



COLLEGE OF THE SISKIYOU STRATEGIC ENROLLMENT MANAGEMENT PLAN 2019-2023



FALL 2019

Creating a Clear Path to the Summit!

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

College of the Siskiyous Strategic Enrollment Management Plan 2019-2023

CREATING A CLEAR PATH TO THE SUMMIT!

PREFACE

The College of the Siskiyous (SISKIYOU) 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 constant state of interruption due to the many changing guidelines and directives associated with COVID-19. 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 unfeasible 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 revised document which has been modified to align with post-pandemic objectives for the 2019-2023 period. The following changes have been 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.

This plan represents the modifications made by the Enrollment Management committee with input from Instruction Council and the Guided Pathways Steering Committee.

EXECUTIVE SUMMARY

SISKIYOU 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, Student Access Services (SAS) formerly known as Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Student Support Services (SSS), textbook sales and buy backs, and tutoring services. SISKIYOU is also one of only eleven community colleges in California to offer students on-campus student housing.

In addition to its primary campus, SISKIYOU 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.

SISKIYOU 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 as well as our dramatic decrease in FTES resulting from the COVID pandemic, 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

Assessment of the College's SEM efforts will be conducted by the SEM Plan Rubric (page 15) which identifies the following 5 benchmarks:

1. Benchmark 1: The College has an active enrollment management committee that assists the administration with development and implementation of the Strategic Enrollment Management (SEM) Plan.
2. Benchmark 2: The Strategic Enrollment Management Plan contains FTES and scheduling goals, strategies, action items (including persons identified as responsible for execution), a timeline for each action item, and an evaluation process.
3. Benchmark 3: The Strategic Enrollment Management Plan contains student recruitment goals, strategies, action items (including persons identified as responsible for execution), a timeline for each action item, and an evaluation process.
4. Benchmark 4: The Admissions Process is designed to maintain contact from the first recruitment indicator through enrollment and retention (re-enrollment).

5. Benchmark 5: The Marketing Plan reflects the recruitment and retention goals for each fiscal year and the strategies and actions identified to achieve them.

SISKIYOU'S 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

We are a comprehensive community college serving the economic, educational, lifelong learning, and workforce needs of Siskiyou County and the other communities our programs reach. We understand the transformative power of higher education and seek to inspire students by offering inclusive and practical learning experiences that are relevant in today's global economy and environment. We strive to prepare our students to align their newly-gained skills and experiences with those best suited to the work they wish to pursue and the lives they wish to lead. At the same time, we aim to inspire our students to engage actively, question deeply, reason critically, think boldly, communicate effectively, act innovatively, work collaboratively, and live ethically.

Vision Statement

Transforming students' lives through lifelong learning and success.

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% with an efficiency goal of 17.5 (average class size of 35)
- 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:

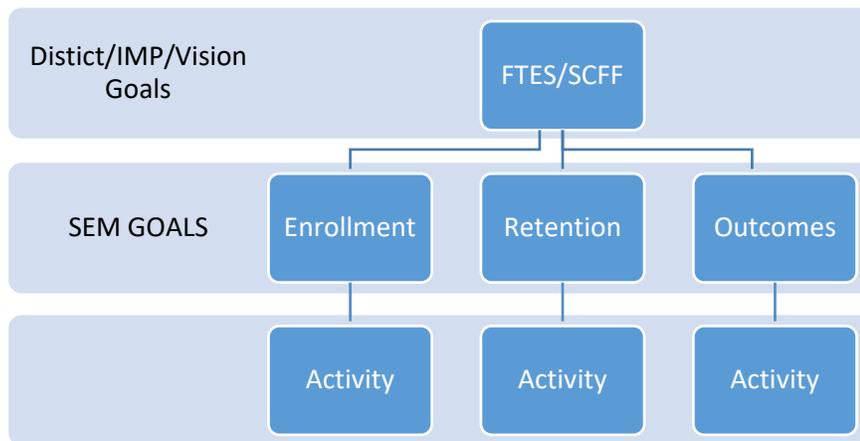
- Goal 1: By the end of the 2021-2022 academic year, College of the Siskiyous will increase the number of students earning a certificate or degree by 20%.
- Goal 2: By the end of the 2021-2022 academic year, College of the Siskiyous will increase the number of students transferring to a four-year institution 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:



SISKIYOU'S Data

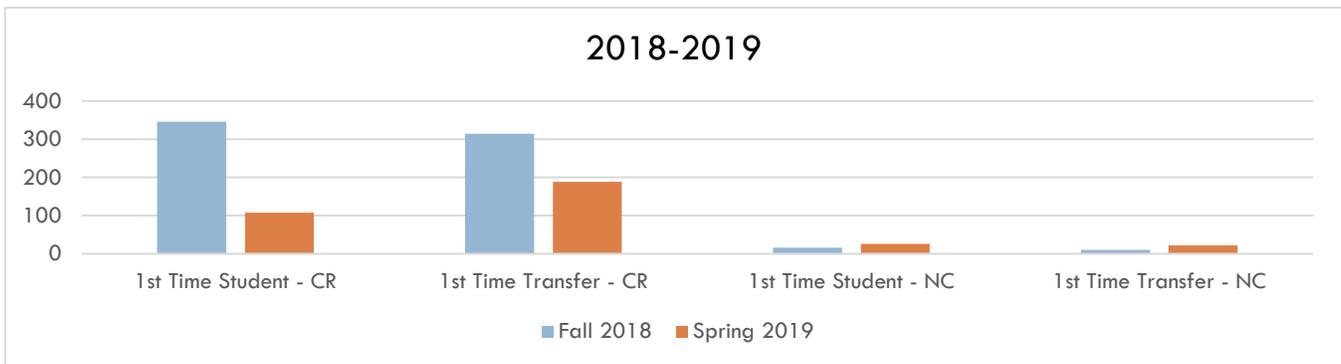
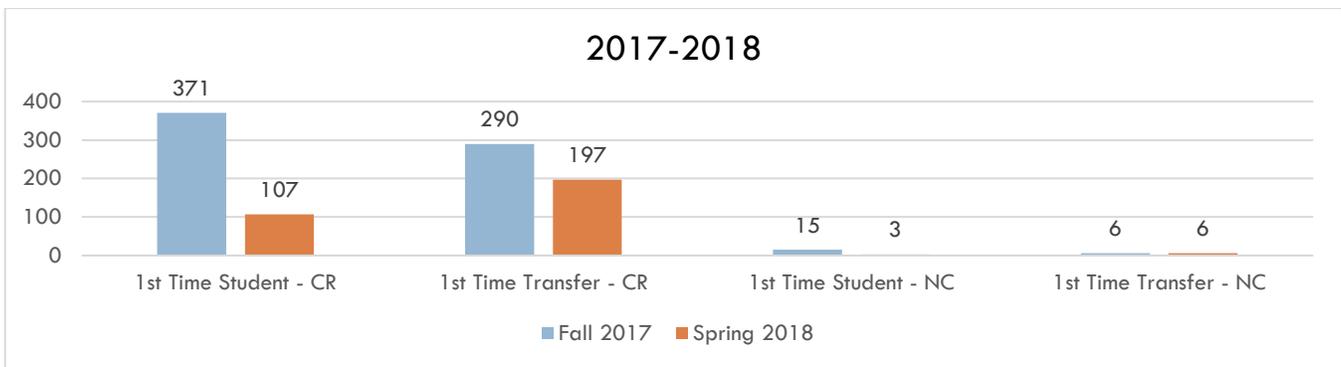
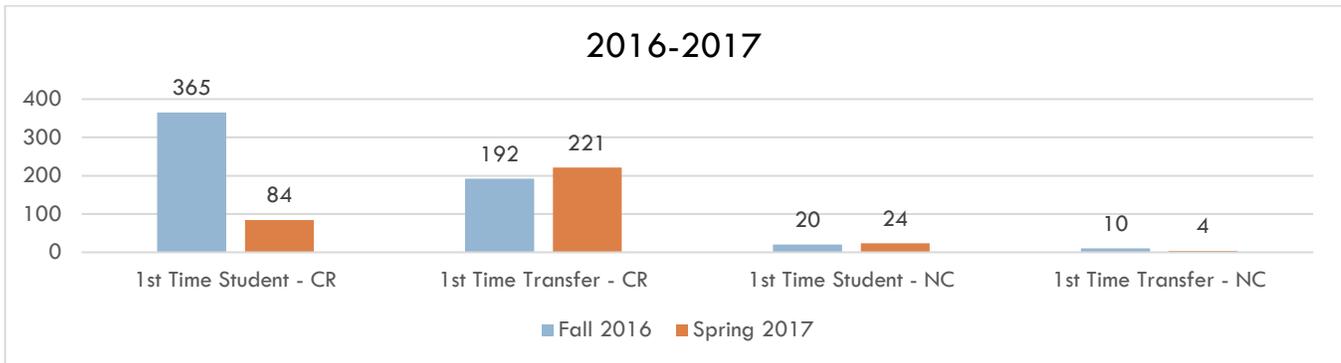
The development of the SISKIYOU'S SEM is data driven. The following pages provides information on who SISKIYOU'S serves and overall enrollment trends.

Student Data

The data below provides context on who SISKIYOU'S serves:

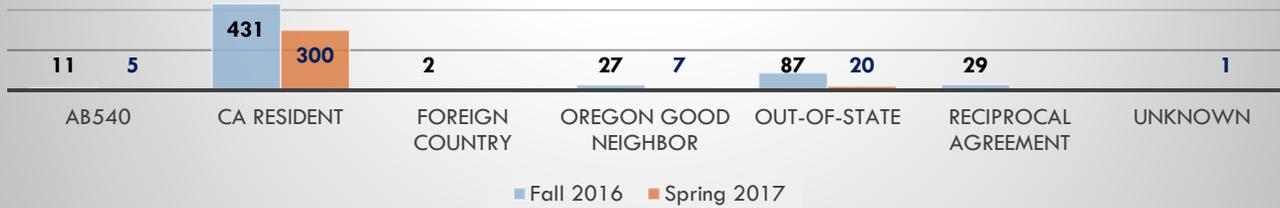
- First Time Students and First Time Transfers
- Residency by Term
- High School Trends

First Time Students and First Time Transfers

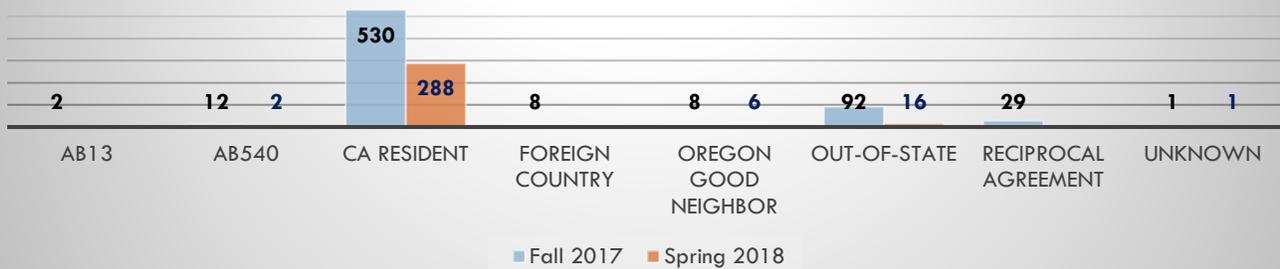


Residency by Term

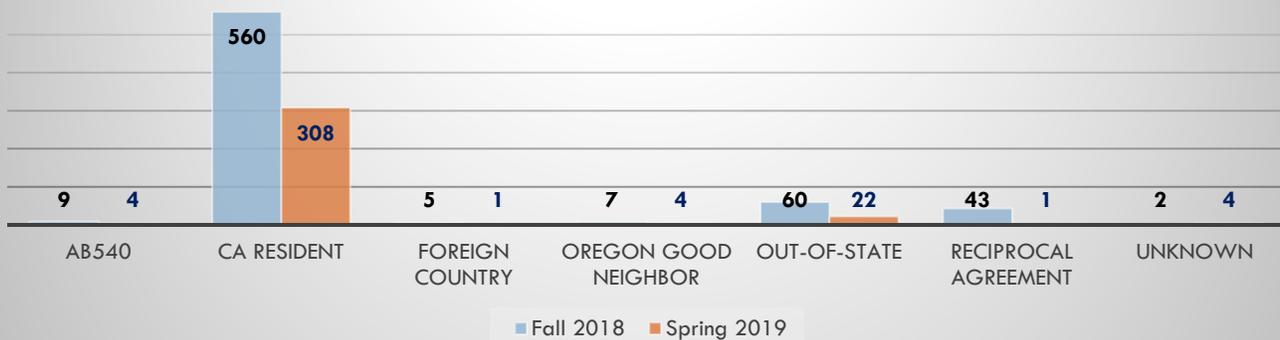
2016-2017



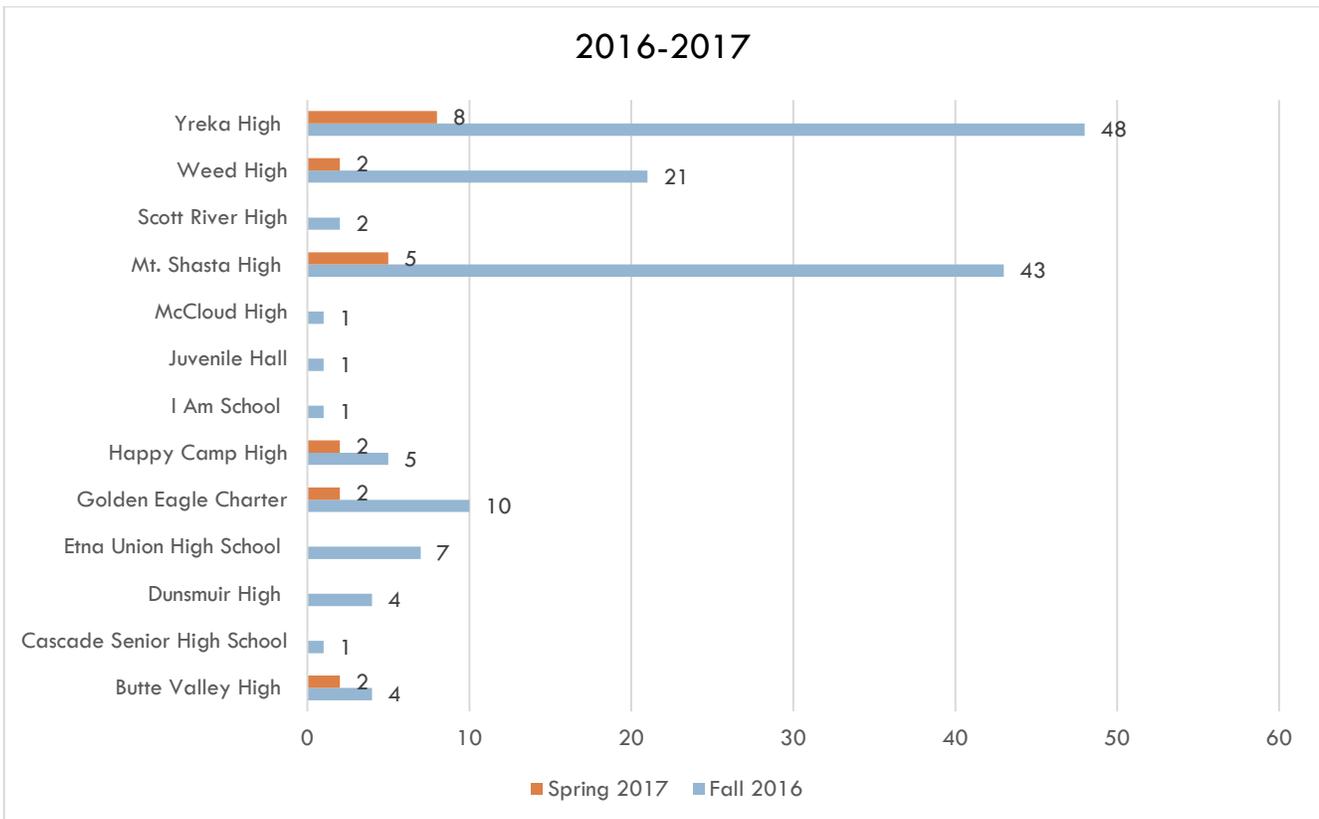
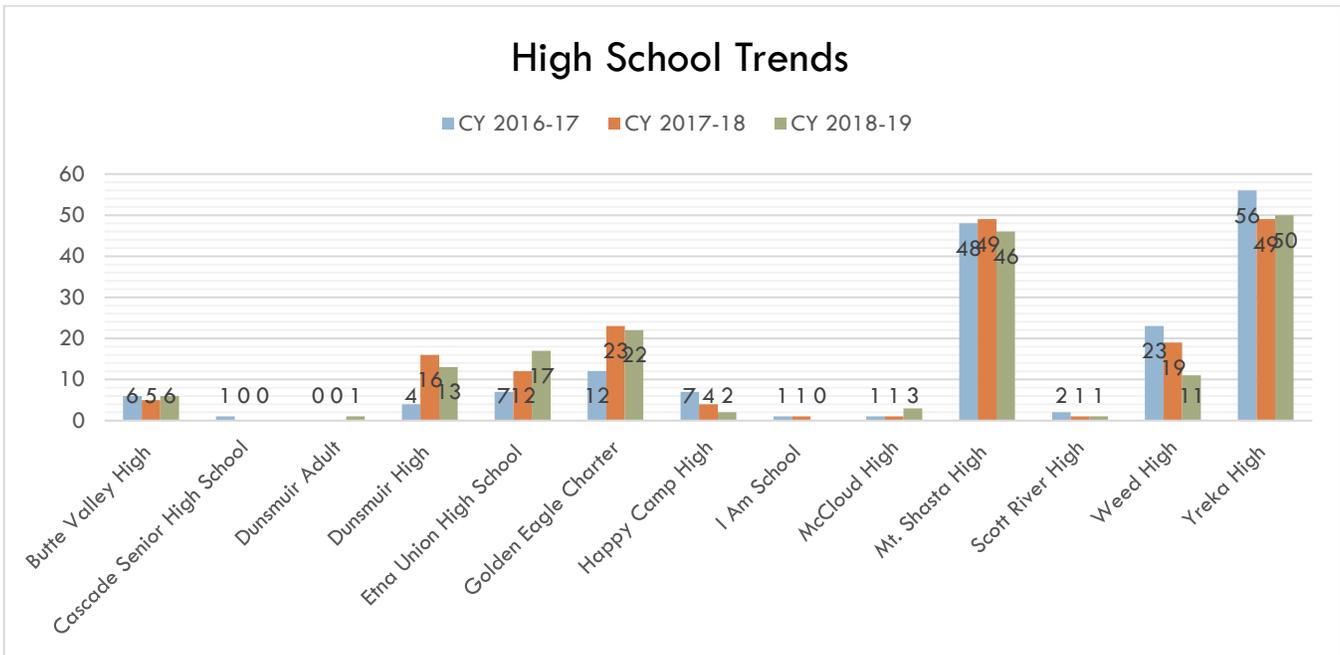
2017-2018



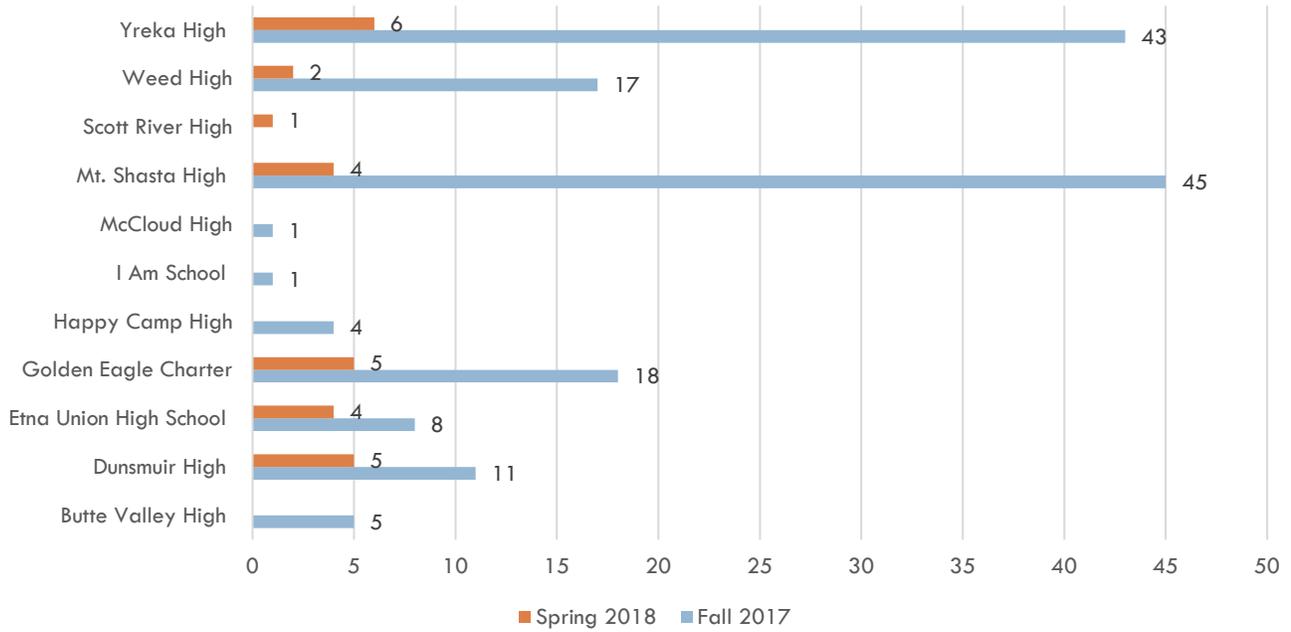
2018-2019



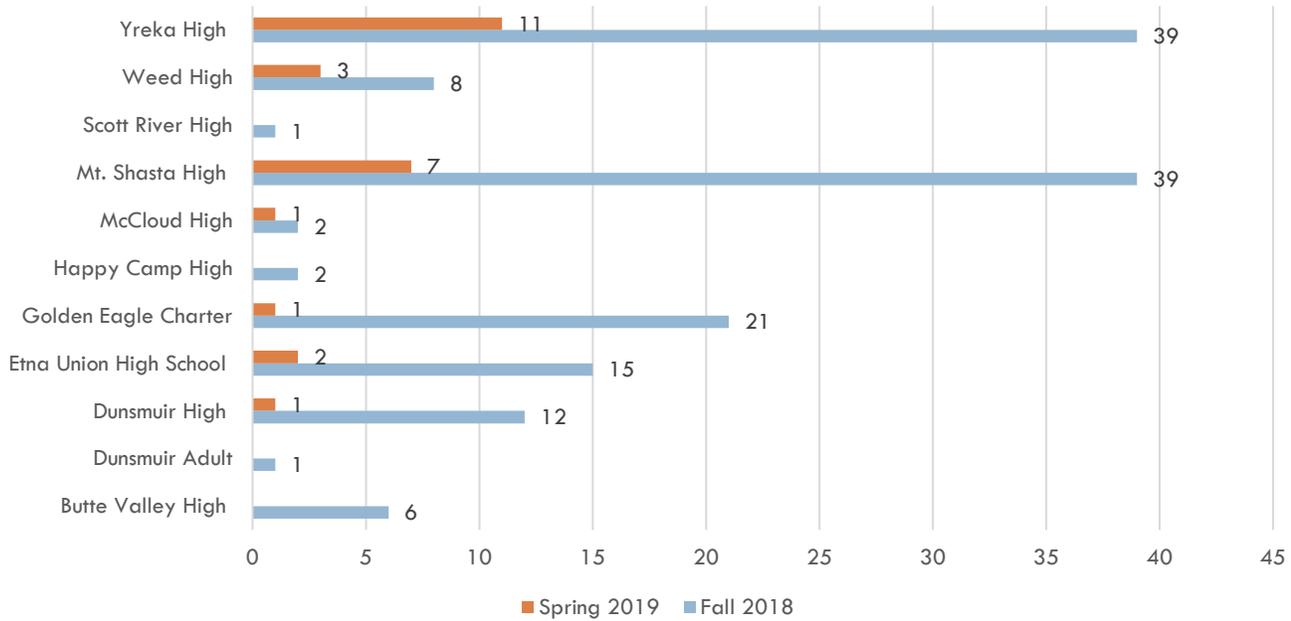
High School Trends



2017-2018



2018-2019



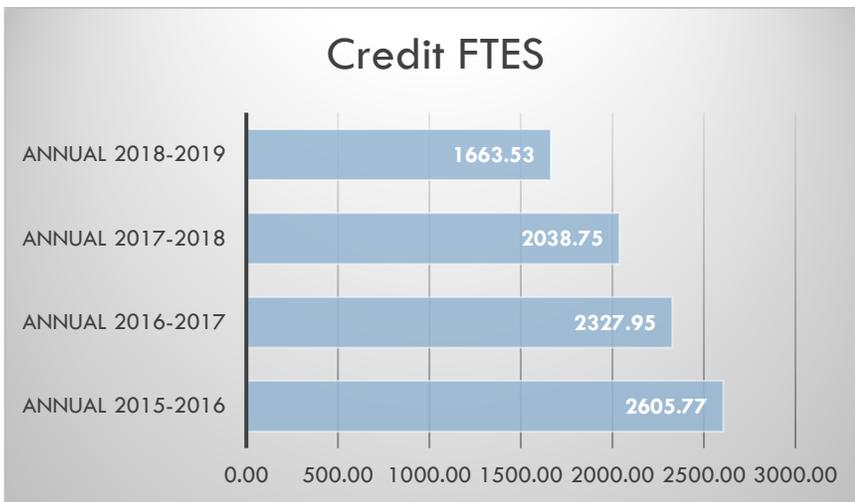
Enrollment Data

The next few pages illustrate enrollment data by:

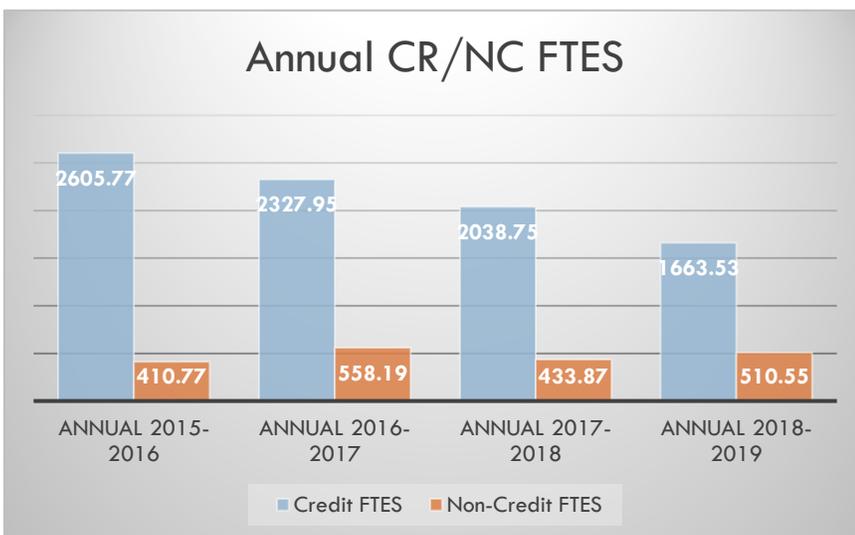
- Total Full Time Equivalent Students (FTES)
- Credit/Non Credit Trends
- Full Time Equivalent Faculty (FTE) by Discipline
- Online Enrollment
- FTES by Term
- Student Headcount
- Enrollment by Ethnicity

Analysis of data is provided in the proceeding section.

Total Credit FTES

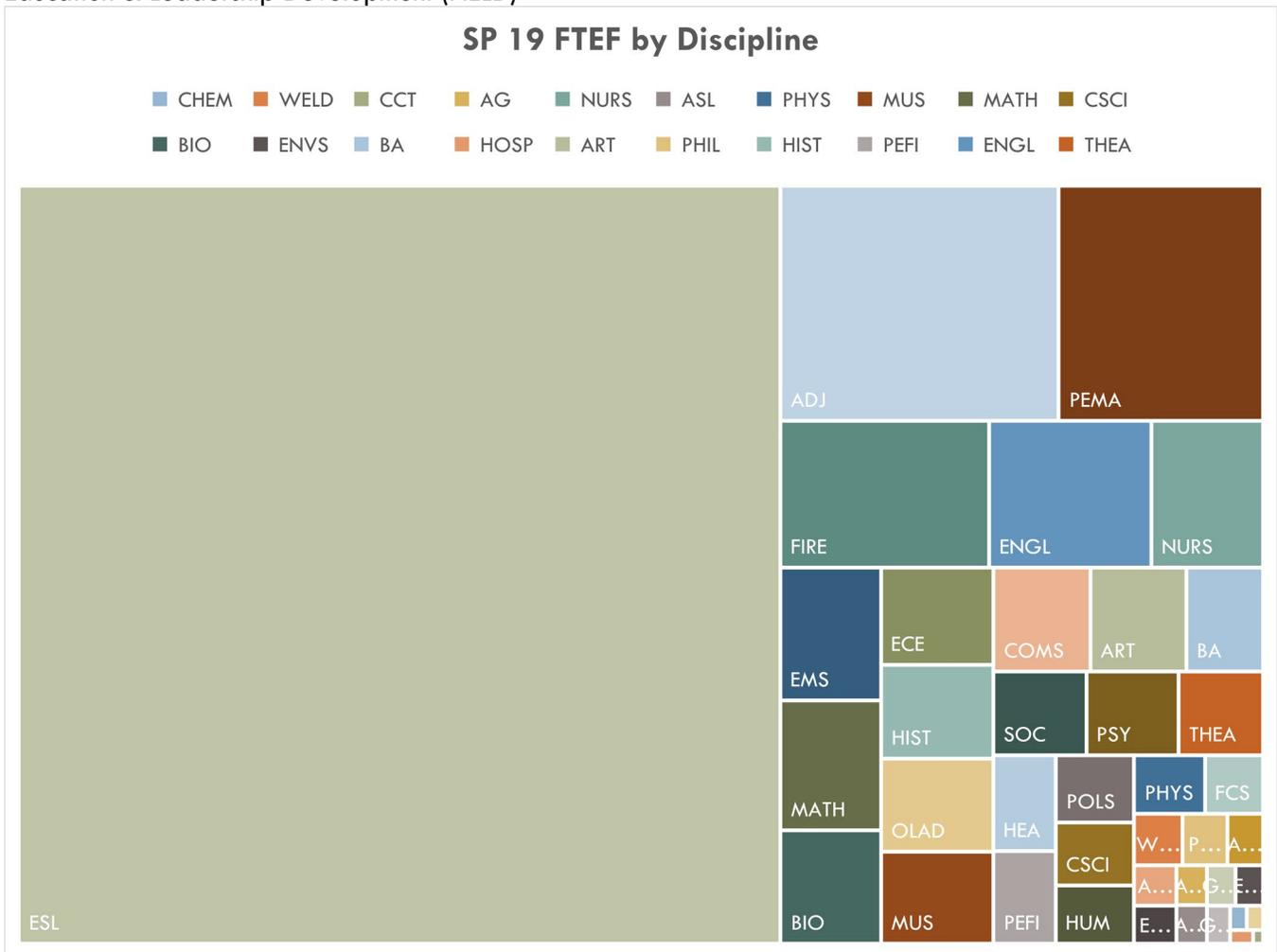


Credit/Non Credit Trends

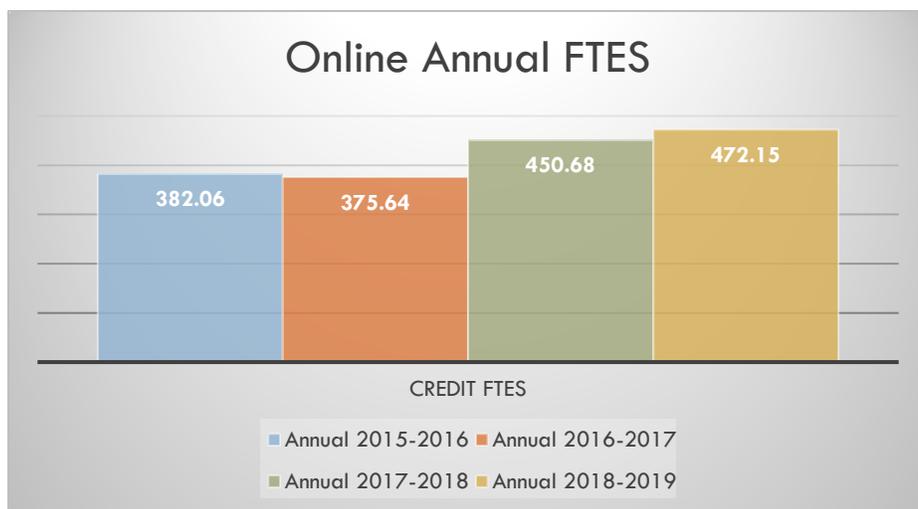


FTEF by Discipline (Spring 2019)

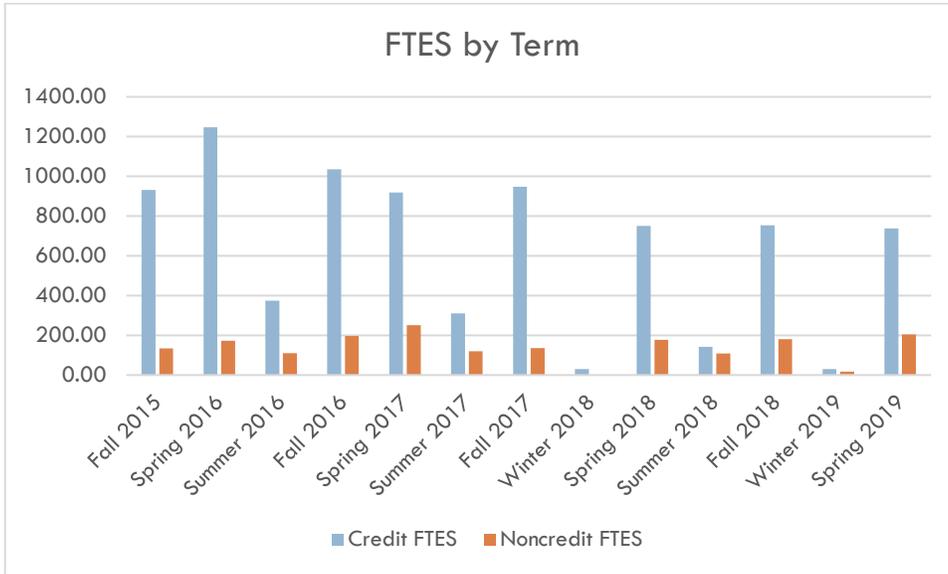
*ESL Classes are offered through the College's Instructional Services Agreement with the Farmworker Institute of Education & Leadership Development (FIELD)



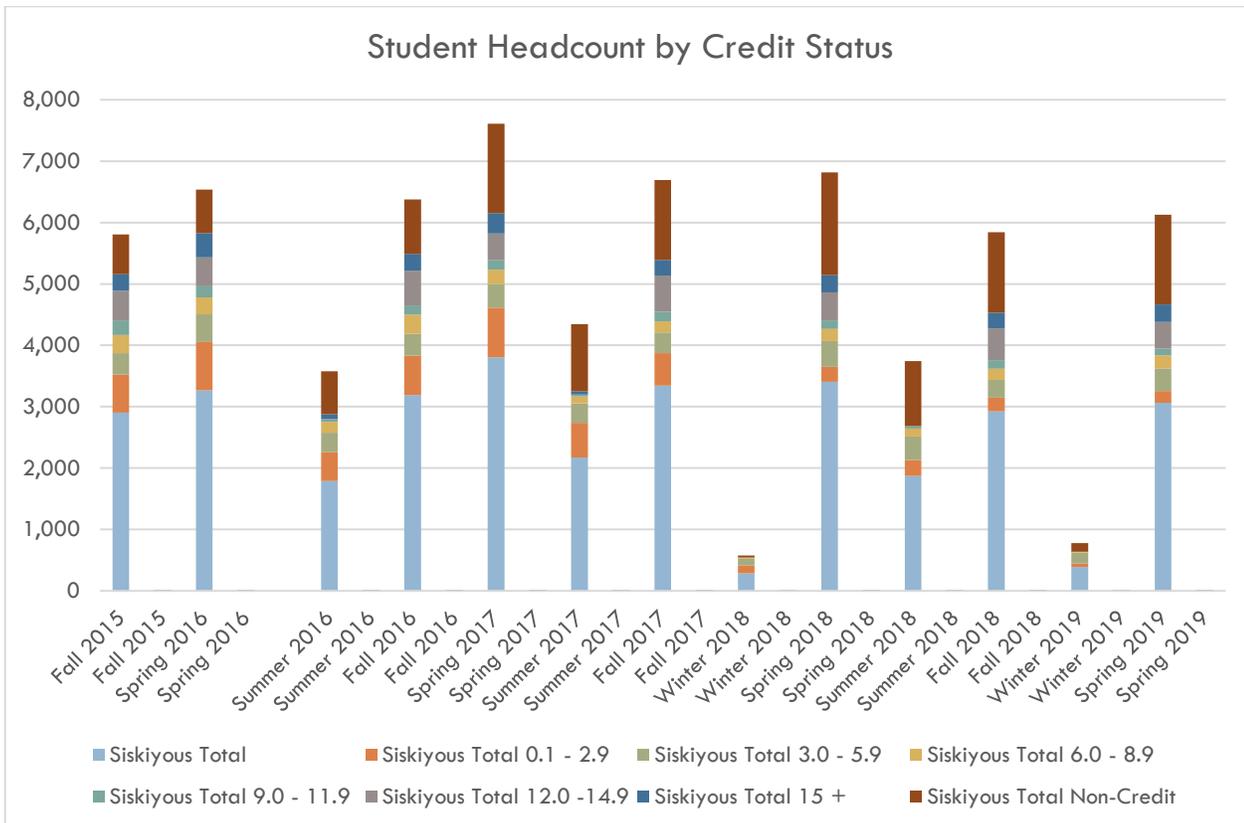
Online Enrollment



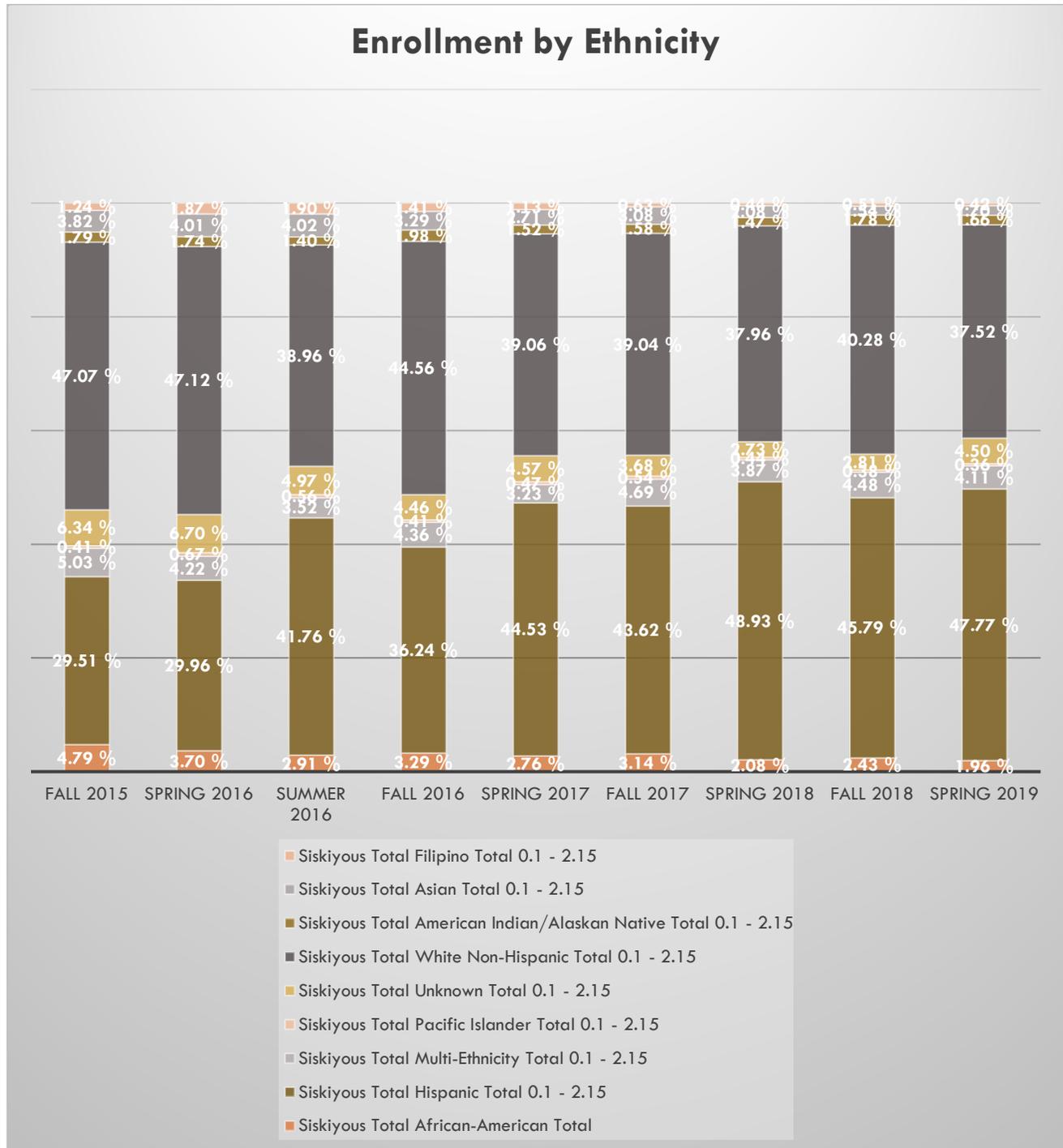
FTES by Term



Student Headcount



Enrollment by Ethnicity (2015 – 2019)



Analysis of Enrollment Data

FTE trend analysis

Total FTES has declined 28% at SISKIYOU 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 SISKIYOU 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 Management Plan Rubric

The following Strategic Enrollment Management (SEM) Plan Rubric is the tool that will be used to assess progress on the activities listed in the SEM Timeline for Implementation table in the next section. It is organized into 5 areas:

- Enrollment Management Committee Structure
- Academic Affairs
- Student Services
- Guided Pathways Steering Committee
- Technology Advisory/Marketing Committee

The results from the rubric will be made available in the 2024- 2028 Strategic Enrollment Management Plan and will be documented in the following categories:

- Name of the Enrollment, Retention and Outcome Activity
- Assessment Measure
- Benchmark Data (2018-2019)
- Progress Data (2019 – 2020)
- Assessment Data (2022-2023)
- Goal Achieved (Y/N)



College of the Siskiyous Strategic Enrollment Management Plan Rubric

****Enrollment Management Committee Structure****
Benchmark 1: The College has an active enrollment management committee that assists the administration with development and implementation of the Strategic Enrollment Management (SEM) Plan.

Enrollment Management Committee – Membership

Fully Meets	The Enrollment Management Committee includes the VPAA, VPSS, Institutional Researcher, Academic Deans, Special Program Directors, Academic Senate President, Faculty, Curriculum Analyst, Public Information Officer, and Admissions/Financial Aid; representatives of all of the following groups – College faculty and staff, and administration.
Partially Meets	The Enrollment Management Committee includes VPAA, VPSS, Institutional Researcher, Academic Deans, Special Program Directors, and Academic Senate President; representatives of <i>most</i> of the following groups – College faculty and staff, and administration.
Does Not Meet	The Enrollment Management Committee includes VPAA, VPSS, Institutional Researcher and a few of the persons/groups listed above – or – the College does not have an Enrollment Management Committee.

Enrollment Management Committee - Skills

Fully Meets	Most of the following “essential skills” are represented on the Enrollment Management Committee, or are otherwise accessible to the Team on an as-needed basis – expertise in finances, marketing, data collection/analysis, technology, and ability to advocate for the College.
Partially Meets	Some of the following “essential skills” are represented on the Enrollment Management Committee, or are otherwise accessible to the Team on an as-needed basis – expertise in finances, marketing, data collection and analysis, and technology, and ability to advocate for the College.
Does Not Meet	A few of the following “essential skills” are represented on the Enrollment Management Committee, or are otherwise accessible to the Team on an as-needed basis – expertise in finances, data collection and analysis, and technology, and ability to advocate for the College.

Enrollment Management Committee - Meeting Schedule

Fully Meets	The Enrollment Management Committee meets quarterly to stay on track with all timelines included in the SEM Plan. An electronic communication vehicle such as Google Docs or OneDrive is regularly used by the committee to communicate ideas between meetings.
Partially Meets	The Enrollment Management Committee meets occasionally to stay on track with most of timelines included in the SEM Plan.
Does Not Meet	The Enrollment Management Committee does not meet on a regular schedule.

*****Academic Affairs*****

Benchmark 2: The Strategic Enrollment Management Plan contains FTES and scheduling goals, strategies, action items (including persons identified as responsible for execution), a timeline for each action item, and an evaluation process.

Strategic Enrollment Management Plan – FTES/Scheduling Goals

Fully Meets	<ul style="list-style-type: none"> • The developed schedule is designed to meet FTES targets while following most of the developed program pathways to accomplish optimal enrollment and completion; while staying within budgetary constraints. • An appropriate overall core curriculum balance between noncredit, career technical education, and transfer curriculum is met. • An appropriate balance among course modalities (online, face-to-face, hybrid, video conference) as well as a balance, which meets student demand, between courses offered at the Weed and Yreka campuses. • Efficiency goal of 17.5 FTES/FTEF is met (average class size of 35). • The College’s internal Faculty Obligation Number target is met.
Partially Meets	<ul style="list-style-type: none"> • The developed schedule is designed to meet FTES targets while following some of the developed program pathways to accomplish optimal enrollment and completion. • A somewhat appropriate overall core curriculum balance between basic skills, career technical education, and transfer curriculum is met. • Efficiency goal of 10 is met (average class size of 20).
Does Not Meet	<ul style="list-style-type: none"> • The developed schedule is designed to meet FTES targets while following only a few of the developed program pathways. • Efficiency goal of less than 10 is met (average class size of less than 20).

Strategic Enrollment Management Plan – FTES/Scheduling Strategy

Fully Meets	The developed schedule contains sufficient strategies, action items, and sufficient responsible persons to execute them. A tracking tool is employed in order to accomplish scheduling/FTES goals effectively, as evidenced by growing enrollment.
Partially Meets	The developed schedule contains some strategies, action items, and responsible persons to execute them. Some of the scheduling/FTES goals are met effectively in order to maintain enrollment. A tracking tool is not used as effectively as it could.
Does Not Meet	The developed schedule contains a few strategies, few action items, and/or few responsible persons to execute them; some of the scheduling/FTES goals are accomplished.

**Strategic Enrollment Management Plan –
Timeline for FTES/Scheduling Goals, Strategies and Action Items**

Fully Meets	The schedule development process meets the timeline goals set.
Partially Meets	The schedule development process is delayed but eventually meets goals set.
Does Not Meet	The schedule development process does not meet timeline goals.

Strategic Enrollment Management Plan – Academic Affairs Benchmark Two Evaluation

Fully Meets	The SEM Plan is evaluated using this rubric and all benchmarks fulfill the “fully meets” criteria.
Partially Meets	The SEM Plan is evaluated using this rubric. Some benchmarks meet the “fully meets” criteria.
Does Not Meet	The SEM Plan is evaluated using this rubric, but few benchmarks satisfy the “fully meets” criteria, or the EMP has not been evaluated.

*****Student Services*****

Benchmark 3: The Strategic Enrollment Management Plan contains student recruitment goals, strategies, action items (including persons identified as responsible for execution), a timeline for each action item, and an evaluation process.

Strategic Enrollment Management Plan – Recruitment Goals

Fully Meets	The SEM Plan contains recruitment goals that create awareness and a positive impression of the College, and that develop a pool of prospective students that leads to growth of enrollment requiring additional personnel.
Partially Meets	The SEM Plan contains recruitment goals to attract a sufficient number of new students to maintain an enrollment that supports current personnel and programs.
Does Not Meet	The SEM Plan does not contain sufficient recruitment goals to attract a sufficient number of new students to sustain or stabilize the enrollment. Personnel and programs are vulnerable.

Strategic Enrollment Management Plan – Recruitment Strategies

Fully Meets	The SEM Plan contains sufficient strategies, action items, and sufficient responsible persons to execute them, in order to accomplish recruitment goals effectively, as evidenced by growing enrollment. All activities are recorded using a tracking tool, along with an appropriate response leading to the next step toward enrollment.
Partially Meets	The SEM Plan contains some strategies, action items, and responsible persons to execute them, in order to accomplish some of the recruitment goals effectively in order to maintain enrollment. A tracking tool is not used as effectively as it could.
Does Not Meet	The SEM Plan contains a few strategies, action items, and responsible persons to accomplish some of the recruitment goals effectively, but enrollment continues to decline. The school does not use a tracking tool.

**Strategic Enrollment Management Plan –
Timeline for Recruitment Goals, Strategies and Action Items**

Fully Meets	The SEM Plan recruitment goal/strategy/action item process meets the timeline goals set.
Partially Meets	The SEM Plan recruitment goal/strategy/action item process is delayed but eventually meets goals set.
Does Not Meet	The SEM Plan recruitment goal/strategy/action item process does not meet timeline goals.

Strategic Enrollment Management Plan – Student Services Benchmark Three Evaluation

Fully Meets	The SEM Plan is evaluated using this rubric and all benchmarks fulfill the “fully meets” criteria.
Partially Meets	The SEM Plan is evaluated using this rubric. Some benchmarks meet the “fully meets” criteria.
Does Not Meet	The SEM Plan is evaluated using this rubric, but few benchmarks satisfy the “fully meets” criteria, or the SEM Plan has not been evaluated.

*****Guided Pathways Steering Committee*****

Benchmark 4: The Admissions Process is designed to maintain contact from the first recruitment indicator through enrollment and retention (re-enrollment).

Admissions Procedures

Fully Meets	The Admissions Process is a systematic and seamless progression from the first recruitment indicator (inquiry phone call, campus visit, online application, etc.), through placement testing, transcript processing, education plan development, and enrollment. Prospective students are advised at every step regarding the continuum.
Partially Meets	The Admissions Process contains some of the components listed above. Prospective students are advised of acceptance.
Does Not Meet	The Admissions Process contains a few of the components listed above.

***** Technology Advisory/Marketing Committee*****

Benchmark 5: The Marketing Plan reflects the recruitment and retention goals for each fiscal year and the strategies and actions identified to achieve them.

Marketing Plan – Communications

Fully Meets	The marketing plan provides for all of the following: a functional and interactive College website, social media, newsletters, etc., trained speakers and student ambassadors for community events and to communicate with current and prospective school families, businesses and organizations in the community.
Partially Meets	The marketing plan provides for some of the tools listed above.
Does Not Meet	The College does not have or follow a marketing plan.

Marketing Plan—Public Relations

Fully Meets	The marketing plan provides for press releases about and/or invitations to special school events, community service, and student/faculty success stories, etc. to both internal and external audiences.
Partially Meets	The marketing plan provides for some of the items listed above.
Does Not Meet	The College does not have or follow a marketing plan.

Marketing Plan-Advertising

Fully Meets	The marketing plan includes all of the following means of communication about the attributes of the College and special events: ads placed in local news outlets, on community bulletin boards, in local businesses, etc.; a high-quality, current brochure; branded spirit wear/items.
Partially Meets	The marketing plan includes some of the items listed in the “fully meets” descriptor.
Does Not Meet	The College does not have or follow a marketing plan.

Strategic Enrollment Management Plan Timeline for Implementation

The following table lists proposed activities for achieving the SEM Plan benchmarks and target outcomes. It is categorized into areas applicable to the SEM Plan Rubric.

*GP SOAA = Guided Pathways Scale of Adoption Self-Assessment

*SEA = Student Equity and Achievement Plan

Academic Affairs			
Academic Affairs Enrollment Activities	Applicable College Plan	Responsible Party	Target Date
Improve utilization of Fridays and Saturdays for scheduling classes	Institutional Master Plan	Academic Affairs	Spring 2022
Increase Non Credit CDCP class offerings	Institutional Master Plan	Academic Affairs Director of Non Credit	Fall 2022
Increase strategic online offerings	Institutional Master Plan	Academic Affairs Director of Distance Education	Ongoing
Improve scheduling practices through inclusion of stakeholders in the scheduling process	Institutional Master Plan	Academic Affairs	Ongoing
Develop pathway maps to inform schedule development	GP SOAA Strategic Plan	GP Steering Committee Academic Affairs	Spring 2021
Streamline onboarding process for students	GP SOAA Institutional Master Plan	GP Steering Committee Academic Affairs	Fall 2021
Identify consistent scheduling time blocks	Institutional Master Plan	Academic Affairs	Fall 2021
Survey students to identify enrollment needs/preferences	Institutional Master Plan	Academic Affairs Institutional Research	Fall 2021

Academic Affairs Retention Activities	Applicable College Plan	Responsible Party	Target Date
Identify 'Meta Majors' to keep students on-track to completion	GP SOAA	GP Steering Committee Academic Affairs Student Services	Fall 2021
Encourage all students to apply for Financial Aid by sending COS Connect, having faculty posting in Canvas, etc..	SEA	Academic Affairs	Ongoing
Offer Financial Aid workshops in the ASC	SEA	ASC Coordinator	Ongoing

Academic Affairs 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	Spring 2022
Implement Certificates leading to guaranteed 4-year admission	Institutional Master Plan	Academic Affairs	Spring 2023
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 2023
Gather and report data regarding salary improvements for CTE program graduates	Strong Workforce	Academic Affairs Institutional Research	Spring 2023
Create student exit survey (graduating and stop-out students)	Institutional Master Plan	Academic Affairs Institutional Research	Fall 2021
Gather and report data regarding employer satisfaction with hard/soft skills from recent SISKIYOU graduates	GP SOAA	Academic Affairs Institutional Research	Spring 2023
Contacting students who are close to achieving a degree/certificate and notifying them of classes needed	GP SOAA	Academic Affairs Student Services Institutional Research	Spring 2022

Student Services			
Student Services Enrollment Activities	Applicable College Plan	Responsible Party	Target Date
Identify support needs for Friday and Saturday	Institutional Master Plan	Student Services	Fall 2021
Increase Financial Aid and Scholarship application assistance	Institutional Master Plan	Student Services	Fall 2021

Student Services 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 2021
Identify 'Meta Majors' to keep students on-track to completion	GP SOAA	GP Steering Committee Academic Affairs Student Services	Fall 2021
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 to check their midterm standings in SOARs or Expanded Orientations.	SEA	Student Services	Ongoing
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	Ongoing
Continue Personal Counseling services for students in distress	SEA	Student Services	Ongoing

Student Services 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	Spring 2022
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 employer satisfaction with hard/soft skills from recent SISKIYOU graduates	GP SOAA	Academic Affairs Institutional Research	Spring 2023

Contacting students who are close to achieving a degree/certificate and notifying them of classes needed	GP SOAA	Academic Affairs Student Services Institutional Research	Fall 2021
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Guided Pathways Steering Committee			
Guided Pathways Enrollment Activities	Applicable College Plan	Responsible Party	Target Date
Develop pathway maps to inform schedule development	GP SOAA Strategic Plan	GP Steering Committee Academic Affairs	Spring 2021
Streamline onboarding process for students	GP SOAA Institutional Master Plan	GP Steering Committee Academic Affairs	Fall 2021

Guided Pathways Retention Activities	Applicable College Plan	Responsible Party	Target Date
Identify 'Meta Majors' to keep students on-track to completion	GP SOAA	GP Steering Committee Academic Affairs Student Services	Fall 2021

Guided Pathways Outcome Activities	Applicable College Plan	Responsible Party	Target Date
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 employer satisfaction with hard/soft skills from recent SISKIYOU graduates	GP SOAA	Academic Affairs Institutional Research	Spring 2023
Contacting students who are close to achieving a degree/certificate and notifying them of classes needed	GP SOAA	Academic Affairs Student Services Institutional Research	Fall 2021

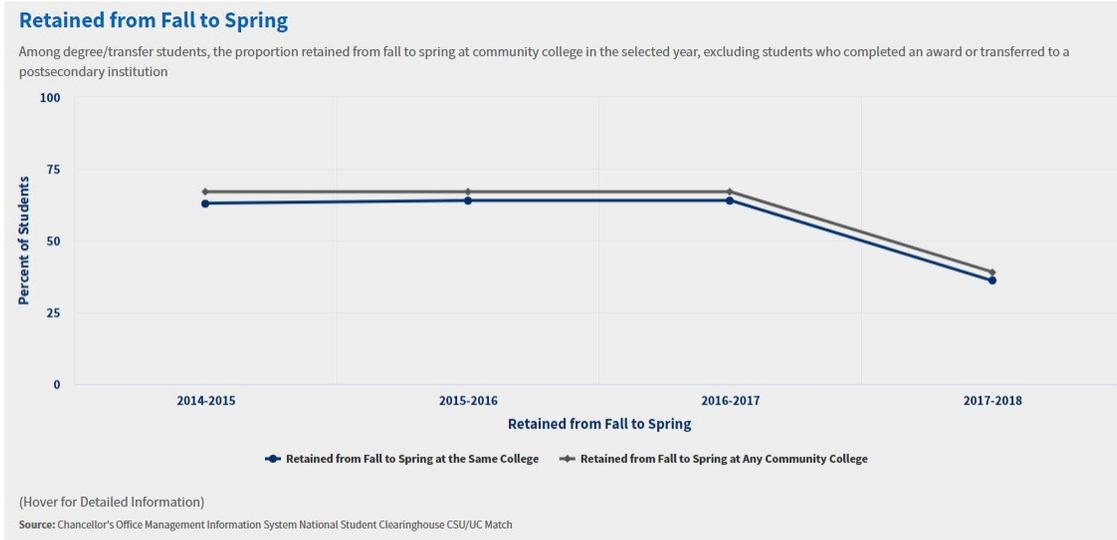
Technology Advisory/Marketing Committee			
Marketing Enrollment & Retention Activities	Applicable College Plan	Responsible Party	Target Date
College website is functional and provides current information regarding classes and other information.	Technology Strategic Plan	TAC, Marketing Committee Weblinks Public Relations	Ongoing
Social media posts are posted regularly	Marketing Plan	Public Relations	Ongoing
Eagle Ambassadors assist with outreach to new and current students	SEA	Basecamp HQ	Ongoing
Press releases are distributed to local and regional media outlets	Marketing Plan	Public Relations	Ongoing
College Calendar of Events features events and activities happening as well as other important dates	Marketing Plan	Public Relations Weblinks	Ongoing
COS Connect – texting system provides information to students and employees	Technology Strategic Plan	Public Relations	Ongoing
Feature news stories are distributed and published	Marketing Plan	Public Relations	Ongoing
Marketing materials for college outreach are produced and distributed	Marketing Plan	Public Relations Student Services Basecamp HQ CTE Continuing Education	Ongoing

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 living wage attainment 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:



The drop from 2016-2017 to 2017-2018 is attributed to the College's Instructional 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, Instruction Council 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 are standing agenda items at each of the Enrollment Management meetings. During the meetings, progress on activities are discussed as well as associated challenges.

In the 2024-2028 SEM Plan, 2019-2023 SEM Plan goal achievement will be recorded as well as the assessment measure and benchmark data for each of the associated activities.

Progress on Target Outcomes

Data will be recorded and analyzed in the 2024-2028 Strategic Enrollment Management Plan.

Target Goal	Benchmark Data 18-19	19-20	22-23	Goal Achieved Y/N
Increase in enrollment by 5%	Fall 18: 1609 Credit Students	Fall 19: 1692 Credit Students	TBD	
Increase living wage attainment by 5%				
Increase in Retention by 20%	90.7%	91.2%	TBD	
Student Course Completion – 20% or 78	76.1%	77.4%	TBD	
Degree Completion – 20% or 192	358	268	TBD	
Certificate Completion – 20% or 120	130	115	TBD	
Transfer – 20% or 168	155	111	TBD	