To: PGC, on behalf of the Enrollment Management Committee
From: Anna Davies (Chair), Carole Meagher (Co-Chair)
Re: Enrollment Status and Data Update

The following is a quick summary of Fall 2016 preliminary enrollment and a Spring 2017 estimate.

- **Fall 2016**
  - p (preliminary) data is from ARGOS as of October 20
    - 94 sections were cancelled for low enrollment. Impacted 404 students, average of 4.3 students per section.
    - 47 sections were added, increasing enrollment by 780 students, average 16.6 students per section.

- **Spring 2017**
  - e (estimate) assumptions
    - Enrollment assumed to be flat with Fall 2016
    - Estimated FTEF, sections count decline by 5%
    - Per the recommendations of the Schedule Development Task Force (SDTF), 230 sections in Spring 16 with 14 or fewer were identified as candidates for reduction. The average enrollment was 9.5 students
    - Of these 52 sections were approved for restoration because they met the criteria established by the SDTF, such as courses required for transfer or certificate, impact on programs or centers, single course sections, and so on.
○ An additional 14 sections were added due to innovation, in that these courses were expected to have strong enrollment due to prior high student demand or other data-based rationale.

New versus Continuing Students – Trends Fall 2009 – 2016

To analyze the student body, a first look is by student start date, or when they first appeared at CCSF. Note the large number of New and Returning students during 2009-11. These students shift into the Continuing Category and drop off as they completed their goals. A combination of negative press due to the accreditation crisis as well as the improving economy appears to have caused a drop in New enrollments during 2012, combined with the 2009-11 cohorts completing their goals.

New and Returning enrollments appear to have stabilized, still, as Continuing students finish their educations this has not been sufficient to replace them. Further, this analysis does not take into account students who dropped off due to repeatability restrictions.
Schedule Adjustments, Class Sizes, Productivity

As enrollment declined and sections were adjusted, productivity remained relatively constant, suggesting that students appear to be flexible across sections and broad categories of classes. Assuming FTES remains flat with Fall 2016, and with a 5% reduction in sections and FTEF, productivity also increases a small amount, from 12.0 to 12.6, still well below the 17.4 level seen during 2011-12 Academic Year. The small increase in productivity implies that the average class size will only increase from 24.0 to 25.2 students, still allowing for solid faculty-student interaction while slowly aligning the schedule to meet existing student demand.
Sources:

- **Actual and Preliminary: ARGOS**
  Productivity FTES/FTEF v. 160906, saved state dated 10.05.2016
- **Spring 2017e assumed versus Fall 2016p, flat headcount and 5% fewer sections and FTEF**

Since the economy started recovering, average unit loads only dropped by less than one unit, or 9% from the high in Spring 2013 of 8.7 to 7.9 and have held steady since Spring 2014. Student overall patterns have not meaningfully changed despite more of them likely being employed than in past years. With fewer students come fewer enrollments, still, they are finding their classes and booking a schedule that works for them.
Changing Student Demographics since Fall 2009.

By ethnicity, Asian and White students have declined in number, while Latino students held relatively steady. As a result, the percentage of Latino students has passed the 25% threshold for being categorized as a Hispanic Serving Institution (HSI). A Latino outreach program is being planned to replicate successes in key programs and have CCSF become eligible for supplemental funding.
By age group, all age groups have declined. However, in the short term, there has been an emphasis to increase the number of students up to the age of 24 through high school dual enrollment programs as well as increasing high school matriculation rates within and outside San Francisco Unified as these students tend to be easy to reach and are believed to be more likely to take more classes and higher unit loads than older, working students. Longer term, building visibility through transfer-oriented programs such as Metro Transfer Academy, the creation of two new Associate Degrees for Transfer in Social Justice and Art History, as well as the College and Career Pathways Trust for students accelerating their path to certificates and degrees and work experience will help make CCSF a more attractive place for recent high school graduates to enroll when they are ready.
Further, targeted outreach efforts such as attending community events including Carnaval in the Mission, Sunday Streets in multiple neighborhoods, and SF Pride which is a regional event, help promote awareness to potential students of all ages to CCSF’s breadth of programs. The experience of the CCSF employees participating in these events has been that community members are interested in both personal enrichment as well as career development.

Figure 5: CCSF Credit Headcount Trends by Age Group, Fall 2009-2016p

In conclusion, while schedule adjustments are difficult, the data suggest that students are adjusting to the changing schedule. Plans are in place to build student enrollment in focused areas for the college. The Enrollment Management Committee will continue to monitor the status of enrollment and communicate updates.