

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2023 - 2028

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COLLEGE OF THE SISKIYOU'S 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. College of the Siskiyou provides students a strong education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation. 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.

COLLEGE OF THE SISKIYOU'S DIVERSITY STATEMENT

College of the Siskiyou (Siskiyou) acknowledges and condemns the history of colonization of the Indigenous Tribes who originally inhabited the land on which our institution stands. We acknowledge their continued existence and wisdom regarding this place and area.

It is our mission and vision to foster a community that is inclusive, responsive and supportive of all of its members equitably. It is important for our students and staff to understand the history of our area, acknowledge the past, collaborate with our communities, and facilitate course work which empowers our students with the tools to lead with respect.

All members of the College community are responsible for creating, maintaining, and developing a learning environment in which differences are embraced, sharing is encouraged, equity is sought, and inclusiveness is practiced. We will continually assess our progress to ensure that diversity initiatives disrupt and eliminate harmful policies within our college community. Siskiyou welcomes and embraces students and employees from all backgrounds including, but not limited to: ability or disability, age, ancestry, body type or size, citizenship or immigration status, economic status, educational status, employment status, ethnicity, food or housing insecurity, gender, gender identity, gender expression, incarceration experience, language, marital or partner status, military or veteran status, national origin, neuro-diversity, physical or mental health status, political affiliation, race or racial identity, religion, reproductive status, sex, and/or sexual orientation.

The College strives to ensure that its diversity initiatives are anti-racist and inclusive. Our ultimate goal is to eliminate oppressive policies within our College community.



INTRODUCTION

College of the Siskiyous (COS) is committed to enrollment management strategies that foster access and success for all students and place emphasis on diversity, equity, inclusion, and accessibility (DEIA). The 2023- 2028 Strategic Enrollment Management Plan (SEMP) combines elements of the Student Equity Plan, Vision for Success, the Student Centered Funding Formula (SCFF) and College Mission Statement. The SEMP will help to guide the creation of the Educational Master Plan and Facilities Master Plan. Together these plans will provide a holistic approach to meeting the short and long-term goals for institutional planning for student access and success and a roadmap for the future of College of the Siskiyous.

As California Community Colleges deal with the impacts of a national and California system wide drop in enrollments over the last decade, College of the Siskiyous is committed to serving students located in our traditional service areas of Siskiyou and Modoc counties but also seeks to serve students located outside these counties across California, the United States, and the world.

COS understands that as our traditional service area shrinks in population, it will require improving traditional methods of outreach to residents of the College's service area. Expanding, improving, and streamlining outreach will be essential in order to remain competitive, engaging, and relevant for prospective students in a time where practically limitless options are available to students online to receive an education. Finding ways to attract K-12 students, those with some college but no degree, and maintaining and increasing successful credit and non-credit programs will be essential to increasing enrollments.

Attracting new students to attend College of the Siskiyous is important but retaining those new students is just as important. COS must find ways to address housing issues, capitalize on successful student support services, attract qualified staff and faculty, and create a robust student-life program. Students who feel a sense of community, pride in their campus, are supported by staff and faculty, and feel connected to their peers are more likely to persist and complete their educational goals.

This Strategic Enrollment Management Plan provides a holistic approach that encompasses goals spanning the next 5 years. The plan addresses strategies within each of the College's major areas of: Academic Affairs, Administrative Services, and Student Services. Together, these areas and the staff and faculty located within them will work to build upon and create a College that will continue to be attractive to prospective students from all backgrounds and helps students to complete their academic goals.

The plan is ambitious and extensive but not exhaustive in all possible areas, including serving disproportionately impacted student groups. **We acknowledge there are other disproportionately impacted groups, including but not limited to, Veterans, Foster Youth, or Indigenous Students that will also benefit from this plan but that are not directly identified in the Equity Goals as outlined in the criteria from the Chancellor's Office.** The goal is to increase access and success rates for all students as we intentionally and holistically approach serving identified disproportionately impacted groups.

As needed, the plan may be updated, reevaluated, and analyzed to see if it meets the needs of the College and its students.

STUDENT CENTERED FUNDING FORMULA GOALS

Full-Time Equivalent Students (FTES)

This section focuses on students enrolled by category such as credit, special admit, Career Development and College Preparation (CDCP), Noncredit, and incarcerated students. COS does not provide incarcerated education and so therefore a goal is not provided. The first table below provides quantifiable goals in each of the SCFF areas and the second table provides some specific activities to achieve those goals within each year of the plan.

- College of the Siskiyous will reach 1750 FTES by the end of the 5-year cycle in academic year 2027-2028.
- Each year, College of the Siskiyous will add approximately 127 additional FTES to achieve this goal.

Enrollment Targets by Category

COS Enrollment Category	Year 0 (2022-23) Baseline	Year 1 (2023-24) Additional	Year 1 (2023-24) FTE	Year 2 (2024-25) Additional	Year 2 (2024-25) FTE	Year 3 (2025-26) Additional	Year 3 (2025-26) FTE	Year 4 (2026-27) Additional	Year 4 (2026-27) FTE	Year 5 (2027-28) Additional	Year 5 (2027-28) FTE
Credit FTES	951	44	995	115	1110	35	1145	15	1160	15	1175
Special Admit	90	0	90	10	100	10	110	10	120	10	130
CDCP	11	40	51	50	101	50	151	50	201	50	251
Non-Credit	64	30	94	25	119	25	144	25	169	25	194
Total	1116	114	1226	200	1426	120	1546	100	1646	100	1750

Measurables by Category

Category	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
Credit FTES	<ul style="list-style-type: none"> • Implement WUE • Implement College Virtual Tour 	<ul style="list-style-type: none"> • Increase travel for WUE outreach • Restart LVN-RN program • Start Bachelors in EMS • College Adult Prospect Pipeline for Adult Learner Reentry Students 	<ul style="list-style-type: none"> • Increase efficiencies in scheduling, certificates, degrees • Increase enrollment for “some college-no degree” adult learners 	<ul style="list-style-type: none"> • Expand Siskiyou Promise to all CA Students • Increase efficiencies in scheduling, certificates, degrees 	<ul style="list-style-type: none"> • “Roadshow” mobile education with other institutions • Increase enrollment for adult learners
Special Admit	<ul style="list-style-type: none"> • Strengthen relationships with K-12 partners 	<ul style="list-style-type: none"> • Mandatory Orientation 	<ul style="list-style-type: none"> • Create University Path • Create CTE Path 	<ul style="list-style-type: none"> • CCAP agreements with half of all high schools in service area 	<ul style="list-style-type: none"> • CCAP agreements with all high school in service area

Category	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
		<ul style="list-style-type: none"> Identify permanent Dual Enrollment Coordinator Strengthen relationships with Bay Area K-12 partners Support the needs of the Upward Bound program as they work with K-12 partners 			
CDCP	<ul style="list-style-type: none"> CDCPs that offer immediate livable wage Employment Schedule existing CDCP's Collaborate with CCC to meet mutual objectives 	<ul style="list-style-type: none"> Collaborate with CCC to meet mutual objectives Clear certificated pathways to credit-CTE Schedule ESL for language support 	<ul style="list-style-type: none"> Fire CDCP collaboration with CalFire Additional mirrored career/educational prep CDCP Clear certificated pathways to credit: Gen Ed Schedule ESL for language support 	<ul style="list-style-type: none"> Medical Assistant CDCP CDCP recertifications for existing courses Clear Certificated Pathways - CTE 	<ul style="list-style-type: none"> Expand mirrored basic skills CDCP noncredit programs of two or more courses to prepare students for employment or to be successful in college - level credit coursework.
Non-Credit	<ul style="list-style-type: none"> Athletic course Additional Art Courses to encourage community engagement that generate FTES Improve demographic and LMI data/targeted marketing 	<ul style="list-style-type: none"> Add athletic progression course Streamline creation of courses to transition to credit Stackable nursing course for Medical Assistant program 	<ul style="list-style-type: none"> Build stackable courses for CDCP Build noncredit course that would be a component of a CPL proposal Stackable nursing course for Medical Assistant Program 	<ul style="list-style-type: none"> Transition community - based courses to noncredit where MQ's can be met easily Increase noncredit offers in remote areas of the county 	<ul style="list-style-type: none"> Transition community-based courses to noncredit where MQ's can be met easily Evaluate new CTE programs and noncredit alignment

Supplemental Allocation

This section is about the numbers of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540. The first table below provides quantifiable goals in each of the supplemental allocation areas and the second table provides some specific activities to achieve those goals within each year of the plan.

Enrollment Targets by Category

COS Enrollment Category	Year 0 (2022-23) Baseline	Year 1 (2023-24) Additional	Year 1 (2023-24) FTE	Year 2 (2024-25) Additional	Year 2 (2024-25) FTE	Year 3 (2025-26) Additional	Year 3 (2025-26) FTE	Year 4 (2026-27) Additional	Year 4 (2026-27) FTE	Year 5 (2027-28) Additional	Year 5 (2027-28) FTE
AB 540	51	5	56	9	65	5	70	5	75	5	80
Pell Recipients	495	48	543	90	632	52	684	43	727	46	773
CCPG Recipients	728	70	798	132	930	76	1006	63	1069	67	1136
Total	1274	123	1397	231	1628	133	1761	111	1872	118	1990

Measurables by Category

Category	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
AB 540		<ul style="list-style-type: none"> Assign Point Person as AB 540 Liaison Create Marketing Materials 	<ul style="list-style-type: none"> Outreach with Financial Aid Department 	<ul style="list-style-type: none"> Outreach with Financial Aid Department 	<ul style="list-style-type: none"> Outreach with Financial Aid Department
Pell Recipients	<ul style="list-style-type: none"> Hire Vacant Positions in Financial Aid 	<ul style="list-style-type: none"> Financial Aid Outreach (Cash for College) Eliminate Terms and Conditions Requirement FAFSA File Workshop Completion 	<ul style="list-style-type: none"> Financial Aid Outreach (Cash for College) FAFSA File Workshop Completion 	<ul style="list-style-type: none"> Financial Aid Outreach (Cash for College) FAFSA File Workshop Completion 	<ul style="list-style-type: none"> Financial Aid Outreach (Cash for College) FAFSA File Workshop Completion
CCPG Recipients		<ul style="list-style-type: none"> Financial Aid Outreach (Cash for College) 	<ul style="list-style-type: none"> Financial Aid Outreach (Cash for College) 	<ul style="list-style-type: none"> Financial Aid Outreach (Cash for College) 	<ul style="list-style-type: none"> Financial Aid Outreach (Cash for College)



Success Allocation

Student success allocation is based on outcomes that include the number of students earning associate degrees and credit certificates, the 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. The first table below provides quantifiable goals in each of the success allocation areas and the second table provides some specific activities to achieve those goals within each year of the plan.

Enrollment Targets by Category

COS Enrollment Category	Year 0 (2022-23) Baseline	Year 1 (2023-24) Additional	Year 1 (2023-24) FTE	Year 2 (2024-25) Additional	Year 2 (2024-25) FTE	Year 3 (2025-26) Additional	Year 3 (2025-26) FTE	Year 4 (2026-27) Additional	Year 4 (2026-27) FTE	Year 5 (2027-28) Additional	Year 5 (2027-28) FTE
All Students – Associate Degrees for Transfers	29	1	30	3	33	1	34	0	34	0	34
All Students – Associate Degrees	135	13	148	25	173	14	187	12	199	13	212

COS Enrollment Category	Year 0 (2022-23) Baseline	Year 1 (2023-24) Additional	Year 1 (2023-24) FTE	Year 2 (2024-25) Additional	Year 2 (2024-25) FTE	Year 3 (2025-26) Additional	Year 3 (2025-26) FTE	Year 4 (2026-27) Additional	Year 4 (2026-27) FTE	Year 5 (2027-28) Additional	Year 5 (2027-28) FTE
All Students – Baccalaureate Degrees	0	0	0	0	0	10	10	0	10	1	11
All Students – Credit Certificates	57	6	63	10	73	6	79	5	84	5	90
All Students – Transfer Level Math and English	69	7	76	12	88	7	95	6	101	6	107
All Students – Transfer to a Four Year University	95	9	104	17	121	10	131	8	139	9	148
All Students – 9 or more CTE Units	259	25	284	47	331	27	358	23	381	24	405
All Students – Regional Living Wage	425	41	466	77	543	44	587	37	624	39	663
Total	1069	102	1171	191	1362	119	1481	91	1572	97	1670

Measurables by Category

Category	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
All Students – Associate Degrees for Transfers		<ul style="list-style-type: none"> Evaluate efficiency in offered degrees 	<ul style="list-style-type: none"> Add Biology ADT Add Environmental Science ADT Evaluate efficiency in offered degrees 	<ul style="list-style-type: none"> Add Studio Arts ADT Evaluate efficiency in offered degrees 	<ul style="list-style-type: none"> Evaluate efficiency in offered degrees
All Students – Associate Degrees		<ul style="list-style-type: none"> Add RN Degree Evaluate efficiency in offered degrees 	<ul style="list-style-type: none"> Add Modern Policing Degree Evaluate efficiency in offered degrees 	<ul style="list-style-type: none"> Evaluate efficiency in offered degrees 	<ul style="list-style-type: none"> Evaluate efficiency in offered degrees

Category	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
All Students – Baccalaureate Degrees		<ul style="list-style-type: none"> Add EMS Bachelor’s Degree 	<ul style="list-style-type: none"> Evaluate whether to apply to offer other Bachelor’s Degrees 	<ul style="list-style-type: none"> Evaluate whether to apply to offer other Bachelor’s Degrees 	<ul style="list-style-type: none"> Evaluate whether to apply to offer other Bachelor’s Degrees
All Students – Credit Certificates		<ul style="list-style-type: none"> Review all certificates that are under 18 units to see if they can be recognized by Chancellor’s Office. Place special emphasis on those that are 16 units 	<ul style="list-style-type: none"> CCC Program mirrored to CDCP program Streamline and articulate process for faculty to create 18-unit credit certificates 		
All Students – Transfer Level Math and English		<ul style="list-style-type: none"> Mandatory orientation & advising Create curriculum for “CTE” math 	<ul style="list-style-type: none"> Offer “CTE” math 	<ul style="list-style-type: none"> Expand support and tutoring services 	
All Students – Transfer to a Four Year University	<ul style="list-style-type: none"> Increase field trips to UC and CSU campuses Continue offering transfer center workshops 	<ul style="list-style-type: none"> Increase presence of four-year universities on campus Increase field trips to UC and CSU campuses Virtual tour workshops 	<ul style="list-style-type: none"> Increase presence of four-year universities on campus Increase field trips to UC and CSU campuses Virtual tour workshops 	<ul style="list-style-type: none"> Increase presence of four-year universities on campus Increase field trips to UC and CSU campuses Virtual tour workshops 	<ul style="list-style-type: none"> Increase presence of four-year universities on campus Increase field trips to UC and CSU campuses Virtual tour workshops
All Students – 9 or More CTE Units		<ul style="list-style-type: none"> Mandatory orientation & advising Ensure all eligible are on the CTE list 	<ul style="list-style-type: none"> Ensure all eligible courses are marked/coded in Banner/eLumen/COCI) as CTE 		
All Students – Regional Living Wage		<ul style="list-style-type: none"> Partner with career center and create internship opportunities 	<ul style="list-style-type: none"> Partner with career center and create internship opportunities 	<ul style="list-style-type: none"> Partner with career center and create internship opportunities 	<ul style="list-style-type: none"> Partner with career center and create internship opportunities

EQUITY GOALS

College of the Siskiyous acknowledges that there are marginalized and disproportionately impacted student groups enrolled in courses and accessing services across campus and online. In addition to the identified goals centered around the Student Centered Funding Formula listed before, College of the Siskiyous also has a Student Equity Plan with adopted goals. This plan calls attention to and highlights areas to focus on to minimize, and hopefully eliminate, the equity gaps for those disproportionately impacted groups. College of the Siskiyous desires to infuse our equity goals into our Strategic Enrollment Management Plan and therefore keep those identified student groups at the forefront of our conversations and planning as we eliminate barriers, allocate resources, and increase access and success for those most in need of our college-wide efforts.

The sections following call attention to the specific groups that have been identified as being most disproportionately impacted based upon the criteria provided by the California Community College Chancellor's Office. We call attention to the fact that not all groups are identified that may also be disproportionately impacted but we believe that by focusing on increased access and success for the most disproportionately impacted groups, with targeted goals, that it will also mean increases to the access and success of those groups not identified. As needed, this plan may be updated and new disproportionately impacted groups and targeted goals may be included.



Equity Goal #1

Goals and Activities to Achieve Goals	Resources Budgeted to Achieve Goals
<p>Increase successful enrollment for overall student group: Asian</p> <p>1-year outcome – Increase the number of Asian students who successfully enroll in courses by 2% in the first year of our plan.</p> <p>3-year outcome – Increase the number of Asian students who successfully enroll in the college by a total of 5% by 2025.</p> <ul style="list-style-type: none"> • Targeted outreach to local high schools that highlights support programs such as EOPS, SAS, TRiO, and Basecamp that help students understand support services available to help them succeed. • Eagle Ambassadors will help connect current COS students with local students as a form of peer support. • Siskiyou Promise Outreach team will work with Outreach & Retention Department to facilitate workshops and outreach events. • Institutional Effectiveness & Research department will create a survey for students that applied but never enrolled at College of the Siskiyou. 	<ul style="list-style-type: none"> • Travel costs to implement outreach events and application workshops • Eagle Ambassadors training and wages.

* Equity Goals listed are from the 2022-2025 College of the Siskiyou Student Equity plan and will be updated when the next plan is submitted based upon the criteria listed from, and data provided by, the California Community College Chancellor's Office.

Equity Goal #2

Goals and Activities to Achieve Goals	Resources Budgeted to Achieve Goals
<p>Increase students completing transfer level Math & English for target group: White</p> <p>1-year outcome – Increase our overall number of students successfully completing Math & English by 2% in the first year.</p> <p>3-year outcome – Increase our overall number of students successfully completing Math & English by 5% by the end of 2025.</p> <ul style="list-style-type: none"> • Create equitable access to student orientation and ongoing academic advising sessions. • Incentivize the transition to Zero and Low Textbook Cost courses. • Support ongoing equity-minded, teaching-focused professional development for instructional faculty. • Support faculty and support staff in integrating support into classes. • Develop an equitable Credit for Prior Learning application and approval process. • Support academic coaching into learning assistance efforts. 	<ul style="list-style-type: none"> • Professional development for equity-minded workshops for faculty. • Tutoring costs for embedded tutoring and other support services for in the classroom. • Incentives for faculty to transition to Zero or Low Textbook Cost courses.

* Equity Goals listed are from the 2022-2025 College of the Siskiyous Student Equity plan and will be updated when the next plan is submitted based upon the criteria listed from, and data provided by, the California Community College Chancellor’s Office.

Equity Goal #3

Goals and Activities to Achieve Goals	Resources Budgeted to Achieve Goals
<p>Increase persistence from first primary term to second term for identified student target group: LGBT Male</p> <p>1-year outcome – Increase the number of male LGBT students persisting from primary to secondary term by 2% in the first year.</p> <p>3-year outcome – Increase the number of male LGBT students persisting from primary to secondary term by a total of 5% by 2025.</p> <ul style="list-style-type: none"> • The Social Justice Equity Diversity Inclusion (SJEDI) Committee will develop, implement, and work with senior administration to incentivize participation in Safe Zone Training. • Senior administration will work with SJEDI to identify space and funding for a LGBTQ+ Center. • The Institutional Research Office will develop and implement research tools to collect local LGBTQ+ data and regularly share that data with stakeholders. 	<ul style="list-style-type: none"> • Incentives for Safe Zone training. • Allowable expenses for creating an LGBTQ+ center. • Costs associated with implementing improved research tools.

* Equity Goals listed are from the 2022-2025 College of the Siskiyous Student Equity plan and will be updated when the next plan is submitted based upon the criteria listed from, and data provided by, the California Community College Chancellor's Office.

Equity Goal #4

Goals and Activities to Achieve Goals	Resources Budgeted to Achieve Goals
<p>Increase transfer for target student population group: First Generation</p> <p>1-year outcome – We will increase the number of First-Generation students who complete all transfer level requirements by 2% in the first year.</p> <p>3-year outcome – We will increase the number of First-Generation students who complete all transfer level requirements by 5% by the end of 2025.</p> <ul style="list-style-type: none"> • Stakeholders, including the Office of Academic Affairs and instructors, and the Student Services Office and counselors and advisors will meet to identify and overcome existing barriers to offering mandatory academic advising sessions. • Mandatory counseling and advising will be implemented. • Through the Institution’s Summer Bridge program, we will integrate our wrap-around services into individual course content to ensure that all First-Generation students are aware of these services. • The Institution will create clear pathways for students to navigate so that they do not become overwhelmed and help them to stay on track. 	<ul style="list-style-type: none"> • Continued staffing support for counseling & advising. • Support for Summer Bridge.

* Equity Goals listed are from the 2022-2025 College of the Siskiyous Student Equity plan and will be updated when the next plan is submitted based upon the criteria listed from, and data provided by, the California Community College Chancellor’s Office.

Equity Goal #5

Goals and Activities to Achieve Goals	Resources Budgeted to Achieve Goals
<p>Increase completion for target student population groups: Black or African American</p> <p>1-year outcome – We will increase the number of African American Male students that complete a degree or certificate by 2% in the first year.</p> <p>3-year outcome – We will increase the number of African American Male students that complete a degree or certificate by 5% by the end of 2025.</p> <ul style="list-style-type: none"> • Campus wide, policies, procedures, and the language in which we engage with our students will be evaluated and changed to support equity for students. • Stakeholders, including the Appropriate Deans, the Office of Academic Affairs and instructors, and the Student Services Office will meet with counselors and advisors to identify and overcome existing barriers to offering mandatory orientation and academic advising sessions as well as providing comprehensive education plans for all students in their first year. • Continue to bolster the integration of existing support into individual courses so that students can benefit from academic coaching and case management. 	<ul style="list-style-type: none"> • Printing costs for updated policies, procedures, and other materials that have inclusive language that is equity focused. • Continued staffing support for counseling & advising. • Tutoring costs for embedded tutoring and other support services for in the classroom.

* Equity Goals listed are from the 2022-2025 College of the Siskiyous Student Equity plan and will be updated when the next plan is submitted based upon the criteria listed from, and data provided by, the California Community College Chancellor's Office.

ALL GOALS AND AREAS OF RESPONSIBILITY

Identified in this section is a list of all goals from the Strategic Enrollment Management Plan from each area of the plan. They include sections focused on the Student Centered Funding Formula and Equity Goals. This section also includes other goals identified by the Strategic Enrollment Management Committee that will focus on increasing student access, success, and retention. Each goal from the plan includes which committee or council is responsible for oversight and completion of that goal by the appropriate department or program staff, faculty, or administrators.

To assess progress towards goal completion, the following committees, councils, senates and/or departments will be discussing the assigned plan components at each of their regularly scheduled meetings.

A representative from each committee, council, senate and department will provide a detailed report on each assigned plan component to the Enrollment Management Committee twice per semester. Areas not making progress will be tasked with developing an action plan or providing justification for revision of the plan component.

In May of each year, the Enrollment Management Committee tri-chairs will be presenting a Strategic Enrollment Management Plan (SEMP) Progress Study Session to the Board of Trustees. The Study Session will provide the Board with a comprehensive overview of the College's progress towards the identified Strategic Enrollment Management Plan goals as well as data that demonstrates movement toward goal attainment. Data presented to the Board of Trustees will be utilized to inform the subsequent SEMP goals, objectives and activities.

Student Centered Funding Formula Goals

- **Instruction Council:** Full-time Equivalent Students (FTES)
 - College of the Siskiyous will reach 1750 FTES by the end of the 5-year cycle in academic year 2027-2028.
 - Each year, College of the Siskiyous will add approximately 127 additional FTES to achieve this goal.
- **Student Services Council:** Supplemental Allocation based on number of students who receive support via:
 - College Promise Grant
 - Pell Grant
 - AB 540
- **Student Services Council:** Student Success Allocation is based on outcomes that include the number of students achieving:
 - Associate Degrees
 - Credit Certificates
 - Transfer to a 4-year University
 - Transfer-level Math and English within the first year
 - 9 units or more in Career Technical Education (CTE) courses
 - Regional living wage

Equity Goal #1

- **Student Services Council:** Increase successful enrollment for overall student group – Asian

Equity Goal #2

- **Instruction Council:** Increase students completing transfer level English & Math for target group: White

Equity Goal #3

- **Social Justice Equity Diversity Inclusion (SJEDI) Committee:** Increase persistence from first primary term to second term for identified student target group: LGBT Male

Equity Goal #4

- **Student Services Council and Guided Pathways Steering Committee:** Increase transfer for target student population group: First Generation

Equity Goal #5

- **Joint meeting with Instruction Council & Student Services Council:** Increase completion for target student population groups: Black or African American

Other Activities to Increase Student Access & Success

- Evaluate the viability of our programs and explore program closure and program additions:
 - **Student Services Council:** Programs we can add that help with retention and persistence
 - **Academic Senate and Instruction Council:** Programs we can eliminate that will help with the efficiency
 - **Curriculum Committee:** Programs we can revitalize with curriculum updates or funding
 - **Institutional Research:** Use data to evaluate and support our process
 - **Institutional Research and Administrative Services Council:** Evaluate program efficiency and compare with the 50% law
 - **Institutional Research and Instruction Council:** FTEF/FTES by instructor
- **Student Services Council:** Fully Implement ConexED as the platform used by Student Services and other departments across campus to create a better experience for students.
- **Student Services Council:** Reinstigate Student Holds to ensure students are paying their debts and not incurring unmanageable debt.
- **Administrative Services Council:** Utilize remaining COVID Recovery Funds to discharge some of the accumulated student debt to allow for registration of students with currently past-due accounts.
- **Administrative Services Council:** Implement NelNet Payment Plans platform with basic payment plan functionality to allow students to register who currently have a hold on their account due to past-due balances. Expand later to include ebill and ePay functionality.
- **Administrative Services Council:** Implement centrally located refrigerated vending machines on the Weed Campus, with grab-and-go options for 24/7 access for all students.
- **Instruction Council:** Establish student positions in various departments on both campuses with detailed job descriptions aligned with work-based learning objectives related to educational programs. Utilize LAEP funding and provide Work Experience credit if appropriate for a student's educational plan.
- **Administrative Services Council:** Identify next steps in expanding student housing, for the Weed campus. Explore options for providing housing for students attending the Yreka campus.
- **Instruction Council:** Zero Cost Textbook (ZTC) Textbook Planning and Adoption. Provide opportunities to Increase faculty awareness and adoption of ZTC resources. Create and schedule ZTC Pathways.
- **Academic Senate and Administrative Services Council:** Work with the college bookstore to encourage stakeholders to follow current procedures on textbook orders in order to provide students with timely access to needed course materials.
- **Distance Learning Committee:** Expand Professional Development opportunities for Distance Education faculty.
- **Student Services Council (mandatory orientation):** Enhance student usability of the college catalog.
- **Associated Student Body and Office of Student Life:** Create vibrant student life programming across campus which includes robust events sponsored by the College, the Associated Student Body, Campus Clubs, and outside organizations.

- **Student Services Council:** Ensure Outreach & Retention Department becomes a permanent addition to College of the Siskiyous.
- **Instruction Council (Scheduling Committee):** Strategically align class schedules with Student Centered Funding Formula metrics.
- **Administrative Services Council and Student Services Council:** Centralized Student Services Building that puts all of Student Services in one location to make the student experience more welcoming and supportive.



GLOSSARY OF TERMS

- CCAP- College and Career Access Pathway
- CCPG- Community College Promise Grant
- [CDCP- Career Development and College Preparation](#)
- COS- College of the Siskiyous
- CPL- Credit for Prior Learning
- CTE- Career Technical Education
- FTES- Full-Time Equivalent Student
- LTC- Low Textbook Cost
- MQ- Minimum Qualifications
- Special Admit- K-12 Students
- SCFF- Student Centered Funding Formula
- WUE- Western Undergraduate Exchange
- ZTC- Zero Textbook Cost

