Developed by the members of the Senate Enrollment & Retention Committee:
Ruth Clark, David Clarke, Dennis DeRoss, Maria Fernandez, Bruce Johnston, Sean Kenny, Kim Lopez, Dennis Roberts, Michael Roesch, Elaine Schaefer, and Dennis Weathers.
Research and assistance provided by Kate Mahar, Karen Tedsen and Nick Wade.
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I. EXECUTIVE SUMMARY AND ACTION PLAN

Although the Senate Enrollment and Retention Committee has made numerous suggestions throughout this report, we believe that our current enrollment decline and dramatic increase in insurance costs make it imperative that COS take immediate action on key enrollment management recommendations. In just the last year, our overall enrollment has declined about 200 FTE and our insurance claims have increased by 40%. While we have increased support hours and seen success in distant learning courses, the enforcement of the concurrent enrollment law, the loss of the SF Police Academy courses, and the enrollment decline at the Yreka Campus have combined to create a significant fiscal setback. The Committee recommends that immediate steps be taken on the ten action items outlined below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Marketing/Recruitment</strong></td>
<td>Make our marketing strategy much more aggressive, far-reaching, and comprehensive by hiring a director of marketing who will consolidate, develop and implement the campus-wide strategies needed to create an attractive, unique, and exciting educational identity locally, on the web, and in distant recruitment areas so that we can recruit the specific number and mix of students we want.</td>
</tr>
<tr>
<td><strong>2. Resource Investment</strong></td>
<td>Create an Instructional Program Development and Review Committee to research and recommend investment in new programs, evaluate current programs for long-term viability, and determine which programs have growth potential and which should be revamped or discontinued.</td>
</tr>
<tr>
<td><strong>3. Enrollment Management</strong></td>
<td>Although the Vice President of Instruction should have overall responsibility for Strategic Enrollment Management, the achievement of Enrollment Management goals must be part of the standard evaluation process from the President on down. Obtaining and reporting benchmark goals, developing improvement plans, and ultimate responsibility for achieving measurable success in such areas as total FTES, student success, student retention, student persistence, student engagement, and student satisfaction should be a significant factor in staff evaluation.</td>
</tr>
<tr>
<td><strong>4. Campus Facilities</strong></td>
<td>Develop an Instructional Facilities Improvement Plan with a timeline for the repair, remodel or replacement of each campus facility that has become unattractive, fails to meet current or near-future needs, or creates barriers to student engagement, retention, or success.</td>
</tr>
</tbody>
</table>
### Executive Summary and Action Plan – Continued

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Student Engagement</strong></td>
<td>Improve student engagement by making the Student Center a full-service, student-centered, one-stop hub with such services as registration, counseling, DSP&amp;S, EOPS, SSS, financial aid, food services, bookstore, student activities, wireless access, study hutch, job placement, and community referral. Remove all non-student-centered services from the building, and remodel the building and outside patio area so that they reflect our new identity, provide significant opportunity for student engagement activities, and promote unity.</td>
</tr>
<tr>
<td><strong>6. Remove Course and Program Development Barriers</strong></td>
<td>Remove barriers by creating an easy to follow fast-track course and program creation process which maintains academic rigor and a balanced curriculum yet removes hurdles that discourage faculty seeking to introduce new course possibilities.</td>
</tr>
<tr>
<td><strong>7. Remove Course Scheduling and Offering Barriers</strong></td>
<td>Align our course schedule and offerings directly with student needs and interests. Bunching the majority of courses between 9 am and 2 pm limits student choice and option, and we should meet the needs of older students by creating a full-scale “Senior College,” creating and publishing a late start slate of courses, and by removing unwarranted and preventable scheduling conflicts.</td>
</tr>
<tr>
<td><strong>8. Remove Individual Course Retention and Success Barriers</strong></td>
<td>Develop a list of COS courses that are 10% lower than similar school average in retention or success for two semesters. Listed courses will make use of Early Alert and Early Response procedures developed by Counseling Services, and courses that fail to improve by the second offering will be reviewed by the Instruction Office and provided with assistance and resources needed for improvement.</td>
</tr>
<tr>
<td><strong>9. Remove Persistence Barriers</strong></td>
<td>COS Counseling Office will develop procedures needed to maintain the COS persistence rate (enrollment from semester to semester) at 10% above the average for similar colleges.</td>
</tr>
<tr>
<td><strong>10. Remove Basic Skills Barriers</strong></td>
<td>Create a Basic Skills Task Force to evaluate our program, make recommendations that will improve the success, retention, and persistence of our basic skills students, and work with the Vice President, Instruction to monitor the implementation of the recommendations.</td>
</tr>
</tbody>
</table>
II. INTRODUCTION

COS Academic Senate ad hoc Committee on Enrollment and Retention

At the start of the Fall 2004 semester, the COS Academic Senate established and ranked five goals for the 2004-2005 year. The highest ranked goal was to “Develop short and long-term strategies to improve enrollment and retention.” The Senate created an ad hoc committee on Enrollment and Retention and assigned the group to research and make recommendations to the full Senate concerning COS enrollment trends, threats, and future strategies. The ad hoc committee quickly realized that, while COS has been very creative in making up for lost FTES over the past ten years, much enrollment growth has been obtained by increasing faculty workload and becoming dependent on high-risk FTE courses, programs, and strategies. Faculty have voluntarily raised the minimum enrollment in online courses, continued to take more students off wait lists, and quadrupled the number of support hour courses in just the last few years. As we reduced course sections on campus, we increased the number of out-of-area courses, distance courses, and worthy but often short-lived solutions. Recent FTE losses due to concurrent enrollment law, enrollment decline at the Yreka Campus, and loss of the SF Police Academy courses, simply serve like the proverbial canary in a coal mine to remind us that strategic enrollment management has been too long ignored at COS. While COS gets a small amount of income from the California Lottery, Forest Reserve Funds, and nonresident fees, the vast majority of funding, over 90%, is dependent directly on our enrollment and retention of students.

While there has been a determined effort to improve student retention at COS, our current status is a blend of best practices and considerable failures. We have improved our labs, created athletic study halls, and worked hard on student orientation to college. Despite these efforts, student success in our math classes varies from 17% to 90%, the basic skills course completion rate is less than 40% for our African American students, and only about 40% of the 233 COS students on academic probation in Spring 2004 enrolled in the Fall 2004 semester. Even a most cursory look at COS student success and retention makes it clear that new enrollments alone will not ease our FTES woes. While it will take innovative courses, programs, and marketing strategies to bring new students to COS, we would be foolish to not extend an equal effort at
student retention. As the proverbial warning states, “It is no use carrying an umbrella if your shoes are leaking.”

COS has weathered well a number of fiscal and legislative hits, and there is a bit of a “this, too, will pass” attitude in regards to enrollment management problems. Unfortunately, a close look at our enrollment and retention trends indicates that we are especially ill prepared for a possible “perfect storm” involving harmful legislative decisions, the changing demographics of Siskiyou County and California, and the increased competition we face from other institutions. Siskiyou County’s population of 18-29 year olds is continuing to decrease, local high school graduations are expected to decline about 39% between 2001 and 2011, and fully online institutions and private schools are increasing their share of available students by drawing from our traditional student base. Further, although the “Tidal Wave” of new California students is expected to raise community college enrollment across the state between 2001-2010, about 50% of the total growth will occur in just 15 of the 72 college districts. While a few colleges are expected to double their enrollment, and Butte, Redwoods, Lassen, and Tahoe can all expect about a 30% enrollment increase, the Chancellor’s Office estimates COS will only increase about 17% over the 10-year period.

Much of the above information gives little cause for celebration, yet the Enrollment and Retention Committee remains positive about the future of COS. The college maintains an extremely professional and committed staff, the data needed for successful long-term planning is available, and the campus is rich with innovation and creativity. Further, COS has a history of creating successful partnerships, providing students with needed support services, and taking a proactive approach to FTE opportunities. While the following report will point out many disturbing trends and a few enrollment management failures, it will hopefully also showcase some of our best practices and help us eventually obtain an enrollment management strategy in line with our mission and vision statements articulated below:

**MISSION STATEMENT**

*College of the Siskiyous will serve our community and any student who can benefit from an exceptional learning environment which is safe, attractive, and promotes a passion for learning, cultural enrichment, and sense of belonging for all.*
VISION STATEMENTS

College of the Siskiyous aspires to:

- Be a learning outcome-centered environment that transforms students from where they are to where they aspire to be.
- Offer a progressive, dynamic atmosphere that prepares students to thrive in a future that continues to unfold.
- Provide state-of-the-art facilities and aesthetically pleasing grounds that mirror the uniqueness of the surroundings.
- Conduct programs that effectively integrate the surrounding environment and energize the local economy.
- Maximize our effectiveness through collaborative efforts that promote community vitality, improve local economic health, and expand student learning opportunities.
- Celebrate diversity and strive to achieve a model for inclusion that can be emulated within our community and beyond.
- Provide a safe, open and welcoming environment where students are encouraged to challenge and overcome their physical, intellectual and socioeconomic barriers to success.
- Attract people who are passionate about creating an optimal learning atmosphere.
- Offer an outstanding setting where students are encouraged to achieve their educational goals.

The Role of the COS Academic Senate in Enrollment Management

Michael Dolence, in A Primer for Campus Administrators, defines Strategic Enrollment Management as “a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention and graduation rates of students, where optimum is defined within the academic context of the institution.” There can be no doubt that any successful strategic enrollment management (SEM) must address curriculum development, instructional delivery, and student success—all very much the business of the Academic Senate. While SEM decisions should be inline with campus-wide planning and fiscal realities, it is the Academic Senate’s responsibility to ensure the college maintains its commitment to academic excellence. Changes to the academic calendar, adjustments in the ratio of full to part-time faculty, and the creation of new courses must have Senate support. Any new policies and procedures aimed at student success or retention would surely fail without the Senate’s backing. Since enrollment management decisions are inextricably linked to curriculum, the COS Academic Senate must play a lead role in the research, planning, and implementation of the COS strategic enrollment management process.
Siskiyou County Profile: Knowing our Neighborhood

Our county is the fifth largest county in the State. It extends 70 miles south from the Oregon border and 120 miles from east to west, and is the size of the states of Connecticut and Rhode Island combined. The population of 44,450 people is scattered throughout 6,287 square miles of mountainous terrain, and more than 60% of the land is managed by federal and state government agencies. The county’s population density is just 6.92 persons per square mile (the average for California is 207 persons per square mile).

Between 1992 and 2002, Siskiyou County saw a population growth of only 0.7%. During the same period, Yreka's population increased by 2.5%, Mount Shasta's increased by 2.8% and Weed's decreased by 4.2%. When the Siskiyou County growth rate for the period of 1990 to 2000 is compared to the other counties of California, Siskiyou was the fourth slowest growing county in the State. Looking far forward, Siskiyou County population is projected to grow more rapidly, yet all the data indicates that over the next five years the number of 18-19 year olds in Siskiyou County will continue to decrease. Not surprisingly, as the population of 20-29 year olds has declined, the number of 60-69 year olds has increased, and 40-49 year olds now account for 15% of the total county population.

Government is the largest employer in our county, accounting for 27% of all employment. Retail trade, transportation and utilities account for about 19%, and leisure and hospitality made up 14% of employment. Educational and health services made up about 12% of the 2002 employment. Since 1998, our county’s agricultural jobs have declined almost 35%, and manufacturing jobs have been cut by 27%. During the 1998 - 2002 period, Siskiyou's largest growth industries were retail trade, hospitality and leisure, and educational and health services.

Siskiyou County has a current unemployment rate of 10.7% and is one of a handful of Pacific Northwest communities that has been classified by the Economic Development Administration as being in “Long-Term Economic Distress.” Siskiyou County’s current unemployment continues to far exceed the rate of the rest of California.
Unemployment Rates: Siskiyou County vs. California State

<table>
<thead>
<tr>
<th>Year</th>
<th>Siskiyou County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>12.1%</td>
<td>6.3%</td>
</tr>
<tr>
<td>1998</td>
<td>12.6%</td>
<td>5.2%</td>
</tr>
<tr>
<td>1999</td>
<td>10.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td>2000</td>
<td>9.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>2001</td>
<td>9.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>2002</td>
<td>9.9%</td>
<td>6.3%</td>
</tr>
<tr>
<td>2003</td>
<td>10.6%</td>
<td>6.7%</td>
</tr>
<tr>
<td>2004</td>
<td>10.7%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

Nearly 25% of all Siskiyou County children live in homes supported by public assistance. Approximately 34% of these families live at or below 150% of the poverty level set by the U.S. Department of Census.

The economic challenges currently faced by Siskiyou County are also compounded by low adult educational attainment in the region. For several generations Siskiyou County men and women have relied upon the timber industry for their livelihood. Their employers provided on-the-job training, and no formal education was necessary for timber workers to successfully compete for the majority of jobs offered by various local lumber mills and loggers. Times have changed and county residents must now compete for jobs that most often require a college degree. Current data indicates, however, that education levels remain low (16.2% of all adults have less than a high school education level). These 7,300 adult men and women find it nearly impossible to find self-sustaining employment in an increasingly competitive local job market. Just 11.8% (3,984) of all adults within the target area have a BA/BS or graduate degree, as compared to 26.6% of all adults living in California.

As outlined in a study conducted by the Rural Community College Initiative, “Community colleges increasingly are being viewed by national and state leaders as critical to continued economic development and to providing more opportunities for access to education. The role is even more important in rural America where the college is often the best resource, and sometimes the only resource, with the capacity to help build a better economy and educate people for a better life.”
As indicated in the chart, the population of Siskiyou County has not changed dramatically over the last ten years, nor is it predicted to change significantly in the next five years.

In 2002 Siskiyou County’s population decreased by 200 people or .4 percent.

Between 1992 and 2002, the cities with the greatest growth included:

Yreka: 2.5% increase
Mt. Shasta: 2.8% increase
# Age Distribution – Siskiyou County

<table>
<thead>
<tr>
<th>Year</th>
<th>0-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80 plus</th>
</tr>
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<tbody>
<tr>
<td>1980</td>
<td>5,920</td>
<td>6,328</td>
<td>6,142</td>
<td>5,838</td>
<td>3,962</td>
<td>4,497</td>
<td>3,970</td>
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<td>906</td>
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<tr>
<td>1981</td>
<td>6,137</td>
<td>6,143</td>
<td>6,179</td>
<td>6,167</td>
<td>4,072</td>
<td>4,549</td>
<td>4,046</td>
<td>2,410</td>
<td>995</td>
</tr>
<tr>
<td>1982</td>
<td>6,288</td>
<td>5,928</td>
<td>6,152</td>
<td>6,474</td>
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<td>4,501</td>
<td>4,156</td>
<td>2,478</td>
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</tr>
<tr>
<td>1983</td>
<td>6,375</td>
<td>5,597</td>
<td>6,034</td>
<td>6,601</td>
<td>4,263</td>
<td>4,416</td>
<td>4,185</td>
<td>2,531</td>
<td>1,096</td>
</tr>
<tr>
<td>1984</td>
<td>6,491</td>
<td>5,344</td>
<td>5,908</td>
<td>6,743</td>
<td>4,397</td>
<td>4,316</td>
<td>4,238</td>
<td>2,602</td>
<td>1,157</td>
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<tr>
<td>1985</td>
<td>6,627</td>
<td>5,258</td>
<td>5,743</td>
<td>6,898</td>
<td>4,545</td>
<td>4,264</td>
<td>4,292</td>
<td>2,717</td>
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<td>1986</td>
<td>6,551</td>
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<td>4,140</td>
<td>4,356</td>
<td>2,719</td>
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<tr>
<td>1987</td>
<td>6,532</td>
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<td>4,139</td>
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<tr>
<td>1988</td>
<td>6,552</td>
<td>5,565</td>
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<td>4,136</td>
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<td>2,904</td>
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<td>1989</td>
<td>6,579</td>
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<td>6,930</td>
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<td>4,145</td>
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<tr>
<td>1990</td>
<td>6,462</td>
<td>6,298</td>
<td>4,189</td>
<td>6,845</td>
<td>6,010</td>
<td>4,201</td>
<td>4,848</td>
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<td>1,478</td>
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<tr>
<td>1991</td>
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<td>6,503</td>
<td>4,118</td>
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<td>6,252</td>
<td>4,207</td>
<td>4,783</td>
<td>3,334</td>
<td>1,521</td>
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<tr>
<td>1992</td>
<td>6,603</td>
<td>6,721</td>
<td>4,220</td>
<td>6,480</td>
<td>6,523</td>
<td>4,202</td>
<td>4,667</td>
<td>3,462</td>
<td>1,567</td>
</tr>
<tr>
<td>1993</td>
<td>5,827</td>
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<td>6,260</td>
<td>6,765</td>
<td>4,332</td>
<td>4,576</td>
<td>3,589</td>
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<td>1994</td>
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<td>5,949</td>
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<td>4,466</td>
<td>4,444</td>
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<td>1995</td>
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<td>4,897</td>
<td>5,670</td>
<td>7,143</td>
<td>4,588</td>
<td>4,302</td>
<td>3,757</td>
<td>1,794</td>
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<tr>
<td>1996</td>
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<td>6,901</td>
<td>4,993</td>
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<td>7,235</td>
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<td>4,066</td>
<td>3,803</td>
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<tr>
<td>1997</td>
<td>5,180</td>
<td>6,296</td>
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<td>4,937</td>
<td>7,199</td>
<td>4,952</td>
<td>3,996</td>
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<td>1,863</td>
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<td>5,293</td>
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<td>1,939</td>
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<td>1999</td>
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<td>5,585</td>
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<tr>
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<td>5,076</td>
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<td>6,791</td>
<td>5,860</td>
<td>3,902</td>
<td>3,844</td>
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</tr>
<tr>
<td>2001</td>
<td>5,122</td>
<td>6,470</td>
<td>6,891</td>
<td>4,401</td>
<td>6,672</td>
<td>6,108</td>
<td>3,963</td>
<td>3,796</td>
<td>2,201</td>
</tr>
<tr>
<td>2002</td>
<td>5,290</td>
<td>6,262</td>
<td>7,134</td>
<td>4,500</td>
<td>6,480</td>
<td>6,374</td>
<td>4,003</td>
<td>3,702</td>
<td>2,290</td>
</tr>
<tr>
<td>2005(p)</td>
<td>5,100</td>
<td>6,500</td>
<td>4,300</td>
<td>7,000</td>
<td>6,200</td>
<td>4,300</td>
<td>5,000</td>
<td>3,300</td>
<td>1,500</td>
</tr>
<tr>
<td>2010(p)</td>
<td>5,200</td>
<td>7,100</td>
<td>3,700</td>
<td>5,100</td>
<td>7,700</td>
<td>6,700</td>
<td>4,700</td>
<td>4,100</td>
<td>2,100</td>
</tr>
</tbody>
</table>

### Percent of Total Population, by Age, 2002

![Graph showing percent of total population by age for Siskiyou County and California in 2002.](image-url)
The age distribution of the Siskiyou County population has gone through many changes in the last decade. A significant decrease of 20–29 year olds is expected over the next six years. An increase in population is expected for 40-49 year olds and 50-59 year olds.

In 2002, 40-49 year olds accounted for 15% of the population in Siskiyou County, more than any other age group.
EDUCATION

Educational Attainment, Age 18 and over, Siskiyou County – 2000

<table>
<thead>
<tr>
<th></th>
<th>Less than 9th grade</th>
<th>9th to 12th grade, no diploma</th>
<th>High school graduate</th>
<th>Some college, no degree</th>
<th>Associate degree</th>
<th>Bachelor's degree</th>
<th>Graduate or professional degree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population</strong></td>
<td>1,696</td>
<td>4,162</td>
<td>9,664</td>
<td>9,919</td>
<td>2,787</td>
<td>3,684</td>
<td>1,817</td>
<td>33,729</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>5.0%</td>
<td>12.3%</td>
<td>28.7%</td>
<td>29.4%</td>
<td>8.3%</td>
<td>10.9%</td>
<td>5.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Education Attainment Levels – Siskiyou County and California

<table>
<thead>
<tr>
<th></th>
<th>Siskiyou County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th Grade</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>9th to 12th Grade</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>29%</td>
<td>21%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>30%</td>
<td>22%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>Graduate or Professional Degree</td>
<td>4%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Siskiyou County keeps pace with California in educational attainment through the Associate Degree, however for Bachelor’s Degrees and beyond, Siskiyou County falls behind the statewide percentages.
### Total K-12 School Enrollment – Siskiyou County

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Annual Percent of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>8,711</td>
<td>n/a</td>
</tr>
<tr>
<td>1991-92</td>
<td>8,634</td>
<td>-0.9%</td>
</tr>
<tr>
<td>1992-93</td>
<td>8,778</td>
<td>1.7%</td>
</tr>
<tr>
<td>1993-94</td>
<td>8,946</td>
<td>1.9%</td>
</tr>
<tr>
<td>1994-95</td>
<td>8,910</td>
<td>-0.4%</td>
</tr>
<tr>
<td>1995-96</td>
<td>8,552</td>
<td>-4.0%</td>
</tr>
<tr>
<td>1996-97</td>
<td>8,592</td>
<td>0.5%</td>
</tr>
<tr>
<td>1997-98</td>
<td>8,277</td>
<td>-3.7%</td>
</tr>
<tr>
<td>1998-99</td>
<td>7,939</td>
<td>-4.1%</td>
</tr>
<tr>
<td>1999-00</td>
<td>7,586</td>
<td>-8.3%</td>
</tr>
<tr>
<td>2000-01</td>
<td>7,423</td>
<td>-6.5%</td>
</tr>
<tr>
<td>2001-02</td>
<td>7,156</td>
<td>-5.7%</td>
</tr>
<tr>
<td>2002-03 (p)</td>
<td>7,061</td>
<td>-2.9%</td>
</tr>
<tr>
<td>2007-08 (p)</td>
<td>6,632</td>
<td>-1.2%</td>
</tr>
</tbody>
</table>

### Enrollment Trends - Siskiyou County Schools

- For the last 12 years, total school enrollment decreased 17.9 % in Siskiyou County as compared to a 24.2 % increase in California.

- On average, the county’s school enrollment decreased 2.7 % annually as compared to a 2.0 % increase in California.
ECONOMIC BASE

NUMBER OF LOCAL BUSINESSES: 2,761

Top five industries by number of employees

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services (hospitality, health)</td>
<td>8,428</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>4,318</td>
</tr>
<tr>
<td>Government (includes education)</td>
<td>1,987</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,184</td>
</tr>
<tr>
<td>Non-Classifiable</td>
<td>1,180</td>
</tr>
</tbody>
</table>

Largest Employers in Siskiyou County – July 2002

<table>
<thead>
<tr>
<th>Name of Employer</th>
<th>No. of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>County of Siskiyou</td>
<td>500 to 999</td>
</tr>
<tr>
<td>Mercy Medical Center Mt. Shasta</td>
<td>250 to 499</td>
</tr>
<tr>
<td>Fairchild Medical Center</td>
<td>250 to 499</td>
</tr>
<tr>
<td>College of the Siskiyous</td>
<td>250 to 499</td>
</tr>
<tr>
<td>Union Pacific Corporation</td>
<td>100 to 249</td>
</tr>
<tr>
<td>Nor-Cal Products, Inc.</td>
<td>100 to 249</td>
</tr>
<tr>
<td>Pinnacle Telecommunications</td>
<td>100 to 249</td>
</tr>
<tr>
<td>Behavioral Health Service</td>
<td>100 to 249</td>
</tr>
<tr>
<td>Personnel Preference, Inc.</td>
<td>100 to 249</td>
</tr>
</tbody>
</table>
The service industry is the most rapidly growing industry in Siskiyou County. The majority of businesses in Siskiyou County have only two to four employees.

<table>
<thead>
<tr>
<th>Income Levels</th>
<th>Siskiyou County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Capita Money Income</td>
<td>$17,570</td>
<td>$22,711</td>
</tr>
<tr>
<td>Median Household Income</td>
<td>$29,530</td>
<td>$47,493</td>
</tr>
</tbody>
</table>

Source: U.S. Bureau of the Census, Census 2000

18.6% of people in Siskiyou County live below the poverty level. Nearly 25% of all Siskiyou County children live in homes supported by public assistance.
DEMOGRAPHICS / ETHNICITY

Percent of Population by Race/Ethnicity, 2002

- White
- Hispanic
- Asian
- Black
- American Indian

Political Party Membership as a Percent of Total Registered Voters, 2002

- Democrat
- Republican
- Other Party
- Decline to Affiliate
III. ENROLLMENT DATA AND IMPLICATIONS

Enrollment at COS

<table>
<thead>
<tr>
<th>Total Student Enrollment by Term (fall, spring, summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Summary</strong> – Part-time enrollment is up, and full time enrollment is down. Summer enrollments for the past two years (2003 and 2004) had a significant decrease in student enrollment.</td>
</tr>
<tr>
<td>2. <strong>Analysis</strong> – The unduplicated number of students enrolled at COS is decreasing for all terms. The loss of the high school recreation ski program, summer athletic and academic camps, fire engine operator academy, and S.F. police academy has contributed to the decline in enrollment. The concurrent enrollment issue also reduced enrollment in academic summer courses. We anticipate this enrollment decline to continue through Spring 2005.</td>
</tr>
<tr>
<td>3. <strong>Implications</strong> – The traditional course offerings will not be sufficient to reverse the decline. The popular vocational education programs are maxed out and cannot grow without new facilities and increased staffing. New programs and courses will need to be developed to attract new students. Existing programs with low enrollments need to be reviewed and improved or discontinued. Student housing, cafeteria, student center, recreational facilities and classrooms need to be renovated or new facilities built. Emphasis on recruitment activities involving the entire campus is key.</td>
</tr>
<tr>
<td>4. <strong>Recommendations</strong> – Resources need to be dedicated to recruiting and retaining full-time students. New and contemporary approaches to marketing need to be implemented.</td>
</tr>
</tbody>
</table>

The Athletic Department’s recruiting process is a model for best practices in recruiting. EOPS/SSS is a good model for retention.

<table>
<thead>
<tr>
<th>FTES by Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Summary</strong> – The fall of each academic year has increased FTES in both full-time and part-time student categories. The spring of each academic year has an increase in full-time student FTES, but a decrease in part-time student FTES. The overall trend finds FTES in the full-time category on the increase, while the part-time category is in decline overall. Summer FTE has decreased significantly from summer ‘02 (373) to summer ‘04 (227).</td>
</tr>
<tr>
<td>2. <strong>Analysis</strong> – It is important to note that Spring 2004 had an increase in FTES due to the S.F. Police Academy. This revenue generator is no longer available to COS. Also contributing to FTE decline was the loss of the high school recreation ski program, summer athletics and academic camps, and the fire engine operator academy.</td>
</tr>
</tbody>
</table>
3. **Implications** – If we don’t find ways to increase FTE with current programs or create new programs to generate FTE, the college will eventually be faced with a fiscal crisis.

4. **Recommendations** – Offer courses needed by the local high schools like a SAT prep course, art and music courses taught at high schools that don’t have art or music teachers, etc. Contact the Army and Navy and explore the possibility of becoming a ConAP (Concurrent Admissions Program for Army Enlistees) and Navy equivalent college.

- Find other schools or districts that are over cap and pick up their FTES, even if only on a temporary basis. This may only serve us in the interim until our own FTES have stabilized.
- Identify and develop programs that will attract students from outside the district, for example, fire and paramedic programs.
- Adopt the EOPS/SSS model for student retention. Evaluate the current work experience program and explore options for increasing student participation.

**Location**

1. **Summary** – On the Weed Campus the FTE and enrollment has slightly declined. Off campus enrollment has decreased and the FTE has remained flat. The Yreka Campus enrollment and FTE has decreased significantly. The online and videoconferencing courses have significantly increased both in FTE and enrollment.

2. **Analysis** – Clearly the Yreka Campus enrollment decline issue needs to be addressed. The only area demonstrating significant increases has been in distance learning.

3. **Implications** – It may be that the traditional instructional delivery format does not work for a certain population of students. This is demonstrated by the increases seen in distance learning. The way we schedule classes may limit the number of courses a student can take on both the Weed and Yreka Campuses. If the decrease in FTE generated on the Weed and Yreka Campuses continues, the college will be facing a fiscal crisis.

4. **Recommendations** – Set enrollment objective for both the Weed and Yreka Campuses. Offer classes in a format more responsive to student needs. This includes:
   - Spreading the schedule out over more of the day to reduce schedule conflicts
   - Offering courses on weekends
   - Consider offering more short-term classes, workshops, and late start classes
   - Continue to expand on distance learning opportunities
   - Develop a professional marketing approach to all campus offerings
**Enrollment Type – Voc-Ed**

1. **Summary** – *Voc-Ed* courses are increasing in enrollment. Overall college course enrollment is declining.

2. **Analysis** – Voc-Ed students are taking other courses along with their VE classes, which skew this data. However, it is a fact that most vocational programs are experiencing growth.

3. **Implications** – The majority of our students do not transfer to a four-year institution. They are more interested in short-term career opportunities that will provide a living wage. Vocational students enroll in many academic courses that support their vocational goal.

4. **Recommendations** – Continue to develop programs that will make us specialists in fields that are growing. The College should continue to provide resources to support the successful vocational programs. The College again should identify new career and technical programs that are unique, and will provide employment.

**Enrollment Type – Basic Skills**

1. **Summary** – *Basic skills* courses remained flat at just under 1,000 students through 2002-2003. For 2003-2004 the enrollment decreased to 882 students. Overall college enrollment numbers are on a slight decline.

2. **Analysis** – Apparently, our overall student population has not grown significantly in the past five years and the percentage of students who need basic skills courses has remained constant. It is interesting that while our enrollment has not grown, the number of students taking full loads has increased, thereby allowing our FTE to increase.

3. **Implications** – We can generate more FTE in a period of flat enrollment if we can encourage students to take one or two more classes.

4. **Recommendations** – Become the best at delivering basic skills education.

**Enrollment Type – Transfer**

1. **Summary** – *Transfer* courses are seeing a marked decline in enrollment, with overall college courses declining slightly.

2. **Analysis** – Economic conditions within the county are encouraging local students to leave Siskiyou County to pursue their education. Students from outside the county may view the economic conditions as a barrier to attending COS. For the last twelve years total K-12 school enrollment has decreased 17.9% in Siskiyou County as compared to a 24.2% increase in California. This trend is predicted to continue.
3. **Implications** – The continued decrease in the county K-12 population will significantly impact our enrollment, especially in transfer education.

4. **Recommendations** – Promote easy access to transfer courses, success rates of COS transfer students, and college-ready students can easily graduate from COS in two years. Also promote student/teacher ratio, which in most transfer classes is less than thirty to one.

### Enrollment Type – Support Hour

1. **Summary** – *Support Hour* courses in Fall of ‘04 exceeded 200. The support hours for these courses generate approximately 158 FTES or $592,500.

2. **Analysis** – As the state explores ways to reduce expenditures, this method of generating FTE may be in jeopardy. Support hour courses are contributing a significant amount of revenue to the college base.

3. **Implications** – If support hour courses are eliminated we would have a difficult time replacing the lost FTE.

4. **Recommendations** – Encourage faculty to make use of the support hour option. Information about support hours should be included in every support hour first day handout. The handout should indicate what the support hour is, why it exists, and what sort of tasks students will work on during the support hour. Faculty should assign specific support hour tasks or give students a laundry list of skill areas to work on during the support hours.

### Time

1. **Summary** – Students have commented that scheduling conflicts often prevent them from enrolling in needed classes. The majority of classes are taught between 9 AM and 2 PM with only five classes offered at 8 AM, as the data below for Fall 05 indicates.

2. **Analysis**

<table>
<thead>
<tr>
<th>Time</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am</td>
<td>5 classes (includes one Guid 5)</td>
</tr>
<tr>
<td>9 am</td>
<td>37 classes</td>
</tr>
<tr>
<td>10 am</td>
<td>15 classes</td>
</tr>
<tr>
<td>11 am</td>
<td>23 classes</td>
</tr>
<tr>
<td>12 noon</td>
<td>15 classes</td>
</tr>
<tr>
<td>1 pm</td>
<td>31 classes</td>
</tr>
<tr>
<td>2 pm</td>
<td>17 classes (includes several lab sections)</td>
</tr>
<tr>
<td>3 pm</td>
<td>3 classes (did not include athletics)</td>
</tr>
<tr>
<td>4 pm</td>
<td>2 classes</td>
</tr>
</tbody>
</table>

3. **Implications** – We may well be losing FTES by bunching the majority of course offerings between 9 AM and 2 PM.

4. **Recommendations** – Students are limited in the number of courses for which they can enroll due to time conflicts. Offer popular courses outside the nine to two time slots. Utilize weekend and evening time slots to capture new enrollment opportunities.
Gender

**Summary** – Female enrollment and FTE is greater than male. The 2003-2004 categories show a marked decrease in female student numbers with a slight increase in male numbers.

1. **Analysis** – This reflects statewide trends that find more females seeking a higher education than males.

2. **Implications** – Women will continue to be the majority population at COS.

3. **Recommendations** – The re-entry program for women is a model for students with special needs. Continue and improve services to females (especially re-entry women).

Ethnicity

1. **Summary** – White, non-Hispanic students make up the bulk of COS student enrollment.

2. **Analysis** – Overall college enrollment at COS is much more diverse than the general population of Siskiyou County.

3. **Implications** – The College will continue to be more diverse than the county population.

4. **Recommendations** – Develop a strong international student program.

Age

1. **Summary** – The 25 to 45-year-old category is our largest age group and it is climbing slightly. Other categories are holding steady.

2. **Analysis** – The student population of the College does not currently mirror the county demographics. There is a significant population 50 and over that needs to be targeted. The national, statewide and local trends indicate that Siskiyou County’s 50 and over population is going to grow.

3. **Implications** – Our 50 and over student population may increase.

4. **Recommendations** – Develop a comprehensive Senior College with marketing strategies specifically targeted to this population.

Student Goals

1. **Summary** – The majority of students indicate transfer as their educational goal.

2. **Analysis** – Only 20% of our students transfer. This is not reflective of the stated goal of most students.

3. **Implications** – The majority of students may actually have short-term career goals.

4. **Recommendations** – Develop the best career-counseling program in the state.
**Student Background**

1. **Summary** – 2,043 students make up the traditional student population. The remaining 3,910 students can be classified as non-traditional. This data is for the fall and spring terms of the 03-04 academic years.

2. **Analysis** – The largest population that we serve is the non-traditional student population.

3. **Implications** – The needs of the non-traditional student population will need to be addressed.


**Student Load**

1. **Summary** – The full-time enrollment has experienced a slight decrease and the part-time enrollment reflects a slight increase.

2. **Analysis** – The full-time enrollment increase reflected the SFPD’s enrollment that was a one-time FTES generating opportunity. The ski program, which we no longer have, was part-time. Possible causes for decreased enrollment are fee increases. These would have affected community participation in supporting our part-time enrollment.

3. **Implications** – Loss of enrollment in part-time impacts FTE less than loss of enrollment in full-time, but any loss is significant.

4. **Recommendations** – Recruitment effort should be concentrated on attracting full-time students.

**Student Origin**

1. **Summary** – Regionally, Siskiyou County is the major contributor of students. Outside of the county, California is overwhelmingly number two. Our enrollment is dropping in Siskiyou County, but climbing slightly in California. We feel that there is even more of a student population from outside of Siskiyou County than is reflected in the available data. Many students from outside of the county list their permanent address as local.

2. **Analysis** – Employment in Siskiyou County is less available and people are leaving the area to find work and are consequently finding their higher education outlets elsewhere. If the county economy experiences a down turn, parents who have less disposable income are more likely to encourage their children to stay at home and attend COS.
3. **Implications** – If the California economy fails to improve, it will continue to be a barrier to attracting students to the College of the Siskiyous from outside the county.

4. **Recommendations** – Work with local economic development groups to attract business and industry to Siskiyou County that will support young families. Offer innovative programs that makes COS unique and will attract students from all over the globe.

**Enrollment Statewide Recommendations**

- **California Community Colleges that are impacted and impacted programs**
  
  Research Community Colleges for impacted programs and identify those that might be replicated at College of the Siskiyous.

- **Future enrollment predictions in California and local area**
  
  In the next six years the number of Siskiyou County high school graduates will decrease by 40%. This is the largest projected percentage decrease in the state. The large metropolitan areas statewide will experience a 30 to 50% increase in high school graduates.

- **Enrollment competition**

  Identify our competition and learn from them. Look at other community colleges, private colleges, providers of distance education, and CSU and UC.

- **Emerging technology**

  Maintain currency in instructional technology. Develop programs that provide training for emerging occupations. Utilize environmental scanning techniques to identify emerging technologies.

**IV. RETENTION, SUCCESS, & PERSISTANCE DATA AND IMPLICATIONS**

**Retention**

Retention rate is the percentage of students who continue enrollment in a course beyond the 4th week census date.

**COS and statewide retention rates:**

1. The course retention rate for all COS courses in Fall 2002 was 89.8%.
2. The course retention rate for all COS courses in Spring 2004 was 85.33%.
3. The course retention rate for COS Distance Learning courses in 2000-2004 was 79.9%.
4. The course retention rate for all CCC campuses in Spring 2004 course retention rate was 82.91%.
The COS Programs that had the highest retention rates Fall 1997 through Spring 2003:

1. Cosmetology - 98%
2. Fire/Emergency Response Technology - 98%
3. Education - 95%
4. Physical Education - 94%
5. Welding - 94%
6. Construction Craft - 93%
7. Humanities - 93%
8. Drama - 92%
9. Administration of Justice - 92%
10. Agriculture - 92%

The COS Programs that had the lowest retention rates Fall 1997 through Spring 2003:

1. Astronomy - 73%
2. Process Technology - 75%
3. Engineering - 80%
4. Aviation - 80%
5. Mathematics - 80%
6. American Sign Language - 80%
7. Anthropology - 81%
8. Sociology - 84%
9. Chemistry - 84%
10. Ethnic Studies - 84%

**Persistence**

Persistence rate is the percentage of first-time students who are enrolled in one term and who continue enrollment in subsequent terms.

**COS persistence rates:**

1. Total number of students who **started** at COS in a fall semester 1995 through 2001 = 2658
2. Number and percent of the 2658 students who continued at COS for a **second** semester = 1763 or **55%**
3. Number and percent of the 2658 students who continued at COS for a **third** semester = 1047 or **35%**
4. Number and percent of the 2658 students who continued at COS for a **fourth** semester = 867 or **33%**
Success

Success rate is the percentage of students who were enrolled in a course at the end of the 4th week and who subsequently pass the course with a grade of A, B, C, or CR.

The COS Programs that had the highest success rates Fall 1997 through Spring 2003:

<table>
<thead>
<tr>
<th>Program</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td>97%</td>
</tr>
<tr>
<td>Fire/Emergency Response Technology</td>
<td>87%</td>
</tr>
<tr>
<td>Drama</td>
<td>86%</td>
</tr>
<tr>
<td>Communications</td>
<td>84%</td>
</tr>
<tr>
<td>Family &amp; Consumer Science</td>
<td>83%</td>
</tr>
<tr>
<td>Education</td>
<td>83%</td>
</tr>
<tr>
<td>Music</td>
<td>82%</td>
</tr>
<tr>
<td>Humanities</td>
<td>81%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>81%</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>81%</td>
</tr>
</tbody>
</table>

The COS Programs that had the lowest success rates Fall 1997 through Spring 2003:

<table>
<thead>
<tr>
<th>Program</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy</td>
<td>38%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>54%</td>
</tr>
<tr>
<td>Biology</td>
<td>62%</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>62%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>63%</td>
</tr>
<tr>
<td>Geology</td>
<td>63%</td>
</tr>
<tr>
<td>Health</td>
<td>64%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>65%</td>
</tr>
<tr>
<td>Reading</td>
<td>66%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>67%</td>
</tr>
</tbody>
</table>
Percentage Successful in Vocational Education Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Success All Courses</th>
<th>Success Voc-Ed Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>69.42%</td>
<td>71.55%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>70.95%</td>
<td>75.16%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>68.79%</td>
<td>72.65%</td>
</tr>
</tbody>
</table>

*Does not include Summer terms. 2001-2002 includes Fall 2001 and Spring 2002.
*Percentage successful derived from the number of successful students passing a course (A, B, C, CR) divided by the number of students enrolled at census.

Percentage Successful in Basic Skills Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Success All Courses</th>
<th>Success Basic Skills Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>69.42%</td>
<td>51.61%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>70.95%</td>
<td>54.50%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>68.79%</td>
<td>54.23%</td>
</tr>
</tbody>
</table>

*Does not include Summer terms. 2001-2002 includes Fall 2001 and Spring 2002.
*Percentage successful derived from the number of successful students passing a course (A, B, C, CR) divided by the number of students enrolled at census.
Percentage Successful in Transfer Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Success All Courses</th>
<th>Success Transfer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>69.42%</td>
<td>72.03%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>70.95%</td>
<td>71.50%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>68.79%</td>
<td>67.45%</td>
</tr>
</tbody>
</table>

*Does not include summer terms. 2001-2002 includes Fall 2001 and Spring 2002.
*Percentage successful derived from the number of successful students passing a course (A, B, C) divided by the number of students enrolled at census.

Percentage Successful by Load Status

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>70.55%</td>
<td>66.37%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>71.73%</td>
<td>70.19%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>67.95%</td>
<td>66.79%</td>
</tr>
</tbody>
</table>

*Does not include summer terms. 2001-2002 includes Fall 2001 and Spring 2002.
*Percentage successful derived from the number of successful students passing a course (A, B, C) divided by the number of students enrolled at census.
*Full-Time = Student enrolled in 12 or more units at census.
*Part-Time = Student enrolled in less than 12 units at census.
### Percentage Successful by Ethnicity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN-AMERICAN NON-HISPANIC</td>
<td>54.45%</td>
<td>61.75%</td>
<td>64.11%</td>
</tr>
<tr>
<td>AMERICAN INDIAN / ALASKAN NATIVE</td>
<td>56.12%</td>
<td>67.59%</td>
<td>83.02%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>68.76%</td>
<td>78.15%</td>
<td>71.26%</td>
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<tr>
<td>FILIPINO</td>
<td>74.70%</td>
<td>65.45%</td>
<td>55.77%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>68.73%</td>
<td>68.05%</td>
<td>69.71%</td>
</tr>
<tr>
<td>OTHER NON-WHITE</td>
<td>60.93%</td>
<td>72.99%</td>
<td>62.90%</td>
</tr>
<tr>
<td>PACIFIC ISLANDER</td>
<td>67.63%</td>
<td>58.84%</td>
<td>61.76%</td>
</tr>
<tr>
<td>WHITE NON-HISPANIC</td>
<td>71.44%</td>
<td>72.76%</td>
<td>70.56%</td>
</tr>
</tbody>
</table>

*does not include Summer terms. 2001-2002 includes Fall 2001 and Spring 2002
*percentage successful derived from the number of successful students passing a course (A,B,C,CR) divided by the number of students enrolled at census.
Percentage Successful by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>2001-2002</td>
<td>69.04%</td>
<td>70.20%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>70.33%</td>
<td>71.68%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>68.99%</td>
<td>68.84%</td>
</tr>
</tbody>
</table>

*does not include Summer terms. 2001-2002 includes Fall 2001 and Spring 2002
*percentage successful derived from the number of successful students passing a course (A,B,C,CR) divided by the number of students enrolled at census.
Percentage Successful by Age Group

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 18</td>
<td>79.61%</td>
<td>72.37%</td>
<td>76.68%</td>
</tr>
<tr>
<td>&gt; 65</td>
<td>64.83%</td>
<td>69.43%</td>
<td>75.86%</td>
</tr>
<tr>
<td>&gt;=18 and &lt; 25</td>
<td>66.59%</td>
<td>67.95%</td>
<td>65.10%</td>
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<tr>
<td>&gt;=25 and &lt; 45</td>
<td>70.56%</td>
<td>70.56%</td>
<td>70.40%</td>
</tr>
<tr>
<td>&gt;=45 and &lt; 65</td>
<td>70.88%</td>
<td>76.74%</td>
<td>73.86%</td>
</tr>
</tbody>
</table>

*does not include Summer terms. 2001-2002 includes Fall 2001 and Spring 2002
*percentage successful derived from the number of successful students passing a course (A,B,C,CR) divided by the number of students enrolled at census.
ANALYSIS

Retention
The COS retention rate is better than the statewide average.

Persistence
1. We're losing 45% of our new fall students between the start of the fall semester and the start of the spring semester. The first semester is critical. There’s lots of room for improvement.

2. We're losing an additional 20% of our fall students between the start of the spring semester and the start of the following fall semester for a total loss of 65% of our students from fall to fall.

3. If students come back for a second fall semester, they're likely to stay for the entire year.

4. The retention rates are inflated because they do not count students who withdraw from a class within the first four weeks of instruction.

5. A retention rate that uses the first week enrollment as the denominator might show that we have retention problems in courses/programs that otherwise look good when the denominator is the number of students who were enrolled in a class at the end of the 4th week.

Success
1. The overall success rates remain relatively stable from year to year with an annual average success rate of 68.79% in 2003-04.

2. Students who are enrolled in Vocational Education courses have a higher success rates than that for all COS courses.

3. Students who are enrolled in Basic Skills courses have lower success rates than that for all COS courses.

4. Students who are enrolled in Transfer courses generally have higher success rates than that for all COS courses although this was not true in the 2003-04 academic year.

5. Students who identify themselves as “White” generally have the highest success rates. Students who identify themselves as “African-American” generally have the lowest success rates.

6. Students who are male generally have higher success rates than female students although this was not true in the 2003-04 academic year.

7. There are no clear success rate patterns for students by age group.

8. Students who are enrolled full-time generally have higher success rates than those who are enrolled part-time although this was not true in the 2003-04 academic year.

9. The course success rate for COS Distance Learning courses 2000-2004 was 58.8%.
IMPLICATIONS

1. We need to know the persistence rates for full-time students and students whose goal will take more than one semester to complete.

2. We need to know more about students who do not return. The “Complete Withdrawal” form data reported by Kim is a good start, but not all students complete that form.

RECOMMENDATIONS

1. COS should have the following four goals for new fall students who are enrolled in 6 or more units and whose goal is to earn a degree or a certificate:

a. **100% will complete the fall semester with at least a 2.0 GPA overall and at least a grade of C in all classes.**
   - Organize the college to promote student success (prerequisites, structure, etc.)
   - Aggressively work to improve success in “gateway” basic skills courses; MATH, ENGL, READ, GUID.
   - Instructors will call every student who misses class, get a U progress mark, etc.

b. **90% will be registered for the spring semester before Christmas**
   - Have incentives to register early and the counseling/registration staff to meet the goal.
   - Counseling will call students who have not yet registered by December 15th.

c. **90% will return in January for the spring semester**
   - A&R will send reminder post cards to those registered. Counseling will call fall semester students who are not yet registered for spring.

d. **100% of fall persisters will complete the spring semester with at least a 2.0 GPA**
   - Organize the college to promote student success (prerequisites, structure, etc.)
   - Aggressively work to improve success in “gateway” basic skills courses: MATH, ENGL, READ, GUID.
   - Instructors will call every student who misses class, get a U progress mark, etc.

2. Improve Early Alert and Early Response programs to promote student retention and success. Activities include:
   - “Front load” retention and success activities with high-risk students who place into non-transfer level ENGL, MATH, and READ courses.
   - Every instructor must submit S and U progress reports at the 4th and 8th week for every course;
Counseling Services will call every student who receives one or more U progress marks.
Students on probation will have a Counseling Hold placed on their registration that requires counselor approval for all schedule changes.

3. Discontinue offering non-essential courses such as ASTR 1 that have low retention and success rates. Such courses are not essential to the curriculum and they contribute to overall low retention and success rates.

4. Closely examine essential courses such as MATH 81 that have low retention and success rates with the goal of improving student retention and success. Conduct “autopsies without judgment.”

5. We should call every student who does not return to COS until we have a good handle on what the reasons are for early departure then address the malleable persistence variables.

6. We should call every student who drops a class until we have a good handle on what the reasons are for dropping classes then address the malleable retention variables.
V. STUDENT-CENTERED DATA AND IMPLICATIONS

WHAT DO STUDENTS LIKE ABOUT COS?

In February 2005, the Enrollment and Retention Committee surveyed 337 COS students and collected 471 responses in regards to what students like about COS. The top four areas are listed below, along with the most often cited comments. See page 53 in the Appendix for complete survey results.

- **Environment** – 80 comments
  1. All the friendly help you get
  2. The nice, relaxed college atmosphere
  3. The beautiful campus

- **Instructors** – 77 comments
  1. Great instructors (friendly, supportive, enthusiastic, patient)
  2. Closeness of student/instructor relationship

- **Support Services** - 77 comments
  1. Program assistance (Labs, EOPS/SSS, Counselors, Library, Welcome Center, Discovery Center)

- **Courses** – 64 comments
  1. Small class size equals more one on one time with my instructors.
  2. I can get all the classes I need.

WHAT DO STUDENTS DISLIKE ABOUT COS?

In the student survey mentioned above, 331 students provided 359 responses to what they dislike about COS. The most often cited comment was, “Nothing” with 113 responses. The top three areas are listed below, with the most often cited comments.

- **Courses** – 70 comments
  1. Selection, variety and scheduling of courses
  2. Class cancellations

- **Support Services** – 61 comments
  1. Healthier, less expensive food
  2. Financial Aid Office (not friendly/helpful)
  3. Need to extend office hours (labs, weight room, food court, bookstore)

- **Environment** – 50 comments
  1. Weather
  2. Driving here
WHY DO STUDENTS LEAVE BEFORE GOAL COMPLETION?

In reviewing 155 Complete Withdrawal forms from the Spring 2002, Spring 2003, Spring 2004 and Fall 2004 semesters, the following six areas are what students cited most frequently as the reason they left COS:

1. Moving out of area (#39)
2. Emotional or physical health (#25)
3. Financial (#18)
4. Full-time employment (#14)
5. Family emergencies/health problems (#12)
6. Transferring to another college (#10)

WHAT ARE STUDENTS SATISFIED AND DISSATISFIED WITH AT COS?

In the Fall of 2003, COS administered the second Noel-Levitz Student Satisfaction Inventory to 1200 students, yielding 692 completed surveys (21% of the overall student population). The objective of the survey was to systematically measure students’ rating of importance and rating of satisfaction on a wide range of college experiences and issues.

The survey results indicate that students are most satisfied, when compared to other community college students, with the adequate amount of student parking space available on campus. COS students were least satisfied with the variety of courses offered and the scheduling of classes at times convenient for students.

Residence hall students expressed the greatest amount of collective dissatisfaction providing ratings for COS, which are lower than the general population students’ ratings in every service area. Of the 101 questions with satisfaction comparisons to other community colleges, the COS residence hall students rated COS less favorable on all but 7 questions.

According to the survey, COS does not do as well as other colleges in terms of commitment to serving special populations, such as evening, commuter and part-time students.
HOW CAN COS IMPROVE?

Along with the student survey on likes and dislikes administered in February 2005, approximately 146 students provided the following 117 ideas on ways that COS can improve:

**Classes/Programs**
Offer more classes at Yreka and more reasonable times ........................................3
Get more classes to become a registered nurse .........................................................6
Offer more classes in Mt. Shasta ..................................................................................2
Offer more FCS classes during the day .................................................................1
More classes during day in Yreka ..............................................................................1
An Automotive class ..................................................................................................1
More online classes during summer and academic year ...........................................1
Offer more classes .....................................................................................................15
No skills class .............................................................................................................1
Lower the cost of classes .........................................................................................1
Programs that promote area commerce (maybe include Jedi) ..................................1
Offer the ADS classes on the Weed Campus ..........................................................1
Expand LVN program ...............................................................................................2
Offer more summer classes .....................................................................................1
Offer more career oriented classes .........................................................................1
Offer more night science classes ............................................................................1
Add more health related courses ..............................................................................1
Provide more opportunities to take technical classes .............................................1
Offer more classes via other colleges .......................................................................1
Make all grades accessible on-line ...........................................................................1
More Voc. Ed programs ............................................................................................1
Provide more classes for the ones with long wait lists ..........................................1
Need more summer classes .....................................................................................1
Offer Anatomy/Micro in the summer ......................................................................1
Offer more night classes ..........................................................................................1
Offer lab courses in the evening ..............................................................................1
Offer more challenging GE courses .......................................................................1
Offer more GE courses ............................................................................................1
Connect ECE classes with local Child Dev. Programs ..........................................1
Revise the LVN program into 4 semesters ..............................................................1
**TOTAL** ..................................................................................................................53

**Food**
Have more variety of healthy foods ...........................................................................5
Improve the food in the cafeteria ..............................................................................2
Better lunch food/healthy food ................................................................................1
Offer coffee on campus ...........................................................................................1
**TOTAL** ..................................................................................................................9
### Facilities
- Need bigger and newer classrooms ................................................................. 2
- Heat the rooms in the Art building ................................................................. 1
- Need more lighting on walkways ......................................................................... 3
- Enlarge campus .................................................................................................. 1
- Need to update the facilities .................................................................................. 1
- Offer more parking (after 8:30am lot is full) ....................................................... 5
- Have security in the parking lots .......................................................................... 2
- Build a smoking shelter ........................................................................................ 2
- Clean the college bathrooms more often ............................................................ 3
- Provide more bathrooms ....................................................................................... 1
- Have the classroom built out of logs ..................................................................... 1
- Move Paramedic class away from Welding shop .................................................. 1
- Need more women’s stalls in IT bathroom .......................................................... 1
- Improve parking lot by Welding shop ................................................................... 4
- Provide snack and soda machines in IT building .................................................. 1
- Provide proper heating/air in all buildings ........................................................... 1
- Parking lots have holes ........................................................................................ 1
- Need better campus signage .............................................................................. 1
- **TOTAL** ............................................................................................................ 32

### Support Services
- EOPS is a good program, but too bad it can’t serve those who have 70+ units .... 1
- Make study rooms in the dorms .......................................................................... 1
- Need more advisors during registration time ...................................................... 1
- Make the cashier nicer ........................................................................................ 1
- Update computers ................................................................................................ 1
- Have a bookstore which offers novels .................................................................. 1
- Update the library .................................................................................................. 1
- Additional resources at library .............................................................................. 1
- Residency ................................................................................................................ 1
- Extend computer lab and library hours (include weekend hours) ....................... 6
- Extend bookstore hours/before and after semester ends ..................................... 3
- Advocate for less expensive textbooks ................................................................ 1
- Provide more tutors for people with language as a second language ............... 1
- Improve FAO staff ................................................................................................ 1
- Lower book prices at bookstore ........................................................................... 1
- Extend FAO hours ................................................................................................ 1
- Extend weight room hours ................................................................................... 1
- Be careful in Counseling Dept. to provide correct advice .................................... 1
- Offer more student clubs and activities ............................................................... 1
- Have current research material available now, not in two weeks ....................... 1
- Enhance diversity activities on campus supported by staff .................................. 1
- More support for adults returning to school ...................................................... 1
- Provide computer related training ....................................................................... 1
- **TOTAL** ............................................................................................................ 30
Other
More girls ............................................................................................................. 2
Nothing/Don’t know .......................................................................................... 36
Shuttle to ski park ............................................................................................... 1
Attract more students .......................................................................................... 1
Improve bus service for night classes ............................................................... 1
More open info about school .............................................................................. 1
Supervise the faculty a little tighter ..................................................................... 1
Get rid of instructors who are not advocates for students or who are burnt out... 2
Through a survey such as this ............................................................................ 1
TOTAL ................................................................................................................. 46

Environment
More campus activities ....................................................................................... 1
Make the whole campus a no smoking zone ...................................................... 1
More things to do ................................................................................................. 1
More people ......................................................................................................... 1
Help students find a place to live ....................................................................... 1
Improve Campus ................................................................................................. 1
Enforce no-smoking zones ................................................................................ 1
TOTAL ................................................................................................................. 7

Recommendations

- Conduct a comprehensive review and analysis of the processes in which classes are scheduled and selected to be offered. Determine if our current practices are effective in meeting student needs.

- Conduct a comprehensive Food Services study, which addresses staff/student satisfaction.

- Conduct a student satisfaction survey for all students receiving Financial Aid, specifically addressing student/staff interactions.

- Review current services offered to evening students. Formulate a plan to improve access to support services.

- Conduct a comprehensive study with Resident Hall students in order to identify specific areas of dissatisfaction. Design and implement a plan to improve student satisfaction.

- Ensure recruitment materials include information specific to College of the Siskiyous’ small town friendly environment, providing small classes with great faculty, where students can get the classes they need to successfully pursue their educational goal.
VI. FACULTY-CENTERED DATA AND IMPLICATIONS

<table>
<thead>
<tr>
<th>School</th>
<th>Student FTES Year 2003-2004</th>
<th>Faculty FTE (full-time equivalent) (total adjunct/full-time faculty Fall 2003)</th>
<th>Faculty Productivity (student FTES divided by faculty FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS</td>
<td>2676</td>
<td>80.5</td>
<td>33.2 FTES per Faculty FTE</td>
</tr>
<tr>
<td>Barstow</td>
<td>2343</td>
<td>74.6</td>
<td>31.4 FTES per Faculty FTE</td>
</tr>
<tr>
<td>Feather River</td>
<td>1385</td>
<td>38.6</td>
<td>35.8 FTES per Faculty FTE</td>
</tr>
<tr>
<td>Lassen</td>
<td>2249</td>
<td>82.6</td>
<td>27.2 FTES per Faculty FTE</td>
</tr>
<tr>
<td>Mendocino</td>
<td>2801</td>
<td>116.4</td>
<td>24 FTES per Faculty FTE</td>
</tr>
<tr>
<td>Gavilan</td>
<td>4589</td>
<td>119.2</td>
<td>38.4 FTES per Faculty FTE</td>
</tr>
<tr>
<td>Lake Tahoe</td>
<td>1789</td>
<td>87.0</td>
<td>20.5 FTES per Faculty FTE</td>
</tr>
</tbody>
</table>

Average FTES per faculty FTE at other schools: 29.4 FTES per faculty FTE

As indicated in the chart above, COS faculty are productive in the sense that each Full-time Faculty Equivalent produces an average of 33.2 FTES, which is more than 10% higher than the average of 29.4 FTES per Full-time Faculty Equivalent for the other six campuses.

<table>
<thead>
<tr>
<th>School</th>
<th>Retention Rate Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS</td>
<td>85%</td>
</tr>
<tr>
<td>Barstow</td>
<td>Correct data not available</td>
</tr>
<tr>
<td>Feather River</td>
<td>93%</td>
</tr>
<tr>
<td>Lassen</td>
<td>85%</td>
</tr>
<tr>
<td>Mendocino</td>
<td>86%</td>
</tr>
<tr>
<td>Gavilan</td>
<td>80%</td>
</tr>
<tr>
<td>Lake Tahoe</td>
<td>88%</td>
</tr>
</tbody>
</table>

Average score for other similar campuses: 86%

As indicated by the above chart, the average COS retention rate for all courses (85%) is very close to the average for the similar small schools (86%).
Retention Rate by Discipline at COS and Comparative Colleges (% grades with A, B, C, D, F CR, NC)

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>COS</th>
<th>Barstow</th>
<th>Feather River</th>
<th>Lassen</th>
<th>Mendocino</th>
<th>Gavilan</th>
<th>Lake Tahoe</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>82</td>
<td>nd</td>
<td>93</td>
<td>78</td>
<td>79</td>
<td>86</td>
<td>91</td>
<td>85.4</td>
</tr>
<tr>
<td>Bus./Management</td>
<td>82</td>
<td>nd</td>
<td>80</td>
<td>79</td>
<td>85</td>
<td>76</td>
<td>83</td>
<td>80.6</td>
</tr>
<tr>
<td>Comp/Inf. Tech.</td>
<td>85</td>
<td>nd</td>
<td>88</td>
<td>88</td>
<td>84</td>
<td>83</td>
<td>83</td>
<td>86.8</td>
</tr>
<tr>
<td>Education</td>
<td>88</td>
<td>nd</td>
<td>98</td>
<td>92</td>
<td>88</td>
<td>78</td>
<td>87</td>
<td>88.6</td>
</tr>
<tr>
<td>Engineering</td>
<td>95</td>
<td>nd</td>
<td>96</td>
<td>87</td>
<td>91</td>
<td>90</td>
<td>nd</td>
<td>91.0</td>
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<tr>
<td>Fine &amp; Applied Arts</td>
<td>85</td>
<td>nd</td>
<td>94</td>
<td>75</td>
<td>89</td>
<td>84</td>
<td>86</td>
<td>85.6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>89</td>
<td>nd</td>
<td>76</td>
<td>79</td>
<td>79</td>
<td>77</td>
<td>93</td>
<td>80.8</td>
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<tr>
<td>Health</td>
<td>88</td>
<td>nd</td>
<td>98</td>
<td>88</td>
<td>92</td>
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<td>96</td>
<td>93.2</td>
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<td>Humanities</td>
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<td>nd</td>
<td>90</td>
<td>79</td>
<td>87</td>
<td>79</td>
<td>86</td>
<td>84.2</td>
</tr>
<tr>
<td>Interdisciplinary</td>
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<td>nd</td>
<td>89</td>
<td>80</td>
<td>85</td>
<td>76</td>
<td>83</td>
<td>82.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>78</td>
<td>nd</td>
<td>83</td>
<td>69</td>
<td>83</td>
<td>79</td>
<td>88</td>
<td>80.4</td>
</tr>
<tr>
<td>Physical Science</td>
<td>77</td>
<td>nd</td>
<td>92</td>
<td>88</td>
<td>84</td>
<td>93</td>
<td>93</td>
<td>90.0</td>
</tr>
<tr>
<td>Psychology</td>
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<td>96</td>
<td>88</td>
<td>88</td>
<td>76</td>
<td>88</td>
<td>87.2</td>
</tr>
<tr>
<td>Public Affairs/Serv.</td>
<td>96</td>
<td>nd</td>
<td>99</td>
<td>87</td>
<td>91</td>
<td>91</td>
<td>95</td>
<td>92.6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>78</td>
<td>nd</td>
<td>91</td>
<td>87</td>
<td>86</td>
<td>83</td>
<td>88</td>
<td>87.0</td>
</tr>
</tbody>
</table>

As indicated by the chart above, while COS is above the average in four discipline areas, it is lower than the average in nine discipline areas. Shaded cell borders in bold indicate disciplines where we are the lowest of all schools.

Success Rate for 2004 Spring Semester comparing COS with comparative schools: (number of enrollments w/grade of A, B, C, CR)

<table>
<thead>
<tr>
<th>School</th>
<th>Success Rate Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS</td>
<td>67%</td>
</tr>
<tr>
<td>Barstow</td>
<td>71%</td>
</tr>
<tr>
<td>Feather River</td>
<td>68%</td>
</tr>
<tr>
<td>Lassen</td>
<td>75%</td>
</tr>
<tr>
<td>Mendocino</td>
<td>70%</td>
</tr>
<tr>
<td>Gavilan</td>
<td>64%</td>
</tr>
<tr>
<td>Lake Tahoe</td>
<td>75%</td>
</tr>
</tbody>
</table>

Average success rate for similar small schools: 70%

As specified in the above chart, the average success rate for COS (67%) is slightly less than 5% lower than the average for similar small schools (70%).
Success Rate by Discipline at COS and Comparative Colleges by Percentage (% grades with A, B, C, CR)

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>COS</th>
<th>Barstow</th>
<th>Feather River</th>
<th>Lassen</th>
<th>Mendocino</th>
<th>Gavilan</th>
<th>Lake Tahoe</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
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<td>69</td>
<td>61</td>
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<td>70.7</td>
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As indicated by the chart above, while COS is above the average in four discipline areas, it is lower than the average in ten discipline areas. Shaded cell borders in bold indicate disciplines where we are the lowest of all schools.

<table>
<thead>
<tr>
<th>Fiscal Year 2003-2004</th>
<th>Current Expense of Education – (50% Law Compliance)</th>
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<tbody>
<tr>
<td>All data from Chancellor’s Office</td>
<td></td>
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<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
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<tr>
<td>Barstow</td>
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<tr>
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<tr>
<td>Lassen</td>
<td>53.01</td>
</tr>
<tr>
<td>Mendocino</td>
<td>51.15</td>
</tr>
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</table>

Average for similar schools: 52.17%

As documented in the chart at left, COS is the least compliant of similar small schools. At 50.13%, COS is significantly below the similar school average of 52.17%.
Community College Association 20 Year Earning Comparison
(All data compiled by Alan Frey CCA)

Over 20 years, a faculty member would earn, on average, the following:

<table>
<thead>
<tr>
<th>College</th>
<th>Earnings</th>
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<tbody>
<tr>
<td>COS</td>
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<tr>
<td>Barstow</td>
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<td>$1,082,382.00</td>
</tr>
</tbody>
</table>

Average 20 year earnings for similar schools: $1,104,130.00
Average loss of earnings for COS faculty: $52,491.00

As indicated by the chart above, the average COS faculty member would earn $52,491 less than the average faculty member at the similar schools over a 20-year period. Further, a faculty member who earned the average pay at another college, and who invested the average pay difference as earned, would have, due to compounding interest, a sizable nest egg for retirement.

Summary

When compared to similar small schools, COS faculty are, on average, 10% more productive, about equal in student retention, about 5% lower than average in student success, and significantly behind in rate of pay. While part of the pay discrepancy can be explained by the fact that COS is the least compliant with the 50% law, it is somewhat ironic that COS also has, by far, the highest full-time to part-time faculty ratio of the similar small schools. Specifically, in Fall 2003 COS had 55 full-time equivalent tenured/tenured track faculty and 25 full-time equivalent adjunct faculty. This 55/25 ratio is much higher than that maintained by the three colleges nearest our size: Barstow 40/34; Lassen 43/37; and Mendocino 55/61.

The COS faculty productivity score, which is much above the norm, is most likely due to the significant number of support hour courses added rather than course sections having large numbers of students. If so, we need to ensure that each support hour course mentions the support
hour requirement in the first day handout, indicates the rationale for the support hour, and clearly lists specific tasks students will work on during the support hour.

Although the COS average retention rate (85%) is close to the similar school average (86%), the COS retention rate by discipline scores raises a couple of red flags. Specifically, COS retention rates in the physical sciences (77%) and the social sciences (78%) are the lowest among the similar small schools; and the COS average retention rate in these two disciplines seems especially low when compared to the small school average retention rates of 90% in the physical sciences and 87% in the social sciences. Still, while the average discipline scores might be useful at pointing out a general trend, analysis at the course level would be required before any specific changes can be suggested.

The average COS success rate (67%) is about 5% lower than the average for the similar small schools (70%). Again, while the average rate provides some general information, the success rate by discipline clearly shows that while we are higher than average in four discipline areas, we hold the lowest scores in five discipline areas. For example, our success rates in Biological Sciences (58%), Comp/Inf. Tech (55%), Physical Science (52%) and Social Sciences (57%) differ dramatically from the small school averages of 73% in Biological Sciences, 66% in Comp/Inf. Tech, 74% in Physical Science and 70% in the Social Sciences. Once again, the data suggests that analysis at the course level is required.

Lastly, although the data used to compute compliance with the 50% Law is outlined by the Chancellor’s Office, it appears that common practice across the state allows more than a bit of subjective inclusion/exclusion when figuring the current expense of education compliance. For example, fifteen years ago COS had 52 full-time faculty and 69 classified, and we barely met the 50% law requirement. Today we have 50 full-time faculty and 115 classified, yet we claim to be at about the same level of compliance. This conundrum, and the fact that our full-time faculty to part-time faculty ratio has remained higher than our similar schools, makes any stated compliance suspect. Adequate funding for salaries, new program development, and overall program improvement must be maintained if we wish to improve enrollment, retention, and student success.
VII. RECOMMENDATIONS

The Academic Senate Enrollment and Retention Committee believes the following recommendations will help COS develop a coherent enrollment management plan—a plan that will provide the long-term enrollment and retention stability needed to fully support the COS Mission and Vision statements. While the recommendations are not offered as an exhaustive or dogmatic list, they do provide some concrete examples of possible approaches and suggested actions for the full Senate to decisively enact or support via the campus planning process.

Marketing and Recruiting Strategies

✓ Have an extensive “Senior College” to meet the needs of our county’s growing senior citizen population. Offer the short courses and workshops that seniors want, and offer them when and where they can take them. Consider offering an Emeritus College program. If the dorms are underutilized, we can offer an Elder Hostel Program. Market directly to the Shastina seniors, find out what courses they want, and offer the courses where they want them.

✓ Create a “Siskiyou Scholars” scholarship program to attract students with strong academic skills. Offer early admission, fee waivers, and guaranteed student job.

✓ Do targeted recruitment in high schools and in geographic areas where college-going rates are low.

✓ Put the “community” back in community college. Strive harder to be the cultural, training, and educational center of Siskiyou County. Examine the Siskiyou County Economic Development plan for ideas on training needs. Do more forums on politics, put COS shows on MCTV, and get the Weed Community Center built. Make sure our county is aware of our great successes, exciting events, and broad curriculum. Work hard to improve the economic well-being of our area, and fully advertise any contribution/success. Make the Speakers Bureau a campus priority, and send our speakers out to the schools and service organizations. Make the COS Alumni Association a popular and exciting organization to belong to. Encourage and support staff participation in community organizations and events. Have it as a goal that 100% of Siskiyou County residents will have taken a COS course or heard a COS speaker or attended a COS event.

✓ Solicit and use testimonials by students in local, internet, and out of area marketing. Promote the student success we have.

✓ Discover and serve the adult education needs of our residents.

✓ See what the private Trade/Tech schools are offering and offer the same programs at a much lower cost to students.
✓ Improve COS website by having eye-catching student-oriented photos, have an exciting recruitment slide show or video, have “How to Enroll” Register Online,” “Apply for Financial Aid,” Request more Info,” etc. on the COS Home Page. Move all #2 priority information out of view, consider using drop down menus, use the “page one above the fold” concept from journalism to prioritize our home page, use data on our web site to help prioritize our web structure (students first, then staff and the public). Our site should have student success stories, pictures of students engaged in fun activities, and pictures that highlight our campus and the mountain. The site should show exciting club activity, athletic scores, and current events. We need to make our site a bit more hip and interesting, yet we need to maintain ease of navigation and access. The site should look more like a destination resort site than a DMV site.

✓ Offer college-level courses in the high schools, increase course offerings, and develop new courses. Expand distance education offering, but do not expand by only taking successful core campus courses and putting them into the distance education format. Make it possible for students to obtain a degree completely by distance education, and then advertise that the opportunity exists.

✓ Start a GED Program.

✓ Serve the educational needs of area teacher aides, and provide continuing education for those in the medical and educational professions.

✓ We are successful at developing partnerships, and we should consider more partnerships with local businesses, colleges, and programs.

✓ Set high goals for new enrollment strategies. For example, the College Options model is to have 100% of Siskiyou County students attend college or other education after high school. By making the goal difficult to obtain, we are more likely to force out-of-the-box thinking. We should expect success and promote optimism.

✓ Determine what mix of students we want (traditional, non-traditional, scholars, out of area, foreign, …) and create marketing strategies that will recruit these students. While we should continue to serve the students we have, we should actively recruit the students we want.

✓ Reverse the enrollment loss at the Yreka Campus.

✓ Is our current method of marketing as effective as it can be? How do we know? Are we targeting the right populations here and out of the area? Do we know what attracts students to COS? Does our enrollment application ask the student how they heard about COS or the course they are signing up for? Do we know why some potential students do not enroll? What campus areas are recruitment friendly? What campus areas are recruitment unfriendly? Should we be marketing more to parents? Have we helped create the reputation we want? Do we need a more aggressive Marketing/PIO? Update college marketing strategies to include an attractive, unique, and exciting educational identity. We should be trying to match our
strengths and assets (our identity) with students looking for the type of learning experience we can offer.

✓ Learn what high school students in high-growth areas of California want to take in college. What community colleges are turning away students? What programs are impacted? There are students at some other community colleges that can’t enroll in the appropriate math and English sequence due to impacted programs, and they often must add one or two semesters to the educational plan. We can market to students and parents that the opportunity exists at COS for qualified students to complete requirements in two years.

✓ We have a significant number of less than half time students, and we should try to market relevant courses to them. For example, students taking just one art class could be contacted via mail to inform them of specific art classes to be offered the next semester.

✓ Consider involving alumni and students much more in our recruiting efforts. Successful COS students can be paid to visit their local home high school along with college staff. We should encourage successful COS alumni, wherever they are, to be COS ambassadors.

✓ Each COS employee must take some ownership of furthering COS enrollments. An example was cited where a weekend maintenance worker noticed a family was walking around the closed campus. Rather than ignoring them, he took the time to ask if they had any questions and obtained a COS catalog for them. Knowledgeable faculty and staff, including faculty from the academic areas, can help by volunteering to attend a career fair or visit a high school. Have our faculty visit local high schools and teach a seminar or workshop.

✓ Keep an eye out for local developments that might be enrollment opportunities, i.e. would a casino in Yreka offer any opportunities for job training or partnerships?

✓ Expand the Work Experience program. Students and parents should know that there are worthy opportunities for internships and work experience.

✓ Contact the Army and Navy and explore the possibility of becoming a ConAP (Concurrent Admissions Program for Army Enlistees) and Navy equivalent college.

✓ Create a rich summer program. Establish a regular summer schedule that allows students to take more than one course. Offer all courses at the best times for students and provide need support services.

✓ Work with local high schools to help ensure more students are ready for the college experience.
Improving Student Engagement

- Create a sense of belonging to the campus community. For example, we could help create a sense of “belongingness” in our residential students by improve the dorms so that they foster more social interaction, are truly a great place to study, and provide for many more recreation opportunities. Staff and non-resident students should be invited into the dorms for regularly scheduled social functions.

- Apply best practice used in one area of campus to other areas. MESA and a few other offices and programs across campus have a reputation for creating a sense of “belongingness” in their students. The Art Department works to create a “family-like atmosphere” where students meet other instructors, have interaction between art classes, and undergo experimentation with other art modalities (the interactions and experimentation often interests students into taking other art classes). Also, Nursing, EMT, and Fire have in place excellent student follow-up.

- Have student success and student use of campus resources/faculty/staff be a high priority goal on our web site.

- Promote programs and ideas that provide greater student engagement with campus activities, community life, and student government. Create a position to coordinate all student activities. While promoting school unity, provide entertaining, educational, and/or culturally enriching activities during the day (student vs. staff volleyball, lunches with staff, and live music in the center. Make Homecoming a real event, and do whatever it takes to ensure students are learning, having fun, and feeling a part of the campus. Make the Student Center a real place for students to socialize and interact with staff. Students should be able to sit by the fireplace, sip a latte, and check their email via their wireless laptop. The Student Center should have a few small study rooms, and part of the outside patio area should be covered and have comfortable benches for study. Give each student an inexpensive USB flash drive with a COS logo, and put a student survival guide on the drive. Provide all students with a COS email account, and use the account to send campus activity updates, messages from instructors, and ads for new courses. Have early intervention and assistance for at-risk students and those on academic probation. Students that are dropping out of COS should hear they are still part of the “COS family,” and that they will be welcomed back.

- Create and maintain social, family, and friendship package for non-local students.

- Once we recruit the mix of students we want, provide for their specific needs and interests.

- Create an especially positive and helpful campus environment at the start of each semester. For example, have all staff wear “Ask Me” buttons the first week or so, and staff the student center with “Student Ambassadors” who can assist students in finding classes, locating services, and joining clubs or participating in activities.

- Each COS employee must take some ownership in furthering student retention. It must be everyone’s job to notice student dissatisfaction and to remedy the problem or forward the problem for solution. All staff should receive some training on enrollment management and
what they specifically can do to help with student success and retention. It was mentioned that a number of classified staff informally mentor students now. Although our last effort at campus-wide mentoring did not succeed, we should not be afraid to go back down that road again with a different map and strategy.

- Continue to train faculty and staff in customer service.

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**Removing Barriers from our Programs and Practices**

✔ Besides focusing on what new practices and policies we should implement, we should be spending more time on thinking about what not to do and what to stop doing. For example, we should not be creating new barriers for new courses, and we should lesson our dependence on support hours, travel study, and any other high-risk FTES generation. We can maintain academic rigor and appropriate curriculum without creating so many hurdles that new faculty, or faculty with new ideas, become discouraged. Creating a “temp” or “fast-track” class creation process will allow us to more quickly offer experimental courses that are provisionally approved for the one time trial.

✔ Explore new ways to report and claim FTES. For example, can a certain amount above the enrollment cap be reported as “basic skills?” Do we need to look at a State process known as “Stabilization?” Do we report enrollment from our summer session in the fiscal year in which the summer session commences or in the year in which it ends?

✔ Consider alternative scheduling of courses. Students will go elsewhere if they believe our options are slower or less in-line with their goals and convenience needs.

✔ Offer students the courses they want, when they want them, in the manner they want them. While many variables might be at work, the Math 2 summer course was offered as an example because of high enrollment, retention, and success rates. It was also mentioned that the Art Department offers a number of compressed, short, and weekend classes.

✔ Although we consider COS a friendly campus, barriers exist that are not easy to notice. Using the “secret shopper” approach, we should regularly evaluate such services as registration, counseling, and financial aid services.

✔ Offer a late start college—a series of courses that all start about the same time a few weeks after the start of the regular semester. Such a program would allow us to more easily reduce the significant number of late adds during the first and second week, and perhaps stop totally the unfunded late adds occurring after Census Week.

✔ Make student success and retention data an important part of the evaluation process, and create a formal fix-it process for courses with especially low rates. There should also be a systematic checking of course retention and success rates to look for significant anomalies. The emphasis of change should not be on lowering academic standards, it should focus on
best practices that maintain academic validity and improve student retention and success. Instructors should make use of best practices to improve low success and retention scores.

✓ We consistently have significantly higher FTES in the spring than in the fall. Are there calendar adjustments or “late start college” options we could offer to improve fall FTES?

✓ Learn what we are doing well in terms of attracting students to COS, and look for other places we can apply what we do well. For example, many vocational education courses have good enrollments, high success rates, and great employment rates. Also, Athletics does a stellar job at recruitment, and other campus areas might learn much from their recruitment strategies. Fire, EMT, and Nursing are excellent at student follow-up, and we need to be sure that any potential student inquiry is given this level of attention. Also, the Art Department helps keep their courses affordable by providing student checkout of cameras. There must be many other ways we can help make education more affordable for potential students.

✓ We must not be afraid to review the viability of existing programs. Very high cost programs, programs with declining enrollments, and programs with low rates of student achievement or persistence should be viewed as high-risk programs and an effort should be made to improve the program’s efficiency and effectiveness.

✓ EOPS and SSS both have higher success goals than the rest of the campus, yet they come close to achieving these high goals despite the fact that their student population is non-traditional. What can we learn from EOPS and SSS about raising student success rates across campus?

✓ Continue to incorporate new technologies into the classroom, and continue to make more classrooms smart classrooms. The use of digital projectors, white boards, relevant multimedia, and even microphones can have a positive effect of student success and retention.

✓ Open Dormitories all year (maybe limited to non-local students).

✓ Promote student financial aid to all students including part-time.

✓ Create a Student Support Center that houses a Community Referral Service for students (emergency food, transportation, loans, and housing). Center might provide emergency Stage passes, loan service, and comprehensive job placement.

✓ Find out why students inquire about COS but do not enroll. Discover why students drop before census, and the reasons why they drop after census. Learn why students drop completely out of COS before completion of stated goal, and discover whether we can provide the support that would have helped them stay. Consider a peer exit interview—student interviewing student about why they dropped and what, if anything, could have helped them succeed. For example, we ought to know whether offering a more flexible schedule and increasing awareness of financial aid would be beneficial. Or, is the most viable solution to better market our lab and counseling services?
Course withdrawal rate for females is slightly higher than males, and our overall campus persistence rate is too low.

The athletic study hall concept should be monitored for results. While athletes do well in PE courses, the success rate for athletes in non-PE courses is generally much lower than for non-athletes in non-PE courses.

Review and evaluate the success, retention, and persistence of our basic skills students (reading, English, and math). Meeting math and English requirements seem to be a major reason for student failure and likely contributes to our low student persistence rate. For example, while the basic skills success rate for African Americans is low across the state (49.2%) it is even worse at COS (39.2%). This is particularly troubling because these same students doing poorly in basic skills courses at COS are performing much better than their peers across the state in our transfer and vocational education courses. The obvious question: if our African American students are able to do well in our transfer courses (69.4% success) and in our vocational education courses (89.4%) why are they doing so poorly in Math 81 (of the 35 most recent African American students in Math 81, only 4 successfully completed the course—a success rate of 11.4%). Also, of the 17 most recent African American students taking Engl 96, only 1 student was successful—a success rate of 5.9%. Equally alarming, while the Caucasian students have a higher success rate than the African Americans, the Caucasian success rate (of the most recent 281 Caucasian students in Math 81, only 111 were successful—an overall success rate of 39.5%). Also, of the 81 Caucasians students in Engl 96, only 25 students were successful—a success rate of 30.9%. Knowing that students who are not successful have a much lower persistence rate than students who are successful, we realize that something must be done to improve student success and persistence in our basic skills courses.

Perhaps a basic skills task force can examine the data on the differing success rates among instructors (a pre and post Compass test might help us better understand whether the differing success rates are due to best practices or lowering of standards), and the task force might be able to learn why students do better in some basic skills courses (reading) than in others (math and English). The only obvious correlation between African American student success and failure in Math 81 (at least among the most standard variables: gender, age, athlete, financial aid, educational goal, placement test scores, last high school attended, etc) was the score received on the placement test. African American students scoring less than 31 on the Pre-Algebra placement test, though they scored well within the boundaries for Math 81, seemed destined to fail. If so, perhaps a 2 unit Math 81a and a 2-unit Math 81b option might be needed? Although there have been many changes in how Math 81 has been taught (for example a change from 3 to 4 units) the retention and success rates seem to have actually decreased significantly over the last few years. Specifically, in Spring 2001 the retention rate for all Math 81 students was 85% and the overall success rate was 55%. In Spring 2002, it was 84% and 50%. In Spring 2003, it was 77% and 47%. In Spring 2004, it was 75% and 45%.
Resource Investment

- Update and repair campus facilities. Renovate and modernize our classrooms. The dorms and student center, utilizing outside funding, should be significantly remodeled. The campus should be a safe, clean, and accessible learning environment. Campus visitors should see no dripping faucets, peeling paint or broken walkways.

- Look ahead and make contingency plans for likely threats to enrollment stability. For example, what should we be doing now if it appears likely other colleges will share the same interstate exchange agreement we have for Oregon students? What should we be doing now to reduce vulnerability to known demographic changes in our county?

- Thanks to a greatly improved decision support system, we now have access to a rich vein of enrollment management data, and our decisions and plans should be data driven. We should continue to increase this information flow across campus, and make it as easy as possible for staff to integrate the data into research, program review, and the development of new enrollment management strategies. The decision support system should be used to identify both our strengths and our weaknesses, and such data as 50% law compliance and FTES in relationship to staffing should be widely known.

- We should be regularly investing resources in creating promising “trial programs.” Just because we have been doing something for a long time, and we have been somewhat successful doing it, does not mean it is the best use of our resources. Instead, if we wish to do more than simply maintain status quo, we should seriously consider what we can do better than other community colleges. For example, COS staff is passionate about education in general and our environment in particular, yet we do not have either an Outdoor Recreation or an Education program. We must be more willing to accept costly innovation and even intelligent failure. We should ignore the few consistent “nay sayers,” and though consensus should be sought, work with the staff willing to take on new tasks and that have proven track records.

- We should continue to monitor where our FTES come from (percent from transfer courses, support hours, travel study, computer science, online, Yreka Campus, athletics, off-campus, high-cost programs, low-cost programs…) and adjust programs, policies, and recruitment to achieve the wanted mix.

- Designate a person or group where new or innovation enrollment ideas can be submitted by anyone. This person or group would also be responsible for helping to institutionalize enrollment management across the campus by educating the campus about annual enrollment goals, ensuring that relevant data is available to staff via the intranet, sharing best practices, and providing the leadership we need to incorporate annual and long-term enrollment goals (three to five years) into the planning process. This person or group should ensure that we remain focused on our goals, and that we are supporting the specific strategies most likely to result in the desired enrollment outcomes.
- Make use of the Mesa College’s Outreach/Retention Collection of books, journals, and videos related to student performance, retention, and outcomes. Material is available through inter-library loan and can be reviewed at [http://www.sdma.net/library](http://www.sdma.net/library). Click on the red rectangle, which says, “Library Catalog.” Type “outreach” in the box next to “Series title” and hit the enter key. Click on Outreach and Retention Collection to view material. Consider offering flex credit or professional growth points for COS staff that preview materials and provide feedback to other staff.

- Develop a Student Services Strategic Plan that focuses on improving student success, retention, and persistence. The plan should ensure that all students receive timely and informed advising, that the dismal rate of persistence among students on academic probation is improved, and that obvious barriers to student success and retention are removed. There should be a review of student satisfaction, and any problem areas should be addressed.

- Improve the low persistence rate of COS students on academic probation. Develop an early warning system with clear guidelines on how to intercede whether the problem is social, financial or academic. Consider a web-based early warning reporting form. Instructors could indicate early on a student problem, and a counseling staff person could identify appropriate services and contact the student via email immediately.

- Help maintain a stable and contented work force by continually improving shared governance and equitable pay. Foster a work environment based on mutual respect, openness, and shared values. Create opportunities for growth, instill job ownership, and maintain a staff of peak performers. We need to get the right people into the right jobs across the campus, and before hiring new staff we must be sure we do not already have someone in the wrong place that could fill the need. Ensure that all supervisors understand the importance of fairness, recognition, and the basics of good supervision.

- EOPS, SSS, and DSP&S have developed model student tracking systems, and we should be looking at ways to copy their approach and/or make use of their data.
VIII. APPENDIX

In February 2005, the Enrollment and Retention Committee surveyed 337 COS students and collected 471 responses in regards to what students like about COS. The following are the complete results of the survey.

WHAT DO STUDENTS LIKE ABOUT COS?
February 2005

**Accessibility**
- Easy college to get into ................................................................. 1
- Convenience of attending ................................................................. 7
- Cost ............................................................................................................. 7
- Can go to school and work at the same time ........................................... 1
- Easy access to libraries and other services ............................................. 1
- Close to my home .................................................................................... 23
**TOTAL** .................................................................................................. 30

**Instructors**
- Great instructors .................................................................................... 49
- Closeness of student/instructor relationships ......................................... 10
- Patient teachers ....................................................................................... 1
- Enthusiasm of instructors ....................................................................... 2
- Flexibility of instructors ......................................................................... 1
- Support teachers give ............................................................................. 4
- Easy access to instructors ....................................................................... 2
- Incredibly friendly faculty ...................................................................... 8
**TOTAL** .................................................................................................. 77

**Staff**
- Staff cheerfulness ................................................................................... 3
- Staff helpfulness ..................................................................................... 30
- Incredibly friendly staff ......................................................................... 5
**TOTAL** .................................................................................................. 38

**Location and Size of College**
- Size and location .................................................................................... 9
- Location ................................................................................................... 24
- Small campus .......................................................................................... 13
**TOTAL** .................................................................................................. 46
WHAT DO STUDENTS LIKE ABOUT COS?

Environment
School environment is mellow ......................................................... 8
Snow ................................................................................................. 2
Lack of things to do, so homework gets done .................................... 1
Wanting students to succeed ................................................................ 2
Nice atmosphere .............................................................................. 13
Supportive environment ................................................................... 3
Quiet .................................................................................................. 4
Activities offered ............................................................................... 1
Resources and opportunities ............................................................... 4
Small town attitude .......................................................................... 4
All the help you get ......................................................................... 13
Friendly service .............................................................................. 8
Beautiful campus ........................................................................... 11
Easy to find stuff ............................................................................ 1
Low crime rates ............................................................................... 1
Semester Calendar ............................................................................ 1
Opportunities it offers ..................................................................... 4
TOTAL ............................................................................................. 80

Courses
I can get the classes I need .............................................................. 9
Offers a lot of classes ................................................................. 7
Nursing classes ............................................................................... 1
Most transfer classes ..................................................................... 1
Quality classes ............................................................................... 2
Psychology class ............................................................................ 1
Writing classes ............................................................................. 1
Learning new skills ....................................................................... 2
Variety of classes .......................................................................... 1
Computer classes .......................................................................... 1
Online classes .............................................................................. 2
Classes ........................................................................................... 3
Boxing course .................................................................................. 1
I appreciate that they added classes when there was a long wait list .... 7
Night classes .................................................................................. 2
Small class size (equals more one-on-one with instructor) ............... 23
TOTAL ............................................................................................. 64

Academic Programs
LVN/RN Program ........................................................................... 2
Certificate programs ....................................................................... 1
Paramedic Program ....................................................................... 3
Tech programs offered ................................................................... 2
Programs with Shasta College .......................................................... 1
TOTAL ............................................................................................. 9
### WHAT DO STUDENTS LIKE ABOUT COS?

#### Support Services

<table>
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<tr>
<th>Feature</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Counselors</td>
<td>6</td>
</tr>
<tr>
<td>EOPS/SSS Programs</td>
<td>10</td>
</tr>
<tr>
<td>Outreach Programs</td>
<td>1</td>
</tr>
<tr>
<td>High Tech Center</td>
<td>1</td>
</tr>
<tr>
<td>Student housing</td>
<td>1</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>3</td>
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<tr>
<td>Funding was available</td>
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<tr>
<td>Cookies in Eagle Café</td>
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<tr>
<td>Program assistance</td>
<td>10</td>
</tr>
<tr>
<td>Tutors/Labs/Program assistance</td>
<td>21</td>
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<tr>
<td>Labs</td>
<td>2</td>
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<tr>
<td>Discovery Center</td>
<td>3</td>
</tr>
<tr>
<td>No parking fees/easy to park</td>
<td>5</td>
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<tr>
<td>More parking than at Shasta</td>
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</tr>
<tr>
<td>Good food</td>
<td>2</td>
</tr>
<tr>
<td>Library</td>
<td>4</td>
</tr>
<tr>
<td>Gym</td>
<td>1</td>
</tr>
<tr>
<td>Welcome Center</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>77</strong></td>
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</tbody>
</table>

#### Other

<table>
<thead>
<tr>
<th>Feature</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not living with my parents</td>
<td>1</td>
</tr>
<tr>
<td>Everything</td>
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<tr>
<td>Community Outreach</td>
<td>1</td>
</tr>
<tr>
<td>Bear Trail</td>
<td>1</td>
</tr>
<tr>
<td>BOG</td>
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<td>Smoking restrictions</td>
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</tr>
<tr>
<td>Cool people</td>
<td>6</td>
</tr>
<tr>
<td>Diversity of students</td>
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<tr>
<td>Mt.Shasta Ski Park</td>
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<tr>
<td>Sports program</td>
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<td>Softball</td>
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<td>Football program</td>
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<td>Baseball</td>
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<td>Not much</td>
<td>2</td>
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<td>No answer</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
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</table>

**Total Students Surveyed** (respondents may provide more than one answer) | **337**
In the same student survey, 331 students provided 359 responses to what they dislike about COS. The following are the complete results.

**WHAT DO STUDENTS DISLIKE ABOUT COS?**

*February 2005*

**Other**
- Nothing ................................................................. 113
- Everything ............................................................... 4
- Smoking policies .................................................. 3
- Smoking policy not enforced .................................. 5
- Cigarette butts everywhere – need more ashtrays .......... 2
- Some people ........................................................... 4
- Not enough girls ...................................................... 1
- Basketball team budget ........................................... 1
- Lack of communication between departments ................ 1
- Some processes are vague ......................................... 1
- Cost per unit ........................................................... 1
- I wish people appreciated COS more .......................... 1
- Difficulties getting residency ..................................... 1
- Speeding cars in parking lots .................................... 1
- No answer ................................................................... 4
**TOTAL** .................................................................. 143

**Academic Programs**
- Major not available ................................................ 1
- Only a two-year College .......................................... 1
- More agriculture classes ......................................... 1
- Lack of some sport programs (soccer, swimming) ....... 1
- Qualifications for programs are sometimes too strict ... 1
**TOTAL** .................................................................. 5

**Instructors/Staff**
- Some instructors .................................................... 10
- Instructors not following the textbook make it harder for students w/disabilities .1
- Part-time faculty without teaching experience ............ 1
- Attitudes towards students; rudeness from staff .......... 2
**TOTAL** .................................................................. 10
WHAT DO STUDENTS DISLIKE ABOUT COS?

Classes
Internet classes need more instructor feedback ...........................................1
Need more classes in Yreka .................................................................1
Don’t like my classes split between Weed and Yreka .................................2
Availability of times and ways to take classes .......................................6
Hard to get into math and English courses .........................................1
Overlapping classes .........................................................................1
Class cancellations because of low enrollment—very frustrating ..........4
Short class times (need longer class times) .........................................3
Math ............................................................................................1
Only one language offered (why not offer more?) ....................................3
Selection/Variety of classes ................................................................15
Making students wait a week on the wait list before allowing enrollment ....1
Late add process .............................................................................1
Need more class time options ............................................................5
Class times .....................................................................................1
Homework ......................................................................................1
Lack of Women’s Studies classes .........................................................1
Unavailability of some classes ..............................................................1
Lack of summer classes ..................................................................3
Need more off-campus classes ..........................................................1
Lab courses are only offered during the day .......................................1
If college moved to compressed calendar .........................................1
Long research papers .......................................................................1
Can’t get grades on-line ....................................................................1
Wish my course was longer ................................................................2
Classes fill to fast ...........................................................................1
Not having enough FCS classes offered during the day .......................1
Classes are expensive .....................................................................1
Guide 5 .........................................................................................3
Skills are not counted for college credit ..............................................1
Restrictions on minors taking units at COS .........................................1
Grading on a curve .........................................................................1
TOTAL ..........................................................................................70

Environment
Driving here ..................................................................................11
Winter driving .................................................................................1
Not enough places to eat and relax ......................................................1
Lack of things to do .........................................................................6
Location ..........................................................................................8
Hard to find a place to live ...............................................................1
Weather ..........................................................................................12
Lack of Diversity .............................................................................1
Size of school (too small) .................................................................7
Hard to meet people .......................................................................1
Discrimination due to language barrier ..........................................1
TOTAL ..........................................................................................50
WHAT DO STUDENTS DISLIKE ABOUT COS?

Facilities
Upgrade older classrooms ................................................................. 1
Library needs to be updated ......................................................... 1
Icy walkways .............................................................................. 1
Better lunchroom design ............................................................... 1
Need to improve Ponderosa bathrooms ........................................ 1
Bathrooms ................................................................................. 1
Bathrooms in IT and in AW (need cleaning) .................................. 2
Need more women stalls in IT ...................................................... 1
Parking-limited / Parking lots ....................................................... 8
Security for parking lots .............................................................. 1
Need lighting for parking lots ...................................................... 1
Temperature in classrooms ......................................................... 1
TOTAL .......................................................................................... 20

Support Services
More math lab hours needed, later in the day, weekends .............. 2
Weight room hours need to be extended ..................................... 2
Food court hours need to be extended ........................................ 1
Bookstore hours need to be extended ....................................... 1
Bookstore doesn’t carry some LVN books ................................. 1
Too many EOPS/SSS check-ins ............................................... 1
EOPS/SSS programs seem complicated ................................... 1
Transportation problems with STAGE (no night service) .......... 2
Limitations of some of the programs ...................................... 1
Need more computers in computer lab ................................... 1
Limited hours for computer labs and library ............................ 1
Yreka lab can’t speak to Weed computer lab ............................ 1
Student Center is boring ........................................................... 1
Food ............................................................................................. 1
Food in cafeteria .......................................................................12
Cost of food .............................................................................. 2
Variety of food .......................................................................... 8
Dorms ....................................................................................... 1
Not having study rooms in dorms ............................................. 1
Quiet hour in dorm-not enforced .......................................... 1
Staff at Admissions office is not friendly ................................. 1
Registration process needs help ............................................. 1
Not getting enough FA ............................................................. 2
Financial aid takes to long ....................................................... 2
Financial Aid Office, not helpful ........................................... 7
VA program not organized ...................................................... 1
Work study waitlist ................................................................. 1
Counselors try to get you to take classes you don’t want ....... 1
Misadvised at Counseling Department .................................. 1
Gym ....................................................................................... 1
Cost of books .......................................................................... 1
Total SSS/EOPS Students Surveyed (respondents may provide more than one answer): 331