COLLEGE OF THE SISKIYOUS STRATEGIC ENROLLMENT MANAGEMENT PLAN 2019-2021

FALL 2019

Creating a Clear Path to the Summit!

College of the Siskiyous holistic enrollment management approach is aligned with District, Institutional Master Plan and Vision for Success goals and infused within a Guided Pathways framework.

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College of the Siskiyous Strategic Enrollment Management Plan 2019-2021

CREATING A CLEAR PATH TO THE SUMMIT!

PREFACE

The College of the Siskiyous (SISKIYOUS) commenced development of the Strategic Enrollment Management (SEM) Plan in Summer of 2019. Significant efforts in Fall 2019 helped align the SEM Plan to current activities as well as institutional goals and commitments.

In Spring of 2020, everything changed. The global pandemic harshly interrupted regular operations and the college remains in a different status currently and at least through the end of the 2020-2021 academic year. In-person classes have been relegated to essential subjects only, traditional recruitment cycles have been disrupted, and students have expressed varying levels of reticence in starting or returning to such an unfamiliar college environment.

Throughout these pages are activities that would be impossible or infeasible under current COVID-19 protocols. Established baseline data are now considered ambitious goals. However, the Enrollment Management Committee does not wish to see its hard work outright discarded in the face of unexpected environments. To that end, we present this document as it was designed for the time period of 2019-2021, with the following changes incorporated:

1. For FTES growth and retention, the baseline data are set to 2018-2019, the year prior to the official start of the SEM Plan.
2. The target date for attaining all goals has been reset to the end of the 2022-2023 academic year, the time at which another iteration of a SEM plan would have expired. In essence, we are "carrying our goals forward".
3. We have identified activities that are either paused or heavily reduced as a function of current events, while still committing to these activities as soon as situations permit.
4. To more closely track onto the plan's intent to mirror college commitment to the Chancellor's Office Vision for Success Goals, all SEM goals, with the exception of FTES growth and retention rates, are set at the 2016-2017 baseline levels to reflect what was used at the Chancellor's Office when they unveiled the initiative.

During the Fall 2020 semester, the Enrollment Management committee will be concentrating on a comprehensive effort to update our SEM strategies to be implement Fall 2021 to Spring 2023. Submitting this 2019-2021 plan, even with only one major term left in its established timeline, creates a foundation from which we hope to prepare a new plan that will be mindful of what short-term and long-term changes await the college in this uncertain landscape amidst the COVID-19 pandemic.

EXECUTIVE SUMMARY

SISKIYOUS is located at the base of majestic Mount Shasta (elevation 14,162 feet) in far northern California. 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 primary campus offers numerous associate degree and certificate programs in the arts, athletics, humanities, sciences, mathematics as well as career and technical programs in business/computer science, EMS-Paramedic, Fire, and Welding, to name but a few. Students have access to academic counseling, academic assessment, library services and resources, career counseling, personal counseling, financial aid assistance, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Student Support Services (SSS), textbook sales and buy backs, and tutoring services. SISKIYOUS is also one of only eleven community colleges in California to offer students on-campus student housing.

In addition to its primary campus, SISKIYOUS operates a smaller campus in Yreka, 30 miles north of Weed, which is the site of the Rural Health Sciences Institute (RHSI) and the Technology Training Center. In Yreka, a variety of transfer, general education, vocational, continuing education, distance education, and lifelong learning classes are available. Similar to the primary campus, the Yreka campus provides complete registration and advising services. Yreka Campus facilities also include a computer lab with full Internet access, general purpose classrooms, multiple classrooms with videoconferencing capabilities, fully-equipped physical education room, Makers Space, and the Rural Health Sciences Institute, home to the College's Nursing (Certified Nurse Assistant, Vocational Nurse, and Registered Nurse) programs.

SISKIYOUS recognizes that Strategic Enrollment Management (SEM) is the responsibility of all campus constituencies and hence, this plan was developed by a cross-functional Enrollment Management team and presented to all Participatory Governance groups. With the loss of nearly 800 FTES from FY 2015/2016 to Present, we recognize the urgency to gain enrollments.

In efforts to increase our student population and to provide individuals with the education needed to reach their academic, personal and career goals, this plan focuses on three main themes:

1. Enrollment
2. Retention
3. Outcomes

SISKIYOUS Mission/Vision Statements and Goal Alignment

The SEM themes are grounded in the College's mission and vision and foci strategies are aligned with the goals identified by the District, Institutional Master Plan (IMP) and the California Community College Chancellor's Office Vision for Success. The plan as a whole was developed through a Guided Pathways lens which, optimistically, will yield in large gains in student enrollment, retention and success.

Mission Statement

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. SISKIYOUS provides accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation.

Vision Statement

College of the Siskiyous is a proud member of the California Community College system. Our vision is to be the first choice for higher education in the communities we serve and beyond. SISKIYOUS 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.

Alignment with District, IMP and Vision for Success Goals

Activities outlined in this plan illustrate efforts to achieve the following goals:

District Goal:

- An overall increase in the number of students who enroll by 5%
- An increase in the number of Full-Time Students
- An increase in student retention

The Institutional Master Plan (IMP) outlines focus areas in which the objective is to achieve the Vision for Success Goals:

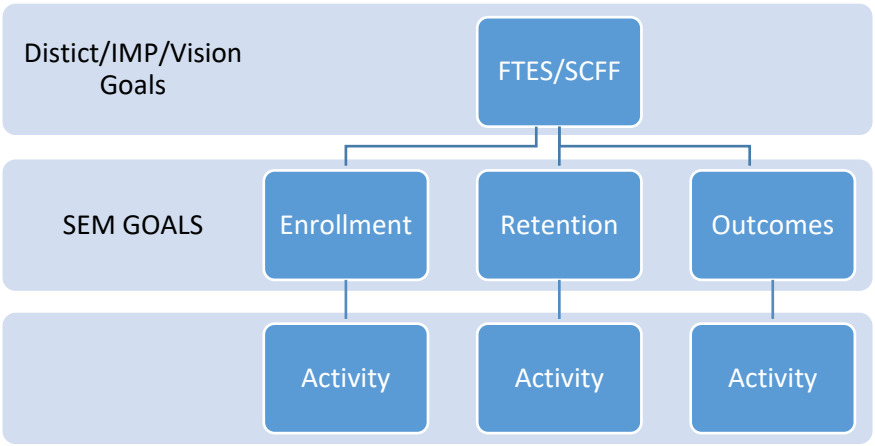
- Goal 1: By the end of the 2021-2022 academic year, College of the Siskiyous will increase the number of students earning a certificate or degree by 20%.

- Goal 2: By the end of the 2021-2022 academic year, College of the Siskiyous will increase the number of students transferring to a four-year institution by 35%.
- Goal 3: By the end of the 2021-2022 academic year, College of the Siskiyous will lower the average number of units for degree completion to 79.
- Goal 4: By the end of the 2021-2022 academic year, College of the Siskiyous will maintain the percentage of students from career and technical education programs receiving employment closely related to their field of study at higher than 75%.
- Goal 5: By the end of the 2021-2022 academic year, College of the Siskiyous will reduce the equity gaps in performance metrics by 40%, with an additional goal for full elimination of equity gaps by the end of the 2026-2027 academic year.

Achievement of the Vision for Success goals also has a direct impact on the new Student Centered Funding Formula, in which allocation from the State will be based on:

- Enrollment (70%)
- Number of students receiving College Promise and Pell grants and students covered by AB 540 (20%)
- Number of students earning associates degrees and credit certificates, number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of students who have attained the regional living wage (10%).

The SEM Plan recognizes the importance of having a succinct approach to achieving these goals and hence, have created the plan using the 'backwards' model in which the end goals inform the plan's objectives and activities:



SISKIYOUS Data

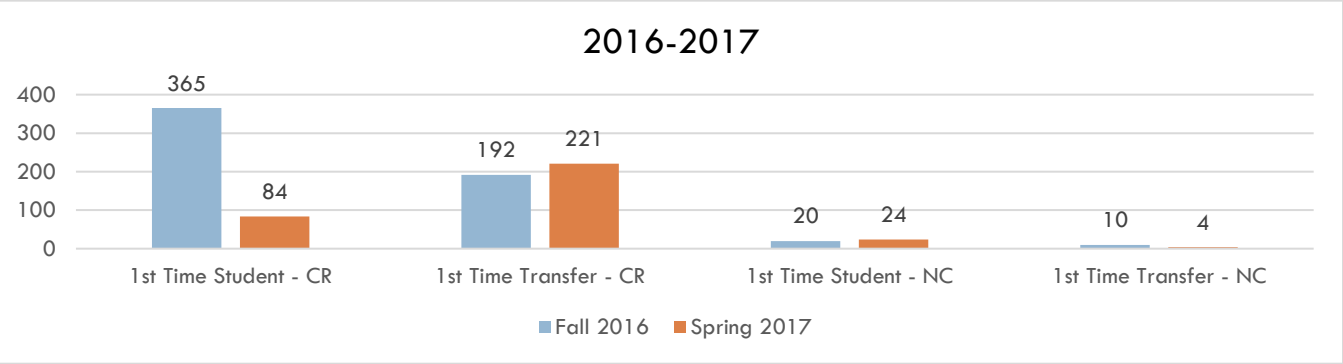
The development of the SISKYOUS SEM is data driven. The following pages provides information on who SISKIYOUS serves and overall enrollment trends.

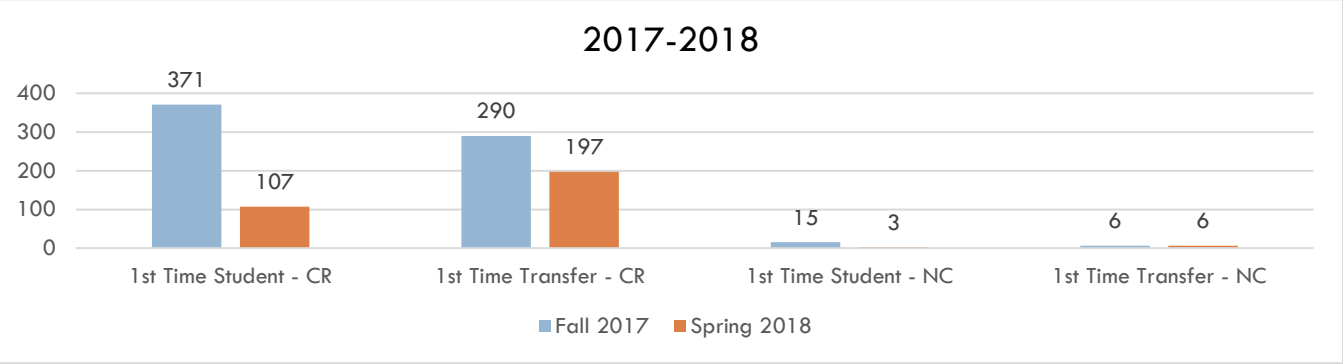
Student Data

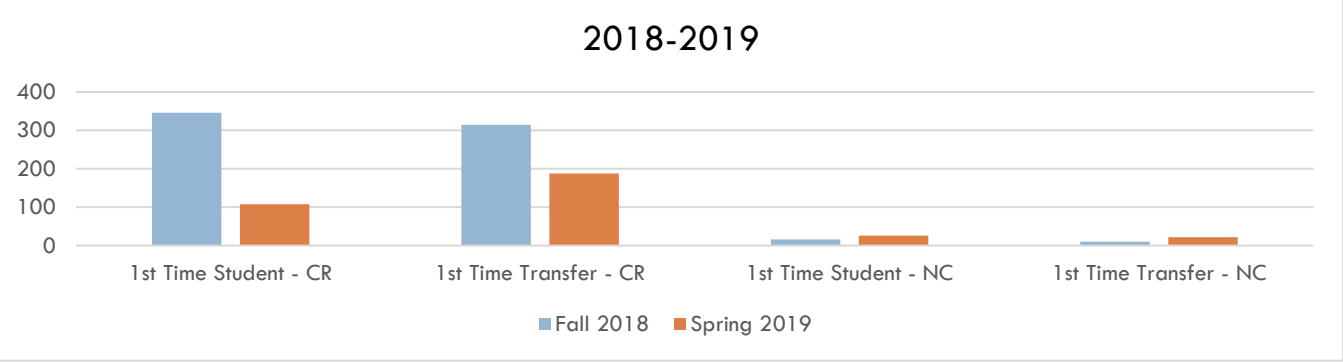
The data below provides context on who SISKIYOUS serves:

- First Time Students and First Time Transfers
- Residency by Term
- High School Trends

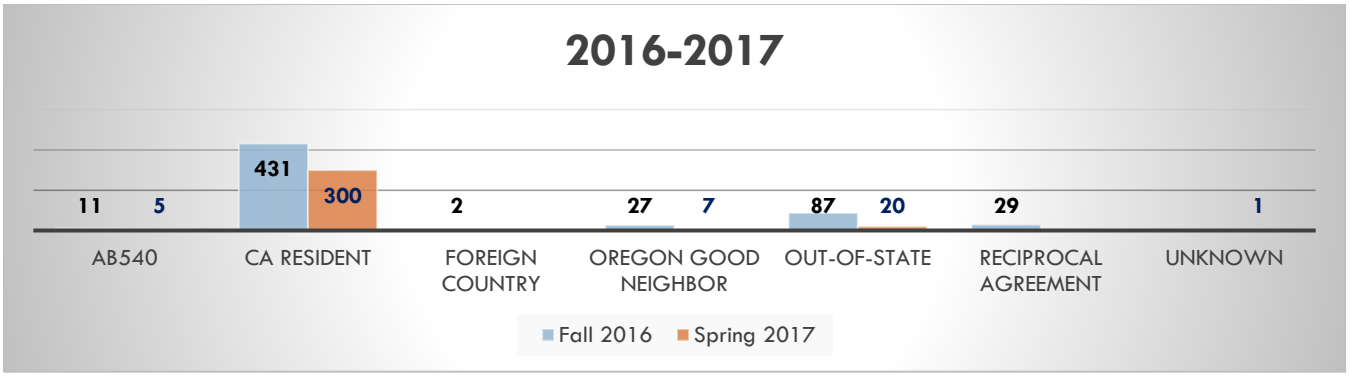
First Time Students and First Time Transfers

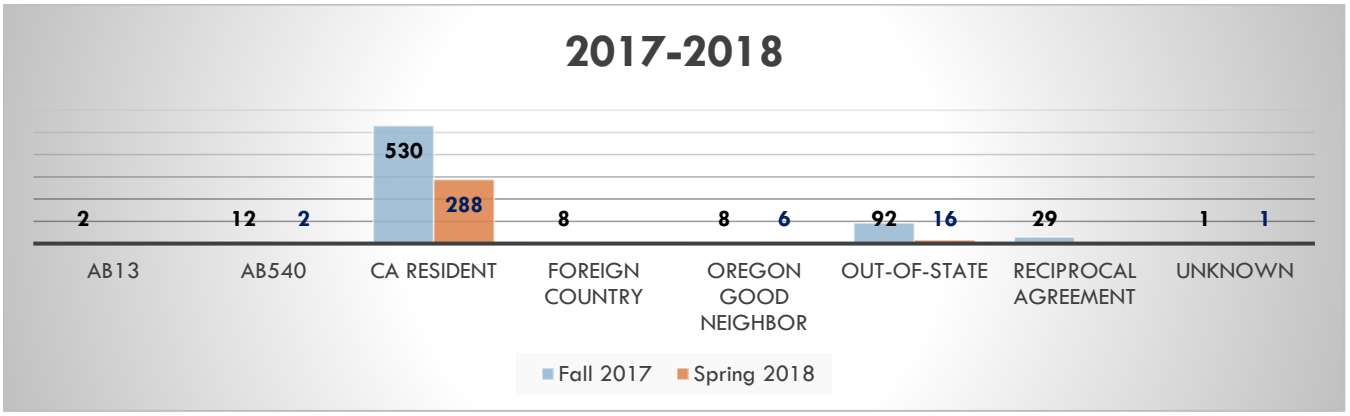


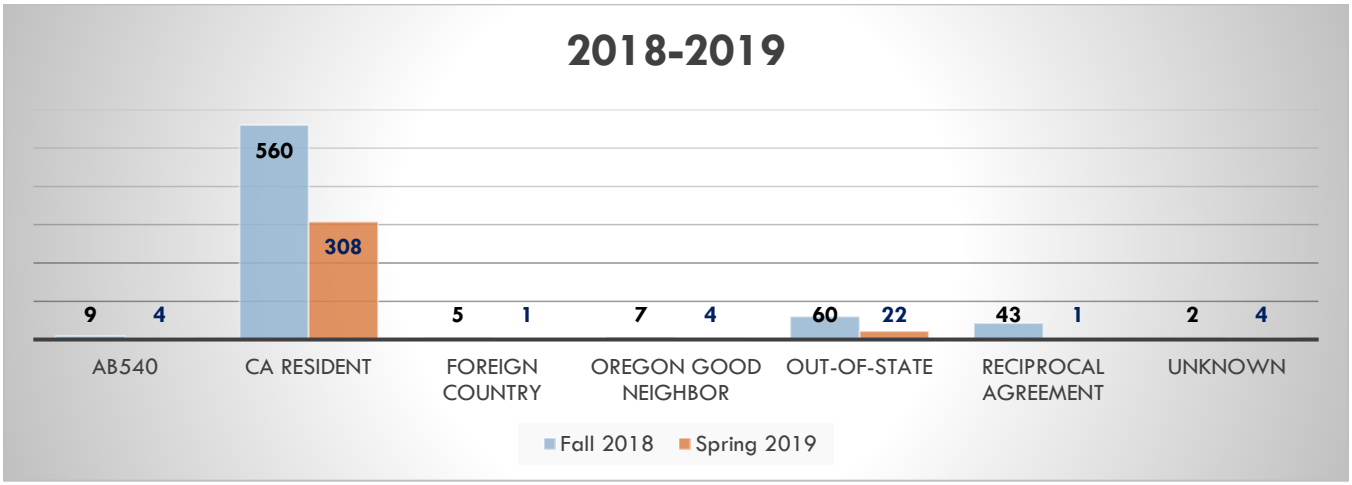




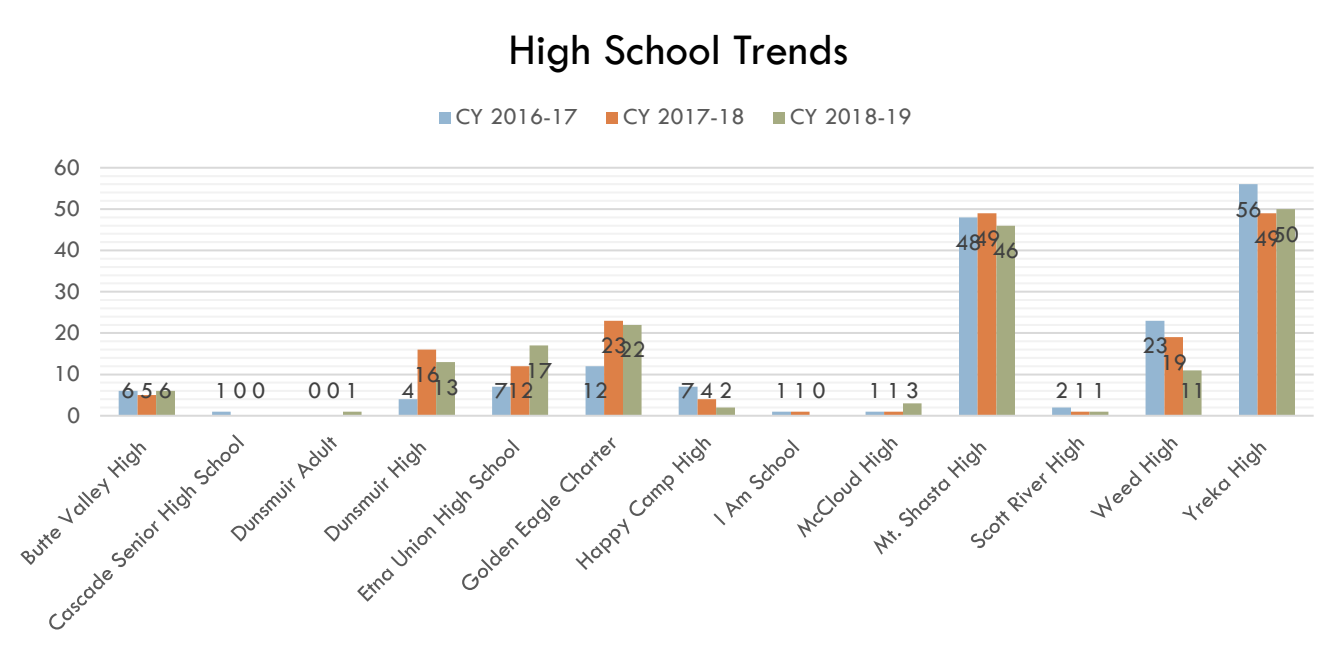
Residency by Term

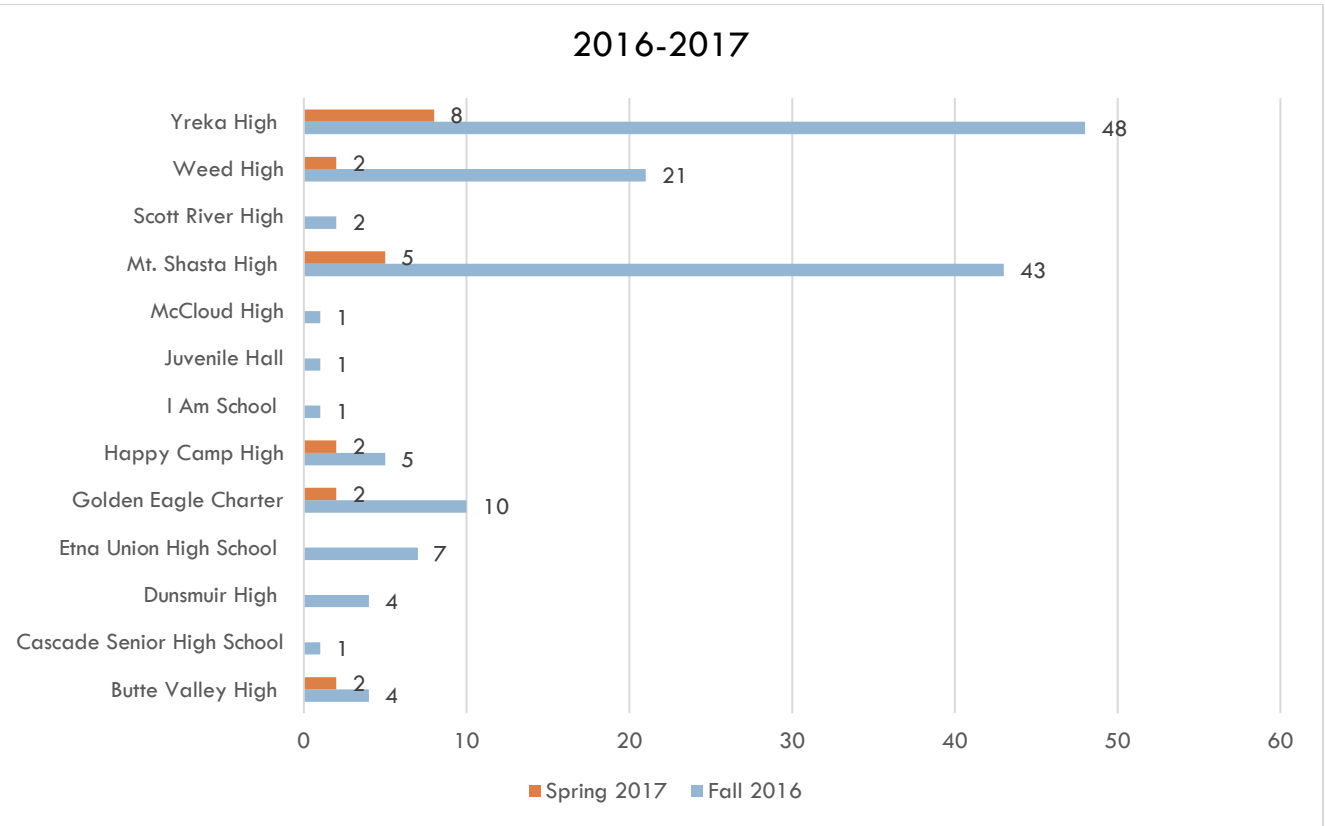


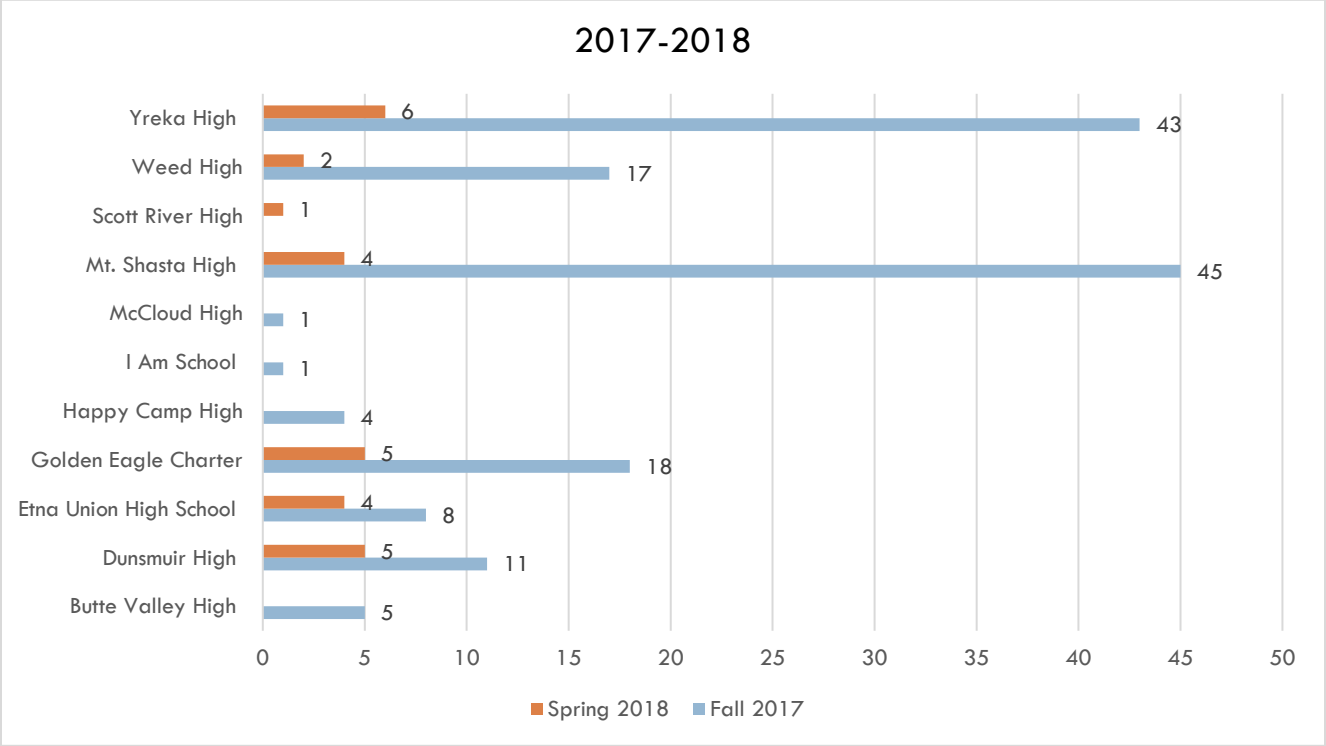




High School Trends






2017-2018
Yreka High
Weed High
Scott River High
Mt. Shasta High
McCloud High
I Am School
Happy Camp High
Golden Eagle Charter
Etna Union High School
Dunsmuir High
Butte Valley High
6
43
2
17
1
4
45
1
1
1
4
5
18
4
8
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11
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0
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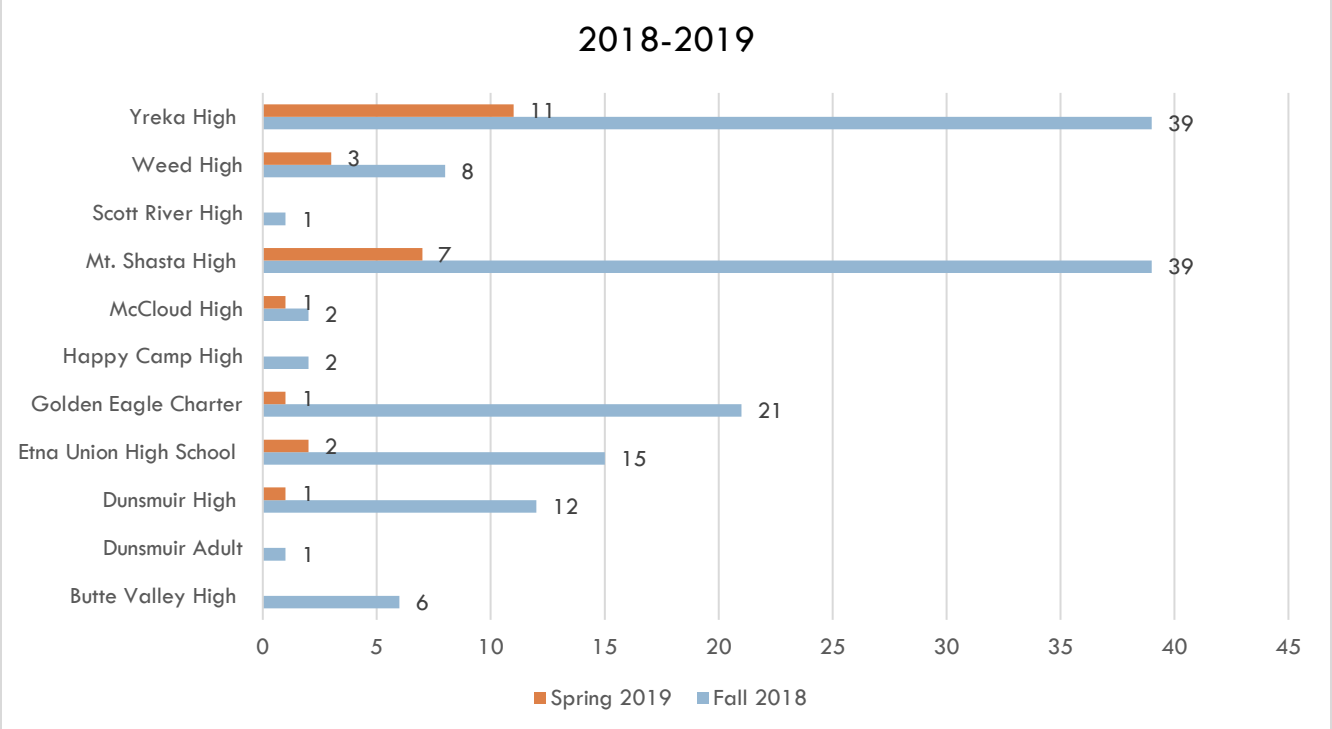
50
Spring 2018
Fall 2017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Yreka High
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McCloud High
Happy Camp High
Golden Eagle Charter
Etna Union High School
Dunsmuir High
Dunsmuir Adult
Butte Valley High
11
39
3
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45
Spring 2019
Fall 2018

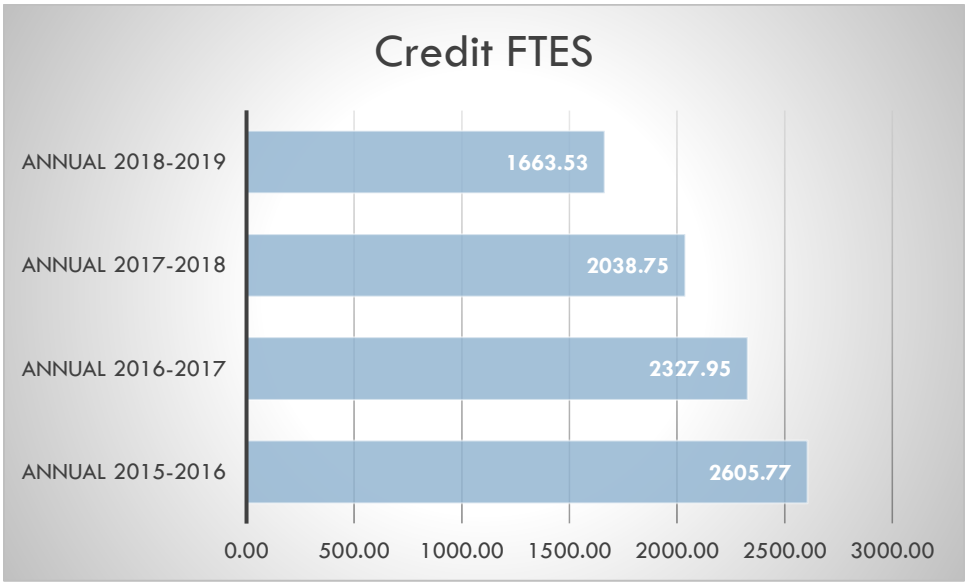
Enrollment Data

The next few pages illustrates enrollment data by:

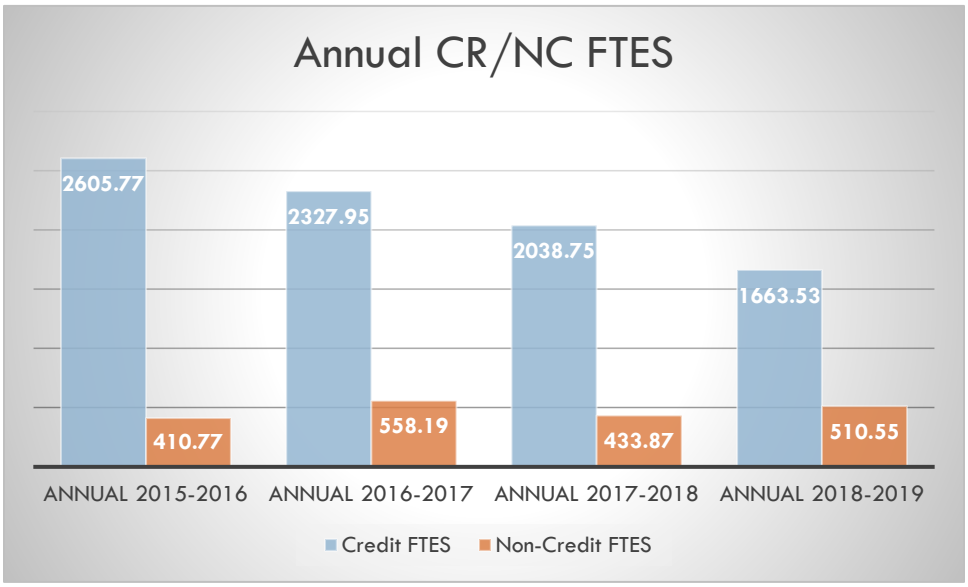
- Total Full Time Equivalent Students (FTES)
- Credit/Non Credit Trends
- Full Time Equivalent Faculty (FTE) by Discipline
- Online Enrollment
- FTES by Term
- Student Headcount
- Enrollment by Ethnicity

Analysis of data is provided in the proceeding section.

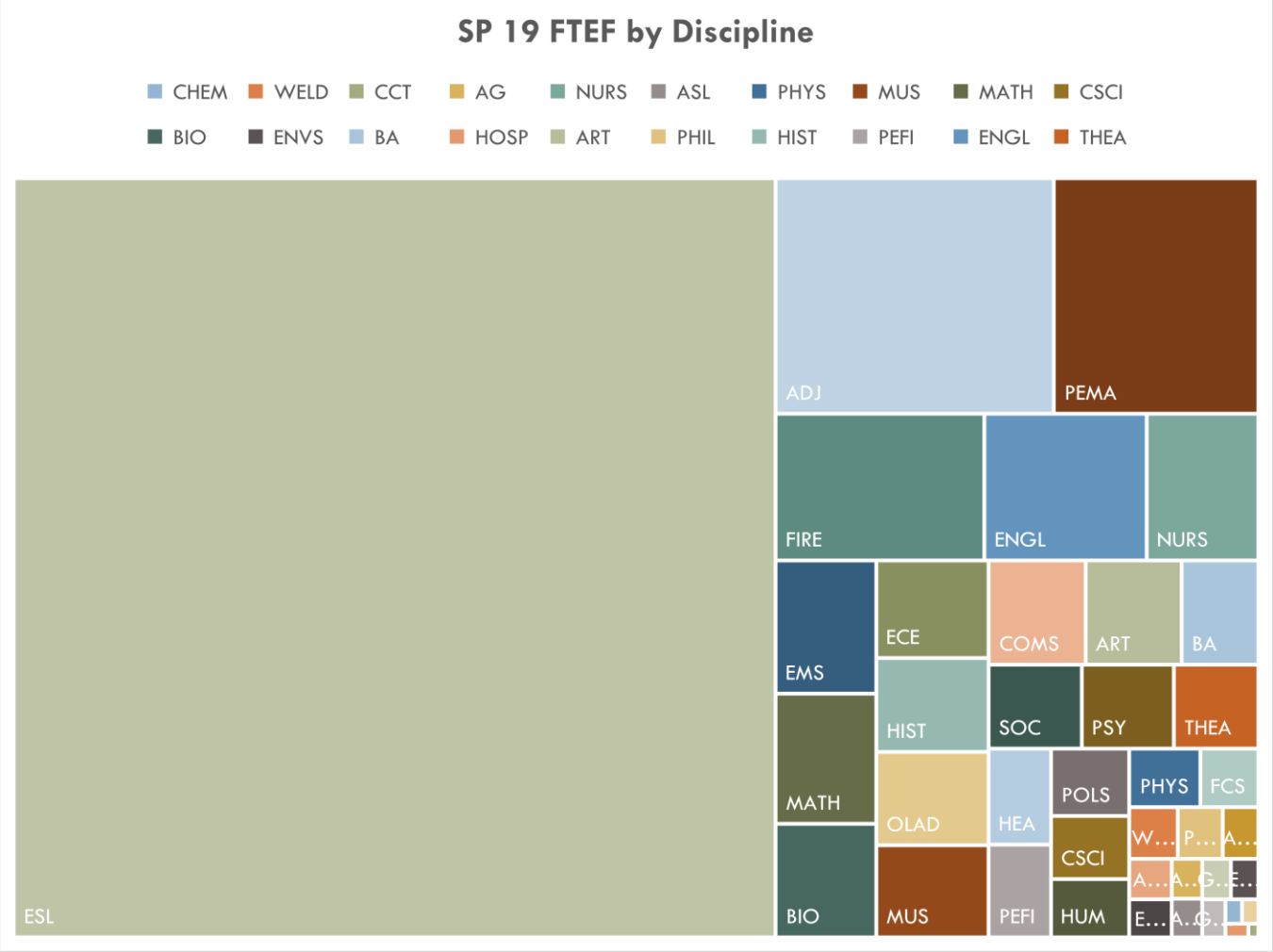
Total Credit FTES



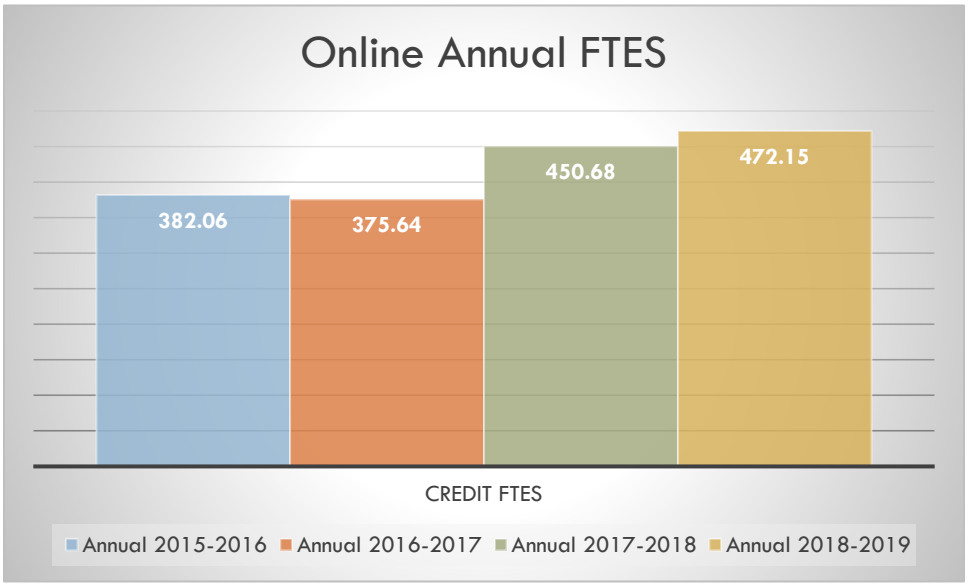
Credit/Non Credit Trends



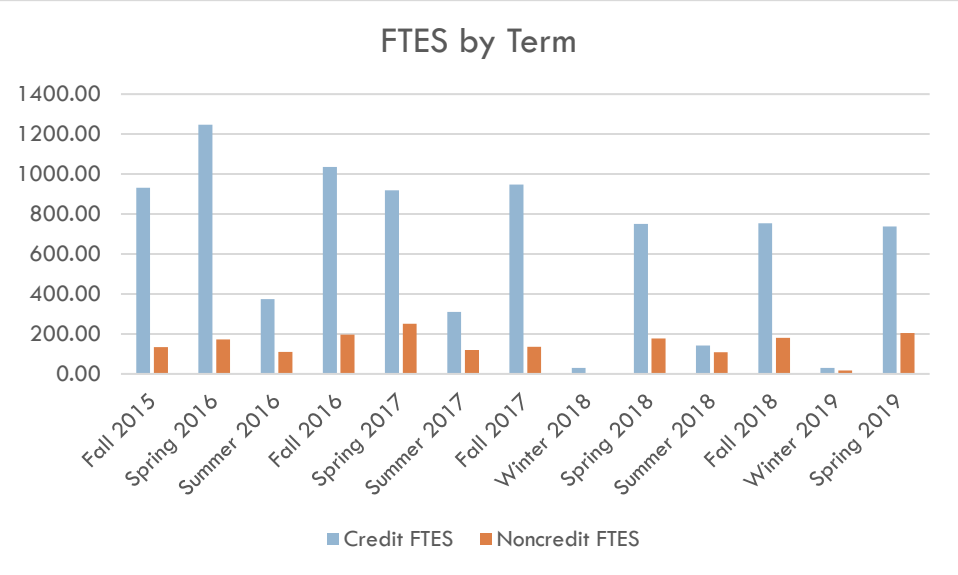
*ESL Classes are offered through the College's Instructional Services Agreement with the Farmworker Institute of Education & Leadership Development (FIELD)



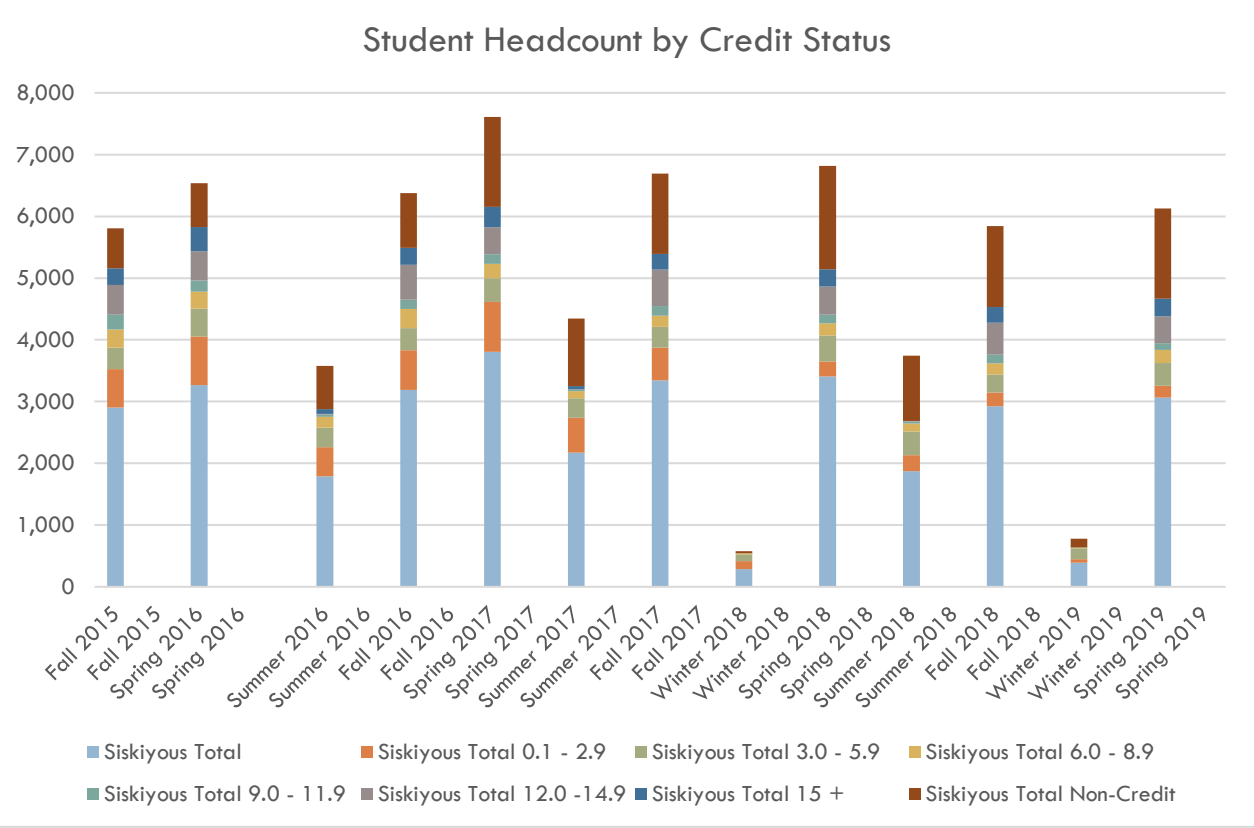
Online Enrollment



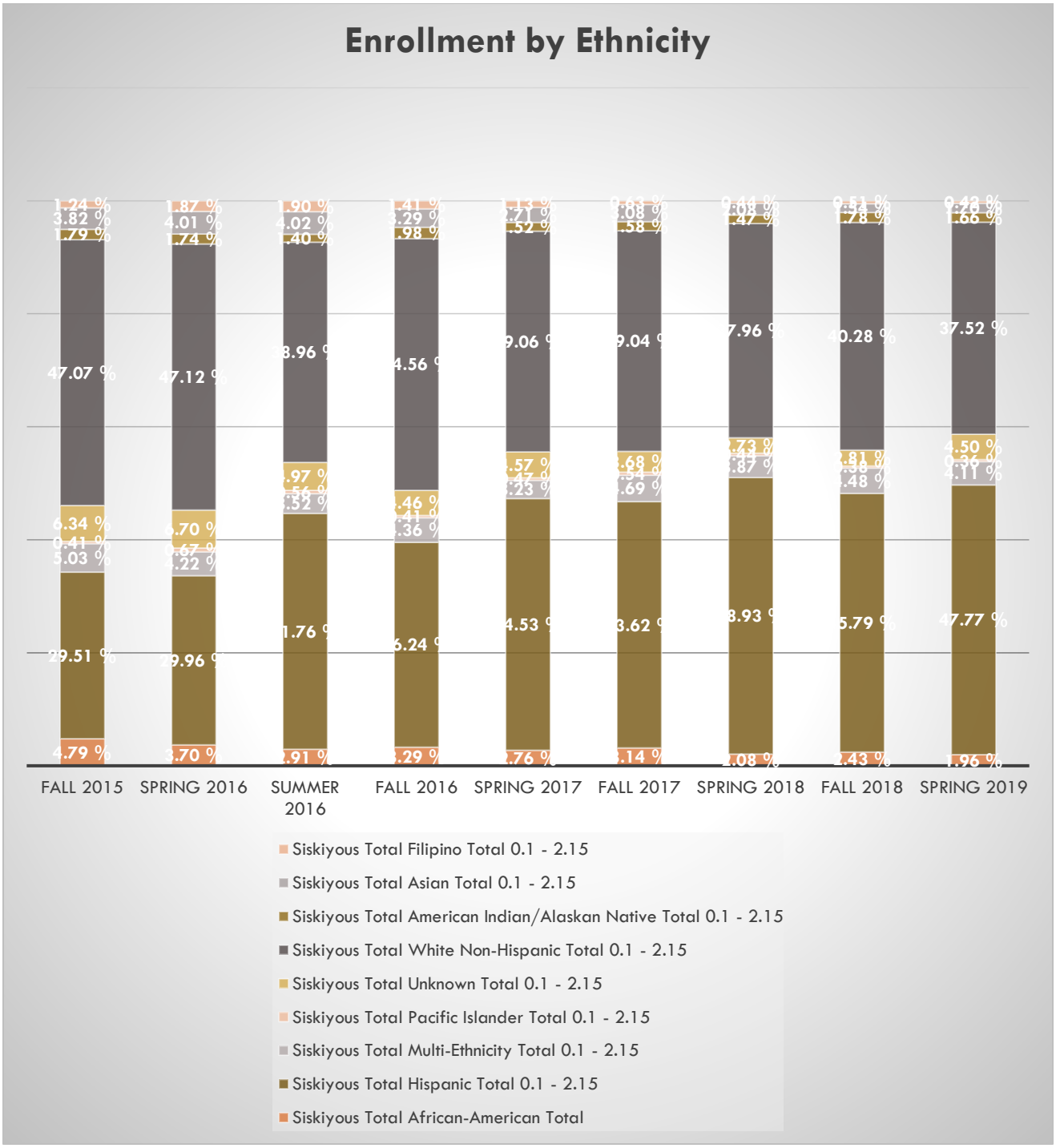
FTES by Term



Student Headcount



Enrollment by Ethnicity (2015 – 2019)



Analysis of Enrollment Data

FTES trend analysis

Total FTES has declined 28% at SISKIYOUS since AY 15/16. Specifically, total FTES were 3016.54 in AY 15/16, 2886.14 in AY 16/17, 2472.62 in AY 17/18, and 2174.08 in AY 18/19.

This appears to be due to a loss in credit FTES which declined 37% over the same time period. Part of the decline in credit FTES can be attributed to the loss of the San Francisco Police Academy. When ADJ classes are excluded from our analysis we see a 9% increase in total FTES over the same time period.

Credit/non-credit FTES trends

When we dig deeper into the total FTES between AY 15/16 and 18/19, we also see evidence that our total FTES are being bolstered by an increase in non-credit FTES. Specifically, over the period of time that total FTES (including ADJ) declined by 28%, non-credit FTES increased by about 25%.

FTEF by Discipline

FTEF by Discipline has shifted as a result of our Institutional Services Agreement (ISA) with the Farmworker Institute for Educational Leadership (FIELD). In Spring 2019, our noncredit ESL courses contributed to 61% of the college's total FTEF.

Online trends

We also see evidence that online enrollments are becoming a larger portion of our credit FTES. During the period of time that credit FTES declined by 37%, online credit FTES increased by about 25%. Thus, while in AY 15/16 online courses represented 15% of our credit FTES, in 18/19, they represented closer to 30%.

FTES by term

When examining the FTES trends by term we note that fall credit FTES increased from Fall 15 to 16, but then began to decline in Fall 17 and 18. The total decline between Fall 15 and Fall 18 was 20%. Meanwhile, non-credit FTES increased by about 35% for Fall semesters over the same period. Spring credit FTES have declined about twice that much, 40% between Spring 16 and Spring 19. Meanwhile, non-credit FTES increased from 172.57 in Spring 16 to 204.33 in Spring 19. Likewise, summer credit FTES have declined 38% between Summer 16 and Summer 18 while summer non-credit FTES have declined slightly over the same period.

We do see a slight growth trend in credit FTES in our winter intersession. Namely, it generated 29.78 credit FTES in Winter 18 and a 1% increase in Winter 19. The growth is much higher for our winter intersession non-credit FTES; they grew from 1.10 FTES in Winter 18 to 17.28 in Winter 19.

Student headcount

Our student headcount data also clearly show an increase for non-credit students. The number nearly doubled from AY 15/16 (2058) to AY 17/18 4060). Meanwhile, as was true for credit-based FTES, head count in credit classes has declined from 5903 in AY15/16 to 4852 in AY 17/18.

When examining head count by number of units attempted, we see that between Fall 2015 and Spring 2019 the largest percentage of our students, 16.5%, were taking between 1 and 2.9 units. However, closer analysis seems to indicate that there has been a shift more recently to students taking more units. For example, in Fall, Winter, and Spring of 18/19 only 7.4% of our students took between 1 and 2.9 units. This percentage is down from 23.6% in AY 15/16. Meanwhile, in AY18/19, 15% took between 12 and 14.9 units (this number was up from 12% in AY 15/16).

Enrollment by Ethnicity

In regards to disproportionately impacted populations, there has been a steady decrease in our African-American population from Fall 2015 (4.79%) to Spring 2019 (1.96%), a slight decrease in our American Indian population from Fall 2015 (1.79%) to Spring 2019 (1.66%), a slight decrease in our Pacific Islander population from Fall 2015 (.41%) to Spring 2019 (.36%), a steady decrease in our Filipino population from Fall 2015 (1.24%) to Spring 2019 (.42%) and a substantial increase in our Latinx population from Fall 2015 (29.51%) to Spring 2019 (47.77%). The increase in Latinx students is a result of the college's ISA with FIELD.

Summary

The FTES data seem to indicate the following:

- Credit FTES have been in decline at SISKIYOUS since AY 15/16. This decline is likely due to the loss of credit FTES from the San Francisco police academy; we see a slight increase in credit FTES when ADJ credit FTES are excluded.
- During the same period of time non-credit FTES and student head count have been increasing.
- During the time that credit FTES have been declining, online credit FTES have increased and thus are becoming a bigger proportion of the institution's credit FTES.
- While losses in credit FTES can be seen when comparing Fall, Spring, and Summer terms between AY 15/16 and AY18/19, we see slight growth in Winter intersession credit FTES.
- Headcount data seem to suggest that more students are taking a greater number of units per semester than they were in AY 15/16.

Strategic Enrollment Plan

SEM Goals and Activities

Goals: College of the Siskiyous will undertake the following actions in order to strengthen enrollment, retention and outcomes:

Enrollment

- Improve utilization of Fridays and Saturdays for scheduling classes
- Identify support needs for Friday and Saturday
- Increase online and hybrid class offerings
- Implement short-term online offerings by spring 2020
- Implement late-start online offerings in fall 2019

- Increase Non Credit CDCP course offerings
- Improve scheduling practices through inclusion of stakeholders in the scheduling process
- Develop pathway maps to inform schedule development
- Streamline onboarding process for students
- Increase Financial Aid and Scholarship application assistance
- Identify consistent scheduling time blocks
- Survey students to identify enrollment needs/preferences

Retention

- Implement Expanded Orientations for first-time students, specifically athletes and Siskiyou Promise Students, for fall 2019
- Use diverse student population data to inform the college of what services need to be provided (Use SEA plan to help identify these goals)
- Identify 'Meta Majors' to keep students on-track to completion
- Implement Canvas Boot Camp to increase distance education course readiness
- Expand EDUC class offerings as academic support for students in Basic Skills courses, including orientation to online learning
- Continue to explore and implement innovative ways of communicating the advantages of tutoring to all students
- Expand the "'U' can do it" (early alert) program, reminding faculty to use 'U's and make midterm standings more available to students
- Teach students on how to check their midterm standings in SOARs or Expanded Orientations
- Continue to address student food insecurities by referring students to Basecamp HQ for Hunger Free Campus and/or CalFresh application assistance
- Creation of a recording space for faculty and staff to create video tutorials
- Implementation of Cranium Cafe for online tutoring and counseling services
- Continue Personal Counseling services for students in distress
- Expand Student Success Seminar offerings in the Academic Success Center

Outcomes

- Use 'Milestone' certificates/Badges to show students that they are on track
- Implement Certificates leading to guaranteed 4-year admission in Music
- Finalize pathway maps consisting of recommended courses and student supports by term as well as 'Meta Majors'
- Gather and report data regarding job placement for CTE programs, such as the P.O.S.T. accredited Law Enforcement Academy
- Gather and report data regarding salary improvements for CTE program graduates
- Create student exit survey (graduating and stop-out students)

Activities: The following activities support our identified goals above:

Instructional Program Offerings – In Place or In Progress

With the appointment of a 1.0 FTE Faculty Distance Learning Coordinator, the College plans to expand its online offerings through the CVC Exchange which will allow students from outside of the SISKIYOUS service area to access classes. Additionally, the Office of Instruction implemented Super Late Start classes Fall 2019 and is planning to develop condensed, 8-week, online course schedules to supplement its regular 16-week schedules.

Fall, 2019, SISKIYOUS increased the number of EDUC non-credit classes, which resulted in successfully retaining students, as well as generate non-credit FTES. SISKIYOUS will continue to look for opportunities to grow in this area.

Academic Affairs Activities for 2020-21 and Beyond

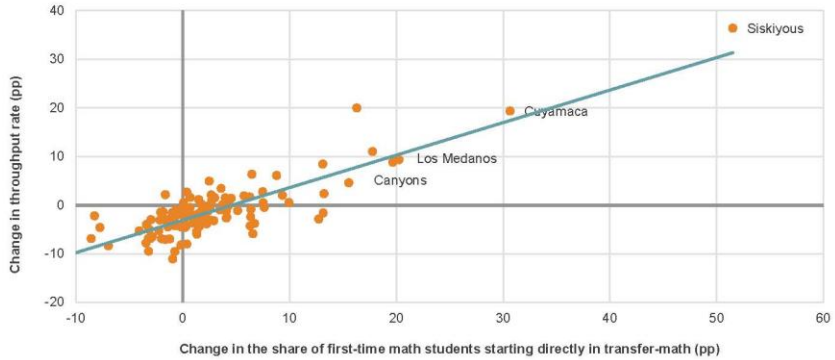
Academic Affairs will improve its scheduling practices by including Student Services, Video Conference Staff, the Distance Learning Coordinator and Director of Non Credit in its schedule development meetings. Additionally, Academic Affairs, in consultation with Student Services, will review past practice of the utilization of Fridays and Saturdays for scheduling classes to look for strategic enrollment opportunities. Once the review of Friday and Saturday room usage is completed, the next step will be to identify needed support services on these days. These activities will take place Spring 2020.

Due to the College's rural location, we are relying primarily on online and hybrid course offerings for enrollment growth. In preparation, we need to ensure our faculty are afforded any needed professional development. The Distance Learning Coordinator has been instrumental in ensuring instructors receive the training required to meet online instructor eligibility. Furthermore, the Coordinator will oversee implementation of a Canvas Boot Camp.

Student Services Initiatives

SISKIYOUS has a past practice, via one-on-one counseling/advising appointments, text messages, flyers and emails, to remind students to take advantage of tutoring. This activity contributes to increased retention and outcomes as indicated in the October 2019 Public Policy Institute of California illustration on throughput rates:

FIGURE 2
Increased access to transfer-level math is strongly linked to increases in throughput



SOURCE: Authors' analysis of COMIS data.

NOTES: Throughput rates are the share of students completing transfer-level math within one year of first-time enrollment in any entry level math course (developmental or transfer-level). Changes are based on comparisons of one-year outcomes for the fall 2016 cohort compared to the fall 2015 cohort. We are highlighting colleges with the highest increases in the share of first-time math students going directly to transfer-level.

In Fall 2019, Student Services, in collaboration with the Academic Support Center (ASC), conducted a 'U' Can Do It, early alert, campaign. ASC staff called students who received more than one "U" letter grade and asked these students a series of questions to determine if the student had a basic need or academic obstacle. Staff then referred students to appropriate services. The program will be expanded after results have been analyzed and best practices have been identified.

Additionally, in fall 2019, Student Services expanded Basecamp Head Quarters "HQ." This department, funded by categorical funds, transformed from a small office in the Student Center to a larger program in the Learning Resources Center. This new location allowed the college to increase the size of the food pantry, offer "grab and go" food and provide a student lounge area. At the writing of this plan, HQ had seen 200 students per week. We anticipate this number growing as students become informed of this new resource.

In an effort to improve services, Student Services will work with the Institutional Research Department to identify diverse student population data, which can inform the college of needed services. Much of the data and goals/activities will be in line with the college's Student Equity Plan. This plan has identified student cohorts that experience the greatest disproportional impact and identifies activities that will take place to remedy the disparity.

Guided Pathways (GP)

The College is making great strides in the implementation of Guided Pathways. During the Fall 2019, Pillar Teams, consisting of every member of the college community including board members, consistently met and engaged in meaningful discourse. Each Pillar Team meeting agenda and notes are posted on the College's Guided Pathways website. Guided Pathways meetings, flex activities and focus groups have supplied data which will be used to inform scheduling, student support, communications and changes in processes. Many of the enrollment, retention and outcome goals indicated in this plan derived from Pillar Team discussions.

Strategic Enrollment Management Timeline for Implementation

Specific activity, responsible party and target date
**GP SOAA = Guided Pathways Scale of Adoption Self-Assessment*
**SEA = Student Equity and Achievement Plan*

Enrollment Activities	Applicable College Plan	Responsible Party	Target Date
Improve utilization of Fridays and Saturdays for scheduling classes	Institutional Master Plan	Academic Affairs	Spring 2021
Identify support needs for Friday and Saturday	Institutional Master Plan	Student Services	Spring 2021
Increase online and hybrid class offerings	Distance Education Strategic Plan	Academic Affairs DE Coordinator	Fall 2020
Implement short-term online offerings	Distance Education Strategic Plan	Academic Affairs DE Coordinator	Spring 2020

Implement late-start online offerings	Distance Education Strategic Plan	Academic Affairs DE Coordinator	Fall 2019
Increase Non Credit CDCP class offerings	Institutional Master Plan	Academic Affairs Director of Non Credit	Fall 2020
Improve scheduling practices through inclusion of stakeholders in the scheduling process	Institutional Master Plan	Academic Affairs	Fall 2019
Develop pathway maps to inform schedule development	GP SOAA Strategic Plan	GP Steering Committee Academic Affairs	Spring 2020
Streamline onboarding process for students	GP SOAA Institutional Master Plan	GP Steering Committee Academic Affairs	Spring 2021
Increase Financial Aid and Scholarship application assistance	Institutional Master Plan	Student Services	Fall 2020
Identify consistent scheduling time blocks	Institutional Master Plan	Academic Affairs	Fall 2020
Survey students to identify enrollment needs/preferences	Institutional Master Plan	Academic Affairs Institutional Research	Fall 2020

Retention Activities	Applicable College Plan	Responsible Party	Target Date
Implement Expanded Orientations for first-time students, specifically athletes and Siskiyou Promise Students	SEA	Student Services	Fall 2020
Use diverse student population data to inform the college of what services need to be provided (Use SEA plan to help identify these goals)	SEA	Student Services	Fall 2020
Identify 'Meta Majors' to keep students on-track to completion	GP SOAA	GP Steering Committee Academic Affairs Student Services	Fall 2020
Implement Canvas Boot Camp to increase distance education course readiness	Distance Education Strategic Plan	Academic Affairs DE Coordinator	Spring 2020
Expand EDUC class offerings as academic support for students in Basic Skills courses, including orientation to online learning	SEA	Academic Affairs ASC Coordinator	Fall 2019
Continue to explore and implement innovative ways of communicating the advantages of tutoring to all students	SEA	Student Services	Spring 2020
Expand the "'U' can do it" (early alert) program, reminding faculty to use 'U's and make midterm standings more available to students.	GP SOAA SEA	Student Services	Fall 2020

Teach students on how to check their midterm standings in SOARs or Expanded Orientations.	SEA	Student Services	Fall 2020
Continue to address student food insecurities by referring students to Basecamp HQ for Hunger Free Campus and/or CalFresh application assistance.	Institutional Master Plan SEA	Student Services	Spring 2020
Creation of a recording space for faculty and staff to create video tutorials.	GP SOAA	DE Coordinator	Fall 2020
Implementation of Cranium Cafe for online tutoring and counseling services	SEA	Student Services DE Coordinator	Spring 2021
Continue Personal Counseling services for students in distress	SEA	Student Services	Fall 2019
Expand Student Success Seminar offerings in the Academic Success Center	SEA	ASC Coordinator	Fall 2019

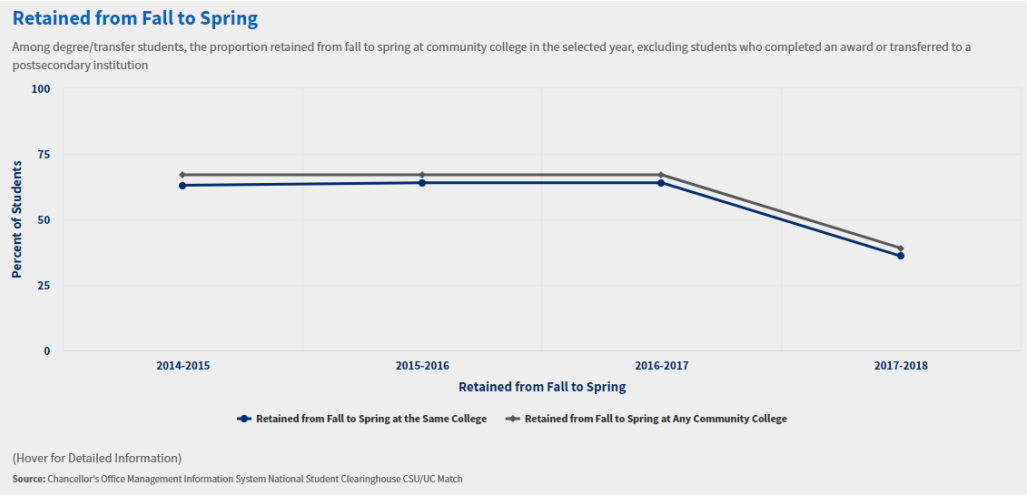
Outcome Activities	Applicable College Plan	Responsible Party	Target Date
Use 'Milestone' certificates/Badges to show students that they are on track.	SEA	Academic Affairs Student Services	Fall 2020
Implement Certificates leading to guaranteed 4-year admission in Music	Institutional Master Plan	Academic Affairs	Fall 2020
Finalize pathway maps consisting of recommended courses and student supports by term as well as 'Meta Majors'.	GP SOAA	GP Steering Committee Academic Affairs Student Services	Spring 2021
Gather and report data regarding job placement for CTE programs, such as the P.O.S.T. accredited Law Enforcement Academy	ACCJC Annual Institution Set-Standards Report	Academic Affairs Institutional Research	Spring 2020
Gather and report data regarding salary improvements for CTE program graduates	Strong Workforce	Academic Affairs Institutional Research	Fall 2020
Create student exit survey (graduating and stop-out students)	Institutional Master Plan	Academic Affairs Institutional Research	Spring 2021
Gather and report data regarding employer satisfaction with hard/soft skills from recent SISKIYOUS graduates	GP SOAA	Academic Affairs Institutional Research	Spring 2021

Target Outcomes

Target outcomes for this plan are in alignment with the District and Vision for Success Goals and were developed with use of the college's ACCJC Institution Set-Standards and Historical Data:

- Increase in enrollment by 5%
- Increase in Retention by 20%
- Increase in Outcomes as indicated in the College's ACCJC Midterm Report Stretch Goals:
  Student Course Completion – 20% or 78
  Degree Completion – 20% or 192
  Certificate Completion – 20% or 120
  Transfer – 20% or 168

The following data informed our indicated retention goal:



Service Agreement with the Farmworker Institute for Education and Leadership (FIELD). FIELD Students enroll in terminal, 6-week, Non Credit ESL courses.

The report below includes the Institution Set-Standards data which is being used as the College's stretch goal benchmarks:

STUDENT COURSE COMPLETION
(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	65	65	65
Stretch Goal	NA	NA	NA
Actual Performance	76	77	77
Difference between Standard and Performance	+11	+12	+12
Difference between Stretch Goal and Performance	NA	NA	NA

Analysis of the data: Boosted by the high success rates of our CTE courses, we perform above our set standard

DEGREE COMPLETION
(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	160	160	160
Stretch Goal	NA	NA	NA
Actual Performance	162	206	186
Difference between Standard and Performance	+2	+40	+26
Difference between Stretch Goal and Performance	NA	NA	NA

Analysis of the data: The introduction of the Student Centered Funding Formula (SCFF) provides greater incentives to award degrees even to successfully transferring students

CERTIFICATE COMPLETION
(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	100	100	100
Stretch Goal	NA	NA	NA
Actual Performance	69	55	115
Difference between Standard and Performance	-31	-45	+15
Difference between Stretch Goal and Performance	NA	NA	NA

Analysis of the data: As above, the (SCFF) provides greater incentives to pro-actively award students with certificates

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	140	140	140
Stretch Goal	NA	NA	NA
Actual Performance	123	102	184
Difference between Standard and Performance	-17	-38	+44
Difference between Stretch Goal and Performance	NA	NA	NA

Process

The SEM Plan was developed with input from the Enrollment Management Committee as well as the Guided Pathways Pillar Teams. Activities arising from meeting dialogue were then prioritized. Although all activities were deemed important, the activities that rose to the top were those that didn't rely heavily on needed resources.

Prioritized activities were standing agenda items at each of the Enrollment Management meetings. During the meetings, progress on activities were discussed as well as associated challenges.

To insure achievement of our target goals, we indicated an assessment measure and benchmark data for each of the associated activities. The data is recorded in the following section. During the Fall of 2021, we will be inputting the assessment data and indicating achievement of both our indicated activities as well as our target goals. Results will be included in the College's 2021-2024 Strategic Enrollment Plan.

Assessment of Plan and Recording of Outcomes

20-21 Assessment Data will be recorded and analyzed in the College's 21-23 Strategic Enrollment Management Plan.

*ESL Classes are offered through the College's Instructional Services Agreement with the Farmworker Institute of Education & Leadership Development (FIELD)

Enrollment Activities	Assessment Measure	Benchmark Data 18-19	Assessment Data 20-21	Goal Achieved (Y/N)
Improve utilization of Fridays and Saturdays for scheduling classes	# of classes strategically offered on Fridays and/or Saturdays	**Fall Semester** Friday Classes 231 Sections of *ESL (FIELD) 43 Sections from other disciplines Saturday Classes 17 sections **Spring Semester** Friday Classes 236 Sections of *ESL (FIELD) 61 Sections from other disciplines Saturday Classes 6 Sections	TBD	
Identify support needs for Friday and Saturday	Survey	Needs include staff, faculty, facilities, and supervision when classes are	TBD	

		being offered on either campus		
Increase online and hybrid class offerings	# Online and Hybrid class offerings	Fall – 72 online or hybrid offerings Spring – 81 online or hybrid offerings	TBD	
Implement short-term online offerings	# short-term (less than 16 weeks) online offerings	Fall – 13 Late start online Spring – 20 Late start online	TBD	
Implement late-start online offerings	# Late start online courses	Fall – 13 Late start online Spring – 20 Late start online	TBD	
Increase Non Credit CDCP class offerings	# Non Credit CDCP Courses	Fall: 221 Spring: 159	TBD	
Improve scheduling practices through inclusion of stakeholders in the scheduling process	# of collaborative scheduling meetings held	Fall 2019 = 1 Spring 2020 = 1	TBD	
Develop pathway maps to inform schedule development	Guided Pathways Flex Activities & Outcomes	Draft of proposed courses by term (nearly complete) SP20 Flex Scheduled mapping activity	TBD	
Streamline onboarding process for students	Guided Pathways Pillar Team Meetings & Outcomes	Comparison of 18-19 onboarding process to 20-21 process	TBD	
Increase Financial Aid and Scholarship application assistance	# of completed financial aid (FAFSA) applications	The DOE recognized 971 processed FAFSA applications that listed College of the Siskiyous as one of the destinations for the report for the 2018-2019 academic year.	TBD	
Identify consistent scheduling time blocks	Establishments of consistent Time Blocks	18-19 Time Block compared to 20-21 Time Block	TBD	
Survey students to identify enrollment needs/preferences	Survey	Survey results & implementation of needs/ Preferences	TBD	

Retention Activities	Assessment Measure	Benchmark Data 18-19	Assessment Data 20-21	Goal Achieved (Y/N)
Implement Expanded Orientations for first-time students, specifically athletes and Siskiyou Promise Students	#of orientations	48	TBD	
Use diverse student population data to inform the college of what services need to be provided (Use SEA plan to help identify these goals)	Diverse Student Population data	N/A	TBD	
Identify 'Meta Majors' to keep students on-track to completion	Establishment of Meta Majors	Meta Majors not established	TBD	
Implement Canvas Boot Camp to increase distance education course readiness	# of Boot Camps Offered	Spring 2020 = 1	TBD	
Expand EDUC class offerings as academic support for students in Basic Skills courses, including orientation to online learning	# of EDUC Classes Offered	Fall 2019 = 9 Spring 2020 = 9	TBD	
Continue to explore and implement innovative ways of communicating the advantages of tutoring to all students	# of students utilizing online and face to face tutoring	229	TBD	
Expand the "'U' can do it" (early alert) program, reminding faculty to use 'U's and make midterm standings more available to students.	# of faculty that utilizes 'U's	N/A	TBD	
Teach students on how to check their midterm standings in SOARs or Expanded Orientations.	# of students utilizing SOARS or participating in Expanded Orientations	N/A	TBD	
Continue to address student food insecurities by referring students to Basecamp HQ for Hunger Free Campus and/or CalFresh application assistance.	# of Students completing self-certification forms	Food Pantry = in 19-20 83 students completed certification forms	TBD	
Creation of a recording space for faculty and staff to create video tutorials.	Identified Room for	N/A	Recording Space	Y

	Recording Space		located in McCloud 4-106	
Implementation of Cranium Cafe for online tutoring and counseling services	# of Students utilizing Cranium Cafe	N/A	TBD	
Continue Personal Counseling services for students in distress	# of Students utilizing Personal Counseling	6 *Started mid-SP19	TBD	
Expand Student Success Seminar offerings in the Academic Success Center	# of ASC Student Success Seminars	N/A	TBD	

Outcome Activities	Assessment Measure	Benchmark Data 18-19	Assessment Data 20-21	Goal Achieved (Y/N)
Use 'Milestone' certificates/Badges to show students that they are on track.	# of awarded certificates/ badges	N/A	TBD	
Implement Certificates leading to guaranteed 4-year admission in Music	# of certificates awarded	N/A	TBD	
Finalize pathway maps consisting of recommended courses and student supports by term as well as 'Meta Majors'.	# of finalized pathway maps	17 out of 69	TBD	
Gather and report data regarding job placement for CTE programs, such as the P.O.S.T. accredited Law Enforcement Academy	ACCJC Annual Report	EMS: 100% FIRE: 90% ADJ: 90% NURS: 100%	TBD	
Gather and report data regarding salary improvements for CTE program graduates	Salary Improvement Data?	N/A	TBD	
Create student exit survey (graduating and stop-out students)	Student Exit Survey	N/A	TBD	
Gather and report data regarding employer satisfaction with hard/soft skills from recent SISKIYOUS graduates	Employer Satisfaction Data	N/A	TBD	

Progress on Target Goals

Data will be recorded and analyzed in the 2021-2023 Strategic Enrollment Management Plan.

Target Goal	Benchmark Data 18-19	19-20	20-21	Goal Achieved Y/N
Increase in enrollment by 5%	Fall 18: 1609 Credit Students	Fall 19: 1692 Credit Students	TBD	
Increase in Retention by 20%	90.7%	TBD	TBD	
Student Course Completion – 20% or 78	76.1%	TBD	TBD	
Degree Completion – 20% or 192	358	TBD	TBD	
Certificate Completion – 20% or 120	130	TBD	TBD	
Transfer – 20% or 168	155	TBD	TBD	