Enrollment Management Plan

2016-2018

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I. EXECUTIVE SUMMARY

The purpose of this plan is to communicate CCSF’s efforts to rebuild enrollment after five years of steady declines due to the accreditation crisis, budget cuts, increased student fees, restrictions on financial aid, changes in the ability to repeat classes, and a strong employment economy which competed with CCSF for student time and energy.

CCSF’s five-year enrollment growth goals are to:

- Restore and grow enrollment 10% annually in both Credit and Noncredit
- Credit - return to a productivity rate of 17.2 (average class size 34.4) through efforts to increase student headcount as well as align enrollment to student demands
- Noncredit – maintain a productivity rate of 19.2 (average class size 38.4)

To achieve these goals, CCSF has committed to taking specific actions, such as:

- New programs targeting San Francisco high school students, including California Career Pathways Trust and Dual Enrollment
- New degrees, certificates and courses to target a workforce seeking to update their skills in areas that may include, but are not limited to Administration of Justice, Fire Science, and Web and Mobile Technologies
- Outreach to many population segments (such as high school students, working adults, and immigrants) through Adult Education Block Grant and targeted marketing
- Streamlining and expediting enrollment and matriculation practices to encourage qualified students to enroll in CCSF classes such as the Equal Access to Success Emergency Taskforce

CCSF also recognizes the tremendous ongoing effort made by faculty, staff and students to raise awareness of high quality instructional programs, as well as helping reinforce CCSF’s excellent reputation in the community.

The following Enrollment Management Plan provides institutional context, initial data on internal and external factors, and further details on recommendations for future action.
II. INTRODUCTION AND CONTEXT OF PLAN

CCSF shall provide a sustainable and accessible environment where we support and encourage student possibilities by building on the vibrancy of San Francisco and where we are guided by the principles of inclusiveness, integrity, innovation, creativity, and quality. Empowered through resources, collegiality, and public support, the college will provide diverse communities with excellent educational opportunities and services. We will inspire participatory global citizenship grounded in critical thinking and an engaged, forward thinking student body.

CCSF Vision Statement

The purpose of this document is to describe CCSF’s short-term activities to support the achievement of long-term goals in each key area of its mission.

CCSF has a long tradition of maximizing student enrollments by providing a broad and deep curriculum. From the 1994-1995 through the 2008-09 school years, CCSF grew by 23%, or an average of 1.6% per year, with very brief periods of reductions. Despite this long history of success, the college has experienced a significant impact on Full Time Equivalent Students (FTES) over the past five years. This impact can be attributed to many factors including a rapidly changing unemployment rate, changing San Francisco demographics, accreditation sanctions and related negative publicity, as well as changes in the California Education Code which have resulted in more restrictive access to highly desirable programs.

The Enrollment Management Committee (EMC) of the Participatory Governance Council (PGC) recognizes that in order to restore enrollment as well as to more effectively respond to changes in student needs in the future, the college requires a comprehensive plan which reflects input from all constituencies. This 2016-2018 plan is intended to be a starting point to allow the college focus upon and outline strategies to restore CCSF’s enrollment. In addition, it is to be
considered a living document, in that modifications and updates will be made as new information is obtained.

The Enrollment Management Plan and its associated documents are provided as a tool to assist the college in planning for and managing varying enrollment scenarios while responding to our current institutional context and changing educational and community needs. The plan summarizes general strategies that will provide strategic guidance in planning for course schedule development and coordination, recruitment, retention, service to students, and other aspects of the college. It has been designed in accord with the college’s policies, procedures, operational best practices, and calls for resources to focus on improving student success. Specific activities to implement the strategies are delegated to the decentralized units (schools, departments, and administrative units) and are supportive of, and in accord with, the college’s established plans and governance processes.

The overall goal is to have an integrated system that maximizes student access and student success; creates fiscal stability; and allows the college to anticipate scheduling needs and student enrollment trends. The most successful models that help to accomplish these goals incorporate outreach (recruiting and marketing), student success (retention and persistence), program and schedule development, (including room utilization), and assessment (measurement and evaluation).

Enrollment management is not simply an administrative process. Enrollment management involves the entire college community. The plan and its supporting documents shall be reviewed and updated each year and be evaluated for its impact on enrollment goals.

For more information and perspective, the Academic Senate for California Community Colleges published Enrollment Management Revisited in 2009.
III. **FIVE-YEAR OBJECTIVES**

The purpose of this section is to provide a tentative set of enrollment targets, faculty levels and the resulting financial projections.

The overall goals for the college are to:

- Restore and grow enrollment 10% per year in both credit and non-credit.
- Credit - return to a productivity rate of 17.2 (average class size 34.4) through efforts to increase student headcount as well as align enrollment to student demands.
- Noncredit – hold steady at a productivity rate of 19.2 (average class size 38.4).

The emphasis will be on restoration and growing enrollment, and allocating college resources to these areas. The section illustrates historic trends in these areas as well as future projections based on targets.

A. **Past Five Years – FTES, FTEF and Productivity Trends**

Across the college, budget cuts imposed by the state, as well as the reputational damage caused by the 2012 Show Cause and 2013 Termination of Accreditation by the ACCJC, have had a dramatic impact on enrollment. Institutional impacts have extended beyond the loss of students to include difficulty in attracting and retaining faculty, staff and administrators. Through program reviews, Department Chairs described difficulties in proving their programs’ credibility while stakeholders such as program level accrediting agencies and community members have questioned the long-term viability of CCSF.

In addition, for the past few years, enrollment declines have coincided with the decline in the region’s unemployment rate. Students in programs such as Culinary Arts and Hospitality Studies (CAHS) found well-paying jobs available before completing their certificates or degrees, thus faced with the so-called “opportunity cost” of staying in school versus taking employment immediately. Competition from other four year and proprietary schools have remained at high levels.
To calculate productivity, Full-Time Equivalent Student (FTES) assumes for Credit that one student is taking 15 units per academic semester, for one year. To illustrate, five students taking three (52.5 hour) units each for one year would equal one FTES (5 students * 3 units (or 52.5 hours) * 2 semesters = 30 units, (or 525 contact hours.) For Noncredit, FTES counts 525 actual hours of attendance, so ten students taking 52.5 hours each would equal one FTES. One Full-Time Equivalent Faculty (FTEF) = 1.0 teaching faculty workload each semester.

Institutional productivity is typically calculated by taking total FTES/FTEF, or the semesters’ FTES against the FTEF. The result is an estimate of a semester’s productivity. FTES can be described as a per semester or annual number. To estimate average class size, simply double productivity. This is because classes counted on a semester basis, and there are two semesters in a single academic year.

The following charts lay out FTES and FTEF trends for the past few years and demonstrate the impact of the enrollment management goals on future FTES and FTEF. Note that 2015-16 numbers are estimated and flagged with a striped column and the “e” designation on the y-axis.
Figure 1: Credit and Noncredit FTES Trends by Academic Year

Sources - Argos, internal documents, Bureau of Labor Statistics

Over the past four years, in an attempt to maintain stability and access for students, low-enrolled classes have been left open whenever possible. These efforts to maintain access have resulted in a corresponding reduction in FTEF/FTES rates. Productivity declined from over 17 in Credit to 12, and approximately 22 to 19 in Noncredit, as illustrated below.
Figure 2: Credit FTEF and Productivity Trends

Figure 3: Noncredit FTEF and Productivity Trends

Sources: Argos, internal documents
B. Targeted Benchmarks in FTES, FTEF and Productivity

To support restoration and growth targets, assuming no changes in the state budget, accreditation status or unemployment rate, the focus must be on targeted students who are not as sensitive to unemployment rate fluctuations, such as high school graduates from San Francisco Unified School District (SFUSD) as well as lifelong learners of all ages. Also, identifying student populations who have not historically enrolled at the college will be important to recover some enrollments permanently lost due to educational code changes, such as limits on attempts, repeatability, and the loss of Hours By Arrangement (HBA).

To address these external issues in more detail, this plan will address messages to potential students in V. Strategic Advantage; 0.F. Program Sequencing and Scheduling Allocations and new programs and outreach activities in Restoration, Growth and Innovation Opportunities.

Figure 4: Credit FTES, FTEF and Productivity Targets

Credit programs have the capacity for large scale grow within the existing FTEF in the schedule of classes. An analysis of program level allocations and schedule needs will be important as the college continues progress toward aligning schedule to current headcounts,
while maintaining room for growth in programs that demonstrate increases in headcount. Increasing headcount while increasing college productivity in the next few will allow the college to support its current programs, support restoration and growth, and identify resources needed for new program development. Because of the significant decline in FTES, it may be difficult to attain the 2010-11 FTES level of approximately 25,000 in the next five years.

FTEF will be allowed to grow strategically as student demand pushes college efficiency back towards the 17.2 level. Establishing goals for stepping up headcount and enrollment and allocating college resources will be explored in section 0.A. Establish Benchmarks for Growth for High Demand Programs.

Figure 5: Noncredit FTEF, FTES and Productivity Targets

Because Noncredit has retained a fairly high productivity rate, the goal is to increase FTES back to its historic 2010-11 level while allowing FTEF to grow, thus maintaining productivity while expanding access for students.
IV. DESCRIPTION OF STUDENTS AND SERVED COMMUNITY

The purpose of this section is to summarize the changes in Credit Students from Fall 2009 to Fall 2015 and establish a framework for analyzing these changes at a more actionable level, such as a School, Department, or Center.

Because of time constraints, a deeper level of analysis by academic unit, as well as a similar analysis for Noncredit, were not immediately available. A recommendation of the plan is to continue work in this area and incorporate information in future updates of this plan.

A. CCSF Students - Changes from 2009 to 2015

From Fall 2009 to 2015, unduplicated credit headcount declined 33%. The three largest age groups all declined by approximately the same rate and relative headcounts remained consistent.

Figure 6: Credit Students, Changes by Age Range, Fall 2009-2015

While different factors may have driven the decline in 18-22 year olds versus 28-32 year olds (for example, high school students may have felt unsure about attending CCSF, and adult students may have been working and not interested in building career skills), these declines have
contributed significantly to the college's changes in enrollment. It is critical the college analyze and develop specific strategies to restore these populations. This can be done through the development of a comprehensive marketing/advertising plan. For more information, see 0.D. Comprehensive Marketing, Advertising and Public Relations Plan.

It is important to note that age breakdown is not available for Noncredit students at this time. Future upgrades to enrollment and attendance practices, as described in 0.K. Noncredit Enrollment and Attendance Tracking will help capture more accurate data for scheduling and program planning.

Another segmentation of credit students is by prior education. The three largest categories all declined at approximately the same rate as the overall student population, as highlighted in the graphs below.

Figure 7: Credit Students, Changes by Prior Education, Fall 2009-2015

It is important to note that prior education was not available for Noncredit students at this time. Future upgrades to enrollment and attendance practices, as described in 0.K. Noncredit Enrollment and Attendance Tracking will help capture more accurate data for scheduling and program planning.
By ethnicity, we see that African American and Asian students remained at a consistent percentage of the overall student body, so their decline was proportional. However, Latino students dropped off less than at the overall college at 10%. Caucasian students declined at a much higher rate of 43% when compared to other groups.

*Figure 8: Credit Students, Changes by Ethnicity, Fall 2009-2015*

Source - Internal documents
For Noncredit students, from Fall 2009 to 2015, headcount declined by 38%.

Figure 9: Noncredit Students, Changes by Ethnicity, Fall 2009-2015

![Pie charts showing changes in student ethnicity from Fall 2009 to Fall 2015.]

While it appears that Asians grew as a percentage while other categories remained flat, note that in 2009 there was a large block of students in the system whose ethnicity was listed as Unknown that shrank, which suggests that improved internal reporting is impacting the categories.

While the detailed analysis by Center, School and Department is yet to be completed, a future update will include a stronger focus on these changes as well as specific targeted strategies to rebuild with key audiences.

B. Analysis by School/Department and Student Intention

Rather than evaluating unduplicated headcount by School, we will evaluate overall enrollments because students enroll across the curriculum during the same semester.

To recognize recent departmental and school reorganizations, the Departments in 2009 are shown in their 2015 configuration for a consistent comparison.
While all Schools declined in overall enrollments, rates varied because of changing underlying dynamics in each department. Some were more affected by changes in repeatability, such as Music within Fine, Applied and Communication Arts, or Physical Education (PE) within Health, PE and Social Services. Other Schools experienced changes due to the strong economy because students were easily able to get jobs before completing their certificates, such as CAHS in Business, Fashion and Hospitality. While the detailed analysis by Department is outside the scope of this initial plan, the next step to analyze these shifts in student demand more precisely, as well as to define strategies to increase enrollments.

One way evaluate the overall trend is by student intention. The two largest categories were BA/BS and Career Skills. Because “Undecided/Blank” was such a large category, these were omitted from the calculation of student intention by school as it was likely that these students’ intentions had not been captured. It is assumed that these segments are mutually exclusive, in that students who seek a BA/BS are less interested in career skills and vice versa, and that students’ stated goals are consistent with their actual current intentions. Finally, it is also assumed that student intentions were accurately reflected in their categories and any changes in their intentions were properly captured.
While overall enrollments are down for all schools, note that the percent seeking BA/BS degrees increased from 2009 to 2015, while those seeking career skills declined.

Figure 11: Credit Enrollments by Intention, 2009-2015

In terms of student intention, there was not a meaningful pattern by school in terms of students seeking BA/BS versus other intentions, though a future analysis by Department will likely yield more actionable results.
Students seeking Career Skills decreased across all schools. One hypothesis for this change is that schedule cuts typically happen on night and weekend classes due to the high rate of part-time faculty who teach at these hours. Thus there are fewer offerings available to students who work during the week.

Source: Internal documents
This chart may suggest that, in line with the decreasing Bay Area unemployment rate, students could be less interested and/or aware of immediate career skills. Those who are coming to CCSF are reporting longer-term goals such as the BA/BS degree. Again, examining the underlying growth in Departments and classes will suggest how to better develop new programs to address changing student needs.

For Noncredit students, the percentage of students whose intention was Unknown was approximately 90%, so any analysis by intention would be less meaningful.

When segmented by age/intention, it is the 23-27 group that showed the largest variance between career skills and BA/BS intention. As this is the second-largest age group for CCSF, and we are effectively targeting SFUSD through multiple programs, to grow CCSF we need to do further analysis on this 23-27 age group to learn how to target them because they are harder to reach than SFUSD students.

Figure 14: Credit Students by Age Group and Intention, 2009-2015

Source: Internal documents
New programs to target and grow the BA/BS segment can be found in *Restoration, Growth and Innovation Opportunities* under A. *Transfer Mission*, although the focus is primarily SFUSD graduates. New programs to target and rebuild the Career Skills segment can be found in the same section under C. *Major Workforce Growth Areas*.

C. San Francisco High School Graduates

A core group of CCSF students are those from SFUSD and other City high schools. Approximately half of 18-22 year-olds, and one-fourth of 23-27 year-olds enrolled at CCSF came from San Francisco high schools.

*Figure 15: Credit Students by Age Group and High School City*

Although the actual number of high school graduates from SFUSD, the largest pool of students has remained fairly constant, the number enrolling from certain high schools (Lincoln, Galileo and Washington) declined after 2012 when the Show Cause announcement was made.

*Source: Internal documents*
A closer look at the students’ intentions and how they changed shows that the most notable drop-offs for Lincoln and Washington were the students who wanted a BA/BS degree between 2012 and 2015. Galileo dropped off from 2009 to 2012 but grew a little in 2015.
It is likely that, due to the Show Cause and Termination from the ACCJC, the negative messages are affecting high school student enrollment, in particular the ones who are concerned about transfer. This emphasizes the need to strengthen and grow relationships with SFUSD.

More on specific activities to target these students can be found in the "SFUSD Single Point of Contact and Restoration, Growth and Innovation Opportunities" in A. Error! Reference source not found. Error! Reference source not found.
While 65% of the college’s 18 year-olds in Fall 2015 came from San Francisco high schools, this percentage drops off as the college attracts students who attended high school elsewhere and moved to San Francisco. The effects of San Francisco high school outreach efforts might linger even if they chose to take a few gap years or take summer classes while at a four-year university, hence the strong representation from these students through their mid-20’s.

Still, high school student enrollment is highly dependent on outreach activities outside of high schools. Awareness and enrollment beyond the typical San Francisco recent high school graduate must come from other sources, such as mass marketing, public relations and program outreach. Messages need to target working adults and lifelong learners. *Restoration, Growth and Innovation Opportunities* describes marketing and outreach activities across the community along with SFUSD according to the college’s mission. Section 0.D. *Comprehensive Marketing, Advertising and Public Relations Plan* explains future plans in more detail.
V. **STRATEGIC ADVANTAGE**

In January 2014, 681 faculty, staff and students were surveyed in a process called SOAR (Strengths, Opportunities, Aspirations, Results). The results were from the *Education Master Plan of 2014: Appendix L* are summarized below.

*Figure 19: Summary of SOAR Results from Education Master Plan, 2014*

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<th>Opportunities – What Needs to Improve</th>
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<td>repeatability</td>
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<td>Working environment more inclusive and collaborative</td>
<td>Integrated planning and budgeting</td>
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<td>Accreditation re-affirmation</td>
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**Source** – *Education Master Plan, Appendix L*

With a focus on enrollment restoration and growth, factors that are critical to analyze and address are:

- **Access and opportunity** – ensuring CCSF maintains its role as a center for community learning by making it easy for students to pursue their interests with the right balance of support and flexibility
- **Variety of programs and courses** – *Education Master Plan: Appendix J*, lays out a number of programs in which CCSF has a unique offering within 25 miles
- **Facilities** – making CCSF a pleasant place to attend classes
• Technology and infrastructure – ensuring CCSF has the latest computers, software and other learning tools so students can get up-to-date skills and training

• Student and support services – having well-trained staff at all student-service locations so students can navigate the processes of matriculation, enrollment, graduation and transfer

A recent survey of working professionals at the Downtown Center found that students overwhelmingly chose CCSF due to its “affordability and convenience” to their jobs. While this is positive, it’s also a concern. Research on consumer behavior shows that “affordability and convenience” are not reasons to choose something. They are reasons to not choose something – if something is unaffordable and inconvenient a consumer will find an alternative. The messages and marketing need to avoid these types of statements in favor of more positive reasons for students to come to CCSF.¹

Other positive reasons to attend CCSF have been identified, such as…

• Class sizes are smaller than at typical four-year public universities, providing more personal attention and support
• Large pool of full-time as well as long-serving part-time faculty who can build relationships with students and serve as mentors
• Communities formed around various programs, such as in Art, Foreign Language, and Multicultural Studies

Student alternatives vary depending on their educational goals. Traditional college-bound students choose between CCSF and four-year colleges/universities. Career-skills students can choose among a number of proprietary schools. For lifelong learning there are also many choices of language schools, artistic communities, and so forth.

¹ W. Fred van Raaij and Kassaye Wandwossen (1978),“Motivation-Need Theories and Consumer Behavior”, in NA - Advances in Consumer Research Volume 05, eds. Kent Hunt, Ann Arbor, MI: Association for Consumer Research, Pages: 590-59 http://www.acrwebsite.org/volumes/9488/volumes/v05/NA-05
CCSF has a strong tradition of serving non-traditional students. For these students, an important competitor to CCSF is not other educational programs, but time. Time at CCSF is an opportunity cost, spent away from jobs, families and community responsibilities. Yet this time spent is an investment in their personal growth and cultural enrichment, as well to help them better serve their jobs, families and communities. This long-term benefit could be the sustainable emphasis for future marketing messages.
VI. PROGRAMS AND SERVICES

A. Academic Affairs

CCSF has five elements to its mission. The following describes CCSF’s successes and major areas of focus by mission.

1. Transfer to Baccalaureate Institutions

The following chart shows all CCSF students who have either transferred to a four-year university, are concurrently taking classes at both CCSF and another institution, or who have returned completely to CCSF after having attended another institution.

*Figure 20: Top 10 Transfer Destinations in all Transfer Categories*

<table>
<thead>
<tr>
<th>University</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16*</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco State</td>
<td>2,331</td>
<td>2,132</td>
<td>2,291</td>
<td>1,712</td>
<td>850</td>
</tr>
<tr>
<td>UC - Berkeley</td>
<td>92</td>
<td>126</td>
<td>151</td>
<td>229</td>
<td>112</td>
</tr>
<tr>
<td>UC - Davis</td>
<td>256</td>
<td>269</td>
<td>237</td>
<td>227</td>
<td>133</td>
</tr>
<tr>
<td>San Jose State</td>
<td>237</td>
<td>164</td>
<td>204</td>
<td>207</td>
<td>145</td>
</tr>
<tr>
<td>CSU - East Bay</td>
<td>228</td>
<td>200</td>
<td>179</td>
<td>173</td>
<td>118</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>193</td>
<td>190</td>
<td>179</td>
<td>128</td>
<td>74</td>
</tr>
<tr>
<td>UC - Santa Cruz</td>
<td>127</td>
<td>140</td>
<td>120</td>
<td>118</td>
<td>68</td>
</tr>
<tr>
<td>Academy of Art University</td>
<td>166</td>
<td>156</td>
<td>129</td>
<td>112</td>
<td>36</td>
</tr>
<tr>
<td>UCLA</td>
<td>68</td>
<td>88</td>
<td>59</td>
<td>82</td>
<td>57</td>
</tr>
<tr>
<td>Art Institute of San Francisco</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>77</td>
<td>7</td>
</tr>
</tbody>
</table>

* Note - partial year only

*Source: Argos*

The two largest and closest public universities – San Francisco State (SFSU) and UC Berkeley receive the largest number of CCSF transfer students and share students during and after their time at the university.

Transfer can be defined more narrowly, as students who took 12 or more units at CCSF
before transferring, and did not concurrently enroll nor take classes at CCSF after having transferred.

Figure 21: Top 10 Transfer Destinations, 12+ CCSF Units, Transferred After CCSF

<table>
<thead>
<tr>
<th>Department</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16*</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco State</td>
<td>1,118</td>
<td>928</td>
<td>1,296</td>
<td>1,226</td>
<td>652</td>
</tr>
<tr>
<td>UC - Berkeley</td>
<td>36</td>
<td>39</td>
<td>75</td>
<td>139</td>
<td>75</td>
</tr>
<tr>
<td>CSU - East Bay</td>
<td>116</td>
<td>94</td>
<td>108</td>
<td>126</td>
<td>76</td>
</tr>
<tr>
<td>UC - Davis</td>
<td>124</td>
<td>121</td>
<td>120</td>
<td>124</td>
<td>76</td>
</tr>
<tr>
<td>San Jose State</td>
<td>93</td>
<td>58</td>
<td>89</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>Academy of Art</td>
<td>46</td>
<td>69</td>
<td>56</td>
<td>72</td>
<td>21</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>76</td>
<td>68</td>
<td>77</td>
<td>72</td>
<td>48</td>
</tr>
<tr>
<td>Art Institute of San Francisco</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>46</td>
<td>6</td>
</tr>
<tr>
<td>Golden Gate University</td>
<td>25</td>
<td>47</td>
<td>41</td>
<td>43</td>
<td>19</td>
</tr>
<tr>
<td>UC - Santa Cruz</td>
<td>29</td>
<td>53</td>
<td>41</td>
<td>39</td>
<td>42</td>
</tr>
</tbody>
</table>

* Note - partial year only

Source: Argos

The list is similar to the list of concurrent and post-transfer students. Furthermore, it does not include any institutions outside of Northern California.

Finally, SFSU has provided a list of inbound transfer majors from CCSF. What is notable is the variety of departments and student interests listed. CCSF is able to bring a diverse group of students through to transfer, preparing them for civic participation as educated members of the global community.
CCSF students are represented at SFSU across the curriculum, in the Arts and Humanities, Business and Social Sciences, as well as Science and Engineering. Because of CCSF’s broad and deep curricular offerings, CCSF provides options to students to pursue their interests and enjoy the benefits of higher education.

New programs and outreach to support the transfer mission can be found in Restoration, Growth and Innovation Opportunities under A.2. Outreach in Support of Transfer Mission.

2. Associate Degrees in Arts and Sciences

The top issuers of AA/AS Degrees at CCSF are as follows, including General Associate’s Degrees issued by the School rather than the department.
Top 10 Associate Degrees Awarded
2014-15
By School/Department

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School: Behv, Soc. Sci, &amp; Mult General</td>
<td>344</td>
<td>472</td>
<td>488</td>
<td>422</td>
<td>112</td>
</tr>
<tr>
<td>School: Science &amp; Math(STEM) General</td>
<td>199</td>
<td>310</td>
<td>340</td>
<td>262</td>
<td>62</td>
</tr>
<tr>
<td>School: Fine, Appl., Comm Arts General</td>
<td>286</td>
<td>318</td>
<td>348</td>
<td>259</td>
<td>57</td>
</tr>
<tr>
<td>Bus/Office Tech/Small Bus</td>
<td>80</td>
<td>97</td>
<td>89</td>
<td>86</td>
<td>30</td>
</tr>
<tr>
<td>Behavioral Sciences</td>
<td>28</td>
<td>45</td>
<td>93</td>
<td>83</td>
<td>22</td>
</tr>
<tr>
<td>Child Dev. &amp; Family Studies</td>
<td>60</td>
<td>92</td>
<td>75</td>
<td>79</td>
<td>24</td>
</tr>
<tr>
<td>Nursing</td>
<td>76</td>
<td>72</td>
<td>82</td>
<td>78</td>
<td>36</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>63</td>
<td>81</td>
<td>71</td>
<td>59</td>
<td>21</td>
</tr>
<tr>
<td>Cul Arts &amp; Hospitality Studies</td>
<td>0</td>
<td>40</td>
<td>77</td>
<td>45</td>
<td>28</td>
</tr>
<tr>
<td>Health Care Technology</td>
<td>19</td>
<td>25</td>
<td>23</td>
<td>40</td>
<td>14</td>
</tr>
</tbody>
</table>

* Partial year only

Source: ARGOS

As with transfer, a variety of departments and interests are represented on this list, which reinforces the concept that offering a wide variety of classes and programs continues to attract a wide variety of students.

New programs and outreach to support General Education and Associate degrees can be found in Restoration, Growth and Innovation Opportunities under B. Associate Degrees in Arts and Sciences.

3. Certificates and Career Skills Needed for Success in the Workplace

CCSF’s ability to meet workplace needs in a variety of fields is reflected in the range of departments and schools represented in the top credit certificates awarded.
New programs and outreach can be found in *Restoration, Growth and Innovation Opportunities* under *C. Major Workforce Growth Areas*.

4. **Basic Skills, Including Learning English as a Second Language and Transitional Studies**

Data on noncredit certificates is limited, as some departments issue certificates informally. If noncredit programs were tracked within the Banner system, same as Credit, and applications were processed through an auditing process the tracking could be much more accurate. For the details on the plan to bring Noncredit to Banner, see *0.K. Noncredit Enrollment and Attendance Tracking*. 

---

**Figure 24: Top 10 Credit Certificates Awarded by School/Department**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Technology</td>
<td>276</td>
<td>234</td>
<td>287</td>
<td>354</td>
<td>31</td>
</tr>
<tr>
<td>School: Fine, Appl., Comm Arts General</td>
<td>0</td>
<td>206</td>
<td>250</td>
<td>224</td>
<td>25</td>
</tr>
<tr>
<td>Child Dev. &amp; Family Studies</td>
<td>136</td>
<td>270</td>
<td>317</td>
<td>167</td>
<td>55</td>
</tr>
<tr>
<td>Auto/Moto/Construction</td>
<td>90</td>
<td>172</td>
<td>148</td>
<td>148</td>
<td>8</td>
</tr>
<tr>
<td>Bus/Office Tech/Small Bus</td>
<td>106</td>
<td>140</td>
<td>168</td>
<td>122</td>
<td>12</td>
</tr>
<tr>
<td>Health Education</td>
<td>127</td>
<td>137</td>
<td>169</td>
<td>113</td>
<td>12</td>
</tr>
<tr>
<td>Computer Networking &amp; InfoTech</td>
<td>61</td>
<td>218</td>
<td>126</td>
<td>92</td>
<td>2</td>
</tr>
<tr>
<td>Engineering &amp; Technology(Weld)</td>
<td>70</td>
<td>153</td>
<td>142</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>96</td>
<td>107</td>
<td>101</td>
<td>85</td>
<td>26</td>
</tr>
<tr>
<td>Aircraft Maintenance Tech.</td>
<td>0</td>
<td>3</td>
<td>35</td>
<td>78</td>
<td>0</td>
</tr>
</tbody>
</table>

* Partial year only

Source: ARGOS
Figure 25: Top 10 Noncredit Certificates Awarded by School/Department

Top 10 Noncredit Certificates Awarded  
2014-15  
By School/Department

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus/Office Tech/Small Bus</td>
<td>204</td>
<td>206</td>
<td>254</td>
<td>261</td>
<td>46</td>
</tr>
<tr>
<td>Transitional Studies - High School</td>
<td>100</td>
<td>133</td>
<td>83</td>
<td>99</td>
<td>34</td>
</tr>
<tr>
<td>Cul Arts &amp; Hospitality Studies</td>
<td>52</td>
<td>29</td>
<td>39</td>
<td>44</td>
<td>14</td>
</tr>
<tr>
<td>English As a Second Language</td>
<td>15</td>
<td>87</td>
<td>11</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Fashion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Health Education</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Licensed Vocational Nursing</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Auto/Moto/Construction</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Child Dev. &amp; Family Studies</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Health Care Technology</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

* Partial year only  
Source: ARGOS

An important goal for enrollment restoration and growth is ensuring that, as Noncredit students complete their educational goals, they are aware of the opportunity to matriculate into Credit programs. Although CCSF offers a series of workshops in multiple languages to help students understand the various matriculation opportunities, strengthening and expanding awareness among Noncredit populations is necessary.

5. **Lifelong Learning**

Students of all ages are attracted to CCSF’s programs. The chart below shows that in Fall 2015, over 10,000 students aged 38 and older enrolled in a variety of departments. Over 2,000 students taking credit classes are 58 and older. These students have a variety of motivations, from getting a Bachelor’s degree to career development and personal interest. These students also bring talents and abilities that extend beyond their classroom experiences and the college could solicit their expertise, including volunteering, fundraising and outreach.
6. Program Development and Scheduling

Continuing to offer accessible programs while responding to the changes in college resources and needs of students is a critical issue in the coming 2-5 years. Fiscal reductions due to loss of stability funding will have a significant impact on resources available to support program offerings. While experiencing these reductions, a focus on restoring and growing enrollments will require the potential reallocation of existing resources. As an integrated system is created per 0.A. Establish Benchmarks for Growth for High Demand Programs, potential changes in any allocation of resources will result in an impact.

The college has further strengthened its program review processes, providing an opportunity to departments and programs to report on outcomes assessment, potential curriculum development, and the resources required to support programming. This process provides rich data, which can be utilized to inform future decisions and resource allocation. Recognizing this as a source of rich data, an initial mining was completed and a summary of results is included in Restoration, Growth and Innovation Opportunities.
Recognizing the complexity of these issues and upcoming decisions, it will be necessary to carefully review and develop consensus on future program development, the allocation of schedule resources, and the breadth of offerings at the college’s various locations. To maximize participation, a taskforce is recommended. For details see 0.F. Program Sequencing and Scheduling Allocations. This taskforce will review and utilize program review and other data inputs to complete their work.

B. Student Development

Student Development plays a critical role in Enrollment Management. Prospective students need support and direction in navigating financial aid, applications, matriculation and choosing classes. The purpose of this section is to examine how Student Development is updating its processes to help make it easier for students to enroll at CCSF as well as highlight key recommendations for the future.

1. EASE Taskforce

The Equal Access to Success Emergency (EASE) Taskforce was established to ensure students have access to essential services across all centers. These services are: admissions, counseling, financial aid, student activities, access to course materials (library), bookstore, and complaint handling. By having access to these services at the centers instead of having to go all the way to Ocean campus for these services, it is expected that enrollment will grow because students won’t be discouraged due to the travel time to get to Ocean. Retention and persistence may also be improved because services will be immediately available and contextualized for the needs of that local center.

Five classified student services specialists have been hired and are now being trained while “one-stop-shops” are being established at all centers. Counseling faculty are already at all centers, and these will be expanded in Fall 2016. Financial aid counselors will be assigned to the centers on a rotating basis. All centers have an onsite library except Airport, where library services are available. Finally, the Adult Education Block Grant (AEBG) is working on creating signs and maps for all centers so students can find their way around.
2. Admissions and Records

Admissions and Records (A&R) is implementing electronic document submission process. A&R is exploring the possibility of adding front-desk staff to help students navigate the application and enrollment processes, as well as an automated system to evaluate and post Noncredit certificates. Until recently, A&R was enforcing a policy which dropped students from classes if they hadn’t paid their fees. This policy has temporarily been suspended to evaluate any potential disproportionate impact on low-income students. The suspension will extend into the fall 2016 semester when sufficient data will be available to analyze and make a permanent recommendation.

An outreach opportunity which is currently being pursued as a pilot is San Francisco residents who have applied through CCCApply, the CCCCO’s online admissions system, but never enrolled. Departments will be following up with these potential students based on their stated academic interests to encourage them to apply as well as advise them on the prerequisite and other processes that may barriers to enrollment.

A future admissions enhancement may be online application and enrollment for Noncredit students. Having a technology based process could contribute to improving the predictability of enrollment for scheduling and staffing purposes, as well as record-keeping and awarding certificates. For more on this initiative, see 0.K. Noncredit Enrollment and Attendance Tracking.
3. Financial Aid Office

The Financial Aid Office (FAO) is working on streamlining application processing through electronic document submission as well as technical enhancements for AB540 student aid processing. FAO is broadening outreach efforts to make sure potential students know financial aid is available, as well as inreach efforts to AB540 students through the Vida and Latino Services Network programs.

4. Matriculation

Matriculation, with the increase in prerequisite enforcement, is handling far more prerequisite assessments than in the past. There are plans to evaluate improvements, removing bottlenecks, and provide an easy enrollment process to avoid any barriers for students. A recent transition to the enforcement of prerequisites has been suggested as a reason for declining enrollments in specific programs including Behavioral Sciences (Psychology), Social Sciences (Economics) and Foreign Language. Further review and analysis of this policy can be used to inform future faculty, Curriculum Committee, and Academic Senate discussions.

Another example of matriculation improvements is a task force in the School of Health. They are working on a proposal for a "One-Stop" center for students interested in, or enrolled in Allied Health education programs which share requirements and services such as physical examinations, background checks, and so on. The benefit to students will be an easier time navigating requirements as well as a broader exposure to the career options available to them.

An additional financial consideration warrants mention. The landscape of higher education funding is changing in California. The Student Success Services and Programs (SSSP) initiative within the Student Success Act of 2012 (SB 1456) introduced a performance-based funding model for Fall 2014. Funding is now allocated to community colleges based on progress in assessment, orientation, and ensure educational planning for each student, managing policies that promote student success, particularly retention and persistence, and completion. There will be a balance between taking advantage of all available funding to ensure students are fully served, while recognizing, as we saw in IV. Description of Students and Served Community that many
CCSF students who come from nontraditional populations. Many of the students historically served by the college may not see the need for these services, due either to high levels of prior education as well as being lifelong learners. Some of these potential students may experience these services as a roadblock, thus further causing enrollments to decline. Student development departments are continuing discussions on how to balance access, responsiveness to new legislation, and honoring the college’s past practices. For more information on plans to address these issues, see *0.J. Matriculation and Enrollment Policies, Streamlining*.

5. **Counseling**

   The Counseling Department is implementing new software called Starfish for students to work with counselors on education planning, early alert and retention programs, as well as degree audits. This program will help CCSF meet SSSP requirements by documenting students’ education goals and identify students who are at risk so they can be offered additional services.

6. **International Students and International Education Program**

   The International Students and International Education Program (ISIEP) has experienced a decline in International students. This decline has been in relation to potential reputational damage caused by the accreditation crisis. The Brazilian STEM Community College Initiative, Fresenius University Travel and Tourism Program from Germany and SUPINFO International University from France were among the major programs cancelled as a result. ISIEP is seeking to rebuild these, along with two programs from China – a Robotics program for high school students and a Business leadership program.

7. **Child Development Preschool Services**

   The Child Development Department offers laboratory preschool services which are essential for parents and guardians of young children to be able to take classes at CCSF. Declining staffing levels, due to retirements, as well as building safety issues at the Ocean/Orfalea site has impacted enrollment levels of children. In the *Equity Report* dated December, 2015, the Equity Coordinator has been identified as a focal point for developing outreach services to make sure targeted populations are aware of childcare options at CCSF, and allowing priority enrollment.
for at-risk student populations.

8. Programs for Outreach and Support of At-risk Students

Along with enrolling large groups of students, Student Development programs such as DSPS (Ocean, CNB, Downtown, John Adams, Mission, and Southeast by appointment only); EOPS (Ocean); Guardian Scholars (Ocean); HARTS (Ocean); MESA, led by the Chemistry Department (Ocean); Learning Assistance Center (Ocean); Multicultural Retention Services (Ocean); Puente (Ocean, Mission); and the Veterans Service Office (Ocean) are essential to outreach for potential students who might not have considered college, then supporting these at-risk students through their college careers with tutoring, advising and peer-mentoring. As an example of cooperation between Academic Affairs and Student Development, Behavioral Sciences is partnering with Guardian Scholars to develop a class targeted for foster youth that will be available around Spring 2017.

To meet the needs of diverse students, CCSF offers African American Scholastic Programs (AASP), Asian Pacific American Student Success Program (ASAP) Latino Services Network (LSN) and Tulay - Filipino American Student Success Program, and the Queer Resource Center (QRC). These groups work directly with students to help create safe, supportive communities, provide outreach to the City, as well as coordinate with academic departments to create courses of interest for all students to help build self-awareness and mutual understanding.

Library and Learning Resources helps underserved students by providing books on reserve thanks to faculty donations and Equity funds, plus access to computers and a quiet place to study.

Basic Skills funds provide supplemental tutoring for students in Basic Skills English, Math, ESL and Transitional Studies to help them get to college-level. In addition, Equity funds provide peer mentoring, direct support for students such as book loans and transportation vouchers. The Basic Skills Report and Equity Report will have more details on these programs and results. More information on new programs and activities to support underserved populations can be found in Restoration, Growth and Innovation Opportunities under D. Basic Skills (Noncredit and Vocational Programs).
VII. RECOMMENDATIONS AND FIRST YEAR ACTIONS

The following recommendations have been established based on the details described in the overall plan. This section identifies specific actions, owners, expected impacts and timeframes in order of priority.

A. 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. A truly integrated system requires a timely reporting process that measures program/discipline student contact hours, available seats, productivity, and fill rate. The purpose for the reporting would be improved scheduling for student success. Careful decision making related to enrollment requires accurate projections and consistent scheduling practices. The data also needs to include room utilization, retention, success, and completion trends. Further, we must develop benchmarks for integrating new curricula into the schedule.

- Owners: Tom Boegel, Michael Almaguer; Jay Field, Ron Gerhard, Lidia Jenkins, Department Chairs, Academic Senate
- Time frame: Roll out Spring 2017 scheduling
- FTES benefit: Indirect, but helps objectively and transparently communicate priorities for adding or adjusting sections as needed
- 2016-17 action items:
  - Establish benchmarks - Summer 2016
  - Get agreement from CCSF community during Fall 2017
  - Use for planning purposes on Spring 2017 schedule

B. Short-term Vocational Programs

Identify new short-term vocational programs which can be developed and promoted through the AEBG.

- Owner: Wendy Miller, coordinating with Departments
• Time frame: 2016-17 for development, 2017-18 launch first programs
• FTES benefit: Will depend on actual untapped market
• 2016-17 action items:
  o List of preliminary projects is already in place for Fall 2016 launch
  o Evaluate based on Fall 2016 – Spring 2017 results

C. Instructional Service Agreements with SFFD and SFPD

Build institutional infrastructure to support implementing Instructional Service Agreements with both the San Francisco Fire Department (SFFD) and San Francisco Police Department (SFPD). The goal is to establish ongoing training to ensure public safety personnel maintain so-called “perishable skills,” that is, skills that are not used frequently but needed in an emergency.

• Owner: Ray Gamba
• Time frame: SFFD in Fall 2016; SFPD in Fall 2017
• FTES benefit: SFFD 1,000; SFPD 1,500
• 2016-17 action items:
  o Develop and approve Memos Of Uunderstanding (MOUs) Summer and Fall 2016
  o Develop an internal department to support these agreements including administrative and classified personnel

D. Comprehensive Marketing, Advertising and Public Relations Plan

CCSF needs to complete a comprehensive marketing, advertising and public relations plan that analyzes target audiences, programs. Although the college has historically invested in marketing and advertising efforts, there is currently a lack of internal capacity in this area. The college lacks a public information office, dedicating marketing/advertising staff, as well as an ongoing budget to support efforts.

• Owner: Jeff Hamilton
• Time frame: Launch Spring 2017
• FTES benefit: Potentially significant if untapped markets are identified and reached
• 2016-17 action items:
  o Assess effectiveness of current marketing efforts
  o Establish college-wide identity standards for developing marketing materials
  o Perform an outreach inventory, assessing gaps in coverage

E. Create and Market Center Identities

Identify “anchor” or fully developed programs available at each center. Develop marketing materials which inform students of complete programming, once identified. Consider the assignment of new programs to centers to improve FTES. Review service departments to identify potential services which could be assigned to a center or centers.

• Owners: Anna Davies, connect to Center and School Deans, Jeff Hamilton
• Time frame: Summer 2016 to begin marketing existing programs
• FTES benefit: Will depend on actual untapped market
• 2016-17 action items:
  o Launch updated marketing - Summer 2016
  o Evaluate results based on Fall 2016 enrollment
  o Develop updated brochures, handouts over Summer 2016 and Fall 2016

F. 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. Ensure attached to New Program stuff

• Owners: Anna Davies, Academic Senate Representatives, Department Chair Representatives, Administrative Representatives, Classified Representatives
• Time frame: Summer 2016 – Fall 2016
G. City University

Capitalize on the “City University” available to all city employees. Develop outreach and recruitment methods as well as matriculation services to support an accelerated degree program. At first, sell existing courses, but later develop into a structured 18-month cohort to be marketed toward working adults. This type of accelerated degree program would be focused on general education/transfer/liberal arts.

- Owners: Geisce Ly and Civic Center Dean
- Time frame: Launch Spring 2017
- FTES benefit: Potentially 27,000 San Francisco City and County employees
- 2016-17 action items:
  - Meet with key individuals at San Francisco City Human Resources, Employee Development, and other potential entry points - Summer 2016
  - Leverage relationships with other labor and community groups, such as SEIU to build awareness the program
  - Develop updated brochures and marketing materials in coordination with Departments – Fall 2016
  - Longer term: Identify programs with strong enrollment from City University participants that could be structured into the described cohort program

H. Cooperative Work Experience Education (CWEE)

Through the college CWEE plan, develop internal marketing to promote enrollment of student workers, students who work while attending school, and well as students completing CTE programs to earn CSU-transferable or CTE units.

- Owner: Associate Dean for Perkins/Work Experience
- Time frame: 2016-17
- FTES benefit: Technically hours-based apportionment, not FTES. Still, could be significant, as a high percentage of CCSF students already work while in school
- 2016-17 action items:
- Meet with all Departments with a Work Experience component to develop guidelines – Summer 2016, Fall 2016
- Establish, if necessary, updated course outlines
- Develop marketing materials to encourage students to enroll for college credits

I. 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). Educate the campus community on the priority of generating FTES by avoiding the use of restricted funds for instructional hours.

- Owner: Theresa Rowland
- Time frame: 2016-17
- FTES benefit: Small, but important to establish standards for consistency
- 2016-17 action items:
  - Begin conversion of grant-funded classes to apportionment – Fall 2016
  - Establish and communicate process for creating grant-funded courses – Spring 2017

J. Matriculation and Enrollment Policies, Streamlining

In order to make the enrollment process less confusing and to increase responsiveness to emails and phone calls, college policies should be reviewed to determine impacts on enrollment. Recommendations to update/change policies should be made to the Academic Senate and Curriculum Committee.

- Owners: Samuel Santos, Jay Field, Tom Boegel, MaryLou Leyba, Margaret Sanchez, Academic Senate
- Time frame: 2016-17
- FTES benefit: Not clear, though a student with any sort of complication in their academic history requires a remarkable amount of grit and persistence to get through
• 2016-17 action items:
  o Establish a matriculation task force to evaluate the student enrollment experience through the lens of removing barriers – Fall 2016
  o Evaluate process for prerequisite enforcement and enrollment and how these can be handled more efficiently through self-service and Banner features – Fall 2016
  o Evaluate add/drop policies which might lead to lower apportionment, such as moving deadlines for dropping without a symbol to before census – Fall 2016
  o Update college website for orientation and matriculation – Spring 2017

K. 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. Develop a comprehensive implementation plan to ensure all attendance is accurately reflected and available in a timely manner to improve scheduling, attendance reporting, and use of Insight/Canvas for Noncredit classes as are available for Credit classes. Online noncredit enrollment and attendance tracking will provide more information about noncredit students’ educational aspirations and intentions, as well as more effectively track longitudinal data about their educational trajectory. Identify barriers for use, such as some Noncredit students’ lack of familiarity with technology, need for instantly-generated ID cards, and the need for front-end enrollment staff to assist with applying and enrolling.

• Owners: Jay Field, MaryLou Leyba, Deans and Chairs from Noncredit Departments, especially Vinicio Lopez and Gregory Keech for ESL.
• Time frame: 2016-17
• FTES benefit: Not clear, though timely enrollment and attendance data will make planning and adapting much more manageable. Further, certificates could be tracked and awarded with far more accuracy and timeliness.
• 2016-17 action items:
  o Form task force to flowchart process, identify issues and Banner features that could be engaged – Fall 2016
L. SFUSD Single Point of Contact

Identify a college wide office to support high school partnerships and programs (Office of High School Programs) to act as a single point of contact, organizing and promoting dual enrollment, middle college high school, and other special admittance programs, as well as enrolling first-year college students.

- Owners: Michael Almaguer, Alex Guiriba, Edie Kaeuper
- Time frame: Establish 2016-17, ongoing
- FTES benefit: Approximately 16,000 potential high school students for dual enrollment, credit recovery and remediation; capture the approximately 30% of SFUSD graduates who do not immediately go on to four-year universities or CCSF.
- 2016-17 action items:
  - Establish an individual to play “air-traffic-controller” for SFUSD – Summer 2016, receiving inbound calls and keeping track of programs and contacts to avoid overlaps and duplicated efforts

M. 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. This might be eligible for foundation funding.

- Owners: Anna Davies, Kristen Charles
- Time frame: 2018-19
- FTES benefit: Potentially 5,000
- 2016-17 action items:
  - Work with the chancellor's office to identify a consultant who can assist with a feasibility study
N. Distance Education

Expand distance education courses with a focus on offering a comprehensive general education program. While increasing courses, conduct a survey to identify complete programs which are appropriate and where faculty are interested in converting their entire program to a distance education format. This is already an ongoing activity for some Departments, still, there may be more Departments that have potential.

- Owners: Jill Yee, Fred Teti
- Time frame: 2016-17
- FTES benefit: Could be significant as removes geographic barrier for all students
- 2016-17 action items:
  - Ongoing
  - Consider developing a Proctoring Center which could be shared by other institutions offering Distance Education and expose local students to CCSF offerings

O. Evaluate Student Activity Fee

Student government can be asked to review their current student fee structure to identify whether it is appropriate to increase the activity fee to maintain high levels of engagement for new and continuing students.

- Owners: Samuel Santos, Associated Students
- Time frame: 2016-17
- FTES benefit: Could help engagement and retention by having a richer set of on-campus activities and services for students, building a stronger campus community
- 2016-17 action items:
  - Associate Students are voting May 2016 whether to increase from $5.00 to $10.00 to cover existing operations

P. 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. If not available on site, students and employees should be made aware of local options for food.

- **Owner:** Ron Gerhard
- **Time frame:** 2016-17
- **FTES benefit:** Not clear, though ensuring spaces available for higher-demand classes could mean flexibility in raising class caps.
- **2016-17 action items:**
  - Ensure part of Facilities Master Plan

**Q. Campus Maintenance and Security Standards**

Through the Facilities Master Planning process, maintenance and security standards need to be identified for each college location. In addition, a process can be developed to annually evaluate the need for security services based on instructional program offerings.

- **Owner:** Ron Gerhard
- **Time frame:** 2016-17
- **FTES benefit:** Not clear, though ensuring a clean, pleasant, safe place to attend classes should help improve retention and student satisfaction.
- **2016-17 action items:**
  - Ensure part of Facilities Master Plan
RESTORATION, GROWTH AND INNOVATION OPPORTUNITIES

An initial mining of the 2015-16 program reviews has resulted in the summary below. This summary identifies current activities as well as future opportunities identified by department chairs, faculty and staff.

The college is revitalizing its enrollment management committee to develop a plan to specifically address restoration strategies. This section specifically highlights new degrees and certificates as well as other programs designed to expand access and enrollment in the next few years. Link back to A & G, and as we have more information and analysis we will be able to prioritize and invest in restoration and growth areas/opportunities.

As per the key areas of the college’s mission, over the next five years, CCSF plans to expand in the following areas:

A. Transfer Mission

Because the personal and economic benefits of higher education are well-accepted, transfer remains a core mission of CCSF.

1. Growth Plans in Support of Transfer Mission

a) Associate Degrees for Transfer

An Associate Degree for Transfer (AD-T) allows students to complete an associate degree and be guaranteed admission to the California State University system, as well as being given priority status for a related major program.

The following departments have proposed new AD-Ts:

- Art is launching a new degree in Art History which will be available to students Fall 2017.
- Child Development is planning two new degrees: Childhood Development, in cooperation with Sociology and Psychology; and Elementary Education in
cooperation with Geology, History, PE, Physical Science, and Math.

- The Multicultural Studies departments: African American Studies, Interdisciplinary Studies, Labor & Community Studies (L&CS), Latin American and Latino/a Studies, LGBT Studies, Philippine Studies, and Women’s Studies, as well as Health Education, are all creating a Social Justice AD-T with an emphasis in their area of focus. These will be an excellent tool for creating pathways for diverse students to help get to a four-year university while studying topics that are relevant to their own communities.

b) Metro Transfer Academy

The Metro Transfer Academy is a cohort-based program designed to support students through transfer to California State University. There are two new Metro Transfer Academies in starting Fall 2016:

- Communication Studies Department
- Art: Design, Media, Art and Communication; and in Science: Life and Computers.

Metro Transfer Academies are available at Ocean and Mission

2. Outreach in Support of Transfer Mission

For transfer-oriented programs, CCSF believes that the recent high school graduate is the most likely target market. This section will focus on outreach to high school students, while recognizing that students of all ages are likely to find our transfer-oriented programs valuable as well.

SFUSD remains the largest source of recent high school graduates, per IV.C. San Francisco High School. Student Development has led the charge in bringing these students on board. Matriculation has been hosting SFUSD students and organizing All in One Days to allow students to complete their matriculation, orientation, placement testing and registration. Counseling pairs with lead counselors at each high school to help identify students who might enroll at CCSF. Every Spring, CCSF hosts SFUSD seniors at the Ocean campus on FR1day Successful College Opportunities (FRISCO) Day to participate in an All in One Day, participate
in campus tours, and meet with representatives from the various academic departments and student groups to help choose their majors and activities. In April 2016, 950 SFUSD students attended FRISCO Day and 482 enrolled for Fall 2016. Overall, including FRISCO Day, a total of SFUSD 1,452 have applied, 850 were tested and 642 received an education plan. The Associate Dean of Outreach attends events such as the National Association of College Admissions Counselors (NACAC) College Fair for students and their parents or guardians during the Spring 2016 semester. Student Ambassadors are available to lead campus tours and will potentially participate in peer outreach at Juvenile Hall.

To bring SFUSD students in before they graduate, the Associate Vice Chancellor of Centers and Schools is expanding dual enrollment programs with CTE and Metro Academies whereby high school students can take credits at CCSF towards high school graduation as well as earn college credit. CCSF and SFUSD are also evaluating middle college high school programs for students to have exposure to college options earlier in their high school careers to start thinking about college. Finally, credit recovery programming with Transitional Studies is being offered so struggling students can graduate on time. Classes may be offered on site at SFUSD or at CCSF. Finally, Contract Education holds College for Teens/Kids (CFT) which reaches potential students during their middle school and high school years.

College and Career Pathways Trust (CCPT) is a consortium of the SFUSD, CCSF, OEWD, and industry partners and, while more focused on workforce development than transfer, also has a transfer pathway. The emphasis is on the approximately 30% of SFUSD graduates who do not attend any college after graduation. Overall, the potential target is 16,000 SFUSD high school students to provide dual enrollment so they can finish high school with some college credits, perhaps even an Associate’s degree, whatever their goals are after high school. CCSF is limited to enrolling 2,700 FTES through this program. The first emphasis is in the Computer Science and Information Technology fields, but will be branching out soon. In addition, the Bridge to Success grant is supporting activities to strengthen the matriculation process and expand the number of SFUSD students attending the college. Both of these grant projects can develop institutionalized policies and procedures to strengthen the relationship between the college and the SFUSD.
B. Associate Degrees in Arts and Sciences

This section will talk about all the General Education areas that are creating new degrees and certificates. For those that are geared to Transfer, see A. Transfer Mission. For those geared toward workforce development, see C. Major Workforce Growth Areas.

1. Growth Opportunities in General Education

Why the emphasis on certificates and degrees? While it is true students often come to CCSF for lifelong learning or to explore their interests before settling on a major, students need to know that when they find their passion, there is a real pathway to a better job and better earnings when they earn a certificate or degree, regardless of their field of study. The following chart makes this very clear:

Figure 27: Earnings and Unemployment Rates by Educational Attainment, 2015

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Median Usual Weekly Earnings</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>$1,623</td>
<td>1.7%</td>
</tr>
<tr>
<td>Professional degree</td>
<td>$1,730</td>
<td>1.5%</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>$1,341</td>
<td>2.4%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>$1,137</td>
<td>2.8%</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>$798</td>
<td>3.8%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>$738</td>
<td>5.0%</td>
</tr>
<tr>
<td>High school diploma</td>
<td>$678</td>
<td>5.4%</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>$493</td>
<td>8.0%</td>
</tr>
</tbody>
</table>


Presenting new classes in a context of a certificate or degree and encouraging students to complete these courses of study should help raise FTES by increasing retention and persistence. And, even when during the course of taking classes, there is one that doesn’t spark their interest,
the extrinsic motivation (“stick with it and get that certificate”) and intrinsic motivation (“just one more class and I have a piece of paper”) will hopefully encourage students to continue at CCSF.

In the School of Behavioral Sciences, Social Sciences, and Multicultural Studies, Asian American Studies is creating a new AA degree to be available for students.

In the School of English and Foreign Languages, English has created a new Certificate in Creative Writing to be available Fall 2016. Foreign Language part of the is restoring its study abroad programs. And, in cooperation with Philippine Studies is considering a language certificate targeted to City of San Francisco employees.

In the School of Fine, Applied, and Communication Arts, the Art Department, is working with Interdisciplinary and Women's Studies on Museum Studies Certificate to be offered in Fall 2018. Journalism is exploring the idea of Chinese and Spanish language news writing classes. Music is in the process of developing three new certificates: Music/Computer Coding; Music Sound Technology; and Performing Arts and Social Justice. Theatre Arts has created a Certificate of Achievement in Acting to create a pathway for students.

Study Abroad, as part of the School of ESL, International Education, and Transitional Studies is revitalizing its Study Abroad program in Paris and updating those in Florence, Rome and Madrid.

2. Outreach in General Education

In 2013, Prop A passed with 78% of the vote, bringing in a much-needed $16 million to CCSF. Look at that 78% again. Why? Because of the tremendous community outreach and service our colleagues provide the City of San Francisco, raising visibility and goodwill along with generating enrollment beyond the traditional recent high school graduate.
From IV. Description of Students and Served Community, we know that a large percentage of CCSF students did not attend SFUSD and thus would not have been exposed to these outreach activities. For full target coverage, marketing CCSF’s programs to interested community members will be essential to increasing enrollment.

Interact Communications featured students from both Art and LGBT Studies in recent promotional videos. The firm is working with the Foreign Language Department to pilot a focused outreach with the Downtown Center, aimed at working professionals. Another marketing outreach project is in the works with LGBT Studies.

In 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.

LGBT Studies most notably participates 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 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.

The Foreign Language Department, part of the School of English and Foreign Languages, is enrolling SFUSD students in Chinese classes through its Linkages Chinese Flagship Grant. It started at Lincoln High School and has been expanded to all SFUSD high schools. Foreign Language also distributes posters and buttons at community events and maintains Facebook and Twitter pages to help build broader awareness. As mentioned earlier, Foreign Language is participating with Interact Communications in a pilot program to promote Downtown Center to working professionals.

The School of Fine, Applied, and Communication Arts features the Art Department at the Civic Center/Fort Mason Center, which holds Open Houses and participated in Off the Grid, a local food and beverage event attended by 5,000-8,000 people. The Cinema Department runs two
film festivals each year: City Shorts at Diego Rivera Theatre and Festival of Moving Image at The Roxie Theatre in the Mission District. Communication Studies sponsors an award-winning Speech and Debate team, which helps build visibility and prestige for CCSF among college-bound high school students as an alternative to four-year universities. Journalism places CCSF interns at the San Francisco Chronicle and San Francisco Examiner, as well as numerous small local papers. Music regularly holds free public concerts off-campus and on-campus. Theatre Arts manages the Diego Rivera Theatre. And, when the director of a local gallery, learned that CCSF was under fire from the ACCJC, the Photography Department Chair organized two public exhibitions. The selected images were chosen by a panel which included the Photography Curator for San Francisco Museum of Modern Art.

The School of Science & Mathematics boasts the Astronomy Department that runs the CCSF Planetarium and Observatory for open houses and other community events.

In Program Review, Departments were asking for outreach support. As CCSF puts together a more comprehensive marketing plan (see VII.D. Comprehensive Marketing, Advertising and Public Relations Plan) program-based marketing aimed at the broader community will be essential to growing CCSF’s enrollment and community support.

C. Major Workforce Growth Areas

CCSF’s offerings mirror those of the major job growth areas for the San Francisco Bay Area. The following section describes new degrees and major certificates by job growth area, followed by outreach to help attract students to these new programs.

Overall, Interact Communications is working with Automotive, Computer Science, Computer Networking and Information Technology (CNIT), Visual Media Design (VMD), and Marketing to create program-based marketing and outreach targeted for Fall 2016 enrollment. In future semesters, additional Associate Degrees and State-approved certificates with more than 18 units will be highlighted. The CCPT, already mentioned in transfer opportunities for SFUSD, will focus as well on non-college-bound students with a workforce development message. Also, the Career Development Center has launched a new software called “Simplicity” that can be
used by employers and student job-seekers to connect.

1. Business

The Business Department includes Business, plus specialty areas in Accounting, Marketing, Finance, Real Estate, Retail Management, and Supervision. The department offers immediately applicable certificates in both Credit and Noncredit, plus a transfer pathway and certificates for students who often already have Bachelor’s degrees.

Figure 28: Selected Business Related Job Openings, 2012-2022

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Job Openings</th>
<th>Median Annual Wage 2014</th>
<th>Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashiers</td>
<td>10,930</td>
<td>$23,785</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>10,840</td>
<td>$25,922</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>6,060</td>
<td>78,105</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>5,680</td>
<td>134,547</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Market Research Analysts and Marketing Specialists</td>
<td>5,630</td>
<td>80,996</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Management Analysts</td>
<td>5,450</td>
<td>105,802</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>5,230</td>
<td>37,870</td>
<td>High School/Equivalent</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>4,180</td>
<td>43,227</td>
<td>High School/Equivalent</td>
</tr>
<tr>
<td>Secretaries and Administrative Assistants</td>
<td>3,510</td>
<td>42,356</td>
<td>High School/Equivalent</td>
</tr>
<tr>
<td>First-Line Supervisors of Office and Administrative Support Workers</td>
<td>3,460</td>
<td>63,600</td>
<td>High School/Equivalent</td>
</tr>
<tr>
<td>Stock Clerks and Order Fillers</td>
<td>3,010</td>
<td>29,233</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Financial Analysts</td>
<td>2,470</td>
<td>107,948</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Financial Managers</td>
<td>2,220</td>
<td>156,673</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Marketing Managers</td>
<td>2,110</td>
<td>163,121</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Receptionists and Information Clerks</td>
<td>2,090</td>
<td>36,837</td>
<td>High School/Equivalent</td>
</tr>
<tr>
<td>First-Line Supervisors of Retail Sales Workers</td>
<td>1,970</td>
<td>43,559</td>
<td>High School/Equivalent</td>
</tr>
<tr>
<td>Property, Real Estate, and Community Association Managers</td>
<td>1,950</td>
<td>72,533</td>
<td>High School/Equivalent</td>
</tr>
</tbody>
</table>

Source: Employment Development Department Labor Market Information Division
Published: December 2014

a) New degrees and certificates

In terms of new programs, Construction Office Administration, in cooperation with Construction was just approved and goes live Spring 2017. The International Business
Certificate, a key attraction point for International students, has also been updated and relaunched. Contract Education delivers training for private employers in writing, communication and customer service. The Mission Center now offers a Real Estate certificate.

b) Outreach

Downtown is positioning itself as the “Business and Hospitality” destination. The Center Dean serves on the board of neighborhood CBOs boards which help promote the college to business owners, community leaders, influential supporters, and education advocates. In Spring 2016 the Downtown Center held its second annual Job Fair. CCSF students as well as community members were invited to meet representatives from 15 employers and 3 employment agencies.

An opportunity is the City University program, in which San Francisco government employees can take career-development classes such as Supervision. This program currently needs a focal point. For more information on City University, see VII.G. City University.

2. Leisure and Hospitality

The CCSF Department that directly serves the Leisure and Hospitality industry is CAHS. However, Business and Environmental Horticulture/Floristry (EH/F) are also involved in this industry. The following chart shows the occupations projected to have the most job openings through 2022. Students can earn training at CCSF, even without a high school diploma, to obtain a good job.
Figure 29: Selected Leisure and Hospitality Related Job Openings, 2012-2022

2012-2022 Occupations With the Most Job Openings
San Francisco-San Mateo-Redwood City Metropolitan Division
Marin, San Francisco, and San Mateo Counties

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Job Openings</th>
<th>Median Annual Wage 2014</th>
<th>Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiters and Waitresses</td>
<td>14,130</td>
<td>$22,047</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>8,570</td>
<td>$22,340</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Dishwashers</td>
<td>4,580</td>
<td>$21,392</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Cooks, Restaurant</td>
<td>4,510</td>
<td>$27,358</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Food Preparation Workers</td>
<td>4,200</td>
<td>$22,541</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Dining Room and Cafeteria Attendants and Bartender Helpers</td>
<td>3,820</td>
<td>$22,279</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Counter Attendants, Cafeteria, Food Concession, and Coffee Shop</td>
<td>3,260</td>
<td>$22,622</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>First-Line Supervisors of Food Preparation and Serving Workers</td>
<td>2,870</td>
<td>$37,253</td>
<td>High School/Equivalent</td>
</tr>
<tr>
<td>Bartenders</td>
<td>2,860</td>
<td>$23,982</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop</td>
<td>2,340</td>
<td>$25,363</td>
<td>&lt; High School</td>
</tr>
</tbody>
</table>

Source: Employment Development Department Labor Market Information Division Published: December 2014

a) New degrees and certificates

The Departments of Business, Culinary Arts and Hospitality Studies (CAHS), and Environmental Horticulture/Floristry (EH/F) are all collaborating to create an Event Planner/Designer Certificate, which is expected to be offered by Fall 2017.

b) Outreach activities

In the Leisure and Hospitality sector, the CAHS program partners with the economic and restaurant industry organizations. The program runs for older adults at Chinatown North Beach (CNB) in cooperation with the Evans Center. Five “Student Showcases” have been held at CNB to which potential employers are invited. In addition, a two-week service boot camp was held during February low-income San Francisco residents build job skills. CAHS is also working to bring adults on probation into CCSF as a cohort to build job skills.

In terms of broader public relations for CCSF, CAHS has an annual fundraiser called Wok on the Wild Side. CAHS gets scholarship support such as a $20,000 donation from the late Chuck Williams, founder of Williams Sonoma founder, as well as the San Francisco Professional Food Society (SFPFS); and the Zinfandel Advocates and Producers (ZAP) partially underwrites the
wine tasting class. CAHS has been featured in local newspapers and television shows.

To bring in new students, EHF created an apprenticeship program, which brings in 15-20 students each year. In cooperation with the California State Floral Association, Regional Occupational Programs (ROP) toured CCSF with 50 potential students. EHF by being active with gardening and floristry-related community interest groups. The San Francisco Garden Club has provided a grant for garden projects around the CCSF campus.

3. Computer Systems Design and Related Services

The primary departments involved in this field are Broadcast Electronic Media Arts (BEMA), CNIT, Computer Science (CS), and VMD, with extra coursework required in Math and Physics.

The major job opportunities in this field are listed in the chart below. 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). These CCSF departments offer both a transfer pathway as well as certificates and training for students who already have bachelor’s degrees.
Figure 30: Selected Computer Systems Related Job Openings, 2012-2022

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Job Openings</th>
<th>Median Annual Wage 2014</th>
<th>Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Developers, Applications</td>
<td>7,250</td>
<td>$109,265</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Software Developers, Systems Software</td>
<td>4,980</td>
<td>$115,811</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Computer Systems Analysts</td>
<td>3,800</td>
<td>105,299</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Computer and Information Systems Managers</td>
<td>2,620</td>
<td>158,134</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Computer Programmers</td>
<td>2,290</td>
<td>98,399</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Computer User Support Specialists</td>
<td>2,250</td>
<td>67,997</td>
<td>Some college</td>
</tr>
<tr>
<td>Web Developers</td>
<td>1,910</td>
<td>89,729</td>
<td>Associate's degree</td>
</tr>
</tbody>
</table>

Source: Employment Development Department Labor Market Information Division Published: December 2014

a) New degrees and certificates

CS, CNIT and VMD are creating a new Web and Mobile Technology Pathway, and VMD are collaborating to develop a Game Programming and Design Certificate including a new Game Programming course that will be available Fall 2016. CNIT is exploring the possibility of a “boot camp” model to compete with the fast-track coding schools that are emerging around San Francisco. BEMA has a new certificate called Foundations in Broadcasting and has created a new Sound for Games course and certificate. CS is evaluating a Data Science curriculum and certificate. Finally, the Mission Center is expanding its future offerings to include more CNIT and BEMA classes.

b) Outreach

BEMA has placed interns at industry sites, video production and post-production companies, and serve with live sound and event production companies at local festivals. KCSF Radio, now an internet radio station, has an international audience. CNIT has community education partners and is working to reach out to underserved populations. Within VMD, the Emerge Studio has
students working on CCSF websites and producing materials. This group could be an excellent resource to do work for CCSF internally, providing experience and portfolio materials for students, as well as saving money by avoiding paying external contractors.

4. Health Care and Social Assistance

The departments that primarily support Health Care and Social Assistance are: Biology, Biotechnology (Engineering & Technology), Cardiovascular/Echocardiography Technology (CVT/ECHO), Chemistry, 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 critical part of the career development program for students.

The following chart shows the occupations projected to have the most job openings through 2022. However, note that along with Medical Scientists, many related fields in the Health Care and Social Assistance field 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.

Figure 31: Selected Health Care Related Job Openings, 2012-2022

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Job Openings</th>
<th>Median Annual Wage 2014</th>
<th>Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Aides</td>
<td>14,430</td>
<td>$24,113</td>
<td>Less than high school</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>4,790</td>
<td>133,385</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>Medical Scientists, Except Epidemiologists</td>
<td>2,060</td>
<td>109,893</td>
<td>Doctoral or professional degree</td>
</tr>
</tbody>
</table>

Source: Employment Development Department
Labor Market Information Division
Published: December 2014
a) **New Degrees and Certificates**

As mentioned earlier, Biology is creating a new AS-T to prepare students for careers that will require a Bachelor’s degree and more.

Health Education is expanding to the Southeast as well as developing certificates for Community Health Workers (CHW) in Geriatric Health, HIV Prevention and Lactation/Doula support. The department is also seeking to attract working professionals in the field by becoming certified to offer CEU/CME credit for its classes. The Southeast Center offers classes in CHW, Post-Prison Health and Youth Worker, and hopes to offer the CSW Certificate or degree in these programs along with career pathways in Drug and Alcohol Counseling and Child Development.

Dental Assisting creating a half-unit refresher course to help prepare students for new dental board exam. For CVT-ECHO, an Associate’s Degree is in process, awaiting approval from state.

b) **Outreach**

Student Health Services serves as a training site for CCSF as well as other schools, helping build visibility for our own programs. Student Health Services also works with San Francisco agencies various public health initiatives which, while targeted to students, help build visibility to these initiatives as well as to CCSF in the broader community. CCSF graduates are placed in externships and jobs all over San Francisco.

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 a clinical contracts major healthcare providers and is evaluating more partnerships for training and job placement.

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.
5. Construction

The departments related to the Construction field are Architecture, Construction, and Engineering & Technology (CAD, Electronics, Plumbing and Welding).

*Figure 32: Selected Construction Related Job Openings, 2012-2022*

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Job Openings</th>
<th>Median Annual Wage 2014</th>
<th>Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Laborers</td>
<td>2,930</td>
<td>$51,831</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Carpenters</td>
<td>2,680</td>
<td>64,663</td>
<td>High School/Equivalent</td>
</tr>
<tr>
<td>Maintenance and Repair Workers, General</td>
<td>2,050</td>
<td>47,399</td>
<td>High School/Equivalent</td>
</tr>
</tbody>
</table>

*Source: Employment Development Department*

*Labor Market Information Division*

*Published: December 2014*

a) New degrees and certificates

Architecture is creating both a Certificate and Associate’s in Building Information Modeling to serve this industry in cooperation with Construction Management and Engineering & Technology. Construction, with Business, has created a new certificate in Construction Office Administration.

b) Outreach

CityBuild Academy is a construction job training program available at the Evans Center. Transitional Studies works with CityBuild along with the local construction unions and private construction contractors to help students work through their programs. More on Transitional Studies and CityBuild can be found in *Error! Reference source not found.*

6. Child Development
The Child Development Department offers a wide range of certificate and degree/transfer programs, along with childcare services for CCSF students and community education. The following lists several of the job opportunities for those interested in the Child Development field.

*Figure 33: Selected Child Development Related Job Openings, 2012-2022*

### 2012-2022 Occupations With the Most Job Openings
San Francisco-San Mateo-Redwood City Metropolitan Division  
Marin, San Francisco, and San Mateo Counties

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Job Openings</th>
<th>Median Annual Wage 2014</th>
<th>Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School Teachers, Except Special Education</td>
<td>2,800</td>
<td>$ 67,127</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>2,270</td>
<td>$ 33,660</td>
<td>Some college, no degree</td>
</tr>
</tbody>
</table>

#### a) New programs

As mentioned earlier, Child Development is planning two new degrees: Childhood Development, in cooperation with Sociology and Psychology; and Elementary Education in cooperation with Geology, History, PE, Physical Science, and Math. CDEV is also developing a Noncredit certificate called “Introduction to Child Development Careers” in partnership with ESL. Child Development is expanding access to its programs to the SF County Jail/5 Keys plus other CBOs and creating a K-12 pathway with SFUSD.

#### b) Outreach

CDEV has deep community relationships with numerous CBOs, provides court-mandated parenting and foster care skills training.

### 7. Public Safety

The departments that support Public Safety are: Administration of Justice and Fire Science.
CCSF is establishing, with the San Francisco Fire Department (SFFD) and San Francisco Police Department (SFPD) an Instructional Service Agreement (ISA) to provide ongoing training to public safety officers. For more information on ISAs, see *0.C. Instructional Service Agreements with SFFD and SFPD*.

The Mission Center will offer a Certificate in Forensics with Administration of Justice. Chinatown/North Beach (CNB) Center is considering a High Rise Safety Certificate with Fire Science.

8. **Other Large Occupational Areas**

The California EDD notes other jobs that will have a large number of openings through 2022.
**Figure 35: Selected Job Openings, 2012-2022**

### 2012-2022 Occupations With the Most Job Openings

**San Francisco-San Mateo-Redwood City Metropolitan Division**

**Marin, San Francisco, and San Mateo Counties**

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Job Openings</th>
<th>Median Annual Wage 2014</th>
<th>Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janitors and Cleaners, Except Maids and Housekeeping Cleaners</td>
<td>8,320</td>
<td>$25,222</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Maids and Housekeeping Cleaners</td>
<td>4,570</td>
<td>36,588</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>3,940</td>
<td>27,865</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Security Guards</td>
<td>3,820</td>
<td>30,230</td>
<td>High School/Equivalent</td>
</tr>
<tr>
<td>Lawyers</td>
<td>3,640</td>
<td>158,374</td>
<td>Doctoral/Professional</td>
</tr>
<tr>
<td>Landscaping and Groundskeeping Workers</td>
<td>2,570</td>
<td>39,016</td>
<td>&lt; High School</td>
</tr>
<tr>
<td>Parking Lot Attendants</td>
<td>1,940</td>
<td>24,766</td>
<td>&lt; High School</td>
</tr>
</tbody>
</table>

*Source: Employment Development Department Labor Market Information Division Published: December 2014*

### a) New programs

The Federal Aviation Administration (FAA) recently certified CCSF’s Certificates in Aircraft Powerplant Maintenance Technology as well as Airframe Maintenance Technology which qualifies students to take the certification exams and should help bring students to the program.

Labor & Community Studies (L&CS) is active with the community as a whole, and is creating new classes in cooperation with the Janitor’s Union SEIU Local 87. At the Evans Center, Auto-Moto K-12 pathway is being established due to strong job market indicators. Southeast is expanding its Custodial program.

### b) Outreach

Fashion holds an annual fashion show at Ruby Skye, which offers 3 students a two-year scholarship to the Academy of Art University. The event gets wide press coverage for CCSF. The Department Chair writes a fashion column for the Nob Hill Gazette.

L&CS’ partnership with Janitor’s Union SEIU Local 87 led to Noncredit classes throughout
the low-wage working community in San Francisco. However, declining enrollments have resulted in a cut to the $10,000 Noncredit Partnership Budget, which has impacted outreach efforts to the Shipyard Project and a domestic worker advocacy group, La Colectiva de las Mujeres.

D. Basic Skills (Noncredit and Vocational Programs)

The emphasis in this section is on the departments that traditionally serve students with Basic Skills needs – English, ESL, Math and Transitional Studies – as well as vocational programs designed to help these students quickly become employed.

1. New Programs

As mentioned earlier, Basic Skills funds provide supplemental tutoring for students in Basic Skills English, Math, ESL and Transitional Studies to help them get to college-level skills. In addition, Equity funds provide peer mentoring, direct support for students such as book loans and transportation vouchers.

The Adult Education Block Grant (AEBG) is a $3 million grant which provides supplemental instruction and outreach. The emphasis is on ESL and Transitional Studies, students with disabilities who have aged out of SFUSD, and short-term CTE programs with high employment potential.

Integrated Basic Education Skills Training (I-BEST) has a second instructor in a CTE classroom whose role is to help Transitional Studies and ESL students through the class. Starting in Fall 2016, classes in Business, CAHS, Child Development, CityBuild, CNIT, Health Education will be taught using the I-BEST model. The goal is to improve retention, persistence, and success, by having one class meeting two goals – building academic skills as well as career skills.
2. Outreach

To focus on underserved populations, the newly appointed Adult Enrollment Coordinator formalized an all-volunteer effort to deliver program flyers and schedules to the San Francisco Branch Libraries, local Community Benefit Organizations (CBOs), government agencies and small businesses. The focus is on neighborhoods which experience greater social problems and poverty and/or having a high concentration of immigrants. AEC also reaches out to parents of elementary school children by sending out parent packets and tables at community events such as street fairs, resources fairs put together by CBOS and government participation, festivals and BART stations. So far this Spring 2016, AEC with a team of volunteers and faculty on extra hours has distributed 19,000 pieces of material and believes has achieved over 122,000 (non-unique individual) impressions, based on visibility through its efforts. While the emphasis tends to be communities who benefit from Noncredit, the benefits are shared by all programs. Volunteer faculty are also encouraged to share information with their social media contacts, such as on Facebook and their Nextdoor community sites. Interact Communications is developing programs with ESL.

CCSF Centers are a crucial hub for community activity and overall college outreach. Civic Center has an Outreach and Communications Work Group, which, like the Adult Enrollment Coordinator, works with local CBOs and community events, in this case to specifically promote Civic Center. Mission Center hosts the community organizations on site. The Southeast Center also maintains ties with local community and government organizations.

E. Lifelong Learning – Plans in these areas

As we saw in, VI.A.5. Lifelong Learning students of all ages and education levels take classes across the college for personal interest and development. These are important for CCSF to build support for fundraising such as the Parcel tax, as well as creating contacts for fundraising through the Foundation of City College.

Continuing Education creates classes and supports co-enrollment in credit classes when students run up against repeatability limits. Continuing Education is also involved with City
University and creates middle-school and high school programs for future CCSF students. They serve as a coordination point for community education with Departments and special training with CBOs and City agencies.

Older Adults partners with city agencies to help keep the elderly population healthy and active.

PE & Dance has two performing companies — Strong Pulse Crew and Alafia — that perform within CCSF as well as at outside venues. There is a Vision Dance Series aimed at engaging high school students and an annual Dance Collage which has participation from other Bay Area Community Colleges and four-year universities; as well as Dance Week and numerous recitals which attract community members and help promote CCSF programs. The facility is available for rental by outside groups, such as the SF High School All-City Badminton tournament, generating funds and more visibility for CCSF and its programs. These classes are enjoyed by people from all walks of life across San Francisco, helping maintain strong community connections.

CCSF’s academic programs provide other attraction points for the broader San Francisco community. For more information on these efforts, see in Restoration, Growth and Innovation Opportunities under B. Associate Degrees in Arts and Sciences.