



Shasta-Tehama-Trinity Joint
Community College District



—2016—

Shasta College

Fact Book



Shasta College

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Introduction & Brief History of the Institution

The information presented in this Fact Book is designed to provide the reader with both a contemporary and a historical view of selected student demographic and performance indicators at Shasta College. Data were provided by the Shasta College Office of Research and Institutional Effectiveness (previously known as the Office of Research and Planning) for analysis, interpretation, contextualization, and presentation. This current Fact Book, in conjunction with previous Fact Books, provides longitudinal information about how the College has changed or remained static over time. The years of focus in this Fact Book range from Fall 2011 through Fall 2016 (when available). The data are categorized into three sections: Student Characteristics, Enrollment Characteristics, and Student Outcomes. Each section has multiple variables that are analyzed and then depicted in charts and/or tables, accompanied by text.

Data Sources

Data utilized in the current Fact Book was collected from various sources, including the U.S. Census Bureau, the California Community College Chancellor's Office DataMart, and local internal Management Information System (MIS) data sources. The following tables and graphs display the overall populations within the counties of Shasta, Tehama, and Trinity as well as information on race/ethnicity, gender, age, educational attainment, and disability status of the constituents residing within the District's service area. U.S. Census data from 2010 and American Community Survey (ACS) data gathered from 2011-2015 are presented for race/ethnicity, gender, and age. Educational attainment data is compared from the ACS 2014 and ACS 2015 data, collected from 2010-2014 and 2011-2015, respectively. Data for disability status is from the ACS 2015.

History of Shasta College

Shasta College is one of 113 colleges that comprise the California Community College system, the largest educational system nation-wide. Shasta College was originally authorized by the Shasta Union High School District's Board of Trustees in 1947, and received approval from the State Board of Education as a public junior college within the Shasta Union High School District, allowing formal operations to begin in 1949. In 1950, Shasta College opened its doors to approximately 256 students with 26 faculty members on its original Eureka Way campus in West Redding. Due to rapid growth, a bond issued for the construction of a 337-acre campus in East Redding was passed by voters in 1964. This campus remains the main Shasta College campus today.

In 1967, constituents residing in Shasta, Tehama, and Trinity Counties voted for an expanded, multi-county College District. This District was later termed the Shasta-Tehama-Trinity Joint Community College District with Shasta College comprising the single College in the District. The District spans over 10,000-square-miles of Northern California, and includes Shasta, Tehama, and Trinity Counties, and parts of Lassen, Modoc, and Humboldt Counties. An eight-member Board of Trustees, which includes a non-voting Student Trustee, represents the Shasta-Tehama-Trinity Joint Community College District. Seven Board members are elected by District-wide voters, with the student member elected at large by Shasta College students. Maps of each of the District Trustee areas are presented by area below.



Campus Locations

The District's permanent buildings now include approximately 575,000 square feet with 36 major buildings at five locations. In addition to the main Redding campus, Shasta College has four other campuses; three in outlying areas and one in the downtown Redding area.

The Redding Main Campus

The main campus spans 337 acres in east Redding. A majority of the facilities were the initial structures of the College, built between 1966 and 1972. These facilities include the library, administration building, two science buildings, several classroom buildings, the theatre and music buildings, the gymnasium, locker rooms and athletics fields, the farm with its buildings, and several career-technical education buildings.



Intermountain Campus

Instruction began at the Intermountain Campus, 50 miles east of the main campus, in 1974. In 1998, full-time staff were hired and facilities were leased from Burney High School. The current Intermountain Campus opened in the town of Burney on property leased from the Burney High School District in 2004.





Campus Locations

The Tehama Campus

In Fall 2009, Shasta College celebrated the new Tehama Campus, a state-of-the-art facility boasting a centralized Student Services area, high-tech classrooms and computer labs, and its very own science lab to support the growing needs in health care, environmental, and other lab-based programs. Situated on a portion of the former Diamond Mill adjacent to the Sacramento River, the 40-acre site contains a five-acre pond, oak woodlands, and tremendous views.



The Trinity Campus

In Fall 2008, Shasta College's longstanding campus on Miner Street next to the Post Office in Weaverville was replaced by the new Trinity Campus, a college-owned state-of-the-art facility boasting high-tech classrooms and computer labs to support growing needs throughout Trinity County. Situated adjacent to the Trinity Alps Performing Arts Center, the new campus affords the opportunity to expand the college's service to the community while nestled amidst the beauty of the Trinity Alps.



Health Sciences and University Center

The 44,000-square-foot Health Sciences and University Center was built in 2007 in downtown Redding, 10 miles west of the main campus, from Measure A bond funds. This center houses the College's Dental Hygiene and Nursing Programs and hosts baccalaureate degree programs offered by California State University, Chico.





Campus Bonds

In March 2002, a \$34 million general obligation bond (Measure A) was passed by the voters of the Shasta-Tehama-Trinity Joint Community College District. This bond allowed for the building of additional campus locations to serve students throughout the District's 10,000-square-mile service area. The 28-year-old Early Childhood Education Center was replaced with a 6,220-square-foot, state-of-the-art Early Childhood Education Child-care and Instructional Center in 2005. It allowed the District to expand the College to downtown Redding in 2007, where the Health Sciences and University Center currently resides. New or expanded centers were constructed in Weaverville in 2008 (Trinity Campus) and Red Bluff in 2009 (Tehama Campus). This bond also funded the Learning Resource Center (also known as the Tutoring and Learning Center) on Shasta College's main campus. This Center provides students with free access to tutoring resources including support for ESL students, houses the Math and Business Learning Center, and the Writing Center. Additionally, science labs were upgraded, the theater was remodeled, and a gas lines infrastructure project was conducted.

In November 2016, Measure H, a \$139 million general obligation bond, was passed by the District's voters. This bond will allow the District to build a Regional Public Safety Training Facility, expand the District's Career and Technical Education (CTE) training facilities, increase support for Veterans and current military with an on-campus Veterans Support Center, improve STEM labs, upgrade classrooms and facilities in the almost-50-year-old buildings, and improve infrastructure, including technology. The bond is estimated to cost taxpayers approximately \$19 annually per \$100,000 of assessed (not market) value of their property. For accountability purposes, a Citizens Bond Oversight Committee comprised of community members will review and approve all expenditures, and independent audits will be conducted to ensure funds are being used locally and appropriately.





Shasta College Students, Instruction and Student Services Offerings

Between the academic years of 2011-2012 and 2015-2016, Shasta College has served 12,506 students annually on average, claiming full-time equivalent student (FTES) credit for 7223.08 students each year on average. These enrollment numbers classify Shasta College as a medium-sized college when compared to other California Community Colleges. Shasta College offers instruction and student services at all five of its campuses. A wide array of educational programs are taught in traditional (classroom-based) and non-traditional (online, Interactive Television- ITV, or hybrid) formats in established academic subjects for certificates, Associate degrees, and transfer preparation. The College's Basic Skills offerings include credit and non-credit courses aligned to degree and certificate attainment, including courses in English, mathematics, English as a Second Language (ESL), and Learning Skills. The Career and Technical Education (CTE) program offers real-world work experiences in laboratories and centers both on and off campus in combination with classroom

education. Examples include the nursing and dental programs where students work with real patients in laboratories; culinary art students working in a restaurant setting on the main campus serving lunch during the week; and agriculture students working on a farm on the main campus. In addition to credit-bearing courses, students can take non-credit courses through the College's Community Education program.

Shasta College offers over 100 degrees and certificates spanning a variety of disciplines. In addition to the above-mentioned programs, Shasta College is one of 10 community colleges to pilot an online baccalaureate program in Health Information Management. The first cohort began in fall 2016.

Because of the diversified goals and needs of the students attending Shasta College, the College has offered a wide range of programs and services to the community since 1949.





Current student support services include counseling (including additional support for targeted populations such as veterans and students transitioning out of foster care), tutoring, financial aid, athletics, cultural events, lecture series, workshops, dormitories, health and wellness services, worksite learning, and art exhibits. Shasta College has developed articulation agreements to facilitate transfer to the University of California and the California State University systems, as well as many other public and private colleges and universities. Regarding services at the outlying campuses, the Tehama Campus has counselors onsite, and students at the Downtown Campus and Trinity Campus are visited weekly by counselors. The Intermountain Campus can arrange for phone appointments with extended education or main campus counselors. Tehama, Trinity, and Intermountain Campuses administer assessments by appointment, and all locations offer online orientation to students.

Shasta College also integrates its offerings into the service region through educational and community engagement activities. The College's Office of Access and Equity, established in 2015, works with campus and community partners to provide cultural events for students and the community. Additionally, the Shasta College Art Gallery and Theater provides cultural exhibitions by displaying art and hosting musical and theater productions. A Global Education Center is housed in the Office of Student Life, where a Korean Exchange Program, a Global Expedition Program, and an International Student Program are offered. K-12 partners are encouraged to conduct campus visits, and several programs are offered annually, including 8th Grade Day, Ag Day, High School Preview Day, and NEW (Non-Traditional Employment for Women), to ensure that all community members know they are welcome on the Shasta College campus.





Shasta College Mission, Vision & Values

Mission

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

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



Vision

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

Values

- **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.



Institutional Student Learning Outcomes (ISLOs)

Mission

- **Critical Thinking**
 - The ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques. This includes but is not limited to the ability to:
 - » *Think Creatively:*
 - Apply principles to new situations;
 - See relationships between different situations;
 - Brainstorm effectively.
 - » *Analyze:*
 - Contrast and compare ideas, concepts, principles or theories;
 - Apply logical reasoning to draw conclusions;
 - Analyze arguments, assumptions and methods.
 - » *Solve Problems:*
 - Understand and analyze the problem;
 - Analyze issues surrounding the problem;
 - Clarify goals;
 - Make decisions and evaluate results.
- **Information Competency**
 - The ability to find, evaluate, use and communicate information in all its various formats. This includes but is not limited to the ability to:
 - *Research:*
 - Recognize and articulate the need for information;
 - Determine information requirements in various disciplines for research questions, problems, or issues;
 - Identify potential sources of appropriate and credible information;
 - Locate and retrieve information using available tools & technology.
 - » *Evaluate Information:*
 - Organize information;
 - Evaluate retrieved information on basis of reliability, accuracy, authority, appropriateness, timeliness, and point of view or bias;
 - Recognize statistically sound information;
 - Interpret and synthesize information;
 - Make inferences from valid data.
 - » *Disseminate Information:*
 - Communicate using variety of information technologies;
 - Understand ethical and legal issues surrounding information and information technology;
 - Apply skills gained to future information needs.



Institutional Student Learning Outcomes (ISLOs)

- **Effective Communication**

- The ability to effectively use written, oral and nonverbal communication. This includes but is not limited to the ability to:

- » *Read:*

- Comprehend written information;
- Compare and contrast.

- » *Write:*

- Convey accurate information in writing;
- Express thoughts, ideas, feelings using civil discourse;
- Edit and revise written work.

- » *Listen Actively:*

- Ask meaningful questions;
- Respond appropriately.

- » *Present/Converse:*

- Construct oral messages appropriate to particular communication situations;
- Participate effectively in discussions;
- Express thoughts, ideas and feelings using civil discourse.

- » *Advocate:*

- Identify key points in dispute;
- Identify and rank relevant values;

- Conduct effective cross-examinations, both as questioner and respondent;
- Construct valid arguments using appropriate stock issues;
- Identify weaknesses in opponent's position and refute them;
- Respond and rebut attacks or criticism of one's position.

- **Self-Efficacy**

- The confidence and ability to perform the courses of action required to effectively meet personal, social, academic, and professional goals. This includes but is not limited to:

- » *Self-Awareness and Accountability:*

- Recognize and accept consequences of decisions;
- Be aware of and take control of one's learning;
- Meet deadlines and complete tasks;
- Commit to lifelong learning;
- Recognize strengths and weakness.

- » *Physical Health:*

- Manage personal health and well-being



- **Quantitative Reasoning**

- The ability to use appropriate mathematical skills, including but not limited to the ability to:

- » *Measure:*

- Identify accuracy of measuring device;
- Estimate uncertainty associated with measured quantities;
- Use standard statistical conventions for assigning value to a measurement.

- » *Compute:*

- Use basic mathematics to perform mathematical operations;
- Estimate answers using reasonable strategies;
- Use significant figures appropriately when operating with measured quantities;

- Estimate uncertainty of dependent quantity by error propagation of its variables;
- Use calculator to evaluate expressions.

- » *Solve Problems:*

- Interpret the problem;
- Make a plan and decide which mathematical model to use;
- Use appropriate methods to arrive at answer;
- Recognize limits of different methods;
- Check solutions for reasonableness.

- » *Read and interpret data:*

- Interpret graphs, tables, charts and text to extract data;
- Make inferences from valid data;
- Use graphing to analyze and predict behaviors.





Institutional Student Learning Outcomes (ISLOs)

- **Workplace Skills**
 - Provide the ability to perform effectively at work and include but are not limited to:
 - » *Technological Skills:*
 - Selects appropriate technology;
 - Applies technology to task;
 - Maintains and troubleshoots equipment.
 - » *Teamwork:*
 - Negotiates;
 - Participates as team member;
 - Conflict resolution.
 - » *Workplace Effectiveness:*
 - Time management;
 - Knowledge of industry standards.
- **Community and Global Awareness**
 - An understanding of community and global issues and cross-cultural awareness that includes but is not limited to:
 - » *Cultural Awareness:*
 - Understanding perspectives and appreciating contributions of diverse groups;
 - Respecting needs, difficulties and rights of diverse groups.
 - » *Civic Awareness:*
 - Appreciate importance of public service;
 - Understand grounds of civic duty.
 - » *Environmental Awareness:*
 - Understand current environmental issues.





Institutional Goals 2012–2030

The District's Institutional Goals were developed in response to challenges identified by the analysis of Shasta College programs and services, anticipated changes in community demographics, and other national and state factors, all of which are presented in the 2012-2030 Educational Master Plan. These goals are intended to guide the District's decision-making and use of resources through the end of the current Educational Master Plan in 2030.

Institutional Goals

1. Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.
2. Shasta-Tehama-Trinity Joint Community College District will use technology and other in-

novations to provide students with improved access to instruction and student services across the district's large geographic area.

3. Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.
4. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link to the allocation of resources to planning priorities.

(Approved by the Board of Trustees 6/13/2012)





District Service Area

The Shasta-Tehama-Trinity Joint Community College District spans over 10,000 square miles of rural Northern California and encompasses Tehama, Trinity, and Shasta Counties, and portions of Humboldt, Lassen, and Modoc Counties. Shasta College has five campuses, with the main campus based in Redding, approximately 160 miles north

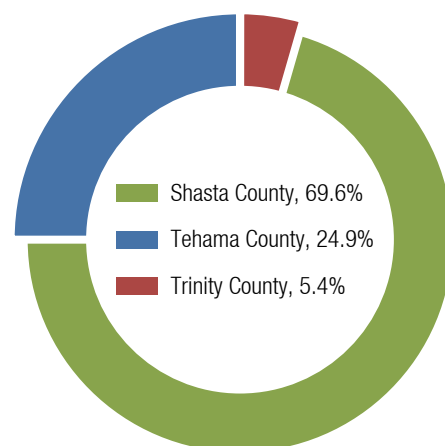
of the state capitol of Sacramento. The other campuses are located in Red Bluff (Tehama Campus), Weaverville (Trinity Campus), Burney (Intermountain Campus), and Downtown Redding (Health Sciences and University Center). The District has an estimated population of over 254,000 people, 196,000 of whom are adults.

Population

The percentage of residents that reside within each county is displayed in the chart below. Shasta County is the largest of the three counties at 3,800 square-miles, with over 177,000 people residing within the county's limits. This represents over 69% of the District's constituents. Almost 25% of

constituents live in Tehama County, south of Redding. Trinity County is located west of Redding and is the smallest of the three counties, making up only 5.4% of the residents in the Tri-County area.

Percentage of the Population Residing in Shasta, Tehama, and Trinity Counties



Source: U.S. Census Bureau, 2010.



District Demographics: Race/Ethnicity

Race/Ethnicity

District's Tri-County Service Area Demographics, with comparisons to Fall 2016 Shasta College Student Population (where applicable).

The majority of residents living in the Tri-County area are White (79.8%), with the next largest racial/ethnic group being Hispanic/Latino at 11.7%. Tehama County has the smallest popula-

tion of White residents at 71.9%, with nearly 22% of its residents reporting to be Hispanic/Latino. This is significantly more than Trinity County's 7% and Shasta County's 8.4% population of Hispanic/Latino residents. See the table below for frequencies and percentages of all race/ethnicities by county.

Racial/Ethnic Distribution within the Shasta College District's Tri-County Service Area Compared to Shasta College Fall 2016 Student Population

Race/Ethnicity	Tehama County (N = 63,463)	Trinity County (N = 13,786)	Shasta County (N = 177,223)	District Total (N = 254,472)	Fall 2016 Shasta College (N = 9,446)
Hispanic or Latino (of any race)	21.9%	6.9%	8.4%	11.7%	16.3%
White	71.9%	83.6%	82.4%	79.9%	66.9%
Black or African American	0.6%	0.3%	0.8%	0.7%	1.6%
American Indian/ Alaska Native	1.9%	4.6%	2.4%	2.3%	2.4%
Asian	0.9%	0.7%	2.4%	1.9%	3.2%
Native Hawaiian/Other Pacific	0.1%	0.1%	0.1%	0.1%	0.9%
Some Other Race	0.1%	0.2%	0.1%	0.1%	3.4%
Two or More Races	2.6%	4.2%	3.4%	3.2%	5.3%

Source: U.S. Census Bureau, 2010; Fall 2016 S.C. (Shasta College) data from Management Information Systems (MIS) data on CCCC DataMart.



District Demographics: Age Group

Nearly 23% of residents within the District's Tri-County service area report to be under the age of 18 years old, with only 8.7% of all residents between the ages of 18 and 24 (U.S. Census Bureau, 2010). Residents of Tehama County have the largest number of children under 18 at 25.5%, with Trinity County reporting the smallest number of

children at 18.3%. Shasta County has the largest number of residents between the ages of 18 and 24 at 9%. Almost 17% of all residents report to be 65 and older, with Trinity County having the largest number of residents 65 and older at 20.1%. See the table below for all frequencies and percentages of resident age range by county of residence.

Age Distribution of Residents within the Shasta College District's Tri-County Service Area

Age Group	Tehama County (N = 63,463)	Trinity County (N = 13,786)	Shasta County (N = 166,223)	District Total (N = 254,472)
Under 18	25.5%	18.3%	22.4%	22.9%
18 to 19	2.6%	1.9%	2.8%	2.7%
20 to 24	5.8%	3.9%	6.2%	5.9%
25 to 34	11.2%	9.2%	11.3%	11.1%
35 to 49	18.8%	17.8%	18.3%	18.4%
50 to 64	20.3%	28.7%	22.1%	22.0%
65 & Over	15.9%	20.1%	16.9%	16.8%

Source: U.S. Census Bureau, 2010.

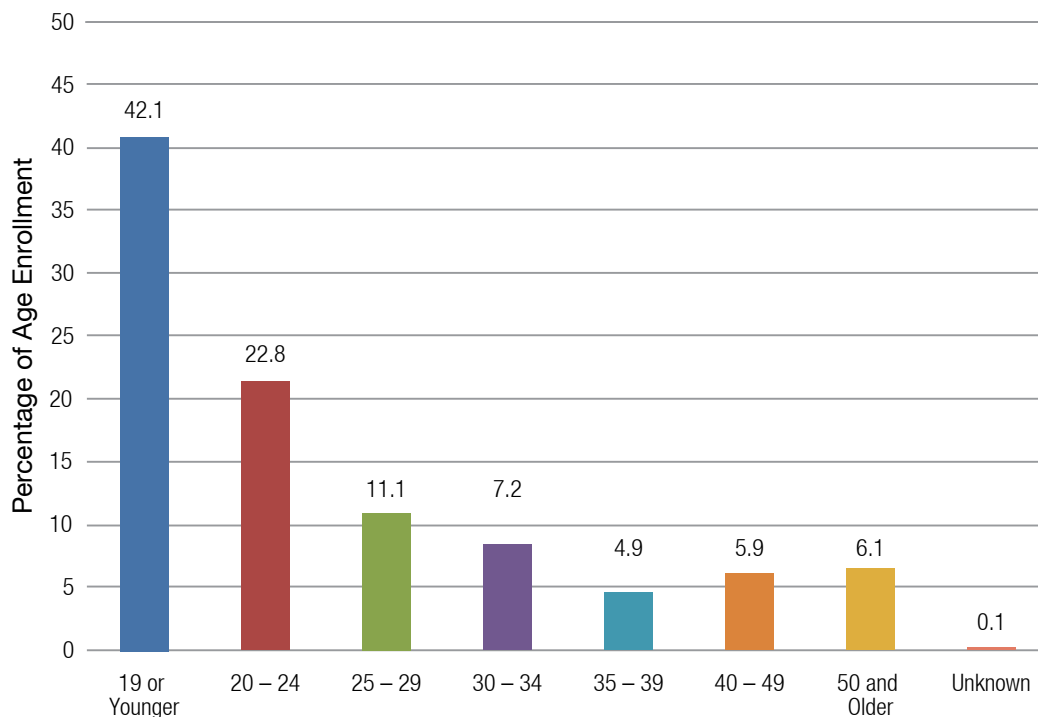


Age Group of Fall 2016 Shasta College Students

The graph below displays the age groupings of students enrolled in Fall 2016 courses, with 42.1% of students reporting to be 19 years of age or younger. Students between the ages of 20 and 24 are represented at 22.8%. See the graph below for all percentages. Age comparisons could be made across only a few categories when comparing Fall

2016 data to the U.S. Census Bureau totals due to differing age range metrics used. When combining the under 18 and 18 to 19 categories from the U.S. Census data, 25.6% of the Tri-County population are age 19 or younger, much less than the Shasta College student population of 42.1% in Fall 2016.

Fall 2016 Shasta College Student Enrollment by Age Group



Source: Management Information Systems (MIS) data from CCCCO DataMart.

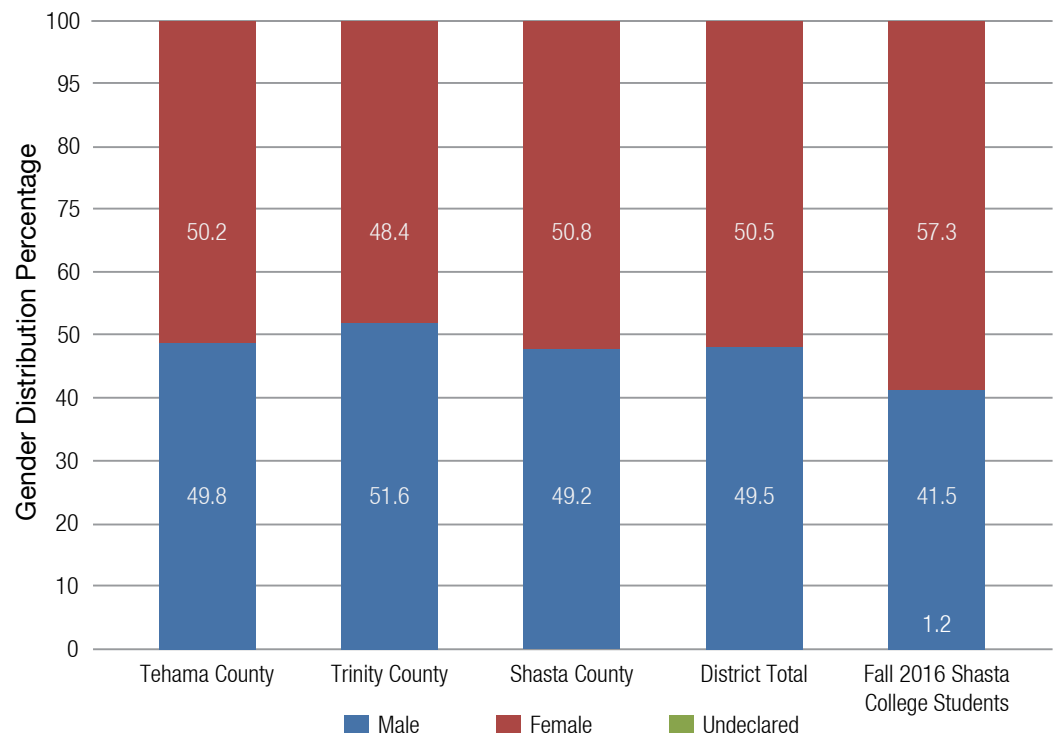


District Demographics: Gender

Overall, 50.5% of Tri-County residents are female. Trinity County is the only county with more males (51.6%) than females (48.4%). Shasta College has a greater female population than male, with 57.3% of students female. See the chart below for percentages of gender by county of residence from 2010 U.S. Census Bureau data.



Gender Distribution within the District's Service Area compared to Fall 2016 Shasta College Students



Source: Fall 2016 Shasta College Student data from Management Information Systems (MIS) data from CCCC DataMart; All other data from U.S. Census Bureau, 2010.

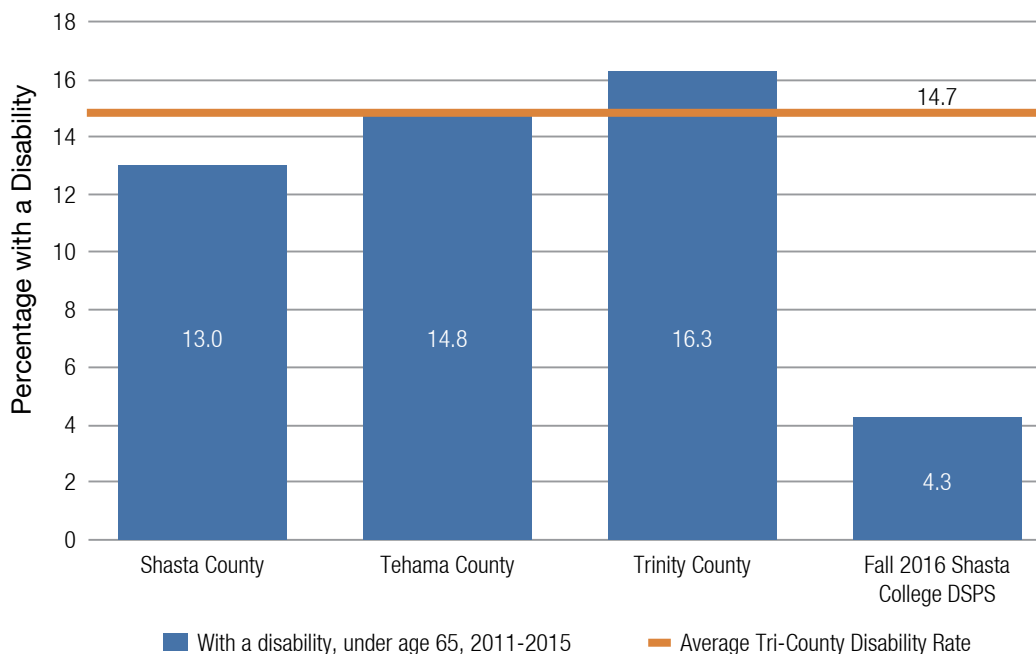


District Demographics: Disability Status

The chart below displays the average percentage of residents under the age of 65 with a disability between 2011 and 2016 by county of residence. The overall average disability rate of residents under age 65 across all three counties was 14.7%, with Trinity County having the largest population

of residents under 65 with a disability at 16.3%. Shasta County reported the smallest population of residents under 65 with a disability at 13%. In comparison, the Shasta College Disabled Students Services and Programs (DSPS) served 4.3% of the Shasta College population in Fall 2016.

Percent of Residents under Age 65 with a Disability within the District's Service Area compared to Fall 2016 Shasta College Students Receiving Disabled Students Programs & Services (DSPS)



Source: U.S. Census Bureau, 2010; Management Information Systems (MIS) data from CCCC DataMart.
DSPS = Disabled Students Programs and Services.



District Demographics: Educational Attainment

Educational Attainment throughout the District

Of the Tri-County population sampled by the 2015 American Community Survey through the U.S. Census Bureau, 87.7% are high school graduates or higher, and 18.4% have a bachelor's degree or higher. When compared by county, Tehama County has the lowest percentage of residents earning a bachelor's degree or higher at only 14.4%. Comparatively, 20% of Trinity County residents and 19.6% of Shasta County residents

report that they have a bachelor's degree or higher. Regarding the percentage of residents who are high school graduates, Tehama County again has the lowest percentage at 82.3%. Shasta County has 89.3% of its residents graduate high school, with Trinity County at 90.8% of its residents graduating high school or higher. See the table below for educational attainment by county, and also by age group.

Educational Attainment of Residents Living within the District's Primary Service Area

	Tehama County (N = 63,463)	Trinity County (N = 13,786)	Shasta County (N = 166,223)	District Total (N = 254,472)
<i>Population 18 to 24</i>	5,111	735	15,585	21,431
Less than High school graduate	14.8%	23.7%	12.0%	13.1%
High school graduate (includes equiv.)	45.1%	50.1%	27.5%	32.5%
Some college or associate's degree	38.4%	15.6%	54.2%	49.1%
Bachelor's Degree or Higher	1.8%	10.6%	6.3%	5.3%
<i>Population 25 years and older</i>	42,760	10,320	124,396	177,476
Less than 9th grade	7.1%	2.5%	2.7%	3.8%
9th to 12th grade, no diploma	10.6%	6.7%	8.0%	8.5%
High school graduate (includes equiv.)	30.5%	31.0%	25.8%	27.3%
Some college, no degree	29.4%	30.3%	32.1%	31.3%
Associate's degree	8.0%	9.6%	11.7%	10.7%
Bachelor's Degree or Higher	9.6%	15.0%	12.8%	12.1%
Graduate or professional degree	4.8%	5.0%	6.8%	6.2%
<i>All Population</i>	47,871	11,055	139,981	198,907
Percent High School Graduate or Higher	82.3%	90.8%	89.3%	87.7%
Percent Bachelor's Degree or Higher	14.4%	20.0%	19.6%	18.4%

Source: 2015 American Community Survey, U.S. Census Bureau.

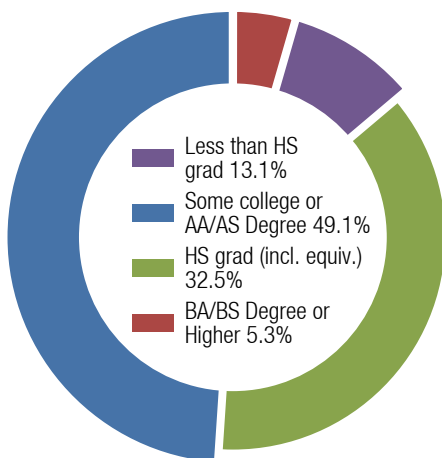


District Educational Attainment: 18 to 24 years

Educational Attainment for Tri-County Population Age 18 to 24

Of the residents living within the Tri-County area who are between the ages of 18 and 24, 49.1% have completed some college or an Associate's degree, with about 5.3% earning a Bachelor's degree or higher, and 32.5% graduating high school. About 13% of residents between 18 and 24 years of age did not graduate high school. See the chart below for all percentages by category.

Educational Attainment for Residents between 18 and 24 years old within the District's Tri-County Service Area



Source: 2015 American Community Survey, U.S. Census Bureau.



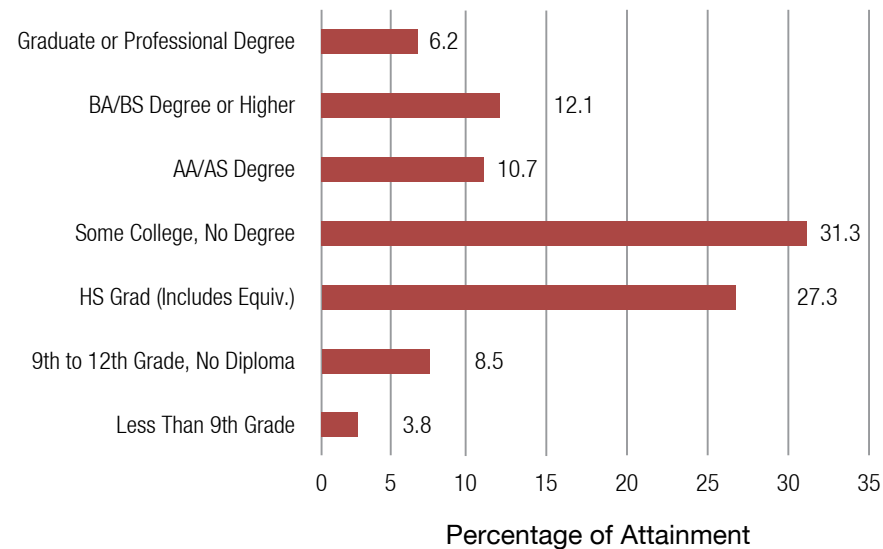
District Demographics: 25 Years and older

Educational Attainment for Tri-County Population Age 25 and Older

For residents 25 years of age and older, only 3.8% had less than a ninth grade education level, and 8.5% had between a ninth and twelfth grade education level. A little over 27% of residents 25 and older graduated high school (or earned the equivalency), with 31.3% having taken some college,

without having yet earned a degree. Nearly 11% of residents had earned an Associate's degree, with 12.1% reportedly having earned a Bachelor's degree or higher, and 6.2% a graduate or professional degree.

Educational Attainment for Tri-County Population 25 and Older



Source: 2015 American Community Survey, U.S. Census Bureau.



Fall 2016 Shasta College Students: Educational Status

Educational Status of Fall 2016 Shasta College Students

The table below presents student count and percentages of student educational status for students enrolled in Shasta College in Fall 2016. Of these students, 61.6% had earned a high school diploma, and a combination of 5% had either passed the GED, received a certificate of high school equivalency, or received a certificate of high school proficiency. There were 3.4% of students who indicated

they were not a graduate of and no longer enrolled in high school. 2.2% of students reported to have an Associate's degree, and 2.9% had a Bachelor's degree. There were 17.7% of students who were "special admit" students (i.e., currently enrolled in K-12 in addition to college courses). See the table below for all frequencies and percentages.

Educational Status of Students Enrolled in Shasta College in Fall 2016

<i>Student Educational Status – Fall 2016</i>	<i>n</i>	<i>%</i>
Received a Bachelor degree or higher	273	2.9%
Received an Associate Degree	212	2.2%
Foreign Secondary School Diploma/Certificate of Graduation	123	1.3%
Passed the GED, or received a High School Certificate of Equivalency	386	4.1%
Received a California High School Proficiency Certificate	82	0.9%
Received High School Diploma	5,818	61.6%
Not a graduate of, and no longer enrolled in high school	317	3.4%
Special Admit student currently enrolled in K-12	1,670	17.7%
Unknown/unreported	565	6.0%
Total	9,446	100.0%

Source: Management Information Systems (MIS) data from CCCCO DataMart.



Shasta College Student Characteristics: Gender

Characteristics of Shasta College Students: Gender

Overall, females make up the majority of the student population at Shasta College, with female enrollment ranging from 56.8% in Fall 2015 to 58.5% in Fall 2012. Male enrollment ranged from 40.9% in Fall 2012 to a high of 42.1% in Fall 2013. Students with an undeclared gender increased to

1.4% of the population in Fall 2015, up from 0.8% in Fall 2014. Statewide gender enrollment rates are also presented in the table below along with percentages of enrollment by student gender and Fall term.

Gender Distribution of Students across Fall Terms, 2011 through 2016

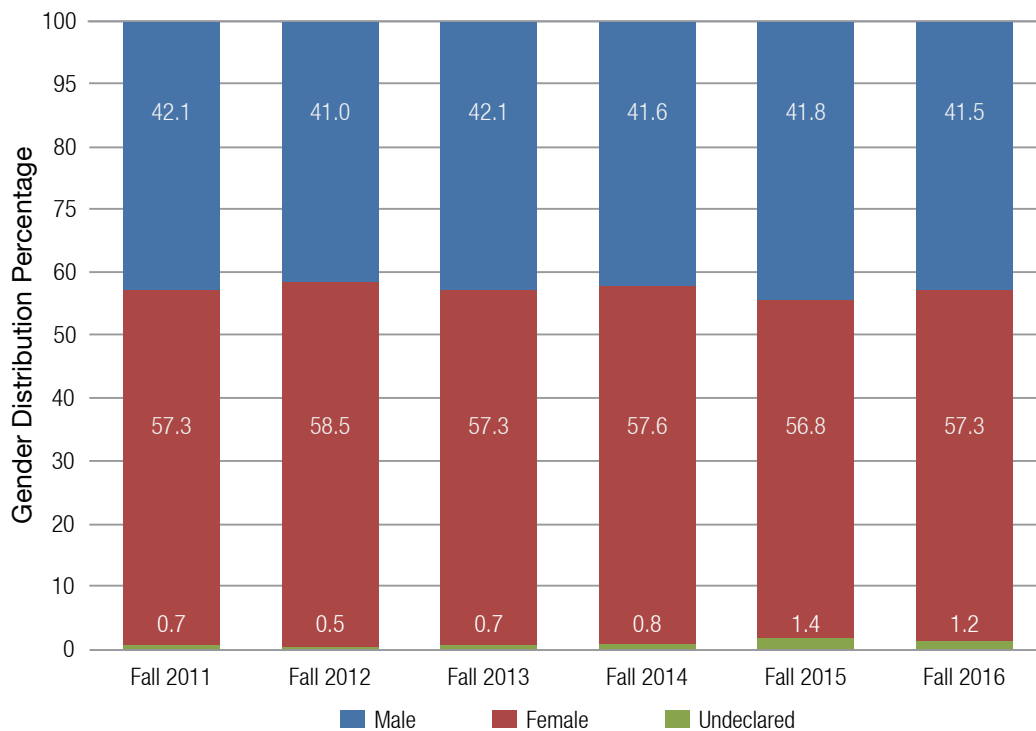
<i>Fall Term</i>	Female		Male		Undeclared	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Fall 2011	5,380	57.3%	3,952	42.1%	66	0.7%
Fall 2012	5,073	58.5%	3,552	40.9%	45	0.5%
Fall 2013	4,924	57.3%	3,618	42.1%	56	0.7%
Fall 2014	4,880	57.6%	3,524	41.6%	71	0.8%
Fall 2015	5,031	56.8%	3,701	41.8%	126	1.4%
Fall 2016	5,413	57.3%	3,917	41.5%	116	1.2%
Statewide Fall 2016	841,725	53.6%	709,574	45.2%	18,196	1.2%

Source: Management Information Systems (MIS) data from CCCCO DataMart.





Shasta College Gender of Students by Fall Term 2011 - 2016



Source: Management Information Systems (MIS) data from CCCCO DataMart.





Student Characteristics: Race/Ethnicity

Characteristics of Shasta College Students: Race/Ethnicity

Trends in student enrollment by student race/ethnicity are presented in the table below. Overall, Shasta College has a large population of students identifying as White, with Fall 2016 seeing 66.9% of its students identifying as White. This is in stark contrast to the statewide percentage of White stu-

dents, where only 26.2% of students statewide are identified as White. The next largest racial/ethnic group in Fall 2016 at Shasta College were students identifying as Hispanic at 16.3%. In comparison, 45.1% of students statewide identified as Hispanic.

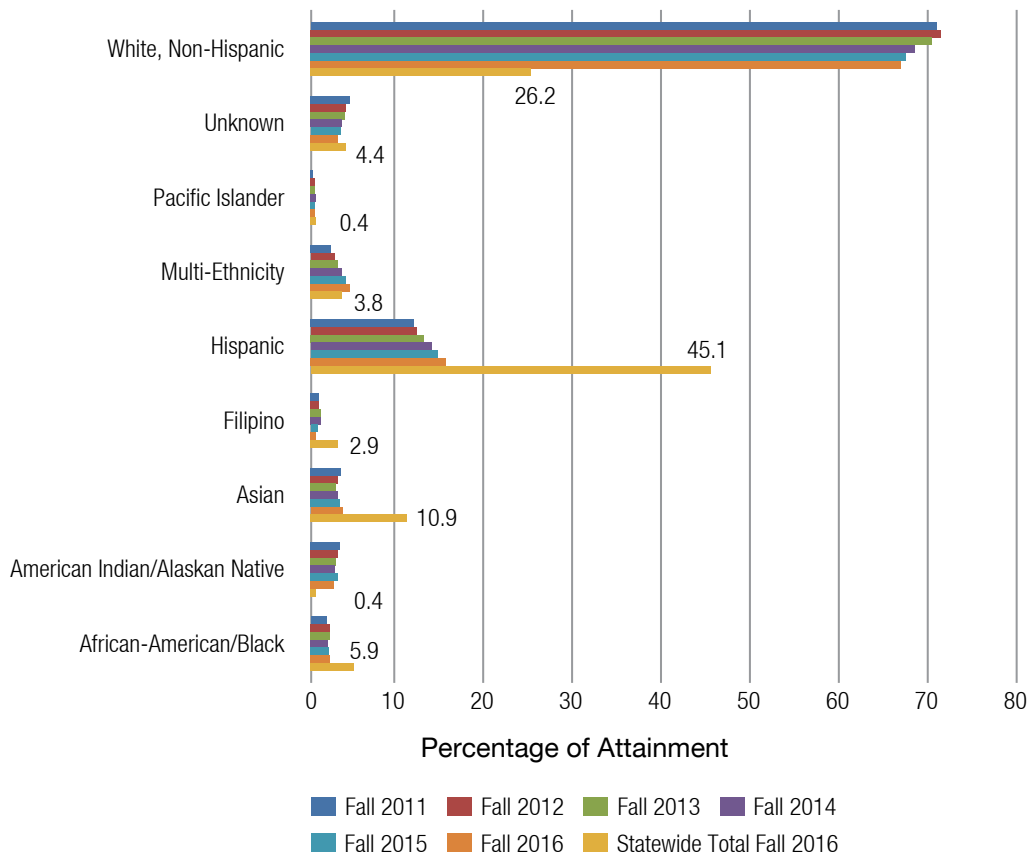
Race/Ethnicity of Students Enrolled by Fall Term, 2011 through 2016

Race/Ethnicity	Fall 2011 (n = 9,398)	Fall 2012 (n = 8,670)	Fall 2013 (n = 8,598)	Fall 2014 (n = 8,475)	Fall 2015 (n = 8,858)	Fall 2016 (n = 9,446)	Statewide Fall 2016 (n=1,569,495)
African American / Black	1.4%	1.7%	1.6%	1.5%	1.6%	1.6%	5.9%
American Indian / Alaskan Native	3.1%	2.8%	2.6%	2.5%	2.7%	2.4%	0.4%
Asian	3.1%	2.8%	2.6%	3.0%	3.1%	3.2%	10.9%
Filipino	0.6%	0.6%	0.7%	0.7%	0.6%	0.5%	2.9%
Hispanic	12.8%	12.9%	13.8%	14.7%	15.6%	16.3%	45.1%
Multi-Ethnicity	2.7%	3.1%	3.7%	4.3%	4.8%	5.3%	3.8%
Pacific Islander	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%	0.4%
Unknown	5.0%	4.4%	4.3%	4.0%	3.9%	3.4%	4.4%
White	71.2%	71.3%	70.4%	68.9%	67.4%	66.9%	26.2%

Management Information Systems (MIS) data from CCCCO DataMart.



Trends in Race/Ethnicity by Fall Term, 2011 through 2016



Management Information Systems (MIS) data from CCCCO DataMart.



Student Characteristics: Age Group

Characteristics of Shasta College Students: Age Group

The table and graph below show the percentage of students enrolled in Fall terms between 2011 and 2016 by student age group. Overall, Shasta College sees a large population of students who are age 19 and younger. Specifically, 42% of stu-

dents in Fall 2016 were age 19 or less, compared to 22.8% who were between 20 and 24, and 11.1% who were between 25 and 29. See the table below for all student age grouping percentages.

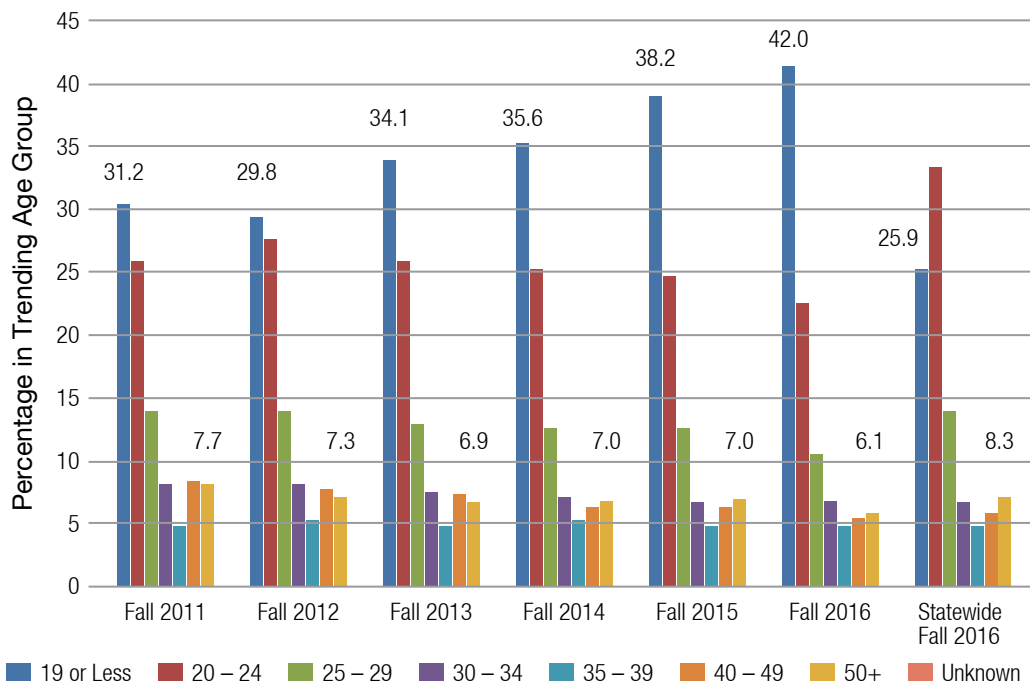
Age Groups of Shasta College Students Enrolled in Fall Semesters between 2011 and 2016

Age Group	Fall 2011 (n = 9,398)	Fall 2012 (n = 8,670)	Fall 2013 (n = 8,598)	Fall 2014 (n = 8,475)	Fall 2015 (n = 8,858)	Fall 2016 (n = 9,446)	Statewide Fall 2016 (n = 1,569,495)
19 or Less	31.2%	29.8%	34.1%	35.6%	38.2%	42.0%	25.9%
20 to 24	26.7%	28.0%	26.1%	25.6%	24.5%	22.8%	33.5%
25 to 29	13.3%	13.5%	12.6%	11.8%	12.0%	11.1%	13.5%
30 to 34	8.0%	8.1%	7.8%	7.7%	7.1%	7.2%	7.3%
35 to 39	4.8%	5.2%	4.8%	5.3%	4.9%	4.9%	4.9%
40 to 49	8.2%	8.2%	7.6%	6.8%	6.2%	5.9%	6.6%
50 & Over	7.7%	7.3%	6.9%	7.0%	7.0%	6.1%	8.3%
Unknown	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.02%

Management Information Systems (MIS) data from CCCCO DataMart.



Trends in Student Age Group by Fall Term, 2011 through 2016



Management Information Systems (MIS) data from CCCCO DataMart.





Student Characteristics: Educational Status

Educational Status

Student educational status is displayed in the table below for fall terms between 2011 and 2016. The statewide rates for Fall 2016 are also presented. In Fall 2016, 61.6% of the student population indicated they had received a high school diploma, which is down from 66% in Fall 2015. Fall 2016 saw a large increase in special admit students (students who are “dual enrolled,” or currently in high

school but taking college courses). Special admit students made up 17.7% of the Fall 2016 student population where it made up only 7.8% of the population in Fall 2015. Additionally, the statewide fall 2016 rate for special admit students was only 3.1%. See the table below for all percentages of student educational status by fall term.

Student Educational Status by Fall Term, 2011 through 2016

Educational Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Statewide Fall 2016
Received a BA/BS degree or higher	1.6%	0.4%	3.2%	3.5%	3.3%	2.9%	6.3%
Received an AA/AS Degree	4.7%	0.9%	2.1%	3.6%	2.7%	2.2%	3.5%
Foreign Secondary School Diploma/ Certificate of Graduation	1.0%	0.1%	1.1%	1.3%	1.4%	1.3%	4.8%
Passed the GED, or received a High School Certificate of Equivalency	4.9%	0.4%	5.2%	4.9%	4.9%	4.1%	4.5%
Received a California High School Proficiency Certificate	1.1%	0.1%	1.0%	0.9%	0.9%	0.9%	1.5%
Received High School Diploma	73.8%	86.7%	70.8%	67.0%	66.0%	61.6%	66.9%
Not a graduate of, and no longer enrolled in high school	10.4%	1.1%	5.0%	3.7%	3.5%	3.4%	2.7%
Special Admit student enrolled in K-12	1.5%	4.0%	7.5%	9.2%	7.8%	17.7%	3.1%
Unknown/unreported	1.0%	6.3%	4.1%	6.1%	9.5%	6.0%	6.5%

Management Information Systems (MIS) data from CCCCO DataMart.



Student Characteristics: Geographic Origin

Geographic Origin (County)

The graph below displays the county of residence for students who were enrolled in fall terms from 2011 through 2015. Overall, the majority of students reside in Shasta County, with 73.2% of students enrolled in Fall 2015 from Shasta County. Tehama County is the next largest county of residence for students, with 19.1% of students enrolled in Fall 2015 from Tehama County. Trinity County is the third largest county of residence identified by students to be their county of resi-

dence, with 2% of students in Fall 2015 indicating they were from Trinity County.

Of the students who enrolled in Fall 2015 courses, 94.27% resided in one of the three primary counties served by Shasta College (i.e., Shasta, Tehama, or Trinity County). See the table below for the percentages and frequencies of students living in different counties across the region who enrolled in fall semesters between 2011 and 2015.

Student County of Residence by Fall Term, 2011 through 2015

County	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Shasta	6,820	72.6%	6,313	72.9%	6,157	79.4%	6,073	71.7%	6,471	73.2%
Tehama	1,856	19.8%	1,730	20.0%	1,795	20.9%	1,733	20.5%	1,691	19.1%
Trinity	167	1.8%	146	1.7%	161	1.9%	170	2.0%	177	2.0%
Other CA	310	3.3%	289	3.3%	300	3.5%	305	3.6%	305	3.4%
Outside CA	57	0.6%	40	0.5%	48	0.6%	64	0.8%	90	1.0%
Siskiyou	73	0.8%	68	0.8%	60	0.7%	65	0.8%	55	0.6%
Lassen	65	0.7%	37	0.4%	37	0.4%	22	0.3%	25	0.3%
Modoc	32	0.3%	29	0.3%	24	0.3%	31	0.4%	28	0.3%
Plumas	8	0.1%	6	0.1%	6	0.1%	2	0.0%	4	0.0%
Total	9,388	100.0%	8,658	100.0%	8,588	100.0%	8,465	100.0%	8,846	100.0%

Management Information Systems (MIS) data from CCCCO DataMart.



Student Characteristics: Financial Aid Recipients

On average, \$22,693,912 in financial aid award monies annually were granted to Shasta College students across the academic years of 2010-2011 through 2014-2015. Approximately 55% of Shasta College students on average annually were award-

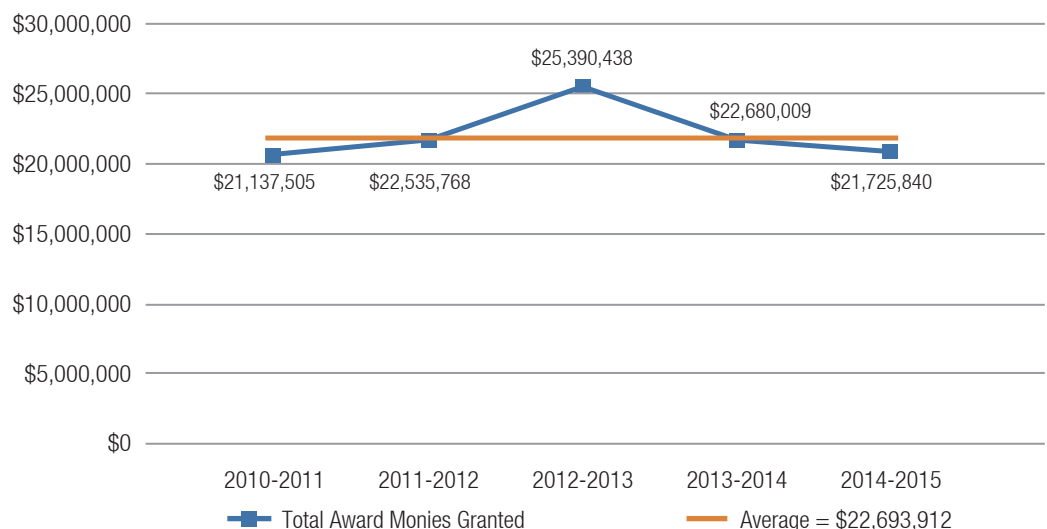
ed financial aid monies during this time frame. See the table and graph below for number of students receiving awards, percent of the total student population receiving awards, and total amount of awards granted.

Percentage of Students Receiving Financial Aid Awards and Total Amount of Aid Granted by Aid Year

Aid Year	Students Receiving Awards	Total # of Students	% Receiving Awards	Total Amount of Awards Granted
2010-2011	7,180	14,040	51.14%	\$21,137,505
2011-2012	7,055	12,727	55.43%	\$22,535,768
2012-2013	7,340	12,215	60.09%	\$25,390,438
2013-2014	6,886	12,465	55.24%	\$22,680,009
2014-2015	6,699	12,438	53.86%	\$21,725,840

NOTE: Data for 2015-2016 not yet available at time of report.
Source: Management Information System (MIS) data from CCCCO Data Mart.

Total Amount of Financial Aid Monies Granted by Year



Management Information Systems (MIS) data from CCCCO DataMart.

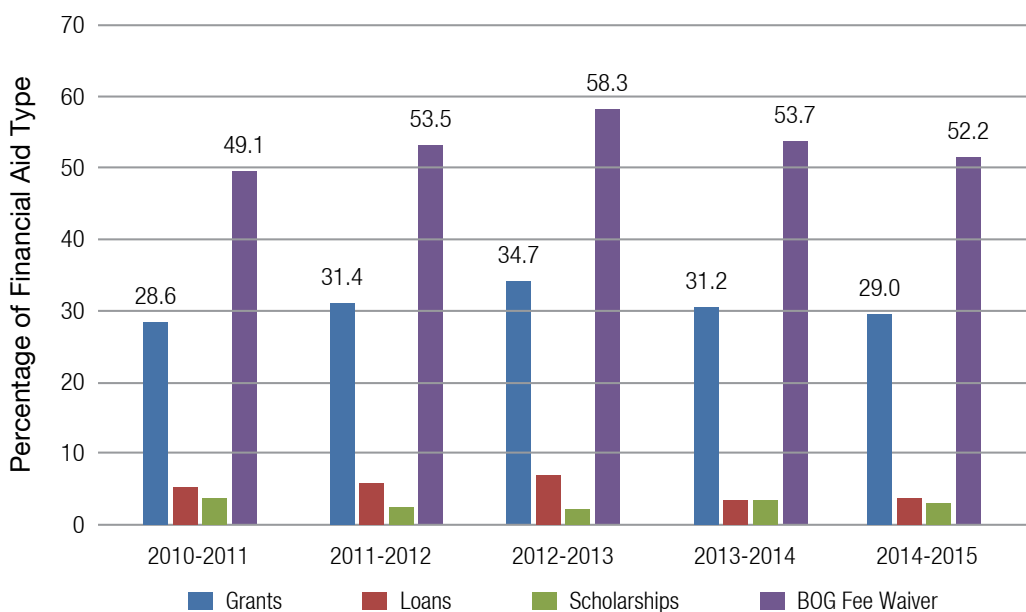


Student Characteristics: Financial Aid Type

The table on the next page details the variety of financial aid awards available to Shasta College students as well as the number of students who were awarded these specific aid types by academic year between 2010-2011 and 2014-2015. The graph below presents the total percentage of grants, loans, scholarships, and BOG Fee waivers that were granted by aid year. Finally, the table below the graph presents the total amount of aid granted to students by aid type and aid year. Board of Governor, or BOG, Fee waivers were the most common award type granted to students, with an average of 53.4% of students receiving this award annually. Grants were the next highest awarded type of

aid, with an average of 31% of students receiving grants between the aid years of 2010-2011 and 2014-2015. Overall, 2014-2015 granted \$4,970,875 to students in the form of a BOG Fee Waiver. Grant awards totaled \$14,052,081 in 2014-2015. See the graph (above) presenting the amount of financial aid awarded to students by aid year for additional dollar amounts. See the graph below for the percentage of different forms of aid provided to students by aid year. Additionally, an upcoming graph presents the amount of financial aid awarded to students by aid type and aid year.

Percentage of Students Receiving Financial Aid by Aid Type and Year



Management Information Systems (MIS) data from CCCCO DataMart.



Student Characteristics: Financial Aid Type

Type of Financial Aid Granted and Number of Student Recipients by Aid Year

<i>BOG Fee Waiver</i>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
BOGW - Method A-1	353	231	190	204	120
BOGW - Method A-2	5,251	5,165	5,591	5,267	5,209
BOGW - Method A-3	1,346	1,436	1,353	1,300	1,179
BOG Fee Waiver Total*	6,899	6,808	7,126	6,692	6,496
<i>Grants</i>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Academic Competitiveness Grant	33	-	-	-	-
Bureau of Indian Affairs (Bia) Grant	11	24	21	14	18
Cal Grant B	749	817	770	824	806
Cal Grant C	69	81	67	83	61
Care Grant	-	-	-	-	16
Eops Grant	-	1	1	-	-
Institutional Grant	-	2	2	2	3
Non-Institutional Other Grant	51	48	45	32	24
Pell Grant	3,950	3,947	4,202	3,855	3,563
SEOG (Supplemental Educational Opportunity Grant)	636	411	303	331	213
Grants Total*	4,011	3,998	4,244	3,889	3,602
<i>Loans</i>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Federal Direct Student Loan-Subsidized	589	591	729	366	389
Federal Direct Student Loan-Unsubsidized	372	424	492	244	294
Loans Total*	623	609	763	380	412
<i>Scholarships</i>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Scholarship: Institutional Source	304	107	94	254	249
Scholarship: Non-Institutional Source	213	161	139	147	128
Scholarship: Osher Scholarship	13	8	13	17	14
Scholarship Total*	505	258	229	386	369
Total Students Receiving Award*	7,180	7,055	7,340	6,886	6,699
Total Students Enrolled*	14,040	12,727	12,215	12,465	12,438

Source: Management Information System (MIS) data from CCCCO Data Mart. SEAG = Supplemental Educational Opportunity Grant

*Number of students is unduplicated; students may receive multiple award types, so awards may exceed student count.

BOGW Method A-1 = TANF recipient status BOGW Method A-2 = SSI recipient status BOGW Method A-3 = general assistance recipient status



Student Characteristics: Amount of Financial Aid Awarded

Amount of Financial Aid Awarded to Students by Aid Type and Aid Year

<i>Board Of Governors (BOG) Enrollment Fee Waiver</i>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
BOGW - Method A-1	\$115,999	\$127,590	\$141,059	\$147,936	\$95,542
BOGW - Method A-2	\$2,200,096	\$2,969,286	\$4,236,784	\$4,026,380	\$3,890,726
BOGW - Method A-3	\$643,617	\$937,588	\$1,137,005	\$1,105,157	\$984,607
BOG Fee Waiver Total	\$2,959,712	\$4,034,464	\$5,514,848	\$5,279,473	\$4,970,875
<i>Grants</i>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Academic Competitiveness Grant	\$36,420				
Bureau of Indian Affairs (Bia) Grant	\$32,758	\$61,133	\$46,190	\$42,653	\$39,510
Cal Grant B	\$904,163	\$1,019,443	\$922,741	\$1,009,049	\$1,098,186
Cal Grant C	\$31,752	\$34,848	\$27,570	\$36,733	\$25,107
Care Grant	-	-	-	-	\$4,140
Eops Grant	-	\$350	\$300	-	-
Other Grant: Institutional Source	-	\$1,728	\$2,208	\$2,208	\$2,760
Other Grant: Non-Institutional Source	\$122,118	\$149,600	\$145,294	\$91,529	\$50,679
Pell Grant	\$12,821,554	\$12,947,755	\$14,322,160	\$13,586,915	\$12,606,058
SEOG (Supplemental Educational Opportunity Grant)	\$253,407	\$196,950	\$82,474	\$93,599	\$225,641
Grants Total	\$14,202,172	\$14,411,807	\$15,548,937	\$14,862,686	\$14,052,081
<i>Loans</i>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Federal Direct Student Loan-Subsidized	\$2,106,849	\$2,071,149	\$2,501,481	\$1,326,945	\$1,412,052
Federal Direct Student Loan-Unsubsidized	\$1,490,680	\$1,745,499	\$1,597,994	\$912,451	\$1,065,338
Loans Total	\$3,597,529	\$3,816,648	\$4,099,475	\$2,239,396	\$2,477,390
<i>Scholarships</i>	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Scholarship: Institutional Source	\$109,573	\$74,693	\$65,095	\$117,135	\$78,614
Scholarship: Non-Institutional Source	\$260,519	\$191,656	\$152,583	\$170,319	\$136,880
Scholarship: Osher Scholarship	\$8,000	\$6,500	\$9,500	\$11,000	\$10,000
Scholarship Total	\$378,092	\$272,849	\$227,178	\$298,454	\$225,494
Total Aid	\$21,137,505	\$22,535,768	\$25,390,438	\$22,680,009	\$21,725,840

Source: Management Information System (MIS) data from CCCC Data Mart. SEAG = Supplemental Educational Opportunity Grant

*Number of students is unduplicated; students may receive multiple award types, so awards may exceed student count.

BOGW Method A-1 = TANF recipient status BOGW Method A-2 = SSI recipient status BOGW Method A-3 = general assistance recipient status



Student Characteristics: Student Support Services and Programs

Student Support Services and Program Participants

Student enrollment in special programs ranged from 21.9% in Fall 2012 to a high of 36.2% in Fall 2016. Most recent data (Fall 2016) saw a 43.7% increase in student usage of support services and programs, from 25.2% in Fall 2015 to 36.2% of students utilizing services such as DSPS, EOPS, and CalWORKS in the Fall of 2016.

The most commonly identified or utilized special program is for students identified as “Special Admits.” These students are generally high school students with an interest in taking college courses.

The next most commonly accessed special program is the Extended Opportunity Program and Services (EOPS) Program, with 8.5% of Fall 2016 students utilizing this program, up 23% from 6.9% in Fall 2014. Disabled Students Programs and Services (DSPS) had 4.3% of the student population receiving services in Fall 2016, comparable to their student usage rate in Fall 2015 of 4.8%. See the table below for all frequencies and percentages of students utilizing special programs and services. The chart on the next page reflects the percentages from the table.

Percentages and Frequencies of Students Utilizing Student Support Services by Fall Term, 2012 - 2016

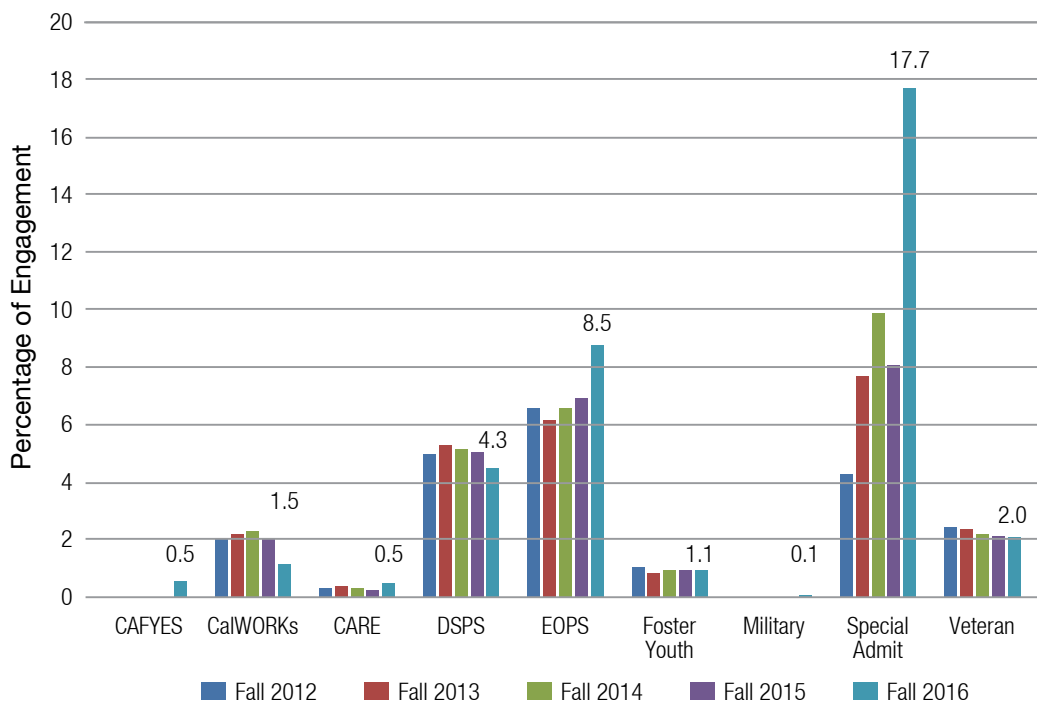
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
<i>Special Program</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
CAFYES	-	-	-	-	-	-	-	-	45	0.5%
CalWORKs	166	1.9%	183	2.1%	181	2.1%	176	2.0%	145	1.5%
CARE	32	0.4%	34	0.4%	27	0.3%	23	0.3%	46	0.5%
DSPS	430	4.8%	461	5.4%	432	5.1%	429	4.8%	405	4.3%
EOPS	545	6.3%	501	5.8%	537	6.3%	609	6.9%	799	8.5%
Foster Youth	120	1.4%	90	1.0%	97	1.1%	97	1.1%	104	1.1%
Military	7	0.1%	7	0.1%	5	0.1%	5	0.1%	5	0.05%
Special Admit	351	4.0%	669	7.8%	798	9.4%	711	8.0%	1,676	17.7%
Veteran	245	2.8%	234	2.7%	190	2.2%	186	2.1%	193	2.0%
Total Special Programs	1,896	21.9%	2,179	25.3%	2,267	26.7%	2,236	25.2%	3,418	36.2%
Total Unduplicated Enrollment	8,670	100%	8,598	100%	8,475	100%	8,858	100%	9,446	100%

Source: Management Information System (MIS) data from CCCCO Data Mart.

NOTE: Percentage = Total number of students in each group out of the total number of students enrolled overall. Numbers represent unduplicated headcount of students.



Student Engagement in Special Programs by Fall Term, 2012-2016



Source: Management Information System (MIS) data from CCCCO Data Mart.





Student Characteristics: DSPS

Disabled Student Programs and Services (DSPS) Participants

In Fall 2016, 5.3% of Shasta College students were participants of the Disabled Student Programs and Services (DSPS). This is significantly lower than the 13.2% of students participating in this program in Fall 2015, but more consistent with the percentage of student participants in Fall 2014 at 6.2%. Students with a Learning Disability increased from 1.1% of the student population (n = 94) in Fall 2014 to 2.3% (n = 204) in Fall 2015; however, the percentage dropped again to 0.9% in

Fall 2016. Additionally, students identified as “other disability” also nearly doubled in size from 2.5% in Fall 2014 to 4.9% of the Shasta College student population in Fall 2015, but again dropped in Fall 2016 to 1.4%. Similarly, students with a psychological disability increased from 1.3% (n = 111) in Fall 2014 to 3.1% (n = 277) in Fall 2015 and again went back to 1.2% in Fall 2016. See the table below for all percentages and frequencies of student disability type by fall term from 2011 to 2016.

Student Disability Type by Fall Term, 2011 through 2016

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
<i>Special Program</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Acquired Brain Injury	28	0.3%	28	0.3%	25	0.3%	24	0.3%	58	0.7%	26	0.3%
Attention Deficit Hyperactivity Disorder (ADHD)	-	-	-	-	-	-	-	-	-	-	12	0.1%
Autism Spectrum	-	-	-	-	-	-	-	-	-	-	11	0.1%
Developmentally Delayed Learner	25	0.3%	25	0.3%	27	0.3%	29	0.3%	80	0.9%	60	0.6%
Hearing Impaired	25	0.3%	22	0.3%	22	0.3%	27	0.3%	56	0.6%	23	0.2%
Learning Disabled	86	0.9%	91	1.0%	97	1.1%	96	1.1%	204	2.3%	87	0.9%
Mobility Impaired	22	0.2%	13	0.1%	16	0.2%	9	0.1%	20	0.2%	25	0.3%
Other Disability	187	2.0%	178	2.1%	218	2.5%	210	2.5%	434	4.9%	128	1.4%
Psychological Disability	146	1.6%	130	1.5%	129	1.5%	111	1.3%	277	3.1%	114	1.2%
Speech/Language Impaired	0	0.0%	1	0.0%	2	0.0%	1	0.0%	4	0.0%	-	-
Visually Impaired	13	0.1%	11	0.1%	11	0.1%	17	0.2%	32	0.4%	13	0.1%
Total with Disability	532	5.7%	499	5.8%	547	6.4%	524	6.2%	1,165	13.2%	499	5.3%
Total Unduplicated Enrollment	9398	100%	8670	100%	8598	100%	8475	100%	8858	100%	9446	100%

Source: Management Information System (MIS) data from CCCCCO Data Mart.

NOTE: Percentage = Total number of students in each group out of the total number of students enrolled overall. Numbers represent unduplicated headcount of students.



Shasta College Instructional Offerings

Credit and Non-Credit Section Offerings, 2011-2012 through 2015-2016

The graph below detail the number of credit and non-credit course offerings at Shasta College between the academic years of 2011-2012 and 2015-

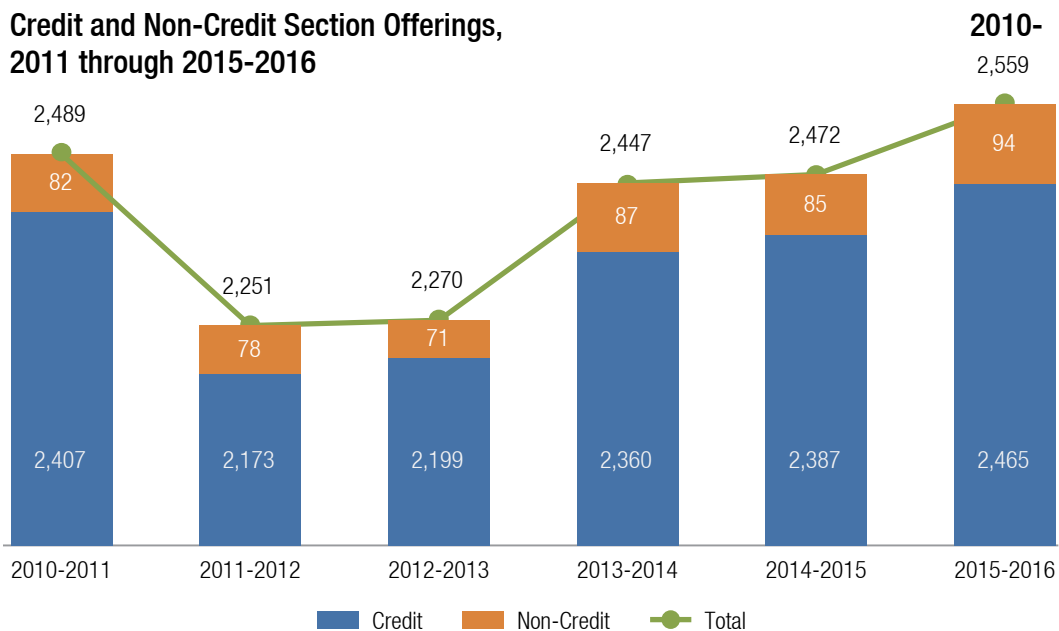
2016. Overall course offerings have ranged from their lowest in 2011-2012 at 2,251 to their highest in 2015-2016 at 2,559 courses.

Credit and Non-Credit Section Offerings, 2010-2011 through 2015-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Credit	2,173	2,199	2,360	2,387	2,465
Non-Credit	78	71	87	85	94
Total	2,251	2,270	2,447	2,472	2,559

Source: Management Information System (MIS) data from CCCCO Data Mart.

Credit and Non-Credit Section Offerings, 2010-2011 through 2015-2016



Source: Management Information System (MIS) data from CCCCO Data Mart.

NOTE. Percentage = Total number of students in each group out of the total number of students enrolled overall. Numbers represent unduplicated headcount of students.



Credit & Non–Credit Section Offerings

Credit and Non-Credit Section Offerings, 2011-2012 through 2015-2016

The table below displays Basic Skills courses by credit and non-credit status. Although some of these courses are for credit, they are still not degree applicable. Basic skills courses increased from 132 in 2014-2015 to 159 in 2015-2016. See the table below for the frequency of basic skills courses.

Basic Skills Courses by Credit and Non-Credit Status, 2011-2012 through 2015-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Credit, Not Degree Applicable	63	64	64	67	95
Non-Credit	51	68	68	65	64
Total	114	132	132	132	159

Source: Management Information System (MIS) data from CCCC Data Mart.





Shasta College Annual Student Enrollment Trends

Credit, Non-Credit, and Basic Skills Course Enrollment by Academic Year

After a period of downward trends, Shasta College's overall enrollment figures peaked upwards in 2015-16, at 61,398 overall enrollments, a 5.48% increase from 58,210 enrollments in 2014-15. Enrollment in Basic Skills courses decreased -6.34%

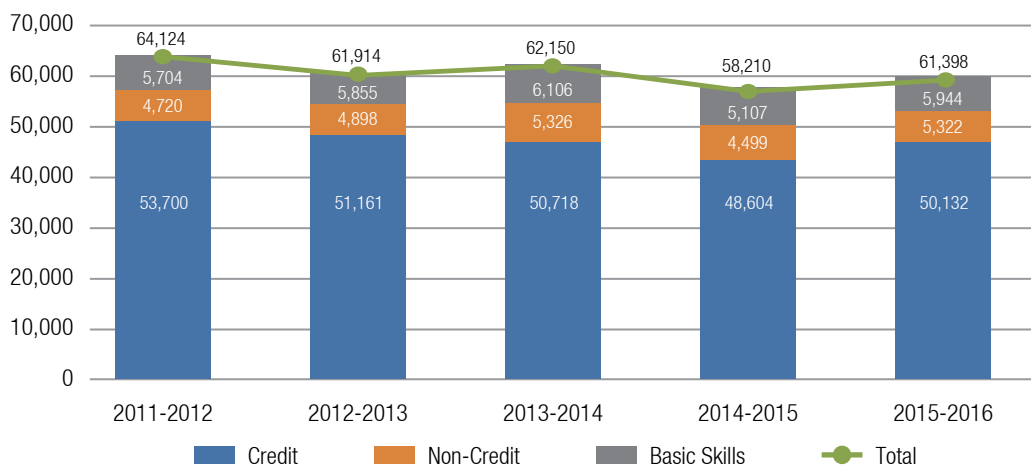
from 2013-14 to 2014-15, but subsequently increased by 4% from 2014-15 to 2015-16. See the table and chart below for all enrollments by credit, non-credit, and basic skills courses.

Credit, Non-Credit, and Basic Skills Enrollment, 2011-2012 through 2015-2016

Course Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Credit	53,700	51,161	50,718	48,604	50,132
Non-Credit	4,720	4,898	5,326	4,499	5,322
Basic Skills	5,704	5,855	6,106	5,107	5,944
Total	64,124	61,914	62,150	58,210	61,398

Source: Management Information System (MIS) data from CCCC Data Mart.

Credit, Non-Credit, and Basic Skills Course Student Enrollments, 2011-2012 through 2015-2016



Source: Management Information System (MIS) data from CCCC Data Mart.



Student Headcount, Enrollment, & FTES

Student Headcount, Enrollment, and FTES for All Courses by Academic Year

The tables below display recent trends in annual student headcount, enrollment, and FTES. Additionally, enrollments per student and FTES per student were calculated, and the percent change between academic years in annual headcounts, enrollments, and FTES were also calculated.

The overall annual headcount decreased by -4.02% from 2011-2012 to 2012-2013, with annual enrollments decreasing -3.45% and annual FTES decreasing by -6.79%. There was a small growth of 2.05% in annual headcounts from 2012-2013 to 2013-2014, with overall enrollments

increasing only 0.38%, and Full-time Equivalent Students (FTES) decreasing by -0.92%. There was additional decline in headcount, enrollments, and FTES from 2013-2014 to 2014-2015, but 2014-2015 to 2015-2016 saw an increase of 2.17% in annual headcount and 4% in annual enrollments; FTES decreased slightly by -0.17%. See the tables and chart below for all headcount, enrollment, and FTES figures. Enrollments per student were calculated by taking the total number of enrollments divided by the annual headcount. FTES per student were calculated by taking the total FTES divided by the total annual headcount.

Percent Change in Annual Headcount, Enrollments and Total FTES from 2011-2012 through 2015-2016

From	To	Headcount	Enrollments	Total FTES
2011-2012	2012-2013	-4.02%	-3.45%	-6.79%
2012-2013	2013-2014	2.05%	0.38%	-0.92%
2013-2014	2014-2015	-0.22%	-6.34%	-4.55%
2014-2015	2015-2016	2.17%	4.00%	-0.17%

Source: Management Information System (MIS) data from CCCC Data Mart.



Annual Student Headcount, Enrollment, and FTES, 2011-2012 through 2015-2016

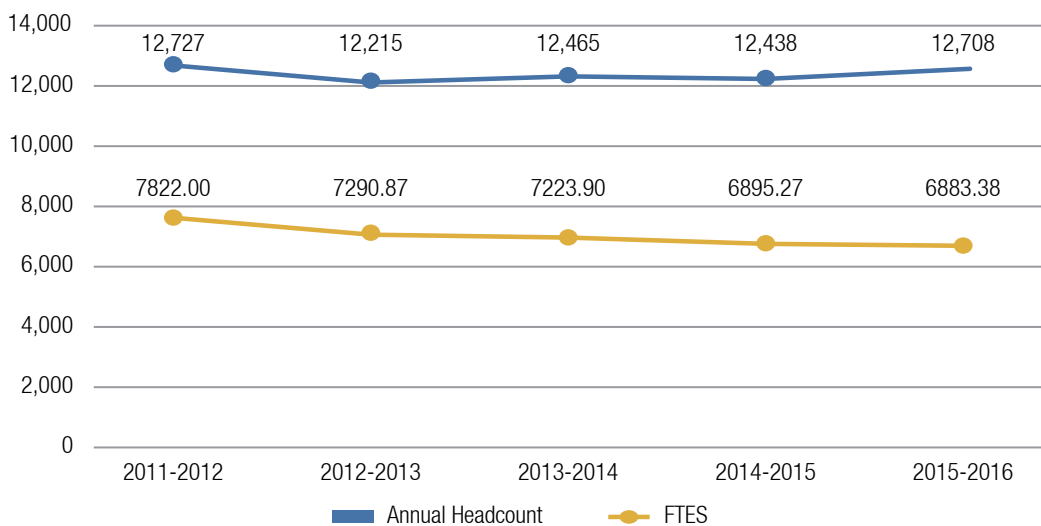
Academic Year	Annual Headcount	Annual Enrollments	Annual FTES	Enrollments Per Student*	FTES Per Student**
2011-2012	12,727	64,124	7,822.00	5.04	0.61
2012-2013	12,215	61,914	7,290.87	5.07	0.60
2013-2014	12,465	62,150	7,223.90	4.99	0.58
2014-2015	12,438	58,210	6,895.27	4.68	0.55
2015-2016	12,708	60,537	6,883.38	4.76	0.54

Source: Management Information Systems (MIS) data from CCCCO Data Mart.

*Enrollments per student = Total enrollments divided by annual head count.

**FTES Per Student = Total FTES divided by total annual headcount.

Annual Headcount and FTES for Academic Years 2011-2012 through 2015-2016



Source: Management Information Systems (MIS) data from CCCCO Data Mart.



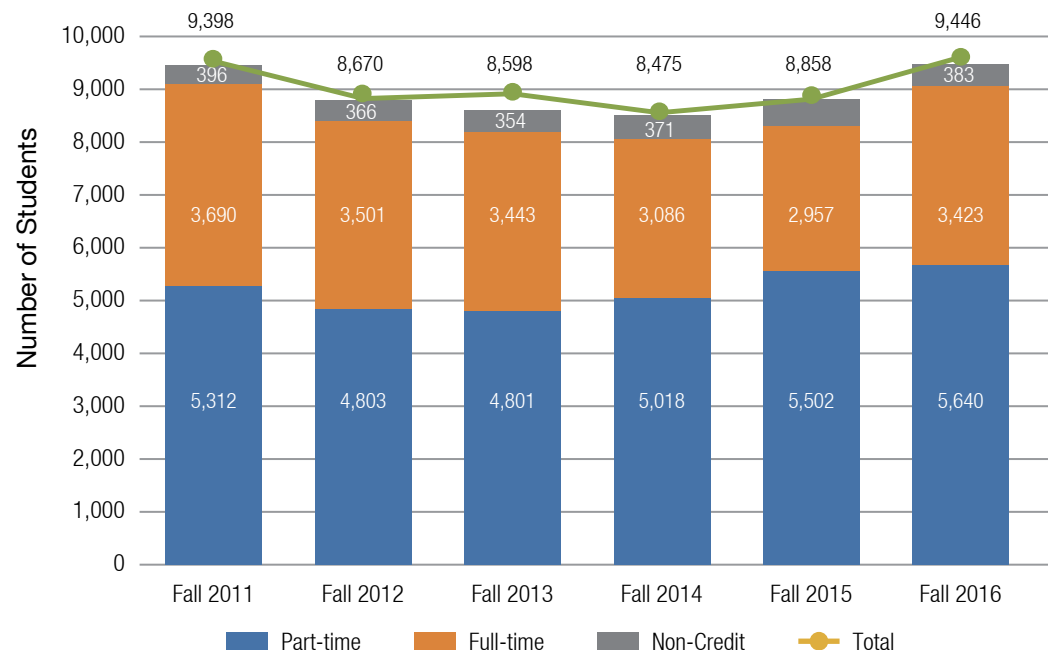
Student Headcount For Fall Terms by Enrollment Status

Student Headcount for Fall Term by Part-Time, Full-Time, and Non-Credit Course Status

Student headcount was calculated for part-time, full-time, and non-credit students for fall terms between 2011 and 2016. The percent change in student headcount for fall terms by part-time, full-time, and non-credit status was also calculated (presented in the table on the next page). Fall 2016 saw the largest student headcount over the past six years at 9,446, with 59.6% (n = 5,640) of students enrolled part-time, compared to 36.3% (n = 3,423) full-time enrollees. The past two fall terms (Fall

2015 and Fall 2016) have seen an upward trend in enrollments, the most recent of which showed a 6.6% increase in headcount. See the graph below for all headcounts by student enrollment status and fall term, and the below table for percentages of student headcounts by course enrollment type. The next table presents the percent change values for each type of enrollment (i.e., part-time, full-time, non-credit) by fall term.

Student Headcount for Fall Term 2011 through 2015 by Part-Time, Full-Time, and Non-Credit Course Status



Source: Management Information Systems (MIS) data from CCCCO Data Mart.



Student Headcount by Enrollment Status

Percent of Students Enrolled by Headcount in Part-Time, Full-Time, and Non-Credit Courses by Fall Term, 2011-2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Part-Time	56.5%	55.4%	55.8%	59.2%	62.1%	59.6%
Full-Time	39.3%	40.4%	40.0%	36.4%	33.4%	36.3%
Non-Credit	4.2%	4.2%	4.1%	4.4%	4.5%	4.1%

Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Percent Change in Student Headcounts by Student Enrollment Status and Fall Term, 2011-2016

Percentage Change in Student Headcount by Credit Type				
<i>Fall Term Span</i>	<i>Part-Time</i>	<i>Full-Time</i>	<i>Non-Credit</i>	<i>Total % Change</i>
Fall 2011 to Fall 2012	-9.58%	-5.12%	-7.58%	-7.75%
Fall 2012 to Fall 2013	-0.04%	-1.66%	-3.28%	-0.83%
Fall 2013 to Fall 2014	4.52%	-10.37%	4.80%	-1.43%
Fall 2014 to Fall 2015	9.65%	-4.18%	7.55%	4.52%
Fall 2015 to Fall 2016	2.51%	15.76%	-4.00%	6.64%

Source: Management Information Systems (MIS) data from CCCCO Data Mart.



Student Unit Count

Student Unit Count by Fall Term

Trends in student unit count were examined by fall term between 2011 and 2016. Across all six years, the majority of students consistently took between 12 and 14.9 units (between 26.8% of students in Fall 2016 and 34.8% in Fall 2012). Student enrollment in non-credit courses remained fairly static across the years, ranging between 4.1% and

4.5%. An average of 9.9% of students took 15 or more units across the fall terms of 2011 through 2016, ranging from 9.2% in fall 2015 to 10.9% in Fall 2011. See the charts and table below for all percentages of student unit count by fall terms from 2011 to 2016.

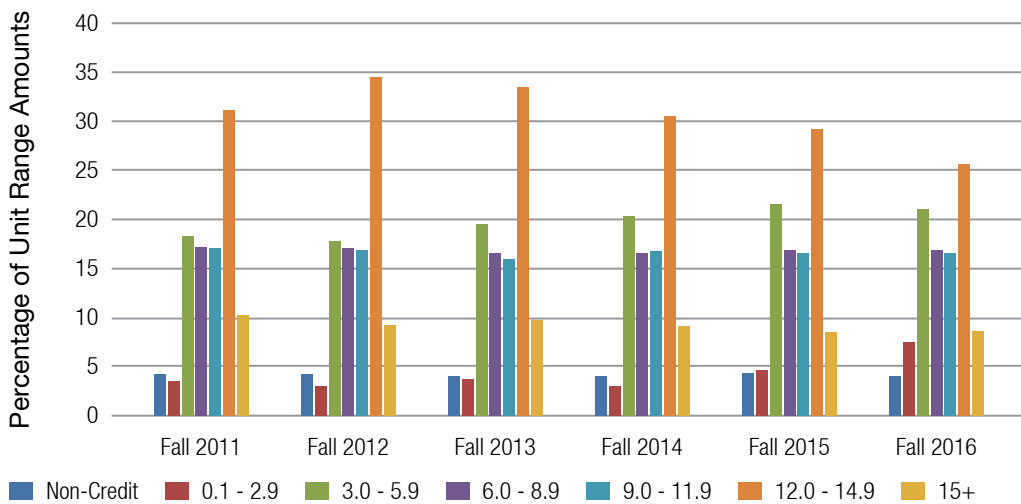
Student Unit Count by Fall Term, 2011 through 2016

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
<i>Unit Count</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Non-Credit	396	4.2%	366	4.2%	354	4.1%	371	4.4%	399	4.5%	383	4.1%
0.1 - 2.9	331	3.5%	281	3.2%	341	3.9%	312	3.7%	415	4.7%	719	7.6%
3.0 - 5.9	1,681	17.9%	1,492	17.2%	1,633	18.9%	1,833	21.6%	2,022	22.8%	2,110	22.3%
6.0 - 8.9	1,458	15.5%	1,359	15.7%	1,256	14.6%	1,241	14.6%	1,391	15.7%	1,475	15.6%
9.0 - 11.9	1,446	15.4%	1,305	15.1%	1,217	14.2%	1,261	14.9%	1,275	14.4%	1,336	14.1%
12.0 -14.9	3,065	32.6%	3,014	34.8%	2,888	33.6%	2,647	31.2%	2,539	28.7%	2,534	26.8%
15 +	1,021	10.9%	853	9.8%	909	10.6%	810	9.6%	817	9.2%	889	9.4%
Total	9,398	100%	8,670	100%	8,598	100%	8,475	100%	8,858	100%	9,446	100%

Source: Management Information Systems (MIS) data from CCCC DataMart.

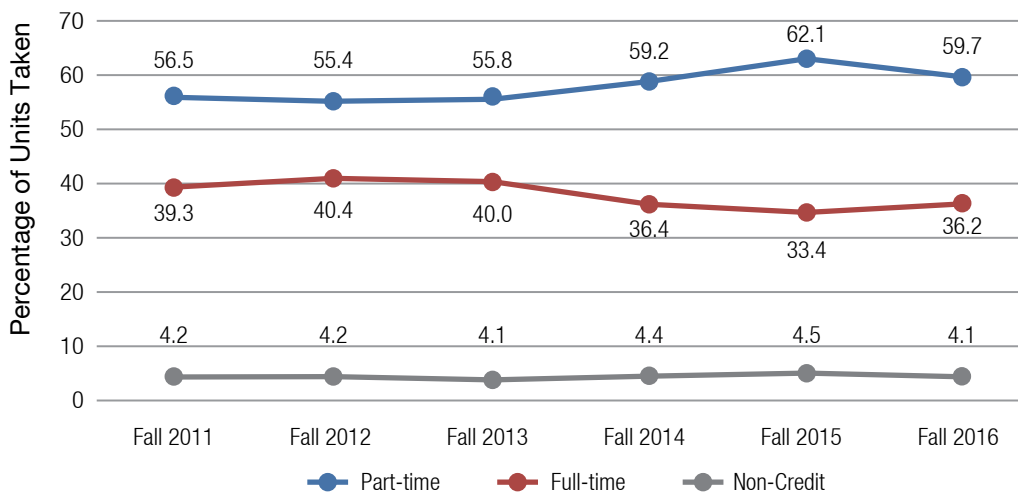


Trends in Student Unit Load by Fall Semester, 2011–2016



Source: Management Information Systems (MIS) data from CCCCO DataMart.

Student Unit Count by Fall Term, 2011 through 2016



NOTE: Part-time = 0.1 through 11.9 units; Full-time = 12 units and above
Source: Management Information Systems (MIS) data from CCCCO DataMart.



Student Unit Count by Enrollment Status

Student Unit Count by Part-Time, Full-Time, and Non-Credit Status

Student unit count is presented in the table below by fall term between 2011 and 2016. Enrollment in non-credit courses was fairly static across the time period of 2011 to 2016, with enrollments ranging between 4.1% and 4.5% (also mentioned above). The majority of students were enrolled in

part-time courses (defined as less than 12 units), with these enrollments ranging from 55.4% in fall 2012 to 62.1% in fall 2015. Students enrolled in full-time courses (defined as 12 or more units) ranged from 33.4% in 2015 to 40.4% in 2012.

Percent of Students Enrolled in Full-Time, Part-Time, and Non-Credit Courses by Fall Term, 2011-2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Part-Time	56.5%	55.4%	55.8%	59.2%	62.1%	59.7%
Full-Time	39.3%	40.4%	40.0%	36.4%	33.4%	36.2%
Non-Credit	4.2%	4.2%	4.1%	4.4%	4.5%	4.1%

Note: Part-time = 0.1 through 11.9 units; Full-time = 12 units and above.
Source: Management Information Systems (MIS) data from CCCC Data Mart.





Enrollment Status by Fall Term

Student enrollment status is defined on a semester-by-semester basis. Students are rendered first-time students, first-time transfer students, returning students, continuing students, uncollected/unreported, and special admit students (i.e., high school students enrolled in dual or concurrent enrollment courses). The table below presents counts of students by enrollment status for fall

terms between 2011 and 2016. The majority of students were continuing students, with fall 2016 seeing 5,608 (59.4%) continuing students, compared to only 1,769 (8.1%) first-time students and 1,670 (17.7%) special admit students, the two second largest student populations. See the table below for all counts by fall term.

Student Enrollment Status by Fall Term, 2011 through 2016

Enrollment Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
First-Time Student	138	1,584	1,463	1,601	1,278	1,769
First-Time Transfer Student	110	93	393	333	182	-
Returning Student	2,134	712	340	181	146	399
Continuing Student	6,560	5,917	5,571	5,581	6,564	5,608
Uncollected/Unreported	311	21	179	0	0	-
Special Admit Student	145	343	652	779	688	1,670
Total	9,398	8,670	8,598	8,475	8,858	9,446

Source: Management Information Systems (MIS) data from CCCCO Data Mart.





Shasta College Institution—Set Standards

Institution-set standards are required by federal regulations and for accreditation purposes. They are “standards of success with respect to student achievement in relation to the institution’s mission” (p. 27, *Manual for Institutional Self Evaluation*, 2015). These standards identify the minimum level of academic quality an institution is willing to accept in regards to specific student outcomes. These standards are not goals the institution is attempting to reach, but rather, they are a minimum level of performance with which the institution is satisfied. If the minimum level is not achieved, the institution must take specific actions to identify a level that is acceptable and achievable by the institution.

Standards are evaluated annually by the College Council, and were developed at Shasta College in 2013. Shasta College had originally identified the following standards: 70% successful course completion rate (defined as the number of students earning a C or better in a course, taken out of the total number of students enrolled at the end of the general enrollment period); 600 degree completions annually; 100 certificate completions annually; and 700 transfers to 4-year colleges or universities annually. These standards were most recently evaluated in February 2017, with two revisions. Please note that federal requirements mandate that degrees and certificates conferred and number of annual transfers must be represented in numerical form rather than by percentage.

The standards were evaluated and updated during the February 7, 2017, College Council meeting. The updates are as follows: The standard for number of transfers to 4-year colleges or universities was decreased from 700 to 600 students per academic year based on decreasing trends in the number of transfers over the past several years. Additionally, the initial standard of 700 was based

on a methodology that differed from the standard definition for “transfer” students outlined by the Chancellor’s Office. With this methodology, students who had ever attended Shasta College during the identified time frame and subsequently transferred to a 4-year college or university at any time in their life after attending Shasta College were identified as a Shasta College transfer student and included in the analysis. Finally, the standard for certificate completion was increased from 100 to 125 certificates conferred per academic year based on an increase in the number of certificates awarded over the past several academic years.

Standards for job placement rates in the career and technical education (CTE) field are set at 75%, with the examination pass rate set at 80% for programs in the health sciences department (i.e., nursing, dental hygiene). Finally, Fall 2016 saw the inception of an online bachelor’s degree program in Health Information Management, resulting in institution-set standards of an 80% examination pass rate and 80% course success rates.





Institution—Set Standards: College—Wide Student Achievement

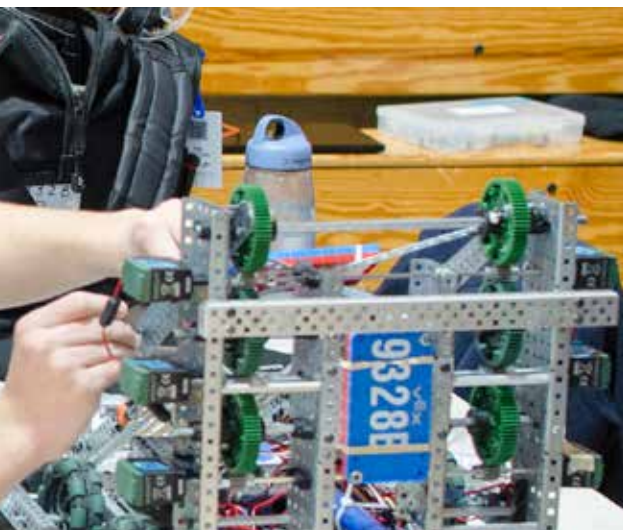
Institution-Set Standards of Successful Course Completion, Degree and Certificate Completion, and Transfers to 4-year College/University

Measure	Definition	Standard	2015-2016
Successful Course Completion Rate	Students earning a C or better, out of the total number of students enrolled at the end of general enrollment period; referred to as Course Success Rate or Course Completion Rate.	70%	72.79%*
Degree Completion	Number of degrees conferred annually	600	691
Certificate Completion	Number of certificates conferred annually	100**	305
Transfer to 4-year College or University	Number of students transferring to a 4-year college or university annually	700***	524

* Fall 2015 and Spring 2016 Course Completion/Success Rate averaged.

**Certificate completion standard was updated to 125 from 100 on 2/7/17.

***Transfers to 4-year colleges/universities standard was updated to 600 transfers per year from 700 on 2/7/17.





Institution—Set Standards: Course Completion Rates

Overall Course Completion Rates

Shasta College has an institution-set standard of a 70% course completion rate (also referred to as course success rate), defined as the number of students earning a grade of C or better divided by the total number of students enrolled at the end of the general enrollment period. Shasta College has met and exceeded this goal for all fall terms presented except Fall 2011, which saw a completion rate of 69.09%. Additionally, this was the only semester that Shasta College was below the state average.

The Shasta College course completion rate ranged from its lowest in Fall 2011 at 69.09% to its highest in Fall 2015 at 72.83%. Fall 2016 saw a completion rate of 72.52%, with the statewide rate at 70.43%. Overall, Shasta College saw an average course completion rate of 71.38% for the fall semesters of 2011 through 2016. The statewide average during this time frame was 69.59%. See the graph below.

Successful Course Completion Rates for Fall 2011-2016 Courses Compared to Statewide Rate and Institution-Set Standard



Course Completion Rate (also called Course Success Rate or Successful Course Completion Rate): The number of students successfully completing a course (Successful course completion = grade of C or better if graded) divided by the number of students enrolled when the general enrollment period ends.



Institution—Set Standards: Course Completion Rates by Two–Digit TOP Code

Course completion rates are presented for fall terms 2011 through 2016 by major program of study, or TOP Code, notated in parentheses in the table below. Overall, Shasta College had an average course completion rate of 71.38% for all fall courses between 2011 and 2016 (see the table below). Health had the highest course completion rates, ranging from 83.87% in Fall 2011 to 90.55% in Fall 2013, with an average course completion

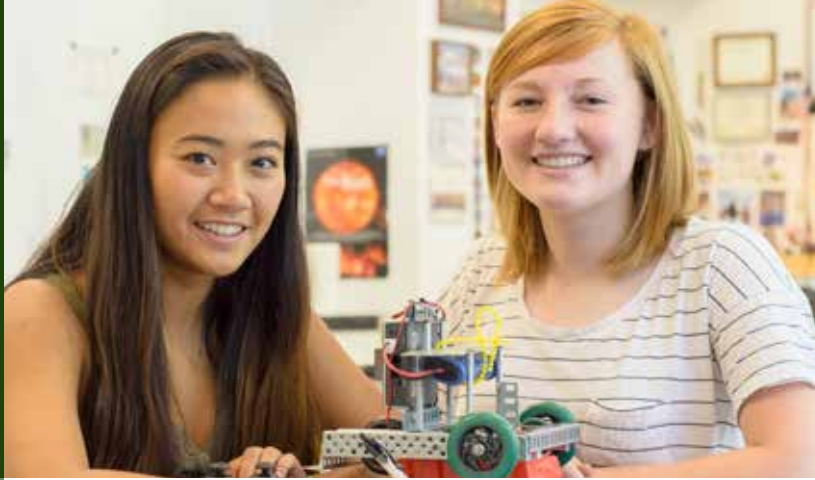
rate of 87.28%. Education had the next highest course completion rate average at 83.52%, with rates ranging from 79.91% in Fall 2016 to 85.65% in Fall 2012. See the table below for all course completion rates by TOP Code and fall semester, and the graph below for all average course completion rates by TOP code for fall courses between the years of 2011 and 2016.

Course Completion Rates by Two-Digit TOP Code for Fall Semesters 2011 through 2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Agriculture & Natural Resources (01)	75.88%	78.72%	78.02%	82.51%	80.12%	77.74%
Biological Science (04)	67.71%	68.92%	71.71%	73.12%	66.55%	62.01%
Business & Management (05)	66.95%	73.58%	72.10%	68.29%	78.04%	77.77%
Education (08)	83.32%	85.65%	84.29%	84.32%	83.64%	79.91%
Engineering & Industrial Technologies (09)	77.64%	75.92%	76.92%	76.31%	79.77%	77.07%
Environmental Sciences & Technologies (03)	77.73%	74.74%	73.15%	76.51%	75.00%	75.00%
Family & Consumer Sciences (13)	70.12%	74.92%	70.30%	69.96%	71.71%	71.53%
Fine & Applied Arts (10)	72.45%	77.88%	76.11%	76.94%	77.84%	78.44%
Foreign Language (11)	64.67%	78.43%	71.48%	68.96%	71.56%	69.72%
Health (12)	83.87%	86.08%	90.55%	88.30%	88.87%	86.03%
Humanities (Letters) (15)	67.25%	70.34%	68.69%	67.44%	68.97%	67.21%
Information Technology (07)	67.24%	75.70%	71.97%	72.14%	76.32%	78.96%
Interdisciplinary Studies (49)	68.78%	70.76%	70.21%	64.55%	72.40%	81.71%
Mathematics (17)	56.00%	60.67%	58.47%	60.98%	60.94%	61.79%
Media & Communications (06)	72.01%	69.72%	73.43%	69.92%	64.33%	69.96%
Physical Sciences (19)	68.32%	68.74%	68.33%	68.98%	69.54%	66.98%
Psychology (20)	68.23%	65.35%	64.76%	67.20%	68.65%	68.74%
Public & Protective Services (21)	72.20%	77.04%	75.94%	82.44%	75.38%	76.59%
Social Sciences (22)	66.82%	68.55%	69.78%	70.55%	72.62%	73.07%
College Total	69.09%	71.71%	70.91%	71.23%	72.83%	72.52%

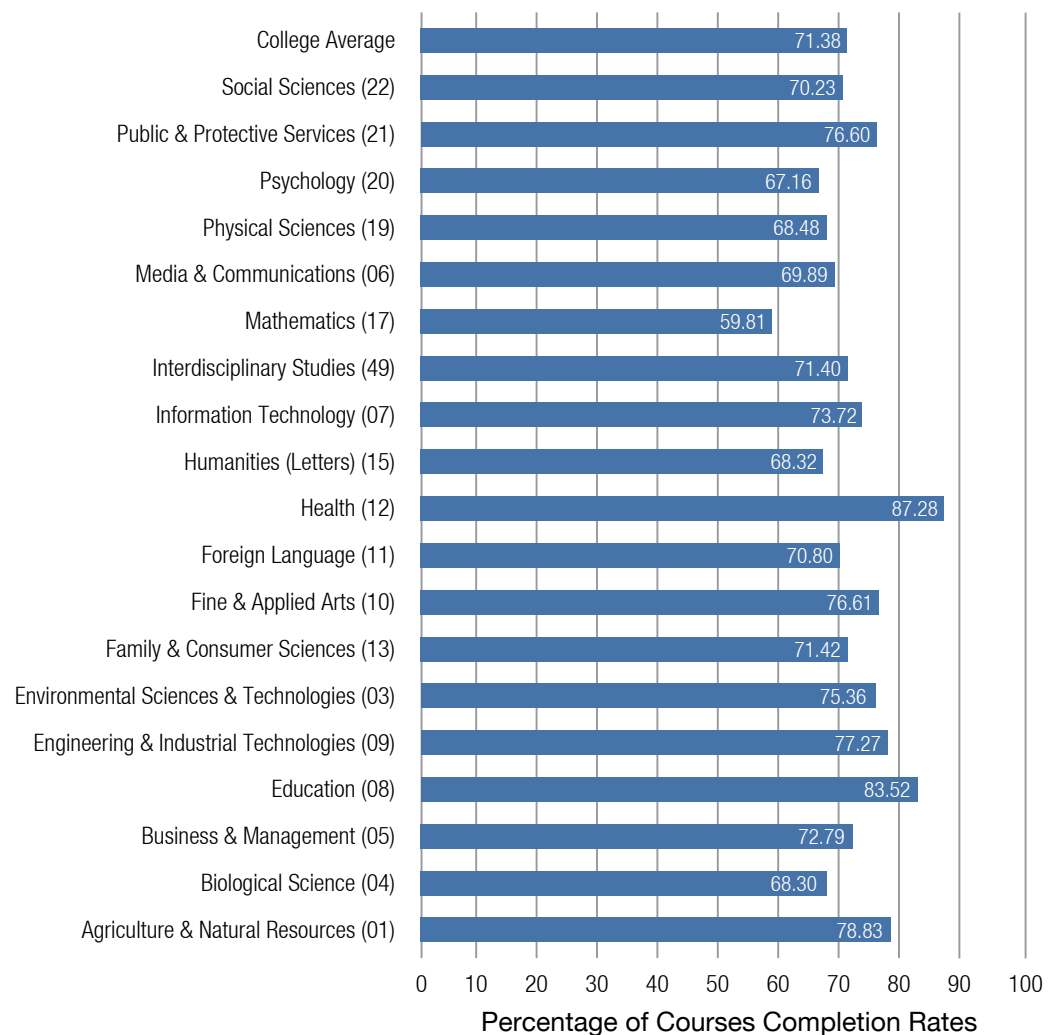
NOTE: The TOP Code is the number in parentheses. "College Total" is calculated by taking the total number of students successfully completing courses in each program divided by the total number of students taking courses.

Source: Management Information Systems (MIS) data from CCCCO Data Mart.



Institution—Set Standards: Course Completion Rates by Top Code

Average Course Completion Rates by TOP Code for Fall Courses, 2011 through 2016



NOTE: Average is different from "College Total" completion rate in that it averages all of the course completion rates instead of taking the actual number of successful completers out of the total number of students enrolled.
Source: Management Information Systems (MIS) data from CCCCO Data Mart.



Institution—Set Standards: Course Completion Rates by Race/Ethnicity

Students identifying as Asian had the highest course completion rates on average at 73.64% (see the graph below), with rates ranging from 68.28% in Fall 2011 to 78.10% in Fall 2015. Most recently in Fall 2016, Asian students had a completion rate of 73.12%, which is above the overall average for the College of 71.38%. Students identifying as African-American/Black had the lowest completion rate at 58.33% on average, followed by Pacific-Islanders at 59.80%. Most recently in Fall 2016, African-American/Black students had a completion rate of 60.40%, and Pacific Islanders had a completion rate of 54.02%. Completion rates of students identifying as White, non-Hispanic averaged 72.72% and ranged from 70.82% in Fall 2011 to 74.16% in Fall 2015. Most recently, these students

had a completion rate of 73.89%. The overall course completion rate for the College across the fall terms of 2011 through 2016 was 71.35%. This is different from the average course completion rate of 71.38% in that the total course completion rate takes the total number of students successfully completing a course with a C or better and divides that number out of the total number of students enrolled. Alternatively, the average course completion rate is calculated by averaging all of the course completion rates for that specific variable (i.e., averaging all 2011 rates or all Multi-Ethnicity rates). See the table and graph below for all completion rates by student race/ethnicity and fall semester between 2011 and 2016.

Course Completion Rates by Race/Ethnicity for Fall Courses, 2011 through 2016

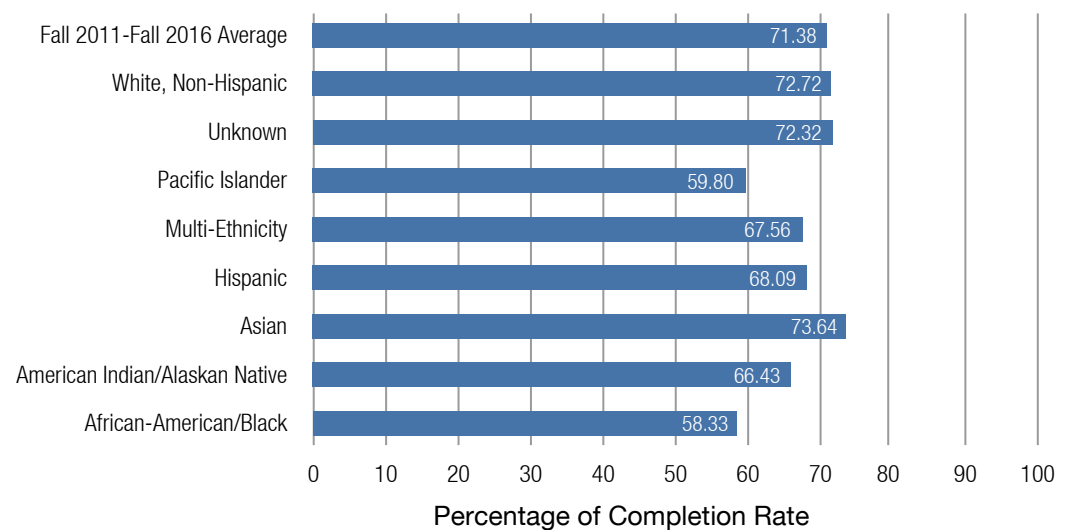
Race/Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Total
African-American/Black	54.88%	57.93%	51.33%	63.29%	62.16%	60.40%	58.30%
American Indian / Alaskan Native	63.59%	67.02%	68.20%	67.76%	67.87%	64.17%	66.29%
Asian	68.28%	75.61%	73.57%	73.19%	78.10%	73.12%	73.47%
Hispanic	64.10%	67.66%	69.41%	68.67%	68.94%	69.78%	68.19%
Multi-Ethnicity	63.15%	69.52%	65.23%	64.25%	70.81%	72.38%	67.96%
Pacific Islander	64.20%	62.20%	47.57%	61.18%	69.66%	54.02%	59.39%
Unknown	68.88%	73.41%	71.52%	73.42%	73.05%	73.65%	72.05%
White, Non-Hispanic	70.82%	72.86%	72.16%	72.43%	74.16%	73.89%	72.66%
College Total	69.09%	71.71%	70.91%	71.23%	72.83%	72.52%	71.35%

Source: Management Information Systems (MIS) data from CCCC Data Mart.



Institution—Set Standards: Course Completion Rates by Race/Ethnicity

Average Course Completion Rates by Race/Ethnicity for Fall Courses, 2011 through 2016



NOTE. Average is different from "College Total" completion rate in that it averages all of the course completion rates instead of taking the actual number of successful completers out of the total number of students enrolled.

Source: Management Information Systems (MIS) data from CCCCO Data Mart.





Institution—Set Standards: Course Completion Rates by Age Group

Course completion rate is presented below by student age group for fall semesters of 2011 through 2016, as is the overall course completion rate for each age group. Additionally, the average course completion rate for each age group is presented in the graph below. Overall, although students from the unknown age category had a higher average completion rate, a total of only 36 students were included in this category. Students under the age of 18 had the next highest completion rate at 80.95% on average, with overall completion rates ranging from 76.62% in Fall 2011 to 85.18% in Fall 2016.

Students 50 and older were the next most successful, with 78.39% of students in this age group successfully completing courses on average. Students age 18 and 19 had the lowest course completion rate on average of 68.18%, followed closely by students age 20 to 24 at 68.21% on average. See the table below for all course completion rates of students by age range and fall semester. See the graph for the average course completion rates by student age group for fall semesters 2011 through 2016.

Course Completion Rates by Age Group for Fall Semesters 2011 through 2016

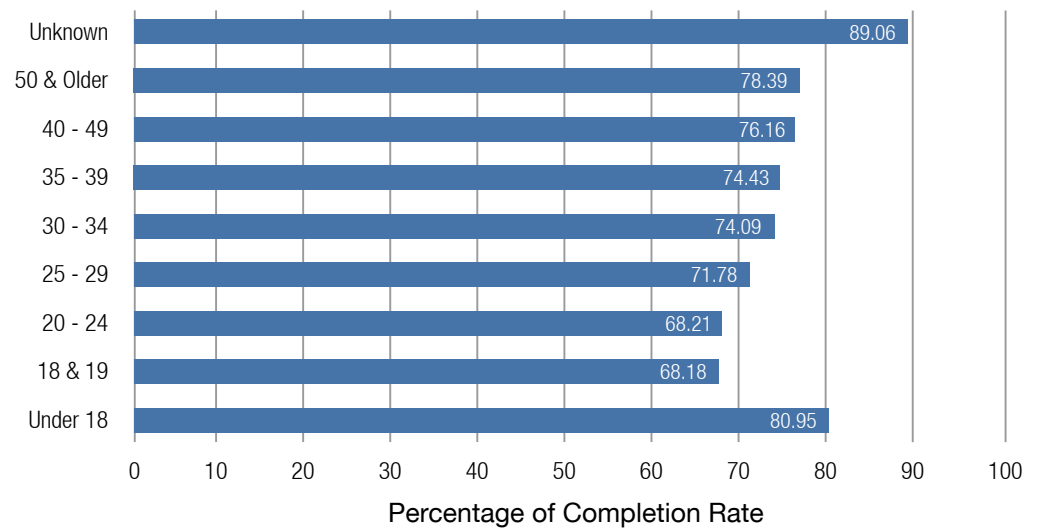
Age Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Total
1 to 17	76.62%	77.09%	77.98%	84.04%	84.81%	85.18%	82.44%
18 & 19	66.47%	68.70%	68.38%	68.00%	68.75%	68.79%	68.11%
20 to 24	66.40%	68.18%	67.75%	68.60%	70.52%	67.79%	68.15%
25 to 29	70.62%	74.03%	71.84%	72.08%	70.23%	71.88%	71.78%
30 to 34	72.15%	77.36%	75.20%	72.83%	73.76%	73.23%	74.07%
35 to 39	71.62%	74.60%	74.67%	74.31%	77.38%	74.01%	74.43%
40 to 49	74.35%	79.73%	76.22%	75.14%	75.55%	75.98%	76.22%
50 and older	78.89%	79.89%	77.62%	76.59%	79.83%	77.51%	78.41%
Unknown	100.00%	-	93.75%	62.50%	100.00%	-	88.89%
Total	69.09%	71.71%	70.91%	71.23%	72.83%	72.52%	71.35%

NOTE: Unknown: fall 2011 n = 4; fall 2013 n = 16; fall 2014 n = 8; fall 2015 n = 8.
Source: Management Information Systems (MIS) data from CCCC Data Mart.



Institution—Set Standards: Course Completion Rates by Age Group

**Average Course Completion Rate by Student Age Group for Fall Semesters
2011 through 2016**



NOTE: Average is different from "Total" completion rate in above table in that it averages all of the course completion rates instead of taking the actual number of completers out of the total number of students enrolled.

Source: Management Information Systems (MIS) data from CCCCO Data Mart.





Institution—Set Standards: Course Completion Rates by Gender

The table below displays percentages for student course completion rates by student gender for fall semesters of 2011 through 2016. The table also presents the overall course completion rate for each gender. The graph below presents the average course completion rate by student gender for fall semesters between 2011 and 2016. Overall, students with an undeclared gender demonstrated the highest course completion rate at 78.38% (n = 649 of 828 successfully completing a course between 2011 and 2016), with these students av-

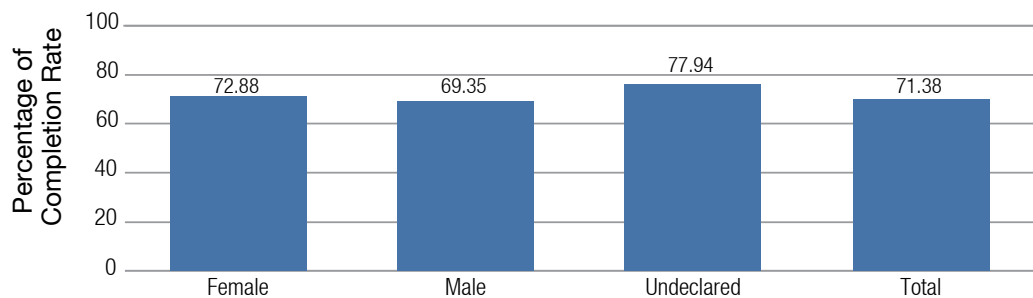
eraging a successful course completion rate of 77.94% between 2011 and 2016. Males had the lowest course completion rate overall at 69.27%, ranging from 66.18% in Fall 2011 to 71.39% in Fall 2016, and averaging 69.35% overall. Females had an average course completion rate of 72.88%, with a range of 71.39% in Fall 2011 to 74.43% in Fall 2015. See the table and graph below for all percentages by student gender and fall semester between 2011 and 2016.

Student Course Completion Rate by Gender for Fall Semesters between 2011 and 2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Total
Female	71.39%	73.64%	72.35%	72.18%	74.43%	73.31%	72.87%
Male	66.18%	69.13%	68.98%	69.98%	70.45%	71.39%	69.27%
Undeclared	74.45%	77.22%	82.42%	72.97%	85.45%	75.13%	78.38%
Total	69.09%	71.71%	70.91%	71.23%	72.83%	72.52%	71.35%

Source: Management Information Systems (MIS) data from CCCC Data Mart.

Average Course Completion Rate by Gender for Fall Semesters, 2011-2016



NOTE: Average is different from "Total" completion rate in above table as it averages all of the course completion rates instead of taking the actual number of completers out of the total number of students enrolled.

Source: Management Information Systems (MIS) data from CCCC Data Mart.



Institution—Set Standards: Degrees & Certificates Conferred

College Council discussed recent trends in degree and certificate completion, and identified updated institution-set standards for certificate completion at the February 7, 2017, meeting. The standard for certificate completion was updated to 125 from 100 certificates conferred per year based on an increase in certificates being awarded over the past several academic years. Because these standards are floors that the College does not want to see performance dip below, and not goals the College is attempting to reach, it was necessary to adjust this standard accordingly. The standard for degree completion remained at 600 degrees conferred per year.

Overall, Shasta College has awarded 3,505 degrees between the academic years of 2011-2012

and 2015-2016. This is an average of 701 degrees conferred annually, with a range of 670 degrees conferred in 2013-2014 to the highest number of 740 in 2012-2013. Overall, 1,526 certificates have been conferred within this same time period (2011-2012 through 2015-2016), with an average of 305 certificates conferred annually, and a range of 187 in 2012-2013 to 396 in 2014-2015.

Most recently, the 2015-2016 academic year saw 691 degrees and 342 certificates conferred, for a grand total of 1,033 awards conferred. The table and charts below display degrees conferred and not individual students; thus, students earning one or more degrees or certificates will be represented more than once.

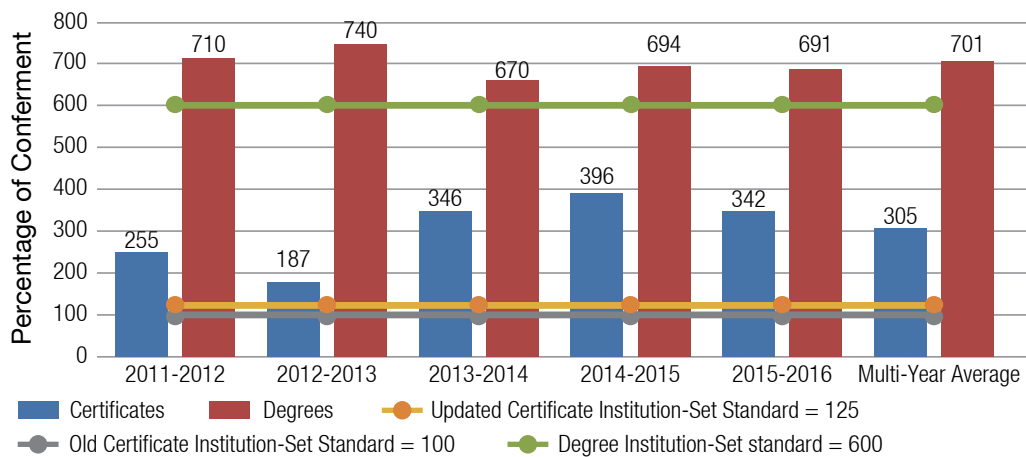
Degrees and Certificates Conferred between Academic Years of 2011-2012 through 2015-2016

Institution-Set Standard	Definition of the Measure	Institution-Set Standard	2011-12	2012-13	2013-14	2014-15	2015-16	Multi-Year Average
Degree Completion	Number of degrees conferred annually	600	710	740	670	694	691	701
Certificate Completion	Number of certificates earned that qualifies student for financial aid	100*	225	187	346	396	342	305

NOTE: Students are duplicated in this table. *Institution-set standard updated from 100 degrees conferred annually to 125 on 2/7/17.
Source: Management Information Systems (MIS) data from CCCCO Data Mart.



Shasta College Certificates and Degrees Conferred between 2011-2012 and 2015-2016



Note: Numbers in this graph represent duplicated students.
 Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Type of Degree and Certificate Awards Conferred by Academic Year, 2011-2012 through 2015-2016

Award Type	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Degrees						
Associate in Science for Transfer (A.S.-T)	-	18	35	71	61	185
Associate in Arts for Transfer (A.A.-T)	-	8	23	68	73	172
Associate of Arts (A.A.)	348	357	301	247	227	1,480
Associate of Science (A.S.)	362	357	311	308	330	1,668
Degrees Total	710	740	670	694	691	3,505
Certificates						
6 to <18 semester units	166	97	106	93	27	489
18 to <30 semester units	39	39	78	71	32	259
30 to <60 semester units	50	51	162	232	283	778
Certificates Total	255	187	346	396	342	1,526
Grand Total	965	927	1,016	1,090	1,033	5,031

Source: Management Information Systems (MIS) data from CCCCO Data Mart.



Institution—Set Standards: Degree & Certificate Recipients

In regards to degree and certificate recipients (which is different from degrees conferred in that "recipients" counts the actual number of students receiving awards whereas "awards conferred" counts the total number of awards granted) on average, 188 students earned a certificate each year between the years of 2011-2012 and 2015-2016, with 550 on average earning a degree. The table below identifies the type of award earned by student recipients (i.e., A.A. vs. A.S. degree, certi-

ates requiring specific semester units). The most recent academic year of 2015-2016 saw a total of 302 Associate of Science and 164 Associate of Arts degree recipients, and 29 students earning certificates requiring between 30 and less than 60 semester units. See the table below for additional numbers of award recipients by academic year.

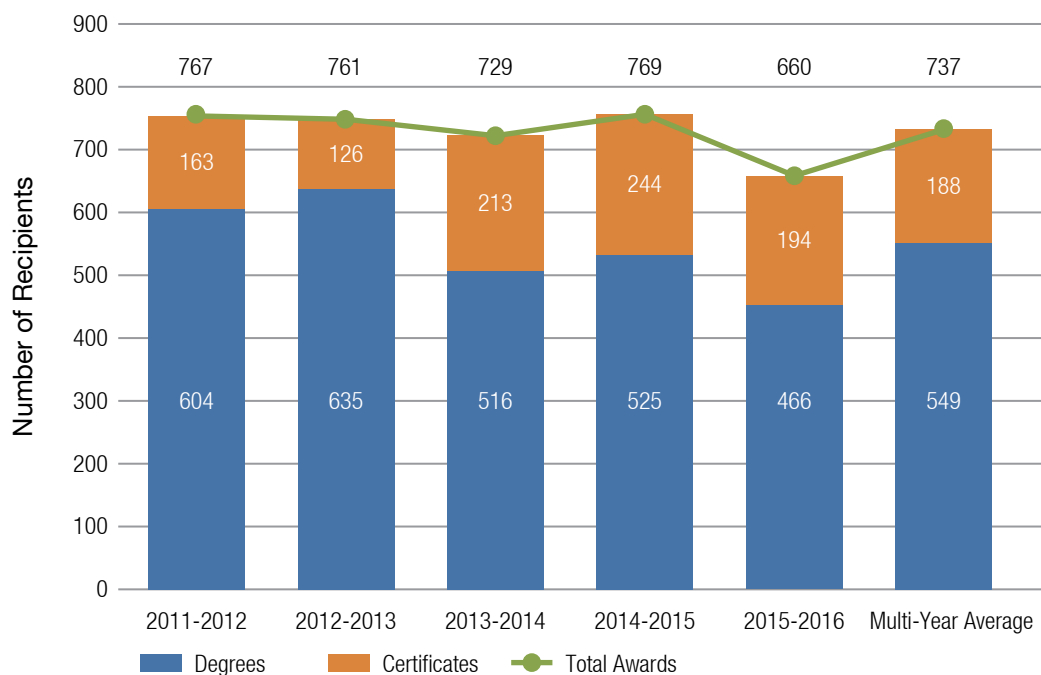
Type of Degree and Award Recipients (unduplicated) by Academic Year, 2011-2012 through 2015-2016

Award Type	2011-12	2012-13	2013-14	2014-15	2015-16	Total
<i>Degrees</i>						
Associate of Arts (A.A.)	306	333	248	234	164	257
Associate of Science (A.S.)	298	302	268	291	302	293
<i>Degrees Total</i>	604	635	516	525	466	550
<i>Certificates</i>						
6 to <18 semester units	109	68	61	39	15	58
18 to <30 semester units	27	27	57	60	150	90
30 to <60 semester units	27	31	95	145	29	40
<i>Certificates Total</i>	163	126	213	244	194	188
<i>Grand Total</i>	767	761	729	769	660	739

Source: Internal Management Information System (MIS) data.



Shasta College Degree and Certificate Recipients between 2011-2012 and 2015-2016



NOTE: Students are unduplicated in this table.
No institution-set standard noted for degree and certificate recipients as the standard is specific to degrees and certificates conferred rather than the number of students earning an award.
Source: Internal Management Information System (MIS) data.





Institution—Set Standards: Degree & Certificate Recipients by Race/Ethnicity

Students identifying as White were the overwhelming majority of award recipients, regardless of academic year. The overall percentage of White students earning degrees ranged from 70.82% in 2015-2016 to 77.37% in 2013-2014. In terms of certificates, the percentage of White students earning any type of certificate ranged from

69.39% in 2014-2015 to 82.10% in 2011-2012. The most recent year of 2015-2016 saw an increase in Hispanic students earning degrees, from 10.82% in 2014-2015 to 12.02%. See the table below for all percentages of award recipients by race/ethnicity and academic year.

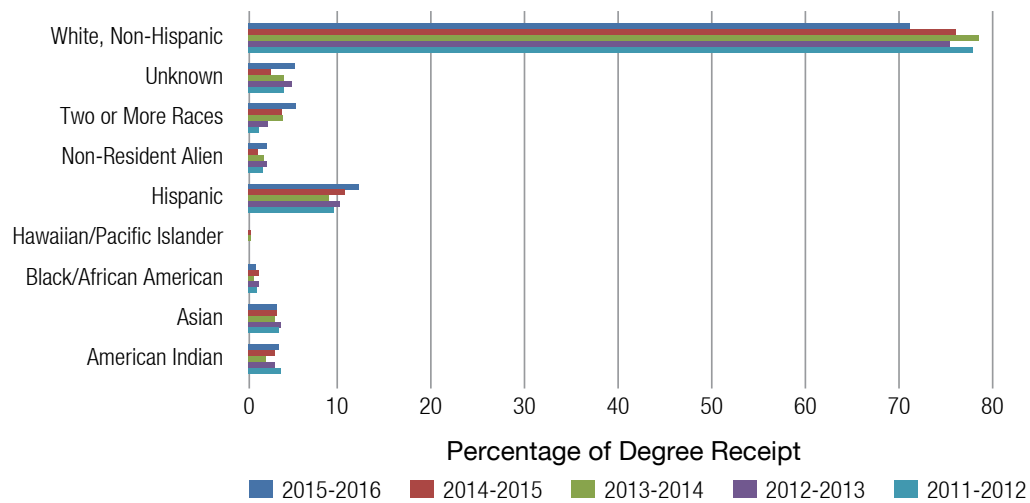
Student Race/Ethnicity by Award Type and Academic Year from 2011-2012 through 2015-2016

Award Type	2011-12	2012-13	2013-14	2014-15	2015-16
Degrees					
American Indian	3.49%	2.82%	1.93%	2.85%	3.00%
Asian	3.16%	3.44%	2.71%	2.85%	2.79%
Black or African American	0.66%	0.94%	0.39%	0.95%	0.43%
Hawaiian/Pacific Islander	0.17%	0.00%	0.19%	0.19%	0.00%
Hispanic	9.30%	9.70%	8.90%	10.82%	12.02%
Non-Resident Alien	1.33%	1.72%	1.35%	0.95%	1.72%
Two or More Races	1.16%	2.03%	3.48%	3.42%	4.72%
Unknown	3.65%	4.07%	3.68%	2.47%	4.51%
White	77.08%	75.27%	77.37%	75.52%	70.82%
Certificates					
American Indian	2.47%	2.34%	3.76%	4.08%	1.55%
Asian	1.23%	3.13%	2.35%	4.49%	3.09%
Black or African American	1.23%	0.78%	1.41%	0.41%	0.52%
Hawaiian/Pacific Islander	0.00%	0.00%	0.00%	0.41%	0.52%
Hispanic	6.17%	9.38%	9.39%	12.24%	12.37%
Non-Resident Alien	3.09%	0.00%	1.41%	3.27%	5.15%
Two or More Races	1.23%	2.34%	4.69%	3.27%	5.67%
Unknown	2.47%	3.13%	5.63%	2.45%	1.55%
White	82.10%	78.91%	71.36%	69.39%	69.59%

Source: Internal Management Information System (MIS) data.

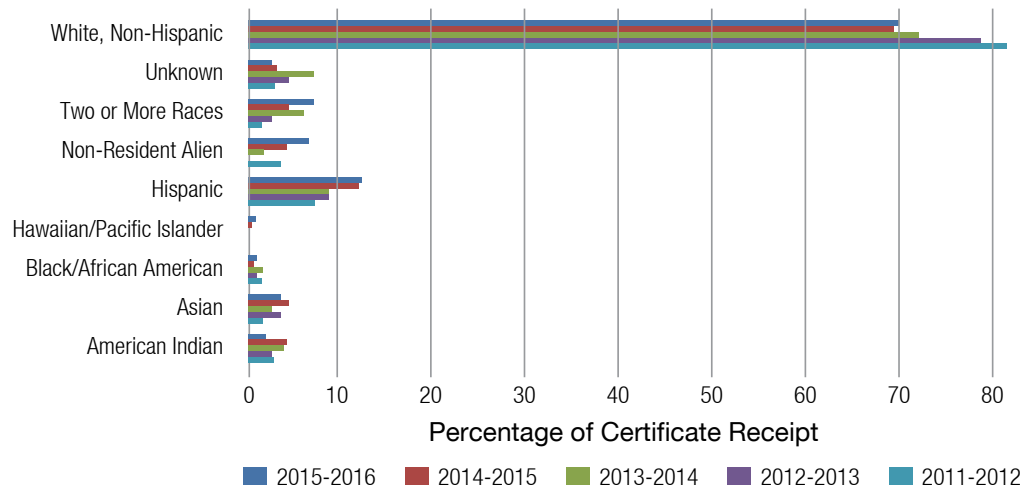


Trends in Degree Recipients by Race/Ethnicity between 2011-2012 and 2015-2016



Note. Numbers in this graph represent duplicated students.
Source: Management Information Systems (MIS) data from CCCCO Data Mart.

Trends in Certificate Recipients by Race/Ethnicity between 2011-2012 and 2015-2016



Note. Numbers in this graph represent duplicated students.
Source: Management Information Systems (MIS) data from CCCCO Data Mart.



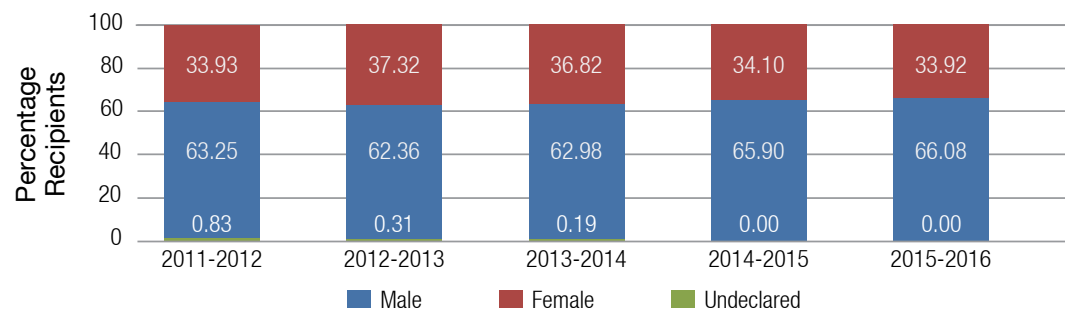
Institution—Set Standards: Degree & Certificate Recipients by Gender

Gender by Award Type

Females made up the majority of the degree recipients across all years, with 66.08% of degree recipients being female in 2015-2016 compared to 33.92% being male (0% were students with an undeclared gender). The percentage of female degree recipients ranged from 62.36% in 2012-2013

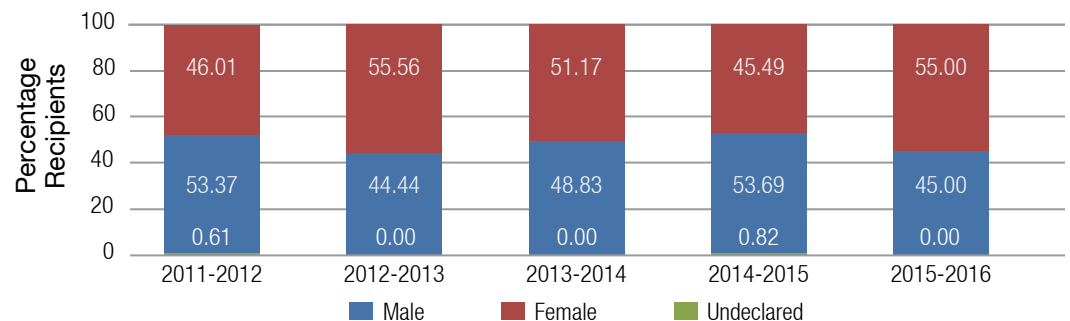
to its highest of 66.08% in 2015-2016. In regards to certificate recipients, males were the predominant recipient at 55% in 2015-2016, whereas females were the majority at 53.69% in 2014-2015. See the graphs below for all percentages of award recipients by gender and academic year.

Trends in Degree Recipients by Student Gender, 2011-2012 through 2015-2016



Source: Internal Management Information System (MIS) data.

Trends in Certificate Recipients by Student Gender, 2011-2012 through 2015-2016



Source: Internal Management Information System (MIS) data.



Institution–Set Standards: Degree & Certificate Recipients by Age Group

Students between the ages of 20 and 24 made up the largest percentage of certificate recipients in 2015-2016 at 47.5% (n = 38), 2014-2015 at 47.13% (n = 115), and 2013-2014 at 38.97% (n = 83). Students between the ages of 25 to 29 were the largest group of certificate recipients in 2012-2013 at 22.22%, followed closely by 30 to 34-year-olds at 21.43%. In 2011-2012, 30 to 34 year olds made up 22.09% of all certificate recipients.

In regards to degrees, again, students between the ages of 20 and 24 made up the majority of recipients at 45.87% in 2015-2016 and 41.14% in 2014-2015. In 2011-2012, 45.2% of degree recipients were 25 to 29-year-olds, with 2012-2013 seeing 33.54% of this same age group earn degrees. See the table below for all award recipients by age group and academic year.

Trends in Degree Recipients by Student Age, 2011-2012 through 2015-2016

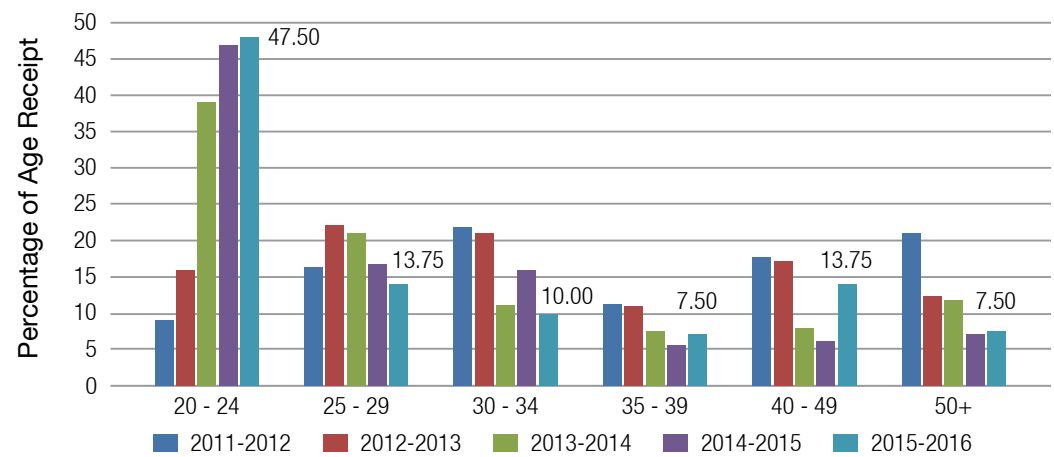
	2011-12	2012-13	2013-14	2014-15	2015-16
Degrees					
20 to 24	9.20%	15.87%	38.97%	47.13%	47.50%
25 to 29	16.56%	22.22%	21.13%	16.80%	13.75%
30 to 34	22.09%	21.43%	11.74%	15.98%	10.00%
35 to 39	12.27%	11.11%	7.51%	5.74%	7.50%
40 to 49	17.79%	16.67%	8.45%	6.97%	13.75%
50 and over	22.09%	12.70%	12.21%	7.38%	7.50%
Certificates					
19 or less	0.00%	0.00%	0.00%	0.00%	0.70%
20 to 24	7.45%	21.89%	27.91%	41.14%	45.87%
25 to 29	45.20%	33.54%	28.88%	20.38%	21.27%
30 to 34	19.37%	14.17%	14.34%	14.29%	12.30%
35 to 39	7.95%	11.34%	11.05%	6.67%	7.38%
40 to 49	10.60%	11.02%	9.88%	10.67%	6.85%
50 and over	9.44%	8.03%	7.95%	6.86%	5.62%

Source: Internal Management Information System (MIS) data.



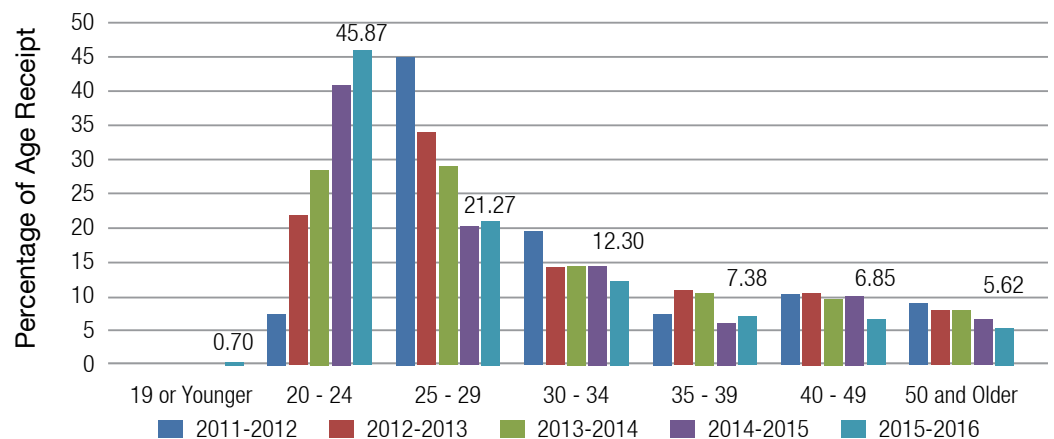
Institution—Set Standards: Degree & Certificate Recipients by Age Group continued

Trends in Degree Recipients by Age Range, 2011-2012 through 2015-2016



Source: Internal Management Information System (MIS) data.

Trends in Certificate Recipients by Age Range, 2011-2012 through 2015-2016



Source: Internal Management Information System (MIS) data.



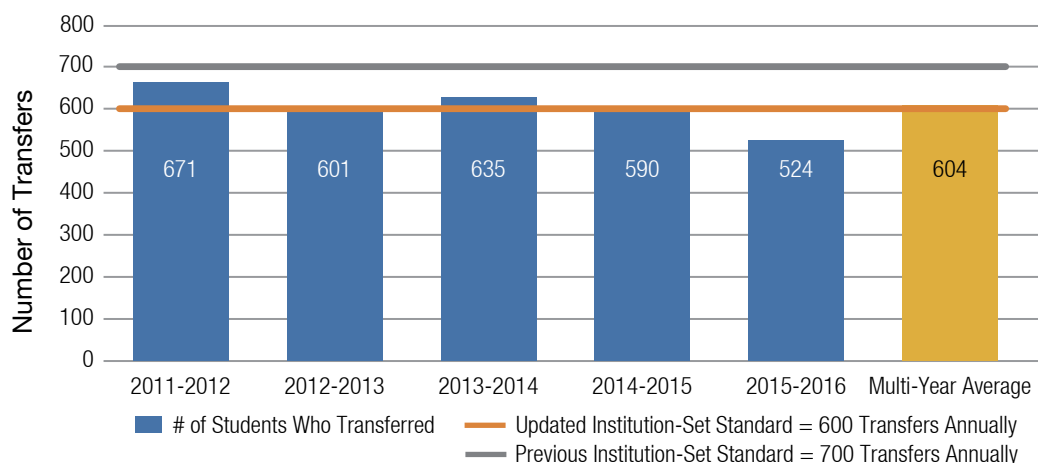
Institution–Set Standards: Transfers to 4–year Colleges/Universities by College Type

College Council discussed student transfer behavioral patterns over the past several years during the February 7, 2017, meeting. Based on the Council's evaluation and past data showing downward trends in transfer rates, the institution-set standard for transfers to 4-year colleges or universities was decreased to 600 from 700. Again, because these standards are floors that we do not want to see performance dip below rather than goals we are attempting to reach, it was necessary to adjust this standard accordingly. Additionally, the standard of 700 was based on a methodology that differed from the standard transfer definitions delineated by the Chancellor's Office, which led to the inclusion of any student who had ever attended Shasta College and subsequently enrolled in a 4-year college or university.

Shasta College saw an average of 604 transfers between the academic years of 2011-2012 and 2015-2016, with transfers ranging from their lowest of 524 in 2015-2016 to their highest of 671 in 2011-2012. See the chart below.

Transfers to Universities of California ranged from 44 in 2012-2013 to 55 in 2013-2014, with transfers to California State Universities ranging from 315 in 2012-2013 to 352 in 2011-2012. Student transfers to in-state-private universities ranged from 58 in 2015-2016 to 130 in 2011-2012, and transfers to out-of-state universities ranged from 108 in 2014-2015 to 149 in 2015-2016. See the chart below.

Number of Students who Transferred to a 4-year College or University between Academic Years of 2011-2012 and 2015-2016

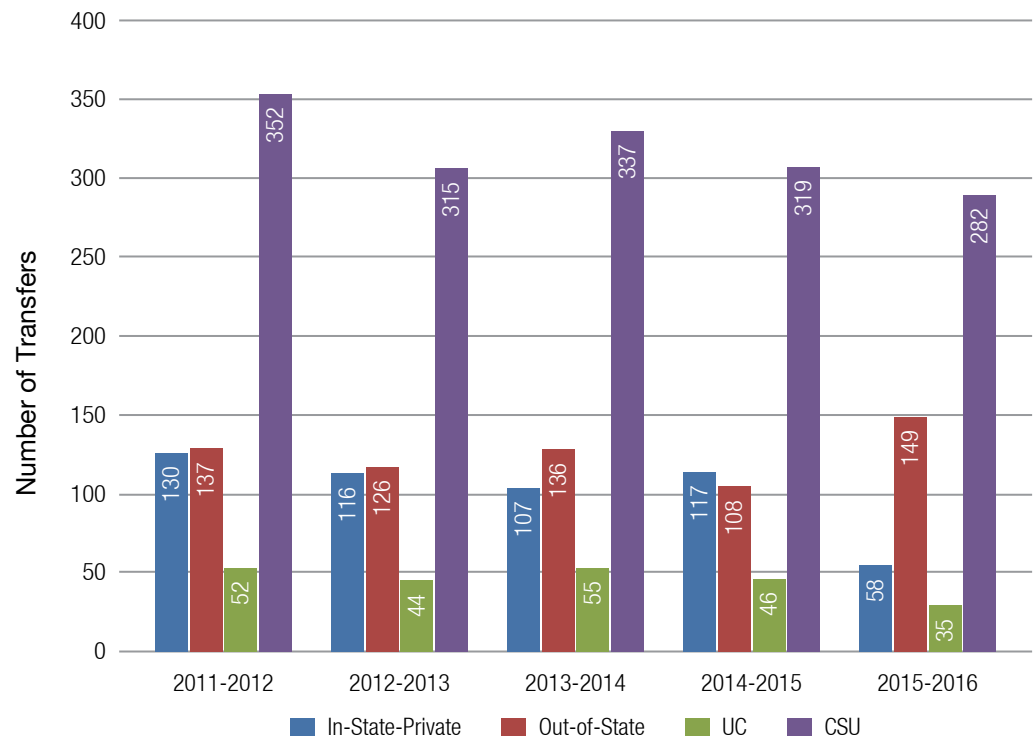


Source: Internal Management Information System (MIS) data.



Institution—Set Standards: Transfers to 4-Year Colleges/Universities by College Type

Shasta College Student Transfers to 4-year Colleges/Universities by Type of College/University between 2011-2012 and 2015-2016



Source: In-state private and out-of-state from Management Information Systems (MIS) data from CCCCO DataMart. CSUs: <http://asd.calstate.edu/ccs/Summary-Year.asp> and <http://www.calstate.edu/as/ccct/index.shtml> and for UCs: <https://www.universityofcalifornia.edu/infocenter/admissions-source-school> for UCs.





Institution—Set Standards: Programmatic Student Achievement – Career and Technical Education (CTE) Job Placement Rates

Programmatic Student Achievement-Career and Technical Education (CTE) Job Placement Rates, 2011-2012 through 2014-2015

Job placement rates are presented below for Career and Technical Education (CTE) programs. For every CTE program for the years of 2011-2012 through 2013-2014, job placement rates are defined as the number of students who are employed in the year following completion of a certificate program or degree, over all certificate program or degree completers. For 2014-2015, job placement rate was defined as a student employed in the year after graduation out of the total number of students in the labor field. Data is collected through surveying graduates a year after they leave the college, and not all graduates respond to the surveys. Thus, the responses below represent only those graduates who responded to the survey, indicating their employment information.

The table below presents the institution-set standard for each CTE program (75%) and the job placement rate for the years of 2011-2012 through 2014-2015. These rates are based on actual responses to the surveys sent to graduates. Job placement rate calculations for 2014-2015 are based on the rate of students employed in the field divided by those in the labor force (defined by the Bureau of Labor Statistics as having a job or actively seeking a job).

Most recently, 100% of students who earned a degree or certificate in Information Technology in 2014-2015 and responded to the CTE Outcomes

Survey conducted by Santa Rosa Junior College had found jobs within their area of study, up from 50% the previous year (based on an internal survey of CTE graduates). Students in the Health field were also successful in finding jobs in their area of study, with 100% of 2014-2015 graduates who responded to the survey employed in their field, up from 90% in 2013-2014. Students in the Public and Protective Services met the institution-set standard of 75% across all four academic years presented, ranging from 84.4% employment rate in 2012-2013 to 89.2% in 2013-2014. Health had a similar trend, ranging from its lowest at 79% in 2011-2012 to its highest in 2014-2015 at 100%, averaging 89.8% of its students getting jobs in their field of study. Job placement rates in Agriculture and Natural Resources were below the institution-set standard for the years of 2011-2012 through 2013-2014, with an average job placement rate of 66.9%. In 2011-2012, 71% of the graduates from Agriculture and Natural Resources became employed in their field, whereas only 56.67% of graduates in 2013-2014 got jobs in their field. In 2014-2015, the standard was met, with 77.8% of these graduates becoming employed in their field. See the table below for all job placement rates by CTE Program Area between 2011-2012 and 2014-2015. See the graph for average job placement rates between 2011-2012 and 2014-2015 by CTE program area.



Institution—Set Standards: CTE Job Placement Rates

CTE Job Placement Rates from Surveyed Graduates from 2011-2012 through 2014-2015

Career & Technical Education (CTE) Program Area	Institution Set Standard	2011-12	2012-13	2013-14	2014-15*
Agriculture & Natural Resources	75%	71%	62.5%	56.67%	77.8%
Business & Management	75%	74%	71.8%	69.8%	72.4%
Information Technology	75%	--	--	50%	100%
Engineering & Industrial Technologies	75%	--	--	66%	87.5%
Health	75%	79%	90%	90%	100%
Family & Consumer Sciences	75%	71%	78.7%	80%	85.7%
Public & Protective Services	75%	86%	84.4%	89.2%	87.5%

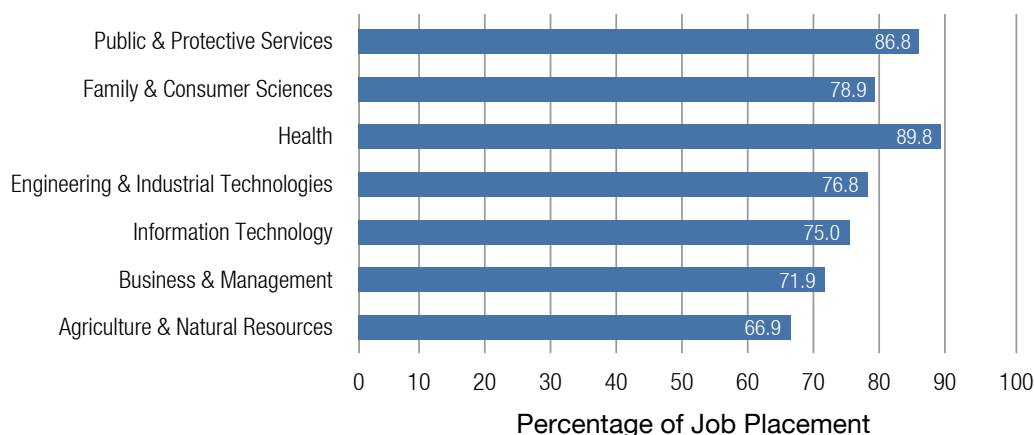
NOTE. 2011-12 data is from 2014 ACCJC report (excludes categories of Engineering and Industrial Technologies and Information Technology); 2012-13 data is from 2015 ACCJC report (excludes categories of Engineering and Industrial Technologies and Information Technology); and 2013-14 data is from 2016 ACCJC report. The 2014 and 2015 data is from the Shasta College CTE Internal Survey; 2016 used Perkins data due to no CTE Internal Survey.

*Most recent data (2014-15) was from the CTE Outcomes Survey conducted by Santa Rosa Junior College.

These job placement rates are calculated based on the rate of those students who are employed in the field divided by those who are in the labor force (defined by the Bureau of Labor Statistics as either having a job or actively seeking a job).

Original Definition: For every CTE program: The number of students who are employed in the year following completion of a certificate program or degree, over all certificate program or degree completers.

Average Job Placement Rates for CTE Graduates between 2011-2012 and 2014-2015



NOTE. 2011-12 data is from 2014 ACCJC report (excludes categories of Engineering and Industrial Technologies and Information Technology); 2012-13 data is from 2015 ACCJC report (excludes categories of Engineering and Industrial Technologies and Information Technology); and 2013-14 data is from 2016 ACCJC report. The 2014 and 2015 data is from the Shasta College CTE Internal Survey; 2016 used Perkins data due to no CTE Internal Survey.



Institution—Set Standards: Licensure Exam Pass Rates

Licensure Examination Pass Rates, 2011-2012 through 2014-2015

Shasta College has four health sciences programs that require graduates to pass licensure examinations prior to being able to work in their field of study. Shasta College has an institution-set standard of 80% of health sciences program graduates to successfully pass their respective licensure examinations. The examination pass rate is calculated by taking the total number of students who passed the licensure examination over all of the students who took the examination. Data is collected by the Health Sciences Dean and the program directors for the Nurse Aide and Dental Hygiene programs; data for passage of the Licensed Vocational Nursing program and the Associate Degree of Nursing program exam rates are collected from their respective websites.

The average examination pass rate for the Associate Degree of Nursing is 90.33% across the years of 2011-2012 through 2014-2015, ranging from

its lowest at 84.91% in 2014-2015 to its highest at 96.30% in 2013-2014. The Nurse Aide examination pass rate and the Dental Hygiene pass rate is consistently at 100% across the four academic year span. In 2014-2015, the Licensed Vocational Nursing examination pass rate was below the institution-set standard, at 55%; however, despite many of these students not passing the exam on the first attempt, they all reportedly passed on later attempts. Additionally, programmatic changes were implemented to address this poor pass rate and to ensure that students have the necessary tools to successfully complete the examinations. Some of these changes included teaching students aspects of computerized testing in preparation for the examination and supporting the students in learning these techniques. See the table below for all examination pass rates for health sciences programs by academic year.

Licensure Examination Pass Rates for Program Graduates, 2011-2012 through 2014-2015

Institution-Set Standard	Institution-Set Standard	2011-12	2012-13	2013-14	2014-15	Multi-Year Average
Associate Degree Nursing	80%	92.31%	87.80%	96.30%	84.91%	90.33%
Nurse Aide	80%	100.0%	100.0%	100.0%	100.0%	100.0%
Licensed Vocational Nursing	80%	100.0%	85.0%	**	55.0%*	80.0%
Dental Hygiene	80%	100.0%	100.0%	100.0%	100.0%	100.0%

NOTE. LVN and ADN (RN) data is from their respective websites; Nurse Aide and Dental Hygiene data is collected and reported internally.
 *2015; **None during this time period; the LVN program is a 3-semester program, therefore will only have exam pass rates every other year.
 Definition of the measure: For every CTE program in which students must pass a licensure examination in order to work in their field of study: The number of students who passed the licensure examination over all who took the examination.



Institution—Set Standards: Health Information Management Program Standards

Institution-Set Standards for Health Information Management (HIM) Bachelors Program

The Health Information Management (HIM) Bachelors of Science Degree began in Fall 2016. Course Completion Rates for Fall 2016 were available for publishing, however examination pass rates were not as students had not yet graduated the program. The table below displays the definitions and the identified institution-set standards

for the HIM program. A second table displays the course completion and retention rates, section FTES, and course enrollment numbers for Fall 2016 Health Information Management program courses. The graph shows HIM Program Fall 2016 course completion and retention rates by course.

Health Information Management Program Institution Set Standards

Institution-Set Standard	Definition of Institution-set Standard	Standard
Course Completion Rate	Grade of C or better if graded, over the number of students enrolled when the general enrollment period ends.	80.0%
Examination Pass Rate	The number of students who passed the licensure examination over all who took the examination.	80.0%

Source: Management Information Systems (MIS) data from CCCC DataMart.

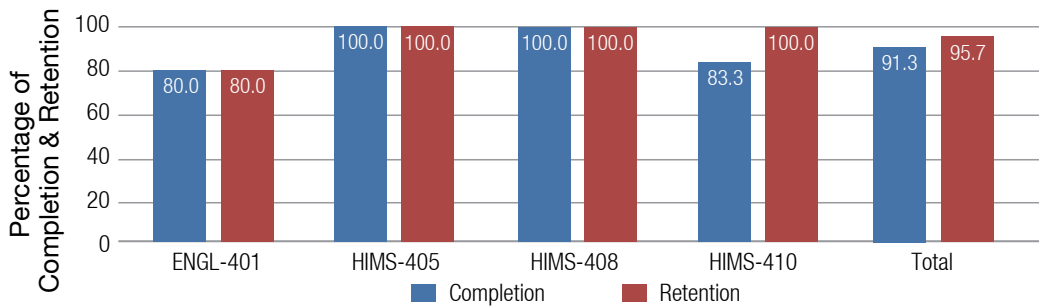
Health Information Management Program Fall 2016 Course Completion Rates, Retention Rates, and Course Enrollment

	ENGL-401	HIMS-405	HIMS-408	HIMS-410	Total
Completion	80.0%	100.0%	100.0%	83.3%	91.3%
Retention	80.0%	100.0%	100.0%	100.0%	95.7%
Enrollment	5	6	6	6	23

Source: Management Information Systems (MIS) data from CCCC DataMart.



Health Information Management Program Fall 2016 Course Completion and Retention Rates



Source: Management Information Systems (MIS) data from CCCCO DataMart.

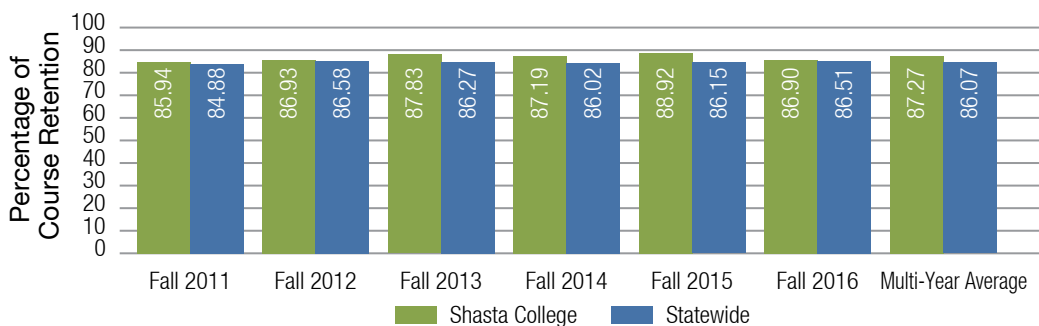
Additional Student Outcomes: Retention Rates

Course Retention Rates

Course retention rates are presented by fall term in the graph below alongside overall statewide retention rates. Shasta College displayed slightly higher retention rates than the statewide retention rate across all fall terms between 2011 and 2016. Shasta College's retention rate ranged from 85.94% in

Fall 2011 to 88.92% in Fall 2015. The overall retention rate for Shasta College for fall semesters between 2011 and 2016 was 87.27%, whereas the overall statewide retention rate was slightly lower at 86.07%. See the graph below for all retention rates by fall term.

Student Course Retention Rate for Fall Semesters between 2011 and 2016



Source: Management Information Systems (MIS) data from CCCCO DataMart.
Retention rates are comprised of the number of enrollments with grade of A, B, C, D, F, P, NP, I, IPP, INP, FW.



Retention Rates by Two-Digit TOP Code

Retention Rates by Two-Digit TOP Code for Fall Semesters 2011 through 2016

Retention rates are presented in the table below by two-digit program TOP Code for students who were retained through fall semesters between 2011 and 2016. The graph displays the average retention rate for each program. Shasta College averaged a retention rate of 87.27% across fall terms between 2011 and 2016. Overall College retention rates, calculated by taking the number of students retained in each group out of the total number of students in each group, ranged from 85.94% in

Fall 2011 to 88.92% in Fall 2015. The Health program had an average retention rate of 93.07% for fall courses between 2011 and 2016, with overall retention rates ranging from 90.96% in Fall 2011 to its highest at 95.5% in Fall 2015. See the table below for all retention rates by program and fall term between 2011 and 2016, and the graph below that for the average retention rate for each program for fall terms from 2011 to 2016.

Course Retention Rates by Two-Digit TOP Code for Fall Semesters 2011 through 2016

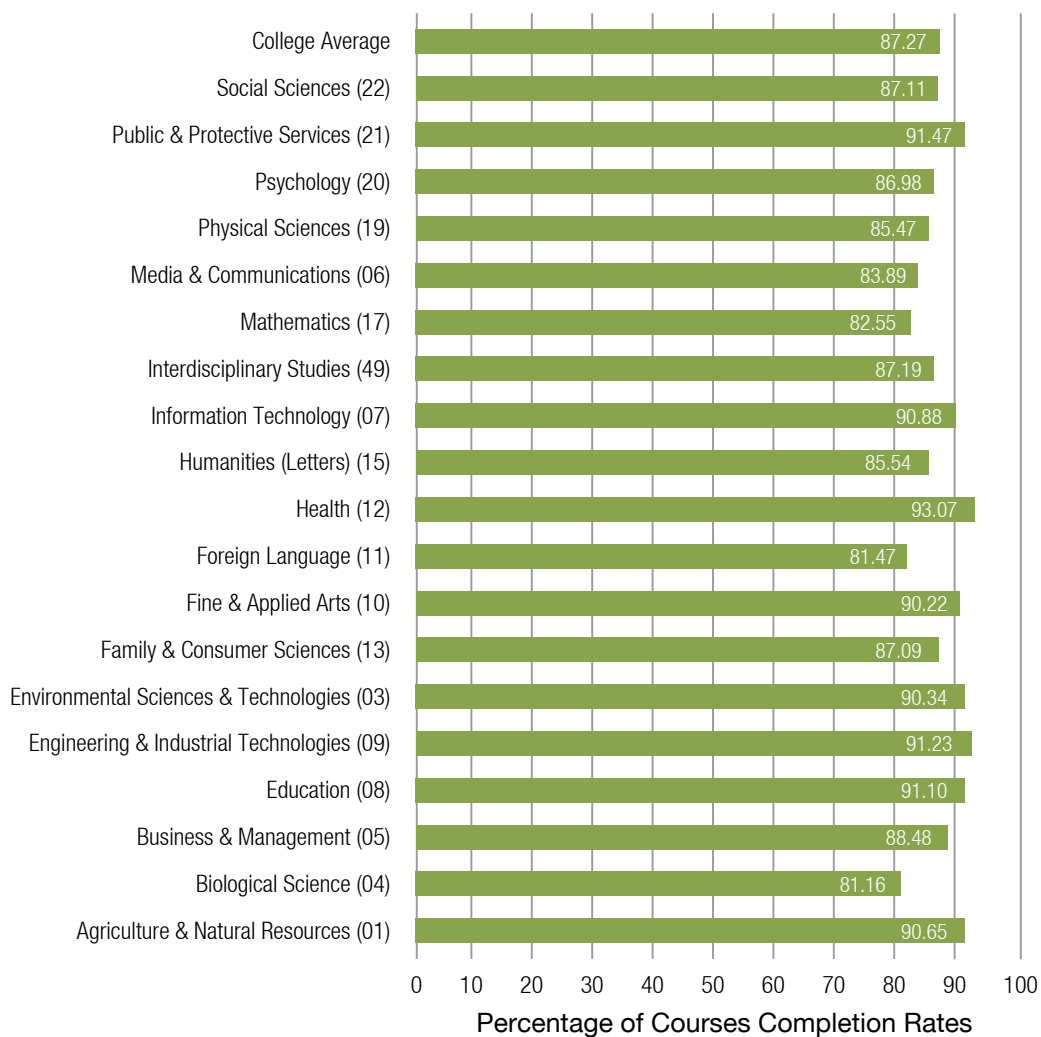
Program TOP Code	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Agriculture & Natural Resources (01)	89.61%	91.41%	90.86%	92.19%	91.57%	88.29%
Biological Science (04)	79.88%	82.13%	86.55%	84.21%	80.34%	73.86%
Business & Management (05)	84.82%	88.38%	89.19%	85.92%	92.01%	90.55%
Education (08)	90.92%	91.81%	92.07%	92.06%	90.74%	89.02%
Engineering & Industrial Technologies (09)	88.65%	90.35%	91.58%	92.74%	94.36%	89.70%
Environmental Sciences & Technologies (03)	92.27%	90.21%	93.29%	89.26%	91.88%	85.12%
Family & Consumer Sciences (13)	86.78%	86.56%	88.06%	87.14%	86.84%	87.17%
Fine & Applied Arts (10)	88.91%	90.15%	89.67%	90.07%	91.40%	91.11%
Foreign Language (11)	81.06%	78.43%	81.88%	82.69%	82.34%	82.39%
Health (12)	90.96%	91.17%	93.50%	94.01%	95.50%	93.28%
Humanities (Letters) (15)	84.51%	85.03%	86.16%	85.12%	88.29%	84.15%
Information Technology (07)	88.11%	91.87%	90.49%	90.34%	93.00%	91.51%
Interdisciplinary Studies (49)	85.69%	85.02%	87.94%	84.18%	87.85%	92.48%
Mathematics (17)	80.24%	84.42%	82.67%	81.75%	84.52%	81.68%
Media & Communications (06)	85.64%	84.43%	87.14%	80.89%	80.25%	84.98%
Physical Sciences (19)	83.94%	86.41%	85.99%	86.20%	86.28%	84.00%
Psychology (20)	87.78%	85.12%	86.23%	86.51%	89.63%	86.63%
Public & Protective Services (21)	91.05%	91.63%	91.72%	94.27%	90.60%	89.55%
Social Sciences (22)	85.80%	85.79%	87.45%	87.40%	88.49%	87.70%
College Total	85.94%	86.93%	87.73%	87.19%	88.92%	86.91%

Source: Management Information Systems (MIS) data from CCCCO DataMart.



Average Retention Rates by Two-Digit TOP CodeTOP

Average Retention Rate by TOP Code for Fall Terms 2011 - 2016



Source: Management Information Systems (MIS) data from CCCCO DataMart.



Retention Rates by Race/Ethnicity

Retention Rates by Two-Digit TOP Code for Fall Semesters 2011 through 2016

Overall, 87.27% of students were retained in courses between the fall semesters of 2011 and 2016. Retention rates are presented for each race/ethnicity by fall term. The overall retention rate for all fall terms between 2011 and 2016 is also presented; this is calculated by summing the total number of students retained for that term and dividing that number by the total number of students enrolled that term.

When looking at retention rates by each race/ethnicity, students identifying as Pacific Islander had

the lowest overall retention rate at 83.77%. This is likely due to their retention rate in Fall 2013, which was at its lowest during the six-year span between 2011 and 2016, at 74.76%. They saw the highest rate in Fall 2015 at 89.89%. Students identifying as White had the highest overall retention rate at 87.60%, with rates ranging from 86.54% in Fall 2011 to 89.11% in Fall 2015. See the table below for all retention rates by race/ethnicity and fall term.

Retention Rates for Fall Courses between 2011 and 2016 by Student Race/Ethnicity

Race/Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Total Retention
African-American / Black	82.99%	86.18%	79.67%	88.96%	88.37%	85.29%	85.21%
American Indian / Alaskan Native	84.61%	84.44%	85.59%	86.48%	86.70%	81.43%	84.87%
Asian	83.59%	87.42%	88.84%	87.70%	90.90%	87.47%	87.52%
Hispanic	84.41%	85.68%	87.53%	86.83%	88.48%	86.10%	86.54%
Multi-Ethnicity	85.15%	88.04%	87.66%	84.42%	89.37%	89.01%	87.46%
Pacific Islander	85.19%	80.49%	74.76%	88.24%	89.89%	85.56%	83.77%
Unknown	84.63%	87.59%	87.38%	87.59%	86.64%	84.98%	86.37%
White	86.54%	87.19%	88.12%	87.38%	89.11%	87.50%	87.60%
Total	85.94%	86.93%	87.73%	87.19%	88.92%	87.07%	87.27%

Source: Management Information Systems (MIS) data from CCCCO DataMart.

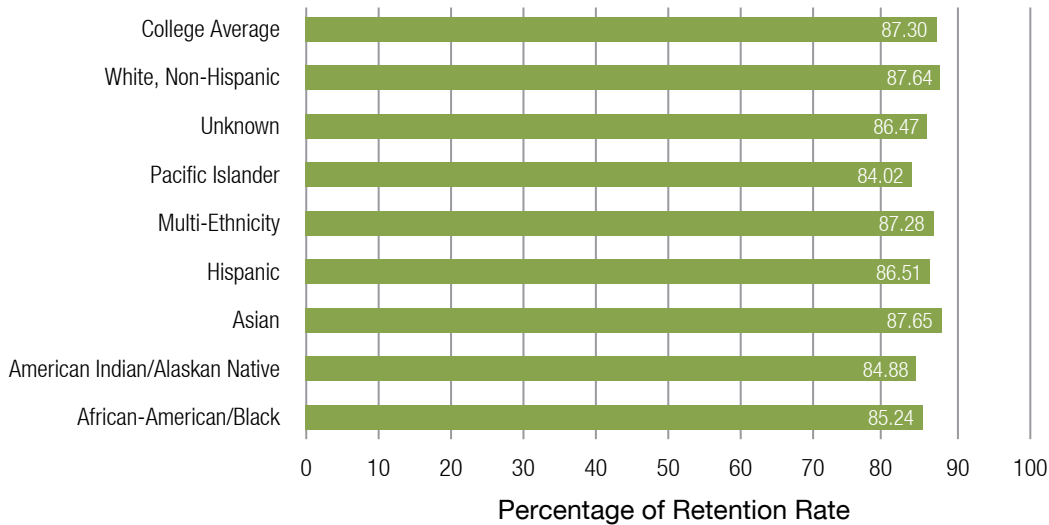


Average Course Retention Rates by Race/Ethnicity

White students had an average retention rate across the six-year span of 87.64%, only 0.01% less than Asian students, with an average retention rate of 87.65%. See the table below for all reten-

tion rates by race/ethnicity and fall term, and the graph for average retention rates for fall semesters between 2011 and 2016 by race/ethnicity.

Average Retention Rates by Race/Ethnicity for Fall Semesters, 2011 through 2016



Source: Management Information Systems (MIS) data from CCCC DataMart.





Retention Rates by Age Group

Course Retention Rates by Age Group for Fall Semesters 2011 through 2016

Students under the age of 18 had the second highest overall retention rate at 93.99% across fall semesters from 2011 through 2016. Most recently in Fall 2016, students under 18 had a retention rate of 94.53%. The highest retention rate across all groups was for students with an unknown age, with all 36 of these students retained in their courses in Fall 2011, 2013, 2014, and 2015.

Students between 20 and 24 years of age had the lowest overall retention rate of 85.29% across all six years from 2011 through 2016. Most recently in Fall 2016, 84.59% of these students were retained in their courses. See the table below for all retention rates by age group and fall term.

Course Retention Rates by Student Age Group and Fall Term from 2011 to 2016

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Total
Under 18	91.67%	92.21%	92.59%	93.63%	95.92%	94.53%	93.99%
18 & 19	87.38%	88.10%	88.13%	88.19%	89.29%	85.55%	87.79%
20 to 24	84.21%	84.45%	86.33%	85.53%	86.86%	84.59%	85.29%
25 to 29	85.04%	87.21%	87.50%	86.78%	86.79%	86.51%	86.61%
30 to 34	85.17%	88.25%	88.66%	86.04%	87.93%	85.97%	86.97%
35 to 39	83.70%	85.37%	86.90%	86.69%	89.40%	87.23%	86.56%
40 to 49	85.58%	88.14%	87.87%	85.81%	87.55%	87.63%	87.08%
50 & Older	87.61%	87.49%	87.18%	85.80%	90.43%	85.91%	87.43%
Unknown	100.00%	-	100.00%	100.00%	100.00%	-	100.00%
Total	85.94%	86.93%	87.73%	87.19%	88.92%	86.91%	87.24%

Source: Management Information Systems (MIS) data from CCCCO DataMart.

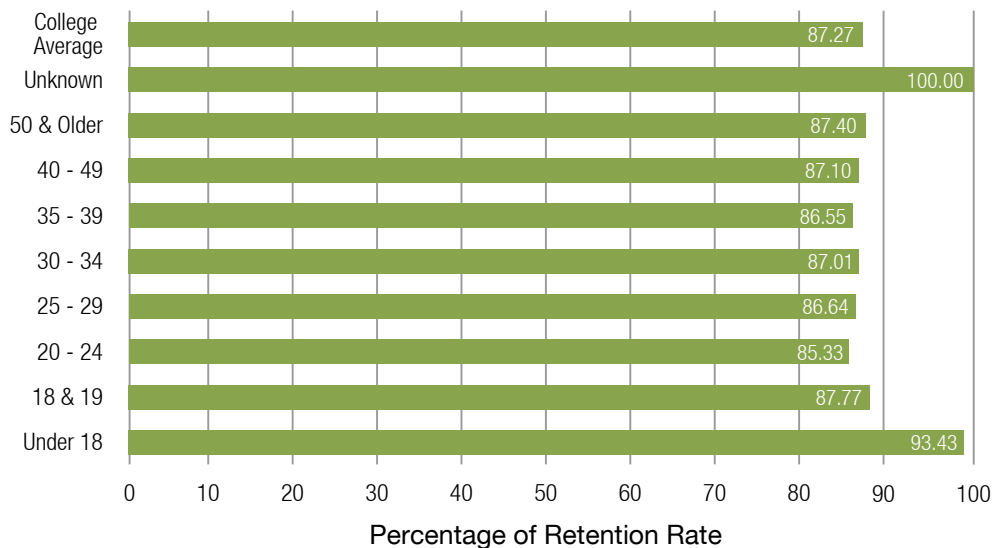


Average Course Retention Rates by Age Group

Students under the age of 18 had the second highest average retention rate at 93.43% across fall semesters from 2011 through 2016. Most recently in Fall 2016, students under 18 had a retention rate of 94.53%. The highest retention rate across all groups was for students with an unknown age, with all 36 of these students retained in their courses in Fall 2011, 2013, 2014, and 2015.

Students between 20 and 24 years of age had the lowest average retention rate of 85.33% across all six years from 2011 through 2016. Most recently in Fall 2016, 84.59% of these students were retained in their courses. See the table below for all retention rates by age group and fall term and the graph for average retention rates by age group for fall terms between 2011 and 2016.

Average Retention Rates for Fall Terms between 2011 and 2016 by Student Age Group



Source: Management Information Systems (MIS) data from CCCCO DataMart.



Retention Rates by Gender

Course Retention Rates by Gender for Fall Semesters 2011 through 2016

Students with an undeclared gender ($n = 755$) had the highest overall retention rate at 91.18%, with retention rates for this group ranging from 86.86% in Fall 2011 to 95.59% in Fall 2014, with the most recent retention rate for Fall 2016 at 89.85%. Male students had an overall retention rate of 87.34%, with rates ranging from 85.91% in Fall 2011 to

88.53% in Fall 2015, with the most recent retention rate for Fall 2016 at 87.51%. Female students had an overall retention rate of 87.13%, with their most recent retention rate in Fall 2016 at 86.45%. See the table below for all percentages of student retention rate by student gender and fall term.

Retention Rates for Fall Courses between 2011 and 2016 by Student Gender

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Overall Retention Rate
Female	85.95%	86.88%	87.60%	86.91%	89.14%	86.45%	87.13%
Male	85.91%	86.98%	87.87%	87.47%	88.53%	87.51%	87.34%
Undeclared	86.86%	89.87%	91.21%	95.50%	93.43%	89.85%	91.18%
Total	85.94%	86.93%	87.73%	87.19%	88.92%	86.91%	87.24%

Source: Management Information Systems (MIS) data from CCCCO DataMart.





Shasta College

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