholarship awards
- End of the year follow up with each high school
- Hire next year Orientation Leaders

June
- Focus on Community Events
- American Indian Summer Institute in Sacramento
- Update and work with Kuder for the following school year Shasta College Career Planning System

July
- Focus on Community Events and Re-Entry student population
- Pomo Native American Nation Education Fair

August
- Start of Fall semester
- High schools are beginning to start (materials and presentations)
- DSPS Welcome Day
- Training for Orientation Leaders
- Order materials for ICC tour
September
- ICC College Tour
- Counselor Newsletter (collaboration with counselor coordinator and Dean of Enrollment Services)
- College Nights (local high schools)
- 8th Grade Day (Shasta College)
- Planning for College Quest

October
- ICC College Tour
- FFA Field Day (at Shasta College Farm)
- Start preparing for Counselor Visitations in January
- Visit high schools - October is main registration period for four-year institutions
- High School Counselor Day

November
- Order Materials for high school visitations in the fall

December
- Confirm visitations for Counselor Visitations in January through March
- Last high school visits before Winter Break

The month-by-month guideline is a rough idea of what will be the most time consuming aspects for each month. However, the nature of Outreach is to provide information and support on higher education in whatever capacity is most effective and needed. Events are always being added, dismissed, and altered throughout the year.

Student Follow-up

With each event, the Outreach representative will receive “follow-up cards” with information on what perspective students are most interested in. These are crucial for continual communication. These steps include:

1. Sending a personalized mail out packet
2. Scheduling a campus tour
Outreach Materials

Program Brochures
The President’s Office is the hub of all brochures distribution and reproduction for the campus and the community. The following are programs brochures that the Communication Design Coordinator has updated and must be kept in stock for campus and community use:

- Administration of Justice
- Agriculture
- Art
- Automotive Technology
- Biological Science
- Business Administration
- Civil Engineering Technology
- Computer Aided Drafting Technology
- Computer Networking
- Computer Science
- Construction Trades and Related Technology
- Culinary Arts
- Diesel Technology
- Early Childhood Education Center
- Equine Science
- Equipment Operations and Maintenance
- Engineering
- ESL
- Fire Technology Program
- Floral Design
- Forest Science and Technology
- Geographic Information Systems
- GED
- Horticulture Program
- Hospitality Management
- Legal Assistant Program
- Master Gardener Program
- Medical Office Programs
- Natural Resources
- Nurse Aide/Home Health Aide
- Associate Degree Nursing
- Vocational Nursing
- Office Administration
- Virtual Assistant Certificate Training
- Retail Management Program
- Social Work Transfer
- Veterinary Technology
- Water Treatment and Water Pollution Control
- Welding
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<td>13 Six Easy Steps to Enroll</td>
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**PowerPoint Presentations**

It is crucial that the Student Development and Outreach Office keep an up-to-date PowerPoint presentation, which can be adapted to the audience at each event.

The following are basic topics to cover in a presentation:

1. Overview of Community College System (and other California College Systems)
2. Overview of Shasta College’s history:
   a. Explaining how the deep-seeded history of Shasta College can provide many benefits for education; (1) solid reputation with local employers (2) a solid reputation with various universities for transfer agreements (3) high quality of education with a broad and respected pool of faculty
3. Types of Degrees offered
4. Campus of Shasta College
5. Online courses, night courses, etc.
6. “Education Pays” - the fiscal benefits of going to college
7. Technical Training Advantage: Overview of what is Career Technical Education
8. Programs offered in Career Tech, highlighting a few (depending on audience)
9. Sports
10. Transferring to Four-Year Institutions
11. Breakdown of Costs compared to CC, UC, CSU, and Private institutions
12. Breakdown of costs at Shasta College
13. Financial Aid
   a. BOGG
   b. FAFSA
   c. Scholarships
   d. Work Study
   e. Loans
   f. Explain the importance of talking to Financial Aid professionals to help them along every step of their journey
14. Student Services (this is where it can really depend on the audience as to what you will focus on)
   a. DSPS
   b. EOPS/CARE
   c. Counseling
   d. Student Employment Center
   e. Transfer Center
   f. TRIO
   g. Student Wellness Center
   h. Tutorial Services
15. Steps of Matriculation
16. Contact info and collect all follow-up cards
**On-Campus Outreach: Overview**

Getting prospective students on-campus is the best way to show the accessibility of Shasta College and to alleviate any related concerns. It is well understood that a campus tour is the best way to gain a general understanding of a college.

With only an hour for prospective students to form an opinion about a college, it is important that the hour gives them the most out of their tour. Once students see the beauty of the Shasta College campus, interact with the helpful services, and start to understand that the matriculation process is a guide for academic success, then they will see – for the most part – that Shasta College is a good fit. If not, that is fine too, and the Student Development and Outreach Office has collaborated with other community colleges and four-year universities of Northern California to do what we can to help find the campus fit that works best.

Here at Shasta College, the Student Development and Outreach Office has taken much pride in establishing personalized tours that encompass the entire college and its services. For a tour of just one person, a family, or a group of a hundred, the Student Development and Outreach Office can set up a personalized tour, or specific on-campus presentations, to meet any need.
**Student Orientation Leaders**

The Shasta College Orientation Leaders (OLs) are a dynamic team of student leaders dedicated to serving the institution they represent. Through enthusiasm, commitment, and active participation they provide positive first and lasting impressions to their peers, alumni, perspective students, board members, and the public at large.

As visible and proactive leaders, the personal characteristics of the Orientation Leaders are paramount. Although each will bring their own unique style to the position, some necessary personal qualifications include being enthusiastic, fun, welcoming, caring, responsible, positive, and having a strong sense of professionalism. An ideal candidate is someone who enjoys meeting new people, is comfortable speaking to groups, and is able to start conversations easily. OLs should also be adaptable, cooperative, and aware of the significance their words and actions have on others.

The Orientation Leader Program requires a written application and a personal interview as part of the application process. It also requires a grade point average of 2.5 or higher and enrollment in a minimum 9 units during the regular semesters. OL applicants are required to provide two personal references. In addition, OLs are asked to make a commitment of 1 year to the program.

Due to the variety of questions they will receive, along with the wide assortment of services they must be familiar with, a mandatory component of the Orientation Leader Program is training. OLs will be paid the current minimum wage ($8.00) for working hours as well as for their participation in the required training.

The benefits of being an Orientation Leader range from personal development and professional growth to financial gain. Being a role model and college representative helps students to develop their leadership and communication skills. Organizational and facilitation skills are also enhanced. Developing these skills will serve the O.L.s well in their personal lives as well as in their future goals.

Serving as an Orientation Leader also provides excellent opportunities for career development. Not only are the leadership activities noteworthy on a resume, there are also numerous opportunities for OLs to meet influential people and develop contacts and references that could prove beneficial in the students’ higher education and career.

Students, who are excited about representing Shasta College, both on campus and in the community, while learning more about the institution’s history, programs, activities, and developing leadership and public speaking skills, are encouraged to apply for this interactive and prestigious college program.
Tours

Generally a full campus tour can take anywhere from forty minutes to an hour and a half.

Full Campus Tour

Introduction: It is important to set a positive tone for the entire tour by greeting with enthusiasm and to set the rules. Also, the tour guide should test the volume of their voice and let folks in the group rearrange themselves so that everyone can hear what is being said. Also, this allows for those in need to receive special accommodations. After a general introduction of the tour guide and his/her personal history with Shasta College and about how the tour will be conducted, the following is a good basic route of the college:

- 100 building
- Library
- Visual Arts (2d and 3d programs)
- Performing Arts
- Social Sciences
- Industrial Technology
- Farm
- Fire Technology
- Science
- Athletics
- Bookstore
- Dorms (and ECE if planned ahead of time)
- Cafeteria
- TRIO
- EOPS and DSPS
- The Bistro
- The Wellness Center

At the end of the tour, it is important to return back to where the tour started. Make sure to offer to assist with any further questions they may have or materials they may want now that they’ve had a closer look as to what is offered.

Personalized Tour

If those interested in a tour are certain they only want to see specific things, then a personalized tour can certainly be accommodated. However, never assume that they only want to see specific programs. If they do not request a brief tour and have the time, always give the full tour.
Online Communication: Overview

An important day-to-day task of the Student Development and Outreach Office is with the online requests that come in via email. Email communication makes up the majority of communication with prospective students, schools, community agencies, and for scheduling future outreach events. The Student Development and Outreach Office is also the email account of info@shastacollege.edu which allows for an eclectic variety of requests and questions.

Information Email

The information email account – info@shastacollege.edu – is often the first contact with Shasta College potential Shasta College students. Each email should be responded by in a timely manner. The majority of emails from prospective students and agencies are requests for:

- Scheduling a campus tour
- Information on specific programs and services
- Recent class schedule
- Presentations at school and community events
- Upcoming events on higher education
- Etc.

Such a wide range of questions require an organized area of outreach materials ready for mail out information to be tailor-made for each request.

Prospective Student Webpage

A new addition to communicating with prospective students is through Prospective Student webpage on the Shasta College website. Set up is a form for interested individuals to fill out and schedule a tour or for a personalized information packet. It has proven very affective and will continue to grow with as the webpage is enhanced.

Shasta College Career Planning System

This is a unique aspect of outreach for Shasta College and new to California. Shasta College has teamed up with Kuder Inc., bringing a new way to look at career and college planning in our community, local high schools, and here on campus with our students. For a more in depth look at how this system has – and will continue to – revolutionize the way outreach will be conducted in all of Northern California, refer to Part VII: The Shasta College Career Planning System.
The Shasta College Career Planning System: Overview

The Outreach region for Shasta College is over ten thousand square miles, that a large area to effectively build lasting relationships for the promotion of higher education. With this in mind, Economic Workforce Development, the Shasta College President’s Office, Enrollment Services, the Career Technical Education Steering Committee of Shasta County, and lead by the Shasta College Student Development and Outreach Office, has implemented the Career Planning System.

Customized Student Portfolio
The internet-based Kuder Career Planning System – offers innovative and comprehensive educational and career planning for all levels of involvement, middle school, high school, postsecondary, adults, and parents. The system incorporates everything a student needs to create a solid plan for the future, including:

- Research-based Assessments
- Individualized favorites list
- Planning timeline
- Resume builder
- Job interview planning
- Occupation search and comparison
- College search and comparison
- Financial aid assistance
- Scholarship search
- Job bank

Administrative Database Management System
The key for Student Development and Outreach in using this system lays in the all-in-one, easy-to-use administrative database. It allows for real-time access to individual and aggregate data through quick and advanced reporting and additional resources to communicate with interested students and their parents about Shasta College and our programs.
Site Licenses

High School Site Licenses
The majority of uses for this system is comprised of the 9th – 12th graders in local high schools who have chosen to use our system. This system is free of charge for all who use it.

In the first year in implementing this system, 12 high school districts have joined with 24 committed high schools within Shasta, Tehama, Trinity, Siskiyou, and Modoc counties. These high schools include the following:

Anderson High School
North Valley High School
West Valley High School
Anderson New Technology High School
Enterprise High School
Foothill High School
Shasta High School
North State Independence High School
Red Bluff High School
Red Bluff Independent Study High School
Modoc High School

Burney Junior/Senior High School
Fall River Junior/Senior High School
Central Valley High School
Mount Shasta High School
Weed High School
Scotts Valley High School
Etna Union High School
Hoopa Valley High School
Corning High School
Trinity High School
The program has allowed for further partnership with each of these schools and has installed trust in our pursuit of working with the community enhancing the awareness of higher education. Each one of these schools has a committed staff member – a career technician, a counselor, teacher, or administrator – trained as a “site administrator”. Each site administrator is trained in helping students build their personal portfolio as well as in customizing the program to the individual needs of their high school.

**Primary Administrator**

The Shasta College site license is the umbrella over all site licenses. This allows for all the data of each license to be accessed and used for our specific outreach purposes. The primary administrator for the system is the division of Economic and Workforce Development. It is essential for the primary administrator to maintain consistent contact with each site license as well as working with each high school interested getting their own license.

**Administrative Database**

The Administrative Database Management System in the Shasta College Career Planning System is a secure collection of demographic data entered by individuals who use the system and results of their work within the system. The results allow for new way of direct marketing to interest prospective students from our local community.

**Features of the Administrative Database**

**Reports**

This system allows for quick and highly customized reports on all students in the system. With report results you can see how many students are interested in specific interest clusters.

- Access the most popular reports on the system quickly by simply choosing a data range and select either the individual or aggregate option.
- Optimized interest, skills, work values, and gap analysis reports
- Detailed reports to meet your specific needs by using several filter options. Information may be sorted by organization site, specific demographic, assessment test, and display options.

**Find Student/Client**

Locate a specific individual to review system progress, reset a forgotten password, correct a grade level mistake, and print a one-page summary report of each student.

**Post/Send Message**

Communicate with individuals and parents directly through the message posting email. Messages appear directly on individual portfolio home pages.

**Download Directory Information**

Download contact information as an excel file for all users in a school or site database. Information may be merged for mass mailing, emails, and spreadsheets.
How to Use the Administration System for Recruitment Purposes

• Review interest and skills of individual students with the reports to recruit students from secondary schools who are best suited to specific programs based directly on their interests and skills.
• Use the download directory for easy direct mail marketing campaigns to targeted audiences.
• Study trends in interests and skills for incoming and current students using the Aggregate Reports to determine course and program needs.
• Support funding requests, create data-driven grant proposals, and enhance reporting with aggregate demographic data.
External Analysis

The Shasta College Goals:

- **Student Learning and Growth** – Create an academic and cultural environment that provides, promotes and enhances opportunities for student learning and growth.
- **Quality Staffing** – Attract, retain and develop an exceptional group of diverse employees who support student learning and growth.
- **Fiscal Integrity** – Ensure the fiscal integrity of the District to fulfill its mission.
- **Community Connection** – Foster the community’s awareness, excitement and appreciation of Shasta College, its students and its programs.
- **Positive Campus Climate** – Cultivate and embrace an environment that enhances student and employee well-being.

Shasta College Environmental Cultural Issues are listed in guiding principles:

- Embrace Change
- Build and Maintain collegiality, cooperation and partnerships
- Participation and Teamwork
- Mutual Respect, Integrity and Honesty
- Creativity and Innovation
- Accountability
- Positive Atmosphere
- Professional Growth and Excellence

Student Population: Overview

California’s 112 community colleges comprise the largest system of higher education in the world. All of the colleges combined enroll six out of every 10 college students in the state. This creates the population pool for the community colleges to be extremely diverse; diverse in the needs, diverse in the concerns, and diverse in the barriers of each prospective student. At Shasta College this is no different. Understanding the needs and concerns of people in our community will create outreach that can elevate any barrier for any student.

The following information is about population groups that the Student Development and Outreach Office has successfully assisted since October of 2007. These are all, of course, generalities and are used to help determine some guidelines for addressing these populations at outreach events.
Compilation of Research Regarding these Issues

Students

- **Meeting the needs of the adult learners**
  Most adult learners attend Shasta College to develop the skills they need on the job. Some attend to earn a transfer degree and see Shasta College as the first step toward a Bachelor’s or higher degree. Others attend to explore community education and/or explore personal interest and hobbies.

  Most adult learners are attempting to juggle family, employment and education. Many have been out of the classroom for several years and need either refresher or developmental (remedial) education. Some are in college because it is the pathway out of poverty. Individuals who struggle economically face: poverty, lack of education, transportation and unemployment plus the need for support systems as they move from unemployment to sustained employment status. They need quality, accessible education options that allow working adult learners to cope with a variety of life circumstances. Programs need to be accessible through scheduling and web-based courses; and be of short duration to accommodate the immediate needs of the disadvantaged, unemployed adults in our community. Many of the adult learners meet the definition of being a member of a special population as defined by the Perkins Act. These include CalWorks participants who are economically disadvantaged, who are unemployed and/or underemployed; college students who qualify for Pell Grants; individuals with disabilities; high school drop-outs and/or unemployed individuals. Each of these groups of special populations requires additional support services, accommodation and effective teaching methodologies that accommodate their individual learning needs.

- **Meeting the Needs of the Younger Learner**
  A total of 1,266 students who graduated from high school in 2008, transitioned directly to the community college system (CA Postsecondary Education Commission data). Most of these individuals from Shasta, Tehama and Trinity Counties are Generation Y students. These students have the following characteristics:
  - Diverse and Tolerant
  - Technologically Savvy/Impatient
  - Have only known life with a Computer – know how to Google, impatient with seeking and synthesizing information from several sources.
  - Independent
  - Dependent
  - Self-Confident
  - Respect Learning
  - Socially Conscious
  - Impatient – Not willing to commit to long term employment and/or training

  They are entering the Emerging Adult stage of development. Youth are delaying meeting “adult milestones.” 1/3 of people in their 20s move annually; 40% move back home with
parents, at least once; More job changes in the 20s – average 7; More opt for going back to school, traveling, internships. They are likely to take advantage of the universal design elements of technologies- E Readers that can store books, read them to you, enlarge font, and allow you to make notes or the IPOD / IPAD that can serve as a PDA.

In the book Getting Real Helping Teens Find Their Future, Kenneth Gray 2009
“We need to address the challenge of preparing all youth for postsecondary success.
Goals:
(1) To illuminate the quiet dilemma in the United States that stems from a mismatch between teens’ aspirations and the economic / labor market realities they will face as adults.
(2) To guide educators, parents, employers, elected officials, and anyone who is interested in helping teens develop career direction and make better postsecondary education decisions. The overall goal is to simulate efforts designed to develop a level of career maturity among teens that allow them to make postsecondary plans that have a high probability of success.”

Some facts:
Nationally, the college completion rate is 60%. A growing number of college graduates leave college with student loan debt, a degree and no job. They join the “gray collar” workers- who are employed in jobs that are not commiserate with their education and pay too little when compared with the costs of the degrees.

Researchers find the strongest predictors of graduating from college are:
- High school grade point average – academic skills
- Career Maturity / Focus.

- Need for remediation / Relevant Academic Skills
The Ed Source Report High School to Community College: New Efforts to Build Shared Expectations November, 2009. This report validates the concern that many students who graduate from high school are not prepared to meet college level expectations. The CSU system offers limited remediation, and if the student does not attain collegiate level competences, the system dis-enrolls the student and recommends the Community College, thus placing even greater demands at the Community College level. Data documents that 30-40% of graduating high school students who enroll at the community college are required to take remedial courses. The reasons cited have potential for solutions:
<table>
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<th>Reasons</th>
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| Misalignment of curriculum | • Develop and support teacher professional communities that work to align curriculum in the academic content areas (as supported by CalPASS data).  
• Work with high schools to develop articulated/dual enrollment courses in all classes, academic as well as CTE.  
• Encourage teacher collaboration at the high school and college level – build the capacity of teachers at the high school and college level to prepare youth for college and career success. |
| Different expectations of the student | • Engage students who are seniors in high school in classes that are preparatory for the college expectations in the areas of time management, study skills, independence...  
• Strengthen high school to college transition to build student readiness for college level academic work.  
• Encourage the development of a tentative career interest and an actionable personal career plan at the high school level - research validates that having a career goal shortens the time in college, enhances the persistence and completion rates and minimizes changing programs and majors that cost time and money. |
| Student academic skills deficiencies | • Engage students for credit applied academic coursework through contextual learning teaching methodologies (Using CTE Core Classes as a model) |
| Adults have been out of school for longer periods of time | • Engage students in refresher courses to build and expand on skills they currently possess.  
• Adult learners may need courses and/or support to develop technology skills that allow them to utilize web-based courses. |
| Special Populations | • Most special population students are integrated into regular education programs with academic student support services.  
• Encourage and support collaboration between DSPS, EOPS, Tutorial Labs and other remediation/support systems and all faculty on the campus to develop teaching methodologies and cultural expectations that meet the needs of all students in the college.  
• Encourage the utilization of generic Universal Design resources (IPOD, E-readers).... |
Some research-based best practices as outlined in the I-BEST program based in Washington State and referenced in the Luminosity report:

- **Accelerate progress for students with basic skills deficiencies by redesigning developmental education**, mitigating the need for developmental courses and/or improving student services that improve retention
- **Develop and implement contextualized learning** that combines basic skills with specific career knowledge. WA state-simultaneously teaches basic skills and career specific technical skills in the same class. (Rates of completion and persistence)
- **Improve student services**, such as career counseling, tutoring and job placement services. Enhanced student services (more frequent/intensive counseling) results in increased persistence in short term.
- **Improve developmental education** – redesign courses to provide support in for credit courses without the non credit prerequisite (Global trade displaced worker grant language)

The National Report: Postsecondary Completion for All Students: Setting a New Standard and Menu of Alternative Procedures has identified research-based elements of a quality community college program that effectively address the unique needs of adult learners and displaced workers. These include adequate advisement, working in cohorts, teaching academic skills contextually in terms of workplace applications, schedule, the need for adequate support services and the value of career pathways.

- **Goal setting and tracking:**
  There are several reasons students enroll at Shasta College: The enrollment rates of recent high school graduates at Shasta College exceeds the state average. Many students are adult learners who need to return to school to advance in their careers. Finally, some individuals enroll in Shasta College for personal fulfillment. There is no way to determine if Shasta College is addressing the intended outcomes of enrollment, which include earning a transfer degree, earning career-technical certification, improving specific skills and exploring hobbies, or personal interests. One of the recommendations in the Report The Road Less Traveled: Realizing the Potential of Career Technical Education in the CA Community Colleges suggest that students should be required to state their goals at the point of registration or application. This may be a tentative decision that is subject to change. However, students who enter postsecondary education with a career goal have a significantly higher rate of persistence and completion. This concept is reinforced in other research documents: Pathways Out of Poverty.

- **Implications for on-line learning / globally (competition with on line courses, private technical institutes.)**
  As students seek short term, intensive training options and are increasingly impatient with the semester and course structure at the traditional educational institutions, there is increasing competition for alternative educational options including proprietary colleges, technical institutes and on-line learning that can be accessed globally. The population of “Emerging Adults” is especially reluctant to set a long term educational goal. They ask legitimate questions:
• If I pursue this degree, will it be marketable in the six years it takes to complete?
• Will the skills I learn in years one and two be relevant in later education?
• Will the career I am seeking be there when I finish?
• Are there options that give me the same certificate in a shorter amount of time and for less money?
• Labor Market Limitations: Do the course offerings ensure they are responsive to regional needs?
• Do the courses provide access to all students? Are all the existing courses vital-based on research?

The biggest challenge in terms of CTE is how to train students for careers of today and the careers of the future - that don’t exist today.

• One option is to follow the funding: The following industries are targeted with federal funding and the California Chancellor’s Office CTE / EWD Funding priorities for 2010-11
  ➢ Advanced Transportation Technologies and Energy;
  ➢ Applied Biological Technologies;
  ➢ Applied Competitive Technologies;
  ➢ Business and Entrepreneurship;
  ➢ Environmental Health Safety and Homeland Security;
  ➢ Health Workforce Initiative;
  ➢ International Trade Development;
  ➢ Multimedia and Entertainment;
  ➢ Regional Economic and Workforce Development Centers of Excellence; Impact of Technology

There is also a need to look at Middle Skill jobs that pay a living wage, are strength of our local job market and are the least likely to be outsourced.

Research (Jobs for the Future, Twenty-First Century Skills, Breaking Through Helping Low Skilled Adults Enter and Success in College and Careers) suggest that preparation for careers needs to address common core, essential traits that apply to all careers. Attitudes, behavioral attributes, knowing how to learn, “habits of the mind,” and higher thinking skills are essential for all careers.

• **Role of Work-Based Learning** (service learning, internships, apprenticeship, hands on experiences): The WestEd Report *Work Based Learning in California*, funded by the James Irvine Foundation has a significant influence on educational reform agendas in California. It validates the role of WBL at the high school and the community college level.

Work-based learning (WBL) is an educational strategy that links school-based instruction with activity that has consequences and value beyond school. Work-based learning is informed by professional workplace standards. It uses the workplace, or in-depth experience that includes employer or community input, to engage high school students and intentionally promote learning and access to future educational and career opportunities. Work-based learning can include internships, apprenticeships, workplace
simulations, student-led enterprises and other opportunities in the business or nonprofit arena.

While not a solution to all educational challenges, work-based learning offers opportunities and benefits that school-based academic programs typically do not. By introducing students to “communities of practice” in their areas of career interest, or providing occasions for solving problems and demonstrating skills in authentic settings, work-based learning can motivate, reinforce and augment student learning in ways not available to traditional classroom instruction.

• **K-12 Linkages - State Initiatives: Linked Learning ConnectEd**

**Educational Reform: College and Career Readiness**

There is a focus at the federal level as outlined in the Race to the Top educational reform program and the Core Standards as outlined by the National Governors Association on the concept that the K-12 education should lead to college and career readiness.

The definition of readiness as stated in the report *Toward a More Comprehensive Conception of College Readiness* sponsored by the Bill and Melinda Gates Foundation: College readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program. “Success” is defined as completing entry-level courses at a level of understanding and proficiency that makes it possible for the student to consider taking the next course in the sequence or the next level of course in the subject area.

**Community Partnerships**: As the local educational system engages in conversation around the educational reform agenda that is emerging at the federal level it is imperative that Shasta College participates in the dialogue. Currently, despite economic issues, there is an effort to focus on college readiness issues through the Higher Education Task Force. College Options and Gear Up programs are collaborating to focus on systemic change. We also have a CTE Summit workgroup composed on educators, business partners and community leaders who are developing strategies to motivate youth to develop career plans for their future.

**Career Technical Education**

Shasta College has a goal to give their students Career and Technical Education (CTE) programs that will provide skills for entry-level employment, incumbent workers, and those seeking career changes. The College works with the District’s various secondary schools to facilitate articulation agreements and the formalization of dual-enrolled/concurrent courses. These courses are intended to provide an effective CTE pathway for the students of our community. To successfully accomplish this, the following specific objectives were defined:
• Offer CTE programs that are viable and directly contribute to the economic well-being of the community;
• Prepare students with core skills, including soft skills, to produce effective employees;
• Attract business/industry to relocate within the District to enhance employment opportunities;
• Provide direct business operational support to enhance sustainable employment for successful graduates;
• Maintain flexibility to respond to Labor Market needs and react to the changes in educational needs of business and industry;
• Work with ALL high schools to facilitate articulation and matriculation of students into college CTE programs;
• Support faculty and counselors in the area of staff development as well as staff support related to student’s career development and guidance;
• Facilitate and provide direct support to Secondary Schools in order to be responsive to the changing requirements associated with the diverse educational opportunities of the various post-secondary certificates/degree programs available to students;
• Establish and work in partnership with secondary schools to develop and offer innovative CTE programs (articulation, concurrent and dual enrollment, Industrial Tech Core, EE-Tech, CTE Pathways, etc.);
• Partner with the secondary school districts to promote CTE educational and employment opportunities for students; and
• Be responsive and provide assistance to all CTE students to achieve success in their educational pursuits.

This goal is in direct alignment with both Federal and State mandates as follows:

**Carl D. Perkins Career and Technical Education Act of 2006 (Federal):**

(5) CAREER AND TECHNICAL EDUCATION.—The term ‘career and technical education’ means organized educational activities that—

(A) offer a sequence of courses that—
   (i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
   (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
   (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

(B) include competency-based applied learning that contributes to the academic knowledge, higher order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.
California State Plan for Career Technical Education -2008-2012 (State):

CTE can engage, motivate, and prepare all students for the future. The academic, technical, and workplace skills offered through CTE are essential to success for all working adults. They are essential to society in addressing the challenges posed not only by a changing economy, but also by a changing world. CTE can no longer exist as a separate educational alternative; it must be woven into the very fabric of our educational delivery system. Access must therefore be assured for all students through a system that aligns programs, curricula, and services across educational segments, programs, and disciplines.

The Vision: CTE will engage every interested student in high-quality, rigorous, and relevant educational pathways and programs, which were developed in partnership with business and industry. Promoting creativity, innovation, leadership, community service, and lifelong learning, will allow students to turn their “passions into paychecks” — their dreams into careers.

The Mission: The mission of CTE is to provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California’s economic prosperity. Key priorities include the following:

- Developing and implementing challenging academic and technical standards and assisting students in meeting such standards;
- Integrating academic and career technical instruction, and linking secondary and postsecondary education;
- Promoting initial preparation, leadership, and professional development of CTE teachers, faculty, administrators, and counselors;
- Supporting partnerships among secondary schools, postsecondary institutions, local workforce investment boards, business and industry, and intermediaries; and
- Providing individuals with lifelong learning opportunities to help ensure U.S. competitiveness.

The following additional state priorities respond to California’s unique context and set this plan apart from previous submissions:

- Weaving CTE into the fabric of education in California from the classroom to state policy to prepare all students for their future endeavors;
- Ensuring that all students have access to CTE courses, pathways, and programs of interest, workplace opportunities, highly skilled instructors, and facilities and technologies that make all CTE options available regardless of location and enrollment limits;
Advancing CTE as a means to engage students, instill a passion for learning, and improve student outcomes by leveraging the current momentum of high school reform, with its renewed focus on “rigor, relevance, relationships, and results;”

Realizing the concept of lifelong learning, and promoting career awareness and development throughout the continuum of early childhood through adulthood’s many transitions;

Building a demand-driven CTE system by responding to real workforce development needs and state, regional, and local labor market realities and priorities, through strengthened curricula, professional development, data collection and use, and direct linkages with business and industry;

Viewing CTE systemically by taking a broad perspective in planning for how CTE, from kindergarten through lifelong learning, can contribute to student success and to California’s economic future, rather than focusing on discrete secondary or postsecondary programs or specific funding streams; and

Promoting continuous improvement of CTE services and impact through better alignment of standards, curricula, assessments, professional development, and support for districts, colleges, and schools, in order to meet or exceed all targets in students’ academic and technical skill attainment.

In the California Community College System, roughly, 1.4 million students are enrolled in CTE, or about 56% of the 2.5 million students enrolled in Community Colleges. However, the system’s “enrollment caps” limit enrollments to what state and local funds can support; waiting lists for some CTE programs suggest that demand for CTE may surpass actual course offerings.

Community College CTE students vary widely in age. Almost half of students are over the age of 25, and 22% are above the age of 40, suggesting the need for “lifelong” learning and training programs. In addition, many students in secondary, postsecondary, and adult programs fall into the category of “special populations.” For example, across all systems, nearly one million CTE students are classified as “economically disadvantaged,” which is just one of six “special population” categories. CTE must be seen, therefore, as a means to individual economic security, as well as statewide economic vitality.

**Career Technical Education System Goals**

Consistent with the vision and mission presented above, the CTE Resource Group developed the following ten system goals that will guide CTE in California through 2012–13. The following list of goals provides direction for establishing objectives that are realistic, attainable, timely, and measurable.

1. All students completing high school will be prepared for success in postsecondary education — including community college, four-year college, apprenticeship, adult school, trade school, military, or other education and training — and for employment and long-term careers.
2. Adults in California will be prepared with the skills and knowledge needed to reach their career goals and maintain economic self-sufficiency through access to
information, guidance, support services, and educational opportunities offered in adult schools, ROCPs, and community college programs.

3. Every student will have the opportunity to complete a rigorous CTE course or pathway prior to graduating from high school.

4. Age-appropriate career guidance information and experiences will engage all students throughout their K–14 educational experience in exploring, planning, managing, and reaching their educational and career goals.

5. All CTE courses and programs will be based on industry-endorsed standards, and designed to assist students in acquiring employment readiness and career success skills.

6. All CTE courses and programs will meet documented labor demands, including those of new and emerging occupations.

7. Statewide programs of study, dual enrollment, articulation of coursework, and related processes will be established to facilitate smooth student transitions from middle school to high school, and beyond, to postsecondary education and training.

8. Business, industry, and labor participation will be incorporated into all components of the CTE system at the local, regional, and state levels.

9. CTE teacher preparation programs and sustained professional development will be substantially expanded to ensure an adequate supply of highly prepared instructors. Teachers in all industry sectors and at all educational levels will have the skills necessary to provide rigorous and relevant instruction designed to meet diverse student needs.

10. Comprehensive data collection systems will be developed and coordinated to support ongoing program improvement, program accountability, measurement of system outcomes, and research.

Achieving these goals will require focused attention and strategic investments in both the CTE system overall and in its component parts.

Federal Carl Perkins Career and Technical Education Act

CA CTE State Plan

In response to the charge mandated by both the Federal and State system, Shasta College has the responsibility to engage in a intensive analysis of local labor market information and to ensure educational programs not only provide the education needed for business/industry, but also provide maximum flexibility in concert with the needs of the students and our secondary school partners.

In a study conducted by Shasta College EWD titled An Overview of Labor Trends and Occupation Outlook for the Shasta-Tehama-Trinity Labor Market Area, completed in January 2010, a comprehensive analysis was conducted to project the labor market needs nationally and for our tri-county area through 2030. It is impossible to accurately predict
the labor market needs so far in the future, but certain skill sets are consistent regardless of employment direction. Of interest, the study presented research conducted by the Greystone Group in Arlington, VA. The research was recently reported to a Commission in New York State: “There is a dynamic revolution taking place in the national workforce. Workers can expect changing careers as much as 14 times during their lifetime. Three quarters of all jobs will require a college degree, slightly more than half of all citizens hold these secondary education degrees. But even by filling these highly specialized jobs short-term, as the markets evolve, those workers too will require new job training.” Obviously, many of these career fields have not even come along yet.

In addition, a study conducted by the State Employment Development Department (LMI Division) titled California Labor Market and Economic Analysis 2009, skill gaps were identified by the employers in that State. These skills include:

- **Active listening** – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times;
- **Coordination** – Adjusting actions in relation to others' actions;
- **Critical thinking** – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems;
- **Instructing** – Teaching others how to do something;
- **Learning strategies** - Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things;
- **Judgment and decision-making** – Considering the relative costs and benefits of potential actions to choose the most appropriate one;
- **Mathematics** – Using mathematics to solve problems;
- **Reading comprehension** – Understanding written sentences and paragraphs in work-related documents;
- **Social perceptiveness** – Being aware of others’ reactions and understanding why they react as they do;
- **Speaking** – Talking to others to convey information effectively (in most instances, the ability to communicate in English is explicitly stated or inferred); and
- **Time management** – Managing one's own time and the time of others.

To address these issues, Shasta College EWD engaged in a two-year curriculum development effort and established two educational basic skills programs. The 40 hour ACHIEVE (Attitude, Communication, Health and Wellness, Integrity, Emotional Intelligence, Value, Education) and the 36 hour (four noncredit courses) Professional Workplace Skills. These programs have been delivered in various settings for numerous clients, but they need to be fully integrated in CTE initial programs of study. An effort is currently underway with several partnering high schools and the ROP to incorporate the courses as part of each of their CTE programs of study.
To provide the maximum flexibility and foundational skill building for the students to address career changes, the development of the “Core” instructional process was completed for the Industrial Technology, Business and AG/NR programs of study. The Core focuses on a common series of courses that are required by each respective discipline. To provide the greatest flexibility for students while reaching out to a broader student base Shasta College should develop a sequence of Core courses for all industry sectors of the College’s Career Technical Education (CTE) Program’s certificates and degrees. This Core will serve as the entry-level course sequence (some Core sequences satisfy entry-level certificate requirements). The first Core sequence of courses was created for programs in Industrial Technology (Industrial Technology Category), and is currently a requirement for the E-Tech Program (Renewable Energy). The intent is to provide a “hub” of essential industrial technology course work, which will allow the participant to “spoke out” and choose any of the specific industrial trades or to gain essential skills that provide for entry-level employment. The strength of the Core sequence is that, unlike other secondary vocational program offerings, it is not a terminal program. Since Core courses can be offered at the secondary schools as dual-enrollment courses the students acquire Shasta College credit for successful completion of each Core course. This format allows High Schools to generate ADA, while offering a diverse series of Core courses comprised of different CTE Pathways. Those pathways lead to entry-level employment or to transfer to all the College’s CTE certificates or degrees.

A pictorial overview of the Industrial Technology core (renewable programs are the only fully developed sequence), which is serving as a model for other Core sequences is represented on the following page:
As outlined in the Industrial Technology Core Sequence, an option that is available for the secondary schools is to offer two basic skills programs, ACHIEVE and the Professional Workplace Skills, that can be contracted by the College for delivery at the high schools and other service providers such as CalWORKs (the College pays a negotiated fee for delivery) as part of a student’s career preparation and exploration. The Kuder Software Program is incorporated as a basic assessment and career exploration tool to assist students in identifying potential occupational programs of interest. A web resource has also been adopted to assist students in their success in these courses. When possible, the students also can engage in a work experience/service learning in conjunction with the secondary or basic skills program. If a student acquires employment after successful completion of the Industrial Technology Core and decides to enroll in a particular discipline, an option is available to “challenge” courses through a “credit-by-exam” process increasing student options to continue his/her education while allowing for alternate process for gaining Shasta College credit.

This work is also in alignment with the concepts presented in a report to the Legislature and Governor from the CA Department of Education titled: Multiple Pathways to Student Success, 2010. The essence of the report reads:

As a systemic district wide high school transformation initiative, the multiple pathways approach is intentionally designed to ensure that more students graduate from high school prepared to take advantage
of postsecondary educational and career opportunities without the need for remediation. Within a district’s multiple pathways system are individual pathways that each offer high school students four key components: an integrated core academic curriculum; an integrated core career technical curriculum; a series of work-based learning opportunities; and student support services. The California Legislature, recognizing the importance of the multiple pathways approach, enacted Assembly Bill 2648 (Bass), which called for a report from the State Superintendent of Public Instruction (SSPI) to explore the feasibility of establishing and expanding the multiple pathways approach in California.

Through the efforts of Shasta College EWD, the multiple pathway idea is in place with several high schools. One element that still needs full integration is the academic core. During the development of the courses of the Industrial Tech Core, applied academic skills were infused to reinforce academic skills in math, reading and logic. Shasta College EWD has also engaged in a complete rewriting of the Work Experience curriculum. The intent was to increase the rigor of the courses while formalizing a consortium with educational providers, business/industry and service organizations called Partnership to Develop a Skilled Workforce. The purpose is to increase options for student work-based learning opportunities as well as externship positions for faculty to maintain relevant skills and connection with business/industry.

Due to the rural nature of the college district, information presented in Strengthening the Rural Economy (April 2010) by the Executive Office of the President, Council of Economic Advisors, presents the current state of rural America. As written:

Our survey of the current state of rural America identifies both important strengths and significant challenges facing the rural economy.

- The rural economy is more economically diverse than it once was. Agriculture directly employs only a small fraction of rural workers, though ancillary businesses are included in other sectors. Manufacturing, services, government, and wholesale and retail trade are important additional sources of rural employment;
- The U.S. agricultural sector remains more productive than those of other high income countries and is highly competitive in international markets;
- The labor force of rural America is aging and its educational attainment lags behind that of urban areas for the working-age population; and
- Improvements in health status in rural areas have not kept pace with those in urban areas, and access to doctors and health services has been an important challenge in rural areas.
These findings were derived from individual State reports conducted by the USDA. In February 2010 the USDA published, Jobs, Economic Development and Sustainable Communities – Strategizing Policy Needs and Programs for Delivery for Rural California. The Information from local forums, feedback from state leaders and content of recent reports related to these issues all show an amazing amount of consistency in their messages and, despite the diversity of the state’s many regions, several common themes emerged:

- Expand and Upgrade Infrastructure;
- Improve Access to Capital and Financing;
- Streamline Regulations and Permit Processes;
- Develop a Better Definition of Rural That Fits California’s Needs and Realities;
- Find Ways to Expand and Improve Service to Applicants;
- Provide More Technical Assistance and Planning to Local Communities;
- Assist and Enhance Traditional Job Training Institutions; and
- Enhance Programs and Opportunities in Specific Sectors:
  - Enable Regional Food Systems and Improve Access to Healthy Food;
  - Support Value-added Business Growth and Tourism;
  - Expand Programs to Stimulate Green Jobs and Projects;
  - Increase Opportunities to Produce and Utilize Alternative Energy Sources;
  - Stabilize and Expand the Supply of Affordable Housing; and
  - Improve Access and Affordability of Health Care

With this additional information, Shasta College EWD is in the process of developing a more comprehensive occupational outlook that is in line with the Federal findings. Primary data is being collected from local business/industry through direct communication which will allow the completion of a comprehensive analysis that can be used to address the current needs.

The information from the aforementioned report, in conjunction with the volumes of data and analysis reports needs to be synthesized in the development of a “CTE Blueprint,” that can be a guide for current and future decision making related to CTE education in our District. It is imperative, given the country’s economic downturn today, that tax dollars are utilized in the most effective and efficient way possible, while addressing the needs of students in our community today and for the future. Short term and long term decision related to CTE programs and delivery mechanisms need to be made to ensure maximum impact on our community for the improvement of the workforce and our economic stability. Shasta College has moved toward this end through the efforts of faculty, administrators and the EWD. However, a more comprehensive and focused effort needs to be formalized to allow a prioritization of program format and delivery.

**Labor Trends and Occupation Outlook for the Shasta-Tehama-Trinity Labor Market Area**

The purpose of this overview is to provide some insight into the relative positions of occupational types and the industries related to those occupations for the
Shasta-Tehama-Trinity Labor Market Area. This has been done within the context of events and trends at the international and national levels, along with the demographic characteristics of the current Labor Market Area. It is expressly intended to assist in providing methodological linkages among instructional programs, occupations, and industries.
The National Perspective

Predicting occupational trends and attempting to forecast the employment outlook on a national scale is done by the United States Bureau of Labor Statistics. They take into account industry forecasts, recent historical job growth, predicted job demand, prognosis for supplying demand, based on entry into the fields, and the aging of the employment population. In a healthy economy, where static conditions can be deemed to be more or less reliable, the variables listed above appear to be reasonable and germane.

In 2007, the United States Bureau of Labor Statistics forecasted what their researchers believed to be the top blue collar jobs at the national level for 2007-2014. They were hopelessly off. The current economy, as it is evident, is not healthy and is therefore not reliably predictable.

Here were their predictions: construction and extraction jobs were expected to grow 12 per cent by 2014, adding 931,000 jobs to the field. Installation, maintenance and repair jobs have a predicted expansion of 11.4 per cent with 657,000 additional jobs over the same time period. The transportation and material moving industry is another growing blue collar niche, increasing by 11.1 per cent and adding 1.1 million jobs by 2014.

National Summary:

The lesson provided by the United States Bureau of Labor Statistics forecasts is that there is a demonstrable imperative to stay flexible in forecasting. Predicting job growth in the current economic situation cannot be a strategic proposition. It can be nothing more that short-range “best guesses,” and, unfortunately for those tasked with attempting to establish programs and projects responding to demand, or anticipated demand, must, by its very nature, be a logistical effort, constantly reviewed and highly dynamic.

Clearly, the most reliable, or the least volatile, method for predicting occupational growth is through continued monitoring of individual occupational fields growth, at least on an annual basis, and keeping in touch with employers to determine where they intend to position their labor force over a definable period. Several web-based sites of this nature currently exist and should be used for most effective logistical forecasting.

For example, one such site conducted an employer survey to gain insight into anticipated job growth. It was reported that, in 2010, one-third of employers plan to add technology jobs, while 28 per cent said they would add customer service jobs and 23 per cent said they planned to increase their sales force.

Emerging technologies will lead the way as the country moves away from traditional blue collar/white collar jobs, particularly those in manufacturing to information technology and professional services.
The Shasta-Tehama-Trinity Labor Market Area

Since the demographic characteristics of the local Labor Market Area (LMA) do not closely resemble those of the national population, it should not be surprising that local occupational outlooks are somewhat different from the national picture. A regional occupational and industrial cluster analysis currently underway reveals the following information.

The local LMA is very largely dependent on the tertiary and quaternary economic sectors for the bulk of its employment. This translates to retail trade and the provision of services.

Trends may be reported for (1) absolute numbers of employment by industry cluster; (2) industry clusters with the highest percentage of growth; and (3) those industrial clusters with the highest potential for future industrial and job growth, for the period 2009-2014.

(1) Seven of the top ten growing industries in terms of absolute employment exist to serve the local residents, although there is some over-lap with tourist-related activities. These include:

- Food Services
- Health Care
- Credit Intermediation (including all banks)
- General merchandise stores
- Motor vehicle dealers.
- Construction of new residential
- Development and construction of commercial buildings. The latter two, however, represent growth from an historical trend and do not reflect the current downturn in the construction industry, which in the local LMA may be categorized as being “flat on their backs.”

The remaining three industries are export-oriented, and respond to a customer base outside the LMA and in other communities. These include manufacturing, insurance carriers (including insurance processing), and amusement industries such as gaming and golfing.

As can be seen by the data presented in the Environmental Scan, completed by Madrid and Associates in 2007, this characteristic of employment trends, that is, absolute numbers of employment is dominated by the so-called Fortune 1000 or corporate employers. Conversely, the next category, representing employee growth by percentage is not necessarily correspondent to corporate size.

Nationally in general, and at the local LMA level in particular, small businesses account for the creation of more new jobs than does Corporate America.

Historically, within this local LMA, small business has accounted for 89 per cent of the creation of new jobs within the region. So, in reviewing these trends,
the organizational structure or business type must be kept in mind in order to anticipate where the growth will occur.

(2) Those industrial clusters which have demonstrated the greatest employee growth (as opposed to absolute employees) are very much driven by the service and retail trade economic sectors. As with employee growth (number 1 above), seven of the top ten growing industries in terms of employers exist to serve the growing number of local residents, although three of these industries are different.

These include:

- Ambulatory Health Services (physicians’ offices and clinics)
- Food Services
- Real Estate
- Credit Intermediation
- Securities and related services.
- Again, there are three export-oriented industries, including insurance carriers (as with employee growth), but also management, scientific, and technical consulting services, and computer systems services, including both design services and maintenance services.

(3) After considering the greatest combination of job growth, business growth, and wage levels and growth, the top ten developing industries in the LMA are all geared to serving the local market or the growing residential population and are reflective of the demographic dynamics within the region. That is to say, that there is an “aging“ of the population primarily based on the immigration of new retirees from other areas of the state and country, whose expectations for goods and professional services are somewhat different from the incumbent population.

These developing industries primarily serve the growing residential population, to include:

- Food Services
- Credit Intermediation
- Real Estate
- Hospitals
- Ambulatory health care
- Securities and related services
- Construction of housing and commercial space for new residents

The preliminary findings of the cluster analysis also demonstrate, however, a significant potential for growth in the following industry clusters:
• Health Care
• Distribution and Warehousing
• Information Technology and Professional Services
• Value-added Wood Products Manufacturing

Considerable attention has been paid, at the national political level, to the development of jobs in the so-called emerging technologies (grouped above in the Information Technology cluster). These include bioscience, computer applications, new building/construction technologies, energy applications, and others still yet to be identified that require high mathematics, critical reasoning, and engineering skills. Because of the changing work place requirements and the establishment of mobile offices or home-based offices, the local LMA has the ability to benefit from the development of these jobs. By 2020, it is estimated that 14 per cent of all new jobs will come in the emerging technologies. Based on the current and recently historic growth rate of jobs in the local LMA, this would equate to approximately 2,000 new jobs per year. This forecast is tempered somewhat by the fact that competing locations, particularly those in the Midwest that have lost massive amounts of manufacturing jobs have aggressive state-funded programs for the development of emerging technologies.

As globalization of the manufacturing jobs continues and more production is taken off-shore, there is an increasing need for distribution and warehousing facilities. Additionally, the United States Department of Commerce predicts that by the year 2020 over 40 per cent of all retail sales will come via Web-based sales. This means that web sites may not actually carry inventory or maintain a traditional storefront, which would heighten demand for warehouse and distribution facilities. California is well-positioned for these facilities, largely due to its location on the Pacific Rim, close to many of the manufacturing facilities. As well, 11 per cent of the potential national market is located in California. The local LMA already is the site of warehousing and distribution operations for retail merchandising centers. New white collar jobs in these centers would include transportation managers, human resources managers, processing managers, inventory control managers, and others. Although it is difficult to forecast, based on data for the recent development of these facilities, there may be between 4,000 and 7,000 new jobs created in this field in the next decade.

Two industry clusters which have been gaining some attention locally include the manufacture of Value-added Agricultural Products and the catch-all category called “Green Businesses.” Both of these industry types have been discussed as potential for growth since the Carter Administration, but neither has substantially found its niche in the local LMA, or, indeed, at the national level. The development of “green” products is tied largely to policies of the national and local governments, which seem to change as a function of the vicissitudes of each administration. For example, in 2009 the production and distribution of Biofuels was a consistently-discussed topic. Yet, the subsidy for ethanol production ended as of December, 2009, and several of the 40 production facilities across the United States have already closed, while the others are reported to be operating at a collective 15 per cent capacity. Therefore, it is apparent that the failure of these industrial types within the LMA to develop toward their promise and potential
should exclude them from being listed as having potential for growth, both as industries and as employment generating vehicles.

An uncertainty within the local LMA is the significant trend toward self-employment. The occupational cluster analysis, as with any labor analysis, only includes those industries which add employees. It does not include those businesses which are sole proprietors or owner-operated without employees. It is a documented fact that during times of recession and economic downturns the number of small business starts increases exponentially. Many displaced workers or under-employed persons are attempting to supplement or replace income through self-employment. This heretofore relatively “silent” sector in any analysis should be monitored and analyzed for its impact on the economic well-being of the local LMA, and included in the development of any linkages among the various sectors of the economy, the labor pool, and the service providers.

Moreover, a second variable, which has not been adequately accounted for, is the prevalence and growing use of independent contractors in the various so-called growth fields. This is a rapidly-growing trend in the health care industry, for example, as well as other professional fields, where potential growth may not be adequately accounted for and would therefore escape analysis.
Synopsis

The California Community College system was originally established as an extension of the K-12 system. Through the years the “instructional gap” between the secondary schools and the community college system has increased creating a growing separation between prepared entry-level secondary school students and the community colleges. In addition, the CTE programs that have been formalized at the college have been established as instructional program “silos” based on historical educational delivery of vocational programs that prepare students for a life-time career in the particular discipline. Data indicates that students today change careers numerous times in their life.

Within the tri-county district, the occupational outlook forecasts have a known historical inaccuracy. In addition, the growth in local jobs, based on the projected census and business climate, does not provide for livable wages for the students completing some of the CTE programs that we currently offer. Therefore, the college should position itself with the greatest flexibility in delivering CTE programs coupled with a review of our existing CTE program offerings.

Since 89% of employment locally is associated with the district’s small businesses, as well as the financial strength of the tri-county area being supported by these same small business; Entrepreneurism should be highlighted not only as a stand-alone discipline, but potentially infused in the various CTE offerings at the college. The educational material will assist the employee with understanding the issues faced by the small business employer but also position the individual to engage in their own business venture directly contributing to the economic well being of the community.

With the largest growth in educational happening within the private sector, some lessons can be learned. Research indicates that a primary reason for their growth is associated with the method of delivery (condensed and targeted). The college’s delivery format and instructional programs need to address the question presented by the Emerging Adult” population:

- If I pursue this degree, will it be marketable in the six years it takes to complete?
- Will the skills I learn in years one and two be relevant in later education?
- Will the career I am seeking be there when I finish?
- Are there options that give me the same certificate in a shorter amount of time and for less money?
- Labor Market Limitations: Do the course offerings ensure they are responsive to regional needs?
- Do the courses provide access to all students? Are all the existing courses vital-based on research?

Historically, the community colleges were the only “game” in town but as a result of unresponsiveness to the needs of the adult and young learner, and a growing disconnect with the secondary schools, the community colleges have lost their competitive nature.
The community college is a business, as such, we need to position ourselves to formalize instructional programs that provide for the future needs and deliver them in formats that are more in keeping with the needs of the students, ensuring we foster connection with the secondary schools, business/industry and other training providers to focus on leveraged ways to address the needs of the students and the community. Examining our methodology and responsiveness on how we delivery education and services will allow us to stay competitive in today’s educational market.

Data references available at the EWD Data & Resources web page:
http://www.shastacollege.edu/data/
Transfer Center

Required Services

There are many services which are provided by the Transfer Center. Some of the most important services include:

- Developing an informational pamphlet describing the Transfer process to be distributed at College Quest and other Transfer Workshops
- Presenting workshops on Transfer Basics to Puente classes, TRIO & EOPS
- Developing and presenting TAG workshops

Facilities

Ideally, the Transfer Center will use vacant part-time counseling offices to provide working space for visiting university representatives, thereby moving them out of the hallway. The student services assistant has been moved to a lower traffic area where there will be fewer interruptions.

Staffing

There is a need to relieve the Transfer Center student services assistant of counseling center duties since the position has been reduced to part-time.

Advisory Committee

The Transfer Center continues to seek input from public four year schools by scheduling meetings when representatives are available. We also invite a Shasta College faculty representative to join the Transfer Center Advisory Board.

Evaluation and Reporting

It is vitally important that we continue to gather data regarding use of the Transfer Center, and disseminate information to high school counselors regarding numbers of transfers and TAGs.
Service Area Outcomes
The Transfer Center will increase the number of students accessing services by increasing awareness of Center resources through expanded advertising in the college newspaper the Lance, updated brochures, flyers and website.

Assessment:
The Transfer Center will track the number of students utilizing the Transfer Center on a daily basis.

- All brochures and flyers are updated annually. The website has been converted to the new format and is continually updated. Advertising in the Lance continues to be an area that requires improvement.

Students visiting the Transfer Center are tracked daily. The total number of students visiting the Transfer Center during the 2008/2009 academic year is reflected in the chart below.

The Transfer Center will increase student participation in a variety of activities and programs such as UTRAC, workshops, field trips, etc.

Assessment:
The Transfer Center will maintain accurate accounting of student participation in each sponsored activity.

- The Center maintains accurate accounting of all students attending Center sponsored activities. The total number of students participating in the various activities during the 2008/2009 academic year is reflected in the chart below.

The Transfer Center will develop a system for tracking the number of students completing UC and CSU applications in the center so this information can be used for tracking and setting goals for future transfer students.

Assessment:
A completed tracking system was put in place effective July 1, 2008.

- The system currently in place does track students visiting the Center for the various transfer activities. However, we have discovered that we are not capturing accurate numbers of students that actually visit the Center to complete transfer applications. We are in the process of refining this system to improve data collection.

Student Learning Outcomes:
As a result of participation in transfer services and activities, students will report an increased awareness of the transfer requirements and processes.

Assessment:
Student self-reporting on exit surveys.

*Four surveys were developed for student use:*
Transfer Center Survey
Workshop Survey
Campus Visit Survey
Transferred Student Survey

The results of each of these surveys are attached. After reviewing the results of each of these surveys with the Shasta College Research Director, it was agreed that in the future all surveys will be restructured to allow for better data collection.

**RESULTS OF DATA**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participating in university field trips</td>
<td>94</td>
<td>121</td>
</tr>
<tr>
<td>Students attending center-led workshops</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>University travel awards*</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Advisor contacts</td>
<td>323</td>
<td>291</td>
</tr>
<tr>
<td>UTRAC contracts signed</td>
<td>55</td>
<td>43</td>
</tr>
<tr>
<td>Students visiting Transfer Center</td>
<td>849</td>
<td>917</td>
</tr>
<tr>
<td>Transfer Admission Guarantees (TAG) signed</td>
<td>20</td>
<td>22</td>
</tr>
</tbody>
</table>

*Program currently suspended*
Matriculation Plan

The California Community College system’s mission emphasizes making a college education accessible to all California residents. This mission is supported by Matriculation legislation that provides guidelines and services which promote open access. To this end matriculation funds support the following components: admissions, orientation, assessment, counseling, follow-up, coordination and training, research and evaluation, and prerequisites.

For open access to be viable, community colleges offer remedial courses in English and math. Beginning in 2007 the Basic Skills Initiative provided funding to improve basic skills education in the California Community Colleges. Because all intake functions are components of Matriculation, the Matriculation Committee works closely with the Basic Skills program in the areas of admissions, assessment, orientation, counseling, and follow up. A separate chapter regarding basic skills is included in this plan. This chapter will focus on the matriculation aspects of basic skills as opposed to the academic side of basic skills.

Since 2005 when the last Matriculation Plan was written and submitted to the Chancellor’s Office, significant improvements have been implemented at Shasta College. Despite having to adjust to 60% funding cuts, Shasta College continues to value open access and retention as demonstrated by the following efforts.

Admissions

An evaluation of the goals established for the Admissions component in the 2005 Matriculation Plan reveals successful efforts to automate and computerize services and procedures while maintaining paper applications for those students who have limited computer access. These efforts included: 1) updating the application to capture more data for the MIS report and for increased research efforts at Shasta College; 2) scanning high school and other college transcripts on the I-drive for better counselor access; 3) implementing degree audit; 4) developing a process to convert concurrently enrolled high school students to college students; 5) cross-training staff to improve workload and flexibility.

Computer kiosks were provided outside the admissions office and training on the use of My Shasta was implemented to promote the use of My Shasta to students who had not received training when they attended orientation.

In addition, an outreach coordinator was hired to provide year-round recruitment of local high school students. This is discussed in a separate chapter of this plan.
Orientation

Orientation at Shasta College has evolved as electronic services have improved and as funding for matriculation efforts were cut. The result is a more streamlined, student-friendly matriculation process.

The in-person orientations have been combined with a brief counseling meeting to assist students in choosing classes for registration either during the orientation or as soon as priority registration is available. In addition to providing the mandated components of orientation, students are trained in the use of My Shasta and encouraged to schedule a full counseling appointment early in the semester to develop an educational plan or to begin career counseling. After classes begin, new students receive a follow up email, encouraging them to make an appointment.

An on-line version of orientation was developed and piloted in 2010-11. Currently, this format is available to students who reside outside the college district or to students who take only on-line classes. Students then work with the on-line counselor to plan classes. This format is also available on campus once all of the in-person orientations have filled.

SLOs have been developed and have been assessed for several years. Students have been overwhelming successful in completing the SLOs and counselors are currently exploring implementation of new SLOs and SAOs to enhance the orientation experience. It was gratifying to find that students were very happy with the new format and, as a result, this format has been extended to our FFT orientations which are conducted in March for fall enrollment.

Through the Matriculation Committee we worked with Academic Senate to produce the schedule and catalog in a more timely manner. We continue to monitor this process and to address concerns as they come up. There have been discussions regarding a decision to publish the schedule on line exclusively. We will review this policy after it has been implemented for several semesters.

Finding available computer labs for orientations continues to be a problem.

Assessment

Shasta College follows the Chancellor’s Office guidelines and uses only approved assessment instruments. The Compass Test is used for reading and writing. Accuplacer is used as well as a self-placement instrument developed by math faculty to determine math placement. Follow up research indicates that the self-placement instrument is as effective as the Accuplacer.

Counselors use multiple measures in making placement decisions. Although all students are required to take the assessments prior to registering for English or math classes or other courses requiring English or math prerequisites, those scores are used in
conjunction with transcripts and information provided by the student to make placement decisions.

A recent review of placement decisions for students who scored at the basic skills level in reading and writing indicated that those students who were moved to a more difficult class, using multiple measures, were more likely to be on probation than those students who remained in the basic skills classes. This was shared with the counselors conducting the basic skills orientations. After review and discussion, it was decided that the student would be given the option to retake the tests to improve scores before multiple measures will be considered.

Assessment has worked closely with IT to assure that data is correctly recorded and transmitted to the Chancellors Office in the MIS report. However, suddenly in 2007 the Data Mart showed that instead of completing assessments, students were exempted from assessments. This was brought to the attention of IT and a technician was assigned to correct the problem. When the funding cuts eliminated his position, this problem was not addressed. Recently, this has received renewed attention and we are monitoring to make sure the corrections have solved the problem.

Funding cuts also forced us to reduce assessment services provided on the high school campuses each spring. Enrollments remain high and it does not appear to impact access negatively. We continue to offer services at some high schools as well as offering it at our outreach centers.

Shasta College is participating in a Chancellors Office program, allowing high school students who pass the EAP tests as high school juniors to submit the results in lieu of taking our placement exams. These students will be eligible to take transfer level English and/or math courses. We will continue to work with the Chancellor’s Office and local high schools in developing curriculum for students who do not pass the EAP as juniors so that they will be better prepared to take transfer level classes when they enroll at Shasta College.

We have revised testing requirements for international students to allow them to use a variety of testing instruments. At the same time, we clarified placement requirements for students who scored in the lower range on these tests.

Finally, we have been able to expand our testing center from 9 computer stations to 18 stations.

**Counseling**

The Counseling Center is responsible for academic, follow up, career, and personal counseling. Academic counseling includes academic assessment/placement, clarification of goals, educational planning, referral to support services, and intervention when academic performance warrants. Career counseling includes teaching the career development process, clarifying of career goals (including interpreting career
inventories), and outreach to undecided students. Personal counseling services are available to students whose personal life issues adversely affect their academic success. Counselors actively participate in the college governance process, but have had to reduce outreach services throughout the District.

The Shasta College Counseling Center mission is to encourage, guide and support students in pursuit of their academic, personal, and career goals by providing accurate information and personalized service in an accessible and welcoming environment.

Counseling, as it relates to Matriculation legislation, is focused on academic counseling with educational plan data collected separately. Counseling developed SLOs specific to our academic advising and career counseling functions. Students have been very successful in accomplishing the SLOs. Working with the researcher, we are developing new SLOs during the 2011-12 year so that we can continue to improve our services to students.

We have made significant progress in increasing the number of educational plans that are prepared for students. We have found that this has helped with reducing the number of express appointments during registration times. We purchased SARS call and use it to remind students who completed orientation to make a counseling appointment for an educational plan or for career counseling.

In 2006-07 the Counseling Center moved to a developmental model of counseling which focuses on the development of the individual: helping the student to become aware of factors and forces in the college environment and in life so that the student can learn to take control of those factors and forces to develop a more attainable educational and career plan. Counseling facilitates and nurtures this development and growth. In helping a student develop and attain his or her goals, this model provides specialized information about occupations or educational opportunities while helping the student to understand its correlation with skills, challenges, barriers, interests, aspirations and sources of support.

This developmental model has implications for staffing and the provision of services. Students are encouraged to work with the same counselor throughout enrollment at Shasta College. Early identification and provision of services to undecided students, basic skills students and students with barriers is important and requires a proactive approach to providing services.

In the developmental model it is important that students see the same counselor so that the counseling relationship can develop. Scheduling these appointments with the same counselor has been a continuing problem. Counselors’ schedules fill at different rates and students often want the first available appointment. The schedulers are often juggling activities like checking in students, answering phones and scheduling appointments. Pressure to do this quickly often means they don’t have the time to review the students counseling history to make sure they are scheduled with the same counselor.
Since the Matriculation Plan was established in 2005, we have added an on-line counseling component. This service is utilized most heavily during registration just prior to the new semester when it is difficult to get a counseling appointment. We have also expanded counseling services on the Tehama campus which has improved services to students in the outlying areas as well as the distance education students.

Recent changes to the faculty contract have resulted in more counseling services available during the summer.

Although all new counselors receive a minimum of 40 hours of training, there is a need to provide updated information to those counselors who work only during impacted registration times.

Follow up

The MIS data element “Follow up” refers to activities that are in response to the student’s academic efforts. These activities include such things as probation counseling, early alert notices, tutoring, etc.

The developmental model can be particularly effective in these areas; however, it requires counselor persistence and commitment. At Shasta College we are fine-tuning our efforts in this area, trying to send timely notices and follow up reminders to students who are reluctant to address academic deficiencies.

Timely notice is particularly difficult for Fall probation students. This is compounded when faculty do not turn in grades in a timely manner or when the spring semester starts early. Because students register in May for fall classes and in December for spring classes, current semester grades are not available and students register before their probation status is known. This means that students may have to drop classes for which they are registered to comply with the probationary limit of 13 units. Dismissed students must be notified and dropped; often they have already purchased textbooks. Addressing these issues requires tact and a more intrusive counseling method that is more effective when the counselor has had previous interactions with the student.

Follow up activities are key retention strategies directed at our more vulnerable students. Shasta College’s commitment to open access requires us to develop effective counseling follow up strategies. Counselors, through the Matriculation Committee, have requested that probation policies be followed consistently despite the timing issues. We have made progress in this area and will be establishing SAOs in the follow up area to continue our movement forward.

We have not assessed a significant number of students for our Follow Up SLO because most of these students are seen in the summer and assessments are collected during the fall and spring semesters. Fall probation students are often seen between semesters also reducing the number of SLO assessments.
Early Alert is a voluntary faculty program whereby faculty notify students during the 5th and 10th weeks of the semester if they student is struggling in the class.

In 2009-10 significant cuts to Matriculation funding raised questions as to what counseling services could be reduced. Since the adoption of the voluntary Early Alert program, counselors had been following up with students who received an Early Alert from instructional faculty. Because we did not have counseling time available to contact all students during Spring 2010, we asked our distance counselor to contact half of the students. She used a spreadsheet of all students sorted by course section and followed up by email with every other student on the list.

We used this research to look at a number of things in addition to whether or not contact from a counselor was effective as part of the Early Alert program. We looked at the following data:

1) Did the student drop the class?
2) If the student did not drop the class, did they receive a C or higher in the class?
3) What GPA did the student receive in Spring 2010?
4) What was the student’s probation status?
5) When did the student first enroll at Shasta College?
6) Did the student attend an orientation?
7) Did the student enroll in classes for Fall 2010?

The following table summarizes our findings for the 416 students who received an email Early Alert notice during the 10th week of Spring 2010:

ALL STUDENTS RECEIVING AN EMAIL EARLY ALERT NOTICE

<table>
<thead>
<tr>
<th>Dropped class</th>
<th>Course grade</th>
<th>Semester GPA</th>
<th>1st enrolled in 2009-10</th>
<th>Probation Status</th>
<th>Registered for Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – 35%</td>
<td>&lt; 2.0 – 75.9%</td>
<td>&lt; 2.0 – 53.3%</td>
<td>46.8%</td>
<td>45.6% on probation</td>
<td>Yes 31.7%</td>
</tr>
<tr>
<td>No – 65%</td>
<td>&gt; 2.0 – 24.1%</td>
<td>&gt; 2.0 – 35% W– 11.5%</td>
<td></td>
<td></td>
<td>No 68.3%</td>
</tr>
</tbody>
</table>

The first column shows that only 35% of those students who received a notice during the 10th week of the course (when options to improve the grade are limited) chose to drop the class. Of the 65% who remained in the class 75.9% received an unsatisfactory grade. 24.1% received a C or higher. The Spring 2010 semester GPA was less than a 2.0 for 53.3% of the students; 35% had a semester GPA above 2.0; and 11.5% withdrew from all classes that semester. Almost half (46.8%) of the students who received an alert first enrolled during the 2009-10 academic year. About half of the students (45.6%) were on probation at the end of the semester. Only 31.7% of the students had registered by the end of June for the following fall semester.
The following tables display the same information broken down by whether or not the student received a second email contact from a counselor.

### STUDENTS WHO RECEIVED A FOLLOW UP EMAIL FROM COUNSELOR

<table>
<thead>
<tr>
<th>Dropped class</th>
<th>Course grade</th>
<th>Semester GPA</th>
<th>1st enrolled in 2009-10</th>
<th>Probation Status</th>
<th>Registered for Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – 39.8%</td>
<td>&lt;2.0 – 73.6%</td>
<td>&lt;2.0 = 50.7%</td>
<td>43.3%</td>
<td>Yes – 43.8%</td>
<td>Yes – 32.3%</td>
</tr>
<tr>
<td>No – 60.2%</td>
<td>&gt;2.0 – 26.4%</td>
<td>&gt;2.0 = 36.8%</td>
<td>W – 12.4%</td>
<td></td>
<td>No – 67.7%</td>
</tr>
</tbody>
</table>

### STUDENTS WHO DID NOT RECEIVE A FOLLOW UP EMAIL FROM COUNSELOR

<table>
<thead>
<tr>
<th>Dropped class</th>
<th>Course Grade</th>
<th>Semester GPA</th>
<th>1st enrolled in 2009-10</th>
<th>Probation Status</th>
<th>Registered for Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – 31.5%</td>
<td>&lt; 2.0 – 81.3%</td>
<td>&lt;2.0 = 55.2%</td>
<td>52.7%</td>
<td>Yes – 43.3%</td>
<td>Yes – 30.9%</td>
</tr>
<tr>
<td>No - 68.5%</td>
<td>&gt;2.0 – 18.7%</td>
<td>&gt;2.0 = 34%</td>
<td>W = 10.8%</td>
<td></td>
<td>No – 69.1%</td>
</tr>
</tbody>
</table>

It appears that the email contact from a counselor increases the percentage of students who chose to drop the class; a higher percentage of students who received the contact received a C or higher in the class; a lower percentage of the contacted students had a semester grade below 2.0; probation status of the two groups were about the same with approximately 43% on probation; and a higher percentage of students contacted by the counselor had enrolled for the Fall semester by the end of June.

During the process of sorting students for follow up, the percentage of students who first enrolled in 2009 – 10 in the follow up group was 43.3%. It was 52.7% in the group who was not contacted by the counselor. The following table compares students who first enrolled in 2009 – 10 to those who had been enrolled longer in terms of whether or not they chose to drop the class for which they received an early alert.

### STUDENTS FIRST ENROLLED 2009 – 10 VERSUS STUDENTS ENROLLED IN PREVIOUS YEARS

<table>
<thead>
<tr>
<th>Contacted by Counselor</th>
<th>Enrolled 2009 - 10</th>
<th>Enrolled Prior 2009 -10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropped</td>
<td>43.6%</td>
<td>37.4%</td>
</tr>
<tr>
<td>Didn’t drop</td>
<td>56.3%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Not Contacted by</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the data above, it appears that first year students were more likely to respond by dropping the class when contacted by the counselor. However, contact by a counselor appeared to have very little impact on students who had been enrolled previously.

The following tables display the information based on whether or not the student attended an orientation.

### STUDENTS WHO ATTENDED ORIENTATION

<table>
<thead>
<tr>
<th>Dropped Class</th>
<th>Course Grade</th>
<th>Registered for Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – 34.9%</td>
<td>&lt;2.0 = 76.4%</td>
<td>Yes – 35.3%</td>
</tr>
<tr>
<td>No – 65.1%</td>
<td>&gt;2.0 = 23.6%</td>
<td>No – 64.7%</td>
</tr>
</tbody>
</table>

### STUDENTS WHO DID NOT ATTENDED ORIENTATION

<table>
<thead>
<tr>
<th>Dropped Class</th>
<th>Course Grade</th>
<th>Registered for Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – 35.4%</td>
<td>&lt;2.0 = 75%</td>
<td>Yes – 27.8%</td>
</tr>
<tr>
<td>No 64.6%</td>
<td>&gt;2.0 = 25%</td>
<td>No – 72.2%</td>
</tr>
</tbody>
</table>

Almost 8% more of the students who attended orientation registered for the Fall semester by the end of June compared to students who didn’t attend orientation.
Basic Skills/Student Success

The Basic Skills Initiative began in 2006 as a grant funded Strategic Plan Effort from the California Chancellor’s Office with the intent of improving student access and success. This has been an evolving process where colleges statewide have developed goals and action plans that are used to implement research supported effective practices in improving student success. The Accountability Report for Community Colleges (ARCC) is used to track that improvement at the state level.

The following is a general history of Basic Skills at Shasta College to date:

- In 2007 the college reorganized combining all of the basic skills areas in the same division. In the reorganization an Associate Dean of Student Learning was hired to oversee this area. Due to budget cuts this position became vacant in July of 2009. In order to continue the focus on basic skills a Basic Skills Student Success Coordinator was hired in August of 2009. The new coordinator is a full time faculty member who has expanded our Student Success Workshop Series and helped guide all areas of the Basic Skills Plan.

- The Basic Skills faculty have revised curriculum and focused on using effective practices in their classrooms with the goal of increasing student success. This has resulted in changes to curriculum in English as a Second Language (ESL), Reading, and Math. The ESL department created a sequence of non-credit ESL courses to provide a pathway to the Academic Sequence. The Reading area has revised its reading sequence to shorten the pathway for students. The Math department has developed a course combining its Basic Math and Pre-Algebra into a single semester course. This will shorten the timeline required for students entering at the lowest levels. They have also created a lab that is tied to Basic Algebra. This lab is intended to provide a deeper understanding of the material as well as focusing on study skills required to succeed in a college level math class.

- The Basic Skills Plans are updated annually with input primarily from instructional faculty and counselors. In Fall 2010 this task was taken over by the Student Success Committee that serves as a subcommittee of the Enrollment Management Committee.

The latest version of the Basic Skills Plan has been revised and now primarily focuses on the directly measurable effective practices that the college has implemented. It also contains our goals. This Basic Skills Plan is attached in the Appendix on this document.
**Completed Goals**

- Relocated most campus wide learning centers to a new, comprehensive Learning Resource Center.
- Expanded on the recently developed series of workshops geared toward student success.
- Hired and recruited faculty and staff who are motivated to work with basic skills students.
- Developed orientations geared toward ESL and reading students.
- Developed an online orientation for students not able to come to campus.

**On-Going Efforts**

- Incorporate ongoing faculty and staff development activities which promote effective practices within the basic skills area.
- Extend successful teaching/learning strategies from across the basic skills curriculum.
- Implement and enhance programs that will bring together cohorts of basic skills students in interdisciplinary ways that include attention to reading, math, study and research skills.
- Increase the use of the learning centers and library by basic skills students.
- Increase student participation in student development classes.
- Increase student attendance at workshops.
- Use student learning outcomes as a means of improving student learning.
- Enhance services to students campus wide in the new comprehensive Learning Resource Center.
- Pilot the new online orientation.

**Future Efforts**

- Work in conjunction with student services to implement procedures that will help to ensure basic skills students will receive proper support.
- Counseling and Enrollment Services will look at revising the matriculation process such that all non-exempt students that are registering the week before classes start, as well as those registering late, have mandatory orientation.
- Counselors, in conjunction with basic skills faculty, are looking at developing a collaborative one-to-one professional relationship between each basic skills instructor and a member of the counseling faculty.
- The Research Office will be evaluating the effectiveness of our placement procedures and orientation as it pertains to basic skills students.
- Hire full-time instructional aides/paraprofessionals to work in the ESL and Reading programs.
Appendix
Marketing and Style Guide

Introduction

There are many factors that contribute to the public’s opinion of Shasta College. Most certainly, the primary is what happens in the classroom. Other areas (such as student services, athletic teams, alumni accomplishments, etc.) contribute to the image that the college projects to its constituents. The college has the greatest control over the graphic images it chooses to include in its visual communications. The various symbols, in effect, represent Shasta College’s visual identity and image. Therefore, it is necessary that appropriate attention be given to the development and consistent use of these symbols.

The purpose of this identity guide is to establish a framework to maintain the college’s uniform coordinated graphic identity for all communication purposes. While it is not the intent to make every component look exactly alike, it is necessary to maintain a general, consistent and reliable look through the use of standardized logos, typefaces, colors, etc. Repetition of a consistent graphic identity helps to establish in the minds of the public, an image and reputation consistent with our mission. Any variations or exceptions must be approved by the Office of the President.

The graphic identity of Shasta College is expressed through a broad array of mediums and applications including stationery, catalogs, mass media advertising, magazines, direct mailers, vehicles, posters and brochures, public relations, etc. This manual cannot address every possible scenario that might arise for utilizing each of the graphic identity elements, however, when a person or department desires to acquire or produce anything that will be viewed by one of our audiences, he/she must follow the guidelines contained in this manual.

If a particular situation is not covered in this manual, please contact the Shasta College Office of the President. Following these guidelines will help individuals and departments share a consistent brand identity with the college’s constituencies.

NOTE: All publications intended for external audiences must to be reviewed by the Office of the President prior to printing, and a final copy must be submitted for the department’s archives.
Messaging

Brand Promise

Shasta College is a community college located in Redding, California serving Shasta, Tehama and Trinity Counties. Whether you are a recent high school graduate, an adult going back to school or looking into changing careers or simply interested in taking classes for personal enrichment, Shasta College is committed to providing access and opportunities for education to everyone. The college offers a wide range of programs and services including business, math, fine arts, physical education, social studies, and language arts as well as dental hygiene and nursing programs.

Shasta is committed to providing an academic success plan enabling students to transfer to four year colleges or universities. Although many students commute to the college, Shasta is one of few community colleges offering dormitory living for men and women. The college has a strong athletic program which boasts men’s and women’s athletic teams, Shasta College also offers a variety of classes in the theater, performing, musical and fine arts.

Abbreviations

Abbreviations and acronyms should only be used in situations that enhance the context of the composition. Use customary standard abbreviations.

Examples:

<table>
<thead>
<tr>
<th>A.D.</th>
<th>B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M.</td>
<td>P.M.</td>
</tr>
<tr>
<td>G.P.A.</td>
<td></td>
</tr>
<tr>
<td>Mr., Mrs., Ms.</td>
<td></td>
</tr>
</tbody>
</table>

Commas

Always use a comma to separate items in a series “He ate eggs, macaroni, and cheese.”

Degrees

Academic Degrees

1. When noting a specific degree, use the singular tense with no capitals.
2. When referring to a general degree, use an “’s” and all lowercase.

Examples:
bachelor of arts or bachelor’s degree
master of arts or master’s degree
doctorate
juris doctor

3. Degree abbreviations: Use periods with academic degrees.

Examples:

<table>
<thead>
<tr>
<th>B.A.</th>
<th>B.S.</th>
<th>M.S.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.D.</td>
<td>LL.M.</td>
<td>Ed.D.</td>
<td>Ed.S.</td>
</tr>
</tbody>
</table>
4. When listing degrees use the following format:
KENNEDY, SHARON (1991) Counselor; B.S., Calif. State University, Fresno; M.S., San Francisco State University
KUTRAS, CHRIS (1975) History/Political Science; A.A., Shasta College; B.A., M.A., California State University, Chico; Ph.D., University of San Francisco
LARSON, JAIME (1996) Mathematics; A.A., Porterville College; B.A., California State University, Chico; M.A., California State University, Fresno
LEDFORD, CATHE (2000) Nursing; B.A., M.S., California State University, Long Beach

Departments/Offices/Divisions

1. When referring to academic divisions and departments, the standard reference is “the Division/Department of __________” using capital letters when the formal names are used.
   Examples:
   the Division of Fine Arts
   Department of Science

2. When referring to non-academic departments and offices, the standard reference is “the 2. ________ Department/Office” using capital letters.
   Examples:
   Athletic Department
   Financial Aid Office
   Marketing Department
   The exception to this pattern is the Office of the President.

3. When using informal names, which often begin with the subject, and descriptions of academic 3. departments, only capitalize the proper nouns.
   Examples:
   education department
   English department
**College Name**
When referring to Shasta College in text, use “Shasta College” for your first mention. All additional subsequent mentions that should be “Shasta College” or “college.” Never use “Shasta” by itself when referring to the college. Because the name Shasta is so widely used in the district, it is important to follow the mention of Shasta with College when referring to Shasta College. Do not abbreviate the institutional name in any other way. The only exception to this is the SC wordmark used for merchandising or athletics and My SC.

It is acceptable to use Shasta College in headlines or subheads.

**Address Block**
The mailing address must be included on all printed materials in the following format (not applicable to letterhead):

![Shasta College](image)

**Office of the President** (optional)
11555 Old Oregon Trail
P. O. Box 496006
Redding, CA 96049-6006
[www.shastacollege.edu](http://www.shastacollege.edu)

(530) 242-7500

The preferred location for the address block is at the bottom of the last page of a printed piece or on the backside of a brochure or catalog. The standard format is a minimum 8 point Arial type.

Use one return after the phone number and the Web site address.

Each department may alter its phone and name as shown above:

**Building Names**
When referring to buildings capitalize and use the full, official names of buildings and other formally named places on campus. After first mention, it is acceptable to use the common name of the building. Do not capitalize any common references to a building such as the library and labs.
E-Mail Signature

The primary purpose of an e-mail signature is to let people know who you are and how to contact you. You should always keep it brief. A good signature line is four-six lines in length, eight lines maximum.

It is important that everyone at Shasta College use the same signature line format. Specifics such as name, title, email, and direct phone line obviously will change. However, certain elements (organization name, web site address, tagline) and the order of elements should be standard for all signature lines. Consistency will help us build a brand or recognizable identity for the college and help recipients received distinguish the sender from the various employees at Shasta College.

An email signature must include

- Your Name
- Your Professional Title / Position - Your title or position at Shasta College tells the reader what you do.
- Shasta College (Name) -
- Your Phone Number
- The College’s Website URL - This is a must, especially if you’re corresponding with people working in Internet related businesses.

Optional Elements

- Your Fax Number - While most professional emails contain a fax number, people can do without it.
- Your Email - The recipient of your emails will always have your email address, but by adding it to your signature you just make it easier for people to find.
- Your Business Address - While it helps to know where someone’s physical presence is, in the current day and age people aren’t using snail mail as often as they used to. Mailing addresses are great to have, but not 100% necessary.
- Alternate Phone Numbers - Having additional ways to contact you is always a plus.

Example Signature

John Doe
Project Director
Shasta College
Ph: 530-907-3337
Fax: 530-907-0980
jdoe@shastacollege.edu
www.shastacollege.edu
or
Signatures:
You can create custom signatures for different types of audiences. For example, use your first name for messages to friends and family or internal colleagues, or your full name and e-mail address for messages to external business contacts. You can also use a signature to add “boilerplate” text, such as an explanation of how you want others to respond to your messages. Simply right-click on your standard signature in the message box to change your signature.

To create a signature in Microsoft Outlook, complete the following steps.
1. From the main Microsoft Outlook window, on the Tools menu, click Options, and then click the Mail Format tab.
2. In the Compose in this message format list, click the message format that you want to use the signature with.
3. Under Signature, click Signatures, and then click New.
4. In the Enter a name for your new signature box, enter a name.
5. Under Choose how to create your signature, select the option you want.
6. Click Next.
7. In the Signature text box, type the text you want to include in the signature.

Email Backgrounds
People tend to use colored backgrounds or images to try to spruce up their email. However, some colors or wallpapers are very difficult to read in the email message you are sending. Please stick to dark text against a white background. Textured backgrounds and colored lettering do not convey a business image. In addition, some people who are color-blind and will not be able to read your email message. The inclusion of backgrounds and images can also tax the storage resources of the college’s email server. Therefore, please refrain from using colored backgrounds, wallpapers and unnecessary images in your emails.
Logos and Colors

Standard Logo
Shasta College came into existence in 1950. Since then, many identifying marks have been developed. Differing departmental logo types, shields, and taglines dilute the strength of the image. It is therefore imperative the college establishes and adheres to a consistent set of these identifying marks. The Shasta College logo should be used as the primary graphic identifier of the college. No other mark or seal should be used in its place.

There are two standards for the logo. The first and preferred is a straight wordmark with the mountain logo to the left. The second is the wordmark line stacked on top of itself with the mountain logo to the left. The mountain logo should always appear on the left side of the wordmark.

Color
The logo should always appear in green (PMS 357 C) or white on a green background. The only other approved color is black or white on black when printing in a one color format such as newsprint.

The college logo should never be altered or printed over with text (unless used as a watermark on approved letterhead or official documents). The logo can be used for merchandising purposes.

Consult the Office of the President if desiring to use a color combination not noted above.
Campus site logos:

The Wordmark

The wordmark is the official graphic signature for the college. A wordmark is a standardized textual representation of the college’s name. This also supports the institutional identity and branding. The college’s name is incorporated as a simple graphic treatment to create a clear, visually memorable identity and consists only of the words “Shasta College”.

There is no minimum or maximum size requirement for the full wordmark. The orientation of the wordmark should not be altered.

Both words of the wordmark should always be printed in the same color

Shasta College
Wordmark alone in a straight line

Shasta
College
Wordmark alone stacked
Athletic Logo

Whenever possible, the logo should appear in the two-color format, green (PMS 357 C) and white with black outlines.

The athletic logo should never be altered or printed over with text (unless used as a watermark on approved letterhead or official documents).

The athletic logo is to be used for official athletic communication material and college merchandising.

Mascot logo green/black and white
The Official Seal

For printing purposes, the Shasta College seal is reserved for official documents including diplomas, trustee minutes or other legal, academic or official documentation—or on the highest awards or certificates. The seal depicts the three Shastas: Mount Shasta, Lake Shasta and Shasta Dam. LUX MONTIUM (light of the mountains) is the official college motto. It was presented by the late Judge Eaton and adopted by the board of trustees in the 1950’s.

Do not use the official seal in combination with the wordmark (Shasta College) below the seal. The Office of the President or Admissions and Records must approve any official use of the seal.

The seal should appear in one color format, green (PMS 357 C), black or gold emboss. Any other color modifications to the logo must be approved by the Office of the President.

The orientation of the seal must not be altered in any way. The official college seal should never be altered or printed over with text (unless used as a watermark on approved letterhead or an official document).

Currently the seal is used on:

- Transcripts
- Certificates
- Awards
- Diplomas

Seal black and white embossing  Seal with PMS 375 C  Seal with gold

Official College Colors
When printing to a desktop printer (ink-jet or color laser) it can be difficult to produce accurate color. The task is eased somewhat if you are designing your publication with professional graphic and layout applications such as Adobe Illustrator, Adobe Photoshop, Adobe PageMaker, Quark Express, etc., but you probably will never achieve a perfect match. The official college colors are green and white accented by silver.

Other Graphics

Typefaces

Official College fonts:

Garamond/ Time New Roman
Gill San/ Arial
Verdana

The college’s official typeface for letters, press releases and other types of correspondence is Garamond or Times New Roman. The consistent use of this typeface on all communications reinforces the college’s graphic identity with its audiences. The Garamond and Times New Roman type family includes the following variations: regular, italic, and bold. Arial Bold should be used on headers of all external publications, if possible. Body copy for Web sites should be Verdana.

The college also has an official sans serif font, Arial and Gill San. This should be used as the primary font for brochures and printed material. Arial should be the dominant header typeface. The college’s seal uses Times New Roman and Arial.

Helvetica is very similar to Arial with a few minor exceptions. Helvetica allows for a smoother logo and wordmark typeface. One of the primary differences is in the “C” of College: Arial C Helvetica C. Helvetica Bold is the only font that should be used for the college’s logo. Please do not recreate the logo with the wordmark. A copy of the logo can be obtained from the Office of the President.

Verdana is a sans serif font that is especially appropriate for Web site body copy. Most typefaces, especially in the early days of the Web, were designed for print, not on-screen viewing. Verdana was developed for Microsoft to be easily readable when used on-screen. With larger x-heights (the body of the letters like the ‘e’ and ‘a’) and shorter descenders and ascenders for greater white space between lines of text, Verdana is the natural choice for the Web site font.

Photography

In this age of inexpensive desktop publishing, poor use of photography has become all too common. Photography is critical in portraying the Shasta College image. Photos need to convey a clear message and have a purpose for being included. Use photos that show people involved in an activity and active faces. Avoid passive photos such as people shaking hands with each other or those that are overexposed. All photos depicting students must use actual Shasta students unless it is simply not possible.
All photography should be relevant to the context of Shasta College’s mission, education and appropriately depict the content of the material so it becomes relevant to the end viewer. In other words don’t use a picture of a sandy beach to depict Redding’s warm climate or use the picture of a puppy for the sake of invoking an emotional response.

Make sure all photographed subjects fill out a model release form. This form can be obtained on DocuShare.

- Images featuring the college’s campus elements and students are available through the Office of the President.
- Custom photography service is also available through the Office of the President.

**Other imagery**

The college often employs other, less formal imagery such as photographs of the campus, groups of students, etc. This library will be updated as often as possible.

The use of these images will ensure that the college maintains the quality required to present a professional and consistent image. All approved images have been screened for content and are backed by image agreements.
**Brochures and Printed Material**
To maintain a consistent identity and visual image, it is important that all Shasta College brochures, publications and other printed materials share common design and style elements. All material should include the logo, college address, Web site: www.shastacollege.edu, and a contact phone number. A departmental reference can be placed under the wordmark as shown below. The logo should be placed on the back cover of a publication and in the mailing panel. The use of colors and typeface must be consistent with the college’s approved guidelines. See Logos, Colors and Typefaces.

**Shasta College**
Admissions & Records (optional)
11555 Old Oregon Trail
P. O. Box 496006
Redding, CA 96049-6006
www.shastacollege.edu

(530) 242-7500

Periodicals published by the college, such as magazines and newsletters, etc. should have a high-quality look and be designed and written in a manner consistent with the identity and style guidelines for printed material.

The Office of the President can review your marketing pieces or publications to ensure they follow official guidelines and to check for consistent image quality.

**NOTE:** All publications intended for external audiences must to be reviewed by the Office of the President prior to printing, and a final copy must be submitted for the department’s archives. Early consultation may save time and money. Please plan accordingly.

**Brochure Types**
The college employs several brochure styles depending on the topic, or area covered.

**Text headlines** are always a larger size Arial bold font of a different color than the body text. In the case of black and white just bold and oversize.

**Body text** is always an un-bolded Arial font (unless the context of the design calls for bold).

**All images** must be relevant to the context of the brochure as well as the college’s mission.
Primary Brochures

Primary brochure styles are used to promote a major college concept. This would include the college’s general brochure used for recruitment, an alumni brochure, parent brochure, etc. These brochures must contain one or two dominant images, and can contain bleeds, framed by the logo on a solid color background. When size permits, also include the web address on the front cover. A brochure cover should always include a title.

The layout can also contain the college name as a dominant element on a solid color background complimented by the logo and web address at the bottom also on a solid color background.

**Wordmark** – Narrower brochure used for rack placement may contain the college wordmark at the top. In this case the logo and web address must appear at the bottom of the brochure.

**College Logo** – Major brochures must depict the college logo as a front cover element.

**Dominant Images** – Images are relevant to the college’s mission and brochure content.

**Address** – All brochures must include the college’s address.

**Web Address** – Always include the college’s web address. If it is not located on the front cover it must be included inside the brochure.

**Business Reply Card** – Whenever possible include a business reply card so we can begin to gather names of prospective customers.

Secondary Brochures

Secondary brochure styles are used to promote a program or department. This would include the financial aid brochure, academic division brochure (such as Industrial Education), foundation department, the TRiO program etc.

These brochures must contain one dominant image, can contain bleeds, and is framed by the logo and web address on a solid color background at the bottom of the cover.

The layout must contain a descriptive title at the top of the cover page over the dominant image.

Program Brochures

Program brochure styles are used to promote a specific academic program of study or specific service. This would include the Career Technical Brochures, TRiO services brochures, etc.
These brochures must contain one dominant image cropped with a slight arch at the top, can contain bleeds, and are framed by the logo on a solid color. In the example below, the logo is a text block on a different shade of the logo background color. The back of the brochure must contain contact information.

The layout must contain a descriptive title at the top of the cover page, on a white field written in a larger bold Arial font of a complimentary color.

**Title** - Program brochures must contain a descriptive title at the top of the cover page, on a white field and written with a larger, bold Arial font of a complimentary color.

**Image Crop** - Program brochures incorporate an arched crop at the top of the dominant image.

**Dominant Images** - Images are relevant to the college’s mission and brochure content.

**College Logo** - Program brochures must depict the college logo as a front cover element on a solid color background.

**Text Block** - Program brochures must contain a text block below the logo on a different shade of the same background color as the logo.

**Course Schedule**

Course schedules are available online. The purpose of the schedule is to list all the classes taught in a particular semester.

The cover contains three smaller images, the college logo on a color background, and a dominant image. All images are bled off the page. The cover also contains the description and date of this publication. The back cover contains three images, the district name, the web address, and a self mailer section.
**Catalog**

Shasta College’s catalog outlines all degree programs and their requirements. Additionally, the catalog explains all the college’s academic policies and procedures, and provides general admission information. This document is currently updated every year.

The cover should contain several smaller images depicting campus life. These images are about the people we serve. Below these images is a white line followed by a large dominant image depicting a campus scene. Below the dominant image is another horizontal white line, the logo and web address. The logo and web address are white and centered horizontally on a green background.

The back cover should contain a larger dominant image depicting campus life and a self mailer section. The catalog should be built on a green background.
Website

The college’s graphic identity guidelines apply to all Shasta College-affiliated Web pages.

All departments are required to follow the templates set up by the Office of the President. Templates also have been designed for secondary pages, including those of academic departments. No animated graphics, color deviation, clip art or other distracting elements can be placed on any Web page without prior authorization from the Office of the President.

All Shasta College-affiliated Web pages must include the navigational element at the top of the page and the logo, address and contact number at the base of the page.

Images and scripts appropriate for your Web site are also available.

NOTE: The Office of the President and Information Services have implemented a content management system (CMS) that will enable you to maintain your Web pages using your Internet browser. All required elements will automatically appear in your pages. Making updates to your site is easily accomplished using nothing more than your Web browser.

NOTE: Any publication that includes a URL (Internet address) will need to be reviewed by the Webmaster as part of the publication review process.
Letterhead, Business Cards, and Envelopes

Letterhead, envelopes and business cards (business system) are among Shasta College’s most visible and frequently used forms of printed communication. Since letterhead and business cards often provide external audiences with their first impression of Shasta College, it is critical that they follow consistent graphic standards in order to reinforce the college’s identity.

To ensure this consistency, the Office of the President is responsible for producing all Shasta College letterhead and business cards from approved templates. The Shasta College Print Shop is the only authorized print source for business cards, letterhead and envelopes. No other printer or copy center is authorized to use the college’s logos without appropriate approval from the Office of the President.

Style Guidelines for Letterhead and Business Cards

The style in which information is presented on letterhead and business cards should be consistent across the college. In order to maintain the consistency of Shasta College’s identity, secondary logos for departments should not be used.

- Phone and fax numbers are to be printed with parentheses around the area code and a dash separating the prefix and final four digits: (530) 242-7500. There should be one space between the area code and the prefix. Do not use dots instead of dashes.
- The word “Fax” is printed before the office fax number. Descriptive words can also be used after additional numbers, such as “Home” “Pager” or “Mobile.”
- It is not necessary to put the words “Web” or “E-mail” in front of these addresses because they are self-explanatory.
- All type on letterhead and business cards is to be black and green (PMS 357C).
- E-mail and Web site addresses should be lowercase.
- All type on letterhead and business cards is to be printed in Arial.
**Letterhead Format**

Shasta College’s letterhead is printed in two colors, black, and green (PMS 357 C), on a white paper stock.

Letterhead should feature the college’s graphic signature (logo) left-justified at the top of the page. The college’s name and address to the right. There is no department name on the letterhead.

When used in combination with the college’s seal and logo, the address block is to be right-justified as well as the phone number and Web address.

All letterhead must contain the college’s name, address, contact numbers, Trustee names, President’s name, the district’s territory information, and Web address.

Letterhead must be printed in two colors: black and green (PMS 357 C) on Writing Bright White 24lb paper.

The only logos that can be printed on Shasta College letterhead are the logo, the official seal, and athletic mascot regardless of the source of funding (department or individual). Secondary logos for departments are prohibited in order to maintain the consistency of identity.

The Office of the President is the only authorized designer for business cards, letterhead and envelopes. The campus print shop is the only authorized printer for business cards, letterhead and envelopes. No other printer or copy center is authorized to use the college’s logos without appropriate approval of the Office of the President.

**Address** - The address line includes both the physical address as well as the mailing address. The zip code correspondence with the mailing address. All letterhead must include the web site.

**District Information** - This lists the district the college serves.

**Official Logo and Wordmark**

**Board of Trustee and President** - Name of each trustee and the district they serves.

**Envelope Format**

Matching envelopes have been designed to complement each of the letterhead formats (logo and seal). The envelope features the college’s graphic signature (logo or seal) printed on a premium white envelope stock. As with letterhead, secondary logos should not be printed on envelopes. The logo and the seal are the only logos that should be printed on envelopes.
The Shasta College Print Shop is the only authorized printer for business cards, letterhead and envelopes. No other printer or copy center is authorized to use the college’s logos, without appropriate approval.

Information that can be included on the envelope return address is limited due to postal requirements.

For return addresses (self-mailers and envelopes), the address must be broken into two lines, left-justified with the logo and include both the street and PO Box. Any postage notes (Address Service Requested, etc.) should align with the address.

**Business Card Format**

The graphic signature logo is the only emblem that can be printed on Shasta College business cards, regardless of the source of funding (department or individual). Secondary logos for departments are prohibited in order to maintain a consistent identity.

Information listed on business cards should follow the templates shown in the examples. The format of each card is consistent and cannot be changed, including the size and color of the logo/seal, the color of the paper, the type size and the typeface. The template provides space for an individual’s name and title, department name, office phone number, fax number and e-mail address. The individual’s name appears in bold type above the department name. Other information can be added such as pager or cell phone number, home phone number or e-mail address if so desired.

All business card type is to be printed in upper- and lowercase. No lines should be printed in all capital letters. This template applies to all business cards.
**Work Shirts**

The graphic signature (logo) is the only logo that can be printed on Shasta College shirts, regardless of the source of funding (department or individual). Secondary logos for departments are prohibited in order to maintain a consistent identity.

Information listed on the work shirts should follow the templates shown in the examples. The format of shirt is consistent and cannot be changed. The template provides space for a department name.

All shirt type is to be printed in upper- and lowercase. No lines should be printed in all capital letters. Use a sans serif font as shown below.
Vehicles

All college vehicles—from street vehicles to maintenance carts—should be white and labeled with the wordmark and logo. Vehicle must include “Shasta-Tehama-Trinity Joint Community College District” as well as the college’s web address.

Never include any type of slogans such as “Knowledge for the New Century”.

ID Cards

Shasta College ID cards are not a required form of identification but show an individual’s affiliation with the college. ID cards can be purchased at the Admissions and Records Office and issued at the the SCSS (Shasta College Student Senate) office. This money assists the SCSS in financing the annual Homecoming dances, concerts, Christmas Giving Tree, and Huck Finn Day. This card allows reduced admission to various SCSS sponsored activities, free admission to all athletic home games, and discounts at over 25 local businesses.

An activity card may be purchased each semester. This card is your passport that will help to involve you in college activities and help Student Senate advocate for students at the local, regional, state and national levels regarding issues and legislation that affect and pertain to students. The SCSS receives no funding from the district and relies on student support in order to best serve our Shasta College students.

Name Tags

Name tags are used to identify college employees to students, other staff members and to the general public. Name tags must include the logo as well as the wordmark. The general public will not always know you represent Shasta College with only the logo.
**Signage**

The college’s signage has been designed to help the people we serve better navigate the campus and locate rooms or buildings. The goal is to have the fewest variety of signs as possible. It is important that each sign contain consistent graphics, fonts, and message in order to build upon the college’s visual brand. All new signs produced should follow these guidelines. Any new signs ordered should follow these guidelines. Older signs will be replaced.

Campus signs encompass three main areas: building/room signs, directional signs and public information signs.

**Building identification**

The purpose of these signs is to help individuals find buildings and locations on campus.

Each building should be equipped with plaque bearing the building name and number, placed at eye level on the outside. These are metallic plaques with white sans-serif font on a green background and white border. Each plaque contains the building number, the college’s logo and the name of the building.

All other plaques will be eventually be replaced or removed.

New door plaques allow the occupant or room to be identified. These signs are to be placed at eye level outside an individual’s door. Each sign contains the room number and slots for occupant name(s). The room number is a white, sans-serif font on a green background. The occupant’s names should be written in a black sans-serif font on a white background. This can be accomplished using Microsoft Word and cutting out the printed name and sliding it into the name slot. The identifying information on these signs, if possible, should also be presented in Braille.

Do not write an occupant’s name by hand, and please do not write the occupants name in pen or marker.

Outdoor name plates are to be printed on a green plaque engraved with white letters in a san-serif font. Make sure name plates and title signs are the same sizes. Center text horizontally on the plaque. These will replace the current black and white door signs currently in use. Over the door signs are to be replaced with the green number that includes a name slot.

Directional signage provides guides for first-time visitors to key public destinations, and identifies accessible entries to buildings that do not have accessible front doors.

Public information signage indicates campus areas equipped for wireless computer communication, and alerts visitors to areas where bicycles, skateboarding, and other specific activities are prohibited.
Basic Skills Action Plan

Please access the current Basic Skills Action Plan by clicking on the following link: [Basic Skills Action Plan 11-12.pdf]