City College of San Francisco

Enrollment Management and Growth Plan

2018-2022

Produced by:

The Enrollment Management Committee of

The Participatory Governance Council

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I. Executive Summary

The 2018 Enrollment Management and Growth Plan (EMGP) is a college-wide plan that establishes a set of benchmarks and goals to guide the College's efforts to restore enrollment for academic years 2018/19 through 2021/22.

This period of time is a crucial one for City College of San Francisco (CCSF). The College experienced a significant decline in enrollment in the years following the 2012 accreditation decision. Following this decision, legislative action was taken to secure additional funding for the College. This funding enabled the College to avoid significant reductions in program offerings based on a loss of enrollment-based funding. The initial stability funding expired at the end of the 2016/17 academic year, and the College's funding is now based in part on actual enrollment. The College is eligible for restoration funding through the end of the 2021/22 academic year. Under restoration funding the College can receive funding for growth up to 32,621 Full-time Equivalent Students (FTES). This plan creates the *Path to 32,000*, as defined in the 2017/18 Board Goals.

Key initiatives include:

- Student experience improvements through targeted marketing and outreach efforts, less onerous enrollment, registration and retention processes.
- Meeting unmet student demand for hybrid classes through online learning for flexibility, student scheduling improvements, evaluating Guided Pathways, and developing new academic programs to meet changing community and labor market needs.
- Partnerships, such as Free City with the City of San Francisco, San Francisco Unified School District.
- Building enrollment at centers and in Noncredit to broaden our reach across the San Francisco community.

The growth at CCSF will not come from just adding new sections. Growth can come also from appropriately increasing the average class size. Free City will help fill empty seats. For

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small departments, one option is to consider moving some offerings online to attract students from a wider geographic area, and scheduling improvements will help students efficiently complete their programs. The 2018/19 Budget reflects the June 7 Tentative Budget which includes expenses detailed within this report. Even with aggressive growth targets, the College still expects to spend $25M of its reserve in FY 17/18 and nearly $12M in FY 18/19. While creatively investing for growth, the College will urgently need to identify operational efficiencies across the institution in order to remain solvent without compromising quality.

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II. Introduction and Context of Plan

As part of integrated planning, the Enrollment Management & Growth Plan (EMGP) helps fulfill the College's Mission, is responsive to Board Goals, and advances the College's Education Master Plan (EMP). The EMGP is especially crucial at this time following several years of declining enrollments. Achieving 32,000 FTES would mean furthering the educational opportunities promised in the College's Mission and advancing student achievement.

The College's Vision and Mission guide all college-wide planning efforts. CCSF's mission includes:

- Transfer to baccalaureate institutions;
- Associate Degrees in Arts and Sciences;
- Certificates and career skills needed for success in the workplace;
- Basic Skills, including learning English as a Second Language and Transitional Studies.

Through all this is the mission of lifelong learning – the idea that anyone can pursue coursework at any age to enrich their lives.

As one of the College's long-range plans - and a key part of the assessment, planning & budgeting cycle - the EMGP helps achieve the goals set forth in the EMP. The EMP goals emphasize advancing student achievement, transforming and sustaining College infrastructure, and expanding opportunities for organizational development and effective innovation.

The College's preliminary overall enrollment targets have been established as follows. These will be synced with Finance and the Office of Instruction to ensure alignment of revenue and enrollment.

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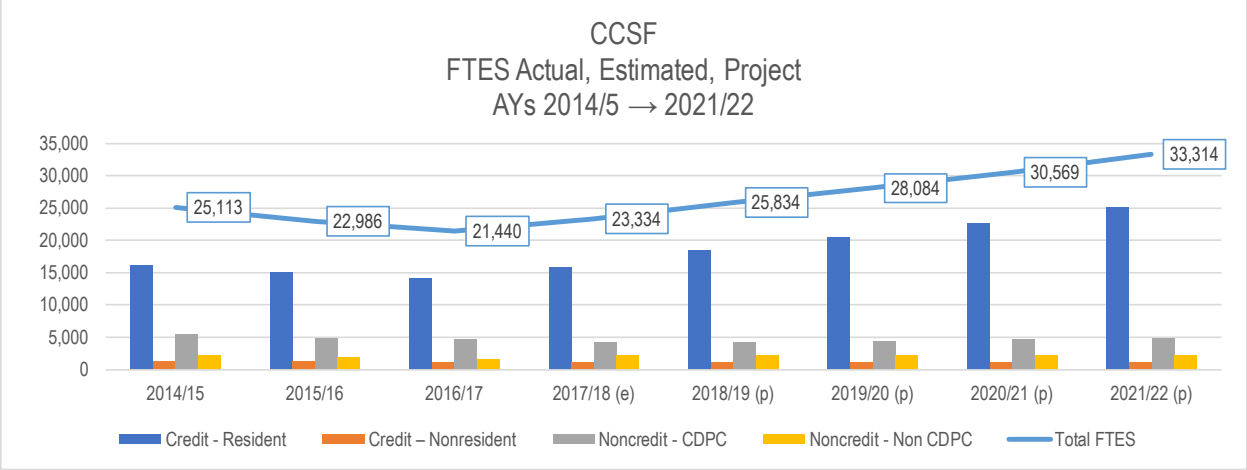
Figure 1 - CCSF Actual, Estimated, and Projected FTES by Academic Year[1]



CCSF
FTES Actual, Estimated and Projected
AYs 2014/15 → 2021/22

	2014/15	2015/16	2016/17	2017/18 (e)	2018/19 (p)	2019/20 (p)	2020/21 (p)	2021/22 (p)
RESIDENT								
Credit - Resident	16,154	14,966	14,092	15,867	18,367	20,388	22,630	25,120
Noncredit								
CP	5,375	4,816	4,678	4,179	4,179	4,409	4,651	4,907
Non - CDCP	2,272	1,928	1,605	2,190	2,190	2,190	2,190	2,190
al Noncredit	7,647	6,744	6,283	6,369	6,369	6,599	6,841	7,097
TOTAL RESIDENT	23,801	21,710	20,375	22,236	24,736	26,986	29,472	32,217
Credit – Nonresident	1,312	1,276	1,065	1,098	1,098	1,098	1,098	1,098
TOTAL FTES	25,113	22,986	21,440	23,334	25,834	28,084	30,569	33,314

To achieve these goals:

- Credit - Resident is expected to grow 11% due to Free City, increases in online learning, new programs and other investments.

[1] Sources: Actuals per local 320 reports; Estimates 2017-8 per P2. 2018/19 per tentative budget.

- Noncredit, because of the sensitivity of the economy[2], should still grow, but at a slower rate 5.5% due to having been slowly declining over the past ten years[3].
- Credit – Nonresident, primarily international students, is expected to remain flat for the foreseeable future due to current political trends which have discouraged foreign students from attending US institutions[4].

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[2] Enrollment Management Committee Report dated 2.28.2017, also see Inside Higher Ed. The Unemployment-Enrollment Link. August 27, 2015.
[3] For more analysis, see Office of Research and Planning Noncredit Presentation February, 2018
[4] Inside Higher Ed. "An End to Years of Growth for New International Enrollments," November 13, 2017

III. Student Successes and Voices

In order to restore enrollment to 32,000 FTES, CCSF needs to establish plans which reflect student needs and experiences. This section of the EMGP highlights the College's most recent benchmark Credit and Noncredit student research studies including: the RP Group's Improving Access[5], Engagement and Completion; the Center for Community College Student Engagement Study (CCSSE) [6]; the Survey of Entering Student Engagement (SENSE)[7]; the Harder + Company Student Access Survey[8]; and the City College Center Surveys[9]. It also reflects follow-up sessions with small groups of Credit students to help introduce them to the research being done. Student quotes, from both the surveys and follow up sessions, are used to help illustrate the conclusions of the surveys. Finally, this section highlights key programs that are used to support students and points to recommendations that will help address student concerns.

For the purposes of the EMGP, this section organizes the comprehensive student research findings across the RP Group's six Success Factors: Directed, Focused, Nurtured, Engaged, Connected and Values[10]. Further, these focus on the factors that students across the state, specifically, African-American and Latinx students, define as most essential to their achievement.

Year after year, research findings confirm that City College consistently delivers on these principles. City College students enjoy a top-notch education leading to degree/transfer, career technical skill certificates and myriad opportunities for skill building and lifelong learning. The students, a reflection of the innovation and multicultural diversity that defines San Francisco, value that their college is located in one of the world's most vibrant, innovative urban centers and that the 10 locations are mostly accessible via public transit. Research findings also confirm that the College has the opportunity to improve the delivery of the education provided. As

[5] RP Group, Improving Access, Engagement, and Completion (2017)
[6] For more information, see CCSF: CCSSE (2014)
[7] For more information, see CCSF: SENSE (2015)
[8] Harder+Company, Student Access Survey, 2016
[9] For more information, see CCSF: Center Survey (2015)
[10] The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study.

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expected, students report that the intake process can be intimidating and overwhelming. CCSF has opportunities to better to guide, onboard, orient, inform and advise students. These services are particularly important to first generation students, working students, low income students, single parents and homeless students. City College is committed to removing barriers so that there is equity across all students. Research consistently shows that in order to deliver an outstanding *Students First* student experience, it is crucial that the College upgrade technology, modernize facilities, and make online and in-person guidance more accessible, and hire excellent faculty who build strong student relationships.

The detailed studies can be found at this link: CCSF Office of Research, Student Surveys.

The following sections discuss the six elements in more detail, as well as provide student comments to help illuminate the findings of the research.

A. Directed

Do students have a goal and know how to achieve it?

> *"They seem determined to get students to their goals. They make sure you stay on your Ed Plan." (Student)*

Students receive direction from the beginning of their experience with placement testing, orientation and counseling. CCSF offers a variety of degrees and certificates and a number of support services to help students achieve their educational goals. Students were satisfied with their clear academic plans, were more likely to take placement tests, and had strong plans to transfer (SENSE).

Still, research showed that students found registration difficult and would like to have spent more time with counselors, identifying transferable units as well as financial aid (Harder). Students were not always aware of college policies that affected their progress such as the impact of drops and withdrawals and the importance of completion. Many students remarked that they were unaware of the availability of such support

> *"One of my friends, she took me under her wing, showed me how to register for classes and got me into the right programs." (Student)*

services as child care, tutoring and testing accommodation services that might help them continue at CCSF (RP Group).

Programs, existing and new, which support students are described in Guided Pathways, High School Partnerships and Student Development.

B. Focused

Do students stay on track?

> *"It's so helpful to connect with people who understand the struggles that I face, to have someone I can relate to, who cares about you." (Student)*

Given CCSF's diverse array of classes, successful students have found knowledgeable instructional and counseling faculty helpful to navigating the college.

However, CCSF students, in comparison to students at other similar colleges, report being less academically prepared to succeed in college and are less likely to apply for financial aid (SENSE) and further, see counseling faculty less frequently (CCSSE). CCSF students who do apply for financial aid may do so later in their academic program. While pathways and online tutoring are available, many students were not aware of these resources (Center Survey). A key solution is Student-Centered Scheduling Practices which will help students get a schedule that works with their needs.

> *"It's a challenge to get the classes I need." (Student)*

C. Nurtured

Do students feel that somebody wants them to succeed, and helps them do so?

> *"HARTS helped me figure out how to reach my goal. [Staff] emails me 3-4 times a week.." (Student)*

Students rely on peers, instructional and counseling faculty and staff to navigate CCSF and advise them on which classes to take and services available. They reported, relative to similar colleges a higher rate of comfort with talking to advisors as well as accessing tutoring services (RP Group). The College and the Associated Students both offer a number of focused services for students, such as the Multicultural Retention Services

Department and Puente which provide support to traditionally under-represented populations, while undocumented students connect and advocate for their concerns through Voices of Immigrants Demonstrating Achievement(VIDA). Other services include Queer Resource Center, Women's Resource Center, and The Family Resource Center for students with children. The Veterans Resource Center provides support and networking. Homeless, At-Risk and Transitional Students (HARTS), for homeless and housing-insecure students and Guardian Scholars, for current and foster youth support our most vulnerable students in helping them stay in school. A concern for students, however, is that many are not aware of that these services are available, and do not know how to access them (RP Group).

> *"Counselors should help students feel more confident with their choices. City College is a college of second chances." (Student)*

D. Engaged

Are students actively participating in class and extracurricular activities?

> *"It's hard to find out about student activities." (Student)*

The access and affordability of CCSF are important for making it easier for non-traditional students to return to school. However, CCSF students are slightly less likely than students at other colleges to engage with their fellow students, and slightly more likely to miss assignments or skip class (RP Group)[10]. Still, engaged students benefit from building relationships with instructional and counseling faculty as well as peers who can provide the support they need.

When surveyed more CCSF students than students at other community colleges said that they were comfortable talking with advisors about their life commitments. Students at CCSF also indicated they take advantage of in-person tutoring more than students at other colleges,

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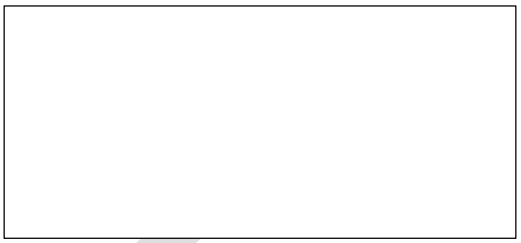
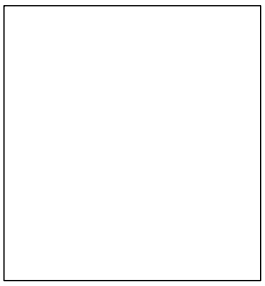
Students commented, however, that facilities are sub-par and don't invite engagement in campus life (Harder), which is what creates the opportunities to meet those people who could make a positive difference for those students. As the College completes its Facilities Master Plan and rounds out its Centers strategy these issues will be addressed.



E. Connected

Do students know they are part of the college community?



Once students feel engaged, they build connections. CCSF students said that the college encourages contact among diverse students (CCSSE). Still, students reported they would like to see more cultural, ethnic and economic diversity among instructional and counseling faculty (Harder).

Essential for many students is finding a job. CCSF has announced College Central Network which allows employers and students to connect with one another. It is also important for the College to develop, grow and institutionalize long-term partnerships with Community Based Organizations (CBOs) to tie curriculum to changing labor market demands and support school-to-career pathways (Harder). The College continues to innovate with new programs across various disciplines.

F. Values

Are students' skills, talents, abilities and experiences recognized? Do they have opportunities to contribute on campus, and feel that their contributions are appreciated?

Leadership roles such as Associated Students, Ambassadors, peer mentoring and peer tutoring are ways students can build experience while giving back to those coming behind them. The Dean of Student Activities is an essential role for creating these opportunities.

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Our opportunities to improve are not concentrated in one department or one process. All employees have opportunities to appreciate our students'contributions.

> *"City College feels like home." (Student)*

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IV. Enrollment Management Strategies and Tactics

The following section articulates the key ways CCSF intends to reach 32,000 FTES by 2021/22. Each begins with the 1. Background on the item; 2. Supporting data; and 3. How the college will invest for growth. Just adding new sections will not be sufficient for CCSF to turn around its financial position. While Free City will help add students to existing sections[11], increased class sizes, where appropriate, will improve the ratio of FTES/FTEF. Small departments may explore using online/hybrid courses to expand enrollment by drawing from a wider geographic market as well as letting students add classes that can fit into their busy schedules.

A. The Impact of Free City

1. Background

Free City, the recent move by the City of San Francisco to provide tuition-free classes to residents of San Francisco, has resulted in an increase in enrollment in Credit classes as well as a leading source of accessible education for San Francisco residents. The program has been successful and credited with a notable increase in San Francisco residents attending CCSF beginning Fall 2017[11]. For Fall 2018, Underground Agency, a marketing firm, will build on the momentum of Free City by establishing brand standards to make sure all visual media is consistent across all touch points such as the web site, advertising and print materials.

[11] For deeper analysis and updated results, see Enrollment Management Committee Notes

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With a large number of SEIU members around San Francisco, CCSF Marketing can work through the SEIU local to promote programs, whether through Free City, City University or as a retraining benefit for Workers Compensation.

2. DATA

Credit student headcount at CCSF stood at 27,103 in Fall 2017, a notable rebound from the 23,236 seen in Fall 2016, but still below the 31,129 seen in Fall 2012. There are several factors likely contributing to this increase, including the reaffirmation of accreditation announced in January 2017, and the launch of Free City, including the associated marketing effort and media attention. While Free City was apparently a key source of growth for CCSF in Fall 2017, it is still not clear whether this growth will continue. The contribution from Free City and other initiatives will need to be monitored closely.

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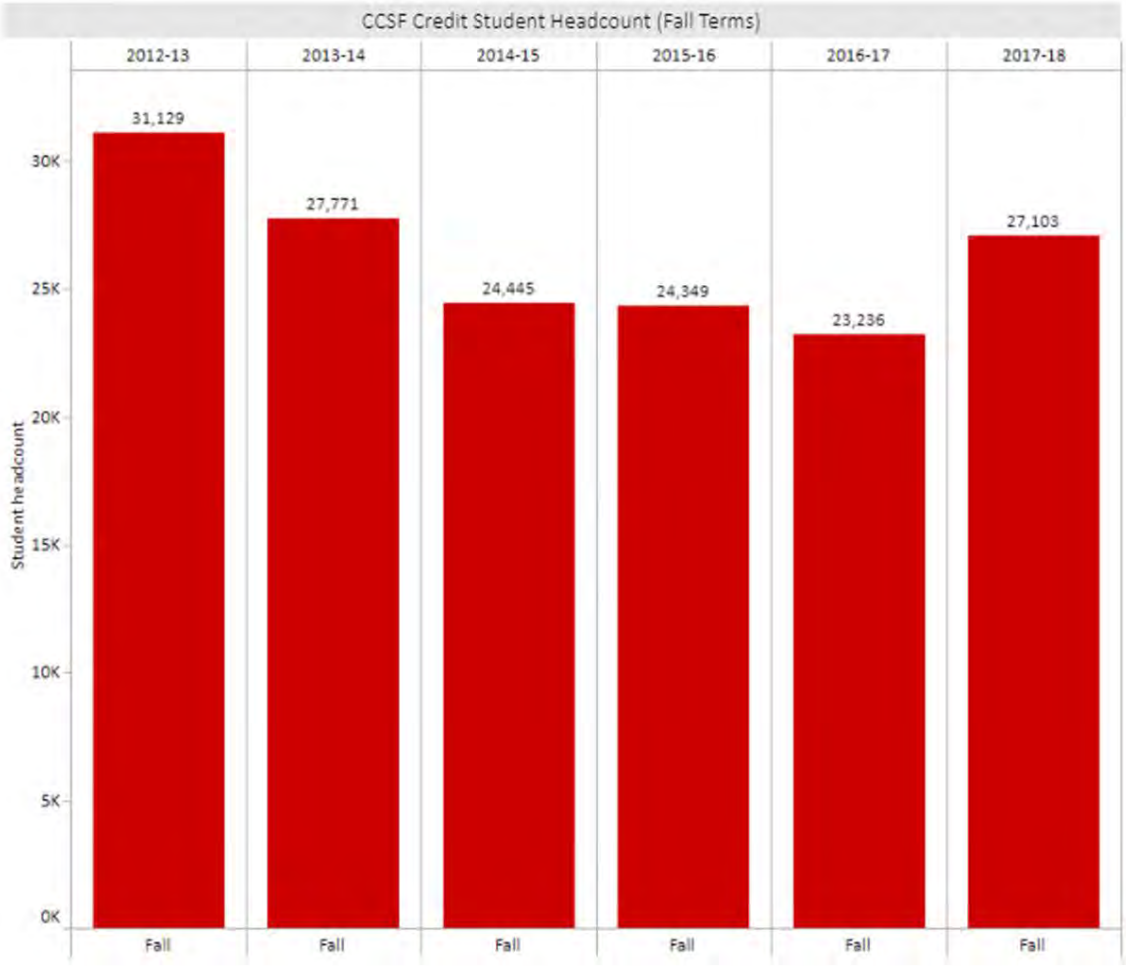
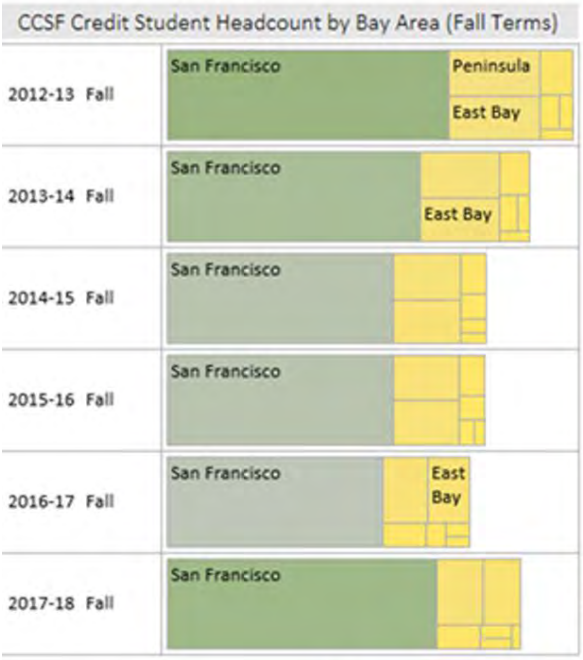
Figure 2 - CCSF Credit Student Headcount[12]



Headcount can be disaggregated in several ways that provide insight into the populations the College is serving. Viewing students by ZIP Code of residence shows a noticeable shift towards San Francisco in the Fall of 2017, when 76.5% of students had ZIP Codes in the City. In Fall 2012 fewer than 70% of students had San Francisco ZIP Codes. The declines in headcount between Fall 2012 and 2016 were greatest in areas outside of San Francisco, while the rise in headcount in Fall 2017 was greatest amongst San Franciscan inhabitants.

[12] Source: Office of Research and Planning.

Figure 3 - CCSF Credit Headcount by ZIP Code[13]



CCSF Credit Student Headcount by Bay Area (Fall Terms)

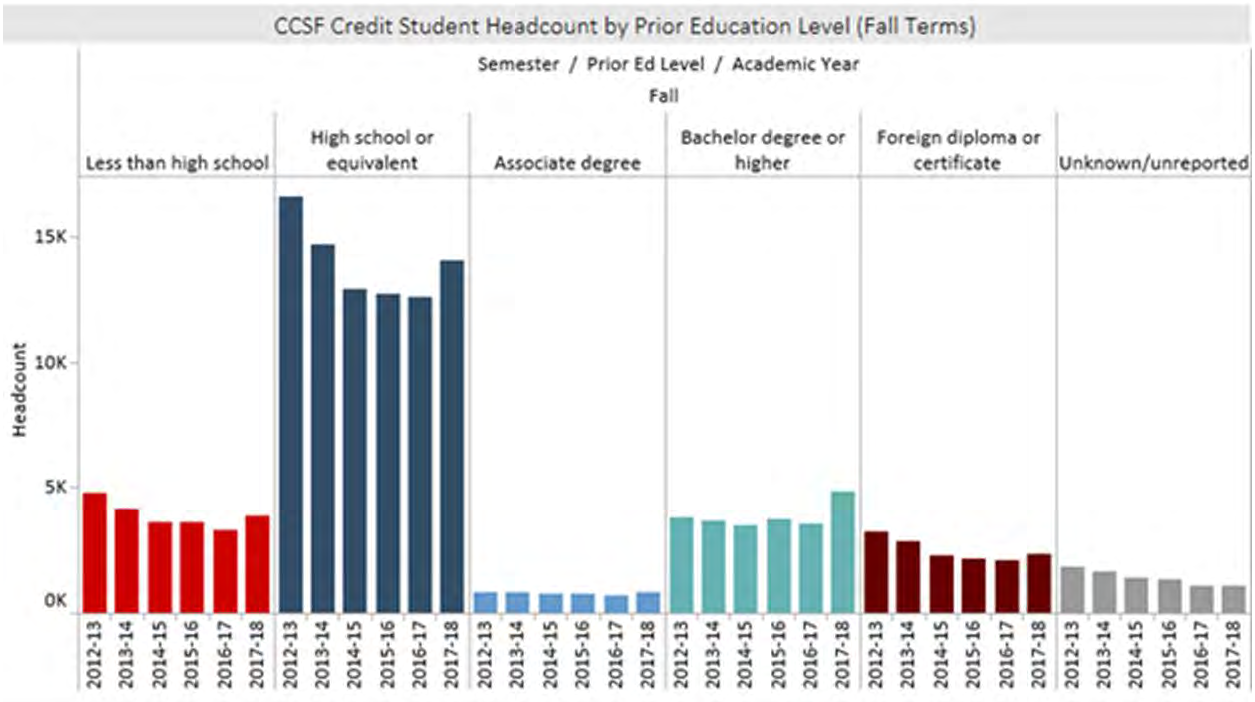
Academic Year / Semester

	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
Bay Area Region	Fall		Fall		Fall		Fall		Fall		Fall	
San Francisco	21,594	69.4%	19,446	70.0%	17,303	70.8%	17,297	71.0%	16,588	71.4%	20,727	76.5%
Peninsula	3,649	11.7%	3,071	11.1%	2,699	11.0%	2,596	10.7%	2,525	10.9%	2,513	9.3%
East Bay	3,342	10.7%	2,927	10.5%	2,485	10.2%	2,538	10.4%	2,350	10.1%	2,121	7.8%
South Bay	396	1.3%	345	1.2%	291	1.2%	318	1.3%	283	1.2%	282	1.0%
Marin	293	0.9%	261	0.9%	226	0.9%	227	0.9%	213	0.9%	185	0.7%
Other	1,279	4.1%	1,122	4.0%	879	3.6%	871	3.6%	874	3.8%	893	3.3%
Unknown	576	1.9%	599	2.2%	562	2.3%	502	2.1%	403	1.7%	382	1.4%
Grand Total	31,129	100.0%	27,771	100.0%	24,445	100.0%	24,349	100.0%	23,236	100.0%	27,103	100.0%

Students can also be categorized by their prior education level. Headcount among all educational levels declined between Fall 2012 and 2016, with the exception of those holding at least a bachelor's degree. Their numbers remained relatively steady. In Fall 2017 the greatest numeric gains were among those having a high school diploma or equivalent (+1521). The largest increase as a percentage was among those having a bachelor's degree or higher (+37%).

[13] Color range on the map: highest student headcounts are dark green and lowest ones are dark gray

Figure 4 - CCSF Credit Student Headcount by Prior Education Level



CCSF Credit Student Headcount by Prior Education Level (Fall Terms)

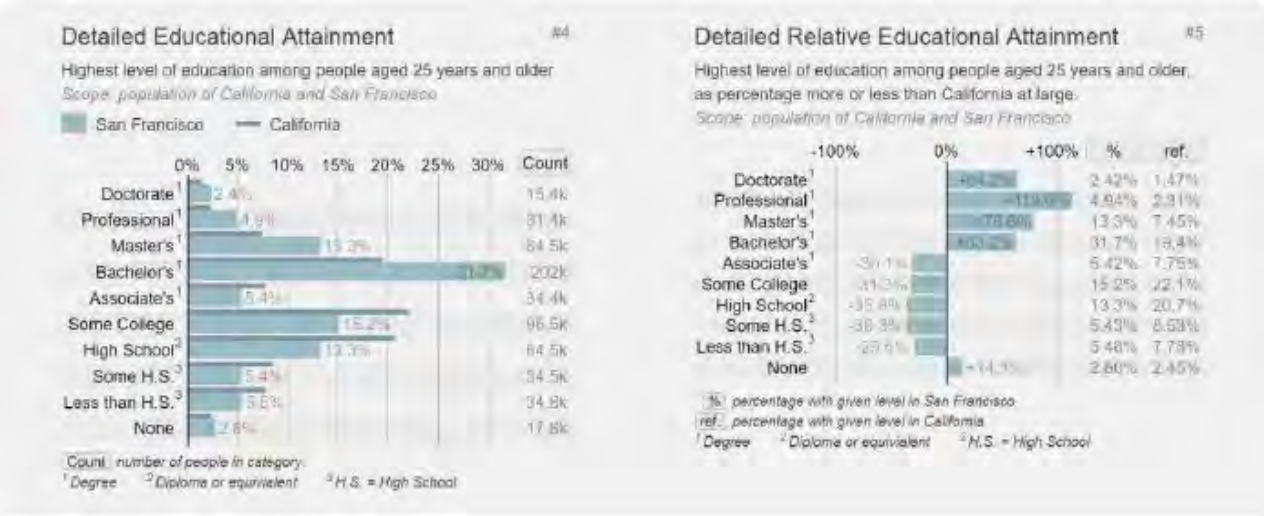
Academic Year / Semester

Prior Ed Level	2012-13 Fall		2013-14 Fall		2014-15 Fall		2015-16 Fall		2016-17 Fall		2017-18 Fall	
Less than high school	4,776	15.3%	4,125	14.9%	3,613	14.8%	3,635	14.9%	3,306	14.2%	3,906	14.4%
High school or equivalent	16,595	53.3%	14,664	52.8%	12,905	52.8%	12,694	52.1%	12,560	54.1%	14,081	52.0%
Associate degree	849	2.7%	797	2.9%	747	3.1%	774	3.2%	708	3.0%	795	2.9%
Bachelor degree or higher	3,825	12.3%	3,693	13.3%	3,468	14.2%	3,742	15.4%	3,531	15.2%	4,850	17.9%
Foreign diploma or certificate	3,268	10.5%	2,842	10.2%	2,311	9.5%	2,168	8.9%	2,069	8.9%	2,365	8.7%
Unknown/unreported	1,816	5.8%	1,650	5.9%	1,401	5.7%	1,336	5.5%	1,062	4.6%	1,106	4.1%
Grand Total	31,129	100.0%	27,771	100.0%	24,445	100.0%	24,349	100.0%	23,236	100.0%	27,103	100.0%

Nearly 32% of San Francisco residents over the age of 24 already hold a bachelor's degree. This compares to a figure of only approximately 20% amongst all Californians. At the master's, professional and doctoral levels too, San Francisco outpaces the educational levels of those throughout all of California. At all educational attainment levels below a bachelor's degree, San Francisco has fewer citizens as a percentage of the entire population than does California as a whole. Nonetheless, 42% of people in San Francisco have a level of education below an associate's degree. In other words, despite having a well-educated population, there are probably still unmet educational needs among its residents. And, as the College, through Free City, increased both the number and rate of students with bachelor's degrees, there is likely

growth opportunity with lifelong learners and career changes who have already completed college.

Figure 5 - Educational Attainment in San Francisco and California[14]



3. INVESTMENT FOR GROWTH

The College's 2018/9 budget includes Marketing and Public Relations efforts to continue to raise the program's visibility. However, while the program has been initially successful, it is not known whether the increases experienced in 2017/8 will continue into the future. Improved scheduling practices and analysis will help ensure Free City students are accommodated without too much risk.

B. Online Learning

1. BACKGROUND

Online Learning is an area of high-potential enrollment growth but in order to accomplish this, the College needs to focus on some foundational structural issues with regards to planning and support for growth.

[14] Source: Statistical Atlas, Educational Attainment

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The program is in growth mode and has added staff and support for online instructors. As of Fall 2018, the College will be a part of the statewide Online Education Initiative (OEI). This will offer opportunities to leverage state resources and attract students from across the state.

The biggest obstacle to growth that there is no structural mechanism to design a program that systematically analyzes student needs and delivers high-quality offerings at the time of need. Current offerings are high-quality, but in some disciplines/study areas there is a lack of support for systematic planning and program design. Although there has been some focus on popular general education and programs with high online potential, planning currently takes place strictly at the department level. If online is not a departmental priority classes are not developed or even considered. There are large numbers of candidate GE and IGETC classes that have no online offerings and no plans for growth in that direction.

Based on current enrollment patterns at CCSF, at community colleges nationally, and a survey performed by CBT[15], it is clear that, while many students do not seek a fully online educational experience at the community college level, still, they are interested in taking some classes online to round out their schedules. By addressing the structural planning issues, Online Education could contribute significantly to the Path to 32,000 and help CCSF compete with online offerings elsewhere.

Plan for growth

- Draw upon existing classes to develop a baseline program.
- Administer the plan from Ed Tech but give home departments credit for headcount and productivity generated in their areas.
- Focus on developing high-quality CID and CTE offerings that can be offered through the OEI.
- Leverage state faculty training offerings wherever possible.

[15] See Enrollment Management Committee handouts for May 1, 2018 meeting.

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- Collaborate with student development to ensure there is sufficient support for proctoring, counseling and advising.
    - Encourage and support for offerings with zero textbook costs and development of Z degrees (i.e., zero-cost degrees).
- As restrictions on cross-state instruction are lifted consider marketing to neighboring states.

2. DATA

While not a physical location, if Online Education was considered as a separate center, it would have Credit offerings that exceed any of the physical centers. The following shows that CCSF intends to grow Online Education to 20% of overall Credit offerings.

Table 1 - Online Learning Actual, Estimated and Projected FTES[16]

CCSF
Online Learning Actual, Estimated and Projected
AYs 2014/15 → 2021/22

	2014/15	2015/16	2016/17	2017/18 (e)	2018/19 (p)	2019/20 (p)	2020/21 (p)	2021/22 (p)
Credit Enrollment	17,466	16,242	15,157	16,965	19,465	21,485	23,728	26,217
Online Learning FTES	1,315	1,426	1,503	1,885	2,432	3,137	4,047	5,220
Percentage Online	8%	9%	10%	11%	12%	15%	17%	20%
Online Learning Growth Rate	-	8%	5%	25%	29%	29%	29%	29%

3. INVESTMENT FOR GROWTH

The budget for Fiscal Year 2018/19 and beyond will include the following:

- Hire Dean of Online Learning and reorganize the department as needed to meet the need for systematic planning and faculty training/support.
- Hire staff to create an administrative structure within Ed Tech to support the design offerings that align with student demand and known requirements for completion.

[16] Credit enrollment actuals per local 320 reports; 2017-8 per P2; Online learning actuals per ARGOS FTES/FTEF Productivity run 4.27.2018. Projections assume steady growth to achieve 20% of sections by 2021/22.

- Invest in increased faculty reassigned time to recruit experienced faculty from CCSF to develop classes where they perceive gaps and to create a healthy bench.
- Develop a marketing strategy that targets university students, adult workers, lifelong learners and other constituent segments.

C. Student-Centered Scheduling Practices

1. Background

It is a complex process to produce a class schedule that optimizes enrollment, honors past practice, and meets contractual obligations. The stability funding afforded to the College in the years following the 2012 accreditation decision allowed the College to avoid drastic cuts to instructional offerings, but even with the recent uptick in Credit enrollment, the College's ratio of FTES to FTEF remains low. The average number of units taken per student has also been dropping in the last few years. The College's schedule development processes need to support the alignment of instructional budgets with student demand. These processes should also support the development of class schedules that help students manage their time, take gateway and capstone courses, meet their academic goals, and use the College facilities effectively.

Led by the Office of Instruction, the College has adopted Leepfrog CourseLeaf Scheduling System to be used during the development and maintenance of the schedule of classes. The intended benefits include:

- Holistic schedule development, promoting the development of a class schedule that enables student enrollment in multiple classes.
- Optimization of classroom resources, helping to ensure that classes with strong student demand are located in classrooms with sufficient capacity.
- Faster schedule development to incorporate current enrollment trends.
- Streamline approval processes to respond more quickly to student demand.
- In cooperation with Student Development, the implementation of a degree planning software will help predict student needs for courses.

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Implementation of this new software is expected to be completed in the 2018/19 academic year.

Finally, CCSF has begun a year of inquiry into Guided Pathways. A Guided Pathways will direct students who have chosen a major from the beginning of the pathway to the end of the pathway with support services, clear course maps, connections to careers and transfer programs, and academic and non-academic milestone tracking. The College believes these could benefit enrollment by encouraging students to retain and thus complete their programs because students will see how they can apply their interests to a path of study and career.

2. DATA

Because improved scheduling practices are expected to influence retention and unit loads, the following looks at trends in these areas.

The following table shows the headcount of all students (Credit and Noncredit) based upon student status: new, returning or continuing. Each category of student declined between Fall 2012 and 2016 (except for continuing students in Fall 2015, when there was a gain of less than 1%). That trend changed for all three groups in Fall 2017. For the first time in more than 5 years, the pipeline of new students grew in comparison to earlier terms. The headcount of returning students (those who had been away for one or more semesters) also grew. And those who continued from the previous term remained static. Not only is the College attracting a larger group of new students, but those who were here previously but stopped out are returning.

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Table 2 - Overall (Credit & Noncredit) Student Headcount by Status[17]

CCSF Overall Student Headcount by Student Status (Fall Terms)

	Academic Year / Semester					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Status	Fall	Fall	Fall	Fall	Fall	Fall
New	10,374	8,749	8,186	8,416	8,217	9,874
Returning	8,738	7,537	7,360	7,430	6,542	8,297
Continuing	34,995	32,380	28,193	26,196	24,742	24,735
Grand Total	54,107	48,666	43,739	42,042	39,501	42,906

New - first time ever enrolled at CCSF
Continuing - student was enrolled in the prior primary (Fall/Spring) term at CCSF
Returning - student has been enrolled at CCSF previously, but was not enrolled in the prior term

In addition to looking at new, continuing and returning students, we also consider the number of classes or units in which a student enrolls in a given semester (unit load). Table 4 below tracks the average unit load over past 6 years. There was a decline in average unit load in fall semesters from 8.3 units in 2012 to 7.7 in 2017. In spring semesters, unit load is slightly lower than in fall, and follows a similar pattern.

Table 3 - Average Unit Load by Semester

Academic Year	Fall	Spring
2012-13	8.3	8.2
2013-14	8.3	8
2014-15	7.8	7.6
2015-16	7.6	7.5
2016-17	7.9	7.8
2017-18	7.7	na

Source: Office of Research and Planning, January 2018

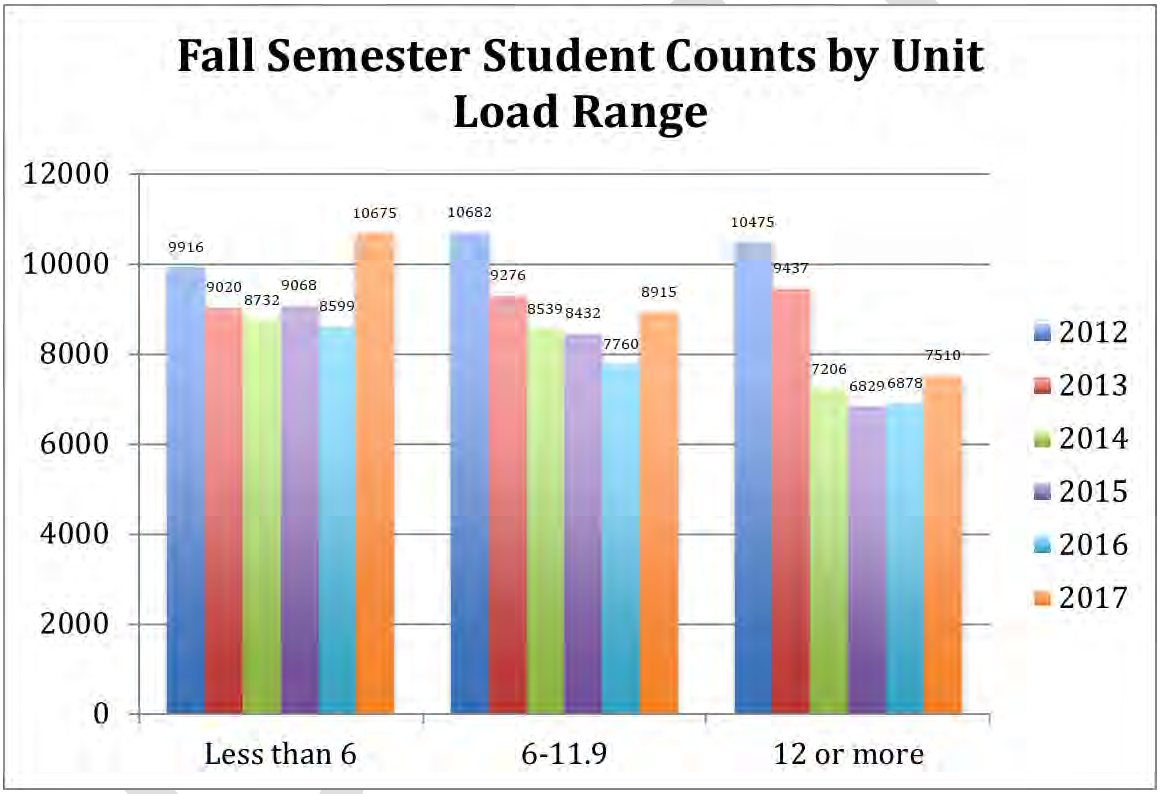
Because averages can sometimes mask what's going on at the low and high ends of the scale, we also look at unit load ranges. Figure 13 below depicts the number of students who enrolled in three different unit ranges: below 6 units, between 6 and 11.9, and 12 or more units. Excluding the most recent fall term-2017-in which there were increases in all three groups, the

[17] Source: Office of Research and Planning

largest decline between 2012 and 2016 has been among full time students, those enrolled in 12 or more units. The number of students carrying this unit load fell from 10,475 to 6,878. The smallest decline during this period was among those taking fewer than 6 units. Student counts here fell from 9,916 to 8,599.

When headcount rebounded in Fall 2017, the greatest gains were in the number of students taking fewer than 6 units (8,599 to 10,675). The smallest gains were in the 12 or more units enrolled category, when numbers increased from 6,878 to 7,510.

Figure 6 - CCSF Headcount by Units Enrolled-Unit Ranges[18]



The retention of new students, enrolled for the first time in fall who enroll again in spring of that academic year, is portrayed in Table 5 below. Here we see that this measure of retention has bounced up and down within a small margin over the past five reporting periods. In the most recent period, Fall 2017 to Spring 2018, the retention figure has improved to 58.0% from its

[18] Source: Office of Research and Planning

previous figure of 56.8%. While this is not a notable improvement, it does suggest that retention of new students in 2017-18 is similar to prior years.

Table 4 - Fall to Spring Retention of All First-time Credit Students

Academic Year	Fall - first time credit students	Spring - enrolled	% Retained
2013-14	5,137	3,064	59.6%
2014-15	4,943	2,815	56.9%
2015-16	5,417	3,302	61.0%
2016-17	5,123	2,912	56.8%
2017-18	7,007	4,067	58.0%

Source: Office of Research and Planning. Institutional Headcount v20170213, data extracted 3/9/2018

3. INVESTMENT FOR GROWTH

There will be a new software license and implementation services for Leepfrog CourseLeaf Section Scheduler. Training time is needed for faculty and staff to learn the software.

D. High School Partnerships

1. BACKGROUND

A High School Programs Office has been established to serve students in programs such as dual enrollment, credit recovery, various pathways and outreach. Follow-up initiatives such as California College Promise are also being developed. The College has been doing outreach with SFUSD for graduating seniors as well as students several years away from graduation for dual-enrollment programs. Program examples include All in One Days, FRISCO Day, California Career Pathways Trust, Early College, Bridge to Success, Dual Enrollment, Credit Recovery, Chinese Language Heritage/Immersion; BEMA Pathway, and Women's Studies Expect Respect. The goal is to target high school seniors vigorously as well as attract students who might be UC or CSU-bound to take transferable courses while still in high school.

For Fall 2017, these efforts paid off. CCSF has nearly 1,000 dual enrollment students, including 269 from Early College and 79 in the Broadcast Electronic Media Arts program. Approximately 900 incoming CCSF first-year students matriculated directly from SFUSD. Along with activities to help first-year students feel welcome, CCSF is building exposure to high school juniors, middle-school students and parents to get them thinking about college and CCSF as an option earlier in their decision-making.

The Foundation of CCSF provided over $1.7 million in scholarships during the 2015-6 academic year[19]. Now, CCSF is working on a merit-based award, called Foundation Promise, of $10,000 to cover the total cost of attendance at CCSF for 2 years. The plan is to have a cohort of 25 students who will enroll Fall 2018 at CCSF, and over the course of 5 semesters have the required units/courses ready to transfer to a 4-year college or university. The program is open to all graduating SF high school student (public or private) with a GPA of 2.75, and is expected to draw students who might have chosen to go directly to a CSU or UC instead of starting at CCSF.

Two organizations within SFUSD (LATA: Latin American Teachers Association) and CCSF (LEA: Latino Educational Association) provide fundraising events and scholarships to students, helping improve enrollment with the Latinx population.

For incoming high school students, Metro Transfer Academy is a cohort-based program targeting traditionally under-represented students for transfer. In Fall 2017, 356 students are enrolled at both the Mission and Ocean campuses. Data shows that 74% of Metro students complete or persist after two years, compared with a peer group's results of 53%. In terms of meeting academic goals, 53% have transferred and/or graduated versus 38% of their peers, and those who did transfer to SFSU completed their bachelor's degrees in an average of 2 years versus the peer group average of 3 years. Metro enrolls over 150 students each year.

Another program for traditionally under-represented students is Extended Opportunity Programs & Services (EOPS) which includes counseling, and financial assistance to qualified students. Summer Bridge recently piloted a placement test-preparation course. Of the 111

[19] The Foundation of City College of San Francisco Annual Report 2015-2016

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students, who participated, 77 retook their placement tests and 70% of students increased by one or more levels.

To improve access and retention, the English Department has updated its developmental English processes. The placement test was updated and there is broader use of multiple measures which helped place students at higher levels. The developmental sequence was redesigned to accelerate students to help them achieve their English preparation to be more successful in later discipline courses which require critical reading and writing. ESL has redesigned its composition sequence to enable students to complete transfer-level English within three years. Mathematics now has three developmental pathways to transfer-level courses. For more information, see the CCSF Integrated Plan 2017-19. With the passage of AB705 requiring accelerated paths to transfer-level English, Math and ESL classes, these departments will continue to update their programs to be in compliance with new guidelines. The College should brace for unusual enrollment patterns during the first few years of compliance.

Finally, to help students choose a major, CCSF has created a website called Career Match which asks students a series of questions to show them majors that might align with their personal interests. The site then points them directly to majors and careers, including in the Liberal Arts, which can quickly get students on a path taking the right classes.

2. DATA

The following depicts the age structure in San Francisco (red line) and California (black line) as a whole. Compared to California, San Francisco has fewer people under the age of 22 as a percentage of the entire age structure. Collectively this age group is comprised of about 140,000 people. We might think of this as our pipeline. Compared to California, San Francisco has a smaller pipeline as a percentage of our entire population.

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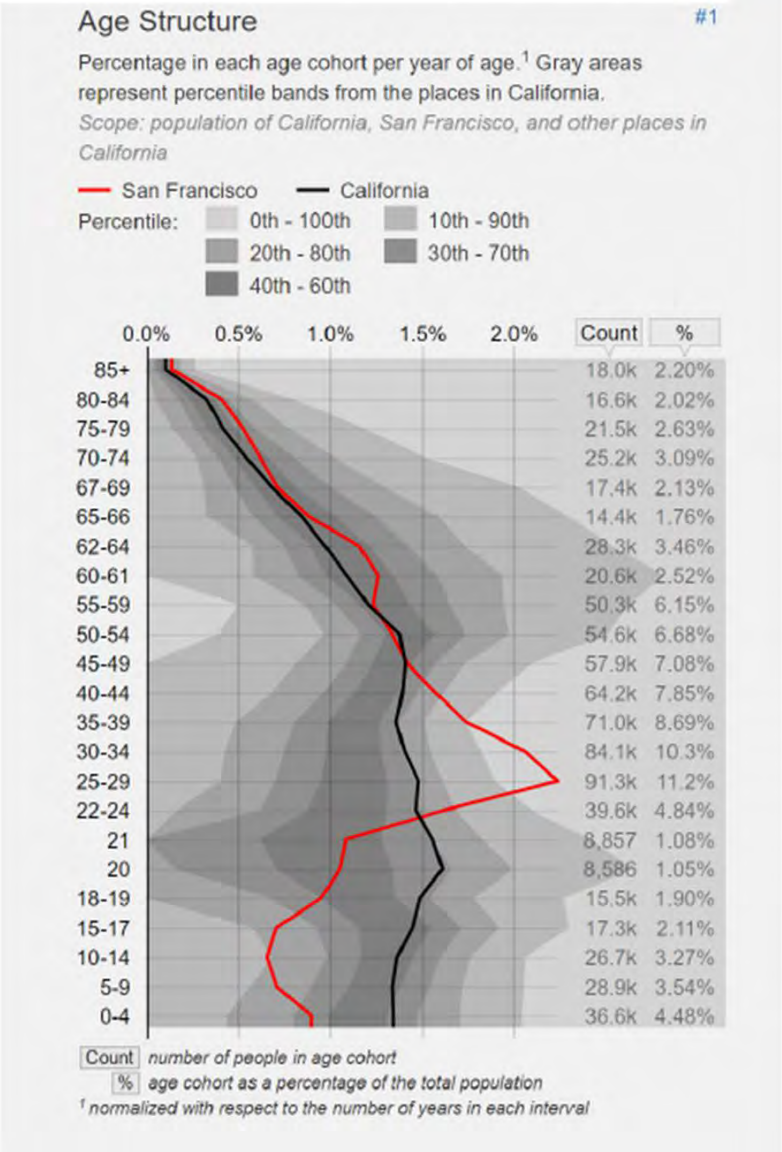
Figure 7 - Age Structure in San Francisco and California[20]



At the age range of 25 to 29, suddenly San Francisco has a much higher percentage of people in this age group when compared to California (2.2% versus 1.5%). This imbalance for San Francisco persists until reaching the age group of 45 to 49. Across the age groupings above 49, San Francisco closely approximates the state of California as a whole.

[20] Source: Statistical Atlas, Age and Sex

The next table presents data on students who were new, incoming Credit students, identified by the Cal-PASSPlus collaborative as having recently graduated from a San Francisco Unified School District (SFUSD) high school (within 2 years)[21]. In 2015-16, the most recent year for which data are available, there were 2,214 incoming SFUSD students -- compared to 4,341 graduating seniors.

Table 5 - Count of CCSF New Students Enrolled in 12th Grade at SFUSD

Academic Year	Count of New Students
2015-16	2,214
2014-15	1,828
2013-14	1,999
2012-13	1,163
2011-12	1,364

Actual and projected graduate headcounts appear in below. Projected numbers show a growing number of graduates after the 2015-16 year. Even given a dip in projections after 2017-18, when graduates are expected to number 4,905, the subsequent years' figures remain substantially above those of 2015-16.

Table 6 - Actual and Projected Graduates from San Francisco Public High Schools[22]

Actual	Actual	Actual	Actual	Actual	Proj	Proj	Proj	Proj	Proj
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
4,019	4,002	3,839	4,238	4,341	4,395	4,905	4,658	4,755	4,827

3. INVESTMENT FOR GROWTH

A new role, the Dean of High School Programs and California College Promise has been created to provide administrative leadership and supervision for its established and growing

[21] While Cal-PASSPlus specifies that a student entering CCSF in a single year was a high school senior in the last two years, students are not doubly reported from one year to the next.
[22] CA Dept. of Finance: http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/ for projections. Data for actual graduate headcounts came from the CA Dept. of Education: https://dq.cde.ca.gov/dataquest/

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programs for high school students. The Dean will lead an office that administers and manages partnerships and contracts, coordinates high school instructional programming activities, and works with School and Center Deans, administrators, and department chairpersons to coordinate class offerings based on SFUSD needs and maintain the workforce needed to teach those classes.

E. New Programs in Major Areas

This section includes key new offerings that have gone live since 2016, or are projected to go live before 2021/22 to attract new students.

1. Transfer to Baccalaureate Institutions

In the School of Behavioral Science, Social Science, Multicultural Studies, the Interdisciplinary Studies Department launched an AA-T in Social Justice Studies: Ethnic Studies for Fall 2017. Others AA-Ts in Social Justice Studies themed in Feminist, Queer and Trans; Labor and Community Studies; Gender Studies; and Latin American and Latino/a Studies have been approved and are pending State Chancellor's Office approval.

An Art History AA-T, created by Art Department within the School of Fine, Applied and Communication Arts has been approved and will be available Fall 2018.

Within the School of Health, PE and Social Services, Child Development has a new AA-T Child and Adolescent Development which will be available Fall 2018. Health Education is developing a new AS-T in Public Health Science which is pending Board of Trustees and State Chancellor's Office approval.

In Fall 2017 a new Geography AA-T was launched by Earth Sciences within the School of Science and Mathematics.

2. Associate Degrees in Arts and Sciences and General Education

In the School of Behavioral, Social Science and Multicultural Studies, Asian American Studies launched a Certificate in Fall 2016 and an Associate's Degree in Fall 2017. IDST is launching several new programs. The Asian Studies Department plans to offer a certificate in Fall 2019 to attract some of San Francisco's large Asian population and perhaps the social

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service employees who work with them. Further, businesses recognize that the Asian population, while only 15% of the USA, represents the highest median household income as well as educational attainment[25], which creates an attractive market opportunity to develop focused products, services and advertising campaigns.

A Certificate as well as an AA in Critical Pacific Islands & Oceania Studies was launched in Fall 2017. While Filipino and Pacific Islanders make up approximately 5% of San Francisco and San Mateo County residents, respectively[23] these students make up 7% of Credit students at CCSF[24]. The degree is designed to further attract and retain these students, encouraging them to complete a degree and transfer.

Islam, with 1.6 billion followers, is the world's second largest religious tradition. In the Middle East, South West Asia, and North Africa, approximately 90% of the population is Muslim[25]. In the Bay Area, between 1-2% of city populations are Muslim[26]. Due the global and political importance of this population, IDST is expanding its Critical Middle East /South West Asia and North Africa Studies Certificate into an AA expected for Fall 2019. The program is intended for students who will transfer to four-year universities in a variety of disciplines, as well as professional development for employers, community-based organizations and social and government agencies.

In the School of English and World Languages, the English Department launched a new Certificate in Creative Writing in 2016.

In Science and Mathematics, a new Certificate in Chemistry has been approved at CCSF and is currently pending State Chancellor's Office approval. It will prepare students for upper-division work in a four-year program while working in partnership with other transferable degrees and certificates to provide a broader foundation for their educational interests.

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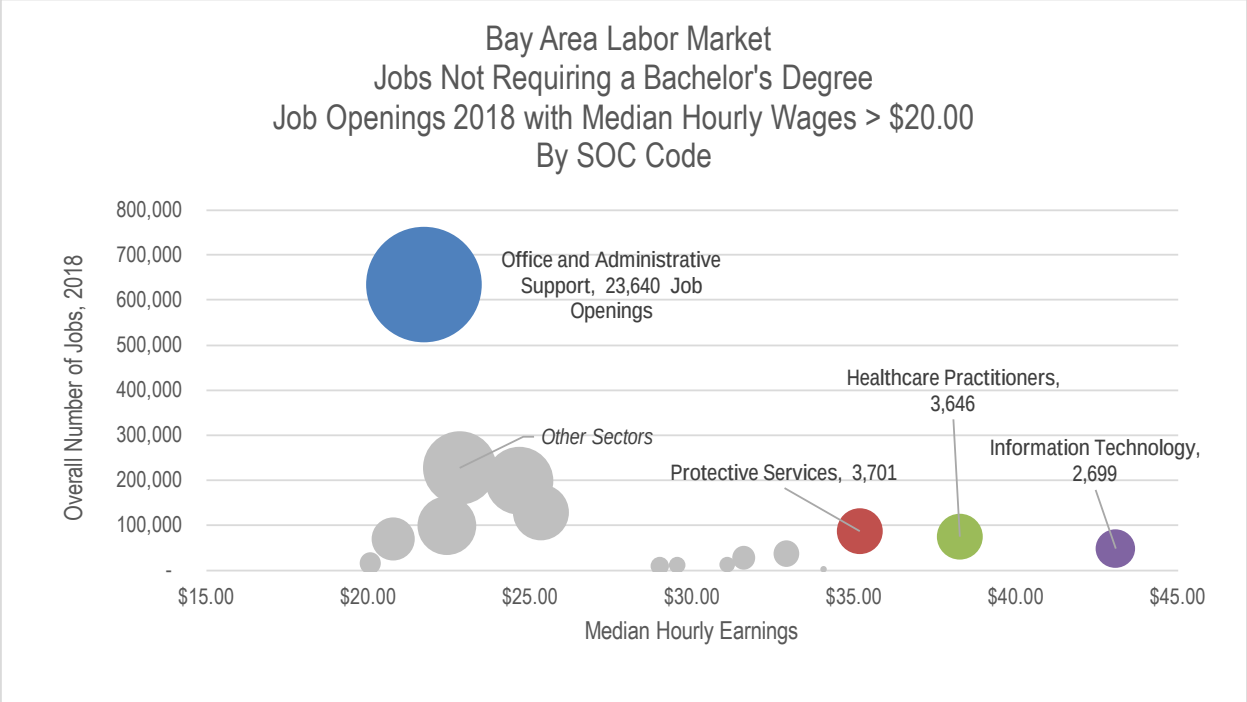
[23] Sources: US Census; World Population Review; San Mateo Area Connect
[24] ARGOS Institutional Headcount 11/29
[25] Pew Research Global Arabic population
[26] Zipatlas Arabic Population by City

3. CERTIFICATES AND CAREER SKILLS NEEDED FOR SUCCESS IN THE WORKPLACE

Career Education information is presented to students according to CCSF Clusters, which are groups of academic programs with common themes to help students choose careers based on their interests. For more information on the CCSF Clusters, see "About Career Education."

According to the California Community Colleges Centers of Excellence, the highest paying jobs not requiring a Bachelor's degree are shown below.

Figure 8 - Bay Area Job Market for Jobs Not Requiring a Bachelor's Degree[27]



The following highlights new degrees and certificates in the largest and highest paying sectors: Office and Administrative Support, Information Technology, Healthcare Practitioners and Protective Services.

Office and Administrative Support is taught in the Business department, which includes Accounting, Green, International Business, Travel and Tourism, Real Estate, and Computer Applications.

[27] Source: Bay Area Labor Market Information per CCCCO Doing What Matters

A new Noncredit Certificate in Web Development for E-Business is being prepared for Fall 2019. This certificate is designed to help students with developing computer skills perform basic website development and management functions. Further, these skills are considered essential for any office administrative assistant and provide a pathway for those interested in Credit programs such as Web Application Developer or Computer Networking.

Table 7 - Bay Area Labor Market Data – Office Assistants[28]

SOC Code	Occupational Title	Typical Entry Level Education	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings (New + Replace-ments)	Annual Openings	10% Hourly Earnings	Median Hourly Earnings
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	HS diploma or equivalent	61,745	65,727	3,982	6%	6,119	2,040	$ 12.72	$ 21.85
43-9199	Office and Administrative Support Workers, All Other	HS diploma or equivalent	17,300	17,977	677	4%	2,173	724	$ 10.75	$ 17.06
43-6011	Executive Secretaries and Executive Administrative Assistants	HS diploma or equivalent	31,459	31,920	461	1%	1,535	512	$ 21.30	$ 32.44

The developing Center for Entrepreneurship and Innovation (CEI) will build partnerships, cohorts, collaborate with students, departments, college, and community, and support activities for students who wish to start their own businesses. This will lead to a comprehensive innovative entrepreneurship education program, establishing partnerships with local, state and national educators, service providers, and entrepreneurs, including the 85,000 small businesses based in San Francisco[29].

The primary departments involved in the Information Technology field are Computer Networking and Information Technology (CNIT) and Computer Science (CS). While these jobs are more CS and CNIT focused, imagine a computer program without a well-designed interface (VMD) or a popular video game without compelling sound (BEMA, Music). These CCSF departments offer both a transfer pathway as well as certificates and training for students who already have bachelor's degrees. Many of these programs also lead to jobs in Information

[28] Source: Bay Area Labor Market Information per CCCCO Doing What Matters
[29] San Francisco Small Business Week

Technology and Computer Science, such as in the video game industry which is expected to reach $128.5 billion by the year 2020[30].

CNIT has created three new Certificates for 2017: Microsoft Windows Networking; Advanced Cyber Security; and Cisco Routing and Switching. Considering the latest news, CNIT plans a very timely Security for Web Application Development Certificate for Fall 2018.

Table 8 - Bay Area Labor Market Data – Computer Networking[31]

SOC Code	Occupational Title	Typical Entry Level Education	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings (New + Replace-ments)	Annual Openings	10% Hourly Earnings	Median Hourly Earnings
15-1142	Network and Computer Systems Administrators	Bachelor's degree	17,102	18,877	1,775	10%	2,523	841	$ 29.70	$ 53.93
15-1134	Web Developers	Associate degree	10,776	12,655	1,878	17%	2,349	783	$ 23.08	$ 47.30
15-1152	Computer Network Support Specialists	Associate degree	7,960	8,876	916	12%	1,253	418	$ 24.12	$ 44.20
15-1143	Computer Network Architects	Bachelor's degree	7,318	8,112	794	11%	1,158	386	$ 41.75	$ 72.14
15-1122	Information Security Analysts	Bachelor's degree	3,178	3,765	587	18%	728	243	$ 31.96	$ 65.15

According to glassdoor.com, there are nearly 1,600 Data Scientist jobs located within 25 miles of San Francisco, with a median salary of approximately $200K. To serve this market, CS is also planning a Data Science Certificate for Fall 2019.

Table 9 - Bay Area Labor Market Data - Analysts[32]

SOC Code	Occupational Title	Typical Entry Level Education	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings (New + Replace-ments)	Annual Openings	10% Hourly Earnings	Median Hourly Earnings
13-1111	Management Analysts	Bachelor's degree	38,647	42,621	3,974	10%	5,704	1,901	$ 26.66	$ 49.73
13-1161	Market Research Analysts and Marketing Specialists	Bachelor's degree	31,144	34,692	3,548	11%	4,753	1,584	$ 24.33	$ 48.69

In cooperation with Laney College, BEMA will offer an AV Technologist Certificate which is pending State Chancellor's Office Approval.

[30] Newzoo, "The Global Games Market Will Reach $108.9 Billion" April 20, 2017
[31] Source: Bay Area Labor Market Information per CCCCO Doing What Matters
[32] Source: Bay Area Labor Market Information per CCCCO Doing What Matters

Table 10 - Bay Area Labor Market Data - Broadcast Media Technology[33]

SOC Code	Occupational Title	Typical Entry Level Education	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings (New + Replace-ments)	Annual Openings	10% Hourly Earnings	Median Hourly Earnings
27-4011	Audio and Video Equipment Technicians	Postsecondary nondegree award	2,831	3,029	198	7%	383	128	$ 14.25	$ 23.46
27-4014	Sound Engineering Technicians	Postsecondary nondegree award	729	776	47	7%	105	35	$ 17.63	$ 32.69
27-4012	Broadcast Technicians	Associate degree	669	663	(7)	-1%	55	18	$ 10.79	$ 22.23

Music is launching two new Certificates in Fall 2018: Computers and Music, which includes computer programming and prepares students for entry-level work in software development for creative users; and Music Technology, to prepare students for work in electronic music facilities, musical performance spaces, and other music technician-related fields.

The departments that primarily support Healthcare Practitioners are: Cardiovascular/Echocardiography Technology (CVT/ECHO), Dental Assisting, Diagnostic Medical Imaging (DMI), Electrocardiography Technician (ECT), Health Care Technology, Health Education, Health Information Technology, Medical Assisting, Paramedic EMT, Phlebotomy, Registered Nursing, and Vocational Nursing. Student Health Services, part of Student Development, is also a crucial part of the career development program for students.

Many related fields in this sector require advanced degrees. CCSF students can get a job with a certificate in the short run, and if the health care profession is where they want to be, can continue their education through their Associate's degrees and beyond.

In Fall 2016, Health Care Technology made a CVT/ECHO Associate's degree available for students.

[33] Source: Bay Area Labor Market Information per CCCCO Doing What Matters

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Table 11 - Bay Area Labor Market Data - Cardiovascular Technologists[34]

SOC Code	Occupational Title	Typical Entry Level Education	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings (New + Replace-ments)	Annual Openings	10% Hourly Earnings	Median Hourly Earnings
29-2031	Cardiovascular Technologists and Technicians	Associate degree	918	1,000	82	9%	142	47	$ 22.98	$ 42.58

Protective Services is served by Administration of Justice and Fire Science and EMT/Paramedic.

Administration of Justice and Fire Science has signed Instructional Service Agreements with SFFD and SFPD. The expected FTES enrollment is: SFFD 1,000; SFPD 1,500 when the full training schedule is implemented. Courses have been approved and the first SFPD Academy will begin March 2018. The SFFD, which already offers a Basic Fire Academy through CCSF, plans to add continual professional training in April 2018.

In Fall 2017, three new certificates were launched. Company Officer was available for the California Office of the State Fire Marshal Officer Series to provide leadership training to Fire Department personnel. This is an on-line/hybrid certificate, which addresses Firefighter schedules and the ability to take these courses for promotional purposes outside the classroom setting. Crime Scene Investigation prepares students for entry-level, civilian positions working crime scenes or handling evidence, as well as current law enforcement officers wishing to augment their crime scene skills. Homeland Security helps prepare students for public or private sector employment in Homeland Security and related areas, such as transportation security officers, program analysts, intelligence researchers, criminal investigators, and border patrol agents. This program is suited to Veterans to help leverage military experience into civilian employment.

[34] Source: Bay Area Labor Market Information per CCCCO Doing What Matters

Table 12 - Bay Area Labor Market Data - Public Safety[35]

SOC Code	Occupational Title	Typical Entry Level Education	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings (New + Replace-ments)	Annual Openings	10% Hourly Earnings	Median Hourly Earnings
33-3051	Police and Sheriff's Patrol Officers	HS diploma or equivalent	16,711	17,658	947	6%	2,675	892	$ 37.08	$ 53.34
33-2011	Firefighters	Postsecondary nondegree award	7,181	7,644	463	6%	1,119	373	$ 23.61	$ 39.01
33-9021	Private Detectives and Investigators	HS diploma or equivalent	1,010	1,077	67	7%	169	56	$ 17.96	$ 28.76
33-3021	Detectives and Criminal Investigators	HS diploma or equivalent	1,338	1,378	40	3%	155	52	$ 32.90	$ 56.01
33-9093	Transportation Security Screeners	HS diploma or equivalent	691	683	(8)	-1%	35	12	$ 17.69	$ 21.41
33-2021	Fire Inspectors and Investigators	Postsecondary nondegree award	178	192	15	8%	30	10	$ 27.41	$ 56.12

EMT and Paramedic works with the SFFD training division to provide externships for EMT and Paramedic, as well as training their preceptors and providing jobs for graduates. These departments also have clinical contracts with major healthcare providers and is evaluating more partnerships for training and job placement. The department is currently evaluating a Certificate in Dispatching.

Table 13 - Bay Area Labor Market Data - Dispatchers[36]

SOC Code	Occupational Title	Typical Entry Level Education	2015 Jobs	2018 Jobs	2015-18 Change	% Change 2015-18	Openings (New + Replace-ments)	Annual Openings	10% Hourly Earnings	Median Hourly Earnings
43-5031	Police, Fire, and Ambulance Dispatchers	HS diploma or equivalent	1,690	1,774	84	5%	216	72	$ 21.09	$ 34.05

Faculty across a range of disciplines, including Business, Health Education, and Pharmacy Technology, are working on the development of Cannabis Curriculum. At press time LinkedIn.com listed over 100 cannabis related job openings in and around San Francisco, showing this is a burgeoning job market. As with other career-technical education areas the College is establishing an Advisory Committee to gather data on workforce needs. The program

[35] Source: Bay Area Labor Market Information per CCCCO Doing What Matters
[36] Source: Bay Area Labor Market Information per CCCCO Doing What Matters

and courses are expected to be offered by Fall 2019. A survey performed by CBT[37] showed that this is expected to generate strong interest from the community.

CCSF's MakerSphere, a project funded by a grant from the State Chancellor's Office, will continue to evolve with student-driven participation from departments including Architecture, Art, Computer Networking and Information Technology, and Computer Science. Equipment is arriving, space modifications are awaiting work order processing, and curriculum is in place beginning Fall 2018. Up to 50 paid internships will also be available for students over the next few academic years, which will be eligible for CWEE apportionment.

4. NONCREDIT

For Noncredit updates, see Noncredit Strategies.

F. Centers and Major Locations

1. BACKGROUND

CCSF Centers serve as community hubs as well as having special academic focus. Programs such as the Working Adult Degree Program (WADP) were created to build enrollment at the Centers.

The Working Adult Degree Program (WADP) delivers complete Liberal Arts degree pathways and general education courses at Downtown and Mission Centers. The program provides access to transfer degrees and the complete transfer-level general education requirements to working adults in the city, a student population that is part of the CCSF and California state target populations for potential enrollment growth. In Fall 2017 WADP represented 48 FTES. In Spring 2018 WADP represented 58 FTES for a 17-18 academic year total of 106 FTES. Academic year 2018-2019 FTES is expected to surpass the 2017-2018 academic year as outreach efforts mature and additional students join the program.

[37] See Enrollment Management Committee handouts for May 1, 2018 meeting.

Since the 2016-2018 Enrollment Management Plan was launched:

- The lease for the current Airport Center will expire in June 2019. The College is examining relocating the Fire Science Technology program at the John Adams Center.
- Chinatown/North Beach has been building out its Noncredit offerings to include Introduction to Culinary Fundamentals for ESL students, and programs for its large Older Adults population[38], such as Art and Tai Chi. The Center is also a Mathematics, Engineering, Science Achievement Program (MESA) affiliate targeting non-traditional students and is working to expand STEM offerings at the Center.
- Civic Center is in a temporary leased facility until the permanent building at 750 Eddy Street is seismically upgraded. These upgrades remain a priority for state funding, but a start date has not been defined.
- Downtown positions itself as the "Business and Hospitality" hub, and offered the first WADP cohort in Fall 2017.
- Evans/Southeast, along with the work expanding the Automotive Technology program is also responding to an RFP with the Bayview-Hunters Point neighborhood.
- Fort Mason is still in the midst of intense lease negotiations. Once settled, decisions about rent, renovations, and space allocation will inform future growth. While lease negotiations continue, growth plans have focused on Credit programs.
- John Adams offers many of the colleges Health Technology programs, along with ESL and Transitional Studies. The Center recently added a vocational ESL class for health workers. The College is in the process of evaluating facility changes that would be needed to relocate additional allied health and other related disciplines to the John Adams Center. Specific areas of exploration include programs currently at the Ocean Campus, including Dental Assisting and Diagnostic Medical Imaging. Finally, the affinity of the Fire Science Technology and EMT/Paramedic programs make the John Adams Center a logical location for a move from the Airport Center upon its closure.

[38] Source: Statistical Atlas, Chinatown

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- Mission offers Business, BEMA, CNIT, Construction Management, and Real Estate, and will offer the WADP in Spring 2018.

2. DATA

The following shows Fall FTES enrollment by Center since 2012.

Table 14 - FTES Enrollment by Center[39]

CCSF
Centers - FTES
Fall 2012 - Fall 2017

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Airport	Credit	74.6	105.4	91.1	88.8	71.3	73.5
Airport	Noncredit	-	0.2	-	-	-	-
Total Airport FTES		74.6	105.6	91.1	88.8	71.3	73.5
Castro	Credit	150.0	-	-	-	-	-
Castro	Noncredit	3.6	-	-	-	-	-
Total Castro FTES		153.6	-	-	-	-	-
Chinatown/North Beach	Credit	57.3	91.8	119.0	118.4	117.1	127.6
Chinatown/North Beach	Noncredit	1,297.0	1,196.4	1,132.2	1,064.9	947.5	859.7
Total Chinatown/North Beach FTES		1,354.3	1,288.2	1,251.1	1,183.2	1,064.6	987.3
Civic Center	Credit	93.8	7.1	9.9	2.8	5.3	6.2
Civic Center	Noncredit	357.1	304.0	280.5	167.5	190.6	174.3
Total Civic Center FTES		450.9	311.1	290.4	170.3	195.9	180.5
Downtown	Credit	242.2	258.7	207.1	184.4	150.9	194.3
Downtown	Noncredit	681.5	617.2	532.3	469.9	427.4	415.8
Total Downtown FTES		923.7	875.9	739.4	654.2	578.4	610.2
Evans	Credit	181.8	189.3	173.8	132.9	121.6	184.5
Evans	Noncredit	103.9	87.3	92.6	85.5	81.3	57.5
Total Evans FTES		285.8	276.5	266.4	218.4	202.9	242.0
Fort Mason	Credit	-	67.3	49.2	66.3	65.4	67.2
Fort Mason	Noncredit	-	-	-	7.0	6.6	10.1
Total Fort Mason FTES		-	67.3	49.2	73.3	72.0	77.2
John Adams	Credit	362.1	330.4	331.4	289.3	289.7	277.3
John Adams	Noncredit	776.6	684.0	565.9	503.0	428.2	396.1
Total John Adams FTES		1,138.7	1,014.5	897.3	792.2	717.9	673.4
Mission	Credit	357.7	302.4	300.4	300.5	265.2	333.7
Mission	Noncredit	799.2	752.6	694.3	670.7	617.5	636.9
Total Mission FTES		1,156.9	1,055.0	994.6	971.2	882.7	970.6
Ocean	Credit	8,820.6	7,913.7	6,309.4	5,824.7	5,281.1	5,872.0
Ocean	Noncredit	397.5	379.4	363.0	307.7	243.7	345.7
Total Ocean FTES		9,218.1	8,293.1	6,672.5	6,132.4	5,524.8	6,217.8
Southeast	Credit	91.0	40.0	44.0	43.4	44.4	31.1
Southeast	Noncredit	82.0	55.3	43.5	26.8	13.4	2.8
Total Southeast FTES		173.0	95.3	87.6	70.1	57.8	34.0

[39] Source: ARGOS FTES/FTEF run 5.4.2018.

At this time, the College is analyzing its available space in order to determine where additional growth can go. The chart below is an initial look which does not take into account planned space upgrades or the to-be-completed Facilities Master Plan.

Table 15 – Preliminary Center FTES and Utilization[40]

CCSF
Center Utilization
Fall 2017 and Growth Targets

	Fall 2017 FTES	Available Square Footage	Current Utilization	FTES needed to reach 85% utilization	FTES growth %
Airport	73.5	24,229	82%	2	3%
Chinatown/North Beach	987.3	95,634	51%	333	34%
Civic Center	180.5	15,306	41%	79	44%
Downtown	610.2	49,375	57%	169	28%
Evans	242.0	74,283	83%	6	2%
Fort Mason	77.2	18,612	78%	6	7%
John Adams	673.4	94,587	64%	143	21%
Mission	970.6	116,583	84%	6	1%
Ocean	6,217.8	732,612	66%	1,176	19%
Southeast	34.0	12,277	39%	16	46%

3. INVESTMENT FOR GROWTH

In 2018/19 the Academic Affairs division will have a consistent method of developing instructional budgets and FTES expectations for all programs and centers. Part of this effort will lead to clarifying the location(s) in which the College's programs are offered, ensuring a student-friendly schedule that allows students to complete programs at the Centers without having to take classes in multiple locations.

[40] Source: Office of Facilities, Planning, and Construction

G. Noncredit Strategies

1. Background

In spring 2018, 37 percent of CCSF students were in noncredit taking classes in 20 different departments, with ESL and Business being the largest. Thirty-eight percent of the College's FTES enrollment is in non-credit.

The majority of CCSF non-credit classes are open-entry/open-exit which means that students can join and leave whenever – or as many times – as they want to during a semester. Some departments – such as non-credit Business – have classes with managed enrollment modules Institutional Knowledge and accounting

2. Strategies for Growth: Institutional Knowledge

☐ District employees at all levels should be familiar with basic distinctions between credit and non-credit and serve as ambassadors to those students that would benefit from no-cost, open entry/open exit educational opportunities. One way to do this is for the Noncredit Issues Committee to give a presentation to the Board, the PGC, and others as needed. A primer on the development of noncredit at CCSF may be found here.

3. Strategies for Growth: Navigation/Onboarding/Outreach

The District record keeping and accounting of positive attendance warrants further attention. A solution that takes into consideration the characteristics of the open entry system that is satisfactory to all stakeholders should be investigated.

Banner 9's implementation and non-credit processes should be aligned. Moreover, the electronic non-credit application should be developed so that information is collected that would

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aid faculty-student engagement. Additional fields for personal contact should be considered so instructors can easily effectuate change in attendance or persistence through electronic communication.

With declining enrollments, the College must continue to strengthen outreach (street fairs, citizenship workshops) and inreach (across department and centers) that is focused on non-credit students.

The college must do extensive outreach for Civic Center before and when it returns to 750 Eddy Street. (Many students were lost when it was abruptly closed and moved to three other locations – Gough Street briefly and then Chinatown or Mission -- before it settled at its current location on Market Street.)

4. STRATEGIES FOR GROWTH: CURRICULUM

An exploration of multi-departmental CDCP certificates could result in an increase in the number of students who go from non-credit to credit and other pathways. For example, there is currently a certificate for students taking ESL for Janitors and Custodial Training. Additionally, partnerships between non-credit and credit classes should be investigated akin to ESL for Health Care coupled with one of the Healthcare Certification Training programs.

Professional development opportunities must be available to discuss best practices for non-credit classes. Instructors would welcome real discussion of classroom practices tailored to their discipline. This would be especially helpful for retention and persistence.

Companies who have many limited-English speaking employees should be identified and educational partnerships pursued, perhaps by offering classes on location.

5. STRATEGIES FOR GROWTH: RESEARCH & DATA

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The District should continue to research non-credit students to discern common educational objectives as well as desired classes and class schedules.

Research should be done on S.F. residents who are fluent or near-fluent in English but may want additional classes such as accent reduction or business writing.

Obstacles to non-credit attendance should be studied and inventive cost saving collaborations, such as childcare being offered where possible in conjunction with Child Development, strengthened.

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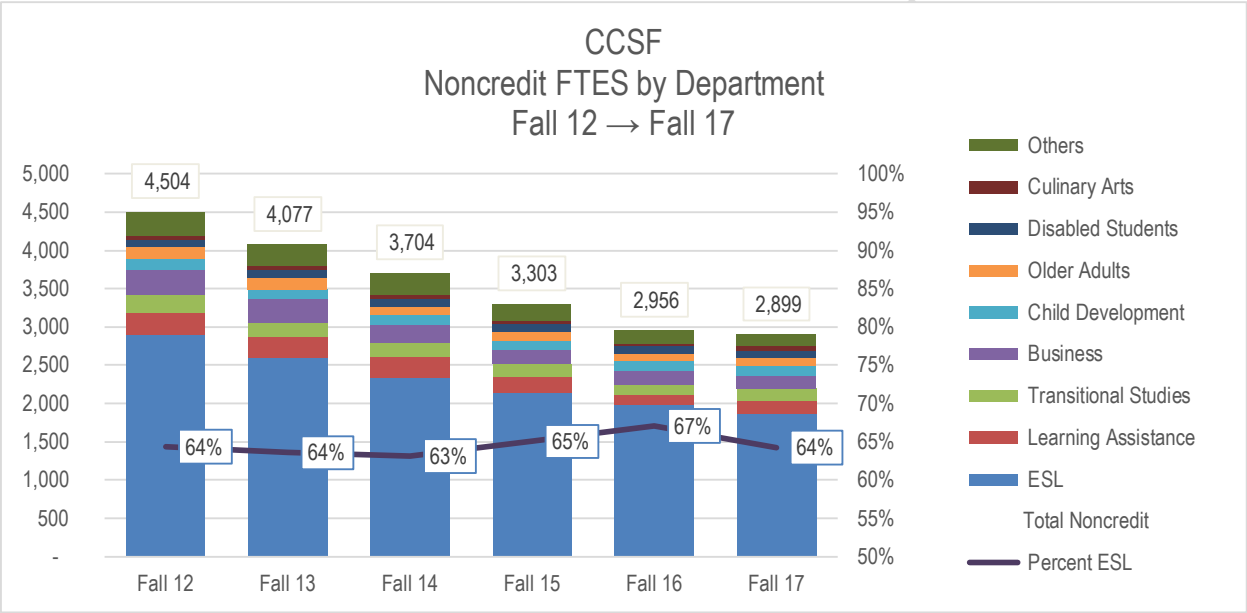
6. DATA

NONCREDIT IS COMPRISED PRIMARILY OF ESL WHICH SERVES SAN FRANCISCO'S LARGE IMMIGRANT COMMUNITY.

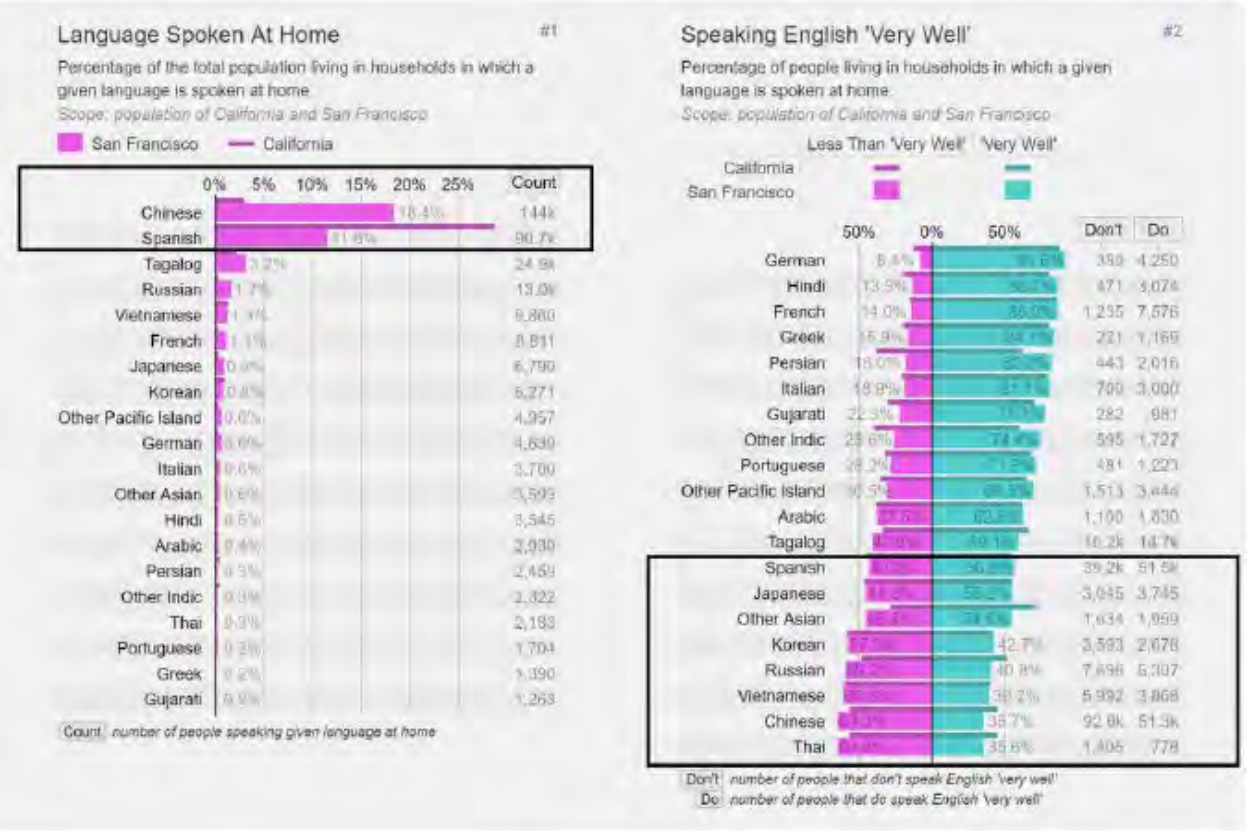
Figure 9 - Noncredit FTES by Department[41]



The figure below identifies the languages spoken at home in both San Francisco and California other than English. A large percentage of San Franciscans speak Chinese at home- over 18% (nearly four times the rate throughout all of California). And as noted on the right-hand side of this figure, a significant majority of these Chinese speakers report that they do not speak English well (64%). This represents about 92,000 people. The number of those speaking Spanish at home but who don't speak English well is 39,000. Those speaking other languages at home have much smaller numbers who report not speaking English well (under 8,000).

[41] Source: ARGOS FTES-FTEF run 4.27.2018

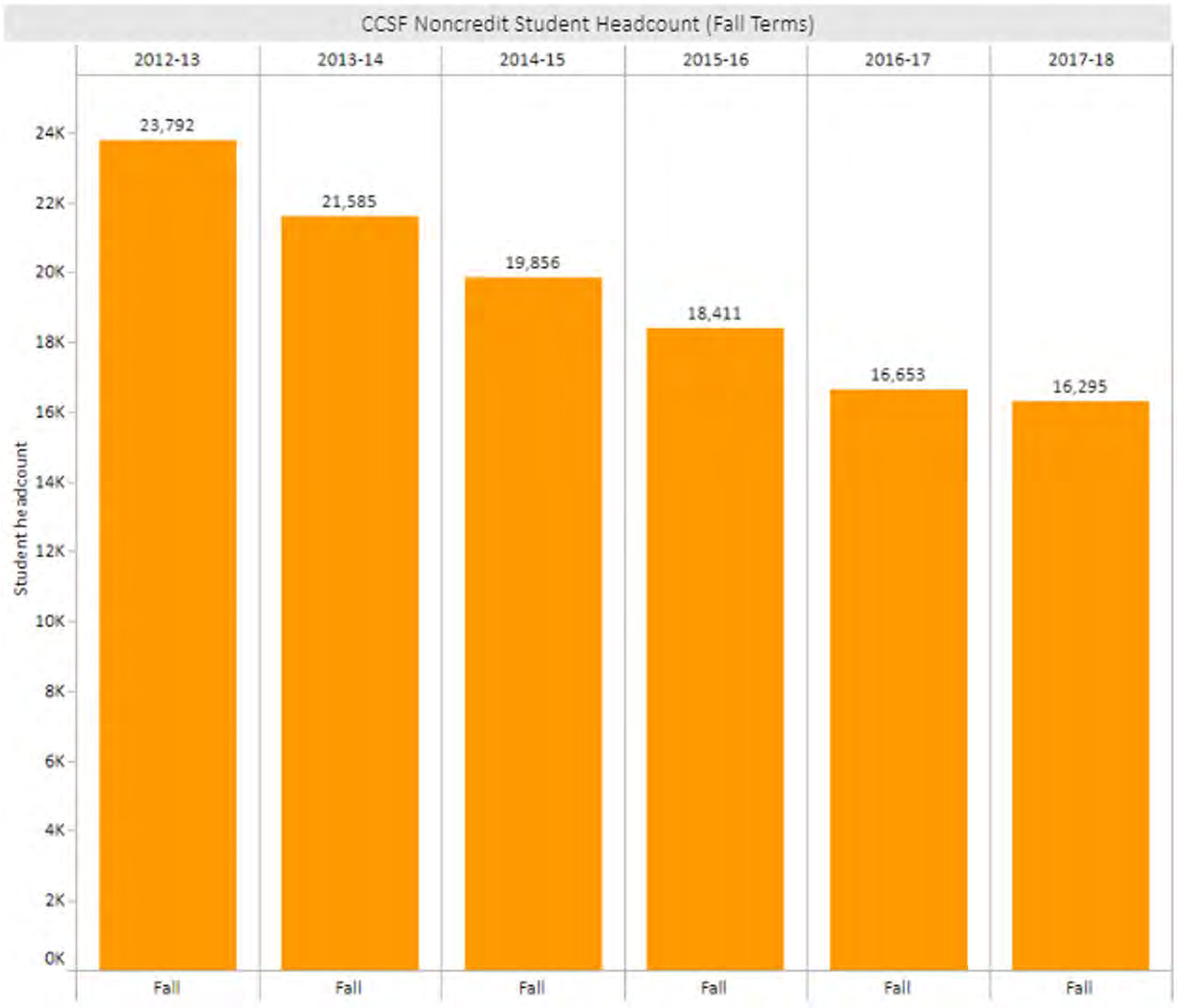
Figure 10 - Language in San Francisco and California[42]



While the Noncredit student headcount declined in 2017 for the fifth consecutive fall term, it did so by just 2%, the smallest decline in as many years. Total Noncredit headcount now stands at 16,295.

[42] Source: Statistical Atlas, San Francisco.

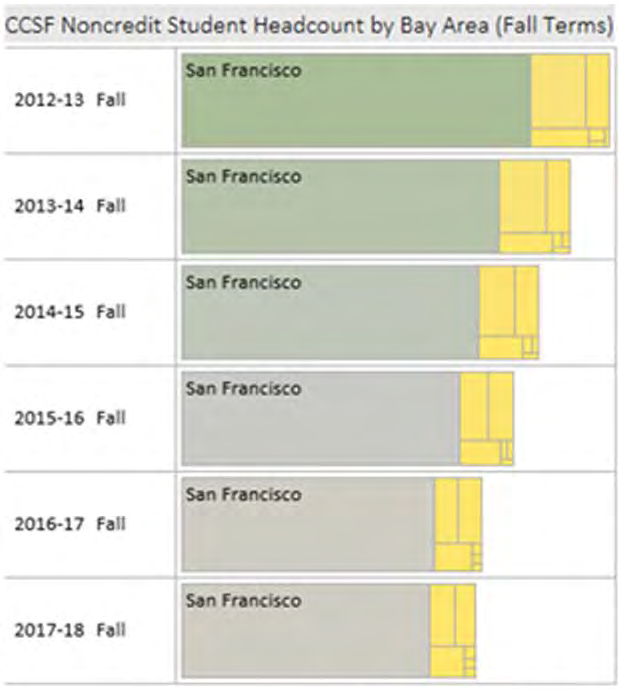
Figure 11 - CCSF Noncredit Student Headcount[43]



In Fall 2017 noncredit student headcount declined by roughly similar magnitudes among residents of San Francisco, the Peninsula and the East Bay (1%-2%). As a percentage, headcount rose notably (22%-30%) among those from the South Bay, Marin County and those in the "Other" category, though the count in each of these categories is small (<100).

[43] Source: Office of Research and Planning.

Figure 12 - CCSF Noncredit Student Headcount by ZIP Code[44, 45]



CCSF Noncredit Student Headcount by Bay Area (Fall Terms)

	Academic Year / Semester											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
Bay Area Region	Fall		Fall		Fall		Fall		Fall		Fall	
San Francisco	19,359	81.4%	17,632	81.7%	16,530	83.2%	15,465	84.0%	14,010	84.1%	13,802	84.7%
Peninsula	1,061	4.5%	1,057	4.9%	985	5.0%	1,029	5.6%	932	5.6%	913	5.6%
East Bay	655	2.8%	631	2.9%	592	3.0%	593	3.2%	637	3.8%	631	3.9%
South Bay	59	0.2%	62	0.3%	60	0.3%	50	0.3%	44	0.3%	54	0.3%
Marin	52	0.2%	59	0.3%	64	0.3%	60	0.3%	46	0.3%	60	0.4%
Other	112	0.5%	81	0.4%	93	0.5%	69	0.4%	60	0.4%	73	0.4%
Unknown	2,494	10.5%	2,063	9.6%	1,532	7.7%	1,145	6.2%	924	5.5%	762	4.7%
Grand Total	23,792	100.0%	21,585	100.0%	19,856	100.0%	18,411	100.0%	16,653	100.0%	16,295	100.0%

H. Student Development

1. Background

The College looked at ways to make the enrollment process less confusing and more flexible.

[44] Color range on the map: highest student headcounts are dark green and lowest ones are dark gray.
[45] Source: Office of Research and Planning.

For prerequisites, Economics and Foreign Language has been piloting a streamlined approval process with over additional 200 students enrolling in each program. Additional courses and departments are being added to the new process.

A mobile application was launched in Spring 2017 to browse class offerings, enroll, as well as check their grades and other uses. Future uses might include being able to directly ask questions of Financial Aid or Admissions and Records, as well as expand the on-campus activities that are updated in the app.

In May 2017, Blackboard was engaged to provide 24/7 first-line phone support for Student Development for after-hours calls (nights and weekends). In the first year over 13,000 calls were handled by Blackboard to help students with basic Financial Aid, Registration and Admissions questions. 2,700 of these calls were referred back to the departments for more complex, student-specific problems.

Beginning Spring 2018, Blackboard will continue with phone support while adding live chat and real-time help for student-specific problems. The contract will also be expanded to support two outbound campaigns. The first will follow up with students who dropped their classes beyond the due date and still have outstanding bills, in order to help them settle their accounts, and, ideally, re-enroll and get financial aid to help with other expenses. The second will target students who are participating in Free City College but have not yet submitted a FAFSA application, in order to provide them with financial aid that will allow them to become a full-time student.

As part of a variety of data-related updates for the 2018/19 academic year, the Student Development division is engaged in several interrelated projects to update the steps students take between completing their application to the College and registering for classes.

A central element of these interrelated projects is completion of the implementation of the Starfish Degree Planner (by Hobsons). Once fully implemented for Spring 2019, the College

plans to significantly increase the percentage of students who have an educational plan filed in the system. This will have many benefits, including:

- Assisting students in registering for classes that meet their educational plans
- Providing aggregate data about the educational goals of students, which will assist in schedule development and college planning.
- Upon implementation of web-based registration students will be presented with an option for a full-time, 12-unit schedule, linked to both their educational plans and Financial Aid package. The goal is to show students that a full-time load, plus financial support, is available to them and to motivate them to increase their class schedules.

2. DATA

Before students enroll in classes, they apply to CCSF. CCSF can monitor these actions to sense and respond to make sure overall enrollment goals are being met. We can see that the Fall admissions applications have been a fairly straightforward predictor of overall Fall Credit enrollment, and these are in line with Credit FTES for the academic year. The clearest predictor is admissions applications from San Francisco residents due to certain anomalies in Fall 2017, so as data is collected in the future the San Francisco number would be the best actual benchmark for future monitoring.

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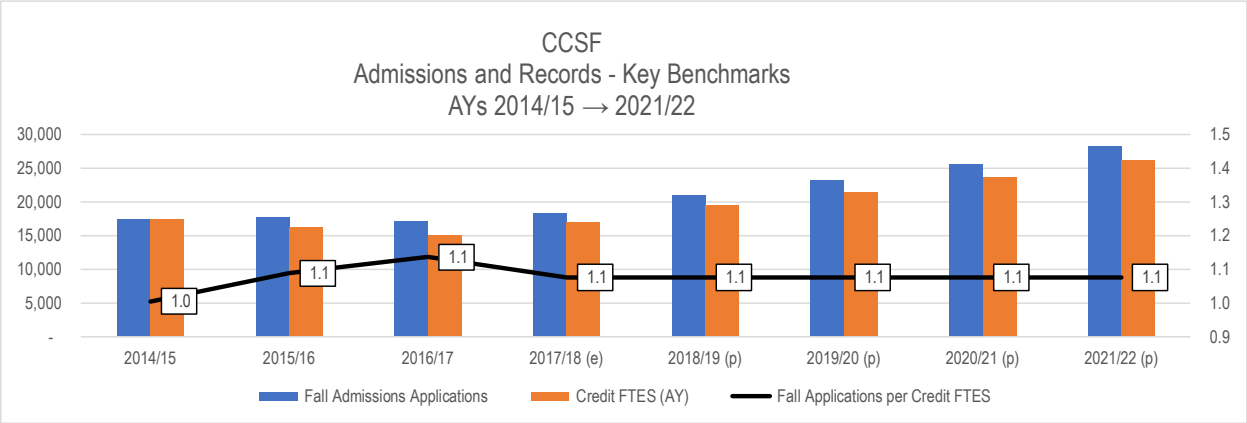
Figure 13 - Admissions and Records Benchmarks[46]



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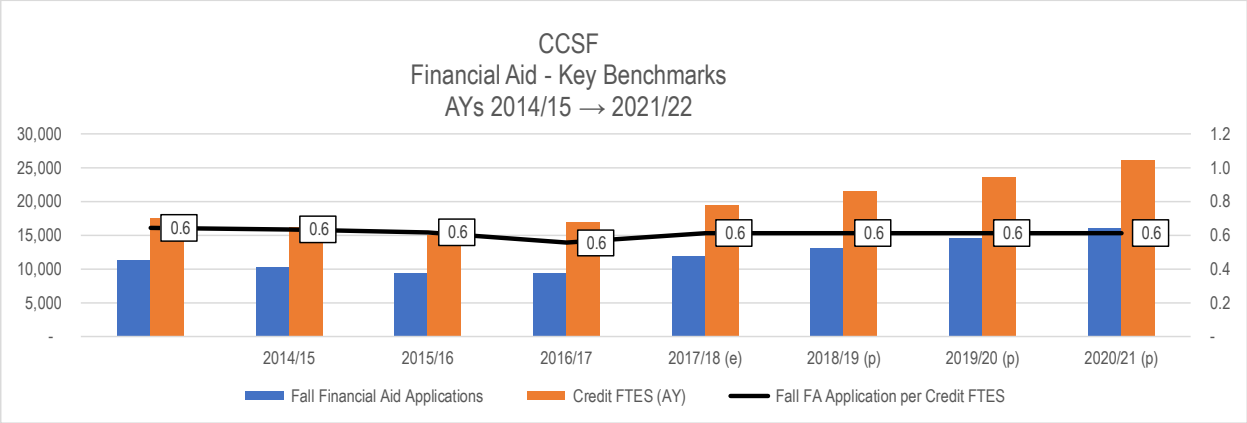
Admissions and Records - Key Benchmarks
AYs 2014/15 → 2021/22

	2014/15	2015/16	2016/17	2017/18 (e)	2018/19 (p)	2019/20 (p)	2020/21 (p)	2021/22 (p)
Fall Admissions Applications	17,567	17,692	17,229	18,276	20,969	23,145	25,561	28,243
Fall Credit Students	24,445	24,349	23,236	27,103	30,084	33,394	37,067	41,144
Fall Applications Per Credit Student	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Credit FTES (AY)	17,466	16,242	15,157	16,965	19,465	21,485	23,728	26,217
Fall Applications per Credit FTES	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1

[46] Actuals and estimates per Office of Admissions and Records

A second key leading indicator is Financial Aid applications. Early Financial Aid applications are a sign that students intend to enroll to help predict future enrollment. Further, increasing the number of applications per FTES will make it easier for students to take more units instead of needing to work.

Figure 14 - Financial Aid Key Benchmarks[47]



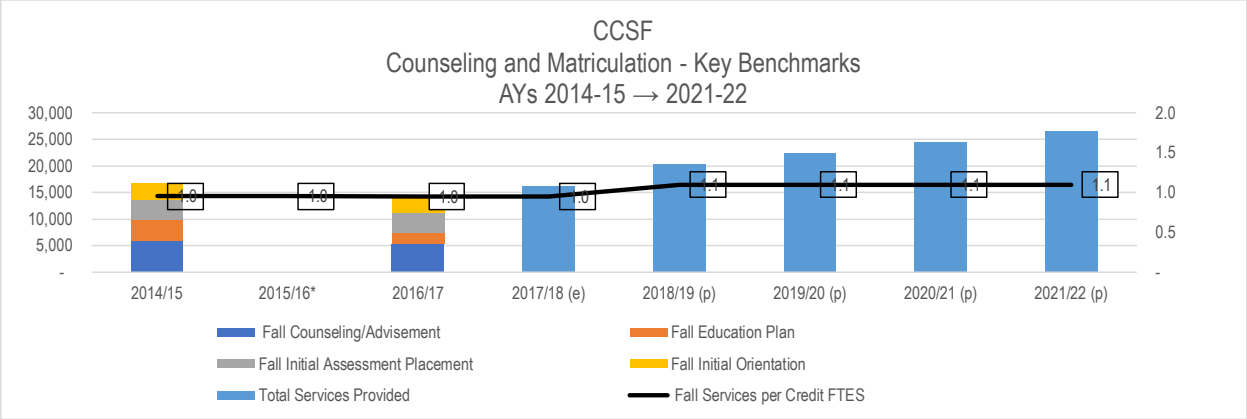
CCSF
Financial Aid - Key Benchmarks
AYs 2014/15 → 2021/22

	2014/15	2015/16	2016/17	2017/18 (e)	2018/19 (p)	2019/20 (p)	2020/21 (p)	2021/22 (p)
Fall Financial Aid Applications	11,275	10,342	9,369	9,442	11,956	13,197	14,575	16,104
Fall Packaged Students	7,783	6,826	5,545	4,779	7,214	7,720	8,290	9,072
Applications per Packaged Student	1.4	1.5	1.7	2.0	1.7	1.7	1.8	1.8
Credit FTES (AY)	17,466	16,242	15,157	16,965	19,465	21,485	23,728	26,217
Fall FA Application per Credit FTES	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6

[47] Source: Financial Aid Office, assumed rate of applications to Credit FTES would remain consistent going forward.

Finally, Counseling and Matriculation Services is another benchmark to monitor. Higher rates of students taking these services is also a good sign that they are well-engaged with the institution.

Figure 15 - Counseling and Matriculation Key Benchmarks[48]



CCSF
Counseling and Matriculation - Key Benchmarks
AYs 2014/15 → 2021/22

	2014/15	2015/16*	2016/17	2017/18 (e)	2018/19 (p)	2019/20 (p)	2020/21 (p)	2021/22 (p)
Fall Counseling/Advisement	5,973	-	5,348	-	-	-	-	-
Fall Education Plan	3,860	-	2,013	-	-	-	-	-
Fall Initial Assessment Placement	3,858	-	3,741	-	-	-	-	-
Fall Initial Orientation	2,953	-	3,304	-	-	-	-	-
Total Services Provided	16,644	-	14,406	16,124	21,411	23,634	26,101	28,839
Credit FTES (AY)	17,466	16,242	15,157	16,965	19,465	21,485	23,728	26,217
Fall Services per Credit FTES	1.0		1.0	1.0	1.1	1.1	1.1	1.1

3. INVESTMENT FOR GROWTH

The 2018/19 budget reflects software licenses and training for Starfish as well as Banner so that students can use 100% online registration by Spring 19. To guide these implementations, Student Development has created two new Associate Vice Chancellor positions.

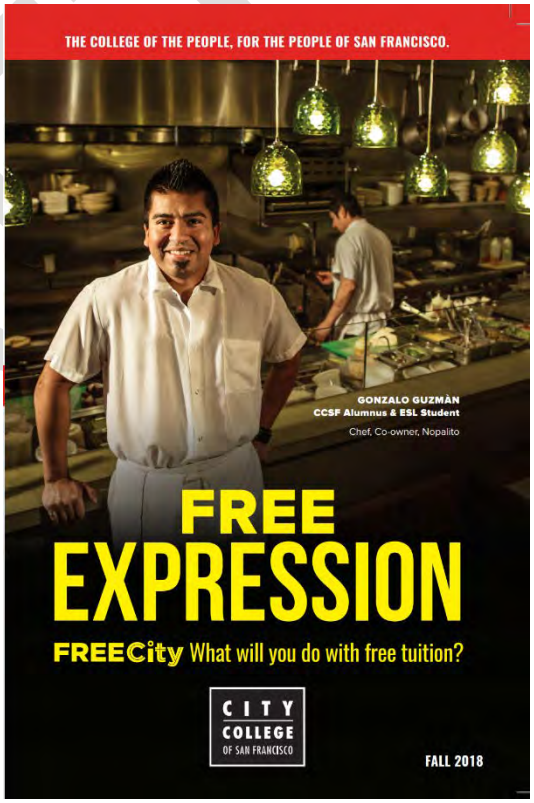
[48] Actuals per CCCCO Datamart, however, note 2015-16 data was not considered reliable. Counseling and Matriculation has committed to a 10% increase in the rate of services provided to students.

I. Marketing and Public Relations

1. BACKGROUND

College has engaged Underground Advertising who led the Free City campaign and will continue to work on marketing and branding. CCSF recently hired a Director of Marketing and is in the process of hiring a Director of Media Relations. For Fall 2018, Underground will build on the momentum of Free City by establishing brand standards to make sure all visual media is consistent across all touch points such as the web site, advertising and print materials.

The College's mail-based marketing efforts have consisted of bulk mailing the schedule of classes to every residence in San Francisco three times per year - fall, spring, and summer. The College currently spends approximately $370,000 annually on this effort. For Fall 2018, the bulk-mailed schedule was replaced with a more marketing-oriented print brochure describing an overview key programs and encouraging students to visit the website. Starting with Spring 2019, the College plans to redirect the financial resources currently used in the printing and mailing of schedules of classes to targeted marketing. Metrics will also be established to track program effectiveness and refine future marketing programs.



The College plans to update the website and the web experiences that students encounter in navigating web-based processes, such as registration.

SEIU has expressed interest in marketing and outreach to educate City workers about the program and Free City. With a large number of SEIU members around San Francisco, CCSF Marketing can work through the SEIU local to promote programs, whether through Free City, City University or as a retraining benefit for Workers Compensation.

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With thousands of San Francisco residents attending events such as Sunday Streets, Off the Grid, and numerous other cultural events around the City, CCSF supports these efforts on an informal volunteer basis. Beginning Spring 2019, the Office of Outreach will take over these efforts to engage with the community in the one-on-one marketing to help potential students learn what opportunities are out there for them.

Meanwhile, around the City, academic units are active in their communities. Within the School of Behavioral Sciences, Social Sciences, and Multicultural Studies, the Departments enjoy strong community connections. The Asian Studies Department participates in the Chinese New Year Parade and other events. Philippine Studies is involved with numerous community groups, as well as in the Philippine education community. The newly developing Critical Pacific Islands & Oceania Studies supports local community events and also focused on improving the experience for these students on campus.

Latin American/Latino Studies did an extra push to the Latino community to raise enrollment and qualify as a Hispanic Serving Institution. LGBT Studies and other departments participated in the SF Pride Celebration and Parade, as well as the numerous street fairs and community events that take place in and around San Francisco such as the LGBTQ Film Festival and Transgender Film Festival. Women's Studies builds visibility at SFUSD through the Expect Respect SF ERSF, teaching about affirmative consent and healthy relationships per the new state mandate and in the community raising awareness about violence.

English has organized readings with well-known writers and poets, which attract members of the community to become aware of CCSF offerings and to engage with programs. Anecdotal evidence indicates that non-traditional students are attracted to the Creative Writing classes, and that these students are also enrolling in other departments such as IDST. The Forum Lit Club has produced a dynamic online zine for both Spring and Fall 2016 semesters. The Creative Writing program is sponsoring a Visiting Writers Series, in which noted authors speak and do readings to community members and students at the Ocean and Mission Centers.

World Languages is enrolling SFUSD students in Chinese classes for heritage speakers and immersion school graduates. This began as a CCSF program with Lincoln High School for students that had already passed the Chinese AP exam and wanted to continue their studies of

Chinese. With participation in the Linkages Chinese Flagship Grant (and the outreach paid for by the grant) the program has been expanded to all SFUSD high schools and some private schools in SF and Marin Counties. Meanwhile, World Languages also distributes posters and buttons at community events and maintains Facebook and Twitter pages to help build broader awareness.

Art instruction at Fort Mason is being made more visible through better collaboration with the Fort Mason Arts and Culture Center staff, attending resident meetings, and engaging in collaborative discussion with other art instruction centers at the Northern location. Moreover, CCSF Art students showcase and sell their work at an annual Fort Mason holiday sale. BEMA and Cinema collaborate to put on the Festival of Moving Image at The Roxie Theatre and Cinema and Visual Media Design students participate in the juried City Shorts Film Festival, including hosting a special high school version of the show to Balboa students, faculty, and parents. Communications Studies boasts an award-winning Speech and Debate Team. Journalism places CCSF interns at the San Francisco Chronicle and San Francisco Examiner, as well as numerous small local papers. Music offers free public concerts off-campus and on-campus and partners with community groups in the Bayview to offer IGETC approved music classes to high school students. Environmental Horticulture and Floristry students have featured arrangements at the DeYoung Museum Bouquets to Arts Exhibit each year. Theatre Arts uses the Diego Rivera Theatre for community events and, over winter 2016 created marketing materials and did a targeted mailing to prior students as well as those who had expressed an interest in Theatre Arts.

The Astronomy Department runs the CCSF Planetarium and Observatory for open houses and other community events. For the 2017 Total Solar Eclipse the department hosted a live streaming which was attended by approximately 50 people. Biology builds visibility for CCSF in the areas of ecology with various parks and recs department and the Center for Habitat Restoration (CHR) which provides opportunities for students and volunteers to participate in local habitat restoration and academic and research internships with several agencies in the San Francisco Bay Area; as well as allied health programs.

2. DATA

The following table shows the reach of the Fall 2017 advertising campaign. Future work will link impressions and registration to analyze the effectiveness of the various campaigns.

While it can be challenging to parse out the impact of single campaigns as each tends to build on one another, CCSF has been able to achieve over 41 million impressions at a cost of under 1 cent per impression.

Table 16 - Outreach Campaign Metrics Fall 2017[49]

Channel	Impressions	Budget	Cost/ Impression	Blackboard Call Volumes
Paid Digital	15,504,000	$ 134,600	$ 0.009	450
Print	990,000	10,400	0.011	8
Out-of-Home	24,658,560	75,000	0.003	44
Media Subtotal	41,152,560	$ 220,000	$ 0.005	
Agency Fees		131,100		
Total - Underground	41,152,560	$ 351,100	$ 0.009	
Collateral - CCSF	100,000	9,200	0.092	
Total	41,252,560	$ 360,300	$ 0.009	

3. INVESTMENT FOR GROWTH

The College will continue to invest in agency fees, media buys, and on-the-ground outreach to spread the word about CCSF and Free City. The College may consider also returning to the past practice of advertising underenrolled programs/classes.

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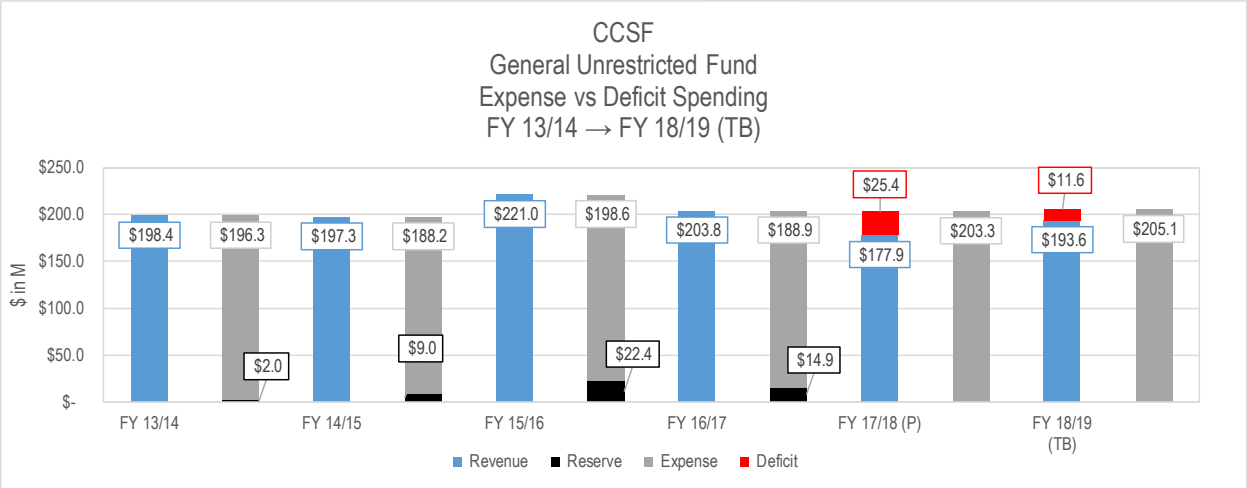
[49] Source: Public Information Office

V. Financial Analysis

To support this growth, previous sections have noted that investments will be made in marketing, software and additional administrative staff. Faculty have also been hired in high-demand areas to ensure students can enroll in classes they need. The challenge will not just be bringing in more students, but bringing expenses in line with demand.

The chart below shows that revenues increased through FY 15-16, then declined due to the loss of stability funding in FY 17-18. The College was able to build reserves but in FY 17-18 is projected to draw down $25.4 M, and another $11.6 M in FY 18-19 to cover the gap. Expenses are projected to increase slightly due to the investments described earlier, still, efficiencies will need to be found to ensure CCSF remains financially stable in the future.

Figure 16 - Expense vs Deficit Spending[50]



The next steps are to analyze projected expenses for FY 19-20 and beyond, as well as to determine the targeted FTEF/FTES ratios needed to attain growth objectives while minimizing risk.

[50] Source: Tentative Budget

VI. Appendix 1: Updates Since Previous Plan

In the 2016 plan, the following recommendations were determined to have the highest short-term impact and were assigned the highest priority.

Highest Impact Recommendations		
Name	Summary Description	Status
Distance Education	• Expand distance education courses with a focus on offering a comprehensive general education program.	• See Online Education for the current status and updates.
City of San Francisco Employees	• Capitalize on the "City University" available to all city employees. • Develop into a structured 18-month cohort to be marketed toward working adults.	• City University – feedback from City was that 18-week courses was not as helpful as short-term workshops. • The Working Adult Degree Program was launched as part of a Centers strategy. • Targeted marketing to SEIU is planned.
Matriculation and Enrollment Policies, Streamlining	• Make the enrollment process less confusing • Increase responsiveness to emails and phone calls,	• See Student Development.
Comprehensive Marketing, Advertising and Public Relations Plan	• The college lacked a public information office, dedicating marketing/advertising staff, as well as an ongoing budget to support efforts.	• See Marketing and Public Relations
Create and Market Center Identities	• Identify "anchor" or fully developed programs available at each center.	• See Centers
SFUSD Partnership Office	• Identify a college wide office to support high school partnerships and programs to act as a single point of contact.	• See High School Partnerships
Cooperative Work Experience Education (CWEE)	• Promote enrollment of student workers, students who work while attending school units.	• The CWEE plan has been launched and departments are creating their courses. For Fall 2017 enrollment, there were 511 students in 33 different courses. CCSF has informed community-based organizations and city workforce initiatives.

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In the 2016 plan, the following Foundational Recommendations were determined to have the longer-term impact and were assigned a medium priority.

Foundational Recommendations		
Name	Summary Description	Status
Instructional Service Agreements with SFFD and SFPD	• Build institutional infrastructure to support implementing Instructional Service Agreements (ISAs) with both the San Francisco Fire Department (SFFD) and San Francisco Police Department (SFPD).	• See Protective Services under Career Education.
Compressed Calendar	• Conduct a feasibility study to assess the benefit of converting to a compressed calendar with 16-week instead of 18-week semesters to provide the opportunity for a 5-week winter intersession and expanded summer programming.	• Currently this project is on hold due to need for additional research to discuss the impact on Career Education accreditation, a cost/benefit analysis of the new calendar, and the impact on faculty and classified scheduling changes.
Program Sequencing and Scheduling Allocations	• Analyze current college offerings to ensure that program sequencing is aligned with student needs. Further, develop recommendations to support the delivery of programming at all college locations while aligning with college fiscal goals.	• See Student Centered Scheduling
Capture Apportionment for Classes Using Categorical/ Restricted Funds	• Develop college standards for approval of courses to be funded through restricted funds (thus not eligible for apportionment).	• The College has shifted some classes from restricted funds to the General Fund, but some programs, including CityBuild, remain ineligible for apportionment. Work on establishing standards continues.
Noncredit Enrollment and Attendance Tracking	• Identify a technology solution that will facilitate the use of technology for enrollment and attendance tracking all Noncredit programs throughout the college.	• See Noncredit Strategies

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In the 2016 plan, the Ongoing Recommendations were activities that were already resourced at the beginning of the 2016-2018 plan and were ongoing at the time of the plan publication.

Ongoing Recommendations		
Name	Summary Description	Status
Establish Benchmarks for Growth for High Demand Programs	• Establish and apply benchmarks for the growth of high demand existing and new programs including FTEF/FTES ratios, course and department enrollment/capacity rates, and classroom utilization and allocation standards.	• To do this, CCSF needs better data on its courses and students. See recommendation on Student Centered Scheduling for more information.
Perform Detailed Analysis on Historic Trends for Accurate Forecasts	• CCSF is building its reporting capacity and Deans and Department Chairs will have the data to analyze how to rebuild their programs through targeted outreach and program development	• To do this, CCSF needs better data on its courses and students. See recommendation on Student Centered Scheduling for more information.
Short-Term Vocational Programs	• Identify new short-term vocational programs which can be developed and promoted through the AEBG.	• See Noncredit Strategies
Evaluate Student Food Services for Evening Students	• Through the Facilities Master Plan, food services should be evaluated with the goal of providing access to food for evening students, as well as at all centers	• At Ocean Campus, students have multiple options such as the student cafeteria, Whole Foods and small businesses in the plaza, food trucks, leased spaces and vending machines. • Purchasing continues to monitor and make sure services are available.
Campus Maintenance and Security Standards	• Through the Facilities Master Planning process, maintenance and security standards need to be identified for each college location.	• Sites are evaluated. Faculty, staff and students are encouraged to file a work order with Buildings and Grounds if there is an apparently unsafe condition such as poor lighting.

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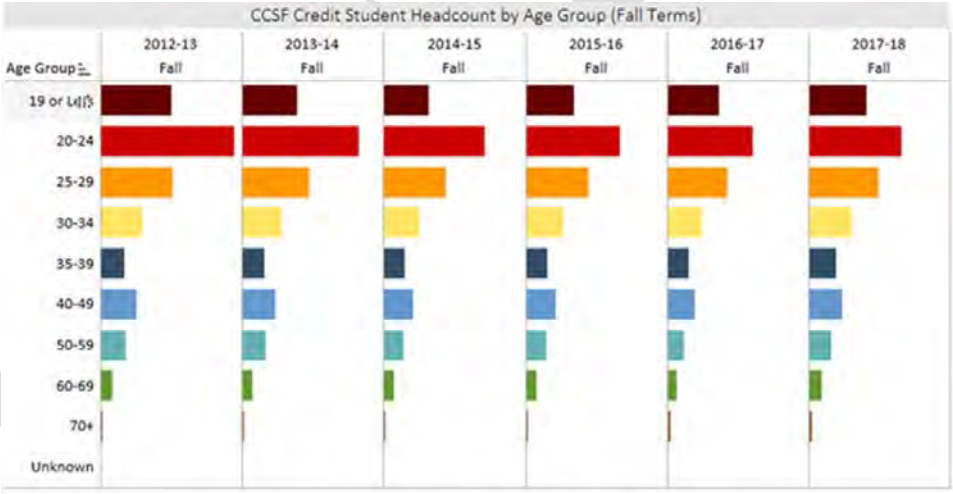
VII. Appendix 2: Additional Student Data

Finally, this section has additional student demographic data for Credit and Noncredit students. Age, ethnicity and gender are provided for Credit, and age, ethnicity, gender and prior education are provided for Noncredit.

The distribution of Credit students by age is illustrated below. Student headcounts declined in all age groups between 2012 and 2016 except for those aged 70 and above. The largest decline was in the traditional college-age group: those aged 20 to 24. In Fall 2017 all age groups experienced notable increases. The largest increases, in terms of percentages, were among those aged 30 and above (20% or more in each category). Increases among those aged 24 and below rose by less than 10%.

Figure 17 - CCSF Credit Student Headcount by Age Group[51, 52]



CCSF Credit Student Headcount by Age Group (Fall Terms)

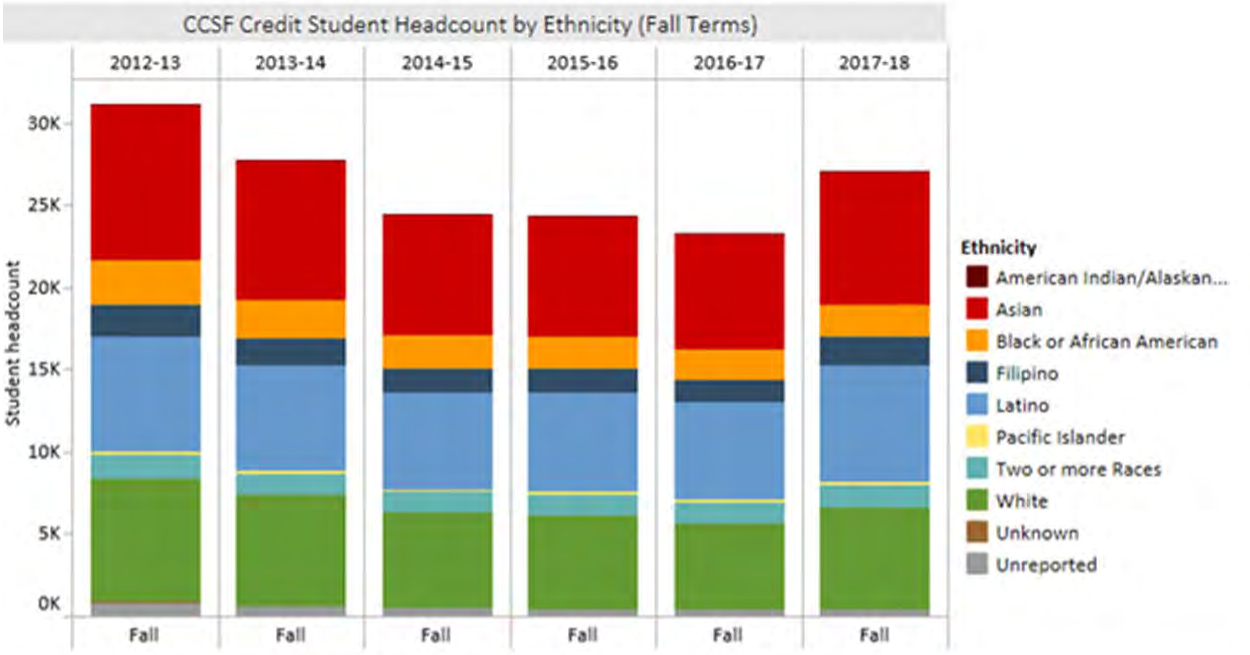
Academic Year / Semester

Age Group	2012-13 Fall		2013-14 Fall		2014-15 Fall		2015-16 Fall		2016-17 Fall		2017-18 Fall	
19 or Less	5,276	16.9%	4,096	14.7%	3,408	13.9%	3,617	14.9%	3,882	16.7%	4,271	15.8%
20-24	9,957	32.0%	8,710	31.4%	7,441	30.4%	6,983	28.7%	6,311	27.2%	6,897	25.4%
25-29	5,351	17.2%	4,989	18.0%	4,595	18.8%	4,652	19.1%	4,471	19.2%	5,166	19.1%
30-34	3,083	9.9%	2,914	10.5%	2,636	10.8%	2,734	11.2%	2,602	11.2%	3,256	12.0%
35-39	1,793	5.8%	1,736	6.3%	1,590	6.5%	1,636	6.7%	1,625	7.0%	2,051	7.6%
40-49	2,708	8.7%	2,504	9.0%	2,223	9.1%	2,225	9.1%	2,078	8.9%	2,523	9.3%
50-59	1,875	6.0%	1,779	6.4%	1,542	6.3%	1,493	6.1%	1,286	5.5%	1,687	6.2%
60-69	905	2.9%	838	3.0%	792	3.2%	805	3.3%	741	3.2%	943	3.5%
70+	178	0.6%	204	0.7%	217	0.9%	204	0.8%	240	1.0%	309	1.1%
Unknown	3	0.0%	1	0.0%	1	0.0%						
Grand Total	31,129	100.0%	27,771	100.0%	24,445	100.0%	24,349	100.0%	23,236	100.0%	27,103	100.0%

[51] Bars represent numerical counts.
[52] Source: Office of Research and Planning.

Headcount disaggregated by ethnicity (self-identified) can be seen below. While all ethnic groups experienced declines in headcount between Fall 2012 and 2016, Asian, African-American, Filipino and White student headcounts fell by more than 25% each. Declines among Latino students and those who identify as "two or more races" fell by 16% and 12% respectively. In Fall 2017 all ethnic groups experienced increases in enrollment of 17% or more except for African-Americans (+7%) and those identifying as "Two or more races" (+9%).

Figure 18 - CCSF Credit Student Headcount by Ethnicity[53]



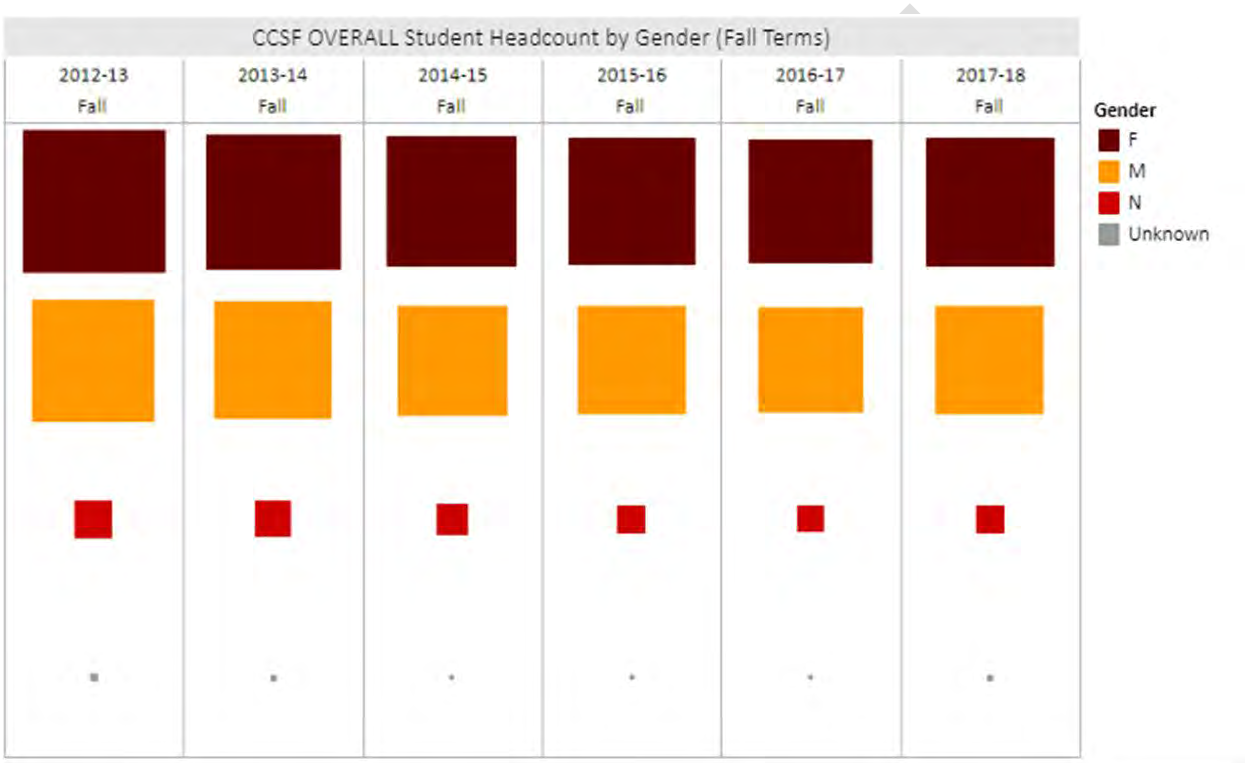
CCSF Credit Student Headcount by Ethnicity (Fall Terms)

	Academic Year / Semester											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
Ethnicity	Fall		Fall		Fall		Fall		Fall		Fall	
American Indian/Alaskan Native	80	0.3%	76	0.3%	57	0.2%	74	0.3%	56	0.2%	69	0.3%
Asian	9,466	30.4%	8,502	30.6%	7,358	30.1%	7,336	30.1%	6,945	29.9%	8,111	29.9%
Black or African American	2,664	8.6%	2,351	8.5%	2,041	8.3%	1,908	7.8%	1,854	8.0%	1,987	7.3%
Filipino	1,924	6.2%	1,645	5.9%	1,435	5.9%	1,473	6.0%	1,411	6.1%	1,717	6.3%
Latino	7,043	22.6%	6,327	22.8%	5,861	24.0%	5,985	24.6%	5,920	25.5%	7,037	26.0%
Pacific Islander	204	0.7%	213	0.8%	175	0.7%	188	0.8%	172	0.7%	209	0.8%
Two or more Races	1,452	4.7%	1,305	4.7%	1,202	4.9%	1,273	5.2%	1,268	5.5%	1,378	5.1%
White	7,469	24.0%	6,736	24.3%	5,788	23.7%	5,698	23.4%	5,250	22.6%	6,212	22.9%
Unknown	1	0.0%										
Unreported	826	2.7%	616	2.2%	528	2.2%	414	1.7%	360	1.5%	383	1.4%
Grand Total	31,129	100.0%	27,771	100.0%	24,445	100.0%	24,349	100.0%	23,236	100.0%	27,103	100.0%

[53] Source: Office of Research and Planning.

The gender balance at the college has changed little since Fall 2012. Females comprised slightly more than 50% of the student population while males made up between 45% and 47% of the total. The gender balance at CCSF closely resembles that among all California community college students.

Figure 19 -CCSF Credit Student Headcount by Gender[54]



CCSF OVERALL Student Headcount by Gender (Fall Terms)

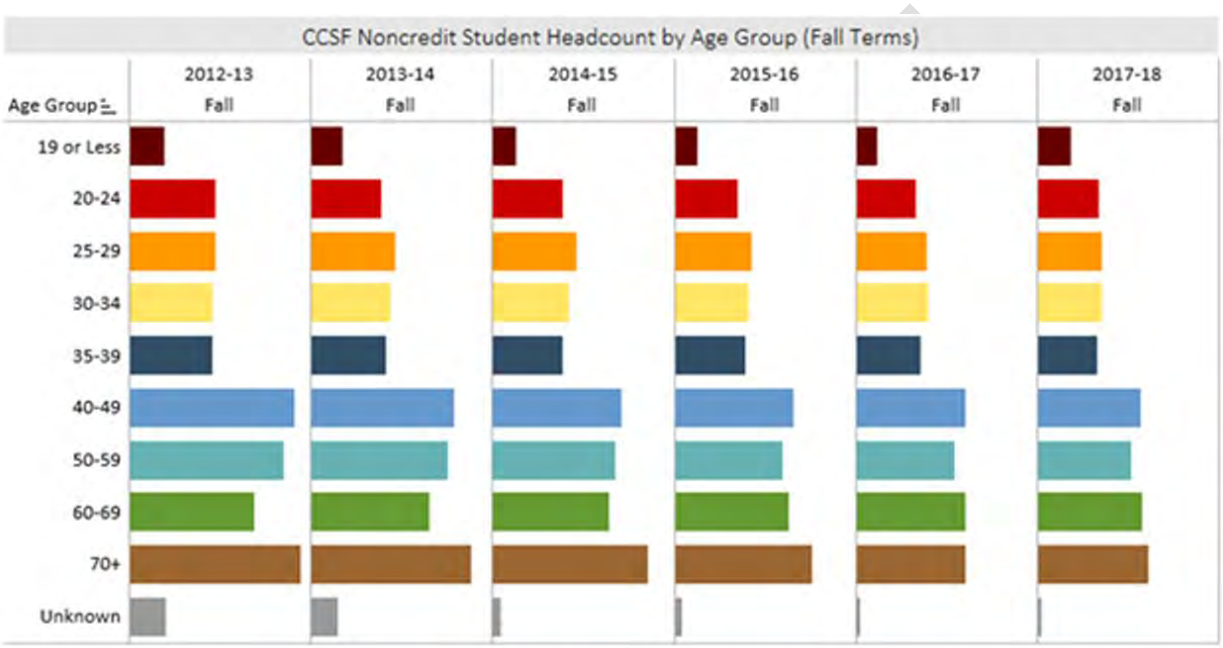
Academic Year / Semester

Gender	2012-13 Fall		2013-14 Fall		2014-15 Fall		2015-16 Fall		2016-17 Fall		2017-18 Fall	
F	29,684	55.0%	26,640	54.8%	24,500	56.1%	23,839	56.8%	22,366	56.7%	24,382	56.9%
M	22,045	40.9%	20,015	41.2%	17,661	40.4%	16,896	40.2%	16,005	40.6%	17,280	40.3%
N	2,140	4.0%	1,907	3.9%	1,470	3.4%	1,220	2.9%	1,043	2.6%	1,155	2.7%
Unknown	80	0.1%	52	0.1%	31	0.1%	24	0.1%	23	0.1%	48	0.1%
Grand Total	53,949	100.0%	48,614	100.0%	43,662	100.0%	41,979	100.0%	39,437	100.0%	42,865	100.0%

[54] Source: Office of Research and Planning.

In Fall 2017 Noncredit student headcount declined in all six age groups between the ages of 25 and 69. However, there was a 1% increase in those 70 and over, a 3% increase in those aged 20 to 24 and an increase of 64% among those aged 19 and younger (although this is one of the smaller age group counts-n = 791).

Figure 20 - CCSF Noncredit Student Headcount by Age Group[55, 56]



CCSF Noncredit Student Headcount by Age Group (Fall Terms)

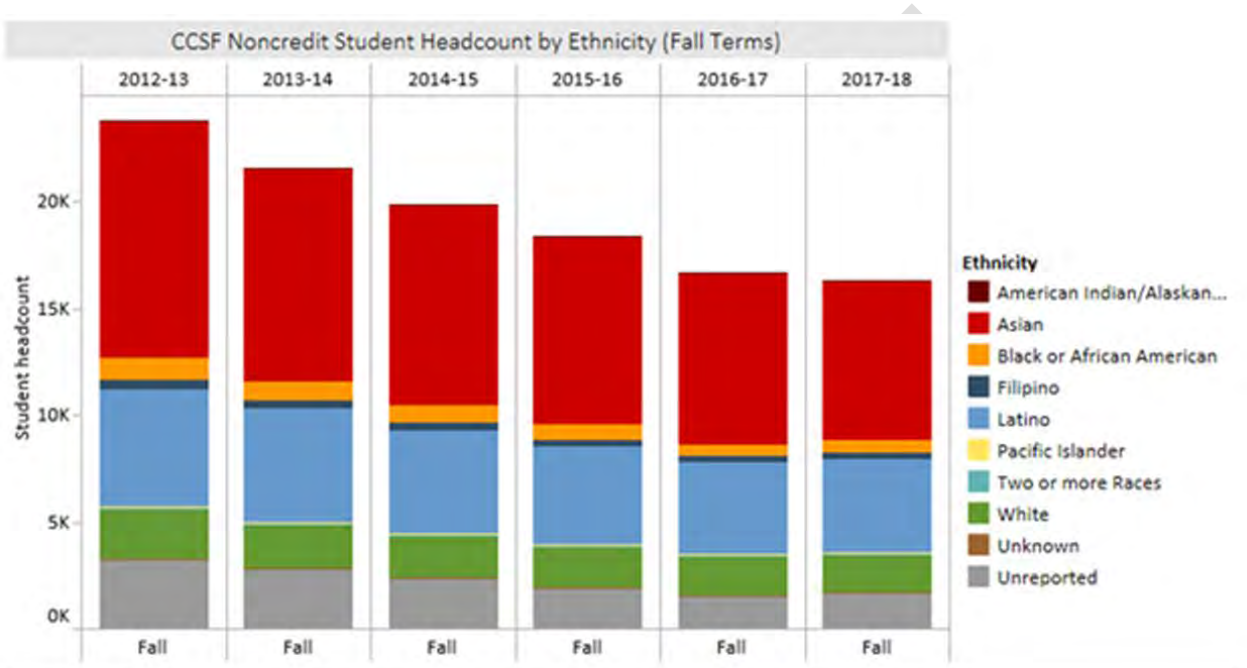
Academic Year / Semester

Age Group	2012-13 Fall		2013-14 Fall		2014-15 Fall		2015-16 Fall		2016-17 Fall		2017-18 Fall	
19 or Less	808	3.4%	764	3.5%	581	2.9%	549	3.0%	482	2.9%	791	4.9%
20-24	1,995	8.4%	1,638	7.6%	1,639	8.3%	1,449	7.9%	1,383	8.3%	1,420	8.7%
25-29	2,001	8.4%	1,951	9.0%	1,937	9.8%	1,796	9.8%	1,646	9.9%	1,495	9.2%
30-34	1,941	8.2%	1,849	8.6%	1,780	9.0%	1,728	9.4%	1,669	10.0%	1,505	9.2%
35-39	1,923	8.1%	1,742	8.1%	1,620	8.2%	1,649	9.0%	1,491	9.0%	1,403	8.6%
40-49	3,836	16.1%	3,329	15.4%	2,962	14.9%	2,746	14.9%	2,527	15.2%	2,409	14.8%
50-59	3,565	15.0%	3,192	14.8%	2,831	14.3%	2,507	13.6%	2,286	13.7%	2,179	13.4%
60-69	2,884	12.1%	2,764	12.8%	2,693	13.6%	2,654	14.4%	2,533	15.2%	2,433	14.9%
70+	3,978	16.7%	3,725	17.3%	3,586	18.1%	3,170	17.2%	2,528	15.2%	2,563	15.7%
Unknown	861	3.6%	631	2.9%	227	1.1%	163	0.9%	108	0.6%	97	0.6%
Grand Total	23,792	100.0%	21,585	100.0%	19,856	100.0%	18,411	100.0%	16,653	100.0%	16,295	100.0%

[55] Bars represent numerical counts.
[56] Source: Office of Research and Planning.

Collectively, Asian and Latino students have historically made up approximately 70% of Noncredit headcount at CCSF. In Fall of 2017 there were declines amongst White (-4%) and Asian (-7%) students. The African-American headcount remained steady and there was growth amongst Latinos (+2%) and Filipinos (+6%).

Figure 21 -CCSF Noncredit Student Headcount by Ethnicity[57]



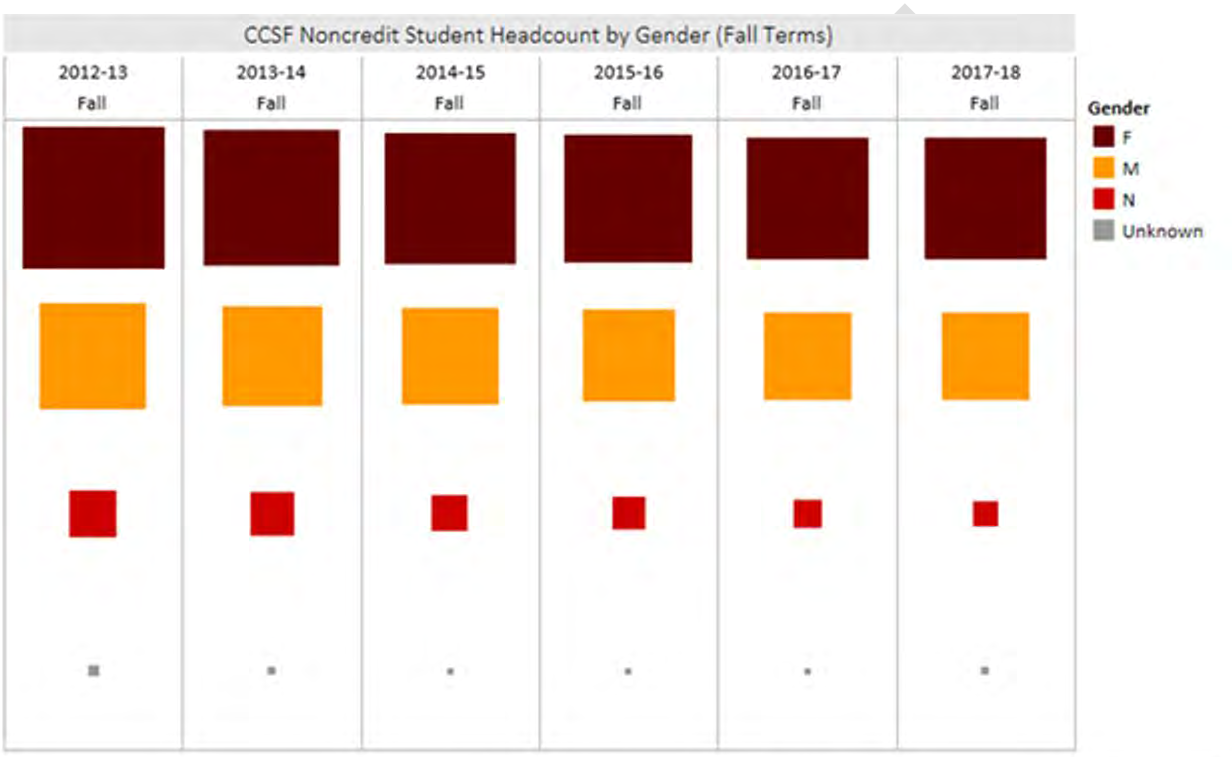
CCSF Noncredit Student Headcount by Ethnicity (Fall Terms)

	Academic Year / Semester											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
Ethnicity	Fall		Fall		Fall		Fall		Fall		Fall	
American Indian/Alaskan Native	35	0.1%	33	0.2%	28	0.1%	26	0.1%	37	0.2%	23	0.1%
Asian	11,066	46.5%	9,979	46.2%	9,360	47.1%	8,841	48.0%	7,994	48.0%	7,468	45.8%
Black or African American	1,053	4.4%	884	4.1%	807	4.1%	687	3.7%	578	3.5%	573	3.5%
Filipino	457	1.9%	397	1.8%	403	2.0%	351	1.9%	281	1.7%	298	1.8%
Latino	5,501	23.1%	5,342	24.7%	4,826	24.3%	4,570	24.8%	4,283	25.7%	4,372	26.8%
Pacific Islander	47	0.2%	49	0.2%	43	0.2%	44	0.2%	39	0.2%	33	0.2%
Two or more Races	110	0.5%	100	0.5%	84	0.4%	81	0.4%	92	0.6%	88	0.5%
White	2,251	9.5%	1,955	9.1%	1,956	9.9%	1,916	10.4%	1,786	10.7%	1,707	10.5%
Unknown	45	0.2%	32	0.1%	16	0.1%	18	0.1%	13	0.1%	37	0.2%
Unreported	3,227	13.6%	2,814	13.0%	2,333	11.7%	1,877	10.2%	1,550	9.3%	1,696	10.4%
Grand Total	23,792	100.0%	21,585	100.0%	19,856	100.0%	18,411	100.0%	16,653	100.0%	16,295	100.0%

[57] Source: Office of Research and Planning.

In Fall 2012, women comprised 60% of all Noncredit enrollments. By the Fall of 2017 they grew to 64% as the male Noncredit headcount decreased at a slightly higher rate compared to females. Between Fall 2016 and 2017 declines were roughly similar by gender: they were approximately 2%.

Figure 22 - CCSF Noncredit Student Headcount by Gender[58]



CCSF Noncredit Student Headcount by Gender (Fall Terms)

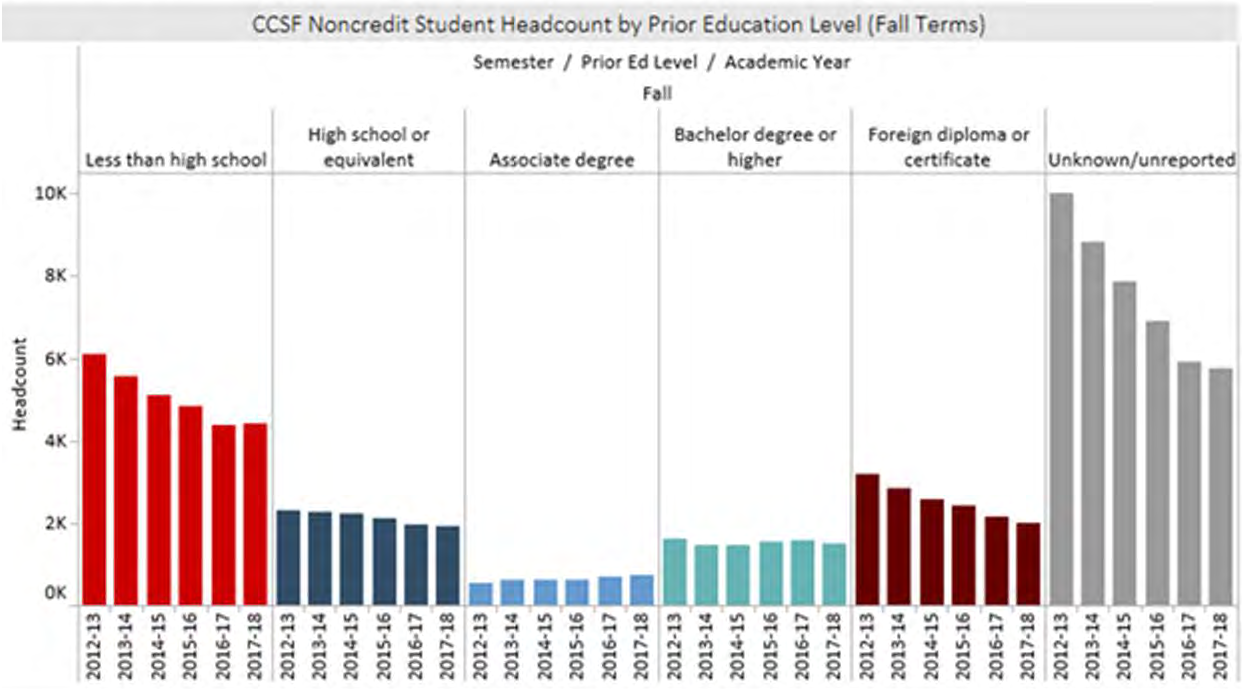
Academic Year / Semester

Gender	2012-13 Fall		2013-14 Fall		2014-15 Fall		2015-16 Fall		2016-17 Fall		2017-18 Fall	
F	14,268	60.0%	13,100	60.7%	12,273	61.8%	11,592	63.0%	10,604	63.7%	10,456	64.2%
M	7,891	33.2%	7,114	33.0%	6,612	33.3%	6,055	32.9%	5,493	33.0%	5,354	32.9%
N	1,554	6.5%	1,320	6.1%	941	4.7%	740	4.0%	533	3.2%	437	2.7%
Unknown	79	0.3%	51	0.2%	30	0.2%	24	0.1%	23	0.1%	48	0.3%
Grand Total	23,792	100.0%	21,585	100.0%	19,856	100.0%	18,411	100.0%	16,653	100.0%	16,295	100.0%

[58] Source: Office of Research and Planning.

When we are able to capture a Noncredit student's educational level (the unknown category is the largest), students having less than a high school diploma are the most likely to attend CCSF. After 4 years of continuous declines among these students, there was a slight increase in their headcount in Fall 2017 (<1%). Student headcount also increased among those having an associate's degree (+3%). Headcount in all other educational-level categories, however, declined in Fall 2017.

Figure 23 - CCSF Noncredit Student Headcount by Prior Education Level[59]



CCSF Noncredit Student Headcount by Prior Education Level (Fall Terms)

Academic Year / Semester

Prior Ed Level	2012-13 Fall		2013-14 Fall		2014-15 Fall		2015-16 Fall		2016-17 Fall		2017-18 Fall	
Less than high school	6,111	25.7%	5,557	25.7%	5,100	25.7%	4,816	26.2%	4,386	26.3%	4,411	27.1%
High school or equivalent	2,314	9.7%	2,270	10.5%	2,224	11.2%	2,106	11.4%	1,975	11.9%	1,902	11.7%
Associate degree	550	2.3%	630	2.9%	625	3.1%	628	3.4%	698	4.2%	721	4.4%
Bachelor degree or higher	1,619	6.8%	1,444	6.7%	1,475	7.4%	1,529	8.3%	1,557	9.3%	1,505	9.2%
Foreign diploma or certificate	3,186	13.4%	2,857	13.2%	2,584	13.0%	2,410	13.1%	2,132	12.8%	1,991	12.2%
Unknown/unreported	10,012	42.1%	8,827	40.9%	7,848	39.5%	6,922	37.6%	5,905	35.5%	5,765	35.4%
Grand Total	23,792	100.0%	21,585	100.0%	19,856	100.0%	18,411	100.0%	16,653	100.0%	16,295	100.0%

[59] Source: Office of Research and Planning.