New Trustee Orientation

Siskiyou Joint Community College District & College of the Siskiyous
January 8, 2019
Outline of Topics

- New Trustee Workshop
- College History
- Brown Act Basics/Board Meetings
- Trustee Responsibilities/Goals
- District vs. College
- College Vision/Mission
- Organizational Charts
- Funding Brief
- Shared Governance

- Governing vs. Management
- Unions → Relations
- Social Media Guidance
- College Community Communication
- Foundation Overview
- The “Multi-verse” of the College
- Guided Pathways Brief
- Demographics/Personas Brief
- Questions
2019 Effective Trusteeship & Board Chair Workshops

• Friday, January 25 – Sunday, January 27
• Sacramento Sheraton Grand
• All recently elected and appointed trustees should attend the Trusteeship Workshop. Continuing trustees, student trustees, and CEOs are also welcome, and will gain much from the workshop.
• If you would like to attend, please let Sheila know immediately, so that she can make the necessary accommodations.
Brief College History
Brief College History

COS Trivia... Let’s see what you know.

Logo vs. Seal
Brief College History

• Established in 1957 through a special election, College of the Siskiyous (COS) is one of 114 (soon to be 115) California community colleges. Since it’s establishment, the College has had 12 Superintendent/Presidents.

• A common misconception about COS is that it is named after Siskiyou County. But it is actually named after the Siskiyous Mountain, a mountain range that runs along the California-Oregon border, which is referred to as "the Siskiyous" (referenced in the plural form, instead of singular).

• Classes began September 10, 1959 with 67 students and only three campus buildings. Since that humble beginning, College of the Siskiyous has greatly expanded its programs, services, and facilities. The College is also one of only eleven community colleges in California to offer students on-campus student housing.
Brief College History

• The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. The Fire/Emergency Response Technology Program is approved as an accredited regional academy for the State Fire Marshal's Office. The Law Enforcement Academy, Paramedic/Emergency Medical Technician, Licensed Vocational Nursing and Registered Nursing Programs are accredited by their respective state agencies.

• The College is located at the base of majestic Mount Shasta (elevation 14,162 feet). Its 250-acre primary campus is centered in the historic lumber town of Weed, named after its founder Abner Weed, and is easily accessible from Interstate 5 and Highway 97. The College offers numerous associate degree and certificate programs as well as career and technical programs. Students have access to a wide range of academic and non-academic support services. The College also operates a center in Yreka, 30 miles north of Weed.
Brief College History

• Weed Campus facilities include a 562-seat theater, gymnasium and other sports facilities, a distance learning facility, spacious library, science complex, career and technical education labs, fire tower and tactical training center, and an emergency services training center in addition to general purpose classrooms.

• Yreka Center facilities include the Rural Health Sciences Institute (RHSI) and the Technology Training Center. The Center also has a computer lab with full Internet access, general purpose classrooms, multiple classrooms with videoconferencing capabilities, a fully-equipped physical education room, and state-of-the-art medical simulation labs.

• In 2005, the College successfully passed a bond measure which funded remodeling of the College’s two residential lodges, restoring the Weed Campus parking lots, and building new buildings (three at the Weed Campus and one at the Yreka Center).
Brief College History

• The athletic mascot is the “Eagle”. COS offers the student intercollegiate athletic competition in a number of sports. Women's collegiate sports include: basketball, softball, cross country, track, soccer and volleyball. Men's collegiate sports include: baseball, basketball, cross country, soccer, track and football. The Football team, under the direction of Head Coach Charlie Roche (also a COS alum) was the 2012 and 2013 winner of the Top of the State Bowl. In 2014, COS hosted and won the North State Bowl Game. The COS Women's Basketball team is also widely-known for its program. Under the direction of long-time head coach Tom Powers, the Women's Basketball team has been Golden Valley Conference Champions for the last seven consecutive years, and in 2017 was the California Community College State Runner-up in Women's Basketball.
Brown Act Basics

THE RALPH M. BROWN ACT: CALIFORNIA’S OPEN MEETING LAW

• Authored by Ralph Milton Brown
• Passed into law in 1953
• Intent: “All meetings of a legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency...” Section 54953(a)
• California Government Code Sections: 54950-54963

PUBLIC RIGHTS: ATTEND MEETINGS

• All group meetings are open to the public
• All members of the public may attend and observe all group meetings
• Members of the public cannot be required to register, provide other information, complete a questionnaire, or fulfill any other condition to attend a meeting
• Any attendance list, register, questionnaire, or similar document must clearly state that they are voluntary
## Brown Act Basics, cont’d

<table>
<thead>
<tr>
<th>Not Permitted Under the Brown Act</th>
<th>Permitted Under the Brown Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take action on an item that is not on the agenda</td>
<td>• Briefly comment on an item</td>
</tr>
<tr>
<td></td>
<td>• Request staff to give information</td>
</tr>
<tr>
<td></td>
<td>• Request staff to agendize the item</td>
</tr>
<tr>
<td></td>
<td>• Respond to a public statement</td>
</tr>
<tr>
<td>• Comment on items not on the agenda</td>
<td>• Make brief reports on his/her own activities</td>
</tr>
<tr>
<td></td>
<td>• Make brief announcements</td>
</tr>
<tr>
<td></td>
<td>• Ask for clarification</td>
</tr>
<tr>
<td>• Preclude public comment before or during consideration of an item</td>
<td>• Can prevent public comment if the latter was previously considered by the Board at an open meeting where all interested members of the community were given an opportunity to comment, and there are no substantive changes to the item</td>
</tr>
<tr>
<td>• Preclude public criticism of the Board’s policies, procedures, services, its own acts or omissions</td>
<td>• May prevent defamatory or other actionable statements or discussion of personnel items</td>
</tr>
<tr>
<td>• Poll or discuss issues with Board members to form a collective concurrence*</td>
<td>• Provide information to a Board member</td>
</tr>
<tr>
<td>• *Collective concurrence – When a majority of members are made aware of each other’s views and reach a decision after interaction between or among themselves.</td>
<td>• Attend a social gathering with Board members</td>
</tr>
<tr>
<td>• Ways of developing collective concurrence:</td>
<td>• Attend a ceremonial gathering with Board members</td>
</tr>
<tr>
<td>• Taking straw polls</td>
<td>• Attend conferences open to the public/attended by a variety of officials from governmental agencies</td>
</tr>
<tr>
<td>• Series of emails or texts</td>
<td></td>
</tr>
<tr>
<td>• Face to face/telephone conversations</td>
<td></td>
</tr>
<tr>
<td>• Through intermediaries</td>
<td></td>
</tr>
</tbody>
</table>
Brown Act Basics, cont’d

<table>
<thead>
<tr>
<th>Under Brown Act, a meeting is:</th>
<th>It is not a meeting under the Brown Act when…</th>
</tr>
</thead>
</table>
| “Any congregation of the majority of the members of a legislative board at the same time and place to hear, discuss, or deliberate upon any item that is under the subject matter jurisdiction of the legislative body.” | • Board members communicate with each other about procedural items, such as putting items on the agenda, as long as not attempting to form a decision or concurrence.  
• Board members share information with each other (any unilateral member is not a violation; but do not hit “reply all” to such an email).  
• One Board member talks to another on the phone as long as not attempting to form a decision/concurrence.  
• A Board Member talks to constituents. |
| • Any use of direct communication, personal intermediaries, or technological devices that is employed by a majority of the members of the legislative body to develop a collective concurrence as to action to be taken on an item by the members of the legislative body.  
• There may be no “secret” meetings in which one member calls another and then another to reach concurrence or deliberate. | |

On-Line Resources:
• The Brown Act, Cal. Gov’t Code 54950 – [www.leginfo.ca.gov](http://www.leginfo.ca.gov)  
• California First Amendment Coalition – [www.cfac.org](http://www.cfac.org)
Typical Structure of Board Meetings

1. Call to Order
2. Closed Session
3. Report on Closed Session Action
4. Pledge of Allegiance
5. Open Forum Procedures
6. New Employee Introductions
7. Employee Retirements
8. Staff Reports
9. Reports/No Action
10. Consent Agenda
11. Open Forum
12. Discussion and Action Items
13. Items from the Board
14. Continuation of Closed Session
15. Report Action of Continuation
16. Adjournment
Trustee Responsibilities & Goals
# Siskiyou Joint Community College District Areas

(Board Policy 2010 and Board Policy 2100)

<table>
<thead>
<tr>
<th>Trustee Area I</th>
<th>Trustee Area II</th>
<th>Trustee Area III</th>
<th>Trustee Area IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Kevin)</td>
<td>(Debbie)</td>
<td>(Carol)</td>
<td>(Barry)</td>
</tr>
<tr>
<td>Dunsmuir</td>
<td>Mount Shasta</td>
<td>Big Springs</td>
<td>Yreka</td>
</tr>
<tr>
<td>McCloud</td>
<td></td>
<td>Butteville Union</td>
<td></td>
</tr>
<tr>
<td>Castella</td>
<td></td>
<td>Gazelle &amp; Weed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trustee Area V</th>
<th>Trustee Area VI</th>
<th>Trustee Area VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Kathy)</td>
<td>(Greg)</td>
<td>(Alan)</td>
</tr>
<tr>
<td>Butte Valley Unified</td>
<td>Scott Valley Unified</td>
<td>Bogus,</td>
</tr>
<tr>
<td>Delphic, Grenada</td>
<td>Forks of Salmon</td>
<td>Fall Creek</td>
</tr>
<tr>
<td>Little Shasta, Montague</td>
<td></td>
<td>Happy Camp Union</td>
</tr>
<tr>
<td>Willow Creek</td>
<td>Sawyers Bar</td>
<td>Hornbrook Junction</td>
</tr>
<tr>
<td>Tulelake</td>
<td></td>
<td>Klamath River &amp; Seiad</td>
</tr>
</tbody>
</table>
Siskiyou County – Trustee Areas
Trustee Responsibilities

• **Duty of Care** – a level of competence expected of a board member, that an ordinary prudent person would exercise in a like position and under similar circumstances. Board members owe a duty to exercise reasonable care when making decisions as the College’s steward.

• **Duty of Obedience** - requires Board members to abide by the College’s mission, the laws of the Federal and State governments; and must act in a way consistent with the College’s goals.

• **Duty of Loyalty** - is a standard of faithfulness; a board member must give undivided allegiance when making decisions affecting the College. A board member can never use information obtained as a member for personal gain, but must act in the best interests of the College.
Trustee 2018-2019 Goals

1. Govern by policy, following the established governance agreement.
2. Assure the continued fiscal health of the College to include a balanced budget and a reserve of at least 12 % and strive to obtain 15 % or more.
3. Actively pursue appropriate professional development activities.
4. Support exploration and implementation of strategies to improve recruitment, retention, and enrollment to increase FTES.
5. Support student success efforts that lead to degree completion and enhance transfer rates including degree and curriculum alignment with the Associate Degree Transfer (ADT).
6. Support the growth of life-long learning programs to meet the ongoing needs of the District.
7. Promote positive public relations on campus and in the community.
8. Cultivate an environment of equity and inclusion for all student populations, staff, and faculty.
9. Support continued growth of Career and Technical Education program offerings to meet workforce-training needs.
10. Improve institutional efforts to bring district students up to a college prepared status.
11. Continue to support actions that will demonstrate the College meets Accreditation standards.
District vs. College
California Community College System

The California Community Colleges is "a postsecondary education system" in the State of California. The system includes the Board of Governors of the California Community Colleges and 72 community college districts. The districts have established 115 community colleges. The California Community Colleges is the largest system of higher education in the United States, serving more than 2.1 million students. The California Community Colleges is often referred to as the "California Community Colleges System" (CCCS).
Siskiyou Joint Community College District

• Direct Link with CCCS
• Board of Trustees – Policy Governance
• CEO: Superintendent/President – only employee of Board
• Responsible for:
  • Fiscal oversight
  • Compliance
  • Policies
  • Oversight of Vision/Mission/Goals
• Accreditation – ACCJC (Accrediting Commission for Community & Junior Colleges)
College of the Siskiyous

• CEO: Superintendent/President – Direct Link to District/Board of Trustees and ultimate hiring authority and supervisor of all College employees

• Leadership, Constituencies (Faculty, Classified, ASM [Exempt]), Students – Shared Governance

• Responsible for:
  • Day to day operations,
  • Recording and tracking of transactions and activity related to student enrollment and success
  • All curricular and program of study design and implementation
  • Procedures, Practices, Compliance, Reporting
  • Budgeting, Fiscal Operations
  • Community Relations
  • Alumni and Foundation

• Accreditation – ACCJC (Accrediting Commission for Community & Junior Colleges)
Vision/Mission
Vision Statements: CCCS and College

- CCCS shares a vision of a better future for Californians by exemplifying exceptional leadership, advocacy and support on behalf of the community colleges. Their guidance provides access to lifelong learning for all citizens and creates a skilled, progressive workforce to advance the state’s interests.

- College of the Siskiyous’ vision is to be the first choice for higher education in our region. COS provides:
  - Rigorous and comprehensive transfer programs
  - General education programs
  - Technological literacy
  - Basic skills acquisition
  - Workforce training and certification
  - Career and technical education
  - Cultural and community enrichment

  all of which drive and support the economy of our region.

  We are the support team who increases student access, encourages success, and improves retention, persistence, and completion.
Mission Statements: CCCS and College

• The mission of the California Community Colleges Board of Governors and the Chancellor's Office is to empower the community colleges through leadership, advocacy and support.

• College of the Siskiyous promotes learning and provides academic excellence for the students of Siskiyou County, the State of California, the nation and the world. COS provides accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation.
Organizational Charts
Funding Brief
New Funding Formula

Fund allocation phase in for Base (FTES)/Supplemental (Low-Income Factor)/Student Success (Points) Allocations:

- 70/20/10  2018-19
- 65/20/15  2019-20
- 60/20/20  2020-21

Community Colleges FY19:

- **Base Allocation (70% of formula)** — Calculated through FTES enrollment, with increased COLA
- **Supplemental Allocation (20% of formula)** — Number of low-income students enrolled by the District
- **Student Success Incentive Allocation (10% of formula)** — Funding for student outcomes with additional funding for outcomes of low-income students
- **Hold Harmless Provision** — Districts would receive the greater of the formula total or the funding amount received in 2017-18 with COLA
- **Noncredit & CDCP** — Excludes noncredit and CDCP courses from the new funding formula and funds these programs at existing rates
## Calculation of Base Allocation

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C = A * B</th>
<th>D</th>
<th>E = C * D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Per FTES Amount</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Allocation</td>
<td>$</td>
<td>-</td>
<td>0%</td>
<td>$</td>
<td>0</td>
</tr>
<tr>
<td>Credit</td>
<td>$ 3,727</td>
<td>100%</td>
<td>$ 3,727</td>
<td>1727</td>
<td>$ 6,437,088</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>$ 3,347</td>
<td>100%</td>
<td>$ 3,347</td>
<td>69</td>
<td>$ 232,436</td>
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<tr>
<td>CDCP</td>
<td>$ 5,457</td>
<td>100%</td>
<td>$ 5,457</td>
<td>634</td>
<td>$ 3,458,001</td>
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<tr>
<td>Special Admit</td>
<td>$ 5,457</td>
<td>100%</td>
<td>$ 5,457</td>
<td>94.43</td>
<td>$ 515,273</td>
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<tr>
<td><strong>Total Funding From Base Allocation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 15,803,962</td>
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### Student Centered Formula Model
#### Supplemental - COS

<table>
<thead>
<tr>
<th>Calculation of Supplemental Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td><strong>Point Amount</strong></td>
</tr>
<tr>
<td>Cal. Promise Grant (BOG)</td>
</tr>
<tr>
<td>AB540</td>
</tr>
<tr>
<td>Pell</td>
</tr>
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</table>

Total Funding From Supplemental Allocation: $1,981,364
# Student Centered Formula Model

## Student Success - COS

### Calculation of Student Success Incentive Allocation

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C = A*B</th>
<th>D</th>
<th>E = C*D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point Amount</strong></td>
<td><strong>Total Counts</strong></td>
<td><strong>Total Points</strong></td>
<td><strong>Rate per Point</strong></td>
<td><strong>Amount Paid</strong></td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree</td>
<td>3.0</td>
<td>223</td>
<td>669</td>
<td>440</td>
</tr>
<tr>
<td>Associate Degree for Transfer</td>
<td>4.0</td>
<td>14</td>
<td>56</td>
<td>440</td>
</tr>
<tr>
<td>Baccalaureate degree granted</td>
<td>3.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Credit Certificates (18 or more units)</td>
<td>2.0</td>
<td>57</td>
<td>114</td>
<td>440</td>
</tr>
<tr>
<td>Completion of 9 CTE units</td>
<td>1.0</td>
<td>435</td>
<td>435</td>
<td>440</td>
</tr>
<tr>
<td>Transfer to 4-year institution</td>
<td>1.5</td>
<td>193</td>
<td>290</td>
<td>440</td>
</tr>
<tr>
<td>Completion of transfer level math and English</td>
<td>2.0</td>
<td>59</td>
<td>118</td>
<td>440</td>
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<tr>
<td>Attainment of regional living wage</td>
<td>1.0</td>
<td>1,048</td>
<td>1,048</td>
<td>440</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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</tbody>
</table>

### Equity Bump for CA Promise Fee Waivers

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C = A*B</th>
<th>D</th>
<th>E = C*D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>3.0</td>
<td>147</td>
<td>441</td>
<td>111</td>
</tr>
<tr>
<td>Associate Degree for Transfer</td>
<td>4.0</td>
<td>12</td>
<td>48</td>
<td>111</td>
</tr>
<tr>
<td>Baccalaureate degree granted</td>
<td>3.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Credit Certificates (18 or more units)</td>
<td>2.0</td>
<td>40</td>
<td>80</td>
<td>111</td>
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<tr>
<td>Completion of 9 CTE units</td>
<td>1.0</td>
<td>246</td>
<td>246</td>
<td>111</td>
</tr>
<tr>
<td>Transfer to 4-year institution</td>
<td>1.5</td>
<td>95</td>
<td>143</td>
<td>111</td>
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<tr>
<td>Completion of transfer level math and English</td>
<td>2.0</td>
<td>32</td>
<td>64</td>
<td>111</td>
</tr>
<tr>
<td>Attainment of regional living wage</td>
<td>1.0</td>
<td>211</td>
<td>211</td>
<td>111</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Equity Bump for Pell Recipients

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C = A*B</th>
<th>D</th>
<th>E = C*D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>4.5</td>
<td>138</td>
<td>621</td>
<td>111</td>
</tr>
<tr>
<td>Associate Degree for Transfer</td>
<td>6.0</td>
<td>12</td>
<td>72</td>
<td>111</td>
</tr>
<tr>
<td>Baccalaureate degree granted</td>
<td>4.5</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Credit Certificates (18 or more units)</td>
<td>3.0</td>
<td>41</td>
<td>123</td>
<td>111</td>
</tr>
<tr>
<td>Completion of 9 CTE units</td>
<td>1.5</td>
<td>203</td>
<td>305</td>
<td>111</td>
</tr>
<tr>
<td>Transfer to 4-year institution</td>
<td>2.25</td>
<td>85</td>
<td>191</td>
<td>111</td>
</tr>
<tr>
<td>Completion of transfer level math and English</td>
<td>3.0</td>
<td>31</td>
<td>93</td>
<td>111</td>
</tr>
<tr>
<td>Attainment of regional living wage</td>
<td>1.5</td>
<td>136</td>
<td>204</td>
<td>111</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Total Funding From Student Success Incentive Allocation:

$1,516,359$

### Total Computational Revenue Under New Formula:

$19,301,685$

### Tentative FY19:

$18,688,108$

### Difference:

$613,577$
Shared Governance
Board Governance - Policy
What is Governance?

• The Act, process or power of governing.
• Decision making processes in the administration of policy.
• A structure that, at least in theory, works for the benefit of everyone.
• A structure of relationships and policies to direct and control the District and College in order to achieve the College’s vision, mission, and goals.
## Governing vs. Management

<table>
<thead>
<tr>
<th>Governing</th>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hiring and supervision of CEO.</td>
<td>• Responsible for selection and supervision of staff.</td>
</tr>
<tr>
<td>• Preserving, and when needed, reshaping the mission.</td>
<td>• Develop and implement budget.</td>
</tr>
<tr>
<td>• Ensuring organization well managed.</td>
<td>• Establish and follow operating procedures.</td>
</tr>
<tr>
<td>• Representing organization to the external world (&amp; visa-versa).</td>
<td>• Fulfill the mission and enliven the vision.</td>
</tr>
<tr>
<td>• Protecting the organization from external threats.</td>
<td>• Keeping the Board informed.</td>
</tr>
</tbody>
</table>
Governing vs. Management (continued)

**Governing**
- Exercising financial stewardship.
- Ensuring Board members have the right skills to do the job.
- Ensuring College is in compliance with Laws and regulations.

**Operations**
- Guide Board with policy and strategy.
- Provide best interpretation of reports, performance, and leading indicators.
- Exemplary practice, and continuous quality improvement.
Making the Distinction...

Board of Trustees’ Role

• Policy making

• Decision making

• Oversight

Doesn’t Mean...

• Policy implementation

• Decision implementation

• Close oversight of day-to-day operations
Unions \(\rightarrow\) Relations

- **CTA – California Teacher’s Association**
  - Contract been in negotiations since 2013
  - Approved 2-year Contract in 2018 for 2015/2016, and 2016/2017
  - Working on 2018-2021
  - CTA threatening to go to impasse

- **CSEA – Classified Staff Educators Association**
  - Contract about to go to negotiations
  - Contract for 2018-2021
  - CSEA has opened up all articles (26)
Social Media Guidance
Social Media Guidance

Before starting any social media platform, consider the following:

- What are my goals?
- Who is my audience?
- How much time do I or others have to devote to keeping the content current? Will it be enough?
- What will my content be and where will it come from?
- What are other groups/brands similar to mine doing? Have they had success?
- Am I willing to let others contribute content without my prior approval?
- Is there someone set up to take over the page in my absence?
vintage social networking

LinkedIn → Pinterest → YouTube

foursquare

Instagram

Imgur

WordPress

Twitter

Facebook

reddit

Skype

Tumblr

http://wrongs hands1.wordpress.com

© John Atkinson, Wrong Hands
I Like Coffee

Here is a collection of pictures & recipes of coffee drinks.

I am drinking #Coffee

Watch me as I drink coffee.

I am a Google employee who drinks coffee

Here is where I drink coffee. I come here a lot, I am the Mayor.

I am good at drinking coffee

Here is a vintage picture of me drinking coffee.
TWITTER: WHAT’S THE BIG DEAL?

• Twitter is a global platform for users to share thoughts, news, ideas, jokes in 140 characters or less.
• Users can “follow” each other to keep tabs on people
• “Trends” occur when people tweet about the same topic or join in on a larger conversation using hashtags (more on that later...)

Everything on Twitter is public unless you “protect” your tweets

Important Lingo to Know:
• Tweet
• Retweet
• Feed
• Handle
• Mention
• Direct Message (DM)
• Hashtag (#) – not Pound

READY TO JOIN THE TWITTERVERSE?

Getting Set Up:
• Your handle is your calling card – unless you’re a brand, use a version of your name
• Use your bio to provoke interest and let people know what you’re going to bring to their Twitter feeds
• Make yourself easy to recognize in your profile picture
• Header photos are like Facebook cover photos – try to find a landscape oriented picture.

Who to Follow?
• Find out which of your friends are on Twitter and follow them – then, check out who they are following!
• Look up and follow your favorite brands, comedians, public figures, etc.
What to say and how to say it!

Find Your Tweeting Voice
• Ask yourself what you are trying to get out of Twitter
  - Looking for entertainment?
  - Trying to make professional connections?
• What about you is interesting and will pull people in?
  - Are you an expert on something? Are you funny?

Tweet Tips
• Keep tweets to around 110 characters
• Avoid 2 mny abrvs.
• Shorten links by using a service like bit.ly
• Add pictures where you can!
• Avoid tweeting sprees
• #Don’t #use #a #hashtag #for #every #word

Twitter Etiquette: Minding your @’s and #’s
Golden Rule: If you wouldn’t say it in front of someone, don’t tweet it!
King of the social networks!

Facebook facts...

- Over 1.3 billion active users around the world
- Smartphone users check their accounts 15 times a day
- The average user has 130 friends
- The average user is connected to 80 community pages, groups, and events
- Still the #1 social media platform,
  - but Instagram, SnapChat, and YouTube are on the rise and most popular with 14-18 year olds
How do I start?
How does it work?

Facebook Layout

- **Timeline**: Your collection of the photos, stories, and experiences that tell your story in chronological order.
- **The News Feed – Your Home Page**
- **The Menu Bar**
- **Left, Center, Right Columns**
Facebook posts – How to...

Tagging someone in a post or page
• Use @symbol, then type name – suggestions may auto-populate
• When commenting on a post, you can link to someone in your response by following the same steps.

#Hashtags (not Pound!)
• Turns topics and phrases into clickable links in your posts
• Use search bar to find posts about topics you’re interested in
• Must be written as a single word, without any spaces
• You can include numbers in a hashtag, but punctuation and special characters (like $ and %) won’t work
• #cos #siskiyousforever #eagles#

More how to...
• Keep your content short
• Add your location with a post
• Upload an image
• Share a post
  • On your timeline
  • Friends timeline
  • In a group
  • Private message
  • On a page you manage
• Privacy settings on a post
SOCIAL MEDIA

EMAIL

• Board Member Email (BCC)
  • Notice of Board Meeting agenda/meeting materials are available.
  • Be careful when emailing: use “blind copy”

• Serial Meetings – Brown Act
  A series of e-mail communications (most common) seeking input and/or opinion, each communication involving less than a quorum of the board, but when taken as a whole, involve a majority of the board.
COMMUNICATION WITH COLLEGE COMMUNITY

Scheduling a meeting with a College Employee (Administrator, Faculty, Exempt [ASM], or Classified)

• Contact Sheila (530-938-5200) before scheduling any meetings.

• Primarily you should discuss contact with any College employee with Dr. Schoonmaker first, as he is your sole employee with the District, before contacting an employee. The President’s Office can usually get you any information you need.

• Many times, Board contacts with employees are disconcerting to the employees – who then contact Sheila or Dr. Schoonmaker.

• Planned work on College committees, etc. does not apply.
College Foundation
Our Mission: The COS Foundation supports the mission and values of College of the Siskiyous by fostering community relationships and raising funds to enhance exceptional learning environments.

• The Foundation, an auxiliary organization of College of the Siskiyous, is recognized by the IRS as a 501(c)(3) public charity.


• Original board consisted of seven members, each contributed $100 for administrative costs.

• Signed a Memorandum of Understanding with College of the Siskiyous on November 2, 1993.
College of the Siskiyous Foundation (cont.)

Since 1992, the Foundation has actively raised funds for the past 26 years with the intent of helping to keep the College at the forefront of educational quality by developing new programs, improving facilities, providing equipment, and offering student scholarships. The College of the Siskiyous Foundation facilitates gifts, planned gifts, corporate funds, gifts-in-kind, and a host of other donation methods and dispenses funds to assist and support the educational programs and general welfare of the College of the Siskiyous. Many donations are made with a specific purpose; for example, donations are made to honor an individual (living or deceased) or to fund a specific activity or scholarship.

Many gifts are left unrestricted to allow the Foundation to identify areas of need at College of the Siskiyous.
College of the Siskiyous Foundation (cont.)

The funds raised by the Foundation Board benefit five areas of priority:

1) encouraging excellence in teaching and learning
2) offering student scholarships, including the new Siskiyou Promise Scholarship
3) acquiring and supporting new technologies
4) completing campus renovations and new building projects
5) enhancing the arts
The “Multi”-verse of the College
Which of these are Mt. Shasta?
All of these are Mt. Shasta!
It all depends on your Point of View!
Which of these are College of the Siskiyous?

Transfer Credit Curriculum
Non-Credit Offerings
FIELD/SFPD EMS/ETC. ISAs

International Opportunities
Online Learning
Career and Technical
All of these are College of the Siskiyous!

- Transfer Credit Curriculum
- Non-Credit Offerings
- FIELD/SFPD EMS/ETC. ISAs
- International Opportunities
- Online Learning
- Career and Technical
It all depends on your Point of View!
Guided Pathways Brief
<table>
<thead>
<tr>
<th>Pillars 1-4</th>
<th>CREATE CLEAR CURRICULAR PATHS</th>
<th>HELP STUDENTS CHOOSE &amp; ENTER THEIR PATH</th>
<th>HELP STUDENTS STAY ON THEIR PATH</th>
<th>ENSURE LEARNING IS HAPPENING WITH INTENTIONAL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
<td>Faculty</td>
<td>Recruitment/Outreach, Enrollment, Onboarding, Career Exploration</td>
<td>&quot;Basecamp&quot; (Integrated Services)</td>
<td>Using Data to Inform Other Pathways (SLOs, PLOs, ISLOs, Assessments, Program Reviews, Student Engagement Measures, Campus Climate, etc.)</td>
</tr>
<tr>
<td>What will it look like at Siskiyou?</td>
<td>Faculty</td>
<td>Recruitment/Outreach, Enrollment, Onboarding, Career Exploration</td>
<td>&quot;Basecamp&quot; (Integrated Services)</td>
<td>Using Data to Inform Other Pathways (SLOs, PLOs, ISLOs, Assessments, Program Reviews, Student Engagement Measures, Campus Climate, etc.)</td>
</tr>
<tr>
<td></td>
<td>Curriculum Committee</td>
<td>Enrollment Management</td>
<td>ASC, Early Alert, BIT, LRC, Boot Camps, Student Success Workshops, Sisk Promise, EOPS, DSPS, SSS, ASB, Student Life, Lodges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Senate</td>
<td>Student Services &amp; Instruction Councils</td>
<td></td>
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<td></td>
<td>Board of Trustees</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Who is facilitating?</td>
<td>Mike Graves &amp; Jayne Turk</td>
<td>Valerie Roberts &amp; Meghan Witherell</td>
<td>Doug Haugen &amp; Regina Weston</td>
<td>Nathan Rexford &amp; Wayne Keller</td>
</tr>
</tbody>
</table>
| Siskiyou Guided Pathways Steering Committee Co-Chairs: | Sunny Greene & Zach Zweigle
Demographics & Personas Brief
COS Quick Facts in 2017-2018

• A little over 2,000 credit FTES in apportionment-eligible classes
• Nearly 1,500 students received some kind of financial aid award
• Over 40% of our students who took at least one credit course were enrolled full-time
• Over 300 degrees and certificates awarded annually
• COS ranked FIRST among all California community colleges for percentage of transfer-seeking students who started in fall and completed transfer-level math by the end of the school year.
• More students transferred to out of state institutions (mostly Southern Oregon University) than the CSU and UC systems combined
FIELD and external COS demographics reports

• The FIELD ISA has been an enormous benefit to the College as thousands of students have taken ESL courses taught in their home areas through College of the Siskiyous.

• One odd result: all these students are included in most regulatory reports (Chancellor’s Office, IPEDS, etc.) and thus impact many data releases from these organizations. This can skew or cloud our results in reports.

• For example, in the 2017-2018 school year the Chancellor’s office reports College of the Siskiyous’ headcount at about 6,300, nearly as large as Lassen and Feather River combined. This is because there were over 3,000 FIELD students that were enrolled at the College that year.
FIELD and external COS demographics reports (continued)

• Please note: our funding comes from student counts, not percentages. The funding we receive for our Pell Grant students is not impacted by FIELD students who aren’t eligible. But a report on community colleges that compares the percentage of the student body who received Pell Grants to the total head count (including FIELD) – when nearly half of our student body isn’t eligible for these grants needs to be carefully interpreted.

• As a small college, we often rely on “comparison college” reports from those agencies whom we are required to provide data. In a number of cases, as noted above, we need to be able to distinguish our “Base” from our FIELD populations. IR and IT have begun a long-term project to define key metrics to generate efficient internal reports to make these distinctions.
Siskiyou County at a Glance

• Stark contrast from California state averages. The county is about ¾ white, in the top-ten counties for average age, and in the lowest-three counties for household/family income.

• The number of in-area high school graduates has dropped over the last ten years (down from 400 to 350) with little indication of returning to previous levels.

• A little over 30% of residents 25 or older have “some college but no degree”, and only a third of residents 25 or older have any kind of degree or certificate.
Future Directions from the Demographics

• Forecasts based on county demographics suggest the College cannot rely solely on the “traditional” group of in-area 18 to 24 year olds.

• Expansion to our base student population is a clear priority. Older adults in Siskiyou County who need either a degree or a skills-building opportunity represent a large group that could potentially benefit from our services.

• Moreover, we are in the early stages of a “Personas Project” that identifies counties in other states that have a similar cultural and socioeconomic profile as Siskiyou County. By reaching out to those areas in states (such as Montana) where our out-of-state tuition is cheaper than their in-state tuition, we can provide an affordable option that “feels like home”.
Questions?