CITY COLLEGE OF SAN FRANCISCO

EDUCATION MASTER PLAN

2018-2025

Approved June 2019

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Executive Summary

City College of San Francisco (CCSF), founded in 1935, serves the academic and vocational needs of students in San Francisco. CCSF's Education Master Plan (EMP) serves as the College's long-range strategic blueprint for all institutional planning and program development. Specifically, the goals established in the 2014-2020 Education Master Plan have assisted CCSF in advancing student achievement, transforming infrastructure, and providing innovation opportunities for all. Following adoption, the College incorporated EMP 2014-2020 goals into an implementation matrix that connects goals and strategic directions to activities reflected in College-wide resource and support plans and tracks annual progress.

As 2020 approached, members of the College community identified the need to deepen and update its EMP work. As part of that context, concern was increasing about enrollment patterns, specifically the loss of Full-time Equivalent Students (FTES), which currently stands at approximately 23,000 FTES. In response, the Board of Trustees and Chancellor in Spring 2018 established an overarching goal, called the "Path to 32,000 FTES" to restore FTES to the 2012-13 level of 32,000 FTES. The EMP Update extends the College's strategic blueprint for the next seven years, taking into consideration the College's current context and needs.

The update process resulted in the articulation of eight EMP goals through 2025:

I. Improve the student experience
II. Institutionalize equity
III. Improve communication
IV. Strengthen credit and noncredit programs
V. Improve operation of the College
VI. Strengthen community, education, and industry partnerships
VII. Maintain, improve, and build facilities
VIII. Expand and encourage opportunities for professional development

This EMP Update contains a lengthy discussion of the internal and external data that informed the planning assumptions and institutional goals. Data include FTES and headcount analyses, course success rates, degrees and certificates awarded, employee demographics, labor market trends, and considerations for enrollment growth, including survey data. The EMP Update also includes qualitative data collected through listening sessions, town halls, interviews, and feedback forums.

To actualize this plan, the College is developing a revised implementation matrix that will capture progress toward meeting the goals and provide opportunities to adjust action items as appropriate. Periodic listening sessions and forums about progress will ensure community engagement.

The goals and data contained within the EMP Update serve as the foundation and guide for all planning efforts within the College.

Introduction

History of City College of San Francisco

City College of San Francisco (CCSF), founded in 1935 in response to demand for a public institution, served both academic and vocational needs of students as an integral part of San Francisco Unified School District (SFUSD). The College was first housed in temporary facilities with an enrollment of 1,074 students and 74 faculty members. The College rapidly expanded and held classes in 22 locations.

In 1937, the San Francisco Board of Education approved a building plan for the College which included the 56-acre site of what is now the Ocean Campus. With the opening of Science Hall in 1940, and with federal and state grants, the College expanded and built many new buildings during the 1950s and 1960s. In 1970, the College separated from SFUSD, and a new entity, the San Francisco Community College District (SFCCD), was formed. This entity included several neighborhood programs offered through the Adult and Occupational Education Division of SFUSD. The College maintained these neighborhood education programs primarily comprising noncredit courses.

With rapid growth, the College District subsequently formed two separate divisions: one for credit courses on the Ocean Campus and another for noncredit courses offered throughout the city of San Francisco. In 1990, the two divisions merged into a single City College of San Francisco. With approved bond measures in 1997, 2001, and 2005, totaling $491.3 million, the College renovated, expanded, and developed new buildings and facilities throughout San Francisco. The College currently serves over 60,000 students (credit and noncredit) through one main Campus (Ocean), eight Centers, one additional primary location, and a number of neighborhood sites.

Purpose of the Education Master Plan (2014-2020)

CCSF's Education Master Plan serves as the College's long-range strategic blueprint that guides institutional and program development. Specifically, the goals established in the 2014-2020 Education Master Plan have assisted the College in advancing student achievement, transforming infrastructure, and providing innovation opportunities for all. EMP 2014-2020 development included all stakeholders and identified strategic choices facing City College through data-informed conversations. Examples of data discussed for strategic import include demographic trends in the College's service area and workforce analyses. Following adoption, the College transformed the EMP 2014-2020 goals into an implementation matrix, connecting goals and strategic directions to activities reflected in College-wide resource and support plans (e.g., Student Equity Plan, Technology Plan). The College tracks and reports annually on progress toward meeting the goals as portrayed in Appendix B.

Purpose of the Education Master Plan Update (2018-2025)

As 2020 approached, members of the College community identified the need to deepen and update its EMP work. As part of that context, concern was increasing about enrollment patterns, specifically the loss of Full-time Equivalent Students (FTES) which currently stands at approximately 23,000 FTES. In response, in Spring 2018, the Board of Trustees and the Chancellor established an overarching goal, called the "Path to 32,000 FTES" to restore FTES to the 2012-13 level of 32,000 FTES. The Chancellor then initiated a process, based on current data and future trends, to update and extend the Education Master Plan to 2025. Goals established in the Education Master Plan Update 2018-2025 assist the College in further enhancing student achievement, developing infrastructure transformation, advancing financial stability, and providing additional innovation opportunities for all.

Planning Process

In March 2018, the San Francisco Community College District contracted the Collaborative Brain Trust (CBT) to facilitate development of the Education Master Plan Update, 2018-2025. This EMP Update incorporates quantitative data (Phase 1) analyzed in Spring 2018 and qualitative data (Phase 2) collected in 2018. Phase 1 focused on quantitative data assembled as internal and external scans. The Phase I report—entitled "The Path

to 32,000"—is incorporated into this EMP Update through selections in the body of the plan and via Appendices C and D. Phase 2 began with qualitative data collection through listening sessions, town halls, and phone interviews with SFUSD and SFSU educational partners (see key themes in Appendix E).

In Fall 2018, the College's EMP Workgroup, consisting of individuals from all internal constituent groups, reviewed all qualitative and quantitative data, adopted planning assumptions based on the data (see below), and developed eight draft goals intended to guide the College through 2025. The EMP Workgroup Co-chairs shared the eight goals with the College community in Fall 2018. During Spring 2019, the College community extensively vetted and refined the goals through a series of feedback forums, individual input online, and constituent and governance feedback, with final approval and adoption by the Board of Trustees in May 2019. See Appendices A and F for EMP Workgroup details and documentation of Spring 2019 feedback.

Planning Assumptions

These planning assumptions were developed after both quantitative and qualitative data were reviewed and after considerable discussion and revision by the Education Master Plan Workgroup. The assumptions represent some of the key conclusions derived from the data.

1. San Francisco's population is growing at about the same rate as that of the State and the Nation.
2. CCSF has a very positive reputation in the City. In the City, CCSF is primarily associated with "free," "good," and "affordable" education.
3. Nearly 1/3 of SF households earn less than $50,000 per year.
4. The age segments of 25-34 year-olds and 55-64 year-olds will increase as a percentage of the total San Francisco population.
5. In the City, the ages of the various race and ethnic groups vary. The African American population has a median age of 44.9 versus 42.2 for the Asian population, 40.4 for the White population, and 33.1 for the Latinx population, by far the youngest group.
6. More than 26,000 veterans live in the City, 94% of whom are male. Learning more about their demographics and educational needs will help CCSF reach out further to this equity population.
7. Though the population of the City is more highly educated than the State, 39% of the population 25 and older has less than an Associate's Degree as their highest educational attainment. This translates to more than 235,000 people.
8. There is a significant need for ESL classes in the City. Nearly 16,000 individuals between 18 and 64 years of age are limited English proficient who speak Spanish at home. And more than 44,500 people are limited English proficient who speak an Asian or Pacific Island Language at home.
9. FTES declined 39.1% from 2012-13 to 2016-17.
10. Student Headcount declined by 21.0% from Fall 2012 to Fall 2017. The largest decline was among noncredit students. Credit enrolled student headcount fell by 12.9% versus 31.5% for noncredit enrolled students.
11. Credit Enrollment Key Points
    - After four fall terms of declines, in Fall 2017 credit headcount rose by over 16%, to 27,103.
    - While headcount grew among all age groups in Fall 2017, the increases were greater among those over age 30.
    - During the period of decline, the Latinx and Two or More Races populations dropped the least. And while Fall 2017 increases affected all ethnicity groups, the African-American and Two or More Races populations experienced the smallest growth.

- The gender mix has changed little over time, and women continue to outnumber men, though only by a few percentage points.
- Analysis by geography shows that declines were greatest among students outside of San Francisco through Fall 2016. In Fall 2017, the greatest gains came from San Franciscans.
- Headcount declines were greatest among those holding a high school diploma or less up through Fall 2016. When numbers rebounded in Fall 2017, the largest growth by percentages was among those holding a bachelor's degree or higher.
- Students taking online and hybrid courses have specific needs and preferences.
- Students have different needs and preferences related to onboarding (e.g., in-person versus online counseling).
- A comprehensive general education curriculum continues to be important.

12. Noncredit Enrollment Key Points
    - The number of students enrolled in noncredit continues to decline, including in Fall 2017. However, the decline from Fall 2016 to Fall 2017 was minor.
    - Broadly speaking, declines in students enrolled in noncredit have been across all demographic categories. As a result, many proportions are similar despite the declines. For example, in Fall 2012, approximately 60% of noncredit students were 40 years old or older. In Fall 2017, that percentage was 59%.
    - The proportion of Latinx students has steadily increased from 23% to 27%. However, the number of Latinx students enrolled in noncredit declined from 5,501 to 4,372.
    - The proportion of female students increased from 60% to 64%.
    - The vast majority of students enrolled in noncredit (between 81% and 85%) have San Francisco zip codes. Another 5% to 10% are unknown.
    - Note that noncredit tends to have higher unknowns for most demographics than credit, although data collection has steadily improved.
    - Based on state data, more than 100,000 people in San Francisco could benefit from ESL classes. CCSF should improve marketing to these residents.
    - Noncredit, with short-term programs and certificates and open-entry, open-exit classes can meet the need of many students who desire shorter term programs and classes.
13. Scheduling creates problems for students to complete their programs of study. Improvements to scheduling (to suit student needs) may lead to higher FTES.
14. The survey showed that there is a substantial appetite for enrollment in education and training programs among SF adults. They are looking for Master's degrees, intensive courses, or multi-state certificates to improve their earning potential or to enable a job change, and prefer to attend part-time or in an intensive program. IT is the most considered subject area.
15. The main obstacles to completing education and training programs are cost, commuting, and scheduling.
16. Expanded online offerings will likely increase FTES.
17. Lifelong learning continues to be a need and desire for many residents of San Francisco.
18. 40% of adjunct faculty and 33% of full-time faculty are over the age of 60.
19. Closer attention needs to be given to part-time faculty, especially those teaching in the evening.
20. There is a need to expand professional development opportunities, especially in sharing new teaching and learning strategies.

21. There is a need to look more carefully at data related to retention, including reasons why students withdraw from classes.
22. Overall and programmatic data needs to be shared more broadly regarding degrees/certificates and jobs acquired as a result.
23. As CCSF continues its work to close achievement gaps, the College should periodically update and review data for focus populations, including breaking out focus populations by gender.
24. CCSF's guided pathways process "Re-imagining the Student Experience" (RiSE) seeks to learn more from students about their needs, helping CCSF to provide clearer options and supports for students to reach their educational goals, including an examination of scheduling and program mapping among a variety of other factors such as those addressed in these planning assumptions that will contribute toward student success.

Institutional Goals

Described further in the goals chapter of this plan, the EMP Workgroup originally developed these eight goals in a collaborative process by consensus at the November 5, 2018 EMP Workgroup workshop. Goal development continued during Fall 2018 and into Spring 2019 through further reflection and feedback from the College community.

The update process resulted in the articulation of eight EMP goals through 2025:

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IV. Strengthen credit and noncredit programs
V. Improve operation of the College
VI. Strengthen community, education, and industry partnerships
VII. Maintain, improve, and build facilities
VIII. Expand and encourage opportunities for professional development

To actualize the EMP Update, the College is developing a revised implementation matrix that will capture progress toward meeting the goals and provide opportunities to adjust action items as appropriate. Periodic listening sessions and forums about progress will ensure community engagement.

College and Community Data

Introduction

In March 2018, City College of San Francisco engaged the Collaborative Brain Trust to assist in a process to develop a path to 32,000 Full-Time Equivalent Students (FTES) by the end of the 2021-2022 academic year. Specifically, the project had several components with the intent to (1) validate a path of 32,000 FTES restoration; (2) provide a budget analysis and validation; (3) provide budget committee training; and (4) complete a review of the administrative organizational structure for academic affairs. The resulting project report includes information related to validating the path to 32,000 FTES and other related analyses and recommendations and is the source for most of the Education Master Plan Update's quantitative data.

During Spring 2018, the College, with the support of CBT, gathered and analyzed a wide variety of data for this project, with the conclusion that there is definitely an opportunity for the District to grow its FTES. However, changes are necessary before the College can reach this goal in the next four years.

"The Path to 32,000" presents data including the following:

- External Scan Data
- Internal Scan Data
- Surveys of students, members of the San Francisco community, faculty and staff
- Labor Market Analysis

The report includes recommendations for enrollment management and scheduling improvement and suggests ways to make it easier for students to take additional classes to achieve their educational goals sooner.

In addition to the scan data, labor maker analysis, and survey results, "The Path to 32,000" gives ample attention to the importance of enrollment management in achieving FTES growth. In Spring 2018, the City College of San Francisco Enrollment Management Committee also drafted a careful document that outlines the course the College must take to return the District to enrollment health. The draft Enrollment Management and Growth Plan, 2018-2022 looks at many of the same data elements included in "The Path to 32,000." It suggests many necessary changes, in both the Office of Instruction and in Student Services, particularly correcting significant weaknesses in the structure of the College's scheduling processes.

"The Path to 32,000" describes current and planned activities to develop several new certificate and degree programs such as Cannabis and Gerontology. Building of programs is a worthy and fitting exercise for the College to undertake, but these new programs will take some time to go through local and state approval processes. In any case, new programs need not just be attached to the College's existing program of instruction. A deep and serious analysis must take place to assess all current programs. To regain enrollment growth and health, some programs may need to be revitalized or redesigned. At the same time, healthy programs that can grow should receive the resources to add more sections where there is clear demand. In some cases, scheduling at different times may enhance enrollments, which are vital to long-term fiscal health and sustainability of the College.

As noted in the College's Enrollment Management and Growth Plan, 2018-2022, the process by which students are awarded degrees and certificates needs improvement. Additionally, "The Path to 32,000" suggests the development of several new degrees and certificates. Before the College creates new programs, it should assess current degrees and certificates. Many programs do not successfully award certificates and degrees. This becomes even more important as the new funding formula will be based in part on the number of certificates and degrees awarded. The College applied for and received an Institutional Effectiveness Partnership Initiative grant from the State Chancellor's Office, which is providing assistance to a College team in developing Strategic Enrollment Management plans.

"The Path to 32,000" offers recommendations in the "steps to success" and discusses the viability of CCSF's goal of reaching 32,000 FTES.

The data indicate that CCSF can grow 5,000 FTES by 2022, if the report's recommendations are put into place quickly. The College has placed much faith in the Free City enrollment boost (about 11%) in 2017-18. Unless the College implements strategic enrollment management methods that include both instruction and student services, there is no guarantee for growth and sustainability over time.

Analysis of San Francisco Community

OVERVIEW

The external environmental scan is an analysis of the community in which the College operates. Primarily, this is to better understand the characteristics and educational needs of the surrounding population. These data will provide context for analyzing and projecting future growth for the College.

The primary service area of the College is the City and County of San Francisco. More than three-quarters of the students who attend classes at the College reside in San Francisco.

POPULATION DEMOGRAPHICS AND TRENDS

The population of San Francisco is growing at an annual rate of 1.04%. That is faster than the State (0.84%) and the Nation (0.83%). The median age of 39.5 years is projected to increase over the next five years to 40.3 years. The City's population is 3.5 years older than that of the State.

Population growth can be a strong driver for enrollment growth. In the case of CCSF, the population is not growing at a very rapid pace. Furthermore, the aging population is not a strong indicator of growth.

Figure 1 - San Francisco County Population Profile

San Francisco County Population Profile			
	2010	**2017**	**2022**
Population	805,235	871,042	917,117
Households	345,811	373,835	393,497
Avg. Household Size SF	2.26	2.27	2.27
Avg. Household Size CA	2.90	2.92	2.94
Median Age	38.5	39.5	40.3
CA Median Age	35.2	36.0	36.9
	SF County	**California**	**USA**
Population Growth Rate	1.04%	0.84%	0.83%
Households	1.03%	0.77%	0.79%
Source: ESRI, analysis by CBT			

INCOME PROFILE

It is no surprise that household incomes in San Francisco are high. The median household income in 2017 was $82,192 compared to $65,223 for the State of California. In San Francisco, nearly one-third (32.7%) of households earn less than $50,000 per year.

Figure 2 - San Francisco County Income Profile

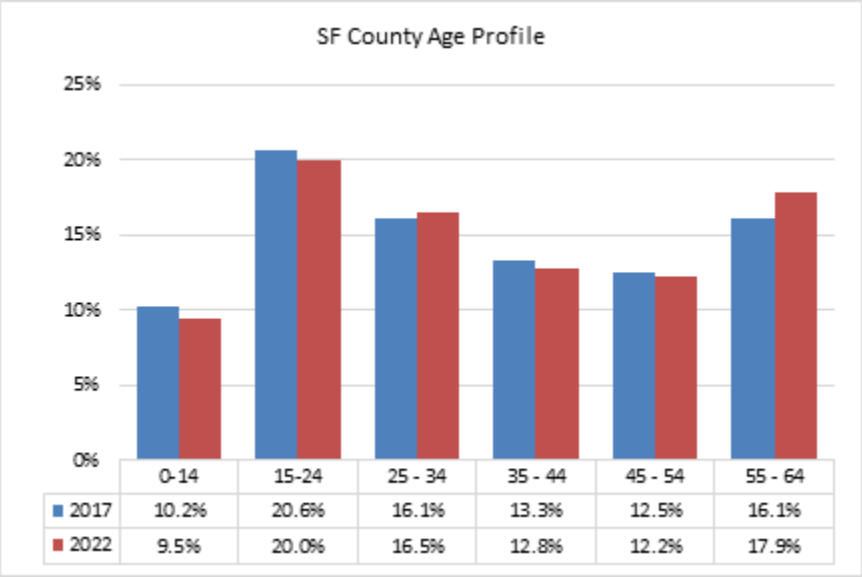
San Francisco County Income Profile			
Households by Income	**2017**	**2022**	**Change (percentage points)**
<$15,000	11.0%	10.2%	-0.8
$15,000 - $24,999	7.3%	6.5%	-0.8
$25,000 - $34,999	6.1%	5.1%	-1.0
$35,000 - $49,999	8.3%	6.4%	-1.9
$50,000 - $74,999	13.4%	11.3%	-2.1
$75,000 - $99,999	11.5%	11.9%	+0.4
$100,000 - $149,999	16.4%	18.4%	+2.0
$150,000 - $199,999	9.6%	11.3%	+1.7
$200,000+	16.4%	18.9%	+2.5
	2017	**2022**	**% Change**
Median Household Income	$82,192	$96,061	+17%
CA Median Household Income	$65,223	$74,370	+14%
Source: ESRI, analysis by CBT			

AGE PROFILE

The following graph shows the age segmentation of the population in 2017 with a forecast for 2022. The data show that the age groups that will grow, as a percentage of the population, are 25-34 and 55-64year-old ranges. The other age groups will shrink in their percentages of the population.

The 25-34year-old age group offers some opportunity for enrollment growth. In Fall 2017, 31% of credit enrolled students were in this age group. Forty-one percent (41%) of credit enrolled students at CCSF are younger than 25 years of age. This age group is projected to decline in its percentage of the overall San Francisco population.

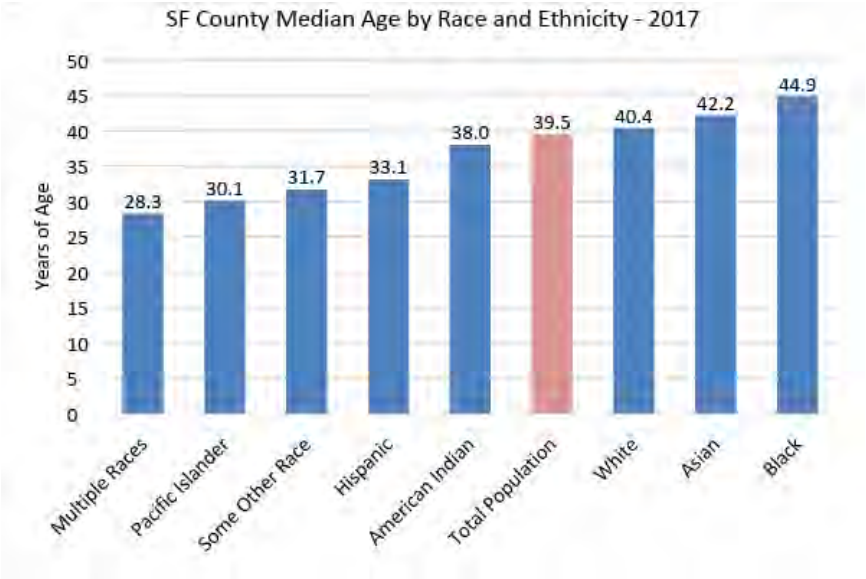
Figure 3 - SF County Age profile



Source: ESRI, analysis by CBT

The median age of the San Francisco population is 39.5 years. The following chart shows the median ages by race and ethnicity. African-Americans have the highest median age (44.9), followed by Asians (42.2) and White (40.4) population groups. People identifying as Multiple Races, Pacific Islander and Some Other Race had the youngest median ages.

Figure 4 - SF County Median Age by Race and Ethnicity - 2017



Source: ESRI, analysis by CBT

RACE AND ETHNICITY PROFILE

The largest race/ethnic groups in San Francisco are White (47%) and Asian (35.2%).

Note: in the United States Census data, Hispanic is an origin, not a race or ethnicity. Hispanic people can be of any race. Therefore, Hispanic Origin is shown below the race and ethnicity data.

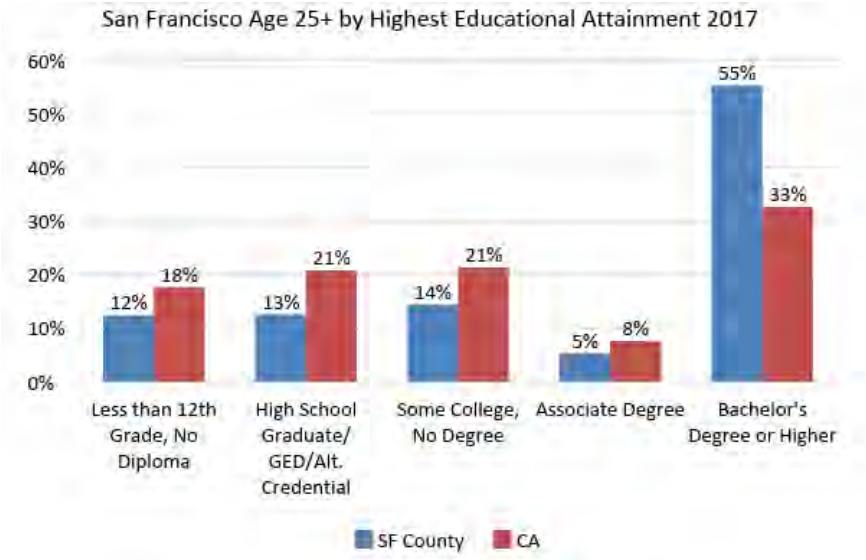
Figure 5 - San Francisco County Race & Ethnicity Profile

San Francisco County Race & Ethnicity Profile			
Race and Ethnicity	**2017**	**2022**	**Change (percentage points)**
American Indian Alone	0.4%	0.4%	-
Pacific Islander Alone	0.4%	0.4%	-
Two or More Races	5.1%	5.4%	0.3
Black Alone	5.2%	4.6%	(0.6)
Some Other Race Alone	6.7%	6.8%	0.1
Asian Alone	35.2%	36.4%	1.2
White Alone	47.0%	46.0%	(1.0)
Total	100.0%	100.0%	
Hispanic Origin (Any Race)	15.5%	15.7%	0.2
Source: ESRI, analysis by CBT			

EDUCATIONAL ATTAINMENT

The following chart shows the population of San Francisco (ages 25 and older) grouped by highest educational attainment compared with the State as a whole. The data show that in San Francisco, 13% of the population has a high school diploma or equivalent as their highest educational attainment. In California, 21% of the population is in this category. What the data show is that the population of San Francisco has higher levels of educational attainment than the population of the State.

Figure 6 - San Francisco Age 25+ by Highest Educational Attainment 2017

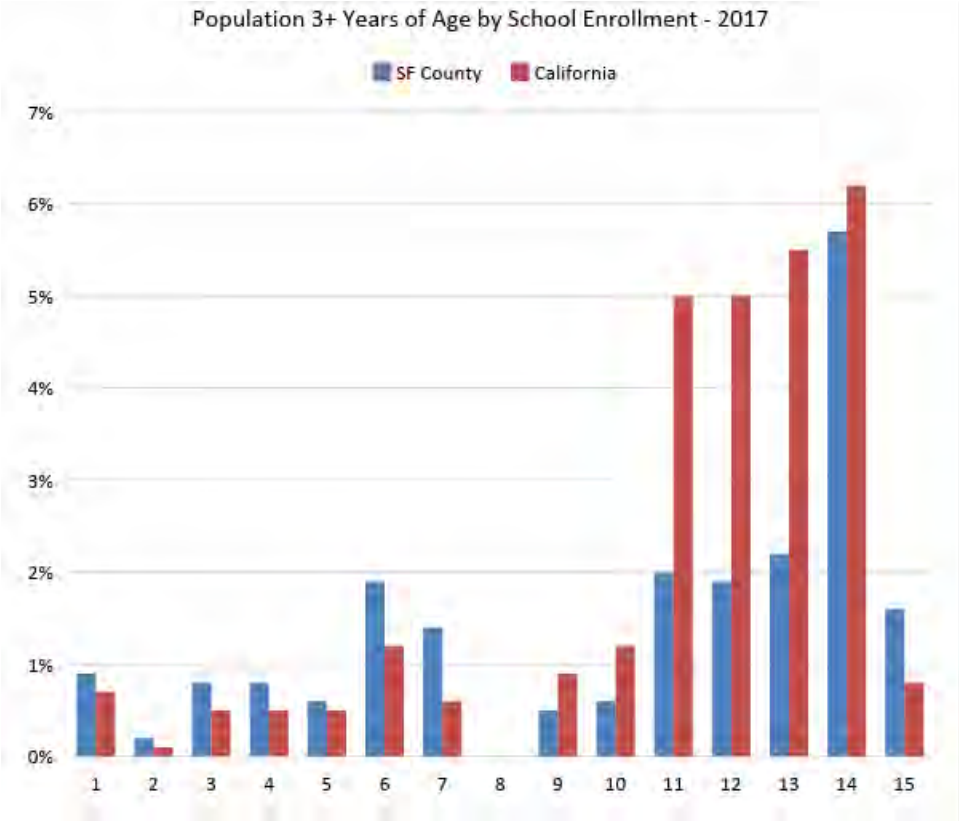


Source: ESRI, analysis by CBT

SCHOOL ENROLLMENT

The following chart shows school enrollment for the San Francisco population ages 3 and older. The data is divided between private and public institutions. The largest segment of the population (5.7%) is enrolled in "college undergraduate years." San Francisco residents are more likely to be enrolled in private schools than people Statewide.

Figure 7 - Population 3+ Years of Age by School Enrollment 2017



Source: ESRI, analysis by CBT

LANGUAGE SPOKEN AT HOME

The table shows the number of San Francisco residents who speak English either “not well” or “not at all.” The two largest groups of non-fluent English speakers are found among those who speak Asian and Pacific Island languages at home and are 18 years of age and older. The third largest group are those who speak Spanish at home and are between 18 and 64 years of age.

Figure 8 - SF County Population 5+ Language Spoken at Home

SF County Population 5+ Who Speak English "Not Well" or "Not at All" by Language Spoken at Home		
5 to 17 years		**Individuals**
	Speak only English	
	Speak Spanish	539
	Speak other Indo-European languages	154
	Speak Asian and Pacific Island languages	1,382
	Speak other languages	45
18 to 64 years		
	Speak only English	
	Speak Spanish	**15,923**
	Speak other Indo-European languages	1,612
	Speak Asian and Pacific Island languages	**44,507**
	Speak other languages	569
65 years and over		
	Speak only English	
	Speak Spanish	3,386
	Speak other Indo-European languages	3,769
	Speak Asian and Pacific Island languages	**29,944**
	Speak other languages	257
Source: ESRI, analysis by CBT		

VETERANS

More than 26,000 veterans live in San Francisco. Of those, 94% are males.

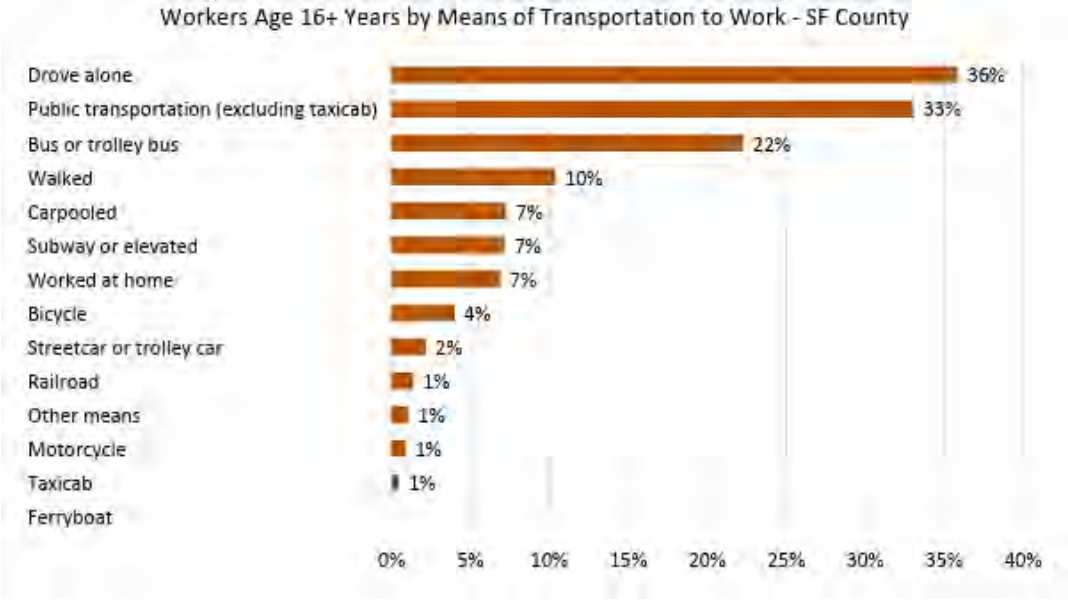
Figure 9 - SF County Civilian Population by Veteran Status

SF County Civilian Population 18+ Years of Age by Veteran Status	
Veterans	**26,401**
Male Veterans	24,784
Female Veterans	1,617
Source: ESRI, analysis by CBT	

TRANSPORTATION TO WORK

Roughly one-third (36%) of workers 16 years and older, living in San Francisco, drive to work alone. Another one-third (33%) take public transportation (excluding taxicabs). Twenty-two percent (22%) commuted by bus or trolley bus.

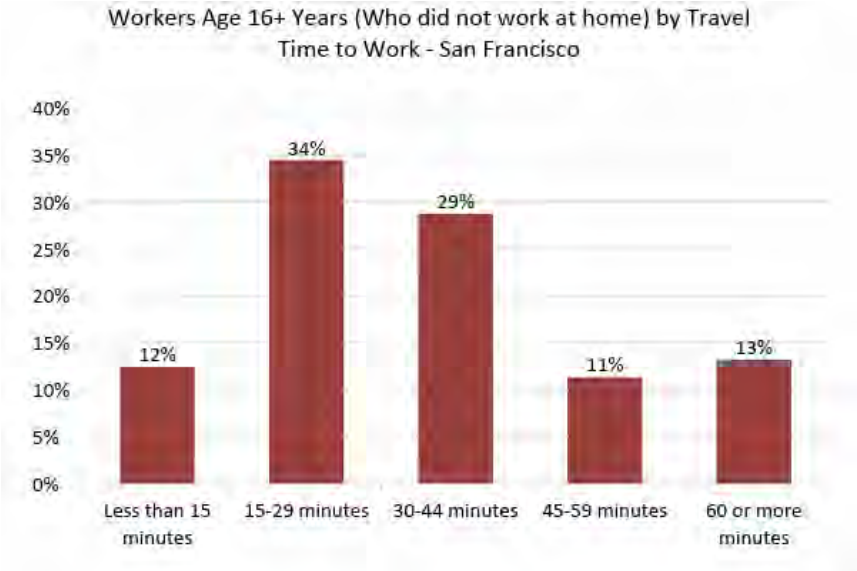
Figure 10 - Workers by means of Transportation to Work



Source: ESRI, analysis by CBT

The median travel time to work for San Francisco residents (aged 16 and older) was approximately 32 minutes.

Figure 11 - Commute Time to Work



Source: ESRI, analysis by CBT

Analysis of CCSF Students and Staff

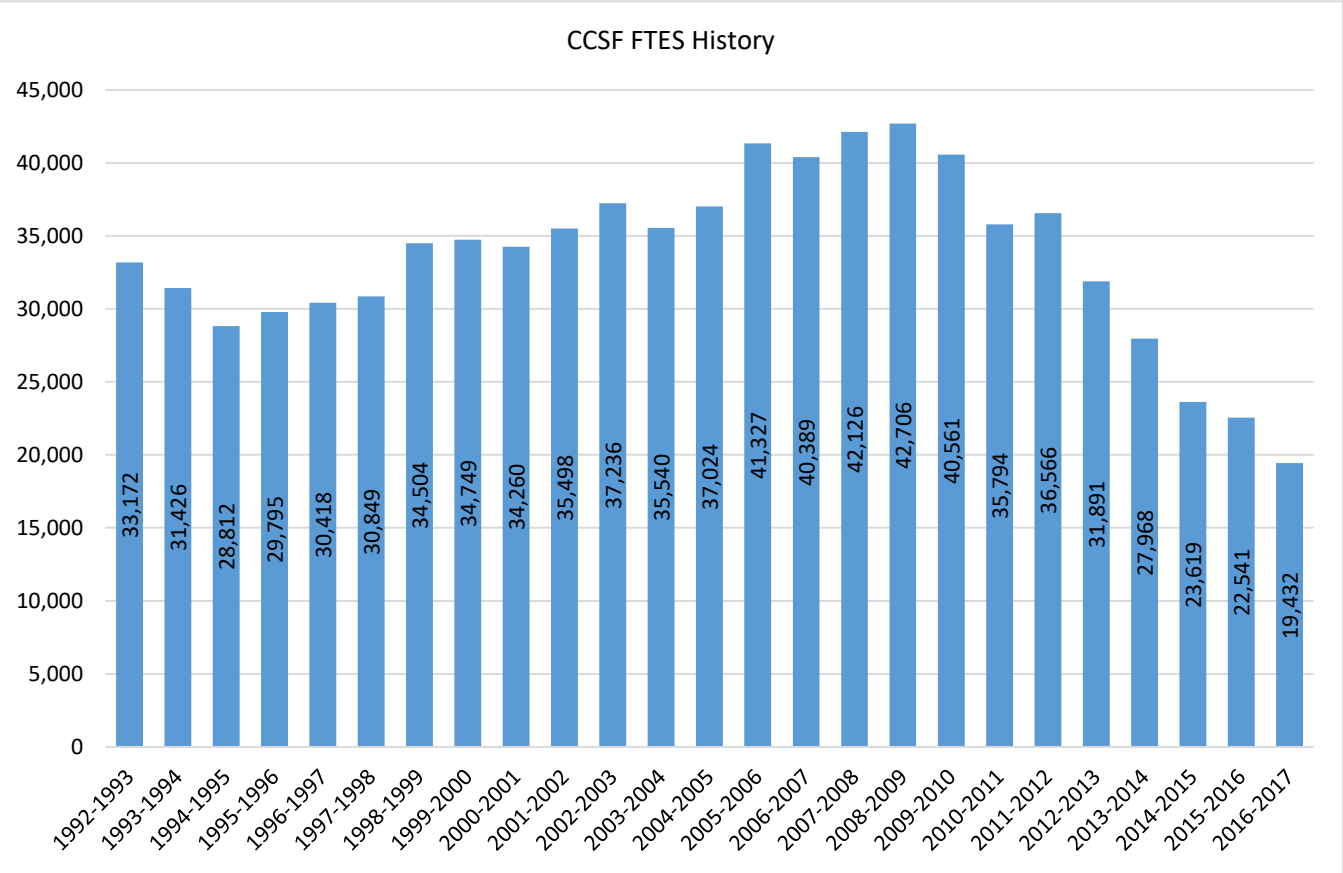
OVERVIEW

The Internal Environmental Scan is an analysis of the College's students and staff. The scan includes quantitative and qualitative data from a variety of sources.

OVERALL ENROLLMENT TRENDS

The chart shows total FTES for CCSF for the past 25 academic years. There has been a steady decline in FTES since reaching a maximum of 42,706 in the 2008-09 academic year. The College generated annual FTES in excess of 32,000 for 14 of the past 20 years. FTES has been below this level since the 2012-13 academic year.

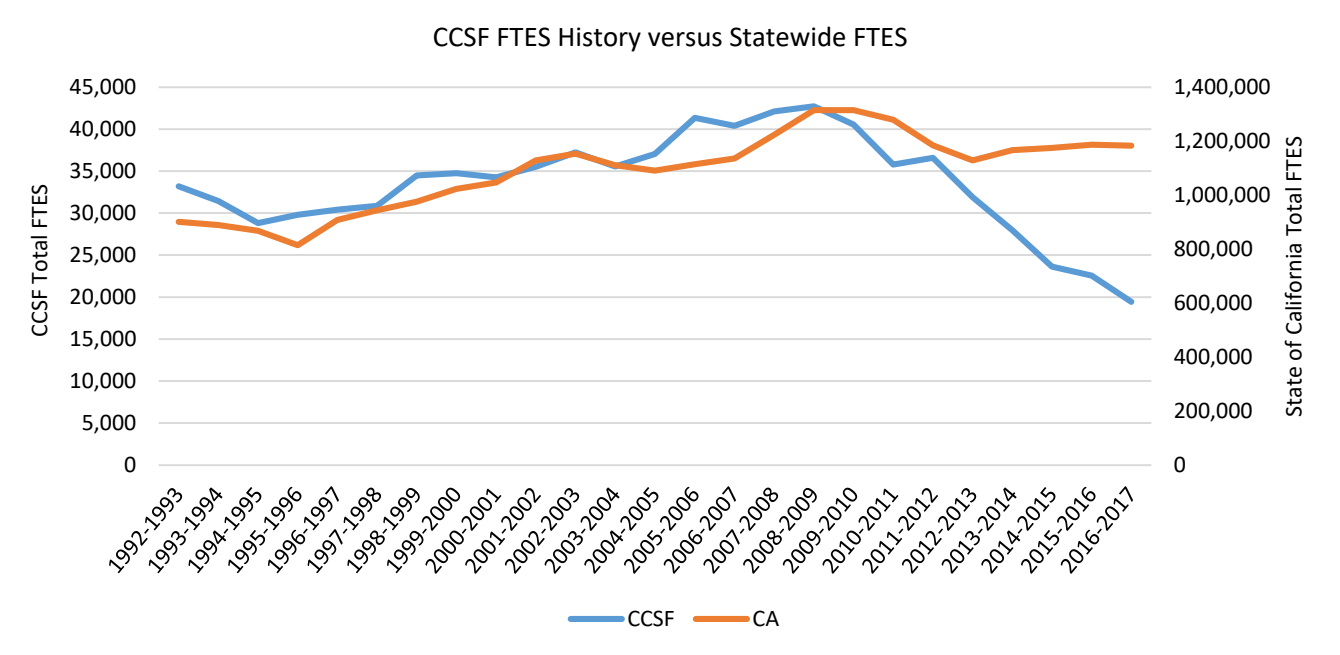
Figure 12 - CCSF FTES History



Source: CCSF Office of Research & Planning

The following chart shows the total FTES history for CCSF versus the total FTES history for the California community college system. This shows that the District's FTES moved somewhat in sync with the State until the period from 2008 to 2012. Beginning in this academic year, the District experienced a dramatic drop in FTES while the community college system (Statewide) grew slightly.

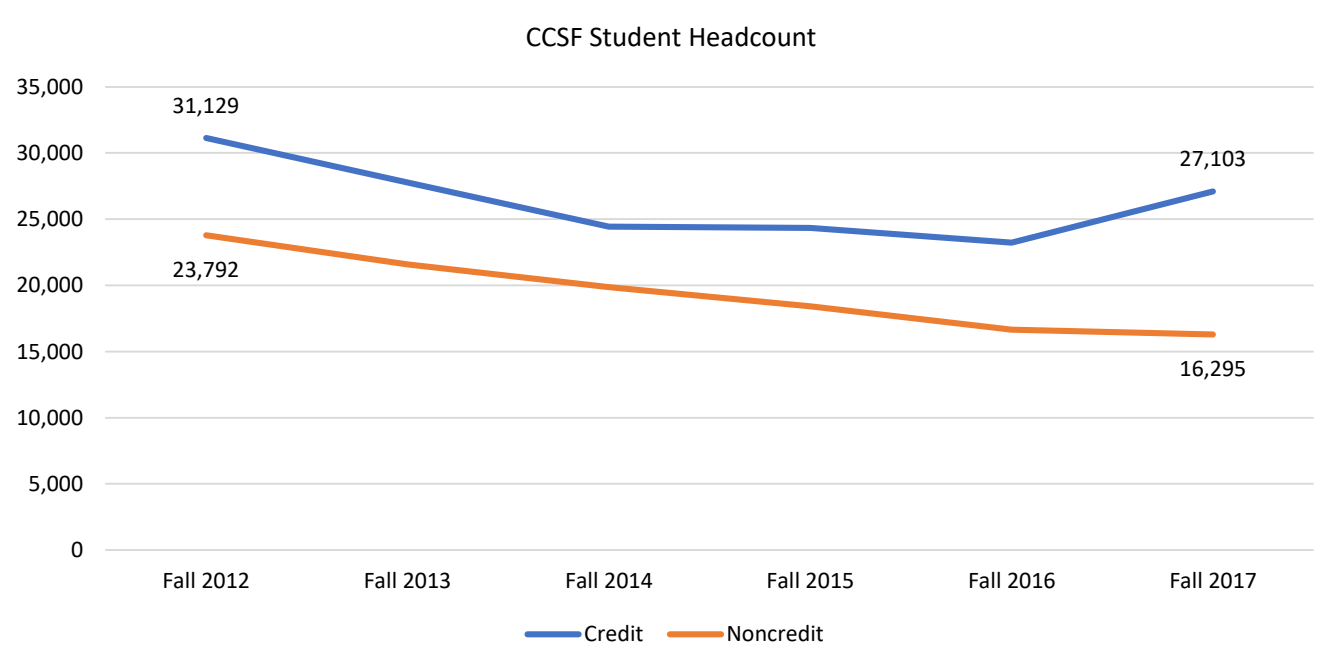
Figure 13 - CCSF FTES History versus State



Source: California Community Colleges Chancellor's Office, Data Mart

The following chart shows the student headcount at the College from Fall 2012 to Fall 2017. There were declines among both credit and noncredit students with a rebound in credit headcount in Fall 2017.

Figure 14 - CCSF Student Headcount

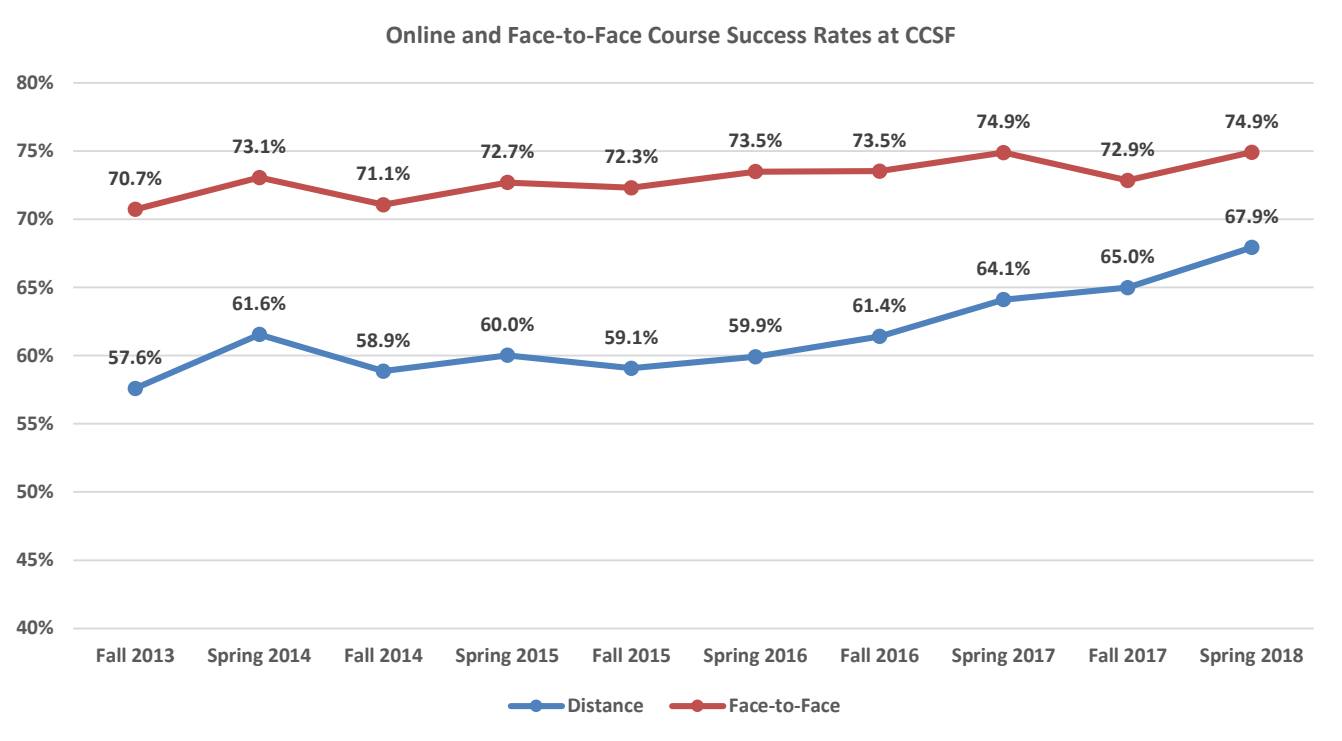


Source: CCSF Office of Research & Planning

COURSE SUCCESS RATES

The following chart shows the course success rates for online and face-to-face courses. Over the past 10 semesters, success rates have generally been trending upward, more dramatically for distance education. Furthermore, the gap between online and face-to-face course success rates has been diminishing.

Figure 15 - CCSF Course Success Rates 2013 - 2018



The following charts shows the course success rates for credit students. The data is disaggregated by several student characteristics and shows the equity gap.

Figure 16 - Course Success Rates for Credit Students

COURSE SUCCESS – CREDIT STUDENTS

Overall Course Success Focus Populations – 2017 – 18

Overall course success went up. The course success for most groups increased from 2014-15, with the increase of course success the Equity Gap (percentage point difference) also went up.

Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
American Indian / Alaskan Native	358	67.6% ▶	0.06 ▶	22
Asian	45,225	81.8% ▶		
African American	10,681	62.0% ▶	0.12 ◀	1,252
Filipino	8,757	71.6% ▶		
Latino	36,450	66.5% ▶	0.07 ▶	2,641
Pacific Islander	1,295	61.2% ❖	0.12 ▶	162
Two or more Races	7,701	68.4% ▶	0.05 ❖	411
Unknown	2,087	77.0% ▶		
White	30,080	75.8% ❖		
Women	72,790	76.0% ▶		
Men	66,252	71.0% ▶		
Unknown	3,592	76.4% ▶		
First Generation	52,562	73.0% ▶		
Foster Youth	1,187	58.0% ▶	0.16 ▶	187
DSPS	10,551	68.0% ▶	0.06 ▶	604
BoG/Pell	77,223	72.1% ▶		
Veterans	8,254	70.4% ▶	0.03 ▶	275
URM	48,784	65.4% ▶	0.08 ❖	4,062
Total students	142,634	73.7% ▶		

Change over time Indicator Key	
▶	Increased
◀	Decreased
❖	No change
	Positive Change
	Negative Change

The increase or decrease is measured from 2014-15 data

Difference of 1% equals No Change

Key: SHAPE ▶ = Increase, ◀ = Decrease, ❖ = No Change (Difference of 1% equals No Change); COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

Source: Argos Datablock - Course Success and Demographics
Note: LGBTQ+ and students experiencing homelessness will be added as data becomes available

The following chart shows the course completion data disaggregated by gender and other focus population characteristics.

Figure 17 - Disaggregated Overall Course Completion Data

Overall Course Completion Focus Populations X Gender – 2017-18

	Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
	Total Students	142,634	73.7% ▶		
Women	American Indian/ Alaskan Native	186	66.7% ❖	0.07 ▶	13
	Asian	24,191	85.0% ▶		
	Black or African American	5,342	63.0% ▶	0.11 ▶	570
	Filipino	4,490	72.5% ▶		
	Latino	19,214	68.4% ❖	0.05 ▶	1,025
	Pacific Islander	605	62.3% ▶	0.11 ◀	69
	Two or more Races	3,702	69.7% ▶	0.04 ▶	150
	Unknown	597	75.2% ▶		
	White	14,463	79.5% ▶		
	First Generation	27,540	75.8% ▶		
	Foster Youth	646	59.9% ❖	0.14 ▶	89
	DSPS	5,171	69.8% ❖	0.04 ▶	203
	BoG/Pell	40,964	74.2% ▶		
	Veterans	1,285	74.5% ◀		
	URM	25,347	67.1% ▶	0.07 ❖	1,680
Men	American Indian/Alaskan Native	162	68.5% ▶	0.05* ◀*	8
	Asian	20,204	77.8% ▶		
	African American	5,159	60.9% ▶	0.13 ◀	663
	Filipino	4,119	70.6% ❖	0.03 ▶	127
	Latino	16,588	64.2% ▶	0.10 ❖	1,579
	Pacific Islander	647	59.2% ◀	0.15 ▶	94
	Two or more Races	3,826	67.1% ▶	0.07 ▶	255
	Unknown	834	72.3% ▶	No Gap ◀	
	White	14,713	74.7% ▶		
	First Generation	23,964	69.7% ❖	0.04 ▶	965
	Foster Youth	522	55.2% ❖	0.19 ▶	97
	DSPS	5,106	65.8% ❖	0.08 ▶	405
	BoG/Pell	34,674	69.3% ▶	0.04 ❖	1,535
	Veterans	6,803	69.5% ▶	0.04 ▶	288
	URM	22,556	63.3% ▶	0.10 ◀	2,352

*Sample size requires a larger gap to be significant

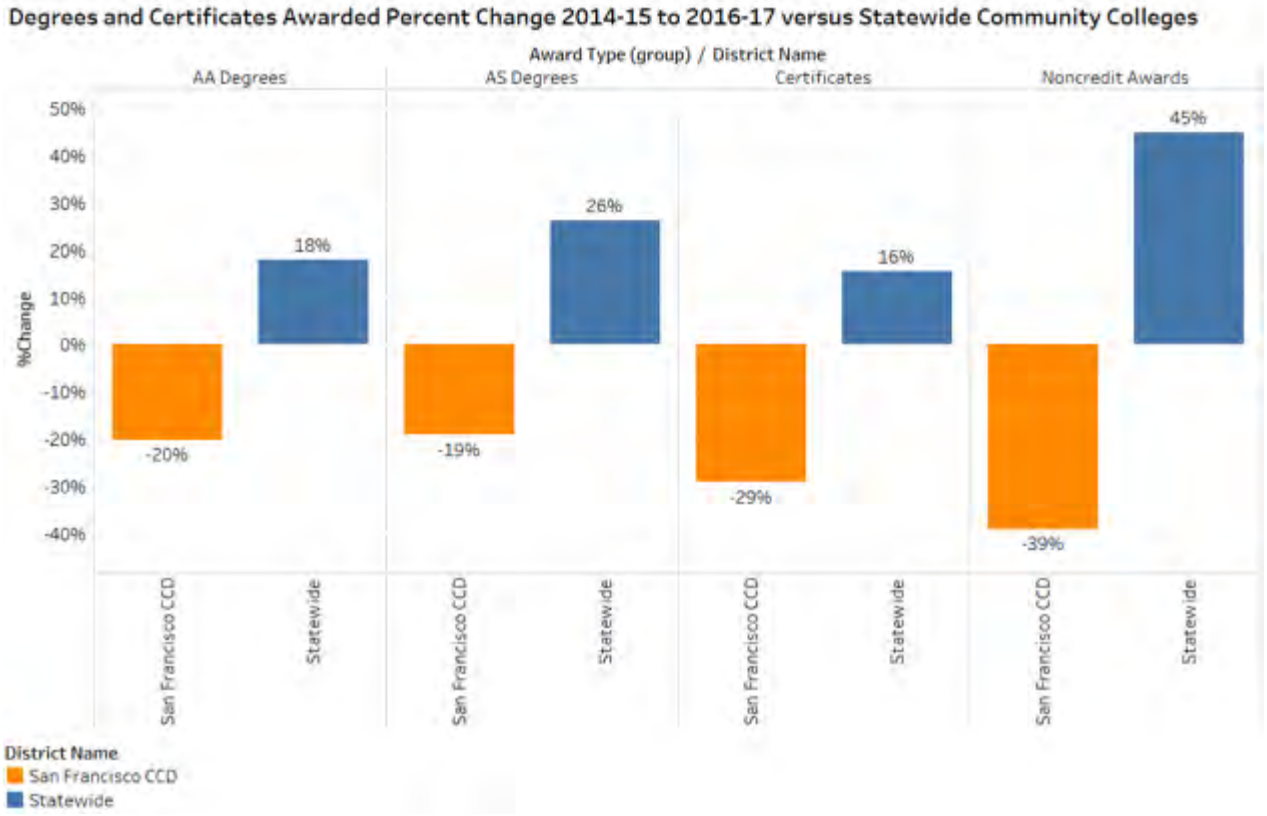
Source: Argos Datablock - Course Success and Demographics

Key: SHAPE ▶ = Increase, ◀ = Decrease, ❖ = No Change (Difference of 1% equals No Change);
COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

DEGREES AND CERTIFICATES AWARDED

While FTES declined over the past several years, so did awards of degrees and certificates to students. The following chart shows the percent decline in four categories of awards (AA and AS degrees, certificates and noncredit awards) from 2014-15 to 2016-17. The chart also shows the percentage change for community colleges statewide. In all four categories, awards to CCSF students declined while awards to community college students statewide increased.

Figure 18 - Degrees and Certificates Awarded - Change from 2014-15 to 2016-17

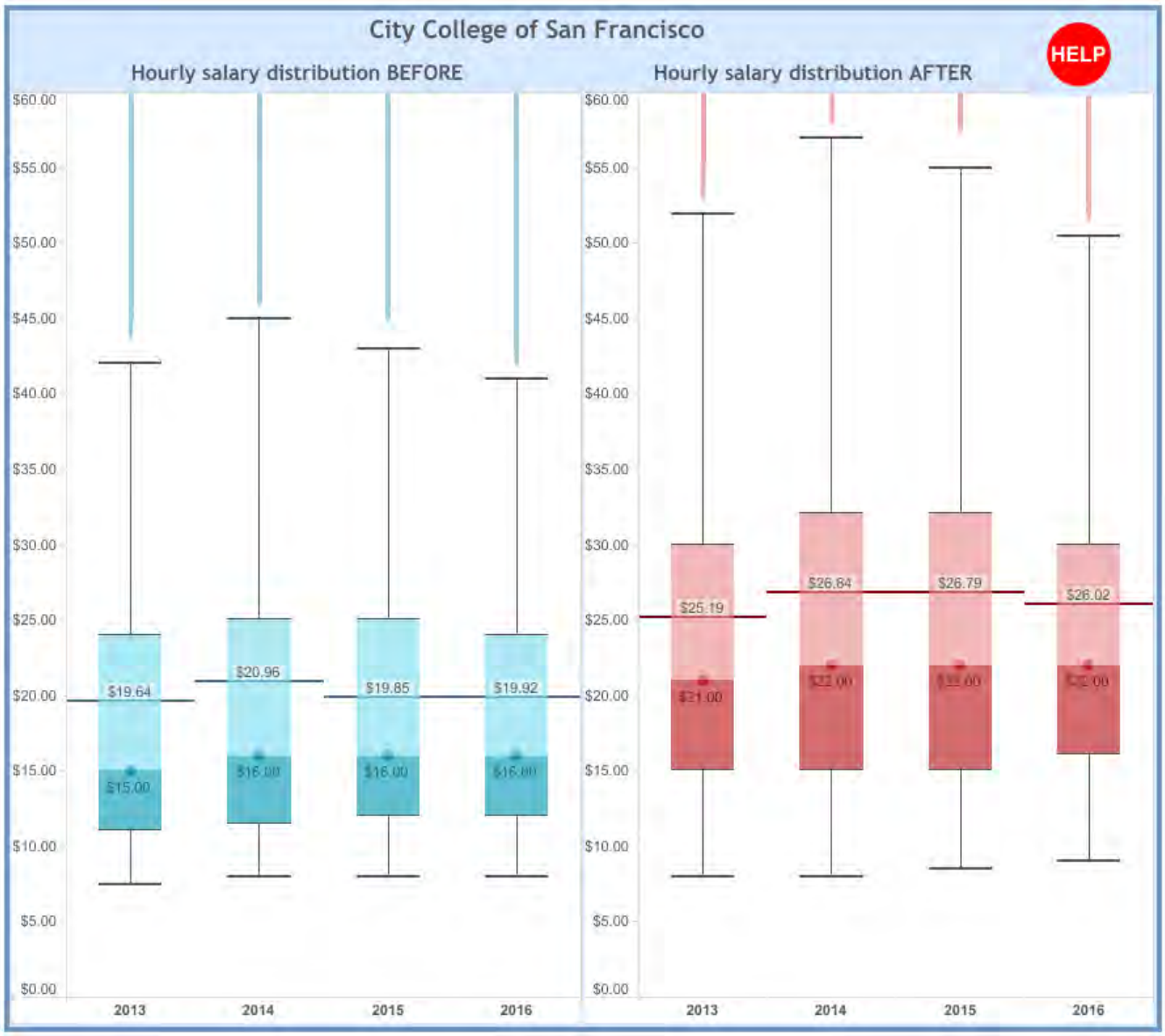


CTE AND JOB PLACEMENT

It is a bit more challenging to measure outcomes from CTE programs. In many cases, students are looking for courses or programs that will help them to advance in their career, change careers, or increase their earning power. The CTEOS Survey (Career Technical Education Outcomes Survey) provides some useful data. The data is quite comprehensive.

Below is one of the data visualizations available. This chart shows the hourly salary distribution of respondents before and after completion of their CTE course(s) or programs of study. For CCSF, this includes self-reported data from 1,348 respondents. The chart shows that hourly salaries increased substantially for the respondents. For the 2013 cohort, hourly salaries increased from an average $19.64 to $25.19. For the 2016 cohort, hourly salaries increased from $19.92 to $26.02.

Figure 19 - CTEOS Survey Hourly Salary Results



Source: CTES Survey Visualizations https://cteos.santarosa.edu/2016-individual-college-visualizations; downloaded on November 26, 2018.
How to read the chart: This visualization is a standard "box-and-whisker-diagram" and it displays the variation in samples of the responses to the survey questions related to earnings.
The bottom and top of the boxes are the first and third quartiles respectively. The dot inside the boxes is the second quartile (median). The horizontal lines inside the boxes represent the average values. The ends of the whiskers are the lowest datum still within 1.5 IQR of the lower quartile and the highest datum still within 1.5 IQR of the upper quartile. The vertical lines outside of the whiskers represent the outliers.

CCSF CREDIT STUDENT HEADCOUNT: OVERVIEW OF FALL 2012-FALL 2017

The following sets of charts examine credit enrollments across fall semesters, following the inaugural semester of Free City.

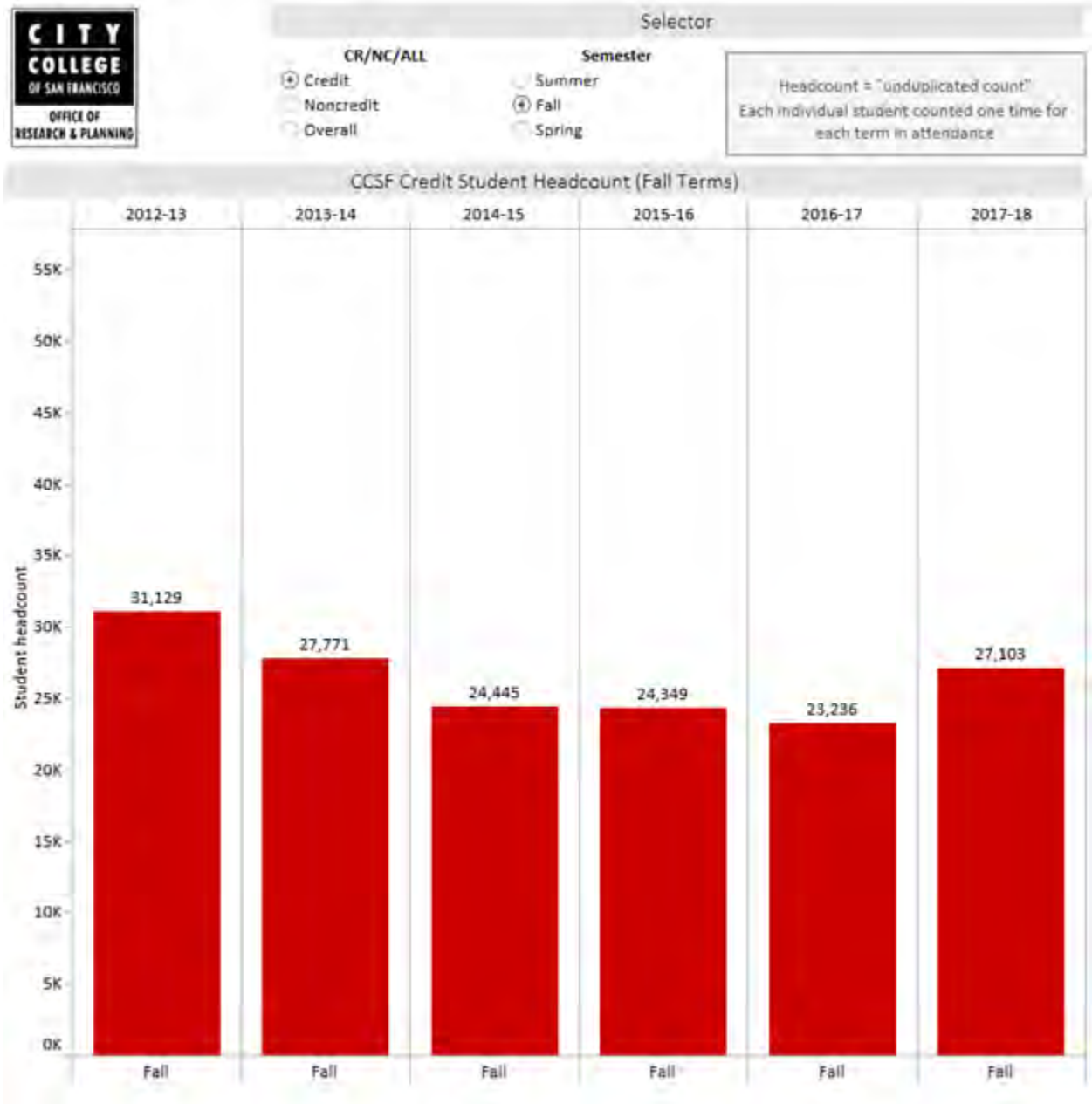
Key Points - Credit

- After four fall terms of declines, in Fall 2017 credit headcount rose by over 16%, to 27,103.
- While headcount grew among all age groups in Fall 2017, the increases were greater among those over age 30.
- During the period of decline, Latinos and Two or More Races dropped the least. And while Fall 2017 increases affected all ethnicity groups, African-Americans and Two or More Races experienced the smallest growth.
- The gender mix has changed little over time and women continue to outnumber men, though only by a few percentage points.
- Analysis by geography shows that declines were greatest among students outside of San Francisco up through Fall 2016. In Fall 2017, however, the greatest gains came from San Franciscans.
- Headcount declines were greatest among those holding a high school diploma or less up through Fall 2016. When numbers rebounded in Fall 2017, the largest growth by percentages was among those holding a bachelor's degree or higher.

CCSF Credit Student Headcount

Credit student headcount at CCSF stood at 27,103 in Fall 2017, a notable rebound from the 23,236 seen in Fall 2016, but still below the 31,129 seen in Fall 2012 (see following figure). Several factors likely contribute to this increase, including the reaffirmation of accreditation announced in January 2017, and the launch of Free City, including the associated marketing effort and media attention. Free City is a program that provides free tuition for City College students who have established California residency and live in San Francisco.

Figure 20 - CCSF Credit Student Headcount

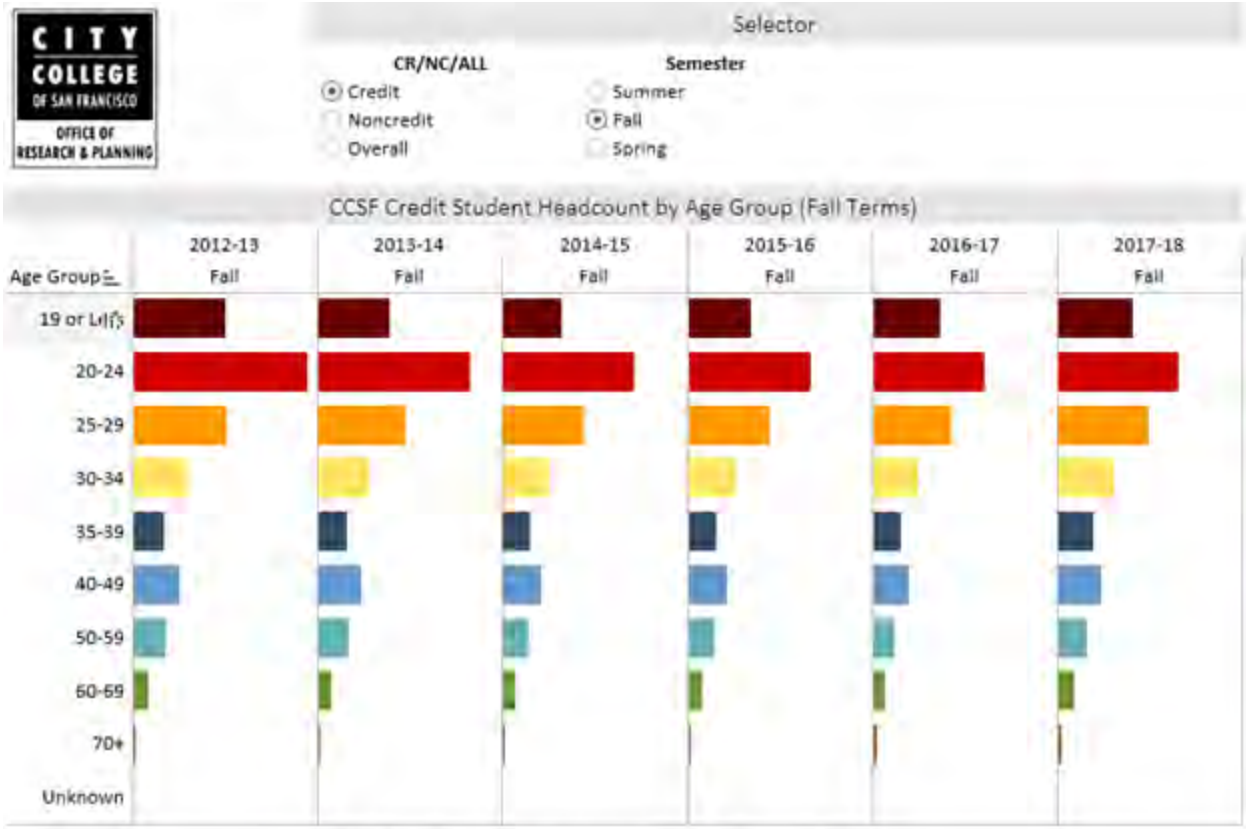


Source for Figures 1 through 6: https://public.tableau.com/profile/ccsforp#!/vizhome/StudentHeadcountDashboard_0/StudentHeadcount

CCSF Credit Student Headcount by Age Group

Headcount can be disaggregated in several ways that provide insight into the populations the College is serving. The distribution of students by age is illustrated in the following chart. Student headcounts declined in all age groups between 2012 and 2016 except for those aged 70 and above. The largest decline was in the traditional college-age group: those aged 20 to 24. In Fall 2017 all age groups experienced notable increases. The largest increases, in terms of percentages, were among those aged 30 and above (20% or more in each category). Increases among those aged 24 and below rose by less than 10%.

Figure 21 - CCSF Credit Student Headcount by Age Group



CCSF Credit Student Headcount by Age Group (Fall Terms)

Academic Year / Semester

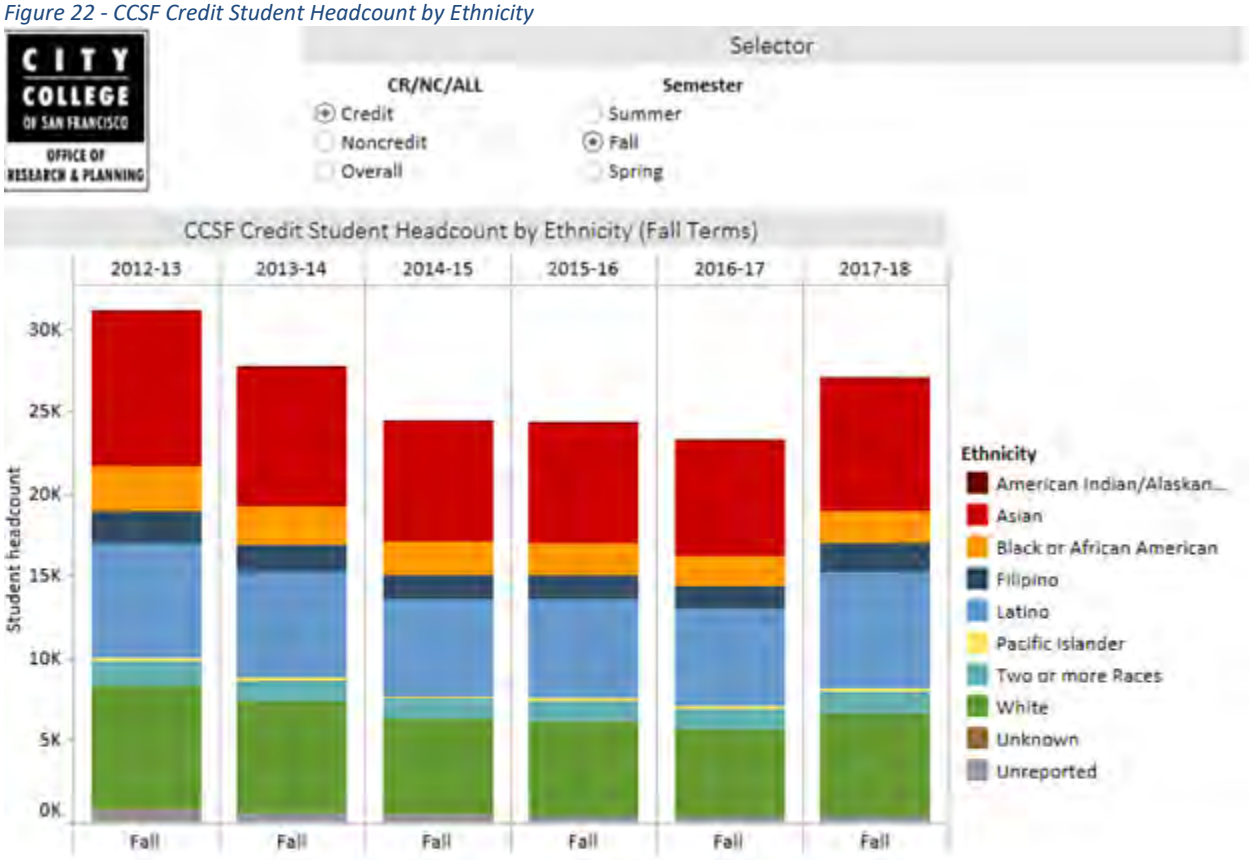
Age Group	2012-13 Fall		2013-14 Fall		2014-15 Fall		2015-16 Fall		2016-17 Fall		2017-18 Fall	
19 or Less	5,276	16.9%	4,096	14.7%	3,408	13.9%	3,617	14.9%	3,882	16.7%	4,271	15.8%
20-24	9,957	32.0%	8,710	31.4%	7,441	30.4%	6,983	28.7%	6,311	27.2%	6,897	25.4%
25-29	5,351	17.2%	4,989	18.0%	4,595	18.8%	4,652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

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

CCSF Credit Student Headcount by Ethnicity

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

Figure 22 - CCSF Credit Student Headcount by Ethnicity



CCSF Credit Student Headcount by Ethnicity (Fall Terms)

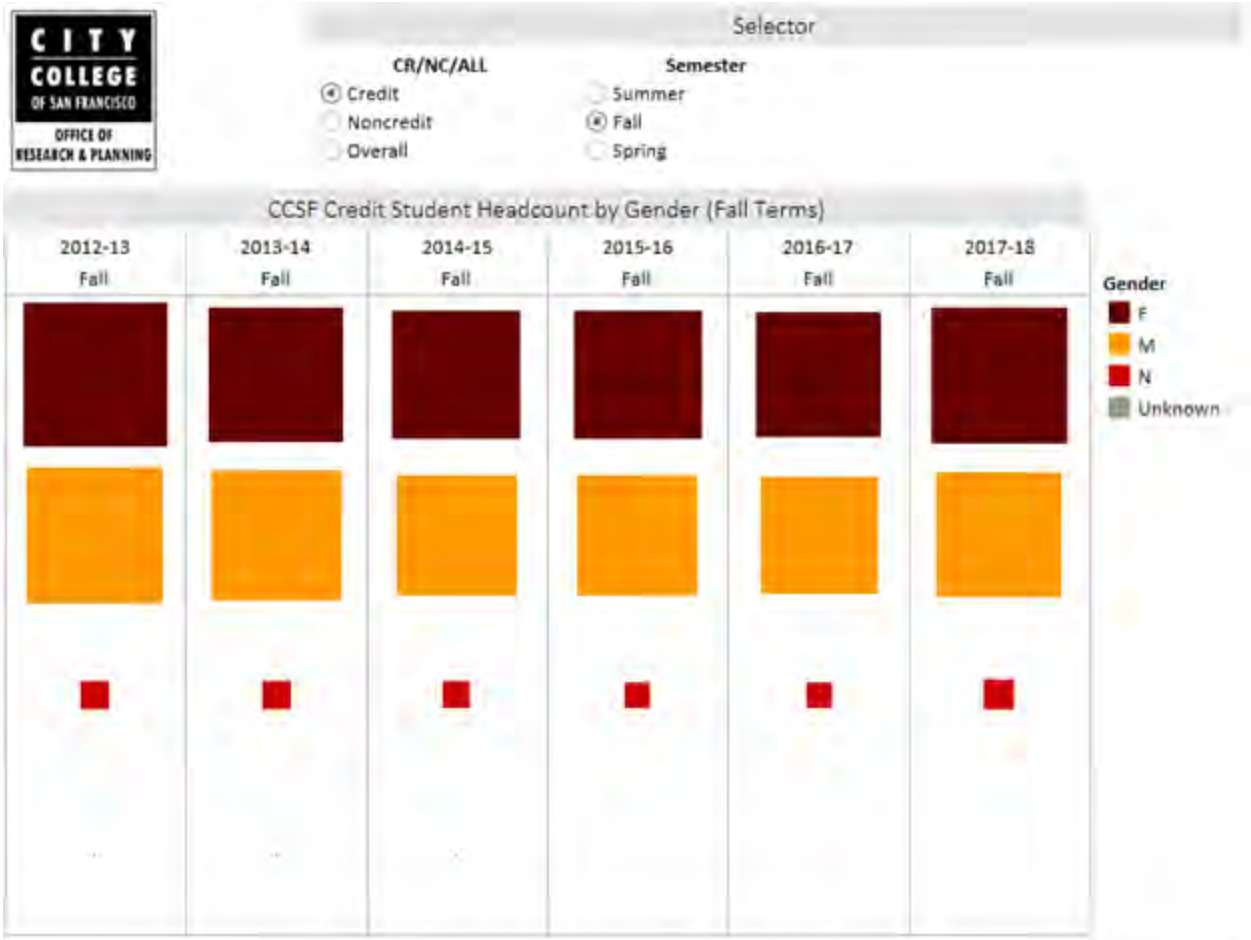
	Academic Year / Semester											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
Ethnicity	Fall		Fall		Fall		Fall		Fall		Fall	
American Indian/Alaskan Native	80	0.3%	76	0.3%	57	0.2%	74	0.3%	56	0.2%	69	0.3%
Asian	9,466	30.4%	8,502	30.6%	7,358	30.1%	7,336	30.1%	6,945	29.9%	8,111	29.9%
Black or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

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

CCSF Credit Student Headcount by Gender

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

Figure 23 - CCSF Credit Student Headcount by Gender



CCSF Credit Student Headcount by Gender (Fall Terms)

Academic Year / Semester

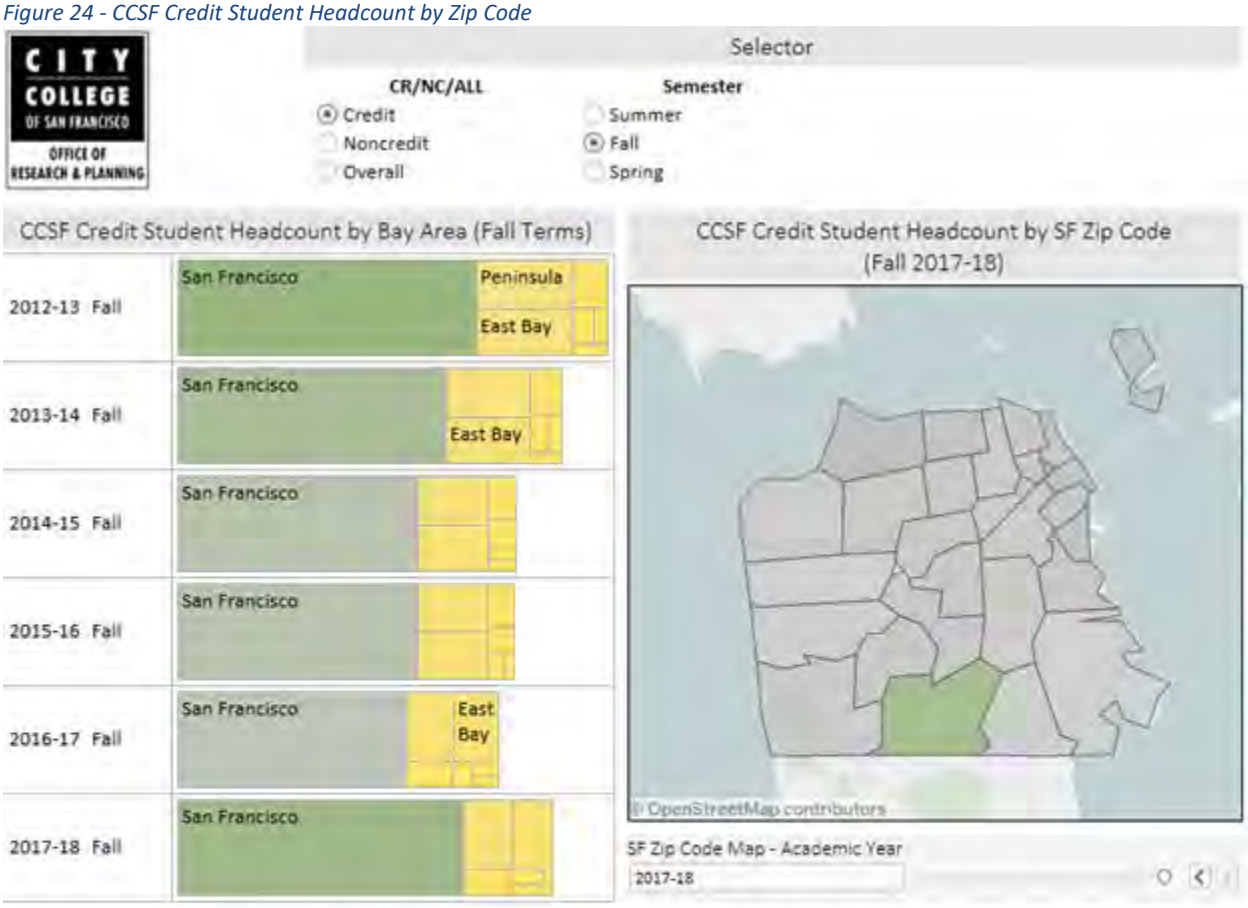
Gender	2012-13 Fall		2013-14 Fall		2014-15 Fall		2015-16 Fall		2016-17 Fall		2017-18 Fall	
F	16,023	51.5%	14,057	50.6%	12,643	51.7%	12,763	52.4%	12,091	52.0%	14,308	52.8%
M	14,501	46.6%	13,118	47.2%	11,258	46.1%	11,094	45.6%	10,628	45.7%	12,070	44.5%
N	604	1.9%	595	2.1%	543	2.2%	492	2.0%	517	2.2%	725	2.7%
Unknown	1	0.0%	1	0.0%	1	0.0%						
Grand Total	31,129	100.0%	27,771	100.0%	24,445	100.0%	24,349	100.0%	23,236	100.0%	27,103	100.0%

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

CCSF Credit Student Headcount by Zip Code

Viewing students by zip code of residence shows a noticeable shift towards San Francisco in Fall 2017, when more than three-fourths of students had zip codes in the city (see the following chart). In Fall 2012 fewer than 70% of students had San Francisco zip codes. The declines in headcount between Fall 2012 and 2016 were greatest in areas outside of San Francisco, while the rise in headcount in Fall 2017 was greatest amongst San Franciscan inhabitants.

Figure 24 - CCSF Credit Student Headcount by Zip Code



CCSF Credit Student Headcount by Bay Area (Fall Terms)

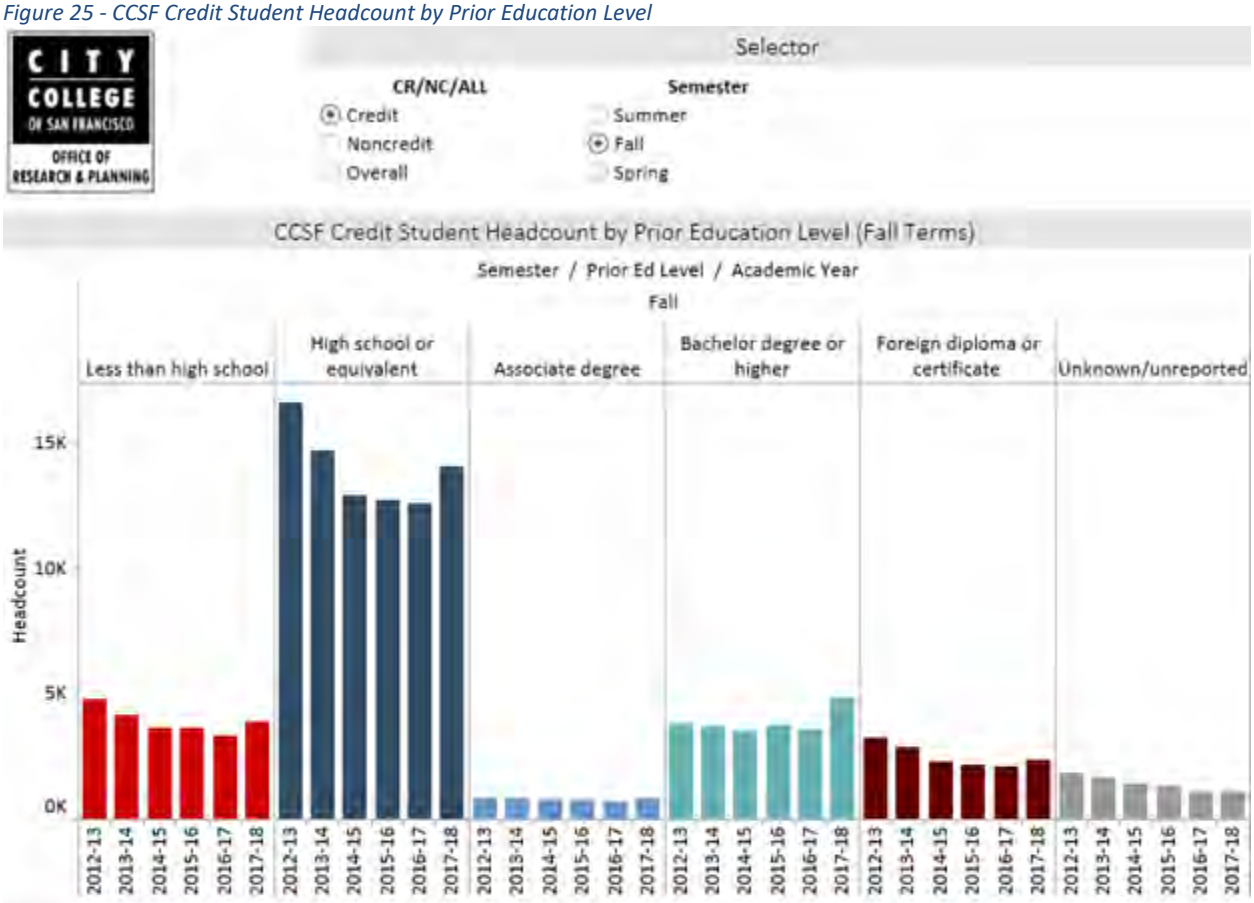
	Academic Year / Semester											
	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
Bay Area Region	Fall		Fall		Fall		Fall		Fall		Fall	
San Francisco	21,594	69.4%	19,446	70.0%	17,303	70.8%	17,297	71.0%	16,588	71.4%	20,727	76.5%
Peninsula	3,649	11.7%	3,071	11.1%	2,699	11.0%	2,596	10.7%	2,525	10.9%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

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

CCSF Credit Student Headcount by Prior Education Level

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

Figure 25 - CCSF Credit Student Headcount by Prior Education Level



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

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

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

CCSF Credit Student Headcount by SFUSD Origin

This table presents data on students who were new, incoming credit students, identified by the CCSF Banner student information system as having recently graduated from a San Francisco Unified School District (SFUSD) high school. In 2015-16, there were 1,939 incoming SFUSD students—compared to 3,778 graduating seniors.

While SFUSD figures for last year (2016-17) are not yet available, SFUSD has cited increased graduation rates, but not increased graduation numbers (see Table). Moreover, the Department of Finance (DOF) provides projections by age. Assuming an average age of 18 upon high school graduation, San Francisco is projected to increase by roughly 600 students total, combining all four years (2018, 2019, 2020, 2021).[1]

Figure 26 - CCSF Headcount of SFUSD Identified Students by Ethnicity

Ethnicity group	Academic year/ Semester								
	2015-16			2016-17			2017-18		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
American Indian /Alaskan Native	0	0	0	1	2	0	0	2	-
Asian	481	423	104	394	326	56	262	279	-
Black or African American	27	54	25	18	58	12	23	59	-
Filipino	19	85	14	26	59	15	20	54	-
Latino	72	315	83	86	298	68	85	311	-
Pacific Islander	3	10	3	1	15	5	2	12	-
Two or more Races	23	59	19	21	52	8	31	51	-
Unknown	3	5	2	5	3	0	4	4	-
White	29	60	21	21	45	23	32	56	-
Total	**657**	**1,011**	**271**	**573**	**858**	**187**	**459**	**828**	**-**

METHODOLOGY AND SOURCE

Students were included if they were under 21 years old, had a high school graduation date, enrolled in credit at CCSF for the first time, and had indicated attending an SFUSD high school.

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

[1] http://www.dof.ca.gov/Forecasting/Demographics/Projections/

Figure 27 - San Francisco County Student Results

California Department of Education
Data Reporting Office

San Francisco County Results

Class Of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Special Ed Completers	Cohort Still Enrolled	Cohort GED Completers
2015-16	4,705	3,778	80.3	472	57	379	19
2014-15	5,254	3,795	72.2	894	64	488	13
2013-14	4,903	3,669	74.8	731	59	423	21
2012-13	6,614	3,660	55.3	2,290	41	591	32
2011-12	6,773	3,746	55.3	2,467	5	519	36
2010-11	6,894	3,482	50.5	2,836	2	522	52
2009-10	5,451	3,767	69.1	953	7	692	32

https://dq.cde.ca.gov/dataquest/cohortmulti/CohortMultiYear.aspx?agglevel=O&cdscode=38000000000000

Data as of 2/26/2018

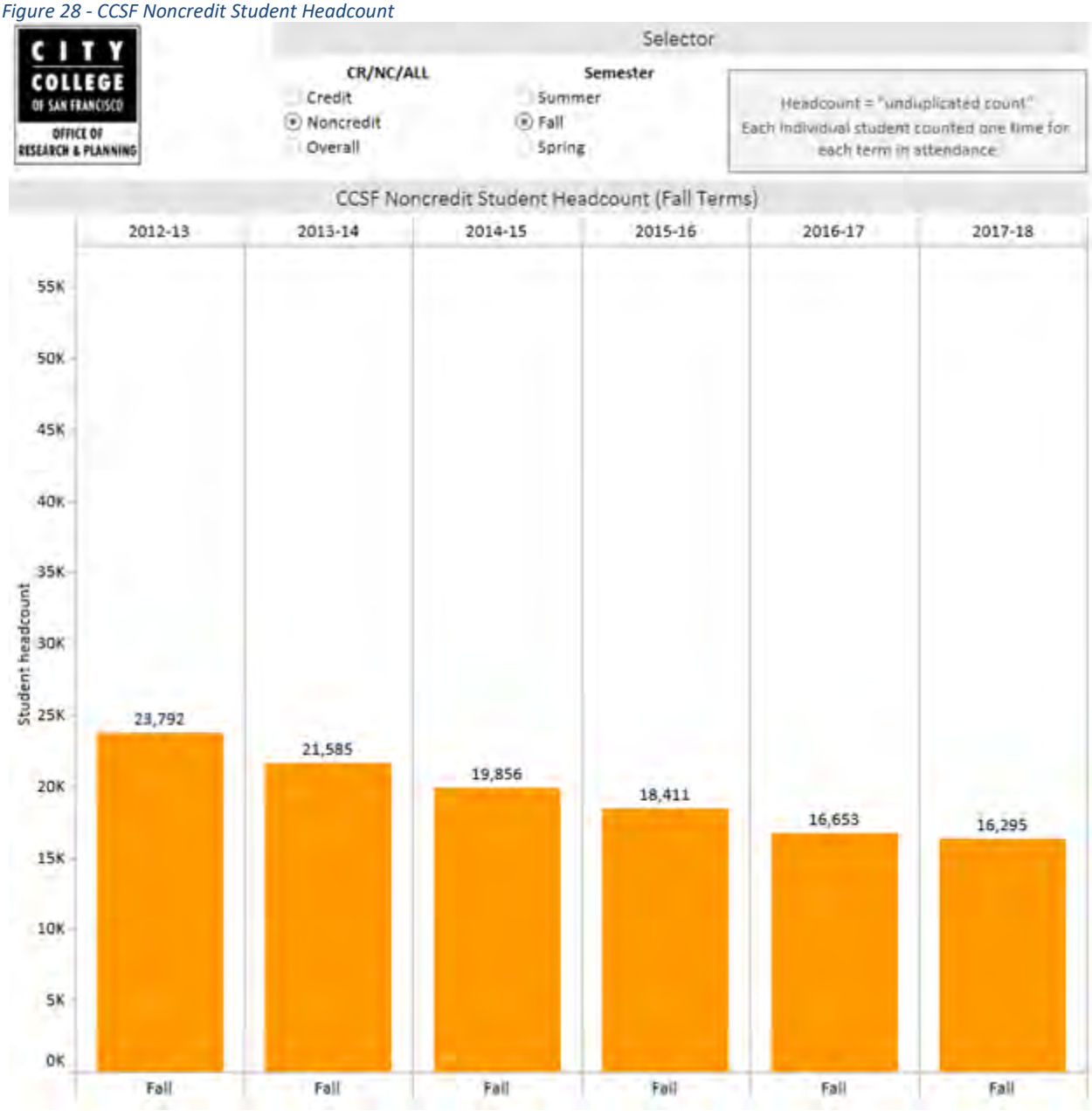
CCSF NONCREDIT STUDENT HEADCOUNT: OVERVIEW OF FALL 2012-FALL 2017

The following set of charts examines noncredit enrollments across fall semesters, following the inaugural semester of Free City.

Key Points - Noncredit

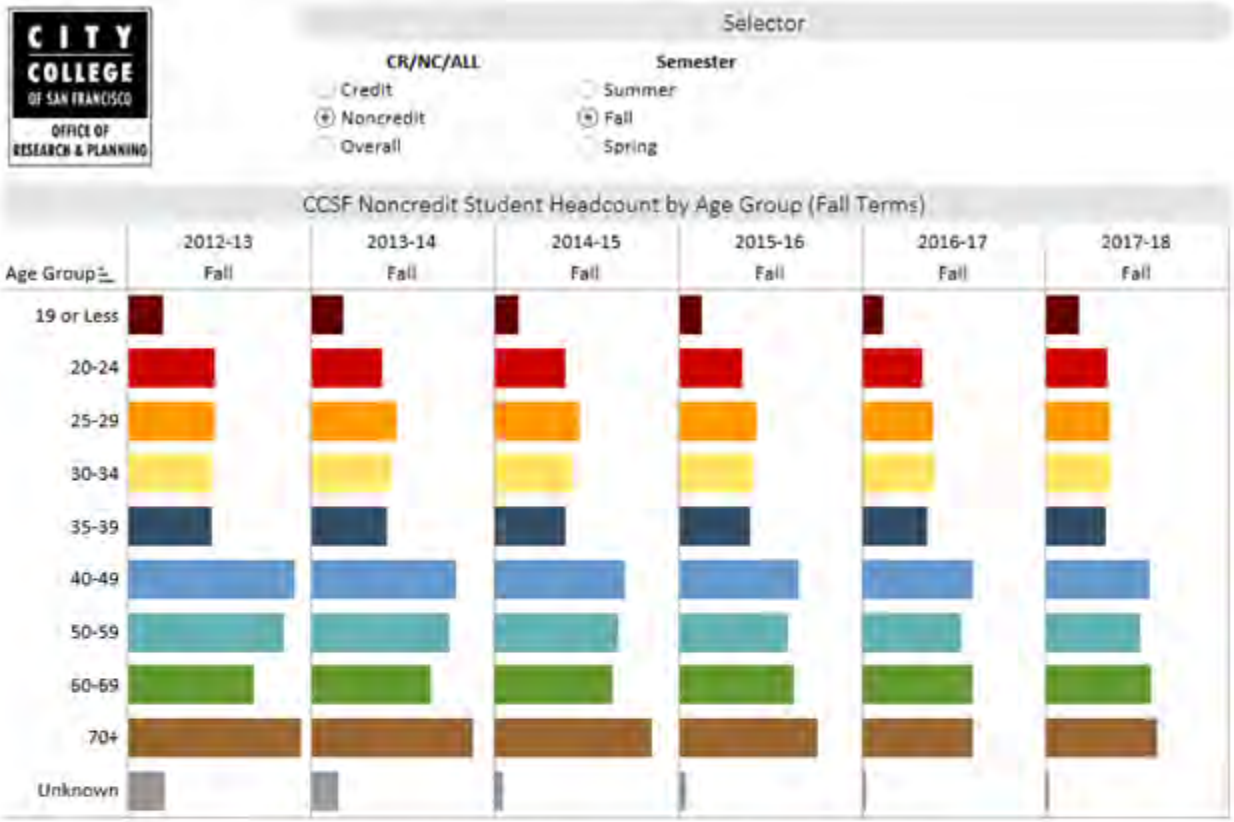
- The number of students enrolled in noncredit continues to decline, including in Fall 2017. However, the decline from Fall 2016 to Fall 2017 was minor.
- Broadly speaking, declines in students enrolled in noncredit have been across all demographic categories. As a result, many proportions are similar despite the declines. For example, in Fall 2012 approximately 60% of noncredit students were 40 years old or older. In Fall 2017, that percentage was 59%.
- The proportion of Latino students has steadily increased from 23% to 27%. However, the number of Latino students enrolled in noncredit declined from 5501 to 4372.
- The proportion of female students increased from 60% to 64%.
- The vast majority of students enrolled in noncredit (between 81% and 85%) have San Francisco zip codes. Another 5% to 10% are unknown.
- Note that noncredit tends to have higher unknowns for most demographics than credit, although data collection has steadily improved.

Figure 28 - CCSF Noncredit Student Headcount



Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

Figure 29 - CCSF Noncredit Student Headcount by Age Group



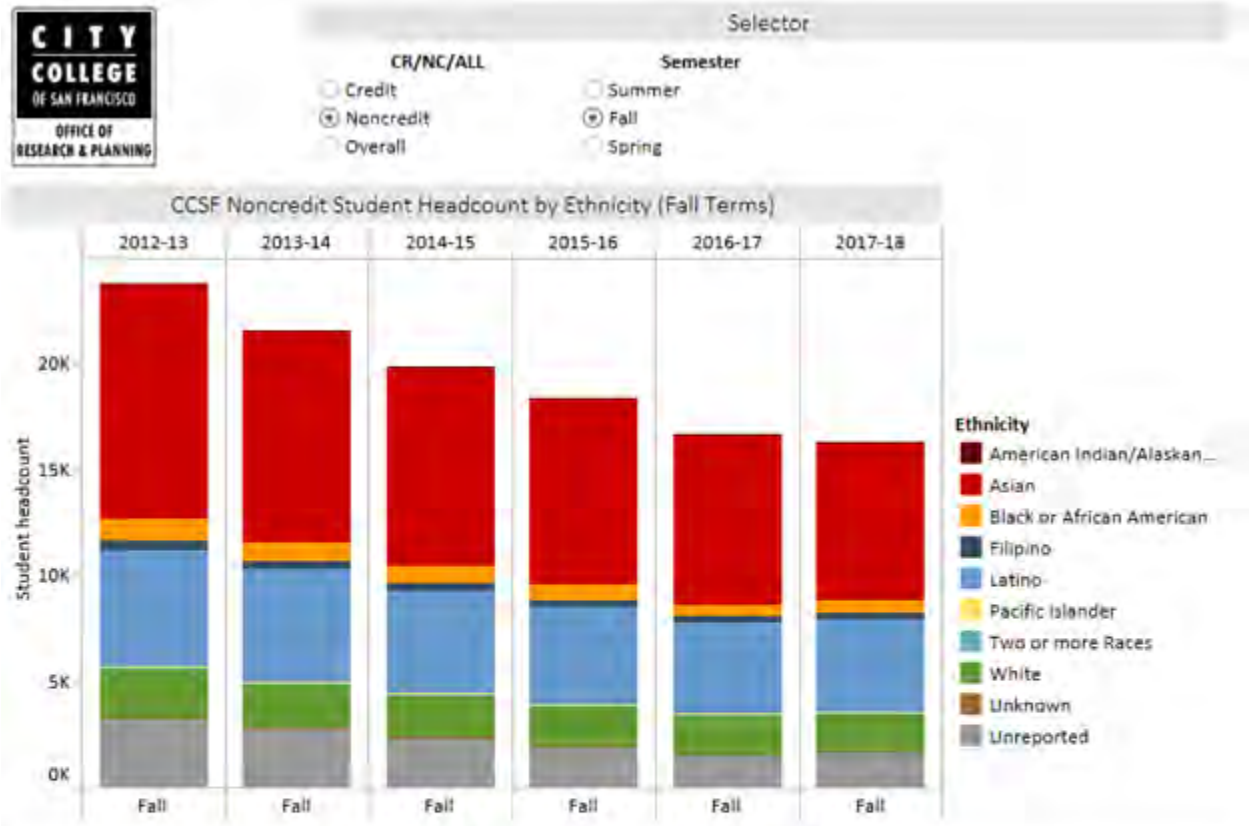
CCSF Noncredit Student Headcount by Age Group (Fall Terms)

Academic Year / Semester

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

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

Figure 30 - CCSF Noncredit Student Headcount by Ethnicity

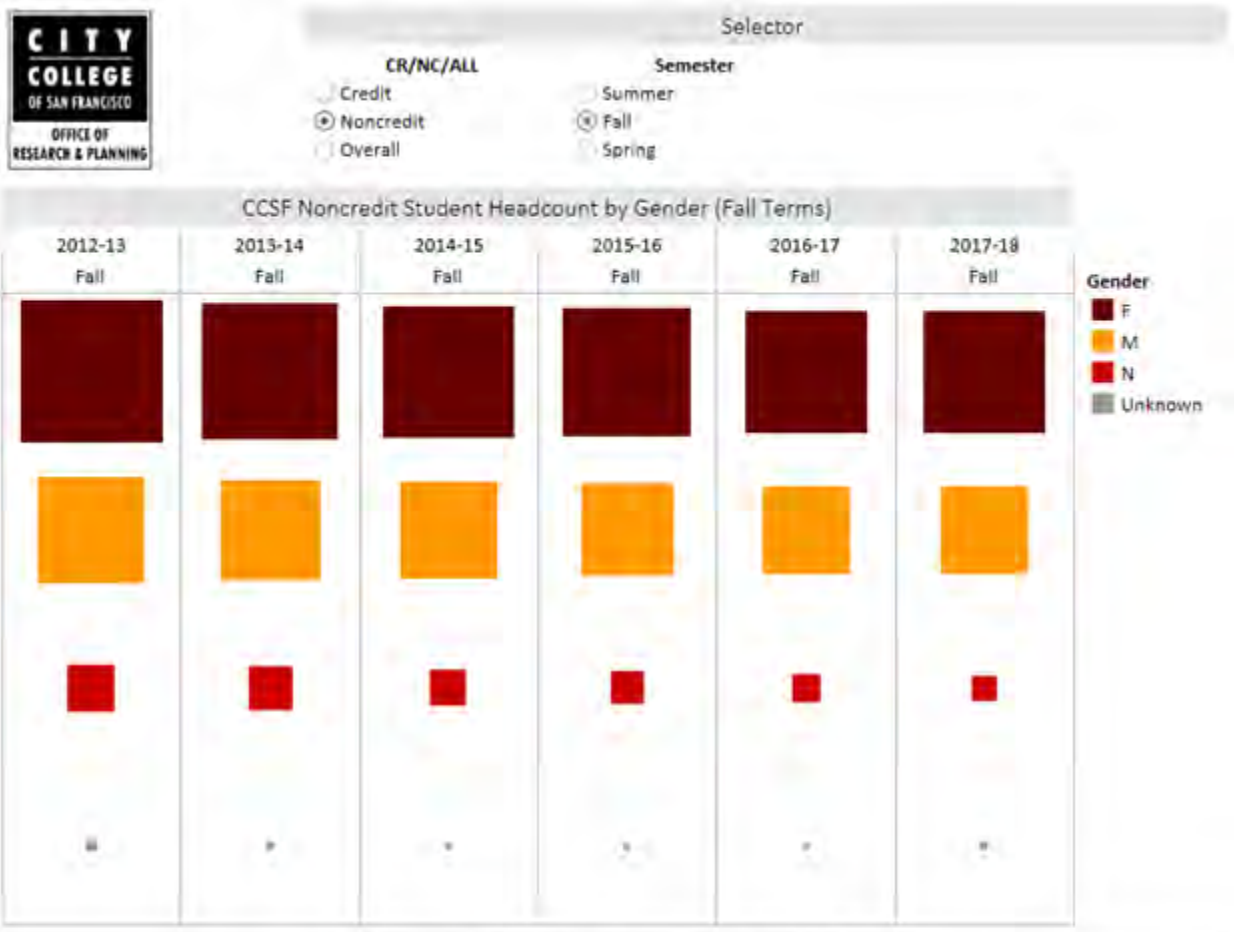


CCSF Noncredit Student Headcount by Ethnicity (Fall Terms)

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

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

Figure 31 - CCSF Noncredit Student Headcount by Gender



CCSF Noncredit Student Headcount by Gender (Fall Terms)

Academic Year / Semester

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

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

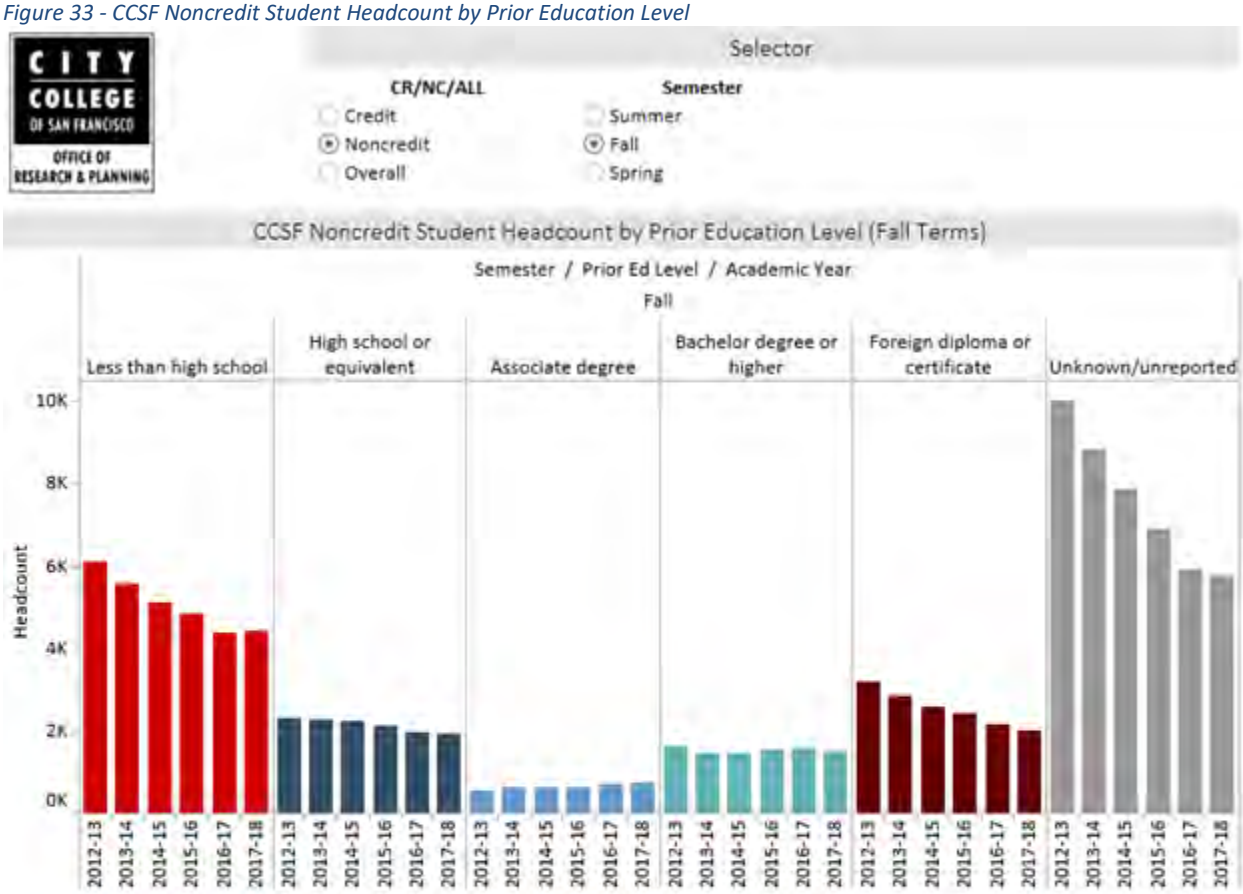
Figure 32 - CCSF Noncredit Student Headcount by Zip Code

CCSF Noncredit Student Headcount by Bay Area (Fall Terms)

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

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

Figure 33 - CCSF Noncredit Student Headcount by Prior Education Level



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

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

Source: CCSF Office of Research & Planning, Research Brief, February 2, 2018

The following table shows the number of "new" students irrespective of credit or noncredit.

Figure 34 - Student Headcount by Student Status

CCSF Overall Student Headcount by Student Status (Fall Terms)

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

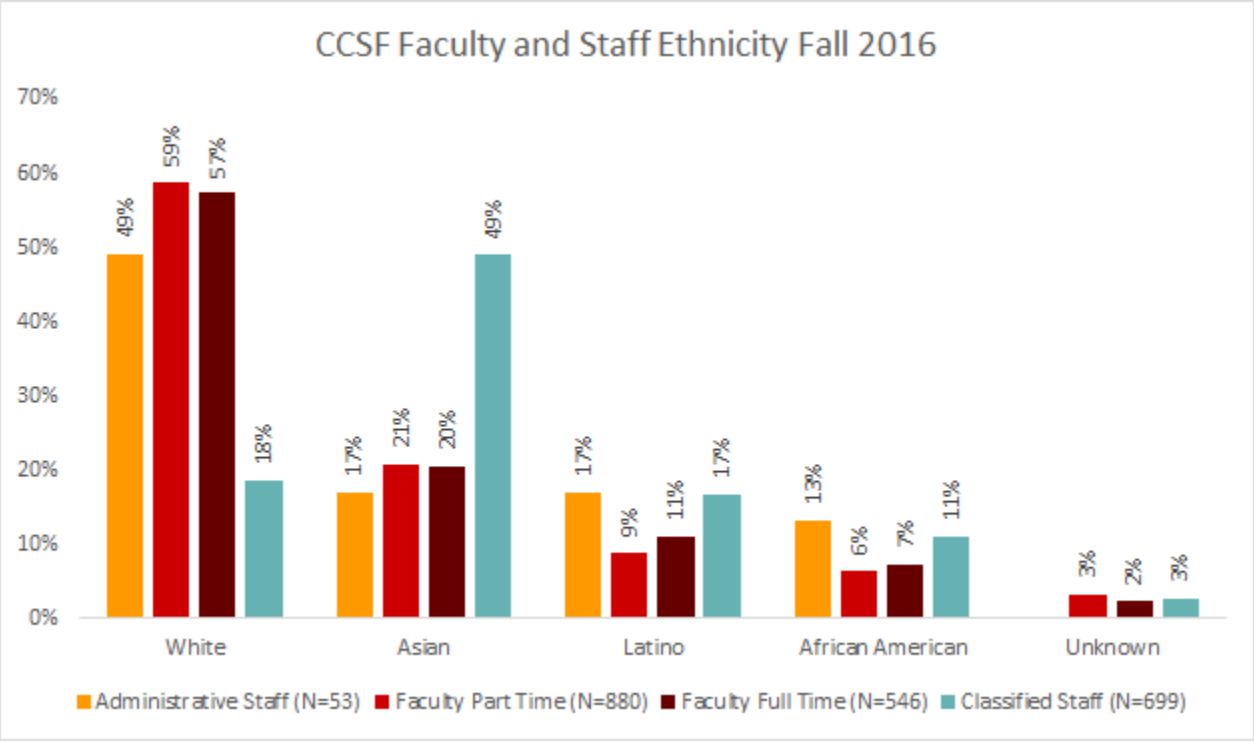
Source: CCSF Office of Institutional Research

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

EMPLOYEE DEMOGRAPHICS

The largest proportion of employees at CCSF are White, followed by Asian, Latino, and African American. All of the employee groups follow the same pattern except for classified staff. The largest proportion of classified staff are Asian, followed by White, Latino, and African American.

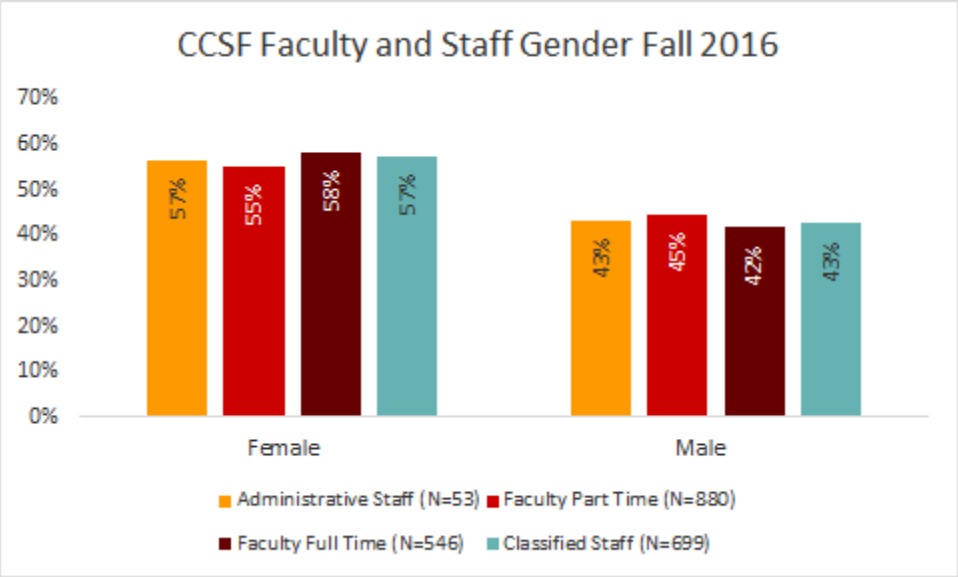
Figure 35 - CCSF Faculty and Staff Ethnicity 2016



Source: CCSF Office of Institutional Research

Most employees at CCSF are female.

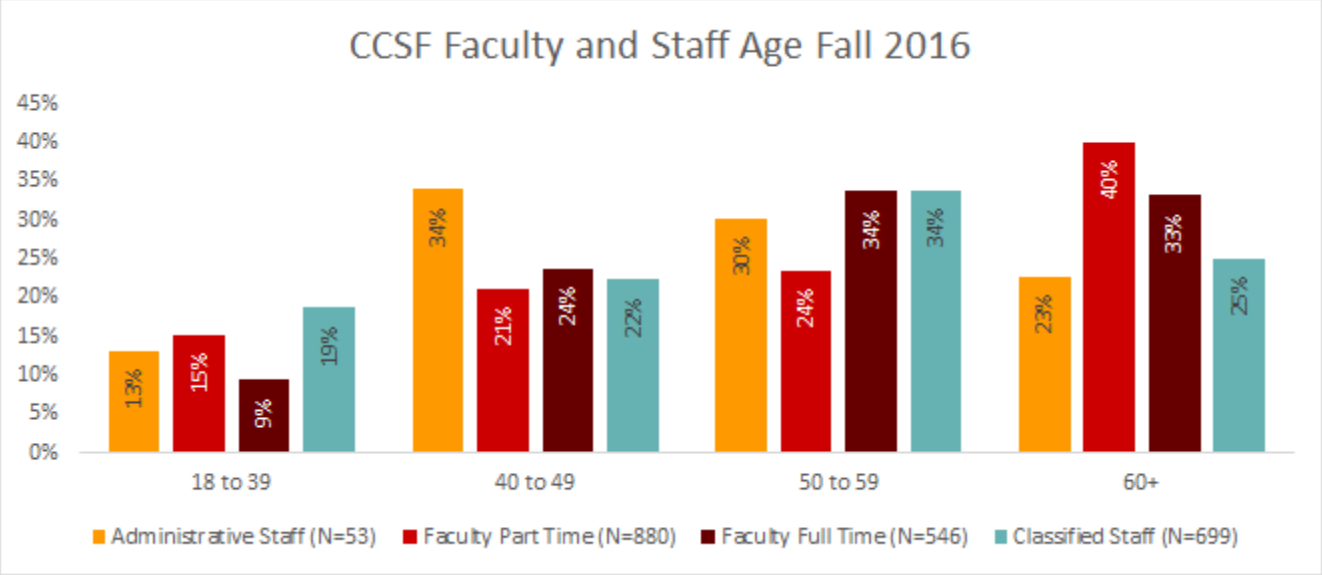
Figure 36 - CCSF Faculty and Staff Gender 2016



Source: CCSF Office of Institutional Research

For both classified staff and faculty part time, the majority of the employees fall between 45 and 65 years of age. Interestingly, the faculty full time is on a steady incline over the age brackets, with the least amount of faculty full time falling under 34 and the largest group over 65 years. The administrative staff mostly fall in their late 40s or early 60s.

Figure 37 - CCSF Faculty and Staff Age 2016



Source: CCSF Office of Institutional Research

The following chart shows the average years of service and age of College staff as of November 2018. Full-time faculty have the highest average years of service at the College (17.2 years). This is followed by full-time

classified staff (13.5 years), part-time faculty (13.4 years) and part time staff (12.7 years). Administrators have an average of 8.7 years of service.

Figure 38 - Average Years of Service and Age for CCSF Staff (November 2018)

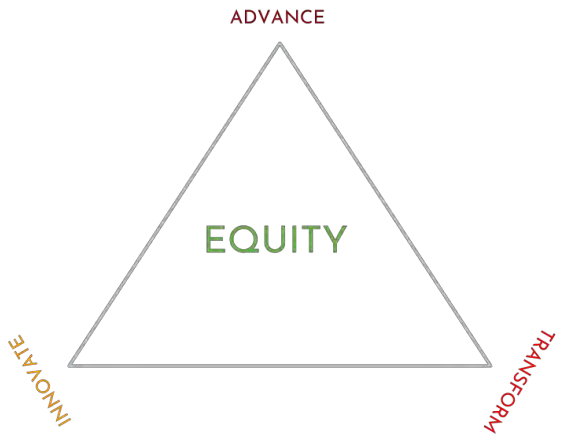
	Years of Service		Age	
	Full-time	**Part-time**	**Full-time**	**Part-time**
Administrator	8.7	na	52.0	na
Faculty	17.2	13.4	53.1	54.6
Staff	13.5	12.7	50.6	49.6

Institutional Goals: 2018 to 2025

The EMP Work Group originally developed eight draft goals in a collaborative process by consensus during a workshop on November 5, 2018. The College community had the opportunity to review those goals through the EMP website and provide feedback through an online feedback form. The EMP Work Group then reviewed the goals in light of further reflection and comments from the College community at its meeting on December 10, 2018. During January and February 2019, the College community participated in a series of feedback forums held at all principal sites of the College. These feedback forums focused on the goals and confirmed that the goals capture the primary areas that the College community sees as vital:

I. Improve student experience
II. Institutionalize equity
III. Improve communication
IV. Strengthen our credit and noncredit programs
V. Improve operation of the College
VI. Strengthen community, education, and industry partnerships
VII. Maintain, improve, and build facilities
VIII. Expand and encourage opportunities for professional development

These goals are interrelated and not listed in the order of importance. Each is equally important for the success of the College in meeting the needs of our students, and all of the goals relate to and expand upon the original EMP 2014-2020 goals with equity at the core (see figure below). The EMP Implementation Strategies (to be developed as a separate document) will identify specific objectives and activities related to achieving these goals drawing on and coordinating with resource and support plans, including Student Equity and Achievement (SEA). Collegewide efforts such as those within the Re-imagining the Student Experience (RiSE) framework also play a central role in carrying out many of these goals.



The following brief descriptions capture areas of interest that emerged during the development of these goals and serve as a starting point for further discussion. These ideas are not exhaustive and may change during the development of the EMP Implementation Strategies.

GOAL I. IMPROVE STUDENT EXPERIENCE

The College seeks to better support students in reaching their educational goals. Improvements include centralized student services at each location to make services easily available and seamless for students, and creating a more student-friendly online experience with respect to applying for admission, navigating the schedule, registering for classes, and petitioning for graduation. These efforts will help students better navigate their college experience from start to finish. For many students, this would increase attainment of degrees, certificates, and/or transfer. In keeping with our Mission and Vision, the College also seeks to ensure a positive, inclusive, and equitable experience for all students while they attend CCSF and continuously foster a positive environment that inspires learning.

GOAL II. INSTITUTIONALIZE EQUITY

Student equity is not only a goal unto itself, but also a lens through which the College should approach all other EMP goals. Student equity—a core value of the Board of Trustees and one of nine Board goals—requires addressing student equity gaps in transfer, completion, and graduation which involves gathering, examining, and acting on data. Institutionalizing equity requires consistent communication so that all students have equitable access to information and opportunities. Equity as a core value requires providing opportunities for ongoing faculty, classified staff, and administrator professional development, including culturally responsive communication and critically race-conscious pedagogy. Another facet of equity work involves diversifying recruitment and hiring so that all employee groups more closely reflect the demographics of our students. This goal is far-reaching and multi-faceted and will require a concerted effort to close opportunity gaps and promote success for our diverse student populations.

GOAL III. IMPROVE COMMUNICATION

This goal is intended to include improving communication both within the College and with the broader public. External communications include enhancing public relations and marketing efforts, particularly by engaging in more forms of social media to promote the College as a vibrant, dynamic institution. A schedule for external communications would provide for a regular exchange with the public and might include activities such as “fireside chats.” Some communications span internal and external audiences; this would include, for example, sharing the significance of statewide changes. Internal communication needs to include more centralized information as well as continually fostering existing governance structures and venues for crucial conversations and dialog—not just one-way messaging.

GOAL IV. STRENGTHEN OUR CREDIT AND NONCREDIT PROGRAMS

While there are a number of ways to achieve this goal, the EMP Work Group identified several possibilities that the College could pursue. Examples include growing enrollment through developing new and innovative courses and programs aligned with the changing needs and interests of the San Francisco community. In addition, the College identified a need to improve support for undecided students in navigating their college experience, including developing pathways that allow for exploration. To facilitate progression, students should be able to complete identified certificates or degrees at specific Centers, supplemented by online offerings, or fully online. In all cases, the College needs to think about how it can better support students to enroll in and complete courses and programs. This could include an examination of how the College could offer more late-start/short-term classes as well as how the College supports students in their first year. Focus on students graduating from

high school should continue, while at the same time emphasizing and considering the needs of other groups such as adult learners and re-entry groups as the College develops or modifies course and program offerings.

GOAL V. IMPROVE OPERATION OF THE COLLEGE

This goal includes aspects related to communication, such as the need to document and centrally locate standard operating procedures for all areas of the College. This need goes beyond formal Board Policies and Administrative Procedures to include less formal written procedures and guidelines. An evaluation and update cycle will foster ongoing improvement. Central location will ensure that all individuals have access to and use the most current versions of forms and procedures. Discussions related to this goal also included the need to prioritize sustainability and to recruit and retain qualified individuals in leadership positions. Improvement in the application of Information Technology throughout the College will ensure that business practices and applications affecting students directly are more efficient and effective.

GOAL VI. STRENGTHEN COMMUNITY, EDUCATION, AND INDUSTRY PARTNERSHIPS

Working with local industry, the City and County of San Francisco, and the State of California is a key element in the College's future success. This goal aspires to position the College as the go-to provider for workforce training, transfer to four-year institutions, general education, and lifelong learning. However, all of these aspirations are dependent upon support from the communities and government agencies the College serves. Maintaining Free City is an important focus for the College along with the goal of with promoting the College as a means for providing pathways out of poverty. Stronger support from, and stronger ties to, local, state, and industry partners will require forging and maintaining stronger relationships with partners outside the College community including social service agencies, nonprofits, cultural organizations, and educational partners—particularly San Francisco Unified School District and San Francisco State University—who serve populations the College wants to reach and support.

GOAL VII. MAINTAIN, IMPROVE, AND BUILD FACILITIES

> "Another flaw in the human character is that everybody wants to build and nobody wants to do maintenance."
> **— Kurt Vonnegut, *Hocus Pocus***

Fundamentally, all facilities improvements should be grounded in and driven by improving the student experience and by the other seven goals listed here. This goal essentially reinforces the need for the Facilities Master Plan, which includes the long-awaited Performing Arts and Education Center, among a variety of other vital new and renovated buildings. For example, "strengthening programs" includes a focus on enrollment growth, and the Facilities Master Plan likewise supports enrollment growth by identifying the need for new and modernized instructional facilities, along with other goals and features of the EMP. At the same time, many have voiced concerns about the basic maintenance and care of our existing buildings that are not necessarily slated for renovation while also stressing the need for modernized instructional and training equipment and technology, including smart classrooms. Projecting and accounting for the total cost of operations within our facilities is essential. The implementation of this goal largely resides within the implementation of the Facilities Master Plan but will need to ensure that the current goals of the EMP inform the prioritization and implementation of the Facilities Master Plan including reviewing for implications on educational programs. Moreover, projects should be planned to minimizing effects on students during any building or renovation. Also cited as important is the need to improve campus signage and wayfinding for students, utilizing technology where appropriate, and the need to ensure students' and employees' physical safety.

GOAL VIII. EXPAND AND ENCOURAGE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT (FACULTY, ADMINISTRATORS, CLASSIFIED STAFF, AND STUDENT LEADERS)

Professional development can support many of the other seven goals, particularly goals directly related to students such as “the student experience” and “equity.” Professional development activities would be designed for all College constituents: faculty, administrators, classified staff, and student leaders. Well-designed professional development will promote collaboration and interaction between different areas of the College to foster communication and support inter-departmental and College-wide improvements. The College seeks to ensure that all employees see the benefit and can participate.

Appendix A: List of Participants in the Education Master Plan Workgroup

The EMP Workgroup, first established in 2013-14, was reinvigorated for this EMP Update process. The members appear below. Several members were continuing while others were new. The EMP Workgroup reports to the Planning Committee, which is a standing committee of the College's Participatory Governance Council. Planning Committee members also participated in the EMP Update process.

EMP WORKGROUP MEMBERS

Administrators	Faculty	Classified Staff	Students	Resources
Tom Boegel (Co-chair)	Loren Bell (Co-chair)	Arlette Marcial-Santana	Eric Amil Quayle	Kristin Charles
Darryl Dieter	Coni Staff	Gabriella Ulloa	Ryland Tom	Kristina Whalen
Geisce Ly	Marie Osborne	Katrina Vasco		
Monique Pascual	Rosario Villasana	Lynnette Warfield		
Trudy Walton (Co-chair)*	Steven Mayers	Melissa McPeters		

**Through January 2019*

PLANNING COMMITTEE MEMBERS

Administrators	Faculty	Classified Staff	Students	Resources
Pam Mery (Chair)	E. Simon Hanson	Carolyn Escalante	N/A	Cherisa Yarkin
David Yee	Erin Denney	Jeevan Rijal		
John Halpin	Loren Bell	Susan Boeckmann		
Lucy Runkel**	Craig Kleinman**	Judy Seto**		
Reginald Duhe**				

***Alternates*

ADDITIONAL EMP WORKGROUP ATTENDEES / PARTICIPANTS

Administrators	Faculty
Ilona McGriff	Anna-Lise Helmy
Theresa Rowland	Ed Murray
Zach Lam	Fred Teti
	Madeline Mueller

A BIG thank you to all who participated in Listening Sessions, Town Halls, and Feedback Forums, or provided input online and via constituent group feedback.

Appendix B: Education Master Plan 2014-2020 and Implementation Matrix

Note: The language below serves as the preamble for the Education Master Plan 2014-2020 Implementation Matrix from the website.

DEFINING OUR FUTURE

CCSF's education master plan serves as the college's blue print for the next 5 to 6 years. The plan guides institutional and program development. Specifically, the goals established in the education master plan assist the college in advancing student achievement, transforming infrastructure, and providing innovation opportunities for all.

Spring 2014 planning processes featured 36 strategy sessions which provided opportunities for members of the public to actively review and discuss data, including student achievement data and other institutional effectiveness indicators. Four public forums were also held at various centers across San Francisco. Local industry, government, education, and community partners were actively solicited for input as well. As a result of this collaborative process, three goals were developed. In May 2014, the three EMP goals and associated strategic priorities were recommended by the Academic Senate and PGC, then subsequently approved by the Board. August 2014 Flex activities highlighted all three institutional goals.

Approval for the full plan occurred in December 2014. Thereafter, the EMP Implementation Matrix summarizes accomplishments to date and highlights connections to resource and support plans that undergird and effectuate the EMP.

EDUCATION MASTER PLAN GOALS

Goal 1: Advance student achievement in meeting educational goals

Goal 2: Transform and sustain College infrastructure

Goal 3: Provide new and expanded opportunities for organizational development and effective innovation

EMP Executive Summary - (2 pages)

Full EMP Report - (71 pages)

EMP Appendices

EMP Implementation Matrix - Year 4 (2018)

EMP Implementation Matrix - Year 3 (2017)

EMP Implementation Matrix - Year 2 (2016)

EMP Implementation Matrix - Year 1 (2015)

Sample page from Implementation Matrix – Year 3

EMP Implementation Matrix - Action Items (available at www.ccsf.edu/EMP)	Source	Lead Committee or Workgroup	Lead Administrator(s)	Funding	Progress as of Spring 2017	Progress as of Spring 2016 (for reference)
Goal 1: Advance student achievement in meeting educational goals.						
1. Student Learning Outcomes and Assessment. Continue purposeful development of outcomes and assessment work at the course, program, service, and institutional levels. Use these results to improve student retention and achievement.						
1.1 Provide training and development opportunities for faculty, staff, and students in topics and skills related to assessment.	Assessment Plan	Assessment Planning Team	Dean of Institutional Effectiveness	SLO Coordinator Reassigned Time	Planned and implemented FLEX day to support assessment, including aggregate assessments at both course and program (certificate and major) levels. Increased attention to mapping from SLOs to PSLOs. Worked with Student Development division on assessment planning and revising outcomes. Held drop-in support in the TLC twice weekly, with more hours during reporting periods. Trained faculty on use of CurricUNET, SLO Development for course outlines, use of ARGOS to view disaggregated data. Assisted chairs as they worked with their data to complete program review.	Over F2015 and during S2016 SLO Coordinators have planned and implemented two SLO FLEX days providing key professional development to the college surrounding SLOs. Additional training workshops have been held covering areas around assessment intruments as well as writing SLOs, and creating course and program level aggregate reports.
1.2 Further program planning efforts by encouraging an ongoing and systematic collection and analysis of information about educational effectiveness across the College.	Assessment Plan	Assessment Planning Team	Dean of Institutional Effectiveness	SLO Coordinator Reassigned Time	SLO Coordinators and the SLO Committee continue to adhere to a schedule of institutional assessment which includes both Institutional and General Education learning outcomes (ILOs and GELOs). ILO and GELO assessments begin with a review of program mapping to ensure validity of the data and analysis. For the ILO assessment, a student survey was included to supplement the mapping-based data. The assessment process culminates with campus-wide forums where assessment results can be broadly discussed, and with detailed reports. The reports include evidence-based suggestions for ways the institution can improve teaching and learning in these areas.	CRN-level reporting data has been tabluated by Coordinators and assessment currency reports are regularly provided to deans and chairs to encourage assessment report submissions. SLO Committee members validated S15 assessment reports to work toward improving report quality. In the student development division, dedicated SSO support was provided by the Student Services SLO Coordinator resulting in mapping of all SSOs to ILOs and 100% reporting in that division.
1.3 Disseminate, in conjunction with the Office of Research and Planning, statistical evidence about instructional and student services program outcomes assessment efforts.	Assessment Plan	Assessment Planning Team	Dean of Institutional Effectiveness	SLO Coordinator Reassigned Time	SLO assessment data continues to be updated and made available via the SLO dashboard and the SLO Benchmarks pages. Annual GELO and ILO reports completed this year are shared with the Academic Senate Executive Council and PGC, and are available on the SLO website.	SLO assessment data is available via the SLO dashboard and the SLO Benchmarks pages. Annual GELO and ILO reports are current and available on the SLO website, as well as shared with the Academic Senate Exectuive Council and PGC. CCSSE & Center Survey results are posted at www.ccsf.edu/CCSSE.
1.4 Create a system of resources and reference materials to assist assessment activities.	Assessment Plan	Assessment Planning Team	Dean of Institutional Effectiveness	SLO Coordinator Reassigned Time	The SLO Website continues to be maintained and udpated as a repository for assessment resources and information related to the SLO Committee.	SLO Website is maintained and up to date, containing archived SLO Updates, reports, workgroup and committee information as well as assessment resources such as the SLO Handbook.
1.5 Coordinate with the Office of Research and Planning the dissemination of information about CCSF's successes in meeting the needs of its various communities and about the College's continuous quality improvement efforts.	Assessment Plan	Assessment Planning Team	Dean of Institutional Effectiveness	SLO Coordinator Reassigned Time	Many community college colleagues have expressed interest in and appreciation for CCSF's work disaggregating SLO data. Members of R&P as well as SLO Coordinators have been speaking outside of CCSF to share our methodology and demonstrate what is possible with respect to assessment when data is disaggregated by student. See list: Strengthening Student Success Conference (SSSC), October 2016; Community College League of California (CCLC) Convention, November 2016; ASCCCO SLO Symposium. February 2017; League for Innovation, March 2017; ACCJC Conference, April 2017; RP Conference, April 2017.	Indices pages include updated reports on institution-set standards, institutional effectiveness performance indicators, and ILO and GELO summaries, including a new SLO Dashboard, These items were emphasized and discussed during annual review of Mission and Board Planning Priorities. See www.ccsf.edu/indices.

Appendix C: Considerations for Enrollment Growth

Introduction

These considerations arose from Phase 1 of the EMP process in Spring 2018, "The Path to 32,000." The Collaborative Brain Trust consultants developed many of the considerations and recommendations within this document in collaboration with the CCSF College community.

The recommendations were based on an in-depth analysis of the data. From this analysis, the following primary drivers of enrollment growth emerged:

1. Student carrying load
2. Labor Market Analysis
3. Free City
4. Enrollment Management / Scheduling
5. Distance education

Student Carrying Load

Currently, the average load that a student takes is 6 units. Student retention has held steady at 64% from spring semester to fall, for the years 2012-13 to 2017-18 (CCSF ***Student Status and Retention Analysis***, Office of Research and Planning, January 2018). If students are able to take even one more course each semester and to return the following semester, they will attain their goals more quickly and the College will enhance enrollment. However, there are barriers to that happening, including class size caps and inefficient scheduling. The student surveys show that 77% of respondents cannot get the classes they need in a timely manner. Course start times vary, which prevents students from efficiently taking additional courses. Eighteen percent of students responded they had to wait too long to take their next class and 45% stated classes were not offered at times they were available.

Labor Market Trends

The Center of Excellence (CoE) at CCSF provides labor market information (LMI) reports for California. For each job, data fields include:

- County
- SOC (Standard Occupational Classification) code
- Job title
- Typical educational requirements for entry level in each job
- Number of jobs in 2015 and 2018
- Number of openings
- Median hourly earnings

CBT created two extracts of the California data: San Francisco and adjacent counties (San Mateo, Alameda, Contra Costa, Marin); and the 12-County Bay Area (Sonoma to Santa Cruz).

CBT calculated compound annual growth rates (CAGR) for each job, graphed the jobs that account for 80% of openings, and created separate "bubble graphs" for jobs that typically require an Associate's Degree and for jobs that typically require a certificate but not a degree. CBT also created separate graphs for San Francisco and adjacent counties, and for the 12-county Bay Area.

The labor market bubble graphs show several indicators that affect the potential for enrollments at CCSF:

- The size of the bubbles shows the **number** of annual job openings
- The color of the bubbles shows the **job family** (such as IT, Health)
- The horizontal axis shows the annual **growth rate** in the number of jobs
- The vertical axis shows the **median hourly wage**

ASSOCIATE'S DEGREE JOB TRENDS FOR SAN FRANCISCO AND ADJACENT COUNTIES

The CoE data classify jobs by their typical entry requirement. Two high-growth IT jobs are classified as requiring an Associate's Degree, although many employers accept a certificate rather than a degree:

- **Web Developers.** CoE data forecast annual growth of 5.6%, and 470 annual job openings, in San Francisco and adjacent counties. Median local hourly earnings are about $45.
- **Computer Network Support Specialists**. CoE data forecast 240 annual openings, with a median wage of $44.

In the Health and related sectors, the fastest-growing local jobs are for Veterinary Technologists and Technicians, with about 100 openings a year locally. Median pay for Vet Tech jobs in SF and adjacent counties is $22.57, or only slightly above the $19.63 estimated living wage for singles in San Francisco.[2]

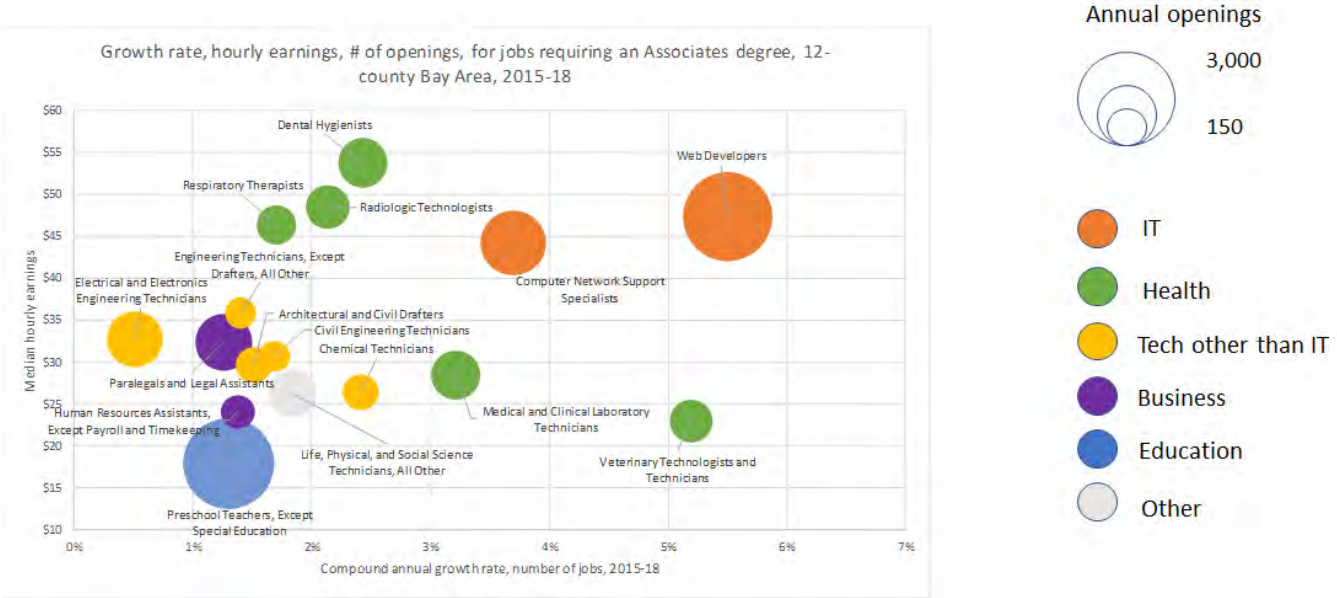
Other Health job categories that require a degree are growing well, and pay well above the local living wage:

- **Dental Hygienists:** 117 annual openings, median hourly wage of $56.
- **Radiologic Technologists:** 115 annual openings, median wage of $49.
- **Respiratory Therapists:** 83 annual openings, median wage of $47.

These are possible enrollment growth areas for CCSF.

CoE data forecast almost 500 job openings a year for Preschool Teachers. Median hourly pay for those jobs is $18.27, which is less than the local living wage.

Figure 39 - Growth in Jobs requiring an Associate's Degree



[2] http://livingwage.mit.edu/counties/06075

Job title	Annual growth in # of jobs, 2015-18 (CAGR)	Median Hourly Earnings	Annual Openings
Preschool Teachers, Except Special Education	1.5%	$18.27	496
Web Developers	5.6%	$45.41	473
Computer Network Support Specialists	4.3%	$43.54	240
Paralegals and Legal Assistants	0.9%	$32.75	171
Medical and Clinical Laboratory Technicians	3.2%	$29.19	142
Electrical and Electronics Engineering Technicians	0.7%	$35.40	120
Life, Physical, and Social Science Technicians, All Other	1.9%	$24.26	119
Dental Hygienists	2.0%	$55.65	117
Radiologic Technologists	1.9%	$48.63	115
Veterinary Technologists and Technicians	4.4%	$22.57	96
Architectural and Civil Drafters	1.2%	$29.61	85
Respiratory Therapists	1.7%	$46.54	83
Chemical Technicians	2.0%	$26.41	74
Human Resources Assistants, Except Payroll and Timekeeping	1.4%	$24.48	64
Environmental Science and Protection Technicians, Including Health	3.0%	$28.12	54
Diagnostic Medical Sonographers	3.4%	$62.69	51
Engineering Technicians, Except Drafters, All Other	2.5%	$38.18	47
Physical Therapist Assistants	5.5%	$39.53	46
Civil Engineering Technicians	0.9%	$30.80	45
Industrial Engineering Technicians	1.3%	$29.04	31
Agricultural and Food Science Technicians	2.5%	$25.41	28
Cardiovascular Technologists and Technicians	2.9%	$47.54	27

Source: Centers of Excellence

CERTIFICATE JOB TRENDS FOR SAN FRANCISCO AND ADJACENT COUNTIES

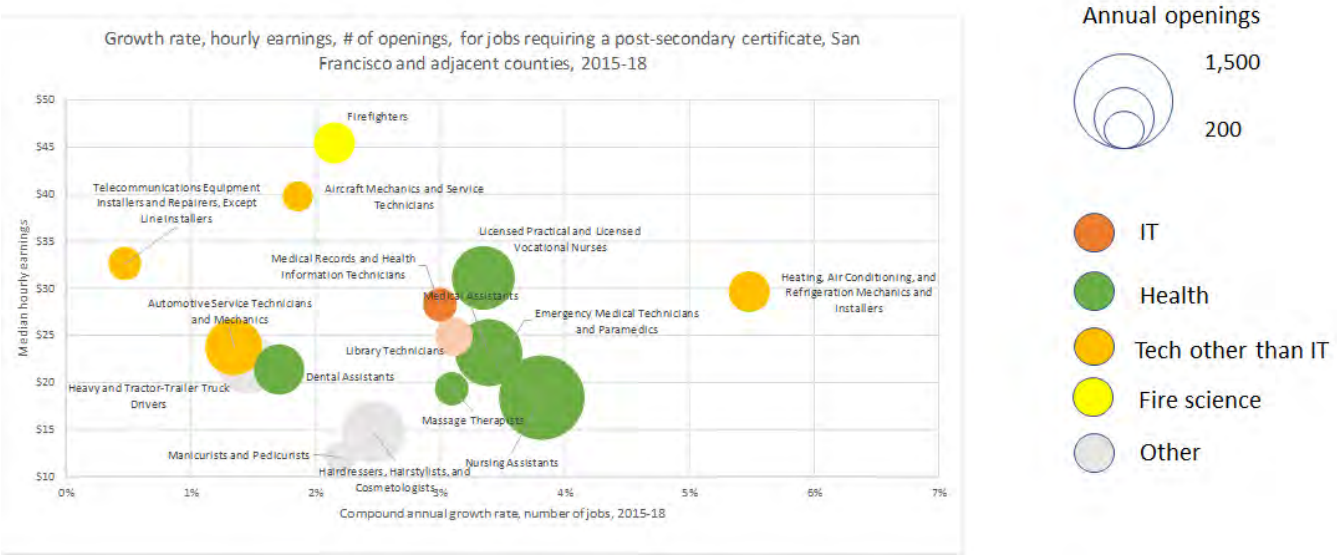
Of jobs that typically require a certificate rather than a degree, **HVAC Mechanics and Installers** are the fastest-growing in San Francisco and adjacent counties. CoE data forecast over 200 local annual openings for HVAC mechanics, with median hourly wages of $30.

Because of high turnover and low pay, there are many job openings for Nursing and Medical Assistants:

- **Nursing Assistants:** 910 local job openings per year, median hourly wage of $18.38 (below the SF living wage)
- **Medical Assistants:** 565 annual openings, median wage of $23.10

Jobs for **Licensed Practical Nurses** are growing 3.3% per year, with 510 annual openings and median hourly wages of $31.

Figure 40 - Growth in Jobs requiring a Post-secondary Certificate



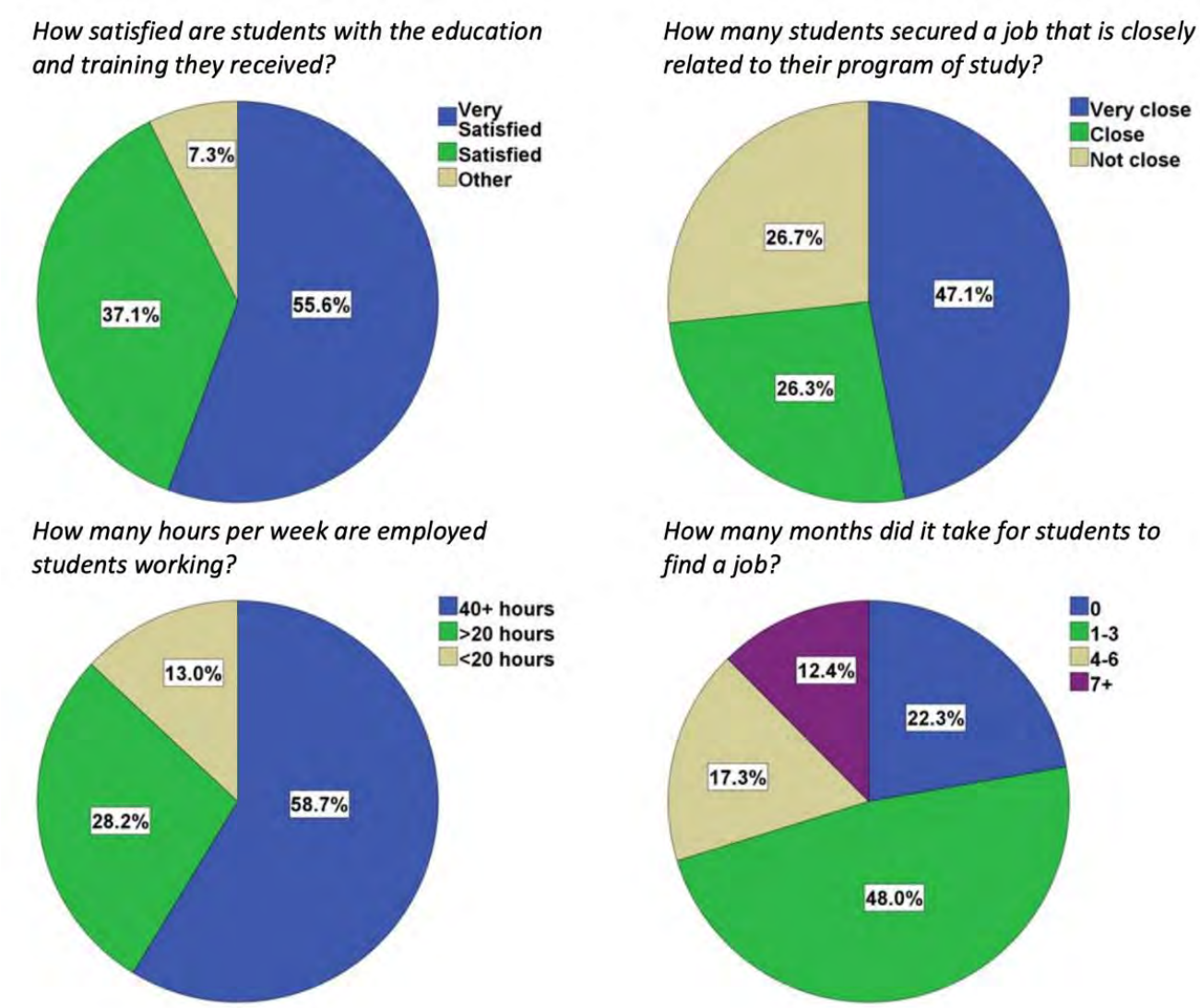
Job title	Annual growth in # of jobs, 2015-18 (CAGR)	Median Hourly Earnings	Annual Openings
Nursing Assistants	3.8%	$18.38	910
Medical Assistants	3.4%	$23.10	565
Licensed Practical and Licensed Vocational Nurses	3.3%	$31.09	510
Hairdressers, Hairstylists, and Cosmetologists	2.5%	$14.70	508
Heavy and Tractor-Trailer Truck Drivers	1.5%	$21.98	469
Automotive Service Technicians and Mechanics	1.3%	$23.72	401
Dental Assistants	1.7%	$21.39	320
Firefighters	2.2%	$45.43	213
Heating, Air Conditioning, and Refrigeration Mechanics and Instal	5.5%	$29.63	207
Library Technicians	3.1%	$24.86	184
Emergency Medical Technicians and Paramedics	3.4%	$21.64	152
Massage Therapists	3.1%	$19.31	143
Medical Records and Health Information Technicians	3.0%	$28.21	141
Telecommunications Equipment Installers and Repairers, Except I	0.5%	$32.58	140
Manicurists and Pedicurists	2.2%	$12.07	124
Aircraft Mechanics and Service Technicians	1.9%	$39.76	119
Audio and Video Equipment Technicians	1.8%	$24.36	76
Phlebotomists	4.5%	$22.72	73
Surgical Technologists	3.1%	$39.17	51
Skincare Specialists	2.8%	$16.14	45
Healthcare Practitioners and Technical Workers, All Other	2.2%	$37.59	33
Captains, Mates, and Pilots of Water Vessels	1.0%	$38.21	30

Source: Centers of Excellence

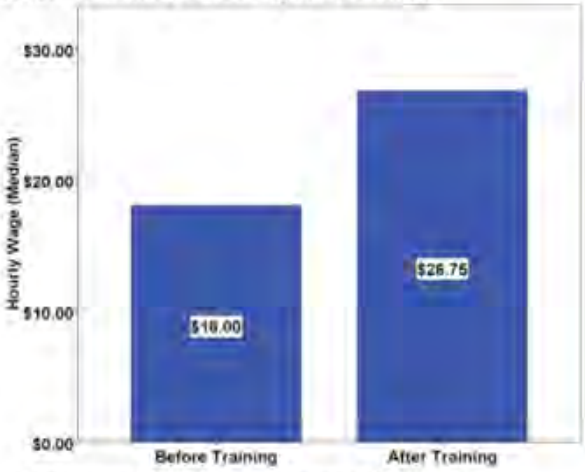
CAREER & TECHNICAL EDUCATION EMPLOYMENT OUTCOMES SURVEY

Completer and skills-building students at City College of San Francisco were surveyed if they met one of the following criteria in 2015-16 and did not enroll (or were minimally enrolled) in 2016-17: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2018 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 3369 students were surveyed and 1321 (39%) students responded: 44% by email, 47% by phone, and 9% by SMS.

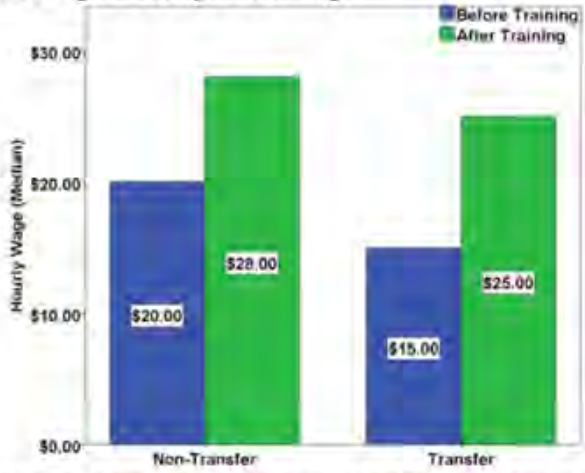
Figure 41 - Compendium of CTEOS Results



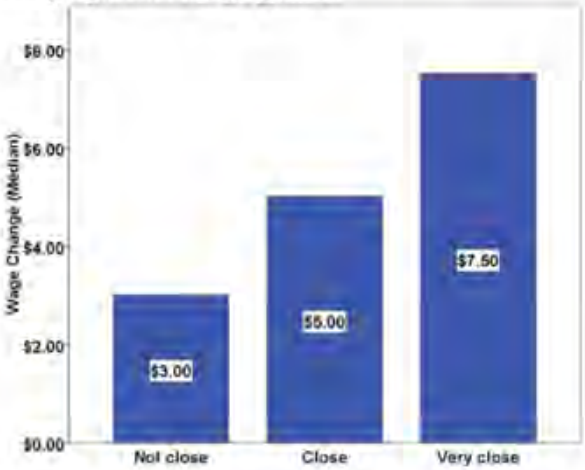
What were the hourly wages of the students before training versus after training?



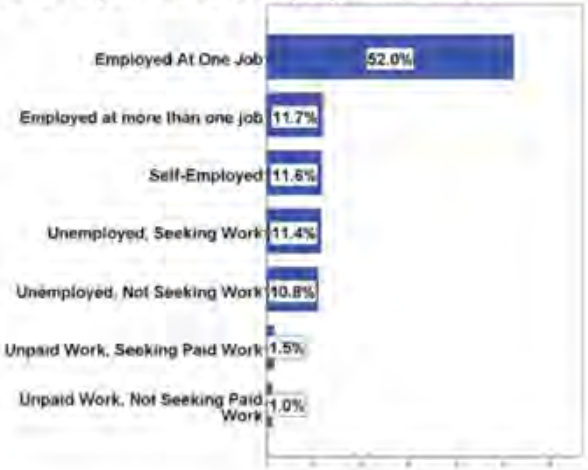
What were the hourly wages of transfer students and non-transfer students—before training versus after training?



Does the similarity between job and program of study influence wage gains?



What is your current employment status?



More Key Results

$3.09 is the overall change in hourly wages after completing training—in dollars

28% is the overall change in hourly wages after completing training—in percentage gain

62% of respondents reported being employed for pay

28% of respondents reported transferring to another college or university

91% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

Free City

One element that offers the promise of growth in FTES is the offer of free tuition through the Free City Program. The city has reimbursed the College for 14,062 (headcount) students under the voter-approved program. The survey of current students showed that 45% were strongly influenced to enroll at CCSF because of the program. Similarly, 45% of potential students responded that the availability of free tuition would be very important to their decision to attend. Enrollments stemming from the program have played a major role in this year's growth in enrollment.

Enrollment Management / Scheduling

Enrollment management is an Integral part of a College's planning process. It aligns services and resources in a systematic and planned manner and is based on data. It should be a living plan, examined and updated frequently. *NOTE: This report focuses on the instruction aspects of enrollment management, not those related to student services.*

Block scheduling is a common scheduling strategy employed by community colleges. Block scheduling means that all classes of a similar type (i.e., 3 units, 4 units, etc.) should start at the same times. Block scheduling ensures that there is order to the schedule and that there are few large time gaps between classes. This maximizes use of facilities and allows students to take more classes on a given day. Additionally, communication needs to improve among departments so that crucial classes in a student's education plan are not all offered at the same time. Fifty-two percent (52%) of students responded that many of the classes they wished to take were all offered at the same time (see page 86).

Block scheduling also can refer to a structured set of courses offered to reach a particular goal such as a certificate or degree. This is now commonly part of efforts referred to as Guided Pathways. The College's Re-imagining the Student Experience (RiSE) team has been implementing the plan that the College submitted to the state Chancellor's Office for the development of guided pathway programs. Work on this plan as well as the continuing work on the Working Adult Degree Program should enhance FTES growth.

A key to maintaining and growing FTES is good scheduling. To a large extent, each semester's schedule is now what is known as a rollover schedule. Simply put, the same thing is done over and over again, whether or not it was successful. Continuous monitoring of enrollment history including which classes are cancelled, which have large waiting lists, and which are consistently under-enrolled, should be regularly practiced. The cancellation policy is defined in **Article 18** of the **AFT/District Collective Bargaining Agreement**. The minimum class size is 20 students with exceptions delineated for an even lower allowance. This means no class can be cancelled if it reaches 20. Too often, minimum class sizes come to be understood as being "OK" and this is reflected in the overall FTES/FTEF of only 14.7% (CR and NC) for Fall 2017. During that semester, productivity for Credit courses only was 13.5. Healthy productivity at a college is 17.5 FTES/FTEF.

The College's noncredit program has a healthier FTES/FTEF than the credit program, with a productivity number of 18.9 for Fall 2017. Although noncredit is not strong at all centers, and noncredit enrollments have declined over the past four years, consolidating offerings and expanding courses at growth centers can have a positive impact on enrollment growth. Our research shows there are a considerable number of city residents who are not fluent in English (see Figure 8 - SF County Population 5+ Language Spoken at Home). If an expansion of noncredit courses, particularly in ESL, were in the enhanced funding category of Career Development College Preparation courses (CDCP) it would bring enhanced revenue to the District as well.

Figure 40 - CCSF Productivity by Location

CCSF Productivity by Location (Credit and Noncredit)

		Year / Term											
		2012		2013		2014		2015		2016		2017	
Credit/N..	Campus Location	Fall	Total	Fall	Total	Fall	Total	Fall	Total	Fall	Total	Fall	Total
Credit	Airport	15.1	15.1	18.9	18.9	13.8	13.8	13.1	13.1	10.0	10.0	10.0	10.0
	Castro	16.8	16.8										
	Chinatown/North Be..	14.8	14.8	16.0	16.0	13.1	13.1	11.3	11.3	13.1	13.1	15.2	15.2
	Civic Center	13.9	13.9	11.8	11.8	11.0	11.0	14.0	14.0	26.5	26.5	15.5	15.5
	Distance Education	21.4	21.4	20.4	20.4	15.5	15.5	14.7	14.7	14.6	14.6	15.2	15.2
	Downtown	14.4	14.4	13.7	13.7	12.1	12.1	11.9	11.9	10.9	10.9	13.8	13.8
	Evans	18.3	18.3	16.2	16.2	14.0	14.0	11.2	11.2	9.2	9.2	13.0	13.0
	Fort Mason			11.5	11.5	9.3	9.3	12.2	12.2	11.8	11.8	12.8	12.8
	John Adams	14.2	14.2	11.7	11.7	11.3	11.3	7.4	7.4	9.4	9.4	10.2	10.2
	Mission	13.3	13.3	12.4	12.4	11.2	11.2	11.2	11.2	11.1	11.1	13.1	13.1
	Ocean	16.9	16.9	15.2	15.2	13.4	13.4	12.8	12.8	12.4	12.4	13.6	13.6
	Southeast	14.7	14.7	9.4	9.4	7.9	7.9	9.1	9.1	8.6	8.6	12.1	12.1
	Total	16.8	16.8	15.2	15.2	13.2	13.2	12.4	12.4	12.1	12.1	13.6	13.6
NonCredit	Airport			4.6	4.6								
	Castro	22.6	22.6										
	Chinatown/North Be..	27.7	27.7	26.1	26.1	26.9	26.9	26.5	26.5	23.9	23.9	23.4	23.4
	Civic Center	16.7	16.7	15.2	15.2	15.0	15.0	10.4	10.4	14.0	14.0	18.6	18.6
	Distance Education	29.4	29.4										
	Downtown	20.3	20.3	19.5	19.5	17.9	17.9	15.9	15.9	15.4	15.4	15.9	15.9
	Evans	17.2	17.2	15.2	15.2	19.5	19.5	16.5	16.5	13.4	13.4	10.7	10.7
	Fort Mason							21.9	21.9	20.5	20.5	22.9	22.9
	John Adams	19.4	19.4	19.1	19.1	16.8	16.8	15.8	15.8	14.6	14.6	14.9	14.9
	Mission	18.5	18.5	18.8	18.8	18.1	18.1	17.9	17.9	17.2	17.2	16.3	16.3
	Ocean	47.4	47.4	55.3	55.3	52.8	52.8	32.2	32.2	32.8	32.8	37.6	37.6
	Southeast	17.8	17.8	15.9	15.9	15.5	15.5	13.2	13.2	18.6	18.6	14.2	14.2
	Total	22.0	22.0	21.5	21.5	20.9	20.9	19.2	19.2	18.4	18.4	18.9	18.9
Grand Total		18.0	18.0	16.6	16.6	14.9	14.9	13.9	13.9	13.5	13.5	14.7	14.7

Source: CCSF Office of Research & Planning; analysis by CBT

The Office of Instruction needs to implement a schedule-building process that is based on an ongoing analysis of program health, enrollment behavior, and student educational plan information. The College should have a clear FTES goal for the year, divided up among the two semesters and summer. Departments should be given an allocation of FTEF to build their schedules based upon an expectation that their offerings will attain an FTES goal.

EDUCATION CENTERS

The presence of the College throughout the city at the various Centers offers the opportunity to reach more of the city's citizens. Nonetheless, if analysis shows a Center has a history of being weak, serious consideration should be given to it closing. A review of the Centers' pages at the College website demonstrates the unique differences among Centers. However, some of the web page differences make it more difficult for students to find the way to register. Based upon analysis of a year's schedules, it appears that a student can earn a degree attending only one site only at Ocean or Mission. This may be the College's intention. It would be a good exercise to validate that intention and make sure that is what is desired by the College community.

ONLINE OFFERINGS

The College should strive to enlarge the number of courses and programs offered online, to meet high student demand. This has also been recognized in the college's Enrollment Management and Growth Plan. The College has hired a new Dean of Online Learning. The student surveys show that a majority of both current and potential CCSF students prefer in class learning but 35% of current students and 34% of potential students preferred hybrid courses. Growing online and especially hybrid course offerings is essential to attaining more FTES.

Conclusions and Risk Factors

SWOT ANALYSIS

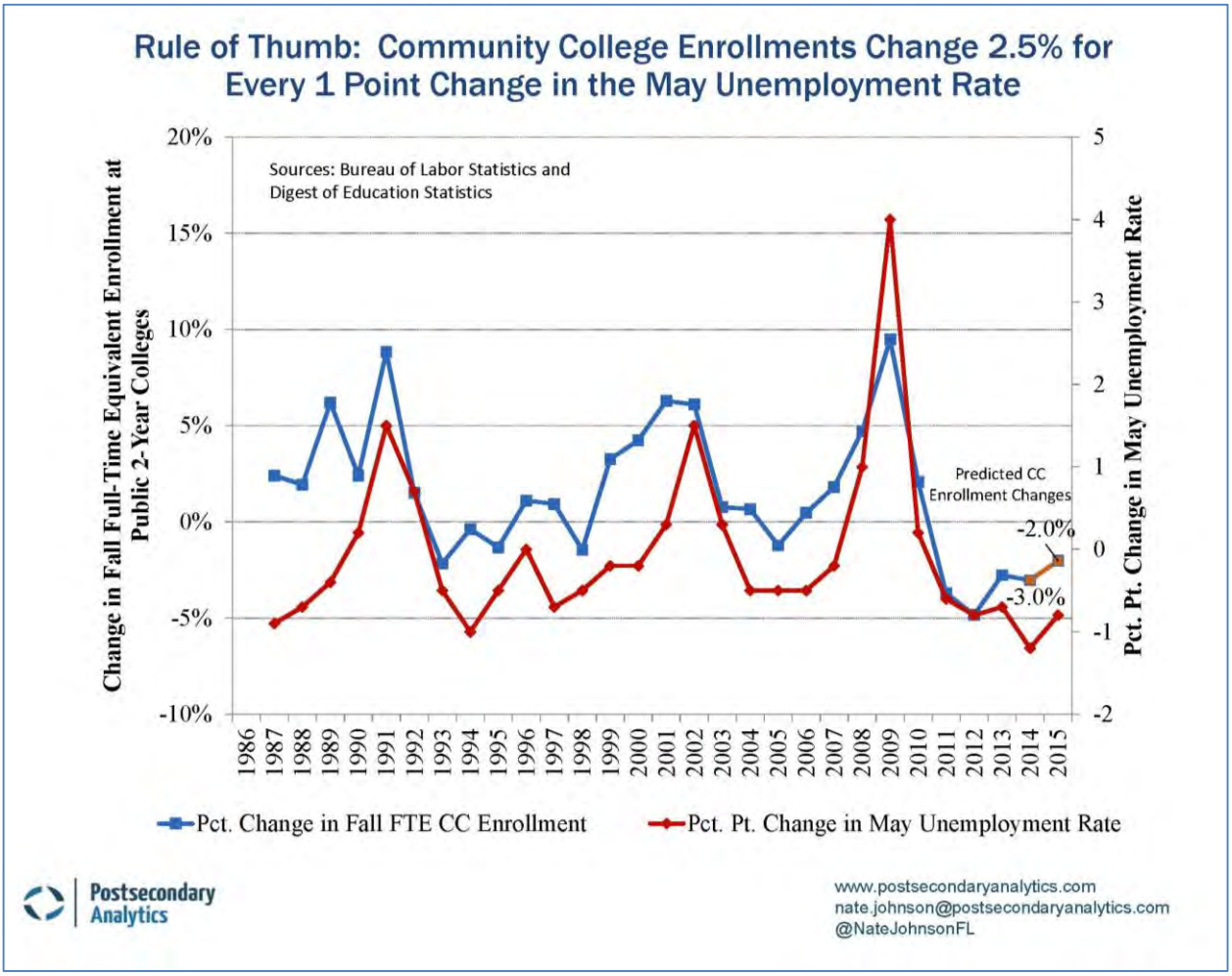
After analyzing the data, the consulting team developed the following SWOT analysis. SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats.

Figure 41 - SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
Headcount has rebounded somewhat	Low productivity	New programs	Budget deficits
Free City	Declining FTES	Cannabis program	Neighboring districts competing for students - especially with online offerings
Many neighborhood locations where students can attend classes	Scheduling problems	Large numbers of non-English speakers in SF	Declining high school aged population
Well known in the community	College community historically resistant to change	Working Adult Degree Programs	High overhead costs associated with many neighborhood education centers
	Relatively small offering of online/hybrid courses	IEPI Application	High cost of housing
		Guided Pathways plan	Ageing local population State development of a stand-alone, new, Online College
		Economic impact on enrollments	

CORRELATION BETWEEN UNEMPLOYMENT AND ENROLLMENT

Historically, there is a counter-cyclical relationship between community college enrollment and unemployment rates. The data shows that for every point change in the May unemployment rate, there is a 2.5% change (in the same direction) in community college FTE (full-time equivalent) enrollment. For example, on average, when unemployment rises by one percentage point, community college enrollments rise by 2.5 percent. The following chart shows the trends from 1986 to 2015. Currently, unemployment rates are at historically low levels. History shows that unemployment will inevitably rise again at some point in the future. When this happens, there should be an increase in enrollments in community colleges.



CONCLUSIONS

The data support the College's return to 32,000 FTES. Changes in demographics of the population do not contradict this conclusion. However, achieving this FTES goal by 2022 is unlikely. It will take a bit more time to make the necessary operational adjustments. If the College addresses weaknesses that have been discussed, the College will be able to grow FTES to 27,000 by 2022.

The draft Enrollment Management and Growth Plan demonstrates that there is a high level of awareness of the challenges the College faces among committee members. It is essential that the larger College community also recognizes this. It will take the commitment of everyone to make the changes necessary to bring CCSF back to health.

Student Participation Rate Analysis

OVERVIEW

Student participation rate is the percentage of the service area population that attends the college in a given term or year. Participation rate is typically calculated for a specific subset of the population, usually selected by age or ethnicity.

CCSF PARTICIPATION RATES

College participation rates for adults living in San Francisco have been declining gradually since 2001-02. While the decline of one percentage point from around 8 percent of the adult population to around 7 percent took ten years, a steeper decline is observed in recent years, settling to around 5 percent today. Data from age and ethnicity groups exhibit declines in participation across all ages and among all ethnic groups.

The following table shows student participation rates for the San Francisco adult population - defined as 18 years of age or older.

Figure 42 - Student Participation Rates - SF Adult Population

CCSF Participation Rates from San Francisco Adult Residents

	2010-11 %	2011-12 %	2012-13 %	2013-14 %	2014-15 %	2015-2016 %
Overall Average	**7%**	**7%**	**6%**	**5%**	**5%**	**5%**
Age Range						
15-19	22%	24%	23%	20%	17%	19%
20-24	15%	16%	16%	15%	14%	14%
25-29	7%	7%	6%	6%	6%	6%
30-34	6%	5%	5%	4%	4%	4%
35-39	5%	5%	4%	4%	3%	3%
40-49	5%	5%	4%	4%	3%	3%
50-59	5%	5%	4%	4%	3%	3%
60-69	4%	4%	4%	4%	3%	3%
70+	5%	5%	5%	4%	4%	4%
Ethnicity						
African American	7%	8%	6%	6%	5%	5%
American Indian/Alaskan Native	6%	6%	5%	4%	4%	4%
Asian	8%	8%	7%	7%	6%	6%
Filipino						
Latino	11%	10%	9%	8%	8%	7%
Pacific Islander	8%	8%	6%	6%	5%	5%
Two or more Races	5%	6%	6%	5%	5%	5%
Unknown						
White	3%	3%	2%	2%	2%	2%

Population data: California Department of Finance. http://www.dof.ca.gov/research/dem
Ethnicity chart: based on adult population, aged 18 and older
CCSF data: Argos Institutional Headcount. May 1, 2016 saved state
San Francisco residence determined by zipcode
adjusted proportionately for those records with missing zip codes
Underlying source: Banner student system

Downloaded from http://www.ccsf.edu/en/employee-services/research-planning-and-grants/Research/fact-sheets--regional-and-accreditation-data/san-francisco-city-and-county-participation-rate.html

STATEWIDE PARTICIPATION RATES

The following table shows the participation rates for all California community colleges in the fall of 2015. This data focuses exclusively on students and population between the ages of 18 and 24.

This data shows that the participation rate at CCSF (in the 18 to 24 age group) is somewhat low compared with districts Statewide. This may indicate an opportunity for enrolment growth for students in this age range. This might be accomplished by attracting new students and by improving rates of student success and persistence.

Figure 43 - California Community Colleges Participation Rates - Fall 2015

District	Participation Rate 18-24		District	Participation Rate 18-24
SANTA MONICA	45.9		RIVERSIDE	17.3
GLENDALE	30.9		HARTNELL	17.1
OHLONE	29.8		SAN DIEGO	16.9
COAST	29.2		DESERT	16.8
GROSSMONT-CUYAMACA	28.3		**SAN FRANCISCO**	**16.2**
SANTA CLARITA	27.2		SEQUOIAS	16.2
SANTA BARBARA	26.2		YUBA	16.1
WEST KERN	26.0		CABRILLO	16.0
PASADENA	25.3		MT. SAN ANTONIO	16.0
SONOMA	24.6		SHASTA-TEHAMA-TRINITY	15.9
NAPA VALLEY	24.1		SISKIYOUS	15.8
VENTURA	24.1		ALLAN HANCOCK	15.7
IMPERIAL	24.0		RIO HONDO	15.5
NORTH ORANGE	22.5		GAVILAN	15.4
SAN MATEO	22.2		ANTELOPE VALLEY	15.3
LAKE TAHOE	22.1		FEATHER RIVER	14.9
WEST HILLS	21.9		LASSEN	14.9
SIERRA	21.8		WEST VALLEY-MISSION	14.9
RANCHO SANTIAGO	21.4		KERN	14.8
LOS RIOS	21.1		PERALTA	14.5
CONTRA COSTA	20.5		VICTOR VALLEY	14.2
SOUTH ORANGE	20.5		COPPER MOUNTAIN	14.0
FOOTHILL-DEANZA	19.6		PALOMAR	13.4
CHABOT-LAS POSITAS	19.4		SAN JOAQUIN DELTA	13.3
STATE CENTER	19.4		CHAFFEY	13.1
CERRITOS	19.3		SOLANO	12.9
MENDOCINO-LAKE	19.1		SAN BERNARDINO	12.7
EL CAMINO	18.8		LOS ANGELES	11.9
MONTEREY	18.8		BARSTOW	11.5
BUTTE	18.6		MARIN	11.1
SOUTHWESTERN	18.5		MT. SAN JACINTO	10.7
MERCED	18.3		REDWOODS	10.4
LONG BEACH	17.9		SAN JOSE-EVERGREEN	10.0
YOSEMITE	17.9		SAN LUIS OBISPO	9.4
MIRA COSTA	17.7		COMPTON	6.6
CITRUS	17.6		PALO VERDE	5.2

** Downloaded from http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research_old/Accountability/Enrollment.aspx on March 6, 2018*
** Population age 18-24 derived using 2016 ESRI population estimates from zip codes within physical district boundaries*
** Enrollment derived using Fall 2015 MIS headcount data for students age 18-24 with reported zip codes within physical district boundaries.*

Appendix D: Research to Support the Enrollment Plan

CBT ran four surveys to help CCSF better understand and quantify the factors that can lead to increased enrollment:

1. **Potential students in San Francisco**. Penn Schoen Berland, a polling and research firm, conducted this online survey between March 29 and April 16. They drew the sample from their consumer panel, which consists of adults who have agreed to answer research surveys several times a year. 586 respondents answered a screening survey, of which 450 qualified to complete the detailed questionnaire (aka "interview").
2. **CCSF credit students**. CBT conducted an online poll starting April 10. The Office of Research and Planning at CCSF announced the survey by email to credit students, over Chancellor Rocha's signature. CBT received 228 completed questionnaires as of April 25.
3. **CCSF faculty and classified staff.** CBT conducted an online poll starting April 5. The Office of Research and Planning at CCSF announced the survey by emails to faculty and classified staff, over Chancellor Rocha's signature. CBT received 277 completed questionnaires as of April 25.
4. **CCSF noncredit students.** CBT prepared packets for faculty teaching about 65 noncredit classes. Each packet contained a cover letter, the appropriate number of questionnaires for their class section, and a postage-paid return envelope. The Office of Research and Planning distributed the questionnaires to faculty on April 18. CBT reported the responses by May 8.

Survey of Potential Students in San Francisco

This study was undertaken to help the City College of San Francisco (CCSF):

- Gauge the existing appetite for enrollment into its education programs
- Understand how to increase the enrollment among any potential students, including what offerings are most sought.
- Recognize how its brand is perceived and can be optimally positioned, particularly in relation to its competitive market.

Executive summary

Penn Schoen Berland conducted 450 interviews among adults aged 18 - 55 from San Francisco via an online poll fielded between 29th March and 16th April. Interviewees were either current San Francisco residents, or had lived there in the past two years and now reside in Alameda, San Mateo, or Contra Costa County.

All interviewees had not ruled out enrolling in a continued education program in the next six months.

Results were weighted by age and race using data from the 2016 American Community Survey (5-year estimates) to achieve broad representation of San Francisco's demographics.

There is very substantial appetite for enrollment in education and training programs among SF adults. More than one in three adults (36%) said they would be **"very likely"** to enroll in an education or training program in the next 6 months.

Most of those currently employed feel secure in their jobs but expect technological advancements to increase their need for additional education.

Enrollment potential is highest among those not just with least job security, but also those with higher job mobility. Improved earning potential is a prime motivator (both in current and external jobs).

- The primary barriers to enrollment are the perceived fees and available course timings.
- Master's degrees, intensive course, or multi-stage certificates are the programs of most interest; IT is the most considered subject among those most likely to enroll; more prefer part time (or intensive) courses to full time study.

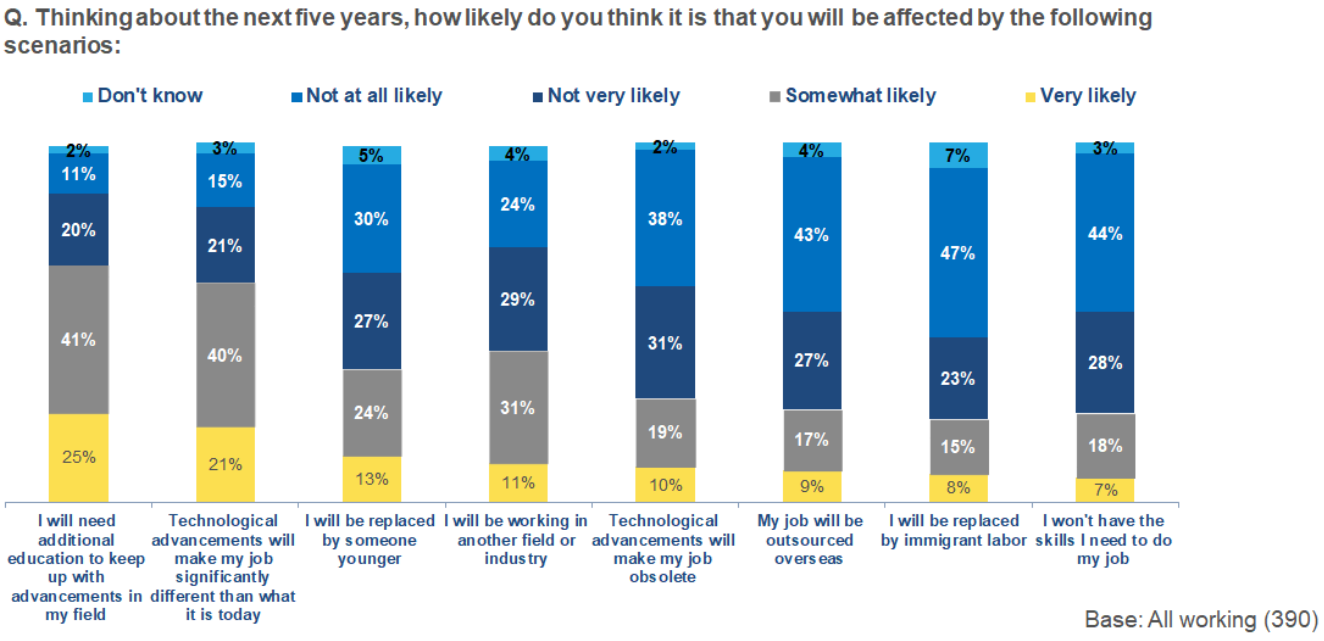
City College of San Francisco (CCSF) is the most preferred institution in the area, and the most likely to be attended.

- CCSF is preferred because of its affordable (free) programs and convenient location.
- CCSF's brand is on the whole seen favorable even despite recollections of CCSF's accreditation in the news, though more established universities have stronger reputations.
- CCSF appeals more to those interested in business and IT as opposed to health, and those interested in intensive courses.

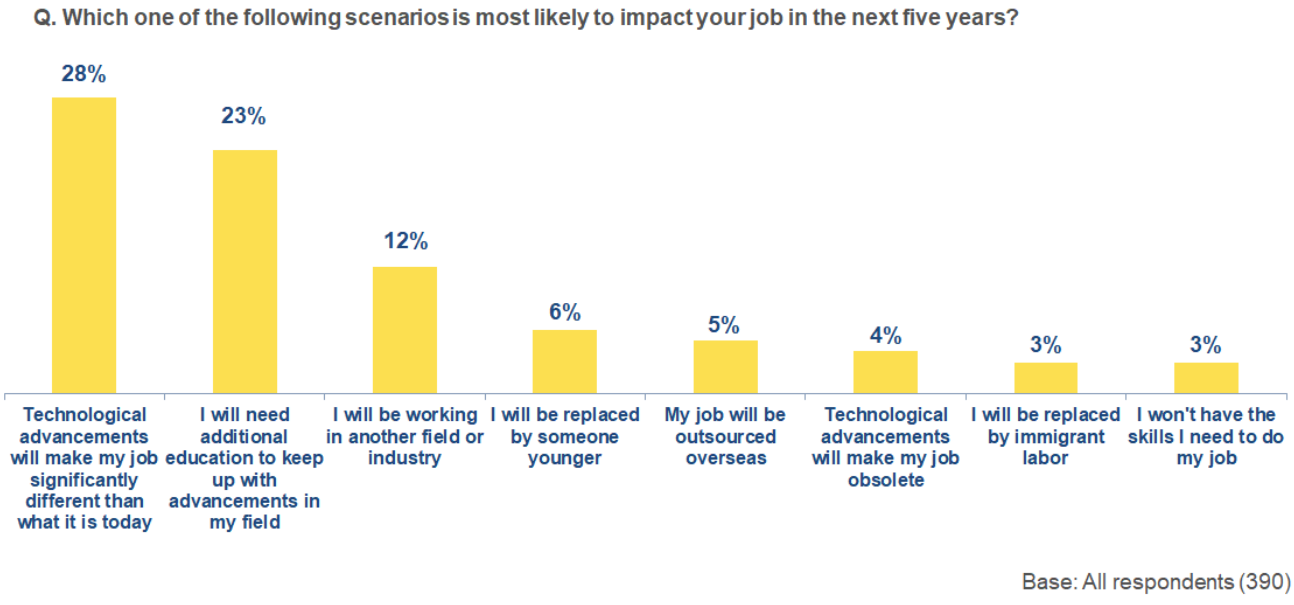
San Franciscans who have heard or read news coverage about accreditation are generally much more positive to CCSF as a result.

Current employment and education context

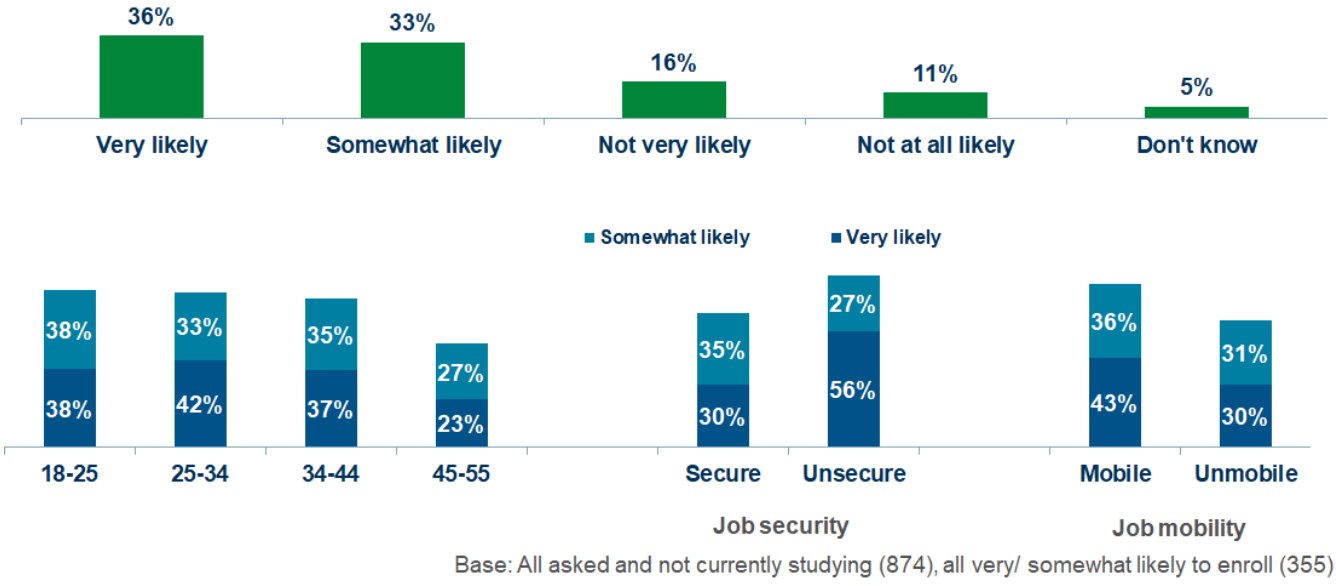
One in eight believe they are 'very likely' to lose their job in the next year; and just a fifth think they will find a similar income and benefit package elsewhere if they did.



The expected impact of workplace change is that technological advances will make jobs significantly different from today. The need for additional education is also a commonly held view.



Among non-students, seven in ten say it's likely they will enroll in the next six months; rates are higher among younger groups, those with unsecure jobs and those with high employment mobility.



Base: All asked and not currently studying (874), all very/ somewhat likely to enroll (355)

Potential students and programs

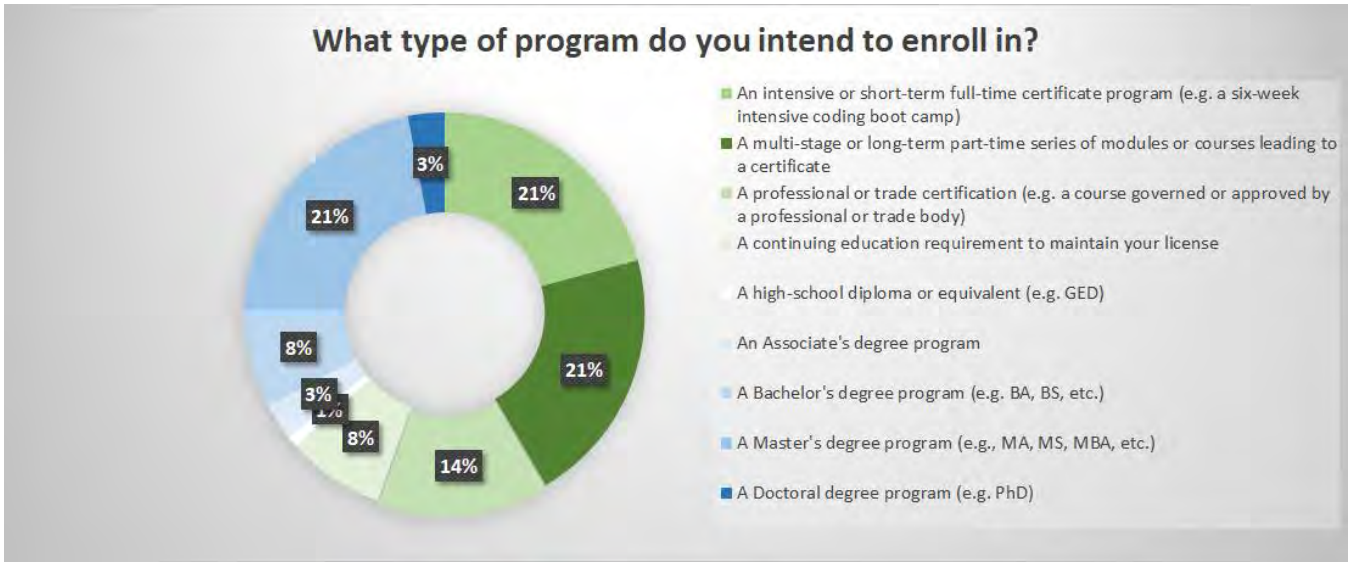
Reasons for not seeking education and training

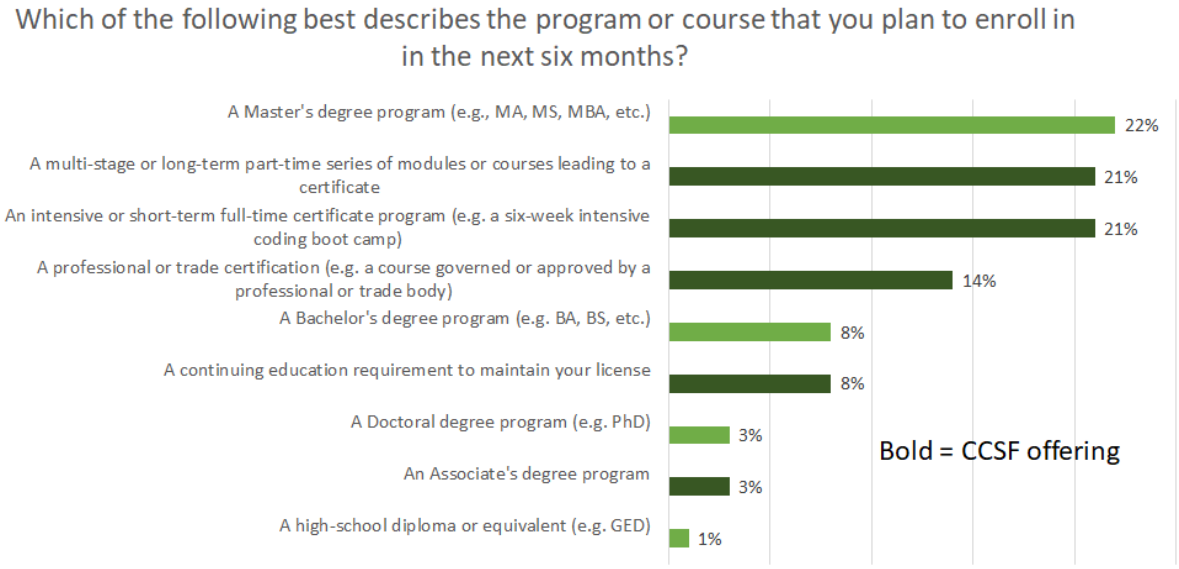
Time, and lack of perceived necessity, are the two main reasons for not wishing to enroll in education or training.

Base: All asked and unlikely to enroll (134) 13

Most SF adult learners plan to seek a certificate rather than a degree

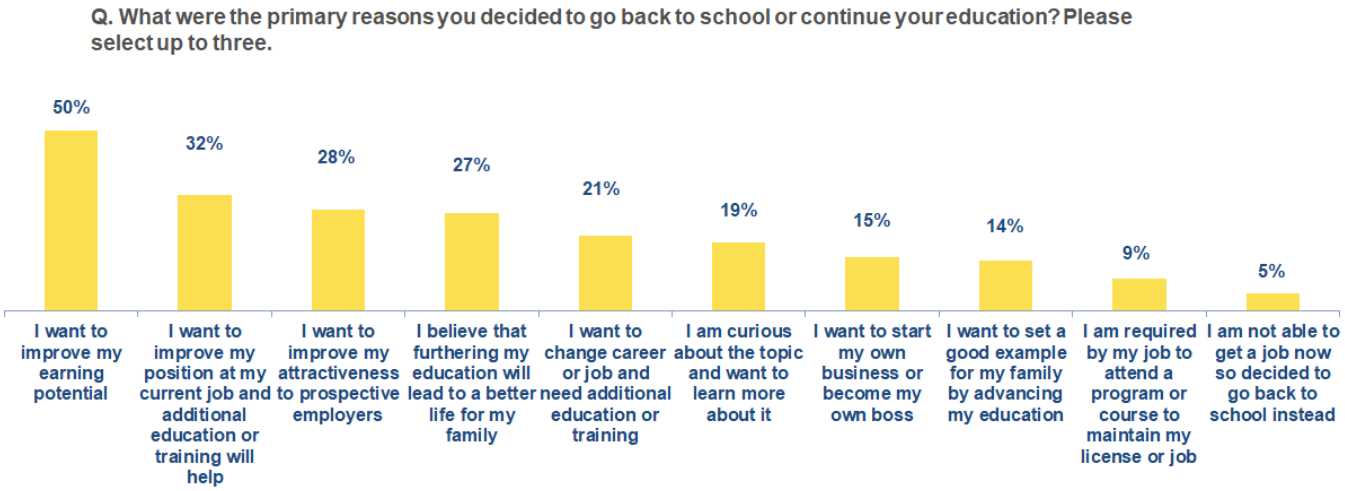
Most San Franciscans aged 25+ already have at least a B.A. As a result, the most commonly sought credentials for adults are certificates and Master's degrees, rather than Associate's or Bachelor's degrees.





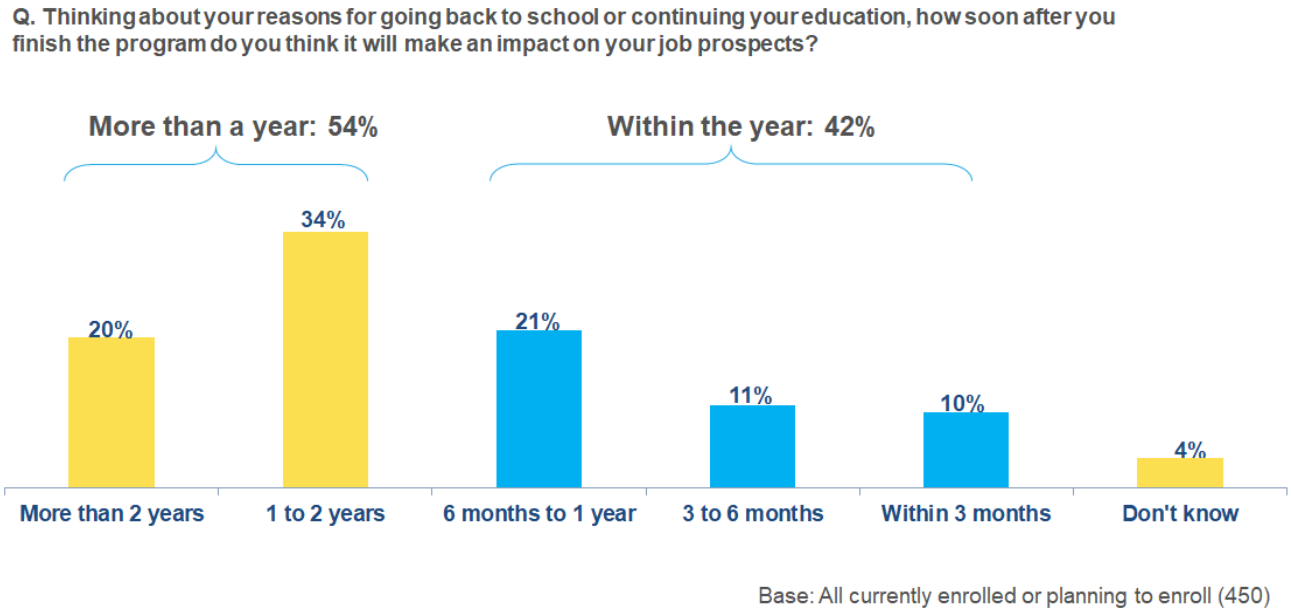
Adults' reasons for seeking further education and training

50% of adult education seekers said that "improving their earning potential" was a reason for going back to school or training. 21% said they need further education to enable a job change, and 19% said they were "curious about a topic and wanted to learn more about it." Only 5% of adult respondents said they were seeking education because they could not find a job.

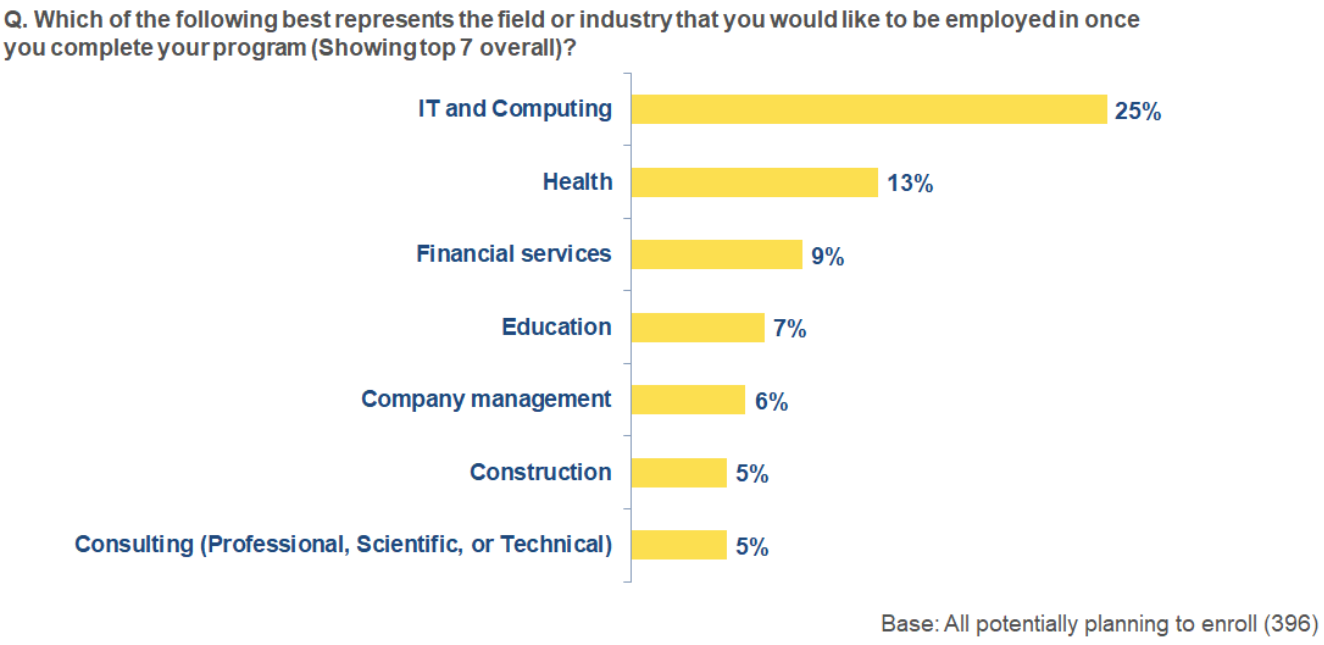


Two-fifths want advancement within their current job as the outcome from their program; nearly half want to use their program to get a job somewhere else.

More than half think that the impact on job prospects from further study will be felt more than a year after the course finishes.

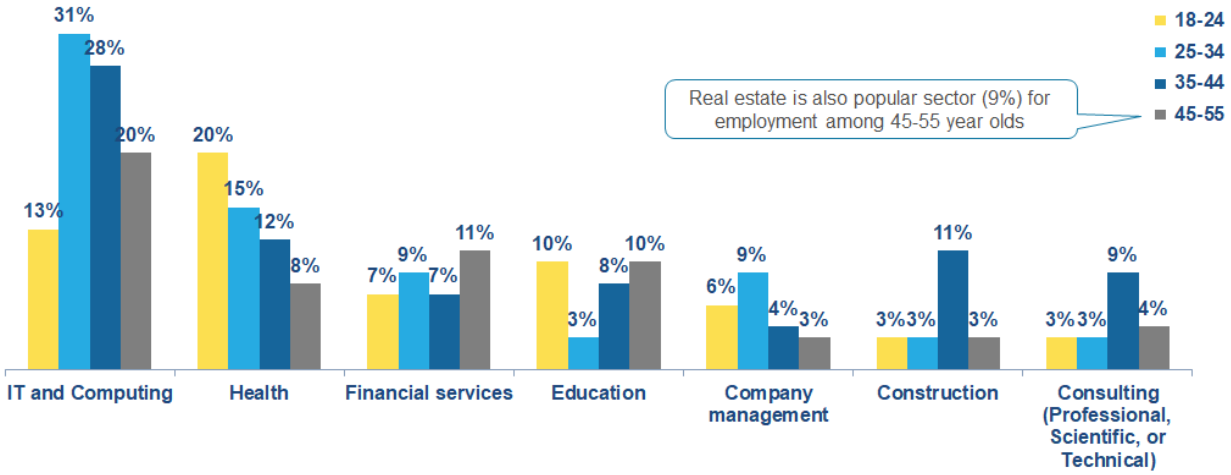


The IT sector is the most popular industry to be employed in, followed by Health and Financial Services



For younger adults (18-24), Health is a more popular career choice than IT; Education has little draw for those in their early careers (25-34).

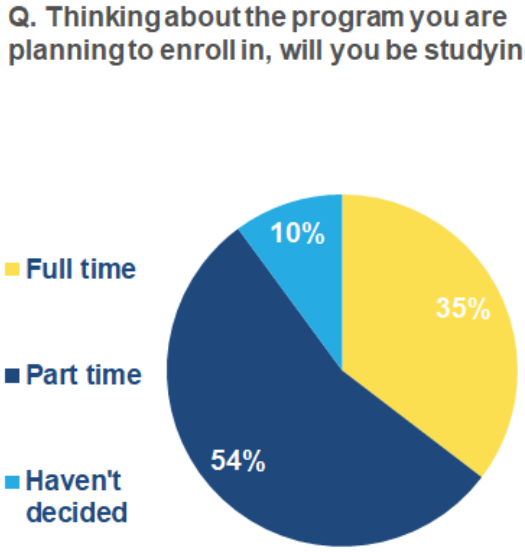
Q. Which of the following best represents the field or industry that you would like to be employed in once you complete your program (Showing top 7 overall)?



Base: All potentially planning to enroll (396)

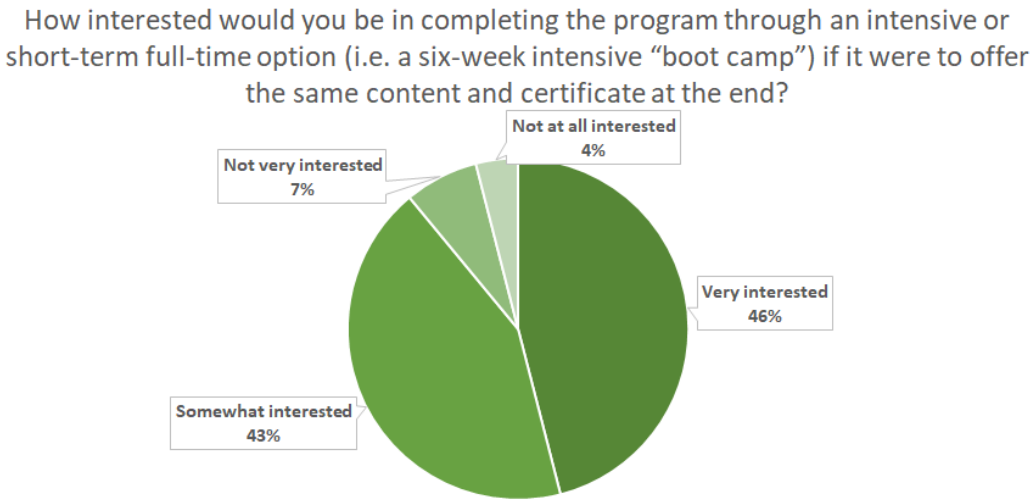
Most adult "seekers" in SF plan to study part-time

Among San Franciscans aged 18-55 who are considering further education or training, most plan to study part-time.

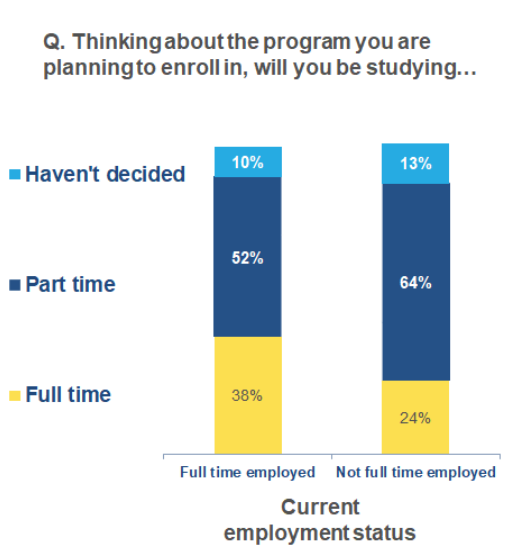


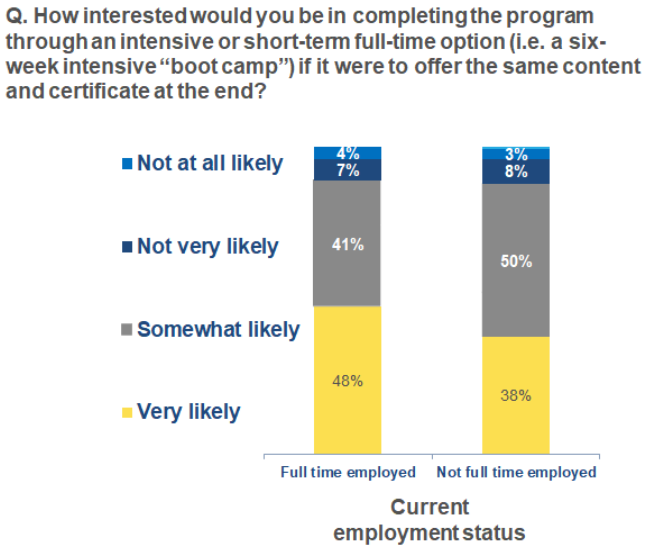
Base: All potentially planning to enroll (396)

Almost half of potential students are "very interested" in boot camp modes of learning



Those currently employed full time are more interested in intensive "boot camp" courses - which may offset "Time" as the key barrier of enrollment.

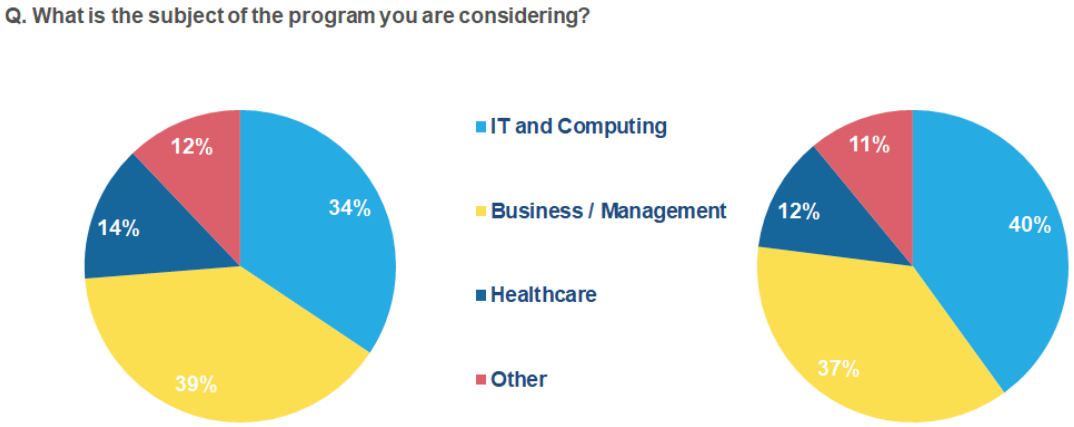




Base: All potentially planning to enroll (396) 16

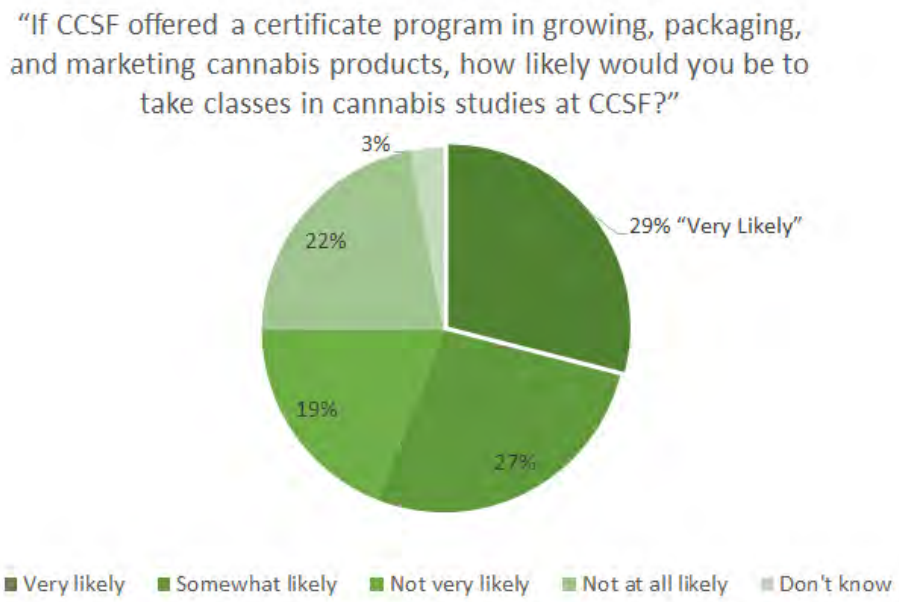
Most potential adult students are seeking programs in IT, Health, or Business

Among those most likely to enroll, IT is the most popular study area.

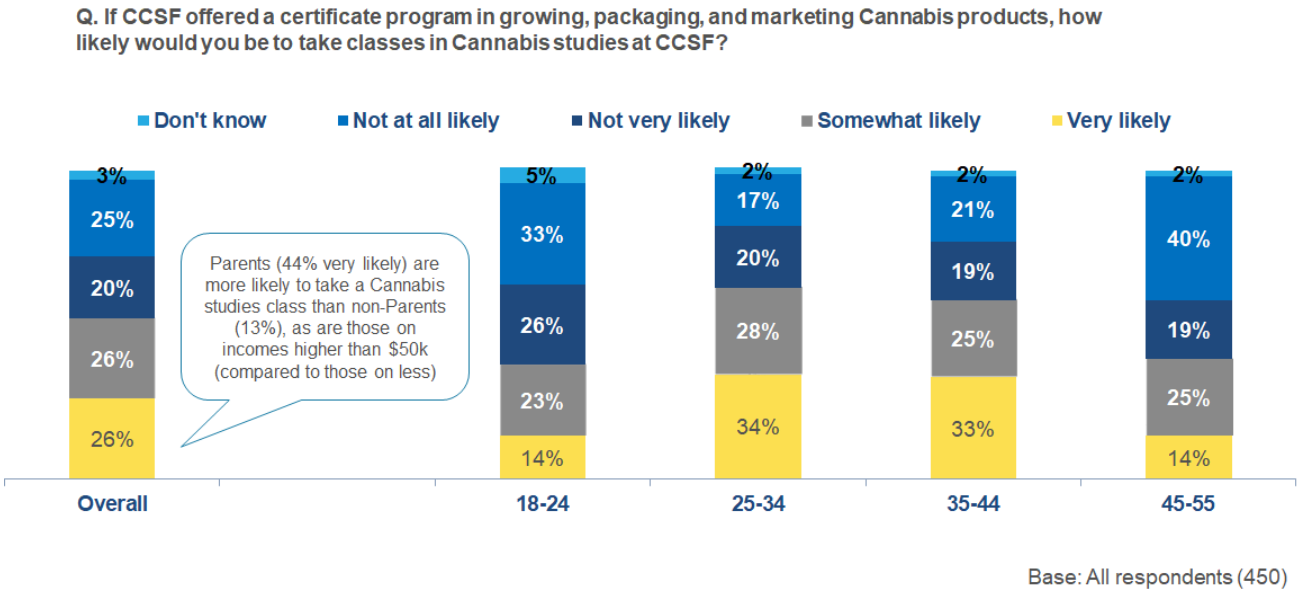


Base: All potentially planning to enroll (396); Very likely to enroll (199)

There is strong interest in a CCSF Cannabis Studies program

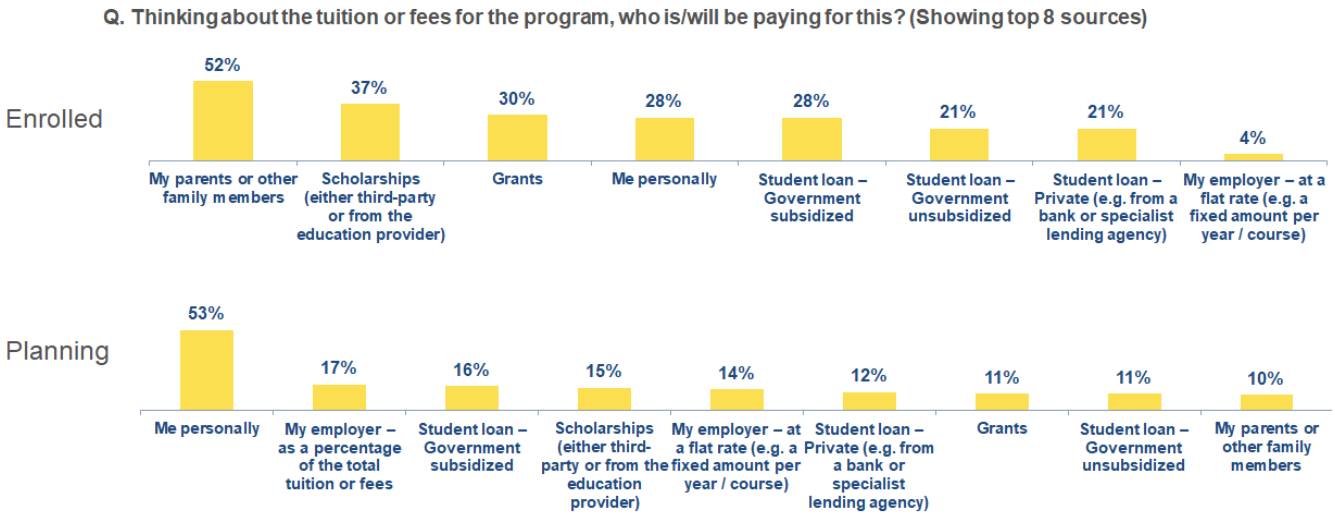


Adults aged 25-44, and those with incomes about $50k, would be the most interested in the cannabis program.



Self-funding vs. family funding

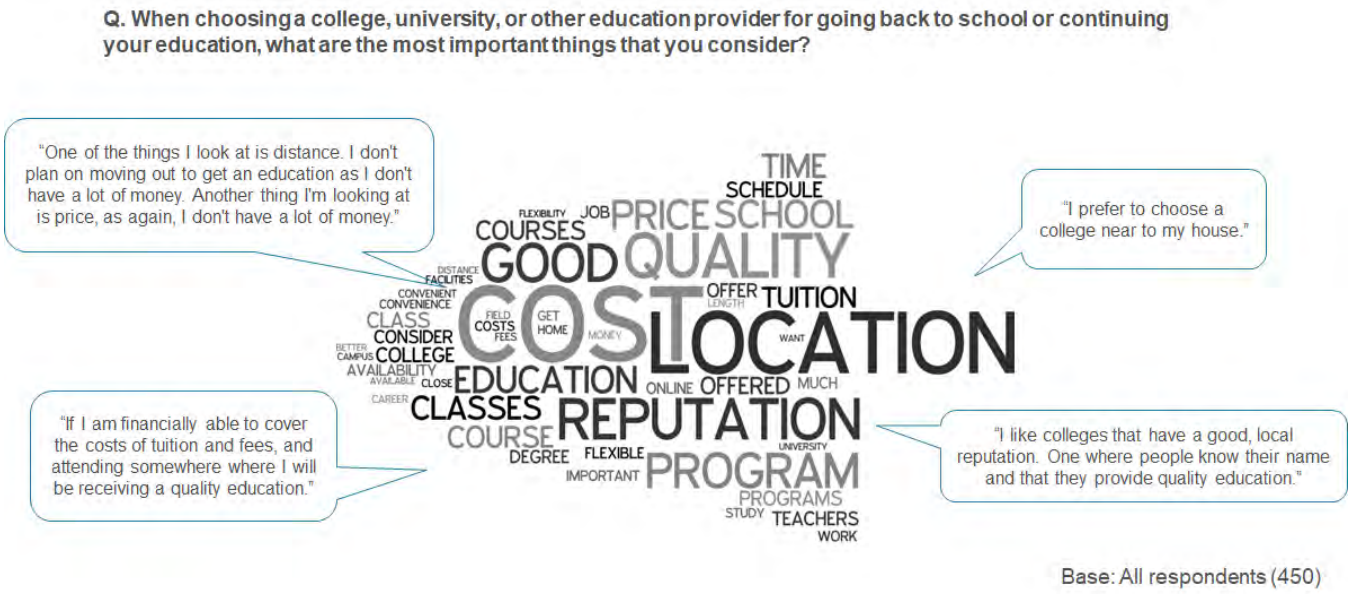
Most current students are funded by family. The majority of those planning to enroll expect to be self-funded.



Base: All currently enrolled (54); Potentially planning to enroll (396)

Choosing an institution for study

When choosing an education provider, the most important considerations are the cost, its location, its quality and reputation.



In addition to the open-ended question, the survey asked SF adults to rate the factors they use to choose education providers. The top five categories, in order, were:

1. Job outcome
2. Scheduling
3. Reputation
4. Cost
5. Location

45% of potential students rated “Free tuition” as “very important,” which probably reflects their awareness of the Free City pilot program.

How important are each of the following when selecting an education provider for going back to school or continuing your education? Please use a scale of 1 to 5, where 1 means this is not at all important and 5 means this is very important.

Category	Selection factor	% rating "Very important"
Job outcome	Offers me skills and knowledge that will be useful for the future job market	63%
Scheduling	Offers coursework or instruction that suits my schedule	61%
Reputation	Has a reputation for providing high quality education	59%
Cost	Offers programs or courses that are affordable or suit my budget	57%
Location	Has courses or programs at locations close to me	57%
Scheduling	Will allow me to complete the program or course in a timeframe that works for me	57%
Reputation	Is a well-recognized course or program in my field	55%
Job outcome	Will lead directly to a job or career in my desired field	52%
Online	Offers instruction methods that meet my needs (e.g. online, in-person, mixed between online and in-person)	52%
Cost	Offers payment options that meet my needs	51%
Up to date	Makes use of the latest developments or advancements in my field	50%
Technology	Uses the latest technology as part of its instruction	49%
Scheduling	Offers courses that start throughout the year	47%
Admissions	Has an easy application process	46%
Cost	Offers free tuition	45%
Cost	Offers grants or scholarships that do not need to be repaid	44%
Transfer credit	Offers credit for relevant prior work experience	44%
Transfer credit	Offers transfer credit	43%
Job outcome	Offers job or career placement services as part of the program or course	39%
Transfer credit	Accepts transfer credits from other schools or organizations	39%
Transfer credit	Offers academic credit for prior work experience	39%
Cost	Is eligible for government loans (e.g. Stafford loans, grad plus, etc.)'	37%
Admissions	Doesn't require entrance exams (e.g. GMAT, GRE, etc.)	35%
Job outcome	Provides a valuable network of alumni	32%
Scheduling	Offers courses in the early morning	25%
Scheduling	Offers courses in 3-hour blocks	25%

For certificate programs, 81% of San Franciscans say they choose the program first, rather than the institution.

Obstacles to completing education and training programs

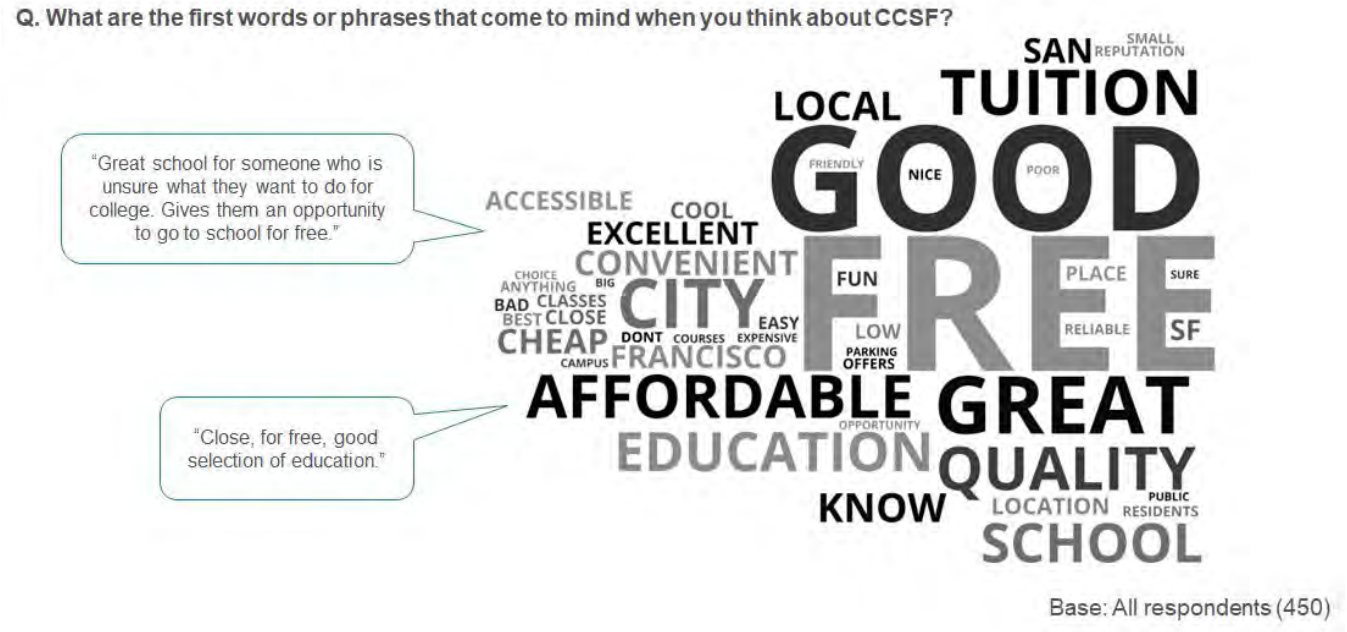
Penn Schoen Berland asked adults aged 18-55 to rate the importance of barriers to completing their education or training program. **Cost** was the most important barrier by far. One in four respondents said that the tuition or fees for the program or course was the single most important barrier to completion. Other important barriers include commute times, scheduling, and academic readiness.

Thinking about the program or course you are currently enrolled in, how important a barrier or obstacle is each of the following in completing your program? Please use a scale of 1 to 5, where 1 means this is not at all important and 5 means this is very important.

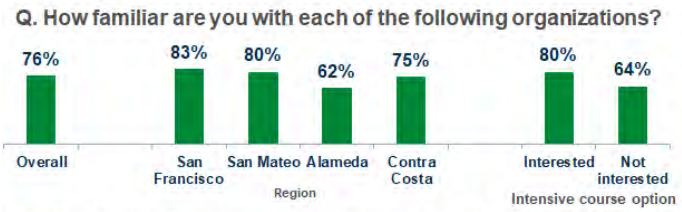
Category	Barriers	% rating "Very important"
Cost	The tuition or fees for the program or course	53%
Commuting	Commuting to classes	41%
Cost	The cost of learning materials (textbooks, required software, etc.)'	41%
Cost	The value of the program or course compared to the cost	40%
Scheduling	The total length of time to complete the entire program or course	39%
Scheduling	The availability of classes at times that fit my schedule	38%
Readiness	Concern that I won't be able to master the material	32%
Admission	The admission or enrollment process	31%
Readiness	Difficulty completing prerequisite courses	29%
Scheduling	Not enough time	25%
Scheduling	Difficulty in accessing the classes or lectures	25%
Readiness	Lack of access to needed technology	24%
Readiness	Adjusting to being a student again after a long break in my education	18%
Family	Finding child care	11%
Other	Approval or sign-off from my current job	9%
Family	Issues with elder care	5%

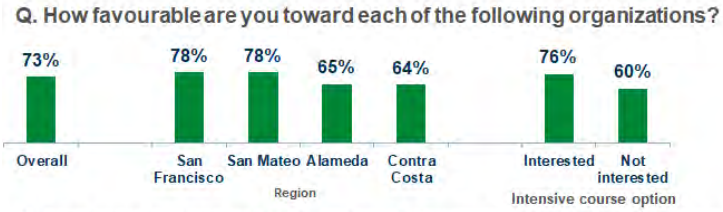
Reputation of CCSF and likelihood to enroll

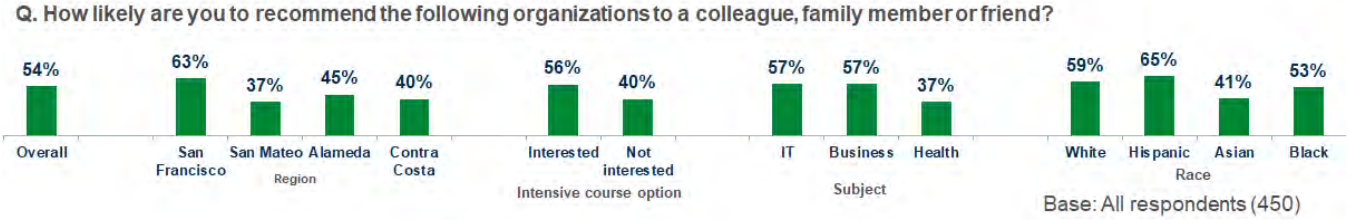
CCSF is primarily associated with “free” and “good”, and “affordable” education.



Those interested in intensive courses are more familiar with CCSF and more favorable towards it.







Penn Schoen Berland listed 16 local and regional education and training providers and asked potential students to tell us how **familiar** they are with each provider; how **favorable** they are, and **how likely they are to recommend** each provider to a colleague, family member, or friend.

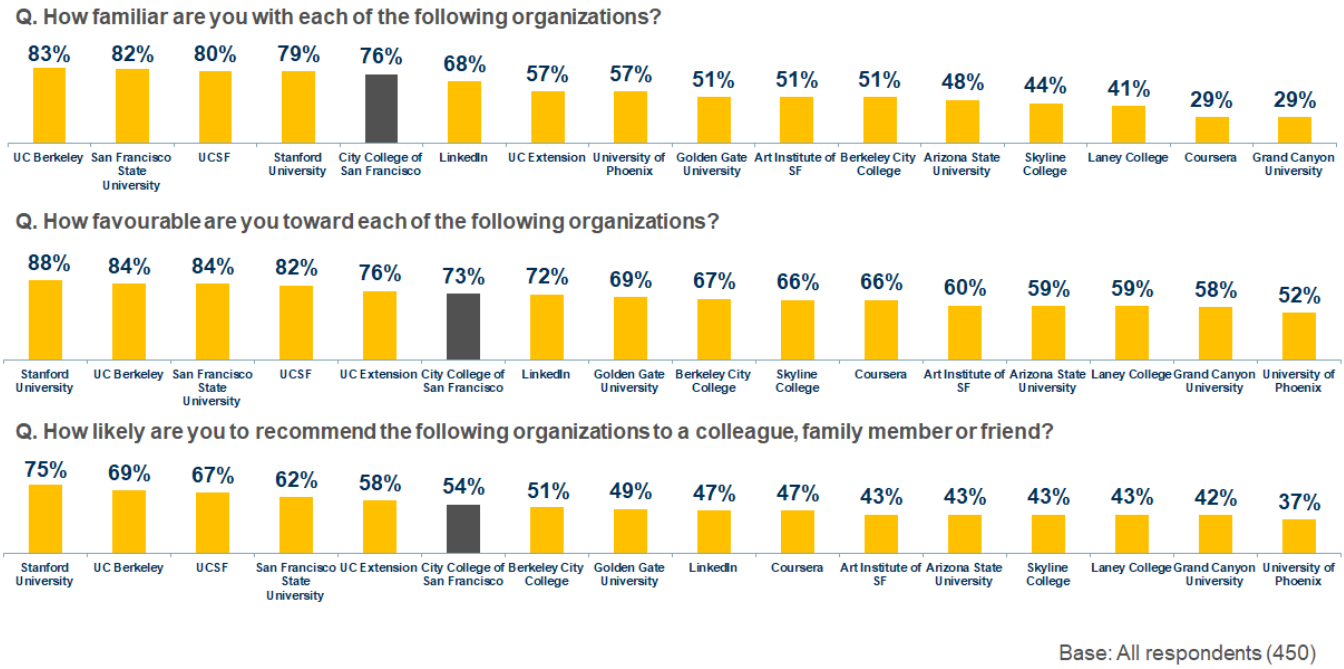
San Franciscans are as favorable to CCSF as they are to UC Extension and LinkedIn. The fact that LinkedIn is a local company may contribute to its high awareness and favorability as an education provider.

"How familiar are you with the following organizations?" (% answering "very familiar" or "somewhat familiar")

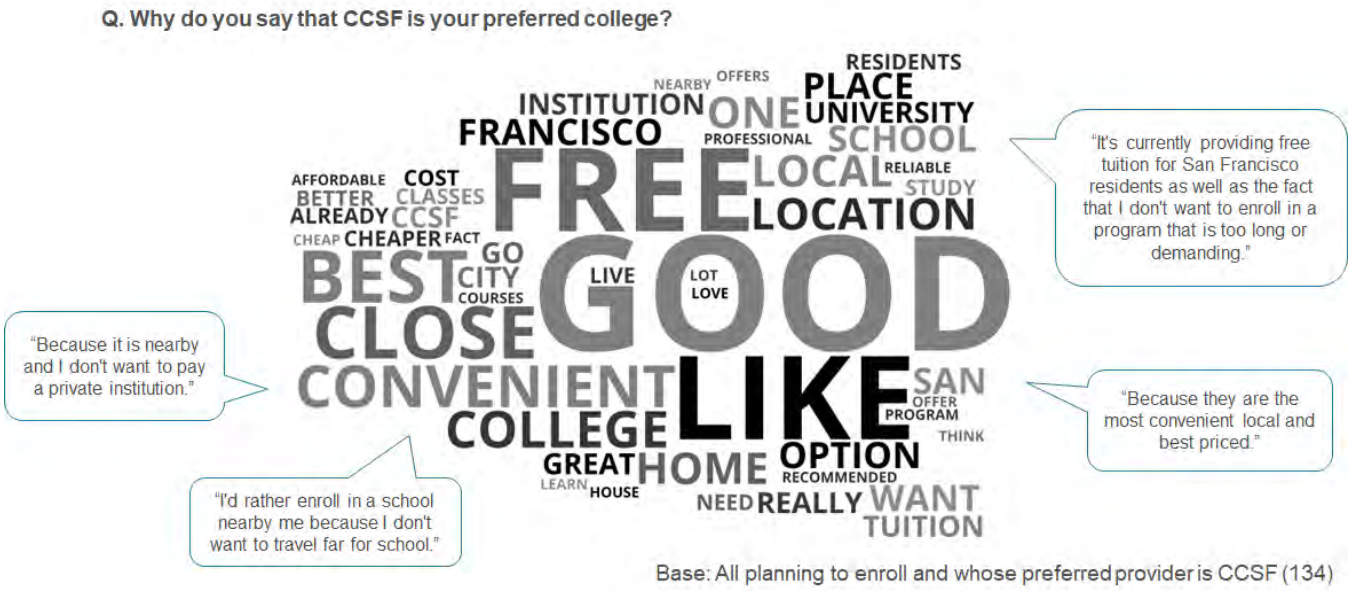
"How favorable are you with the following organizations?" (% answering "very favorable" or "somewhat favorable")

"How likely are you to recommend the following organizations to a colleague, family member or friend?" (% answering "very likely" or "somewhat likely"

	Familiarity	Favorability	Advocacy
UC Berkeley	83	84	69
San Francisco State University	82	84	62
UCSF	80	82	67
Stanford University	79	88	75
City College of San Francisco (CCSF)	76	73	54
LinkedIn	68	72	47
UC Extension	57	76	58
University of Phoenix	57	52	37
Golden Gate University	51	69	49
Art Institute of SF	51	60	43
Berkeley City College	51	67	51
Arizona State University (ASU)	48	59	43
Skyline College	44	66	43
Laney College	41	59	43
Coursera	29	66	47
Grand Canyon University	29	58	42



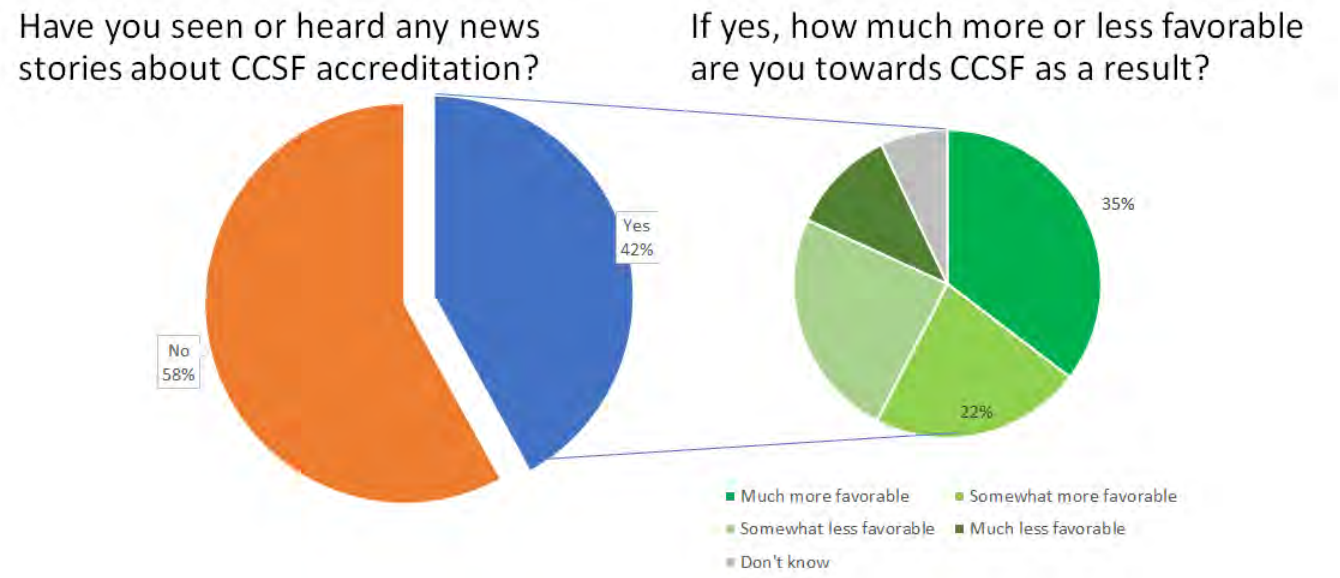
CCSF is preferred primarily because of its free tuition and convenient location.



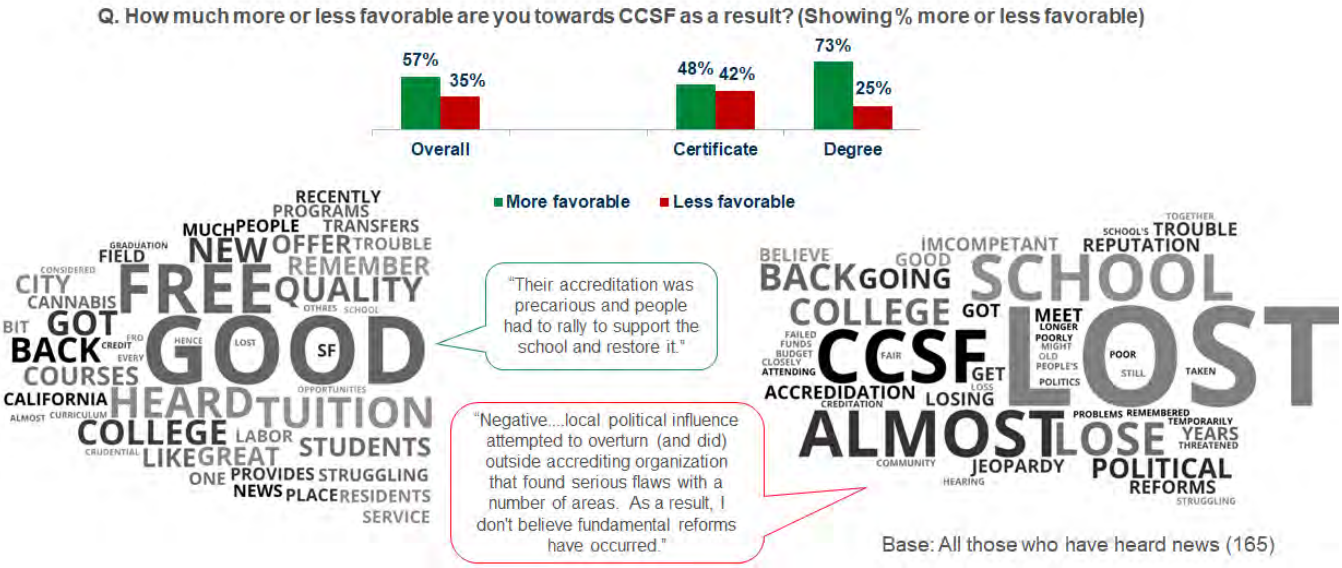
Most San Franciscans see media coverage of CCSF accreditation as good news

About 4 in 10 San Franciscans (42%) said they have seen or heard news about CCSF accreditation.

Of those who have seen or heard news about accreditation, **57%** said they were more favorable to CCSF as a result. 35% were "much more favorable" vs. 11% who were "much less favorable."



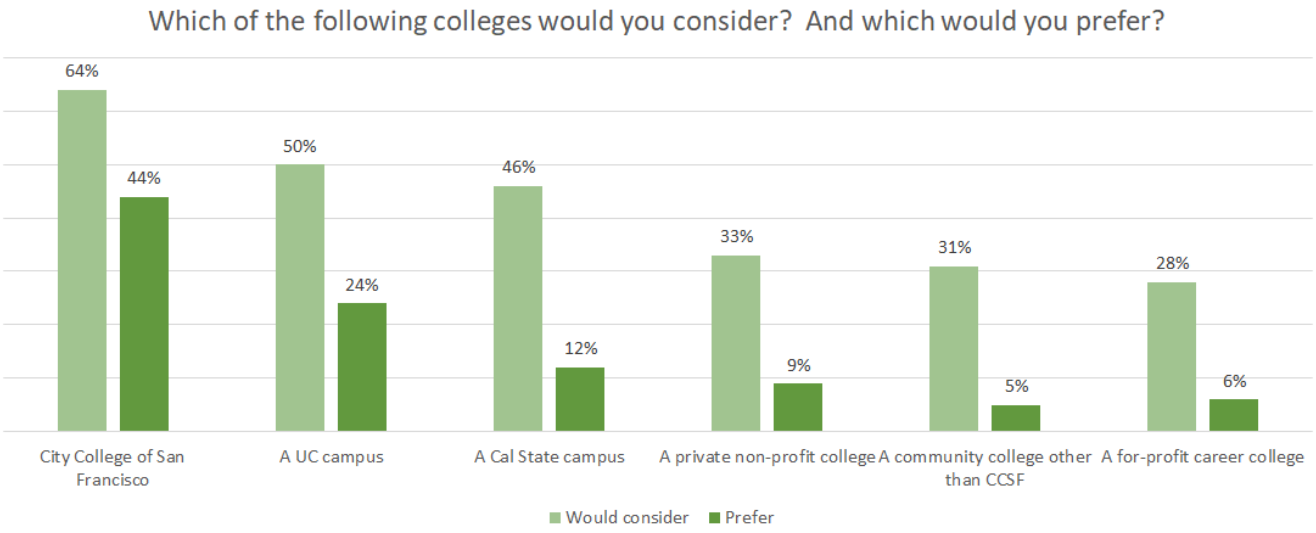
Current SF residents only



Most adult learners in SF would consider CCSF, and they prefer CCSF over the 4-year institutions for further education and training

As well as asking about awareness and favorability, the survey asked adults in San Francisco which types of educational institutions they would consider attending for further education and training. Most would consider CCSF, and they preferred CCSF over 4-year institutions like UC and Cal State. Only 6% would prefer a for-profit career college.

The preference for CCSF may be due to the fact that most respondents already have a B.A., and are looking for part-time programs and certificates, rather than degrees.



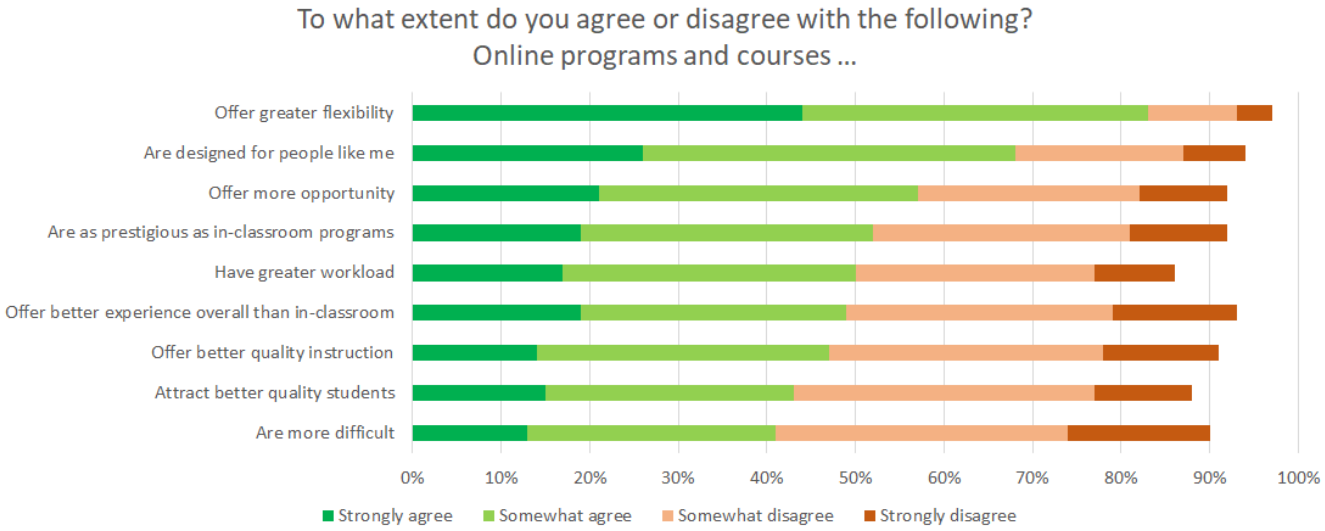
Source: PSB survey of adult San Franciscans who are considering further education or training. Current SF residents only

Most adult learners say that online courses offer more flexibility, and equal prestige

Penn Schoen Berland asked current and prospective adult students about their opinions of online courses. By a wide margin, learners agree that online programs and courses offer more flexibility, more opportunity, and "are designed for people like me."

Opinions are divided on whether online courses are more or less difficult, prestigious, attract better quality students, and offer a better overall experience.

When selecting a provider of education and training, **over half (52%) of respondents** said that it's "very important" that the institution offers instruction methods that meet their need, including online.

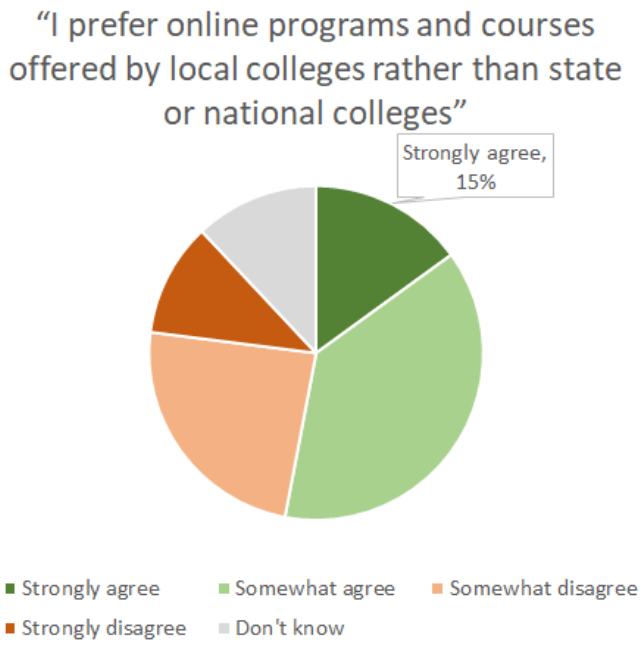


Adults somewhat prefer local providers of online courses, but most are not strongly committed to "buy local"

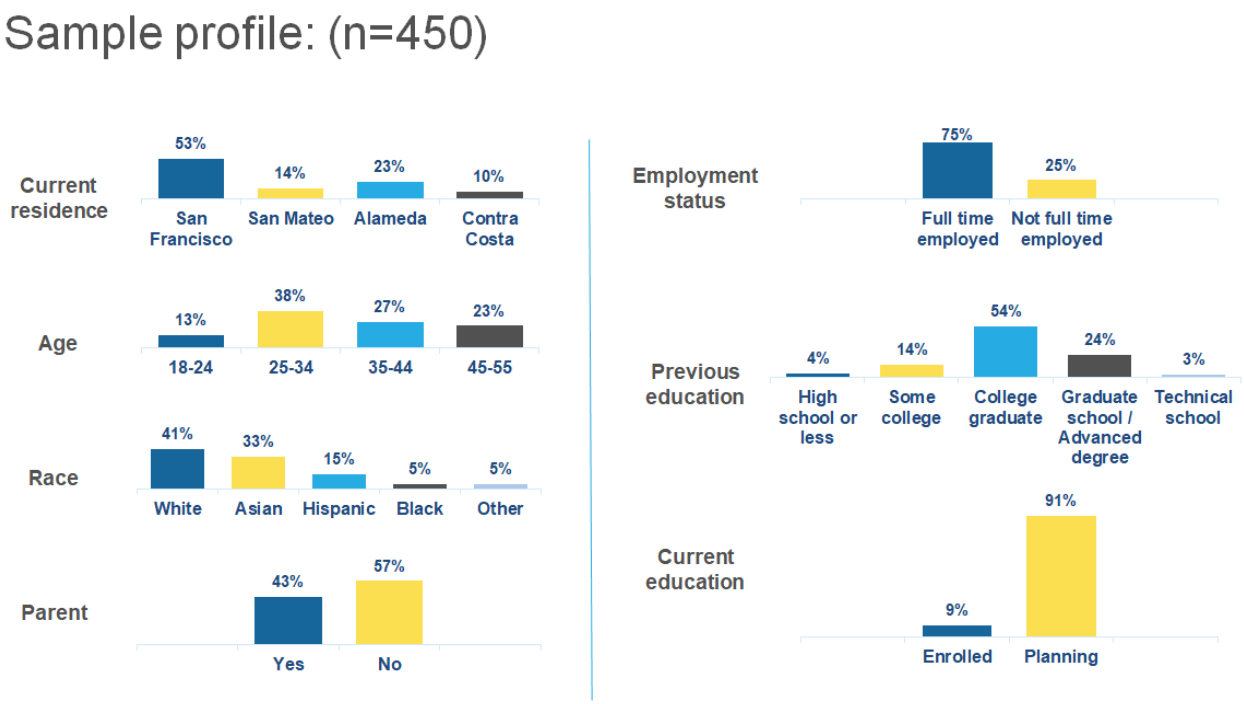
As online programs expand in California, boundaries between districts and segments will grow more porous, and competition will increase. Only 1 in 6 potential students strongly prefer to "buy local" when it comes to online courses

53% of adult San Franciscans said they agreed or strongly agreed that "I prefer online programs and courses offered by local colleges rather than state or national colleges". 38% disagreed or strongly disagreed.

The survey did not ask specifically about College 115.

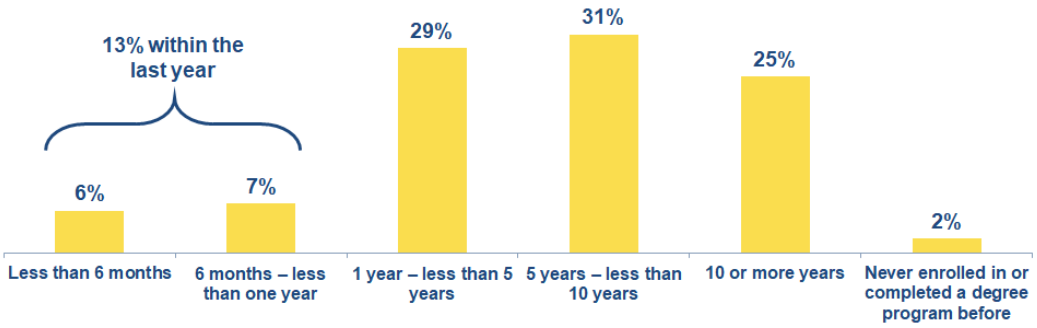


Profile of the sample



One in eight adults say they have been in higher education in the last year

Q. How long has it been since you last completed or were enrolled in a degree program of some kind?



Base: All asked (450)

Survey of Current Credit Students

CBT ran an online poll of credit students, starting April 10; 228 completed questionnaires as of April 25.

Most students said they had some problems with scheduling this semester. Scheduling improvements would likely lead to significantly higher course loads. Improvements include block scheduling and better evening class times. There is little demand for early morning classes.

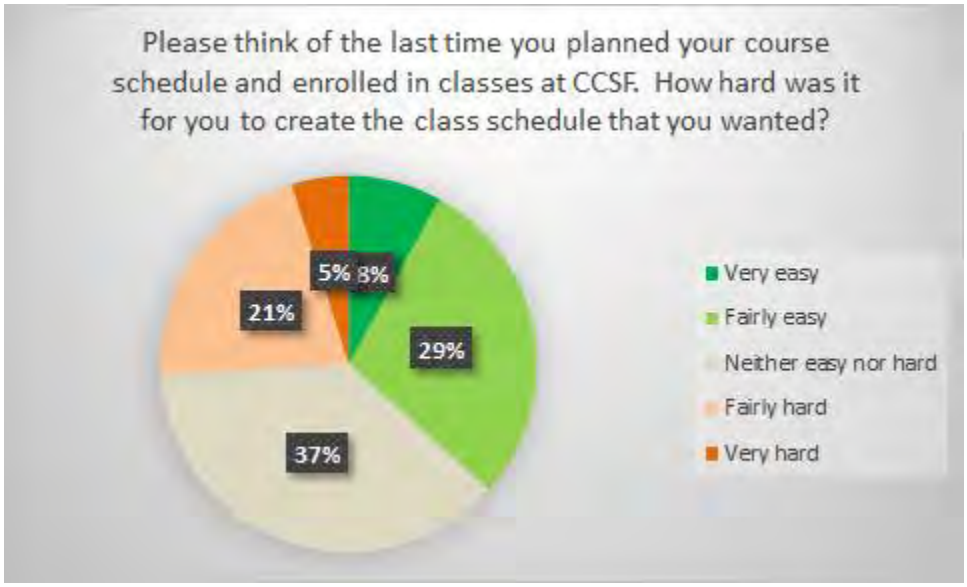
The student survey points to high demand for hybrid online courses. Expanding online offerings would lead to some churn, as many students will switch from in-person to online.

Most credit students reported some problems with their schedule

Almost 4 out of 5 (78%) students reported that they had some problems assembling their Spring 2018 schedule. The most common problems were:

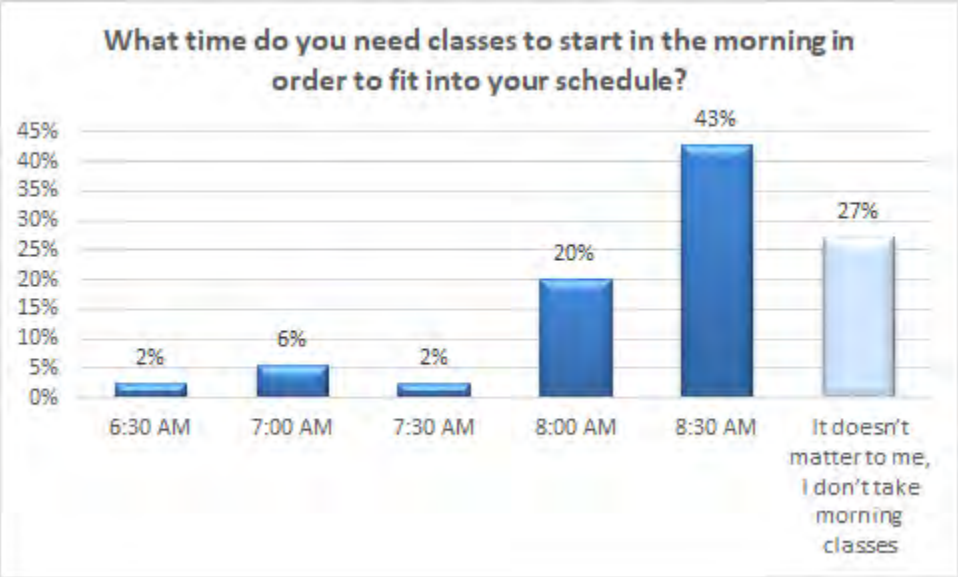
Problem	% of students reporting
Many of the classes I wanted to take were offered at the same time and day	52%
The classes I wanted to take were not offered at the times I am available	46%
Classes I wanted to take were not offered on the days I wanted to take them	39%
I ended up with large amounts of time between classes	17%
I had trouble with the class scheduling system	12%

In all, 26% of credit students found it “hard” or “very hard” to create the class schedule they wanted this semester

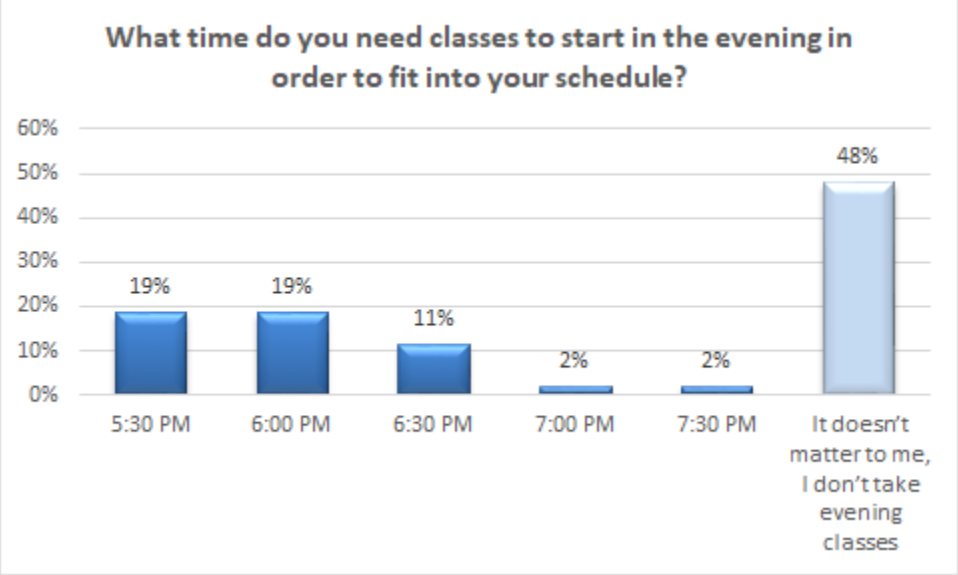


Most students prefer morning classes to start at 8:00 or 8:30

There is little appetite for very early classes.

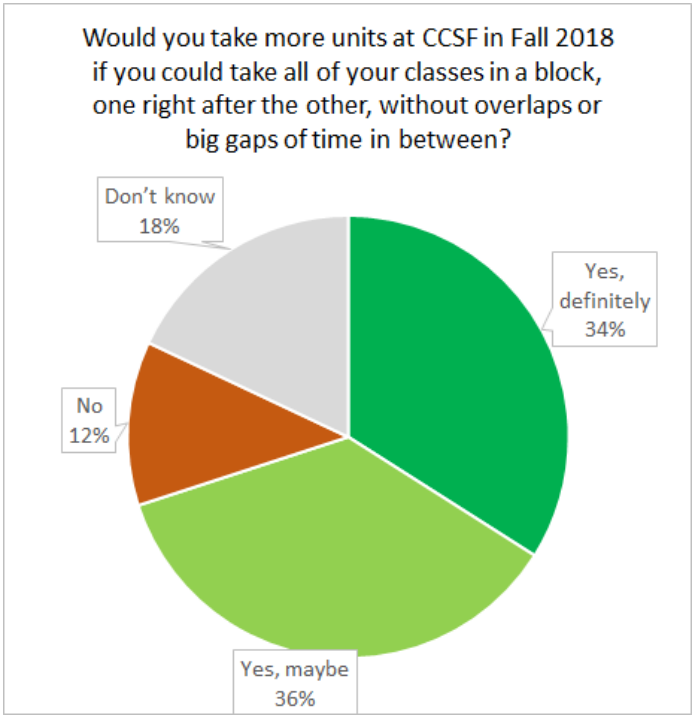


Almost 1 in 5 students would like evening classes to start at 5:30.



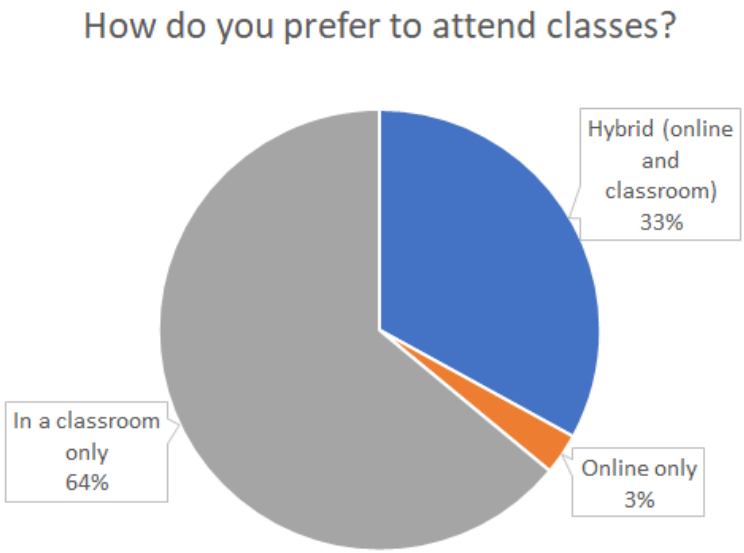
Scheduling improvements would lead to more course enrollments and boost FTES

The survey asked students whether they would take more courses at CCSF if the College implemented block scheduling. Of students who plan to re-enroll in Fall 2018 (76% of the responses), a third (34%) said they would "definitely" take more units in the Fall if they could take all of their classes in a block, without overlaps or big gaps of time in between. Only 12% of students said they would not take more units in the Fall with better scheduling.



There is strong student demand for hybrid courses, and limited interest in online-only courses

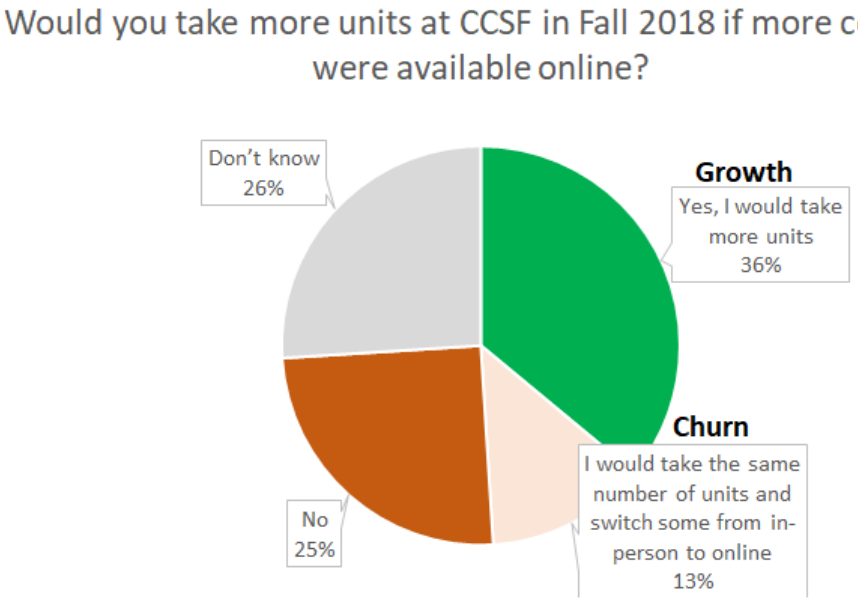
A third of student said they prefer to attend classes that combine online and in-person instruction. Only 3% prefer fully-online instruction.



Potential for both FTES growth and internal churn by expanding online offerings

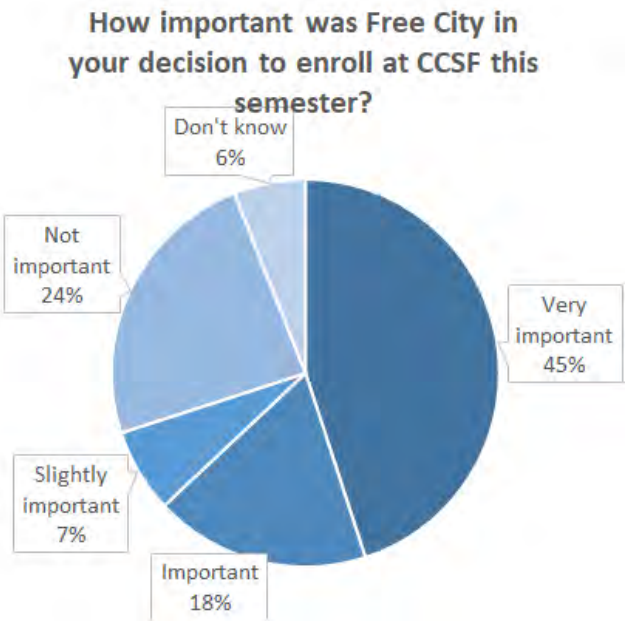
The survey asked students whether they would take more courses at CCSF if there were more online offerings. Of the students who plan to take classes at CCSF in the Fall 2018 semester, more than one-third (36%) said they would take more units if more courses were available online.

Thirteen percent (13%) would take the same number of units, and switch from in-person to online classes. We call this percentage a measure of "churn".



Almost half of students said that Free City was "very important" in their decision to enroll in Spring 2018

For planning enrollment, it's important to estimate the impact of the Free City program, which boosted headcount by over 4,500 students in Fall 2017. Most current students said that Free City was an important reason why they enrolled in Spring 2018.

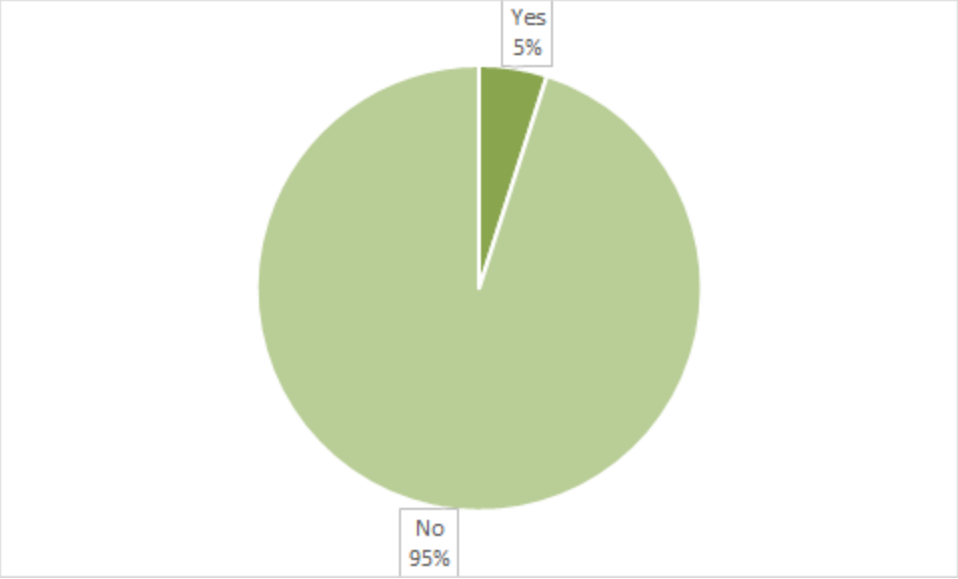


Complete survey results

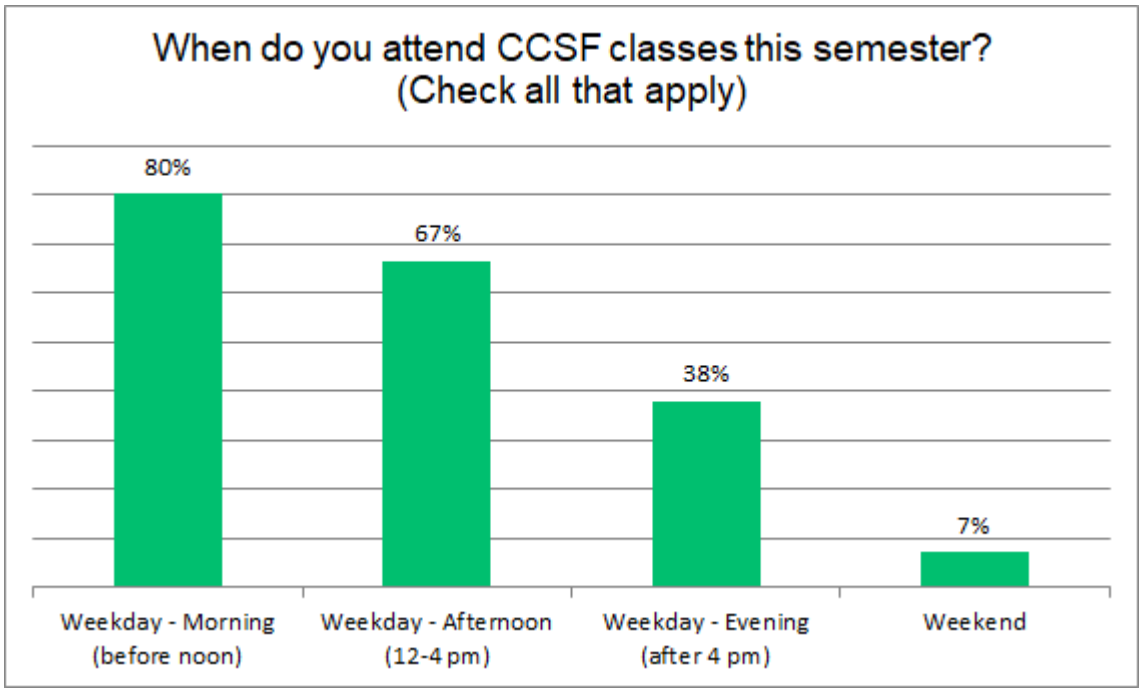
Q1. At which campus(es) do you attend classes this semester? (Check all that apply)

Answer Choices	Responses	
Airport	0%	0
Chinatown	1%	2
Civic Center	0%	1
Downtown	2%	5
Fort Mason	1%	3
John Adams	3%	7
Mission	11%	24
Ocean	95%	213
Online	8%	18
Southeast	1%	2
Other (please specify)	3%	7
	Answered	225
	Skipped	0

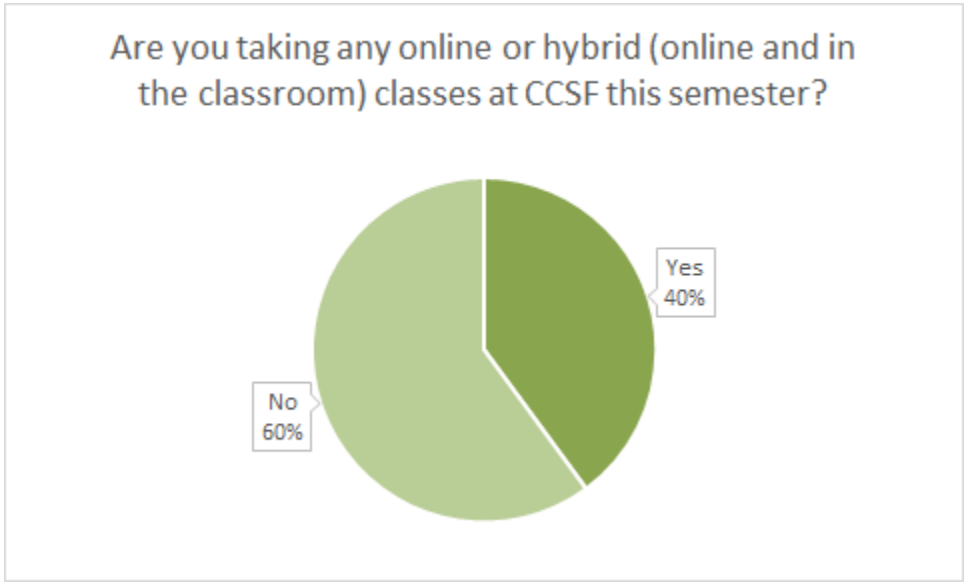
Q2. Are you also taking classes this semester at another college that is not CCSF?



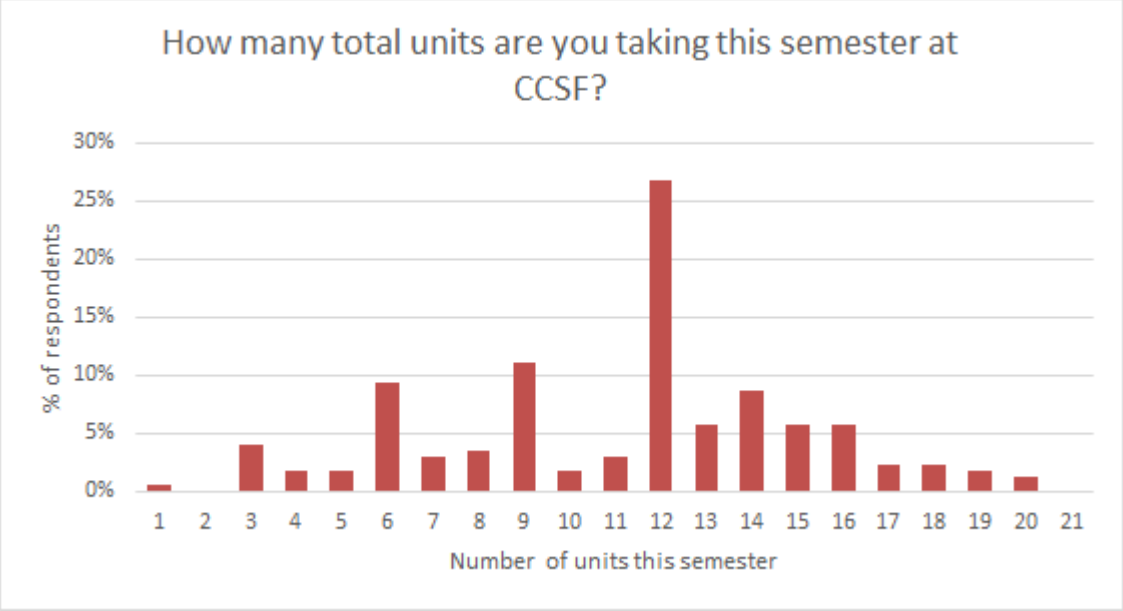
Q3. When do you attend CCSF classes this semester? (Check all that apply)



Q4. Are you taking any online or hybrid (online and in the classroom) classes at CCSF this semester?



Q5. How many total units are you taking this semester at CCSF?



Median = 12 units

Q6. Please think of the last time you planned your course schedule and enrolled in classes at CCSF. How hard was it for you to create the class schedule that you wanted?

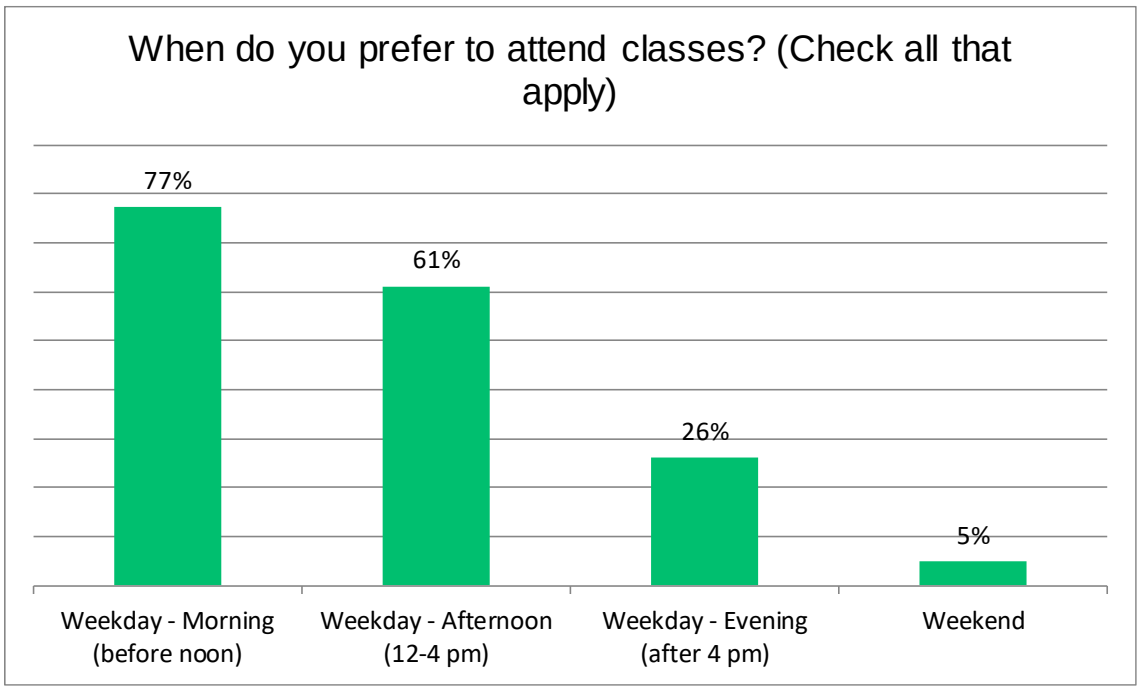
Very easy	8%
Fairly easy	29%
Neither easy nor hard	38%
Fairly hard	21%
Very hard	5%

Q7. What problems did you have, if any, when you last created your CCSF class schedule? (Please check all that apply)

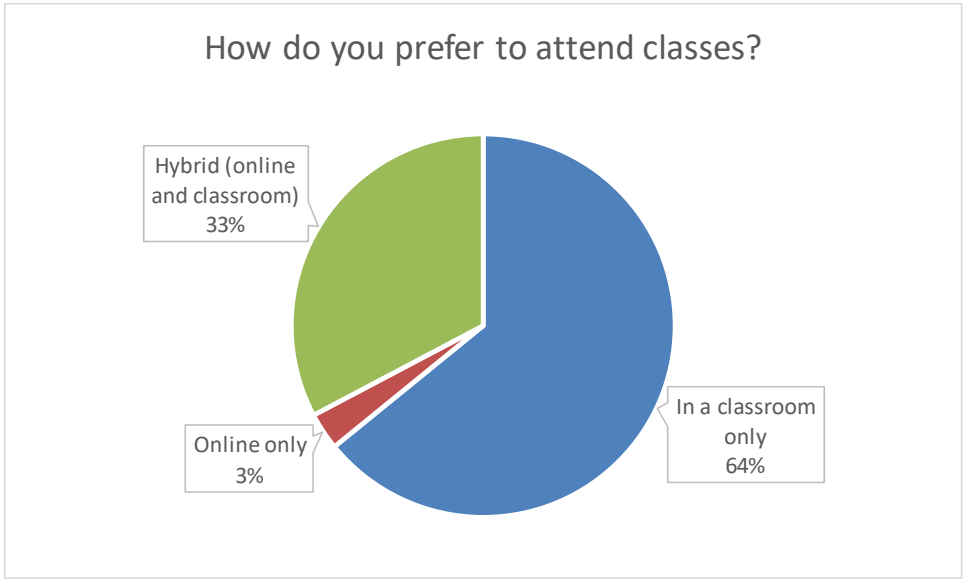
Many of the classes I wanted to take were offered at the same time and day	52%
The classes I wanted to take were not offered at the times I am available	46%
Classes I wanted to take were not offered on the days I wanted to take them	39%
I ended up with large amounts of time between classes	17%
I had trouble with the class scheduling system	12%
Other (please specify)	9%
I did NOT have any difficulties	22%

Other Problems:
Long waiting lists for online classes
I wanted to take classes at the Mission campus, but the majority of classes offered there were not GE requirements and their times were inconvenient.
Class list being full
Many classes were in the Ocean Campus and few in the Mission Campus.
Classes were usually overlapping each other and were Mon-Fri. Two days would be very convenient.
in order to have a flexible class schedule, I have to choose professors with bad rating
School gave me a wrong registration date, resulting in difficulty in trying to register into classes I needed.
Some classes started too late (my earliest class was at 940am, resulting in being done with classes at 325)
I had a hard time finding classes I could make it to because the break in between classes is short for crossing campus.
Business classes were offered only downtown
A few minutes overlap with the classes I want to take like 30 or 15 minutes and that is really embarrassing
The class that I wanted it was no available on the semester. And also, it was no online classes for that particular class
Minimal class choice makes it difficult to schedule class
Many of the classes that I need to take for my transfer degree are only offered in a specific semester making it difficult for me to achieve my degree in a timely manner.
Two of classes changed professors after I had signed up for them
Need more online classes and weekend

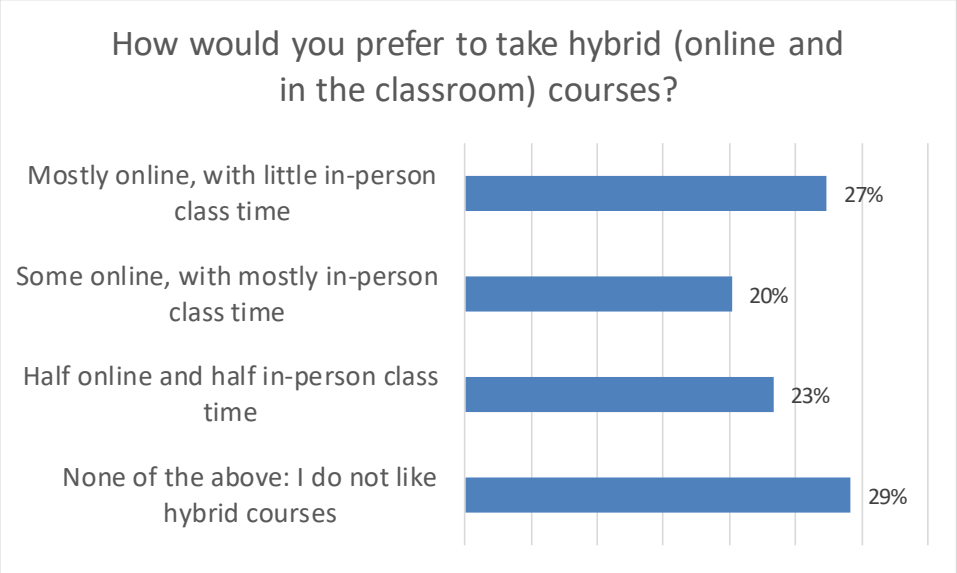
Q8. When do you prefer to attend classes? (Check all that apply)



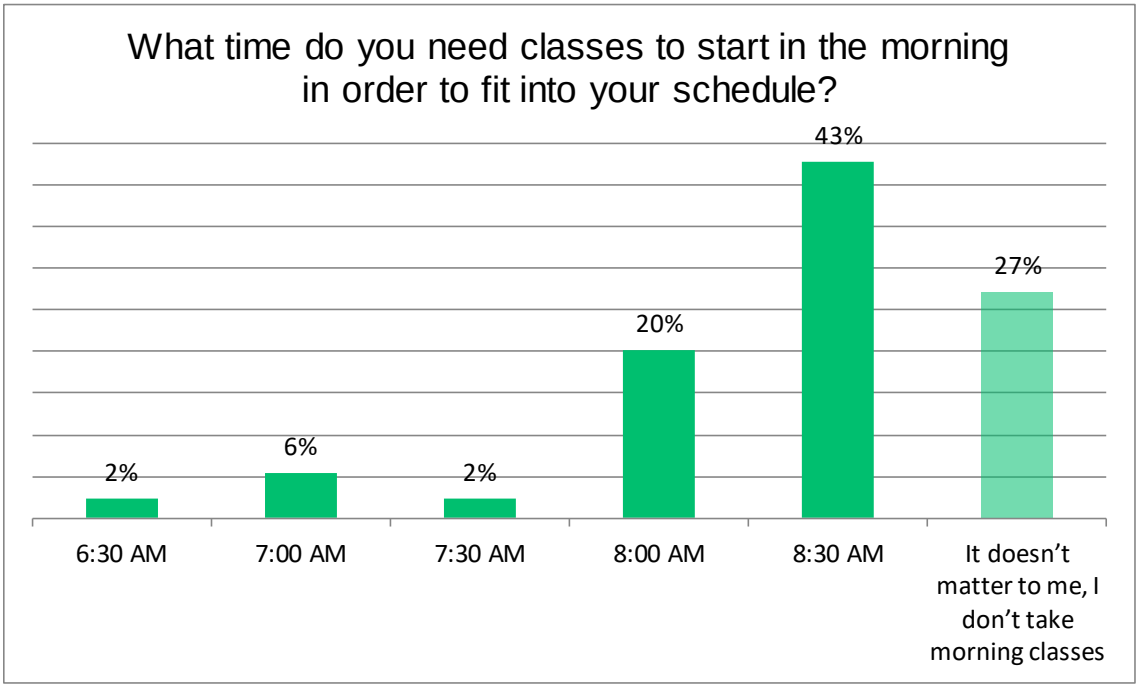
Q9. How do you prefer to attend classes?



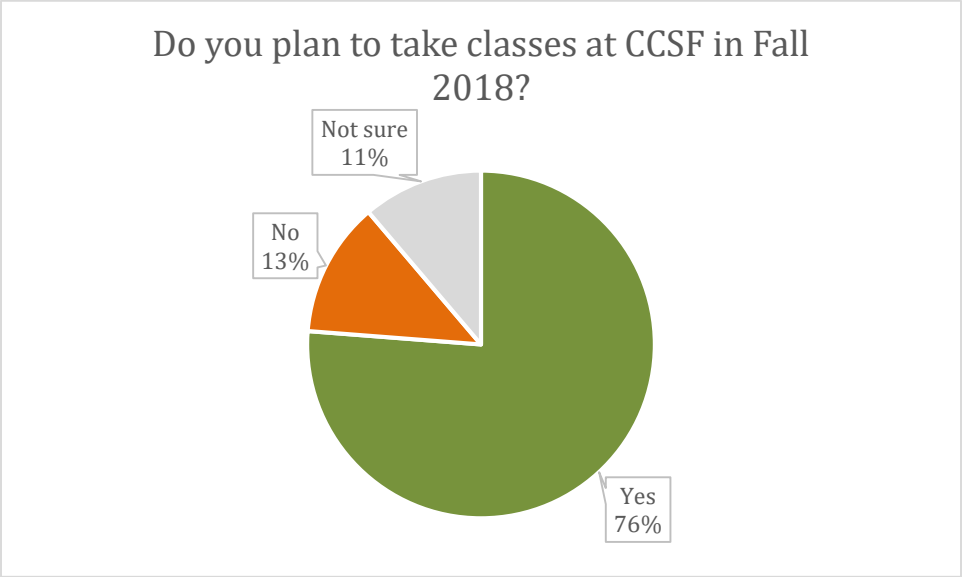
Q10. How would you prefer to take hybrid (online and in the classroom) courses?



Q11. What time do you need classes to start in the morning in order to fit into your schedule?

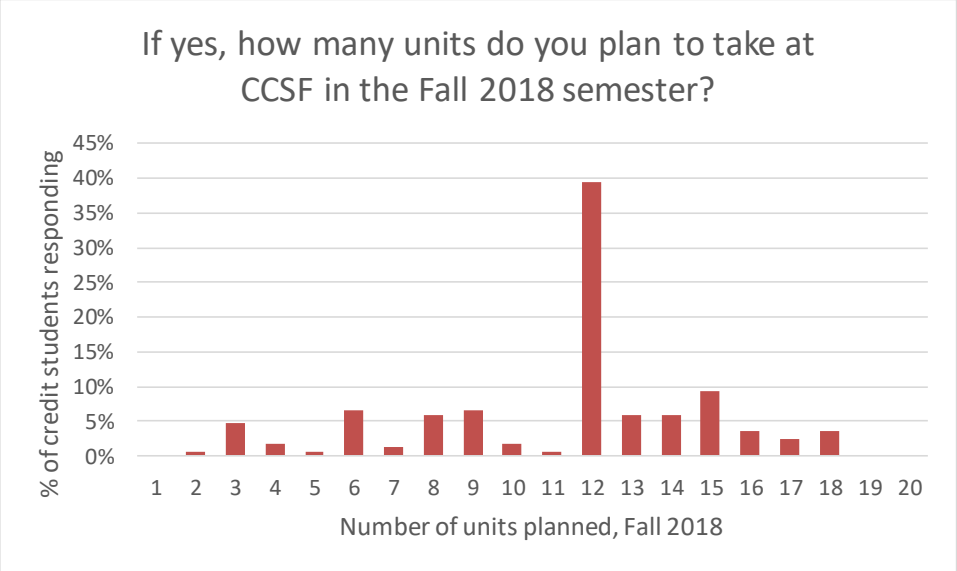


Q12. Do you plan to take classes at CCSF in Fall 2018?



Q13. If yes, how many units do you plan to take at CCSF in the Fall 2018 semester?

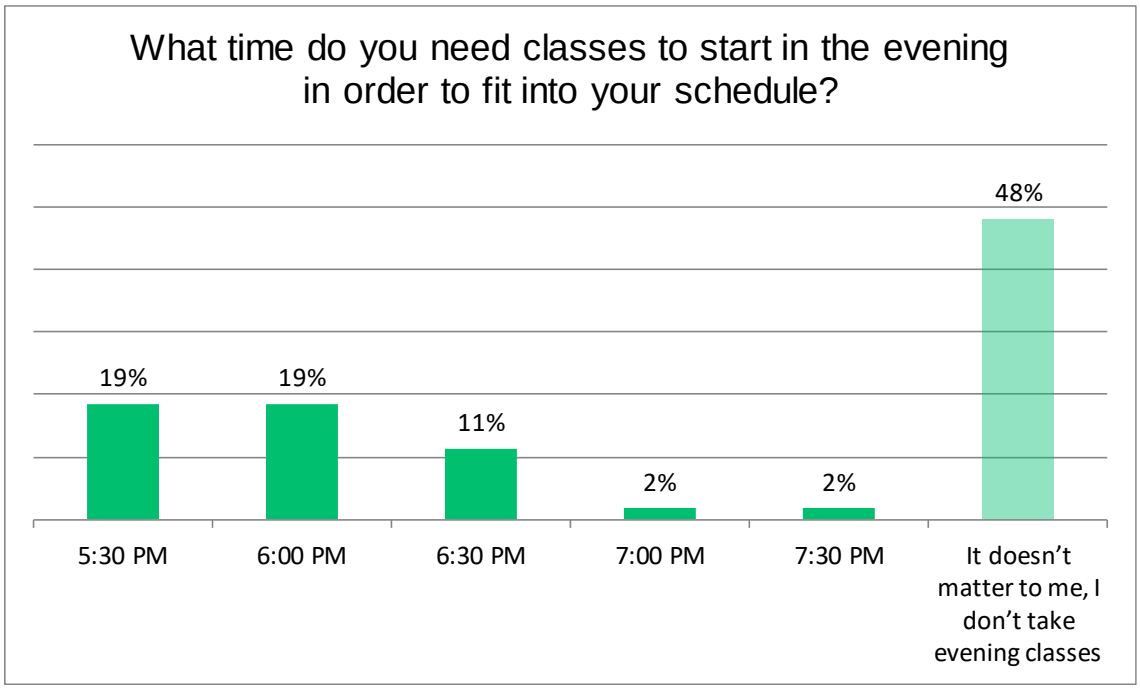
40% of credit students who plan to take classes at CCSF in Fall 2018 said they planned to take 12 units.



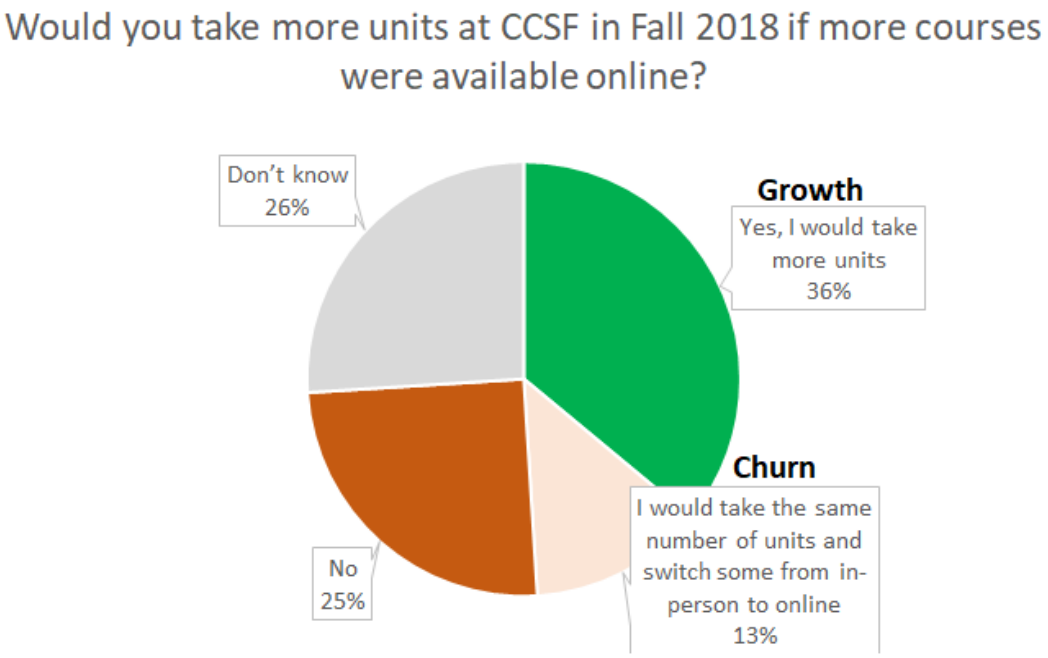
Q14. If you do not plan to take classes at CCSF in Fall 2018, why not?

I'd love to take classes at CCSF in the fall, but only if they fit my schedule.
Classes overlap, not offering the classes I'd need, or professors were not professional.
I live to far I prefer to take online Classes
Work
I might end up getting a full-time job at some place.
If I don't it's because I have to work so I don't get kicked out of my apartment.

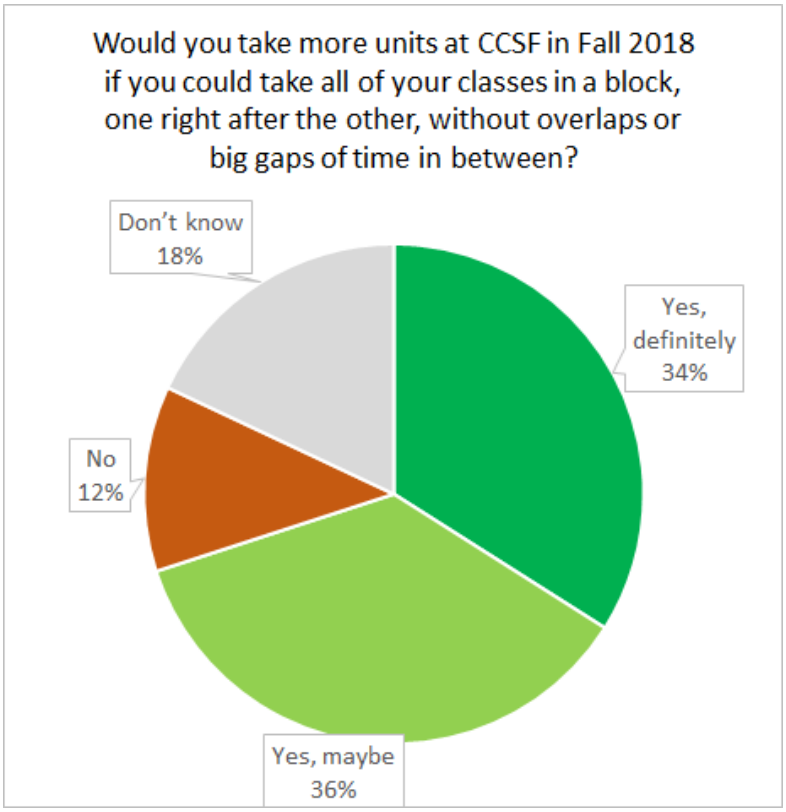
Q15. What time do you need classes to start in the evening in order to fit into your schedule?



Q16. Would you take more units at CCSF in Fall 2018 if more courses were available online?

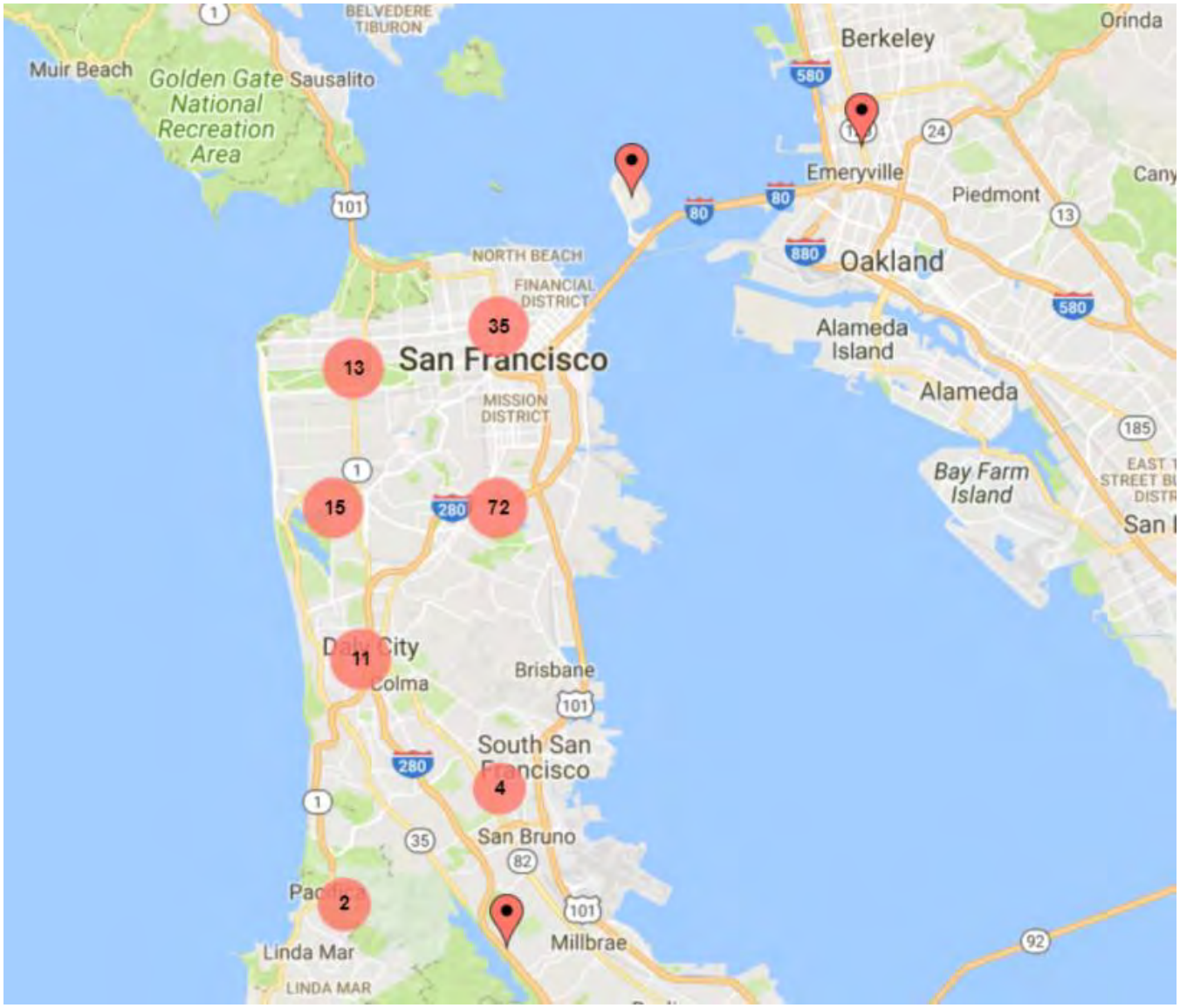


Q17. Would you take more units at CCSF in Fall 2018 if you could take all of your classes in a block, one right after the other, without overlaps or big gaps of time in between?

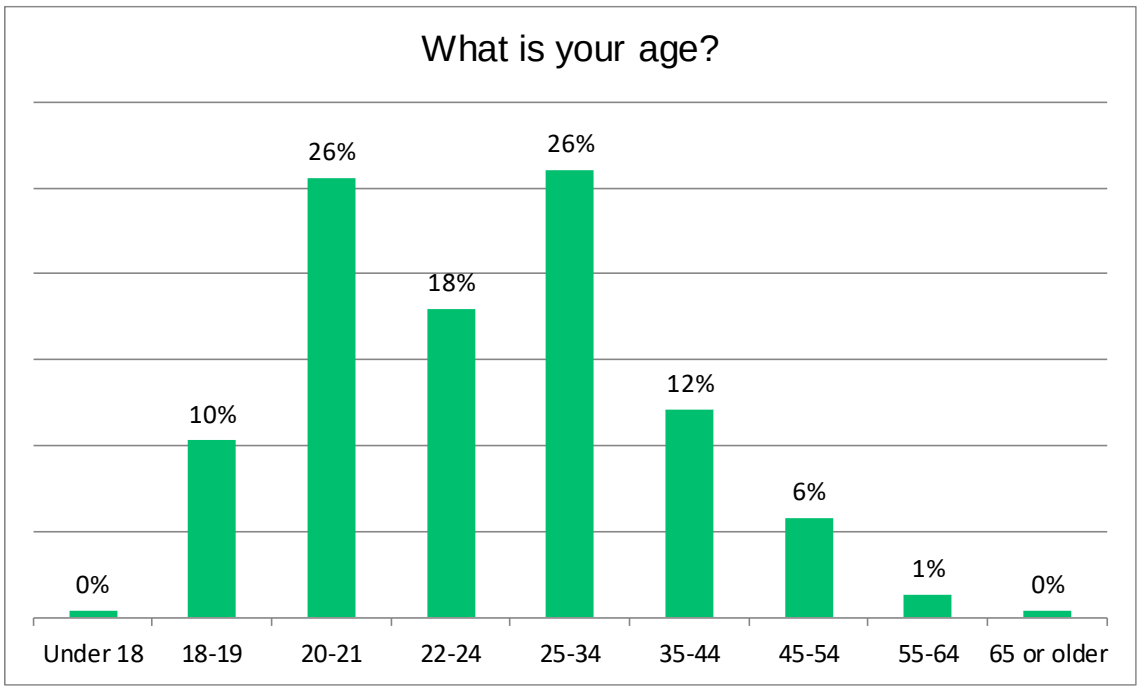


Q18. What is the zip code of your primary residence or mailing address?

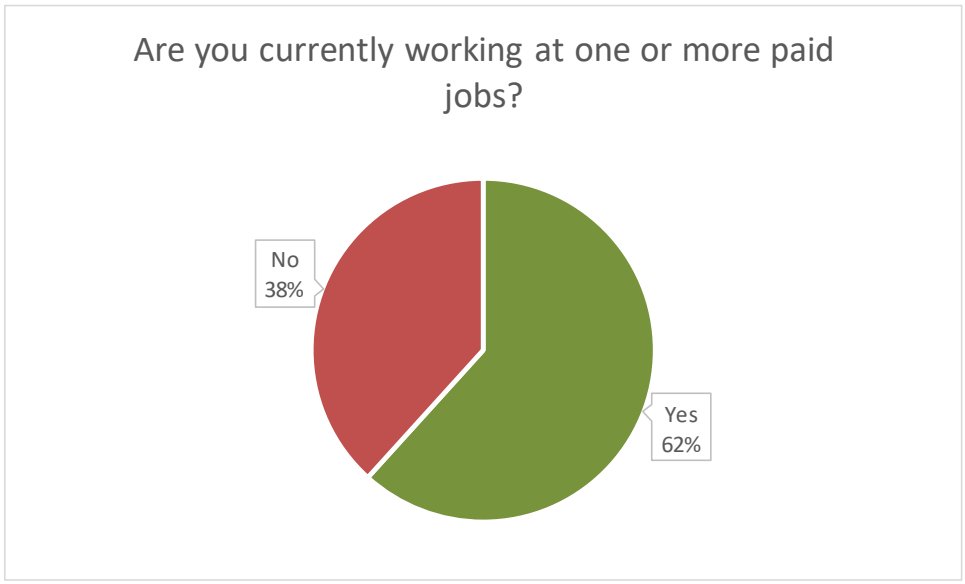
Most respondents live close to the Ocean Campus



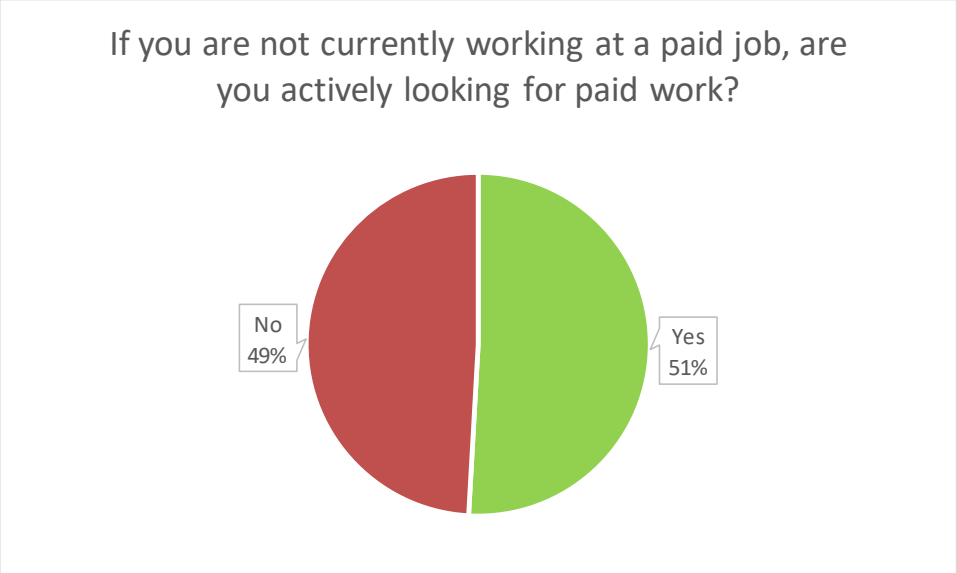
Q19. What is your age?



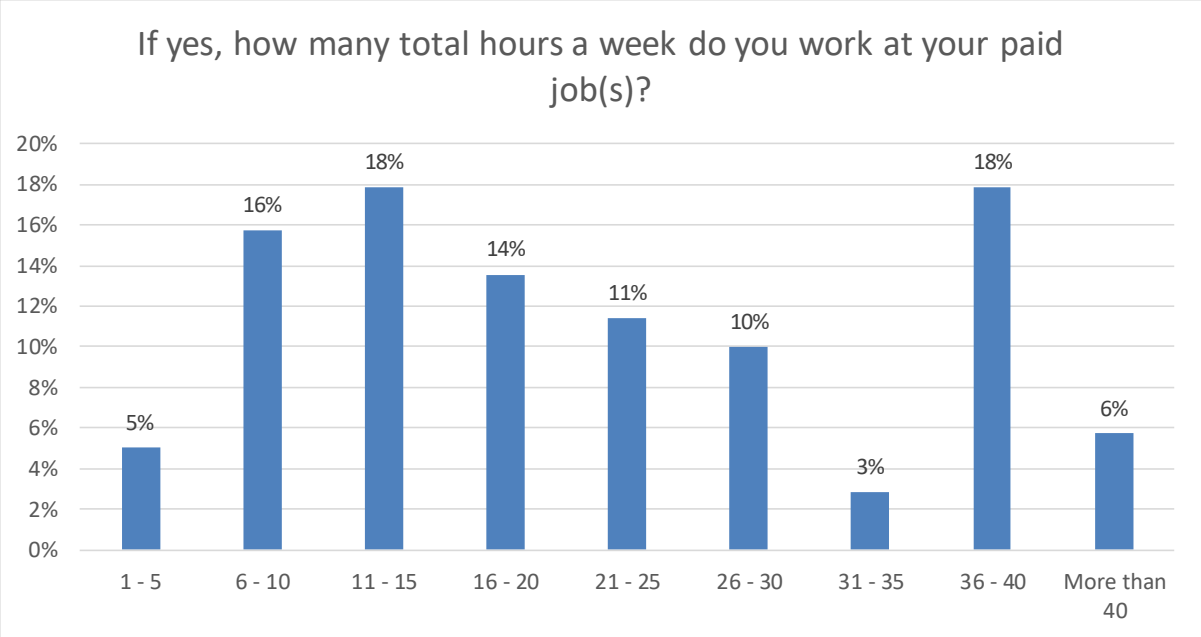
Q20. Are you currently working at one or more paid jobs?



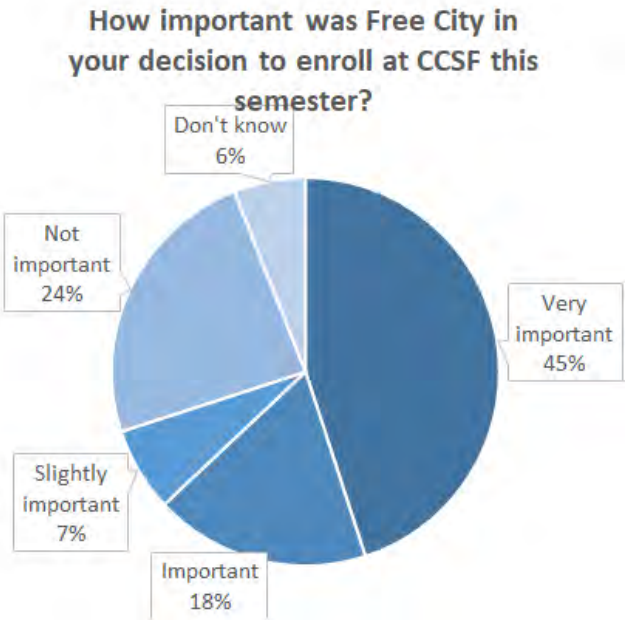
Q23. If you are not currently working at a paid job, are you actively looking for paid work?



Q21. If yes, how many total hours a week do you work at your paid job(s)?



Q22. How important was Free City in your decision to enroll at CCSF this semester?



Q24. What do you think is the most important thing CCSF should do to help you be more successful in your college studies and work?

Verbatim answers:

more tutors
More available hours of quality tutors and studying materials at the library
Educated, improve my skill and get a certification for a job.
Offering free stipends to students who live in surrounding zip codes of San Francisco and not just in San Francisco. Most people cannot afford to live in San Francisco yet still want to attend college.
Offer Math Lab during evening hours for students who work and attend night classes and cannot make it during the day.
More resources and programs for students, especially for moms like me who don't have work, need to be with her son and assist my in-laws with their health and medical needs. I hope there is a free stress class or workouts with a very good schedule so that we'll be able to attend and give time for ourselves that will help us to relieve our stress.
CCSF should continue sending emails of events to students to keep them updated of what's going on around campus and they should add in more campus events. Lastly, they should make the printers charge your account, so if you don't have any change you can pay it on your own convenience.
offer classes at more times. it seems like every class I want to take next semester is at 2pm.
Utilize all of your campuses! Please! Also, be sure that all of your professors are on ratemyprofessor.com - this really helps us students decide whether or not it's the right fit. I had a question - what happened to Canvas? All of my classes used it last semester, but my professors now do not use it at all! It's very helpful once you understand how to operate it. Thanks for the survey! I appreciate y'all hearing us.
Add more classes and flexible tutoring / SI hours.
Motivate me
Maintaining a well-functioning online information center.
Everything is good so far
Open more summer classes
Free college
CCSF should support students with low income for cheaper tuitions.
More guidance on how to stay on track and counseling network on job resources.
To work and go to school I need block scheduling. If I can get 18 units worth of classes M-Th from 9am to 4pm that would be ideal. I would have enough time to work evenings and weekends. Also, your survey only lets me input a max of 20 units per semester....I'm currently taking 22.
Offer more class at the John Adams campus
Have more internships available
Clean bathrooms. The women's bathrooms in MUB, especially the 3rd floor is SO disgusting. It seems like it's only cleaned never. I've seen the same blood/ snot stains for the whole semester. It would be nice if it would be cleaned rather than taking out the trash. I honestly have to go down to the second floor just to use the bathroom.
If there are free units for native speakers of other language to get an AA degree, that will be very helpful.

Allow quiet study space to do work assignments!!!!!! Thank you Mr. Roche have a wonderful Summer
I think everything is ok for me. Thanks.
More online studies
Add more classes to the other campus, also more help with the financial applications.
I believe areas of opportunity would be offering earlier classes to give other classes more elbow room to avoid overlapping, offering more hybrid online classes, for it is convenient for full time workers that want to take more units, and last but not least, the bathrooms. I can only go to the bathrooms at Cloud hall or MUB (sometimes), because any other one will have door locks that are not working, do not have stocked toilet paper, and smell horrific.
I think that City College, if possible, should offer a greater variety of start times and class hours in the science department. I found that most of the Biology (100A) and Chemistry (101B) classes offered next semester overlap, starting at 8 am with labs that overlap by 20 mins. As a result, I will have to intermix the two classes going back and forth interweaving the two subjects. I would have more success if I could take Chem lab and lecture together and Bio lab and lecture together.
More class and tutor
Email us or give the message to our instructor
More helpful counselors and better access to mental health counseling.
CCSF Is already great at this— but I would just say, continue to provide students with resources
-We need more science classes (anatomy, physiology and microbiology) especially the ones for medical Marjory transferring. - people who have passed 100 credit units should still have the right to be on the priority registrations in order to achieve the transferring goals. Also, it will be easier to register classes especially the courses that are competitive.
Hiring and checking teacher(s) or professor's competency in teaching and grading. Especially Math professors, they are highly likely to CURVE grades which is VERY unfair!!! Very important to prolong the "Free City" program in order for us students to achieve our goals in life.
Keep evaluating instructors in order for them to provide excellent service
I think CCSF can give you some suggestions on your education
Offer more online classes.
Make it easier to find a right path in education. Many students got confused what exactly classes they need to take. Every counselor gives different directions.
Offer more online classes.
It has been doing well enough for me.
It’s great.
guidance and academic support
Live classes online. Hybrid of online and in person classes. Weekend help, classes and library with all centers open on weekends.
Applying Free City to summer courses and fix the priority system when scheduling/adding classes for continuing students

Available, attentive, knowledgeable tutors. Continuously being free city.
lower the tuition make our life easier
More online classes I live in contra Costa county so I rather take online class it more successfully for me then taking BART 5 days a week
Provide feedbacks and recommendations of every teacher by their student from the previous semester. Similar to ratemyprofessor.
no ne
Put classes with a higher demand in bigger classrooms so that students aren't put in a situation where they have to sit on the floor to be able to be present for the lecture.
Offer more transferable classes!
I feel like CCSF already offers a lot of support in my success in college studies and work
More tutoring
Offer a bit more online classes and morning classes. It’s almost impossible to take an afternoon class specially if a student also works
3 hour class once a week is difficult. Maybe it can be divided into 2 days.
Make school free for people in Daly City.
More clubs for social
Use resources
Provide convenient days/times for classes. The MWF schedule is difficult because I work during those times. It would also help if classes could maybe switch days/times from semester to semester. Also: It may help to offer a variety of elective classes every semester vs. having to wait once a year for a class offering. In-person classes are much more satisfying (can learn and retain information much better) than online ones.
Availability of classes in the evening and/or online
Cheaper tuition for international students (it's unfair residents got free college and tuition for international students increased)
Expand education counseling by bringing in more counselors and allowing for longer appointment times.
More classes for students
Provide more scholarship assistance to students, free text books, provide cheaper or free printing, provide low priced meals, give free income tax assistance, and increase students for the nursing program.
not sure
Make some of Math and Computer Sciences professors to teach each unit or chapter clearly and connected to each other. Specially for students that they find both (Math and CS) subjects challenging. Because as much subject get explain clearly and meaningful it will save us (students) to struggle less while we do HomeWorks. Otherwise, lovely environment with overall lovely professors. Love each moment with college environment and community. Finally, weight of Homework’s sometime get overweight on students who study and work full time.

Keep offering a variety of classes at a variety of times. Also having an area in the library or some other quiet hall where food is allowed while studying would be nice. :)
Change the campus culture and have more advanced classes at night
Offer competitive compensation in order to attract and retain high quality professors.
Improve school website to be more organized - use a better search engine - More user-friendly class schedule - Improve Web4 user interface - United ALL school related passwords to one main password; RAMID, WEB4, Library computer password - Video tutorial or guide how to use functions of school website. - Organized related classes to locate in one building or area.
Make it more clear how to transfer with particular degrees. In particular how classes from other schools can cross over both to city and 4 years
Provide more class options and studying spaces
Give equal service for everyone. There was a situation that I applied for nursing program and I was the only one who didn't got letter of notification about my eligibility and I want to the department and asked a lot and at last I got it while 12 days were left to seat for the TEAS exam that is not totally acceptable. And please make sure everyone in each department has a knowledge about their department. I wonder even the department heads don't know the laws I just can't believe this. I have seen a lot and honestly it is pain full. We came to learn considering our time to improve and also help others. I don't think the department value our time.
have more classes available for the working people. Nor evening classes.
To offer more classes that are longer but once a week.
If possible, find a way to encourage students to participate more. Classes I have taken at City seem to always have a few students who try, and the rest seem to wait for the other students or don't participate. Hard goal, I know, but I feel it's worth mentioning.
offer more information about resource centers and student benefits on campus
Longer hours in English lab on Saturdays. Possibly from 9:00 am to 3 :00pm.
Not sure, overall, I'm very happy with my classes. I do wish more classes were offered outside of the main campus.
Tutoring, helping to resolve test issues.
Both
Should definitely teach teachers to not be so strict about being late or missing a class, it’s college. Also courses for a degree or transfer should be scheduled appropriately with more support for the degree/transfer programs tutors and special counselors for that degree/department.
give plenty of classes to fit my schedule and support financial status.
I think tutoring and counseling are extremely helpful to me because I do better in all of my classes. I’ve been struggling with my academic studies for so long. My goal is to do well academically.

for myself personally, I would like to see an available resource on campus that allows students to get more involved in local politics- a way that we can apply the information we've accrued in the IDST Social Justice courses. More volunteer opportunities would be ideal
Making easy subjects
Offer more online classes for more courses!
make the library 24 hours
Please assign ALL evening classes in Multi-Use Building for the safety and convenience for students and teachers. I have evening classes that end at 9 or later and I don't feel safe being on campus in the dark this late and need to walk very far to my vehicle. However, I have no choice because I need to take this class and the only section offered for this class is in the evening far from any parking lot.
Have a few options (days and time) for each class.
More summer classes. I wanted to take chemistry 40 and geography is the summer, but they weren't available. Thank you!
If I can continue to earn the credits and do everything within my powers to use all the class time to make something of myself I will have to say I can be successful enough.
It's hard to answer this question. I wish I could get help in how to apply for loan and receive financial aid because with the rising cost of living in sf and with bills and I live all alone- it's hard to juggle working over 40 hours just to make ends meet barely and try to get all school work and make it to school and get enough sleep. And I know I have to make sacrifices like people say but it's hard to pick school first versus going homeless and broke.
Financial aid
CCSF is doing the best it could
Offer more courses that are transferable or unilateral to other school systems. Write more detailed course descriptions in the catalog for other colleges' consideration.
Keep city college free
Please update your transferable course list from out of state institutions frequently to avoid misleading info. It might affect student's transfer plan once they noticed some transfer requirements are not met.
Offer more class sections, see which majors are more impacted, also offer more online courses
Have a limit to classes so they won't be too crowded.
effective instruction and guidance
Update the facilities, meaning classrooms bathrooms (the most) and library. Also need better food options on campus that are quick not just the Lunch Box thing. There're no healthy options there really. I'll be starving at school but never want to eat the unhealthy food.
n/a
Provide more online books or free books. The cost of books is the most challenging thing I've encountered so far.
create a better Web4
Provide free books and financial aid
Hire more professors. Improve the bungalow classroom- it's too cold even in spring.
Open more science classes in the weekend If some classes can be taught online please do it online as well such as nutrition classes
More online classes during summer. So that people can do work and school at the same time

Nothing - CCSF is doing a great job overall.
Beyer class scheduling
A few course counselors that works up to 6PM. I work up to 5PM and its hard to schedule when can I see a counselor
Nothing
Hire more instructors of color. Minorities.
Offering classes that are based on real world experience. Especially in the Computer Science department where yes you learn programming, but you don't learn anything regarding the whole industry of programming as a whole. I want to see classes that encourage learning about working together in a group with time constraints and learning about Version Control with Git.
Offer more experienced faculty and tutors
Offer SF minimum wage for work-study program

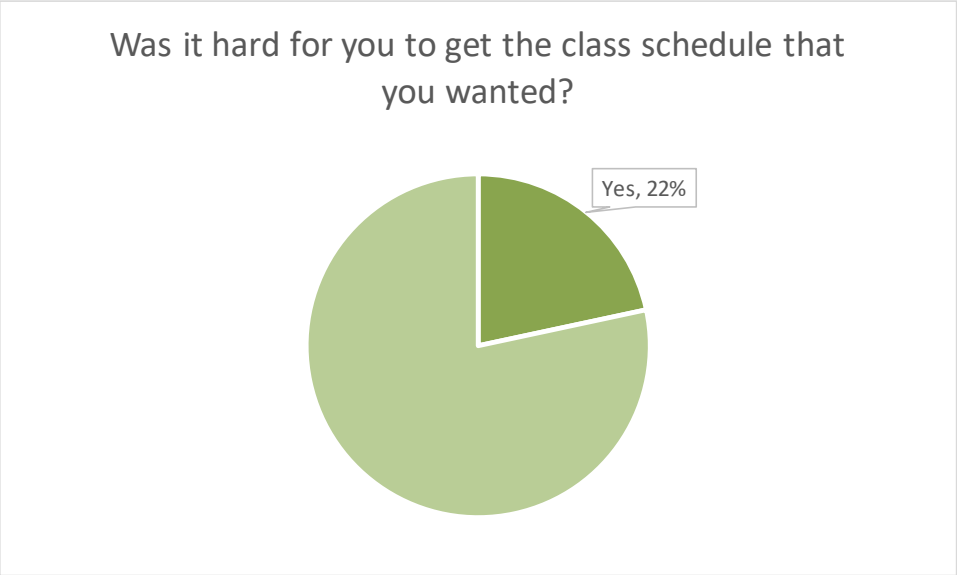
Survey of CCSF Noncredit Students

To insure accessibility, this survey was conducted via paper questionnaires rather than online. CBT prepared packets for faculty teaching about 65 noncredit classes. Each packet contained a cover letter, the appropriate number of questionnaires for their class section, and a postage-paid return envelope. The Office of Research and Planning distributed the questionnaires to faculty on April 18 and received 276 responses by the May 2 deadline.

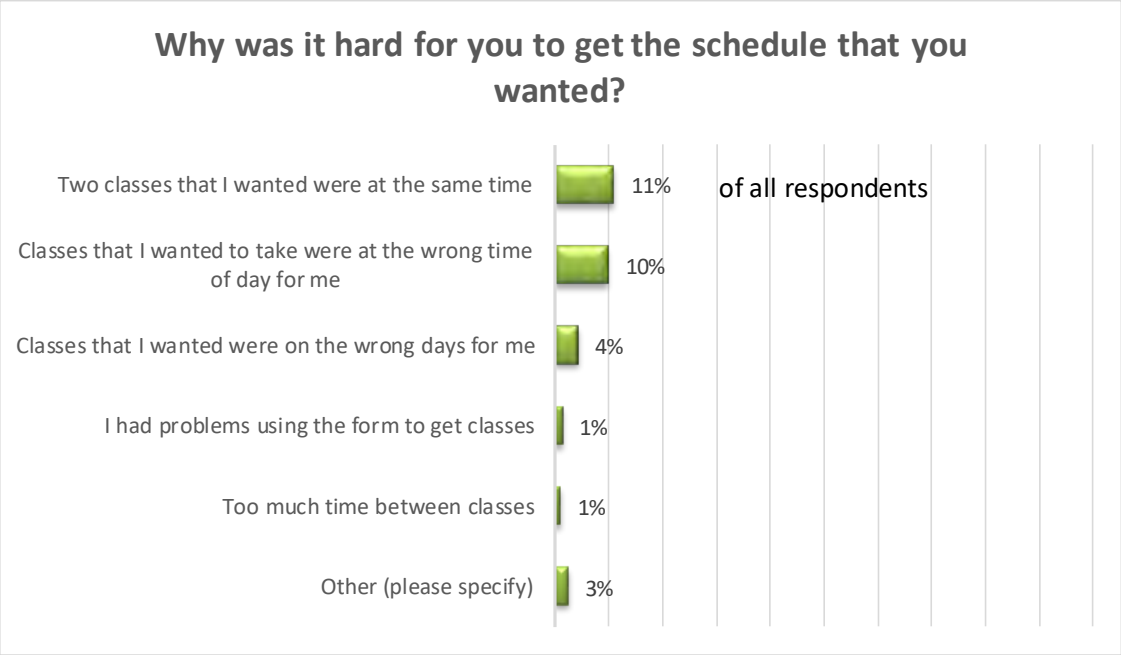
Because many noncredit students have limited English proficiency, the questionnaire was written at a Grade 6 reading level.

Scheduling is a problem for many noncredit students

While lighter course loads generally mean fewer scheduling conflicts than for credit students, scheduling is a problem for many noncredit students. About one in five (22%) noncredit students reported that it was "hard" to get the class schedule that they wanted.

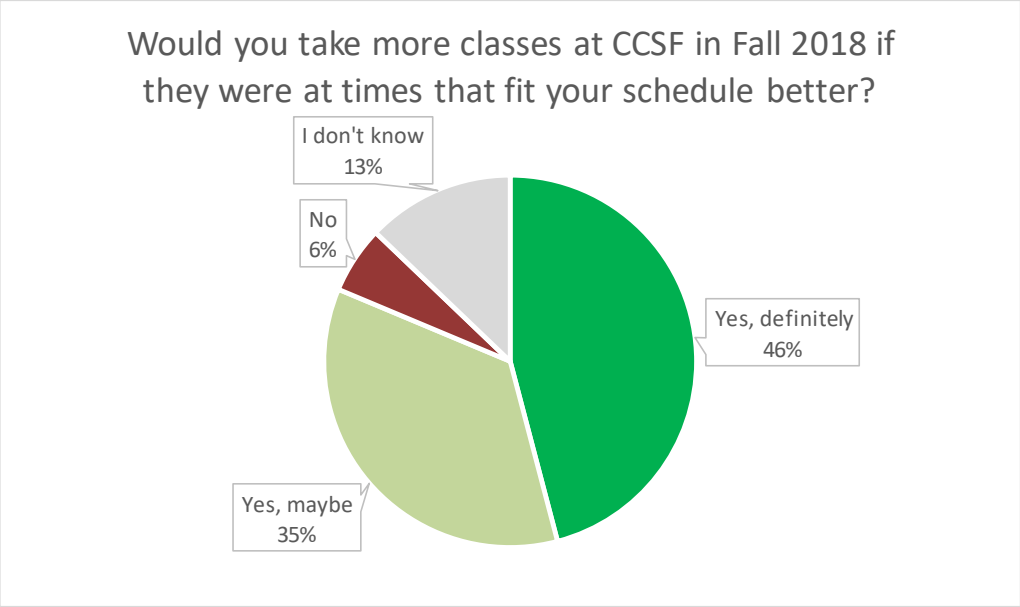


The most common scheduling problems were collisions between courses, and courses that were at the wrong time of day for students.



Improving scheduling would likely boost noncredit enrollment

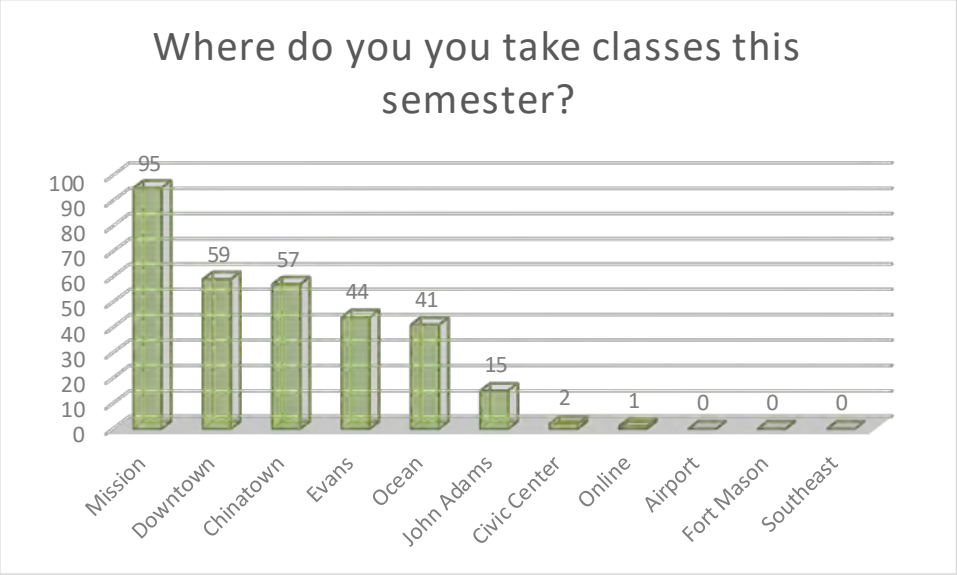
Almost half of noncredit students surveyed said that they would "definitely" take more courses at CCSF in Fall 2018 if classes were offered at times that better suited their schedule.



Complete survey results

Q1. Where do you take classes this semester?

Almost all respondents were from Mission, Downtown, Chinatown, Evans, or Ocean locations.

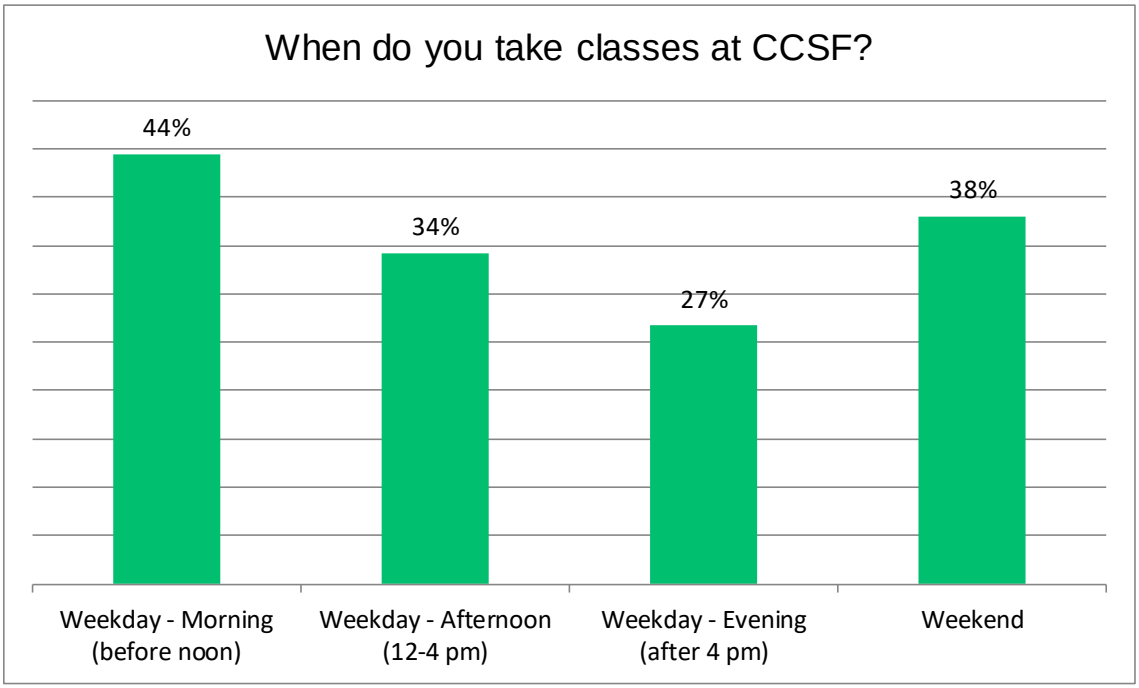


Q2. Do you also take classes this semester at another college that is not CCSF?

8% of noncredit students said they were also taking classes at another college.

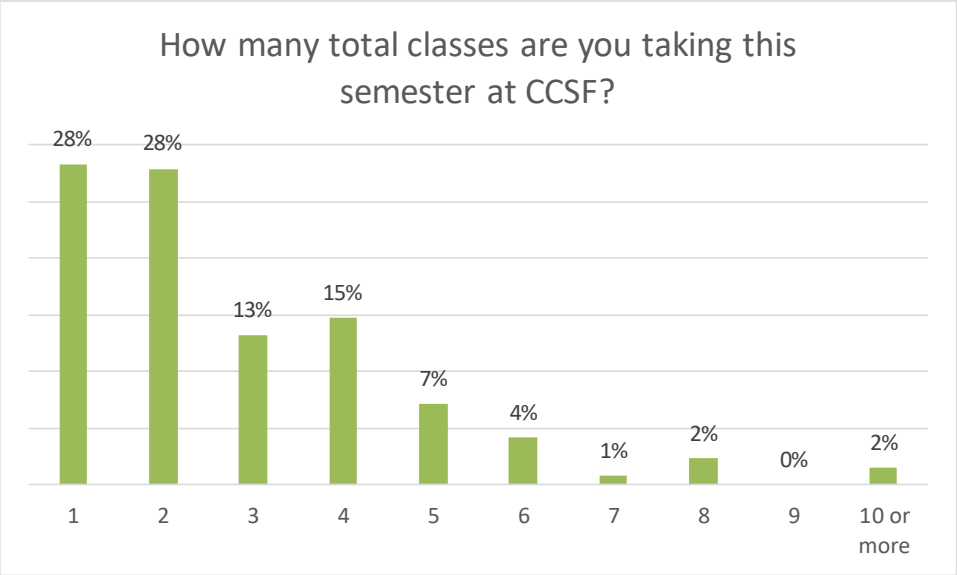
Q3. When do you take classes at CCSF?

Almost half of respondents are taking weekday morning classes.



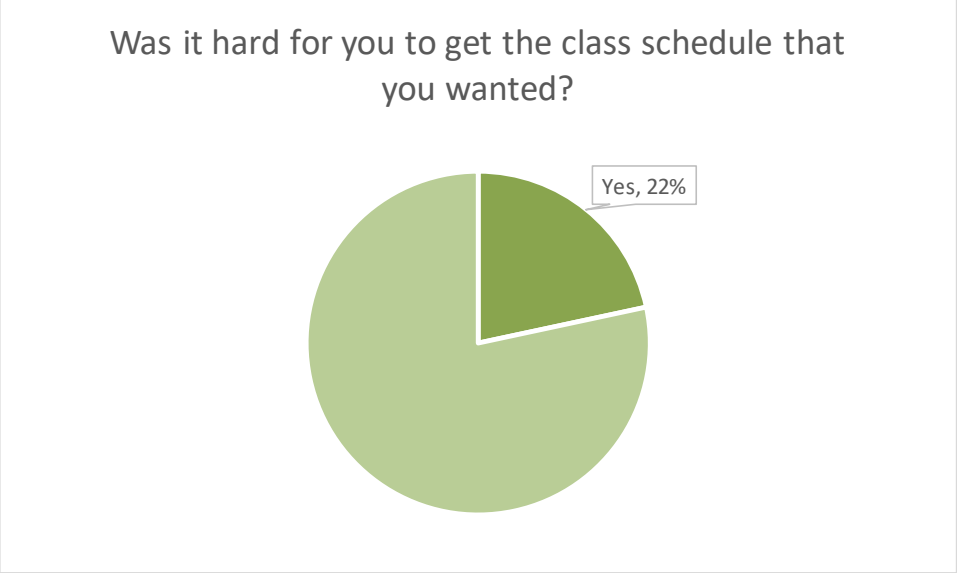
Q4. How many total classes are you taking this semester at CCSF?

Most respondents say they are taking one or two classes. The respondents who said 8+ may have meant "units" rather than "classes".

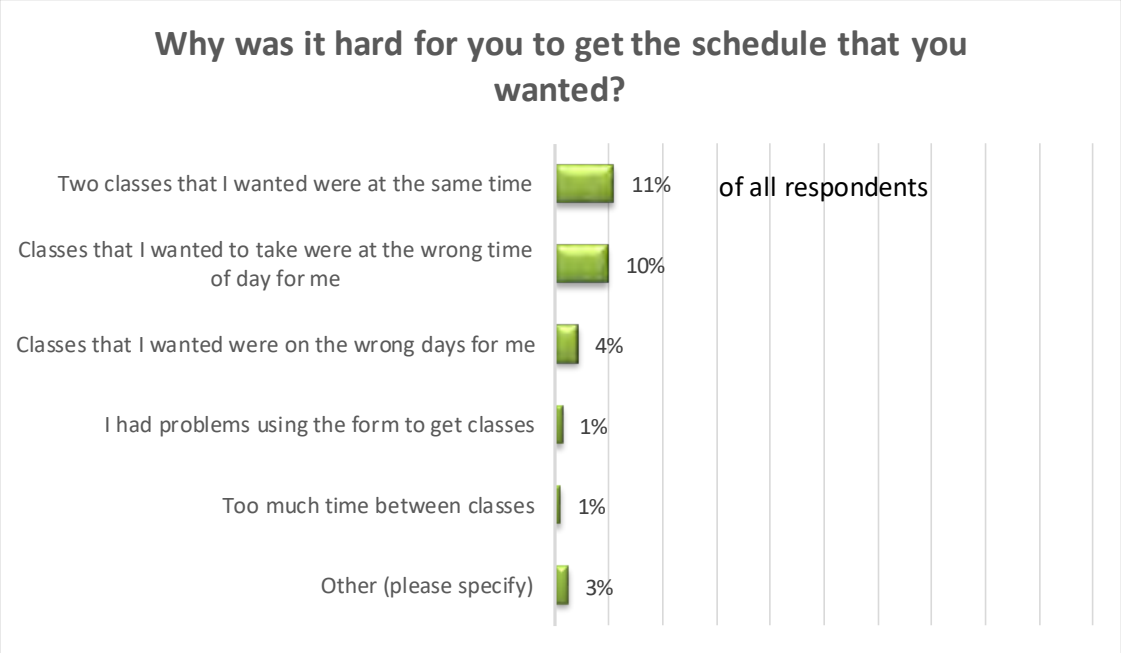


Q5. Was is hard for you to get the class schedule that you wanted?

Over one in five said "yes".

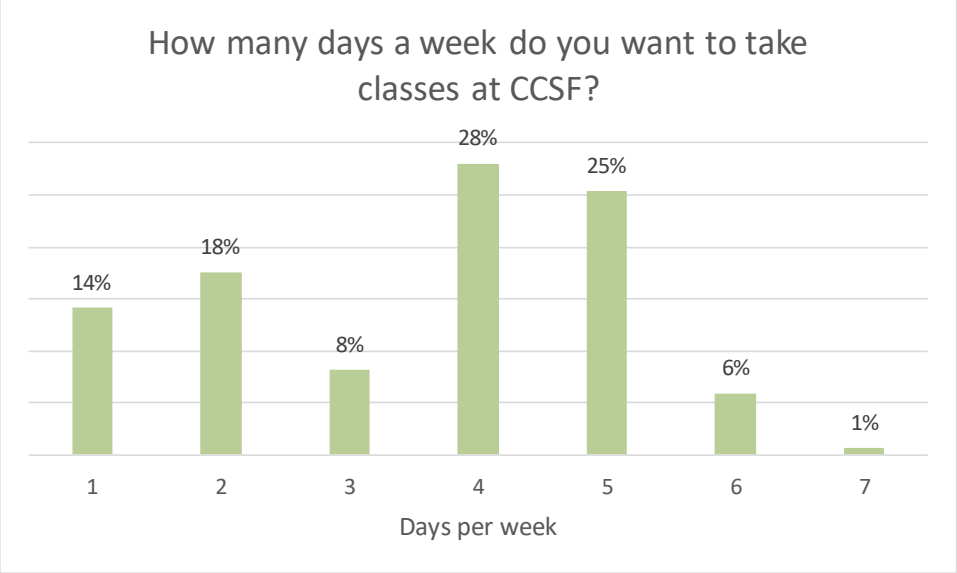


Q6. If yes, why?



Q7. How many days a week do you want to take classes at CCSF?

Most noncredit students said they want to take classes 4 or 5 days a week.

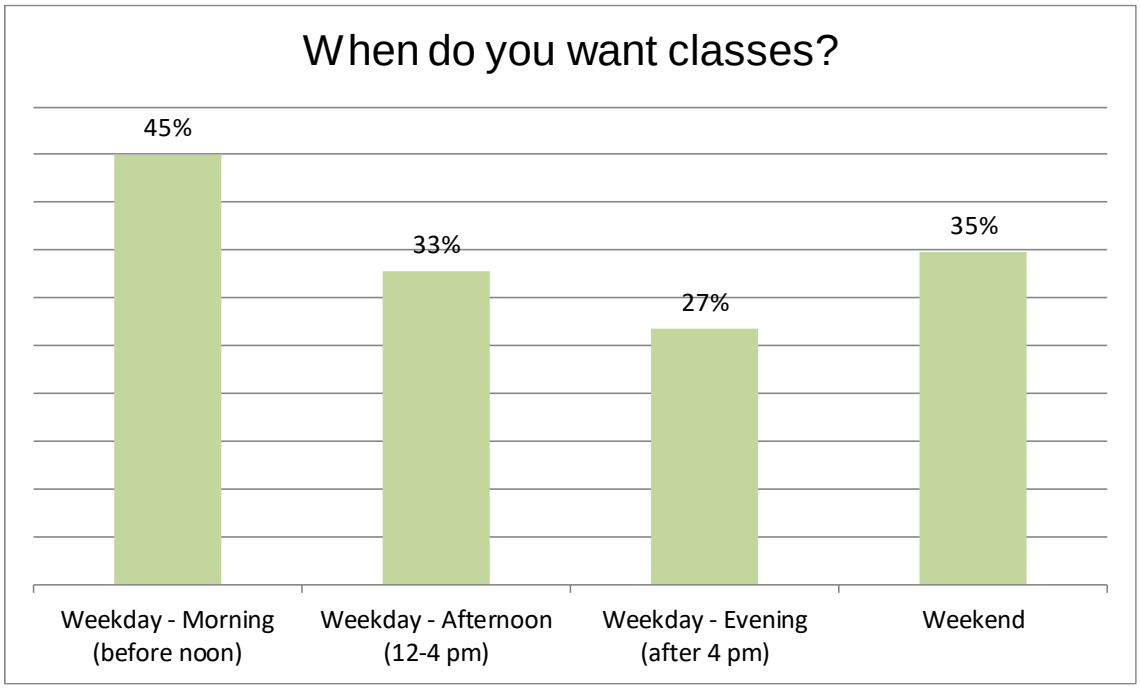


Q8. How many hours a day do you want to take classes at CCSF?

Many students interpreted the question as asking how wide the time slots each day should be.

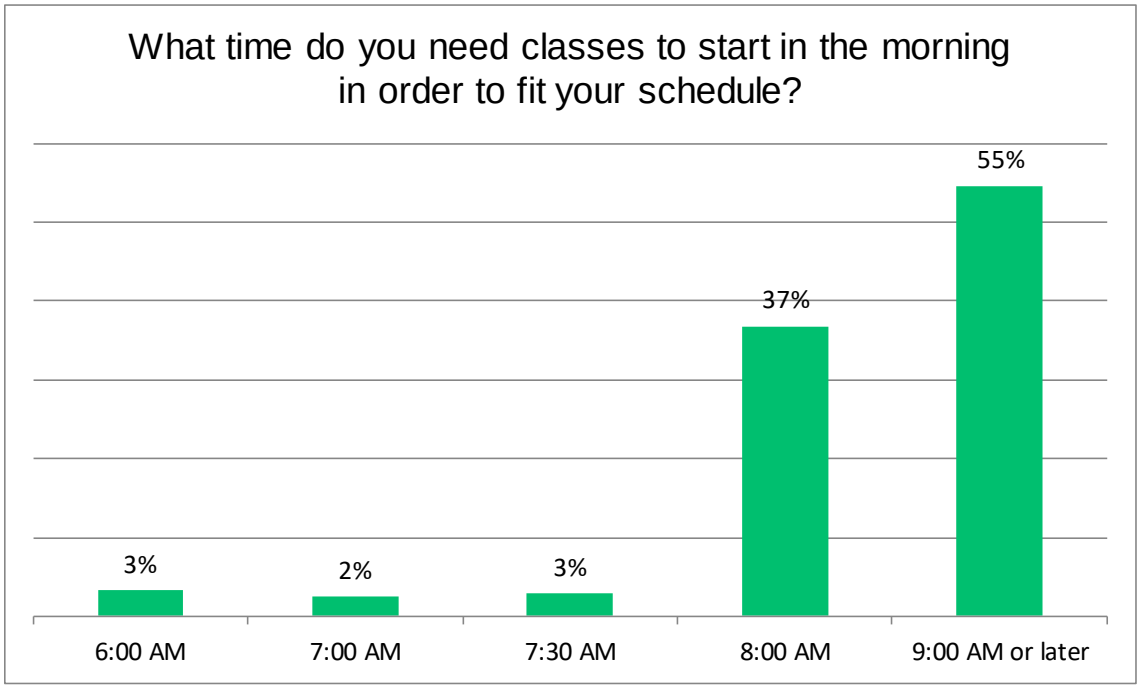
Q9. When do you want classes?

Students' preferred day parts are almost identical to their current schedules.



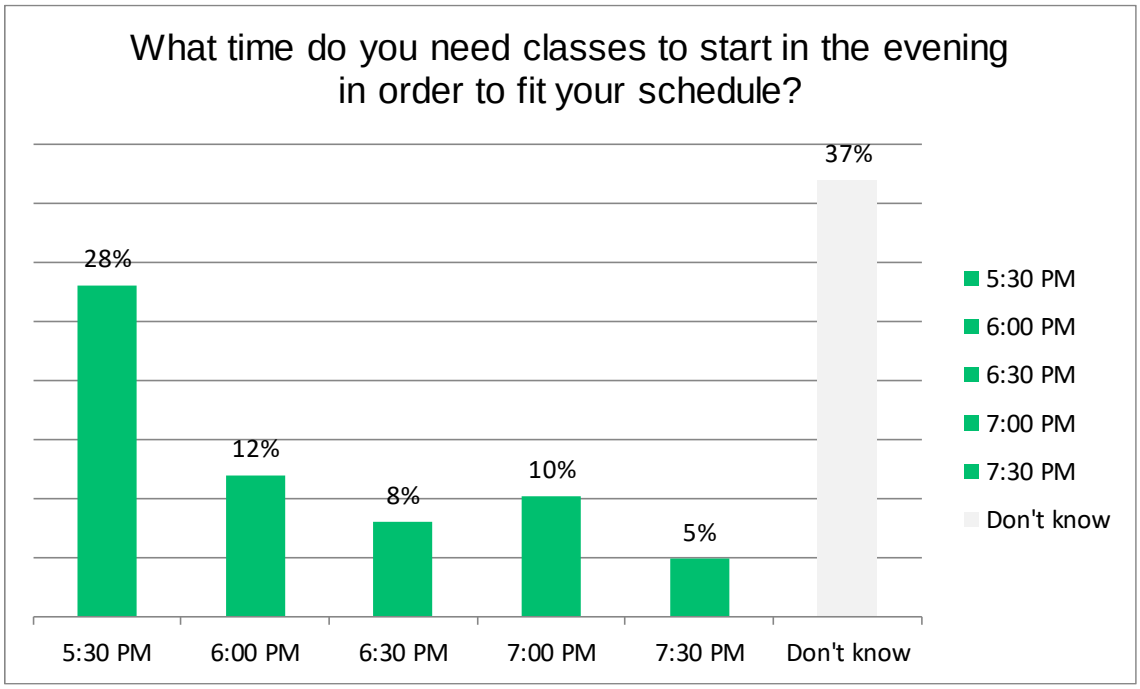
Q10. What time do you need classes to start in the morning in order to fit your schedule?

Most noncredit students said they wanted 8:00 or 9:00 starts, especially on weekends. There was little interest in early morning classes.



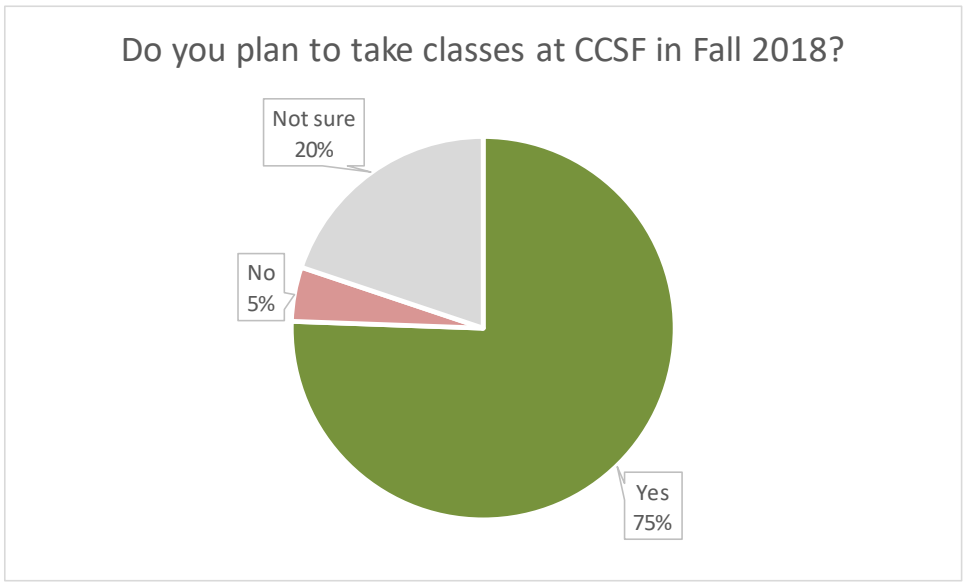
Q11. What time do you need classes to start in the evening in order to fit your schedule?

The most preferred evening start time is 5:30.



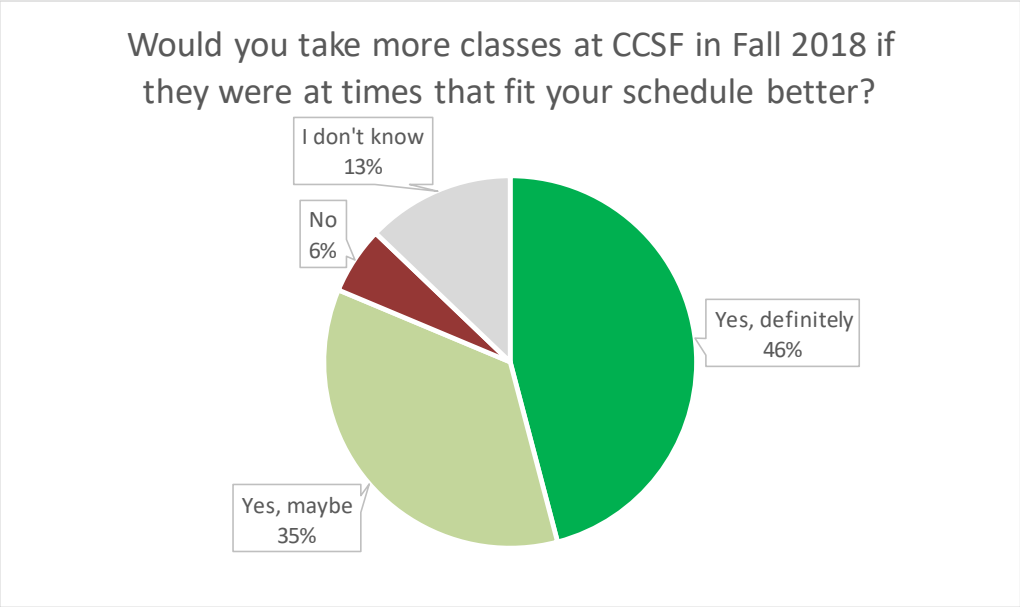
Q12. Do you plan to take classes at CCSF in Fall 2018?

Three out of four noncredit students said the plan to take classes at CCSF again in the Fall of 2018. The expected average load is 2.6 courses.



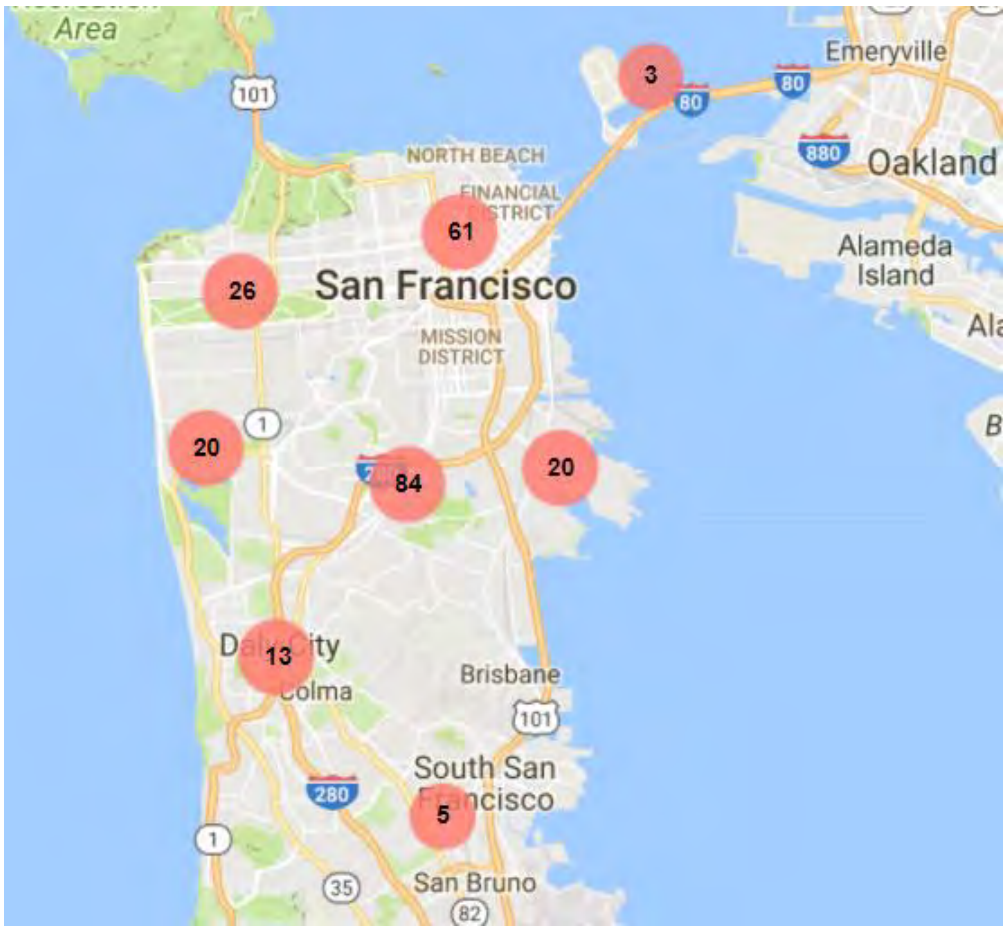
Q14. Would you take more classes at CCSF in Fall 2018 if they were at times that fit your schedule better?

Almost half (46%) of noncredit students said they would "definitely" take more classes in Fall 2018 if they were offered at better times.



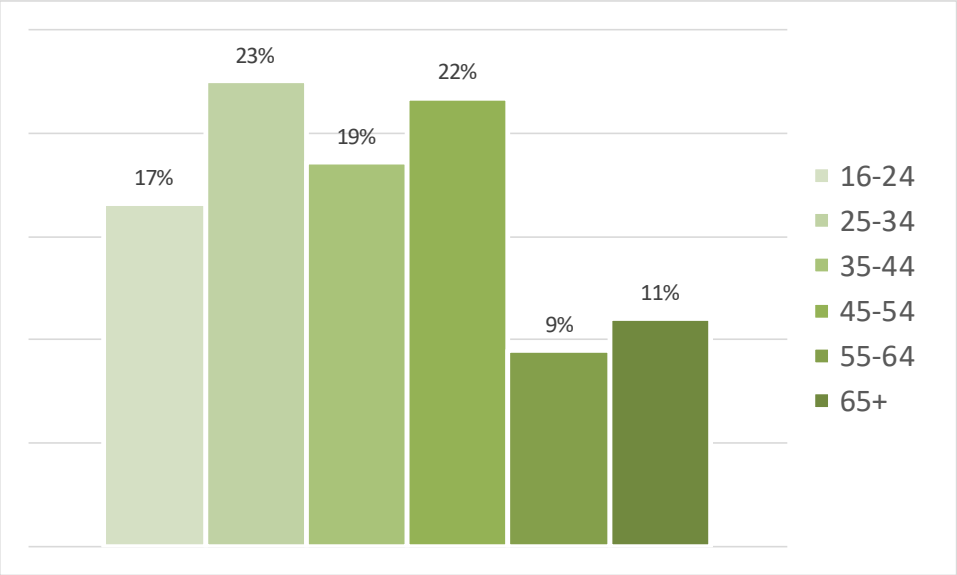
Q15. What is the zip code of your main address?

Most respondents to the noncredit survey are from either Downtown or the area south of the Ocean Campus



Q16. How old are you?

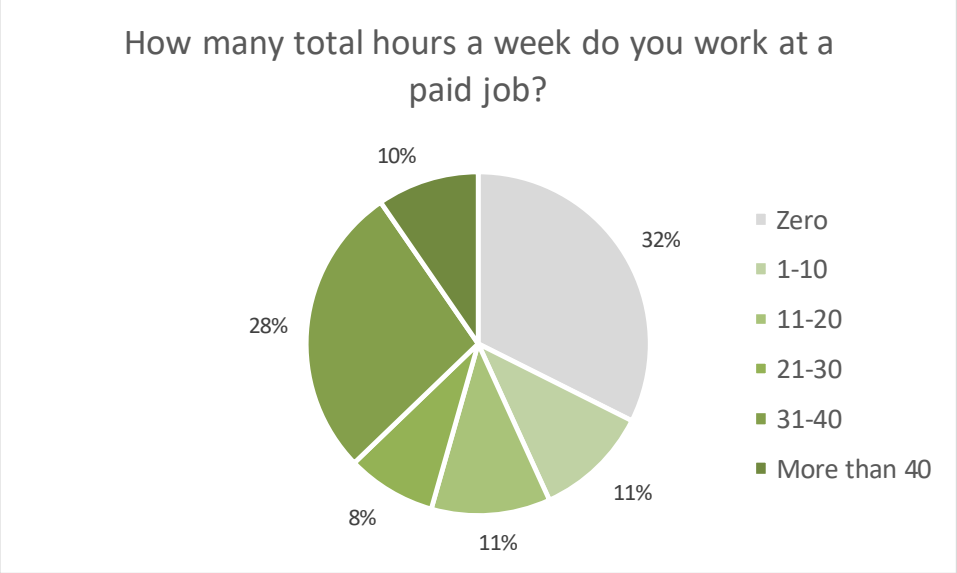
Most respondents were aged 25-54, with good representation from younger and older students. The wide age range was expected give the diversity of noncredit courses surveyed



Q17. How many total hours a week do you work at a paid job?

Two-thirds of the noncredit student respondents are working at a paid job. 38% reported working over 30 hours a week at a paid job.

The sample includes students in the Older Adult programs at the Chinatown and Fort Adams Centers.



Q18. What do you think is the most important thing CCSF should do to help you be more successful in your college studies and work?

Here are the verbatim responses. Many mention or imply the need for flexibility in scheduling.

Actual training in the computer
Add accounting payroll class, and longer income tax class.
American culture class for new immigrants
available counselors with clear instruction and direction on helping the students move forward.
better computers
better computers
Cafe with reasonable prices
Career development and financial aid.
CCSF can focus to teach more POS computer systems
CCSF should put more class options on Saturdays. that would help us.
Change all the latinas ? from the front desk. they are mean and rude to everyone??
Chinese child care. Custodian classes. Citizenship classes
Chinese teacher child care. More schedule about the child care, because only twice a day. I hope the toilet have the baby changing station. thank you
citizen classes
Citizenship classes. More computer labs.
Classes at other sites. i had long commute.
clean the water fountains!
Companies teach students for jobs that they have openings for. Trade: i.e. take these courses and you will get job.
Computer classes with more schedules and spaces
Continue free tuition!
counseling office
Custodian class. Citizenship class. Child care.
Custodian class. Pronunciation class, Citizenship class.
ESL classes and business classes are help for me
Exercise classes at John Adams, for example yoga Zumba tai chi
Financial aid.
flexibility
Flexibility in parking and classes at night.
Flexible schedule
Flexible schedules
flower arrangement
For ESL the teacher should be more professionals, taking surveys and feedback from students. not all the teachers are good. CCSF should offer more classes per center, in order to comply for certificates and subjects.
Foreign languages, such as Spanish class for noncredit students. not just English classes, but also Spanish classes
free grammar courses
Get my English well and get the diploma
get the job
get the job training courses (childcare, office assistants, janitorial) on weekends

give students work information or prepare training
good class and teacher
good class schedule and the right location
Good English communication
Great instructors
hands on studies
Hands on. Show videos for our preferred studies.
have more classes in different times
Have more flexible schedule for some courses
Have more patient teachers
Have some exemption tests
help looking for a better job
Help looking for a job. more cooking classes. American culture class for new immigrants. use E student ID for muni trip. more speaking and listening classes.
housekeeping classes
I am happy with CCSF classes. One request: if I want to take a certificate course, the required classes have same timings or neck to neck. So it's difficult to manage like one at Chinatown ending at 10:30 AM and next starting at Downtown at 10:30 AM .
I am satisfied and well contented about what is going on in John Adams
I can get more skills to look for a better job
I can learn English for my work make easier
I can learn more skill to go look for better job
i can learn more skill to look for better job
I could learn more English skills and computer skills. please have more high level classes on weekends morning and weekday evening time: 5:30 PM to 6:30 PM.
I hope it would be the same, still exists, and still helps students
I need more English and study more computer skills
I need two more speaking and listening classes
I study English can help me improve my job
I think CCSF it's work very good
I think if I will receive H1B visa I will have a lot of experience for my English language
I think the teachers are nice and I love them
I want to study English more in CCSF
I would like more level 5 plus courses in the afternoon on weekends.
I would like more skill of language.
I would like to have more skills classes or training classes
I'd like to take IT classes more, like programming classes
If is flexible hours in the schedule in the future
it only have to be free
It should keep doing a good job. it should have weekend cooking classes, and makeup design class. I like CCSF!
Job information
job training

job training on weekends
Just trying to work in the students time as much as possible.
know what the students' needs
language
Learn English
learn more English
learn more tool for to work
learn more tool for to work
learn more tool for to work
learning, speaking, and writing study more English
Less hours
Let the teachers teach better, I'm very happy with the teachers but 2 of them. I won't name names but everyone else is kool, security guards could be less racist too, I feel they harass nonwhites more. other than that it's kool
Level 5+ courses in the afternoon on weekends
Level up for conversation
material
material computers
more better teacher
more business classes
More business classes and more job fairs.
more class in computadora. Clases virtuales
more classes
more classes
more classes in the evening
More classes in the evening
more classes. more speaking classes. citizenship classes.
more computer class
more computer labs
More computer labs
more computer labs and more classes
more cooking classes
more cooking classes
More engaged teachers and flexible classes.
More flexible hours and places around the city
more high ESL class at weekend
more job skill classes on weekends
more kinds classes and introduce job opportunite
more listening and speaking
more night classes of the Nursing pre-requisites classes
More outreach to non traditional students.
more parking at afternoon
More parking.
more programs for non-credit

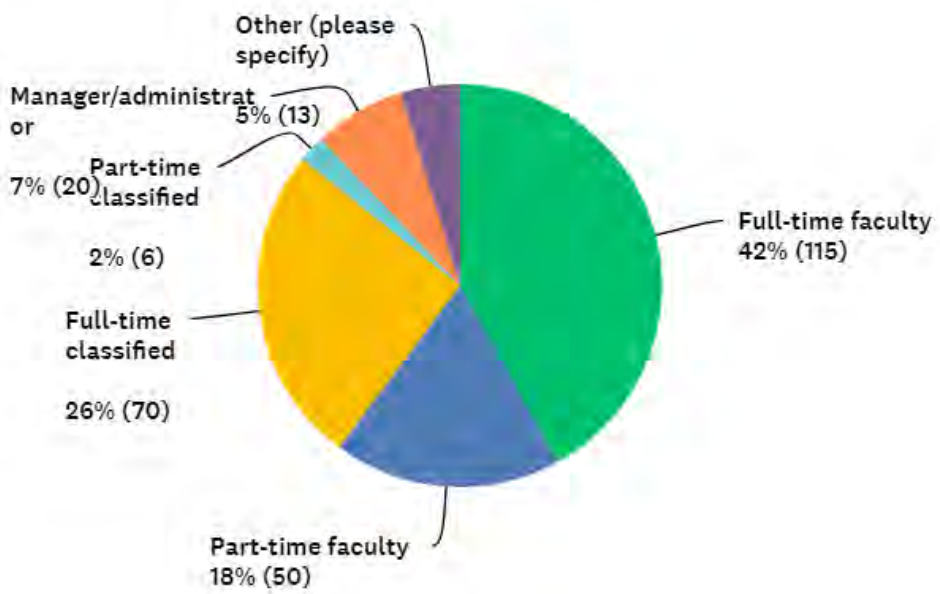
more relating subjects
More schedules in the evening
more speaking and listening classes
More speaking and listening classes. Citizenship classes
more speaking classes. Vegan cooking class.
More speaking classes. safe school. Chinese child care. help looking for a job. American culture class for new immigrants.
more tutor or one by one tutor class
Move small business certificate to the morning or early afternoon, not evening or night!
Need more parking spaces
Need to allow us to work independently (work from home)
offer fun classes, and wellness classes
Offer more classes online, on weekends. Begin early on week days
offer more evening classes
Offer more free classes, like ESL or self defense
offer more internships
Offer more non-credit grammar classes at Downtown campus
Offer services to older adults
Offer us more classes.
On weekend, more variety of classes. PE classes at Chinatown
Open more CDEV classes. it is very hard to get in
Open more classes at 6 PM
Open more classes on weekends
Open more evening classes.
open more free grammar class
Open more subjects class about computer
open more training
open more trainings
practice the subject and not just being sitting
Provide laptop for all
provide more job training
put me in classes i truly need
safe school
safe school
safe school
Safe school. Facility transport. More than 2 hours of class. Open a new CCSF in Daly City.
Schedule
set more certficated cladd
set the training classes and set the Chinese medicine classes
some practical training courses
Speaking 5+ 6.

speaking class
speaking classes in English
speaking skills
Study program, financial aid
tests
the most important is that the classes keep being free for all
The most important thing is teacher
the schedule more flexible
There are not ESL classes in the afternoon
To attend any classes when i need
To have more free help like library, or help in math
to increase a few more tutors
To learn and speak English
to teach how we can use POS or any computer program
To teach to how we can use POS or any computer program
try to be all in the same page, because some students are in another thing and be get confused sometimes.
upgrade the computers in the lab
use student ID for Muni trips
Use student ID for Muni trip
use student ID for Muni trip
use student ID for Muni trip. Housekeeping classes. Custodian classes.
weekend
Weekend
weekend classes
Work and understand around our busy schedule
Work well with scheduling
work with people's schedule
You all do a great job already

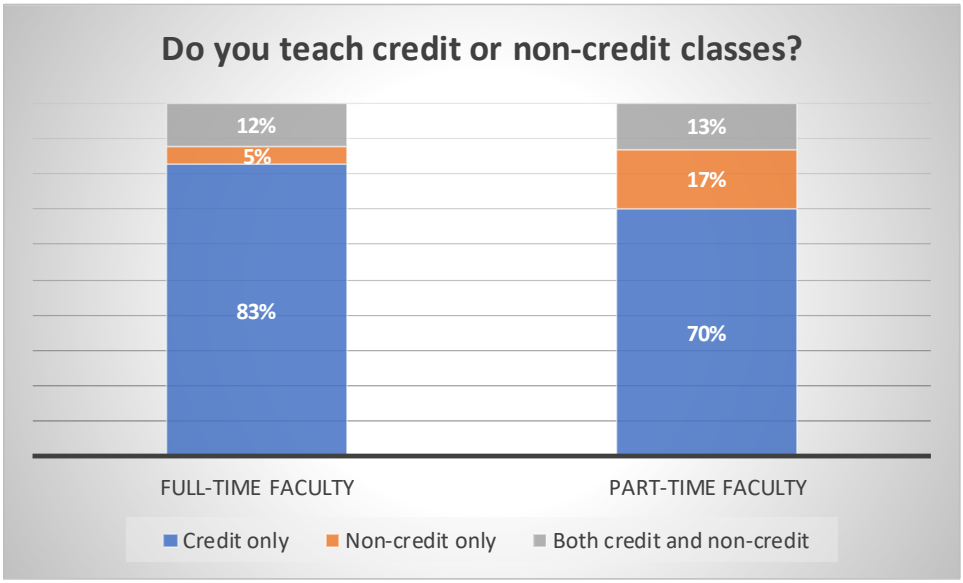
Faculty and Staff Survey Results

A total of 278 faculty and classified staff responded to the faculty and staff survey.

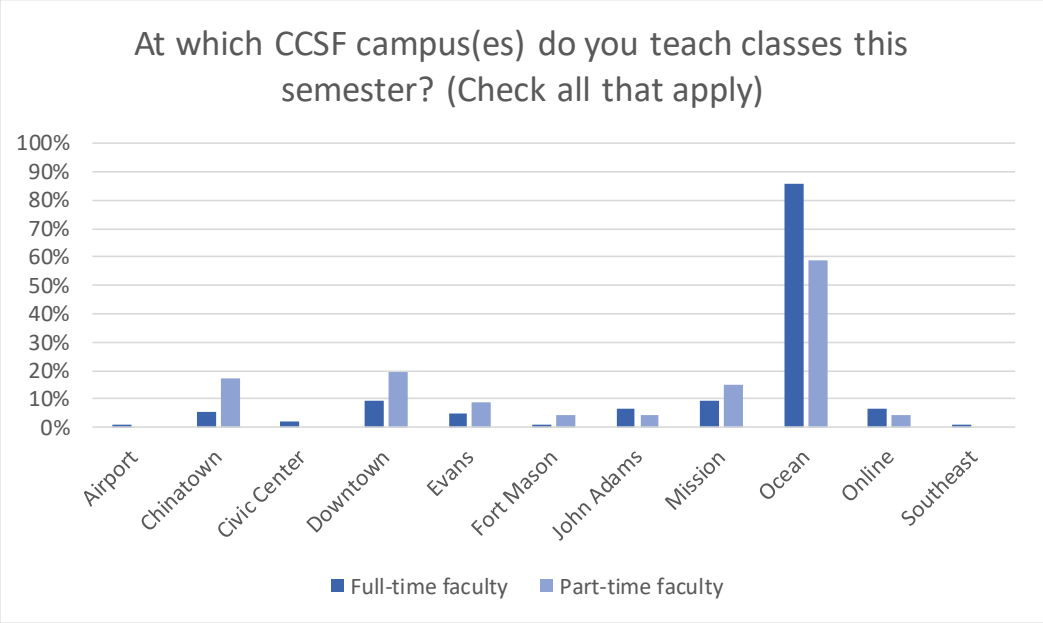
Q1. What is your current role at CCSF?



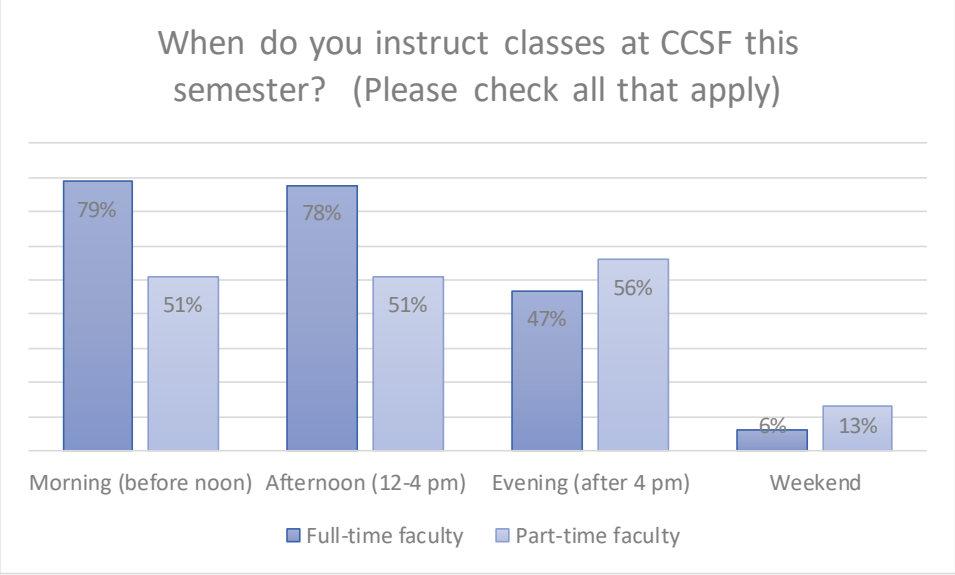
Q2 (For faculty). Do you teach credit or noncredit classes?



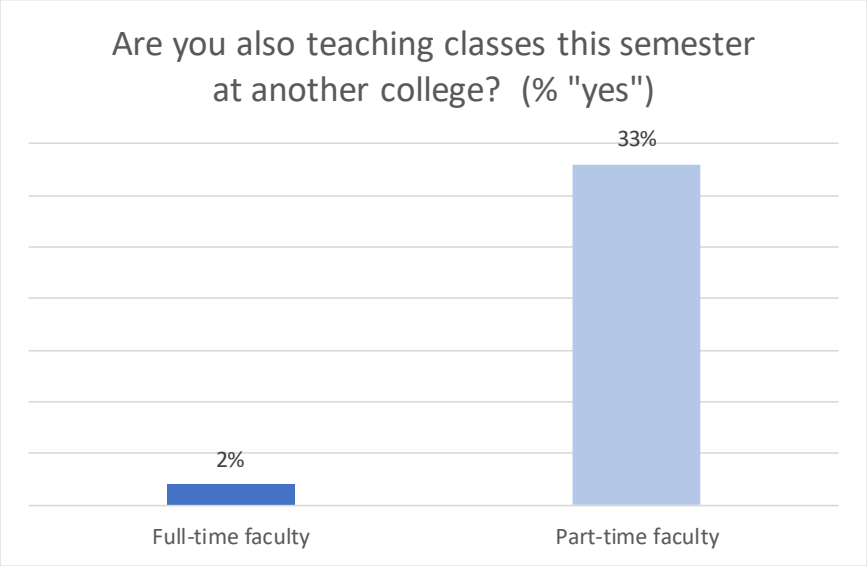
Q3 (For Faculty). At which CCSF campus(es) do you teach classes this semester? (Check all that apply)



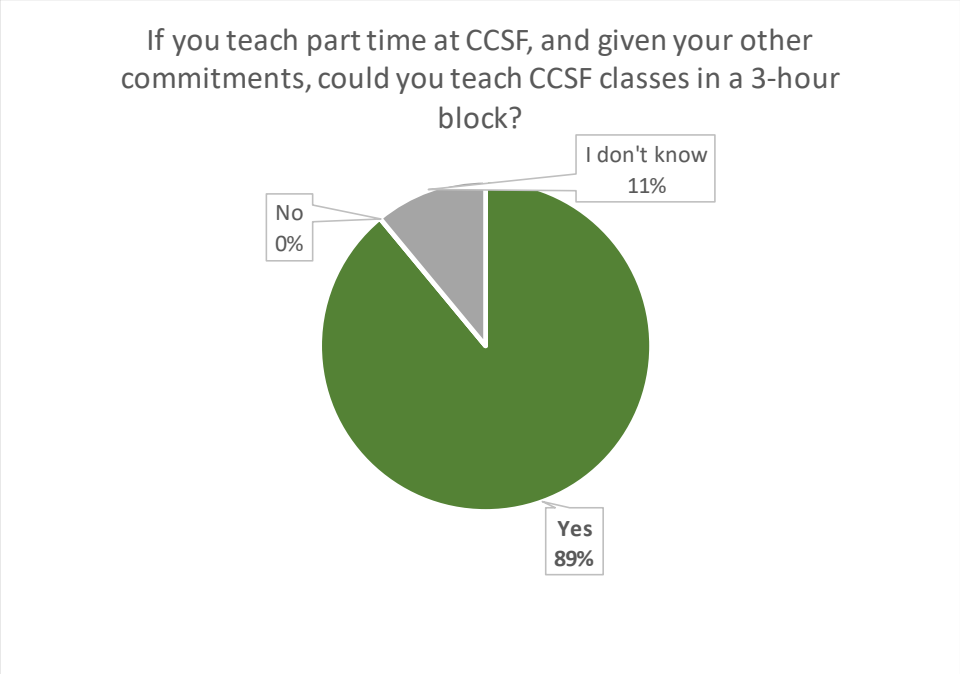
Q4 (For Faculty). When do you instruct classes at CCSF this semester? (Please check all that apply)



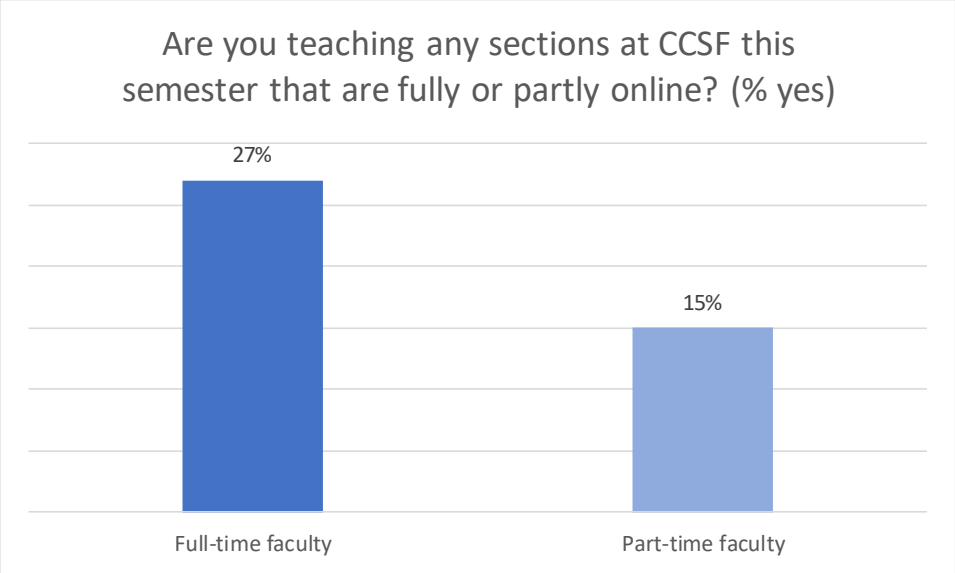
Q5 (For Faculty). Are you also teaching classes this semester at another college?



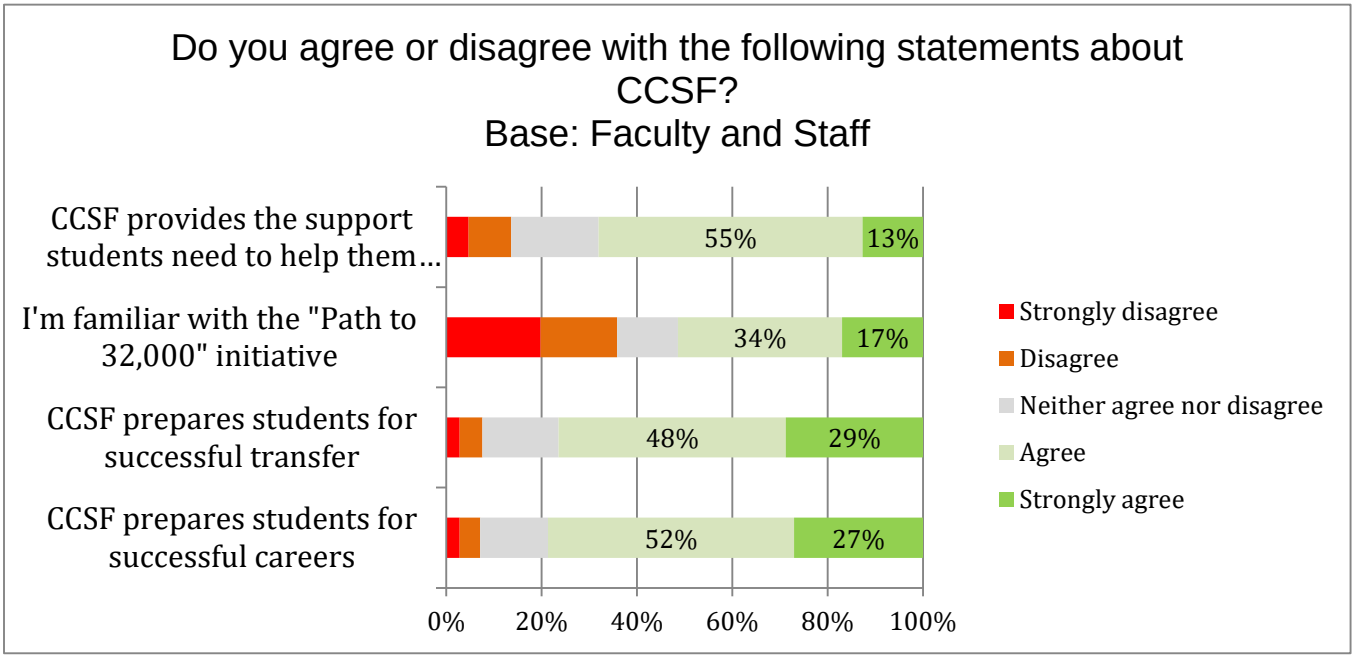
Q6 (For Part-time Faculty). If you teach part time at CCSF, and given your other commitments, could you teach CCSF classes in a 3-hour block?



Q7 (For Faculty). Are you teaching any sections at CCSF this semester that are fully or partly online?

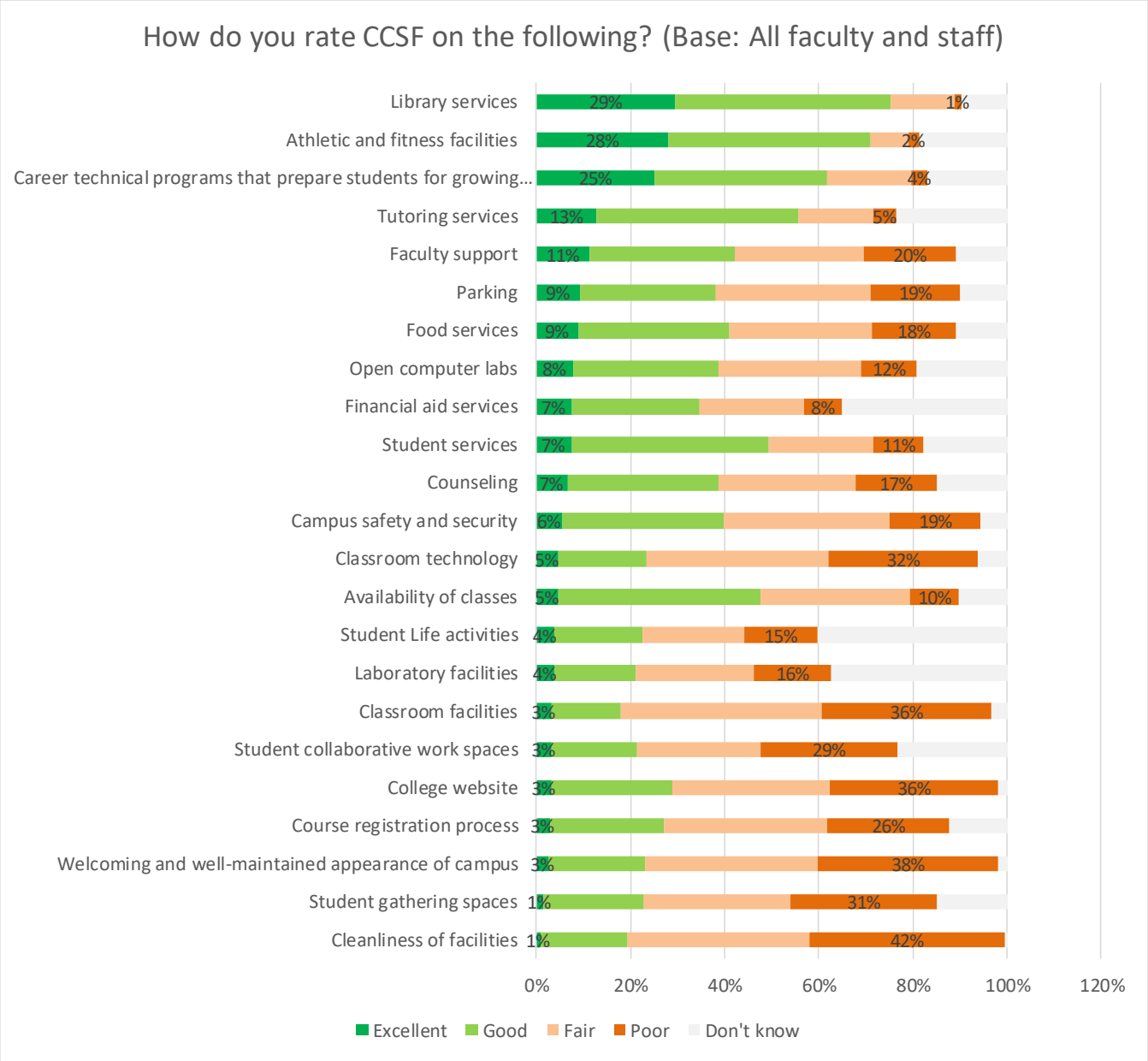


Q8 (All). Do you agree or disagree with the following statements about CCSF?



Q9 (All). How do you rate CCSF on the following?

Facility or Service	Excellent	Good	Fair	Poor	Don't know
Library services	29%	46%	14%	1%	10%
Athletic and fitness facilities	28%	43%	8%	2%	19%
Career technical programs that prepare students for growing job markets	25%	37%	18%	4%	17%
Tutoring services	13%	43%	16%	5%	24%
Faculty support	11%	31%	27%	20%	11%
Parking	9%	29%	33%	19%	10%
Food services	9%	32%	30%	18%	11%
Open computer labs	8%	31%	30%	12%	19%
Financial aid services	7%	27%	22%	8%	35%
Student services	7%	42%	22%	11%	18%
Counseling	7%	32%	29%	17%	15%
Campus safety and security	6%	34%	35%	19%	6%
Classroom technology	5%	19%	39%	32%	6%
Availability of classes	5%	43%	32%	10%	10%
Student Life activities	4%	19%	22%	15%	40%
Laboratory facilities	4%	17%	25%	16%	37%
Classroom facilities	3%	15%	43%	36%	3%
Student collaborative work spaces	3%	18%	26%	29%	23%
College website	3%	26%	33%	36%	2%
Course registration process	3%	24%	35%	26%	12%
Welcoming and well-maintained appearance of campus	3%	20%	37%	38%	2%
Student gathering spaces	1%	21%	31%	31%	15%
Cleanliness of facilities	1%	19%	38%	42%	0%


How do you rate CCSF on the following? (Base: All faculty and staff)
Library services
Athletic and fitness facilities
Career technical programs that prepare students for growing...
Tutoring services
Faculty support
Parking
Food services
Open computer labs
Financial aid services
Student services
Counseling
Campus safety and security
Classroom technology
Availability of classes
Student Life activities
Laboratory facilities
Classroom facilities
Student collaborative work spaces
College website
Course registration process
Welcoming and well-maintained appearance of campus
Student gathering spaces
Cleanliness of facilities
29%
1%
28%
2%
25%
4%
13%
5%
11%
20%
9%
19%
9%
18%
8%
12%
7%
8%
7%
11%
7%
17%
6%
19%
5%
32%
5%
10%
4%
15%
4%
16%
3%
36%
3%
29%
3%
36%
3%
26%
3%
38%
1%
31%
1%
42%
0%
20%
40%
60%
80%
100%
120%
Excellent
Good
Fair
Poor
Don't know

Q10. Please list any instructional programs or courses that are not currently offered at the College that you would like to see added.

Program/Course 1	Program/Course 2	Program/Course 3
Fitness Technology (training personal trainers)	More online classes	a Z degree
Financial Literacy, Personal Financial Management. 3 units as a CSU transferable Area E GE course.	I'd like to offer a course that teaches students how to research, prepare, and embark on an international trip.	An interdisciplinary course that teaches culture and history through food, farmers, and cooking.
Forensics program	Tax preparation	Autism AA degree
Cosmetology	Animal Keeper(Zoo Husbandry)	Boxing
HPLC	GCMC	BTEC
Software engineering and cybersecurity	Bachelor's degree	Cannabis industry jobs
Inventor software	Rhino Software	CNC type classes
Elementary Education degree	Offering course schedules in shorter time frames approximating quarters	Cohort programs as used in BA and MA programs. (e.g. Friday - Sunday meetings with homework in between cohort meetings)
Data Science courses	HS dual enrollment specifically for college-level math, coding	Diversity and Equity for Business
would like Evans to be certified as a residential electrical training facility	automated control technician training and certification	energy efficiency technician training and certification
How to study	How to write correctly	How to manage time and act like a responsible adult
business classes related to the art market (auctions, galleries)	workforce development around warehouse/shipping/ecommerce industry, using inventory/shipping/warehouse management software	industrial arts - using fine art skills for production (e.g. event/display industry uses skills developed in sculpture classes, screen printing/offset printing industries - VMD program has prepress but not production) + related field internships
massage	cosmetology	integrative medicine (i.e. acupuncture, herbal)
Interpretation/Translation program/degree	Spanish/Chinese for health related careers	Interdisciplinary courses between CTE and languages
Human Resources	Acting	Linguistics/ Localization
Cosmetology	Solar Installation (in catalogue but not currently offered)	Makeup Artist
Introduction to Economics	Current Issues in Economics	More online sections
Teacher certificate program	Becoming a school counselor	security officer program
comparative literature	literature courses in the language departments	special topics seminars in multiple fields

Apple Certification Academy. Apple has five certifications, any of which can lead to almost instant employment. CCSF should offer prep. courses for all of the Apple certifications.	Microsoft IT Academy. Microsoft offers 32 certifications in six categories: Mobility; Cloud; Productivity; Data; App Builder; Business. In the Spring 2018 semester, the CCSF Microsoft IT Academy offered exactly one (1) class.	Wine (Sommelier certification), Craft Beer (Cicerone Certification), Coffee (purchasing, processing roasting, marketing, retailing), Craft Cocktails/Bar tending/Bar management.
first-year experience course	2+2 programs with SFSU, UCSF, non-profit independents	
Bachelor's degree in CNIT	Arabic and Hebrew courses	
Short term coding courses	Data science	
Arabic Language	Dental Hygiene	
More languages to appeal to the tech-y crowd (e.g., Portuguese)	English and STEM classes for older adults who want to revisit these courses but don't want the full rigor we put the transfer students through.	
student success for online courses	esl student success for online courses	
GERM 3 level and above	GERM 1A/10A as 3 units	
Cosmetology	HVAC Technician	
BA UI/UX	Industrial Design	
International Standard Ballroom Dance	International Latin Ballroom Dance	
Physiology	Into to acoustics	
Basic cooking classes for Non-culinary majors	Intro to Social Work	
Effective building and parking lot signage on Ocean campus	Less deferred facilities maintenance	
musical instrument repair	luthier	
Mandatory Summer Bridge Program for all entering students.	Mandatory use of starfish across all classes	
More customer service classes in ESL	More basic computer skill classes for ESL	
more African studies	more interdisciplinary classes	
Why is Nursing and DMI, Radiology, etc falling apart? These were critical programs helping students toward great careers. Now they are dying, I am told.	More sciences to support students interested in STEM careers, including engineering and health fields.	

additional Eng, Math and GE core courses to reach 32,000	student want more divers offerings online/expand current online	
virtual reality media production	techno-sociology (engineering, history & affects of social media)	
first year experience	writing across the disciplines/curriculum	
21st Century Cross Collaborative Program: CS, CNIT, BEMA, VMD		
A caseload-oriented counseling approach for all students, at least for the first year of college		
Additional spots in nursing and other medical programs that equip students to work.		
animation		
Anything missing on the CTE side, that leads students to a paycheck quickly.		
Apple Certification Courses		
Arabic language		
AS-T Computer Science		
BA/BS degree		
Bachelor's level program as offered in collaboration by some other community colleges in California		
Better organized internships and more of them		
Cannabis Industry		
CDEV 72 online		
Character Design for Animation and Gaming (course)		
Chinese 30C		
Comic Studies		
Contextualized English and Math courses		
CoRequisite transfer level Courses in English and Math (AB 705)		
cosmetology		
Field Biology Research Experience at Bodega ML		

graphic design		
Higher level Japanese		
Histology Program		
How to attend college		
increase foreign language offerings		
Language teaching		
leadership courses and programs		
LGBT Music Survey		
mediation certificate		
Menu Planning/Healthy Choices for Students with Disabilities		
OH		
Patient Navigator Program/class		
Personal Trainer Certificate		
physical activity during lunch hour at the Mission center for employees wellness.		
pickleball beginners/intermediate/advanced		
Professional communication certificate		
public accounting		
Respiratory Therapy		
Transitional Studies high school program should have an online or hybrid option.		
Vocational certificates in trades		
We need smaller classes overall		
We need to compare our course offerings with the lower division requirements of our transfer institutions for each of our degrees - this will provide us with information.		
women studies or women history		
zoology/ conservation		

Q11. Please list any student services programs or resources that are not currently offered at the College that you would like to see added.

Program or resource 1	Program or resource 2	Program or resource 3
First-year experience program	build up the performing arts	a true performing arts center
SACNAS Chapter	Major specific student lounges	Academic Freedom for Faculty
case-management style wraparound services for noncredit students	usable online registration for noncredit	child care for students
Food pantry	Excellent customer service at A & R: residency	Community Garden, benches on sides of MUB
http://www.skylinecollege.edu/sparkpoint/ This program is about financial education and coaching	http://skylinecollege.edu/cipher/ Courses that incorporate relevant culture and material. For example, Skyline College has a college success course that incorporates hip hop culture and social justice. CIPHER Making education hyper-relevant. The Center for Innovative Practices through Hip Hop Education & Research (CIPHER) is a hip hop and social justice community that seeks to foster leadership development and creativity both in and out of the classroom. CIPHER strives to reach youth and students through hip hop music, tying their education with topics that are relevant and interesting to their generation.	
additional financial support for food, books	location of housing support	expand career services and job placement support
Massage Therapy Certificate	Second Chance Program	Faculty Excellence Collaborative
Retention services	Admissions Advisors	Financial Aid specialists at the centers
Transportation discount card	Childcare services	Food discount card/Food pantry
Housing resources for students and staff.	Adequate space for support programs like Guardian Scholars, HARTS, CalWORKs	Having all student services in one building and/or area.
Online counseling and ed plans	Online financial aid	Housing and food service

ACRC - open on Saturday	All forms able to be completed online	If student took courses, auto. issue academic certificate
pathways with increased wraparound support for students through whole career here	contextualized, embedded librarians in classes with research assignments	intensive counseling every semester
Comprehensive housing office to help students who lose their housing.	Comfortable spaces where students can relax or take a nap.	Libraries and other study spaces that are open late (as in universities).
Live Video Counseling.	Student Services via live chat.	Make appointments online for in person Student Services appointments.
"single stop" as we used to have	case management	mentors for any student who wants one, not just program specific ones
A dedicated food pantry open throughout the week	A weekly, pop up food pantry	more childcare (share with faculty's children?)
Student gathering places for study	Better food service	More inviting buildings
better support for noncredit Associated students in noncredit	Better food service at off-Ocean sites	More office hours for students to meet with teachers
Transportation (busses between centers)	Increased family services/childcare	More online form submission for student services
senior citizen program	self defense program	more tutoring services
Centralized Tutoring Center instead of decentralized at department level	First Year English and math	Nothing limited to high school students, we must think about the other 85%
student study spaces	more integration of student resources (vs. carefully defended "turfs")	open labs for all and 1 universal system for printing
Registration that is simple and functional!	More Counselors with knowledge and skills.	People who understand statistics analyzing data.

student housing resources	upward bound type of programs linked with SFUSD/CCSF	social worker/retention specialist for high risk, equity populations
Language lab for foreign lang students	Language exchange program between international students and FL students	Technology in all our classrooms. IT and media support for teaching purposes
almost nothing is available for noncredit students	they need regular counseling appointments	they need health services and student activities
Library hours late at night and on the weekends	Computer resources late at night and on the weekends	Tutoring late at night and on the weekends
A weekly pop-up farmer's market style food pantry (the SFMFB will deliver the food, including fresh produce, free of charge)	A campus food pantry open throughout the week in a dedicated space	
A weekly pop-up food pantry	A dedicated food pantry	
Help for the Homeless	Basic English and Math Skills	
Allied health programs collaborative counseling center	CTE specific counselors in ONE PLACE	
queless system (no waiting in line)	customer service consistency	
more counseling	food pantry	
One-stop info center	friendly registration service	
Program-specific counseling services instead of general counseling	More student collaborative spaces for study groups, etc	
housing resources	ONE counseling department/center	
meaningful transfer counseling	OPT/CPT counseling for international students	
student orientation leaders	peer advisors	
Lactation rooms	Prayer rooms	
each CCSF classroom= smart classroom	state of the art technology for A&R, Matric, Testing, Counseling	

housing	transportation discounts	
A dedicated food pantry open throughout the week		
A film appreciation club making use of the library's rare 16mm film/VHS/DVD collections		
A user-friendly educational planning program		
Additional instructional aides for support services like DSPS		
Afternoon and evening food service on north side of Ocean campus.		
Anatomy tutoring-currently only English and Math		
AudioVisual resource that has modern audio and video equipment for school functions and events		
Child care at Ocean and also at the centers		
College needs more counselors. Students need one on one counseling.		
consistent, high-quality student counseling services		
DSPS at Evans		
evening access to counseling and support		
Fix HVAC in classrooms and labs in Batmale hall. Currently can get to be 85 degrees in ACRC and 4th floor classrooms when warm outside.		

Food at JAD		
food pantry		
food pantry		
Food pantry to support students who live with food insecurity		
Free textbooks		
German tutoring at DTN before evening classes		
Health Services for Noncredit Students		
Housing support for international students		
how to apply for grants and scholarships		
LANGUAGE LAB		
Library at Fort Mason		
Maker Space available all week long with a full timer and lab aides,		
More counseling availability		
more hours available for evening and weekend students for counseling, registration, financial aid, tutoring, other support		
need an entirely new building. this one at Evans is falling apart. it is unattractive, not welcoming and leaks like a sieve. It more than likely causes airborne illnesses to spread.		
Passport services		
performing art center needed to promote college		
please expand library hours, particularly at the centers - libraries serve all students		

program specific counseling services for students		
resources of student counsel to support students at the centers		
Student services need to expand more, not just Monday-Friday, 9-5 at Ocean Campus!		
Technology in all classrooms (smart classrooms)		
tutoring and supplemental instruction for transfer level courses in English and Math (needed in light of AB 705)		
Tutoring Programs by local grad students or transfer students		
Umoja		
We have a lot but it is not coordinated		
Welcome Center (central location with student ambassadors or staff to assist with Web4, registration, accessing CCSF email, etc.)		
Well-Trained Counselors		
Year round child care at the lab school		

Q12. What do you think is the single most critical consideration for the College as it plans for success for the next 5 years?

1. Developing strong and organized internal structures/processes for administrative services. 2. Develop marketing/branding standards to give the college a more sophisticated look/feel. 3. Updating and cleaning of facilities.
1. To really understand the nature of our noncredit students and realize that they are not just credit students in waiting but they have different objectives and goals that need to be served. 2) Full-time instructors need to be paid competitively so that they can live in SF without going into debt. 3) The College should use as many in-institution services as possible, such as conducting surveys by expensive consultants when it could easily and professionally be done in-house.
A more diverse faculty.
Acknowledge that CCSF is also THE Adult Education Provider in SF. Admin and BOT seem very uninformed about the size, scope and diversity of Noncredit at City College
adding more classes
adequate counseling staff numbers to effectively assist students -- including multilingual counselors
adjusting to the changing needs and realities (COL in SF) of our students
All full-time faculty should be paid above the Bay 10 median! We are losing many great instructors
An attractive, well-maintained campus would be a draw.
At Ocean campus there is a huge need for new Science buildings
Balanced budget
Begin paying Full-Time Faculty significantly above the Bay 10 median NOW! We are all near the bottom of all of California.
Better administrators who are held accountable and not just administrators who fly off the seat of their pants (Lidia) or who are here to fatten their retirement check (Trudy)
Better counseling
Better Statistics Teachers and support for equity population to pass Statistics so they can get into the CSU (ex: tutors with in class, small learning communities)
Bring faculty salaries above the Bay 10 median.
Bringing faculty members' pay above the Bay 10 median
Bringing Full-Time Faculty salaries above the Bay 10 median.
Budget
Budget Retaining quality instruction by paying salaries that allow faculty to live in the bay area
Budget.
Build the PAEC
Buildings and grounds
CCSF needs to pay its hardworking and dedicated faculty a living wage that is at least on par or above the Median pay of Bay 10 colleges because such an investment would provide the quality of educational excellence our students need and deserve.
classroom technology

Clear path for students, they need support: tutoring, mentoring, follow-up reminders, counseling that really works not just ship them out but really listen and guide them in the right direction.
Coaching and accountability for faculty as right now they make all other staff members feel like 2nd class citizens and have 0 accountability.
Compensation for labor. Unless the District raises salaries to above the Bay 10 median, we won't be able to attract quality applicants, we will lose some of our most valuable employees, and our CTE programs especially will struggle to compete with industry.
Computer facilities for all departments that can be reserved at beginning of semester (not just 2 weeks out for example with Rosenberg), smart classrooms with computer workstation, improved lab facilities
concentrate on the basics. forget about social justice and diversity. we should be getting people ready to go to work or on to a four year college
connecting with tech companies to train students for work in this sector
Consistency in policy toward students, especially in tuition and course availability. Courses being canceled is a huge issue for students who cannot otherwise find courses or find themselves behind because the primary course was canceled and they did not add in time.
Create relevant courses. STUDENT SUPPORT AND TUTORING FOR THE NEW ENGLISH SEQUENCE SO THAT STUDENTS CAN ACHIEVE AND NOT FALL THROUGH THE CRACKS. Thus far, this initiative is setting up failure for our most marginalized students.
Do everything we said we would in the accreditation report.
Do more than handing out certificates by informing and preparing students towards entering 4 year colleges.
Don't drop the ball of quality in pursuit of acceleration of studies
Don't leave out non-traditional students! "Success" too often means cherry-picking students who can do well at "completion". That is not the same thing as real education.
Enrollment
Ensuring our financial stability while trying to grow back to former FTES levels (in many cases, growing will require additional financial investments to kick start programs that would ultimately provide a return on investment, or at least we hope!).
Equity when it comes to offering support to all students. I am shocked that international students are constantly told “we can’t help you” and are sent to an office without the tools, access, or support from other departments to assist them. Please give the tools to international staff to best assist our international student populations.
Expanding online courses Eliminate consistently low enrolled courses and add high demand sections.
Face reality of student population - primarily working adults who will take classes part time. Adapt to them and their needs.
Facilities and Financial Management
facilities improvement, pragmatic budget integrity
Facilities improvements to provide better teaching and learning conditions.
Faculty and Administrator trust. Reduced rhetoric of accusations that administrators don't care about faculty issues.
Faculty cooperation

Faculty need to be paid better than the bay-10 college median. Given current pay scales and SF cost of living the current situation isn't sustainable.
Faculty salaries
faculty salary enhancements---How can we recruit and retain high quality faculty with such low salaries, particularly in comparison to the Bay 10?
Faculty-driven decision making
Fight for survival!
Financial resources
financial stability
Finding out which campuses are underutilized and possibly closing them and concentrating on fixing the main campuses. Changing the schedules to more of a tues/thurs or mon/wed mode.
Fixing the student elevators at Rosenberg Library and fixing the roof of Rosenberg Library. Fixing the buildings on Ocean Campus which and park need repairs. and more parking for students.
Flexible schedules to include classes on Saturdays and Sundays on diverse campuses and not only on main campus. Bus Shuttles from Bart to Campus. Student access to affordable rentals of books and materials for classes.
Focus on continuing to streamline transfers; work on the physical plant (especially classroom tech). In general, maintain a consistent focus on academic excellence.
Focus on faculty as the primary relationship students have with the college, and the reason CCSF was never dinged regarding quality of instruction. Respect local expertise.
Food insecure students and lack of transportation resources
Food security and housing for students and staff Guided pathways to transfer and career (sorry, I know that's more than one... :-)
FREE CLASSES
FTE's
Full time faculty are needed, as well as make overs of some of the centers and campus buildings. Have you seen the disrepair at Evans lately? Every time it rains, the roof leaks. We also have a mold problem. Continue to grow the employment specialist dept. Pay dept. chairs more so they can teach less and do more grant planning and program planning. Improve apprenticeship and internships throughout the City.
Full-time salaries must become competitive with the Bay Ten median.
Get over its need to cling to political issues that have NOTHING to do with building a successful and streamlined experience for students. LISTEN to the needs of program coordinators who have specific needs like control over PT faculty performance, administrative assistance and better targeted student services.
Get the FT faculty pay equal to peers, but make sure course sections are filled and offer sections when students want them.
Getting buy-in from stakeholders that the college will focus on accomplishing no more than 3-5 key objectives over the next 5 years - and then say no to anything that doesn't help get us there! There is way TOO MUCH TIME AND EFFORT wasted on meetings, events, "work" and other things that reduce people's energy and ability to focus on the big picture.

Getting the Ocean campus presentable. It is an absolutely dump. Rats everywhere, rotting buildings and even the new buildings are rusting.
Go green.
Growing enrollment without growing expenses.
Growth and equity
helping students complete
helping students with housing and money -- they cannot live in SF with the current financial aid
Hire more counselors to help students navigate the path to certificates, Associate degrees and Associate degrees for transfer. If not a fully guided pathways model, then please hire more sympathetic and empathetic experts to guide students individually.
How to maintain the thing that students value most about their experience at CCSF: the quality of interaction with faculty. High quality instruction, access to librarians and counselors who have time to help students individually, and diversity in course offerings that reflect the true diversity of San Francisco.
I have 2. 1st pay faculty and staff such that they can afford to live in SF. 2nd, redo and contentiously maintain the school website. It's awful to navigate and has lots of outdated pages.
I'm into the machine shop and spending extra time in the workshop has had a HUGE impact on my learning for the better. I wish more classes were like that. More lab time, more pay for teachers etc. At the same rate there are teachers that should have been fired long ago.
Implementing a total cost of ownership program to ensure that facilities have preventative maintenance, rather than patched on an emergency basis as crises happen.
Implementing AB 705
Improve marketing and registration
Improve teaching in some areas such as CNIT. Deal with difficulty in hiring staff in a very high cost area.
Improve the facilities. It's demoralizing to see how nice other colleges are and see how run down so many of our buildings are. Why are the elevators out all the time!??
improved, modernized, functioning facilities at Ocean campus
Improving its facilities. Not only are the facilities in need of beautification, but they seem dangerous. After the elevator door in Batmale caught and folded in on itself, and the hot water pipe rained scalding water on offices and classrooms, I don't feel safe.
Improving the Ocean campus infrastructure.
Improving the poor state of all these old buildings at some of the centers.
Increase its distance education offering and its dual enrollment program.
Increase pay for faculty to ensure more qualified hiring to stay competitive with local colleges and to have the faculty to increase the FTE
Increasing enrollment
increasing enrollment including appropriate fiscal management to be able to be successful
Increasing productivity so that we #1 do not have to make drastic cuts when reserves run out #2 we can afford to maintain the facilities and technology resources.
infrastructure and transparency
infrastructure renewal
instituting guided pathways & block scheduling, and fixing our facilities

Internet connection on every classroom
It is critical for the college to determine if it wants the best faculty and staff available—if it wants to pay a competitive wage.
It may be something the College has no control over: the possibility of flux in the federal, state and local government.
I think it is critical for the college to have consistency in all areas (forms, information, communication, faculty, staff, admin, etc).
Keeping teaching salaries and load competitive with other colleges. After 23 years at the college, I'm seriously thinking about apply at East Bay schools where I would make more money and work 10 hours less a week.
Lack of planning (mainly due to lack of and extremely slow decision making)
leadership stability to change the culture
Looking at student's individual learning methods. Do not put all in the same mold.
make sure students comprehend English before taking credit classes.
Make the quality of instruction be top priority. If something directly impacts the quality of instruction, e.g., a burned out light bulb, classroom projector failure, broken window shades, broken lab equipment, it goes to the top of the to-do list.
Marketing effectively to potential students of all ages
meeting student demand for courses--new if needed and deleting those without demand
Not necessarily the single most important, but one suggestion is prioritizing updating technology related to counseling and electronic degree planning tools
Not to put all its egg in one basket. It will take improvement in many areas, not just one! One has to take a broad view of what needs to change and improve, in order to have any kind of success.
Offer a larger variety of courses and times
Offer students classes and services that match jobs and skills in the new tech driven economy (updating the curriculum and teaching modalities in every department to prepare students for this economy)
offering classes that are transferable
Offering courses that student want when they want them in order to grow enrollment
on the right track (as far as Evans goes) in switching the mission statement to continuing technical education. we need to do more to train our students to do the living wage jobs that are in demand now and will be in the next 5-10 years. Automated control technicians are and will be in huge demand in the construction industry.
Pay Full-Time Faculty above the Bay 10 median
Pay full-time faculty above the Bay 10 median
Pay Full-Time Faculty above the Bay 10 median Refill Classified Positions that support growth
Pay Full-Time Faculty above the Bay 10 median. Add a doctoral column and longevity steps! Take away the housing allowance for administrators and use it to hire Nursing faculty, for example (I am NOT a nursing faculty member, by the way).
Pay Full-Time Faculty above the Bay 10 median. Update and modernize our facilities and services so they align better with the world we live in.
Pay full-time Faculty above the median of Bay Area 10 community colleges

Paying our faculty a living wage that is higher than the median for the area colleges. We have struggled to replace our retiring faculty with new tenure-track faculty, and the pool of applicants is getting smaller and smaller each year. This past year we were allowed to hire two faculty members, but we only interviewed one who we thought was acceptable. The lower our salary gets, the fewer people are able to work here (because of the expensiveness of the city). We cannot continue to attract good faculty members if we're not paying fair wages. In fact, I have considered looking for other employment because our current wages aren't sustainable for living in San Francisco. If I lose my rent control, I will have to relocate.
Personnel The undemocratic ("up to the department" = the current department chair) nature of electing department chairs coupled with the economic incentive to continue serving as a chair can lead to entrenched leadership. When leaders are entrenched, faculty become passive and disengaged, and opportunities for new dynamic relationships among the college leaders is lost. Excellence in education depends on "new blood," but when seniority is the main qualification for full time positions, new talent goes elsewhere, talent that remains becomes demoralized, and energy that could be spent mentoring new, young instructors is instead spent on "pro forma" faculty evaluations and tenure reviews. The world is changing and, although educational institutions are conservative by their nature, much could be done to encourage the college to keep up with these changes.
Protecting our parking lot from luxury developers - 100% affordable/ low-income is the only housing we might need. And building the new Arts Building
Providing all faculty with a competitive salary that would bring us above the Bay 10.
Quality instructors
raise faculty salaries
Raise Full-time faculty salaries above the median of the Bay 10 colleges.
Real safety protocols. Security at all our campuses are a JOKE.
Recognizing talented faculty and removing stale ones
REDUCE CLASS SIZE (especially with AB705). Stop cancelling classes before the semester starts if they are low enrolled.
Respect for part-time faculty by fair pay. Equal pay for lab and lecture hours. Hiring competent and well trained administrative assistants in all departments specially HR and payroll.
Restoring the good reputation
Retain qualified faculty and staff by increasing pay to match other colleges salaries. Find ways to keep our facilities well maintained.
Retaining and attracting strong instructors to 1) attract students, 2) provide students with excellent teaching and opportunities for growth, and 3) assist with college duties.
Retaining 'Free City'

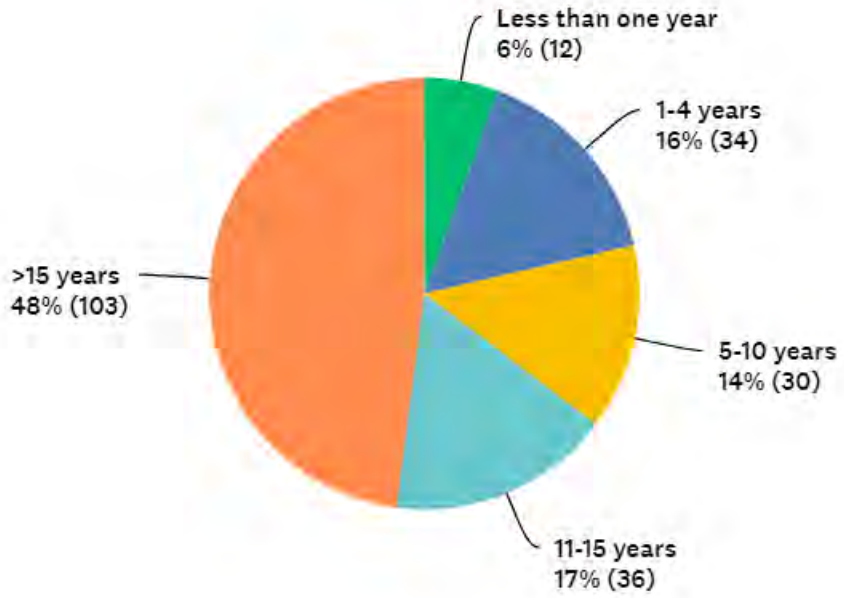
Retention efforts, becoming more student ready, mapping resources clearly, and supporting faculty to grow as instructors and colleagues. The culture at CCSF needs a lot of work
review of faculty who have multiple student complaints (CCSF students deserve good teachers = outcome retention)
Setting achievable priorities and following through on them. Which requires a stable administration with good communication skills.
Shared responsibilities and paying attention to conflict of interest.
single is difficult, but retaining faculty and making sure that we are paid above median for Bay Area 10 so that we can afford to live here and continue to serve our students
Single Stop for all student services
Sorry, but two things. The technology needs to be brought up to date and more tech people hired to make it go. Stop the Reservoir housing takeover and build the Performing Arts Center!
Space. Bring Student Services together in one building. Parking.
Stability of faculty and administration. Balancing work load issues. A vision of where we want to go in the next ten years. Build on our strengths.
Staffing full time employees and being able to retain them against the private sector
Staying student centric in all aspects of the College whether it be courses offered, class times, facility maintenance, faculty and staff availability, etc. We are currently too faculty, staff and administrator centric.
stop spending so much money on consultants, and food for meetings and travel for faculty and staff.
streamline student's college experience from admission to graduation or transfer, better online/technology for students to have easy access to their info, well trained staff with consistent information college wide.
streamlining efforts related to tutoring, mentoring, professional development in order to eliminate silos and collaborate more across departments and programs.
Stronger partnerships with high schools and emphasis on advantages to doing two-year transfer. Streamlined website/registration process. Additional sections of high-demand course both on-site and online.
Student equity Pathways to Careers and contextualized ed
Student success in the workplace and transferring to higher education.
Student success is first
Students' lack of college and life readiness. This includes, but isn't limited to, students graduating high school who have only been in the country two to four years who don't read and write in English, let alone speak it.
Support services such as library, counseling services, etc.
Supporting CTE programs

Surveying current instructors & students is too limited. We are asking & hashing only those who think they fit. The College needs to re-examine and re-assess our long established programs and services as they relate to the changed and rapidly changing San Francisco communities. If we are to remain relevant and serve the current educational needs of SF citizens, we must educate ourselves about the significant changes SF has undergone in the last 20+ years. We seem to be oblivious to facts, deny and resist change. Our Centers represent the most politically powerful, community accessible assets They are strategically located to service San Franciscans and yet have been seriously under developed waiting for the financial chopping block that will come with our next "City College Crisis".
Technology. I'm fairly new and have struggled to teach without basic technology in the classroom (which was considered as basic as chalk at my former college). Here, I'm still shocked to find only a chalkboard in many classrooms, circa 1910. It's crazy. And I'm not sure folks who've been here for a long time really appreciate how big an impact lack of resources makes on teaching.
Technology-equipped classrooms including document camera, LCD projector, computer, functional screen. Keyed cabinets for instructor use in the classrooms. Faculty work room with functional copy machines in all floors in all buildings. Faculty bathroom in all floors in all buildings. Classroom resources such as markers and white board erasers available for faculty in all buildings. Proper lighting in the evening throughout campus, more security officers, 24 hour police patrol, police officers stationed at all building entrances. Video cameras throughout campus. ALL REQUIRED SAFETY PROCEDURES NEED TO BE MET
The ability to address individual instructor and classified staff job performance. Different student's experiences are widely varied depending on the staff member they encounter. Unions and protection against unfair bias is important but there is little penalty or motivation for improvement for the few who don't do a good job, while they have a huge impact. Also, systems need to catch up to current technology and make the workplace more streamlined. Our systems of creating schedules and tracking students who are applying for/receiving certificates and degrees are two examples. These processes take a huge amount of time with a large chance for human error. And in the case of Degrees and certificates, the information is sometimes unavailable. As far as scheduling, administration needs to be open to what the instructional staff has learned from students, not just what California thinks will improve the bottom line.
The College needs to think about HOW students interface/interact with student services. For example, a significant population of students give up on enrollment because they are told they need to take a placement test and complete orientation when they don't need matriculation services. The college needs to be savvier about understanding WHAT is communicated to prospective students, as far as guidance through the admissions process goes.
The college should not cut classes with good enrollment. The college should do everything it can to increase student enrollment and grow the college, not shrink it.
The full-time faculty are overworked in the past few years especially and should be treated as such. SF is the most expensive city and CCSF full-timers need to be paid a decent wage, at least above the Bay median so that the faculty will have the energy and desire to try all they can to help meet the desired FTES.

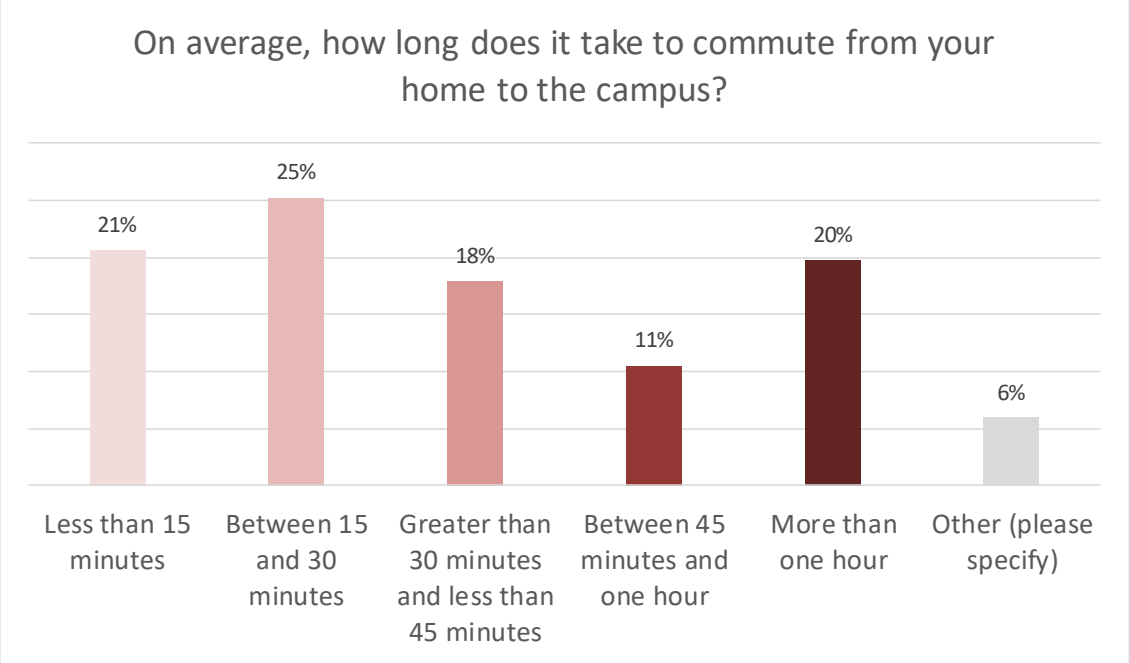
The single most critical consideration for the College is to focus on for IMPROVEMENT AND
There are not enough smart classrooms.
There is not just one thing. Our college was destroyed by the accreditation crisis. We have to maintain our physical plant. We have to plan actual programs and not just offer classes because they will have over 35 students. If we do have over 35 students, we need an adequate room with enough chairs. We need to have a place where students can ask questions and get answers. The people answering the phone have to speak English clearly. Counselors all need to be on the same page and not give conflicting info. Faculty need decent office space so they will stick around and be available to students. We cannot build a college on so much part-time work. Faculty need a raise - they really do. Administrators should NOT have a living allowance. They make so much more money- shouldn't they be able to afford an apartment?
To develop a deeper and wider pipeline of entering and returning students (retraining and professional development). More integrated, meaningful, strategic and financially impactful relationships with the City and County of SF, San Francisco Unified, local CSUs and UCs, USF, Bay Area Workforce and technology companies.
To modernize
Transparency, communication, and collaboration to all.

Try to offer more classes and at different days/ times so people with a busy schedule can still find courses and make CCSF an option.
Update the facilities. The equipment and buildings are falling apart.
We are not yet providing students What they want/need, when the need it, where they need it.
We do need competitive salaries for faculty so that we can attract and retain the best professionals. I am seeing my colleagues leave for administrative and non-CCSF jobs because they want higher pay. I do also think the physical spaces need a redesign. Labs with banks of computers should be reconfigured with furniture and design that allows for student collaboration and small-group meeting and work space.
We need faculty salaries to match the Bay 10 median. We simply cannot hire the faculty we need in impacted areas such as nursing and sciences! How can we get to 32,000 if we don't have teachers for the most in-demand courses? The administration needs to push back against the union - we need to cancel low enrolled courses like other colleges and ensure that we have enough money to pay faculty a wage that allows us to hire in areas where there is demand.
We need to upgrade computer labs. The ESL labs at Mission campus are Omnipros- Antiques.
Welcoming and well-maintained appearance of campus
Well use of fund over staffing issue, cut classes if too little enrollment. Facilities maintenance is way behind.

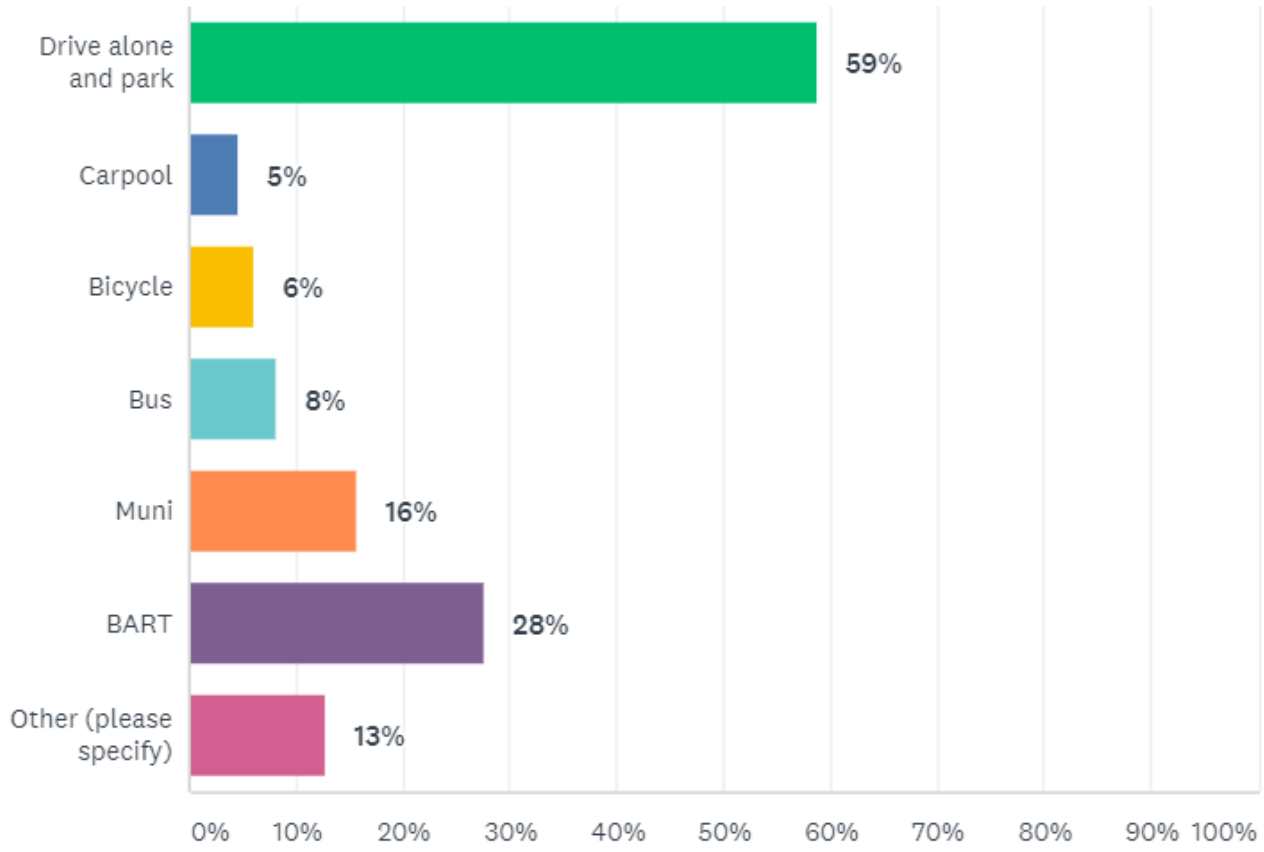
Q13. How long have you been with the College?



Q14. On average, how long does it take to commute from your home to the campus?



Q15. How do you most frequently get to campus? Select all that apply.



Appendix E: Listening Session Key Themes

In the development of this Education Master Plan, the consulting team facilitated numerous listening sessions and town hall meetings. The purpose of these meetings was to provide stakeholders with background, and updates on the EMP development and to receive input from them. Twelve listening sessions were conducted on October 1 and 2 and four Town Halls (which included listening sessions) were conducted on November 5 and 7, 2018.

- **Community and Labor Market Needs**
  - The College is doing a good job of aligning programs with the workforce needs - via grants
  - Should have an innovation fund - faculty can be funded (or backfilled) - to develop new programs
  - Expansion of markets in coffee and cannabis could lead to new programs
  - College needs to be in continuous contact with employers in the city to supplement what labor market statistics show in order to help employers get the workforce they need
  - The community has historically depended on City College for strength and support and will continue to do so
  - Employers need persons in the workforce who can read, write, think and communicate
  - Increase partnerships with outside agencies
  - Welcome more community-based organizations to campus to provide services which students/residents need
  - Encourage internships with local organizations
  - Create more internships for students after they get a certificate or associate degree to give them a better chance to enter the real world
- **Centers**
  - Physical education department is a gem that is under appreciated by the dot-com workers in the city. Need better marketing (for credit)
  - Need to better utilize centers
  - Do research to better understand populations near the centers
  - The strategy has been to have signature programs at each center
  - There have been false starts at the centers
  - Downtown center needs major renovations (5th floor)
  - Reach out to noncredit populations (e.g. in the Mission)
  - Some persons want to stay in their community and not go across town to John Adams
  - No support staff for labs at Chinatown Center
  - Centers and especially noncredit education comprise a great deal of City College's history, community engagement, and FTES generation past and present and centers have significant potential for FTES growth
  - Underutilized community education centers are draining resources from the college
  - Need more staffing at the centers
  - Mission Center needs to know better the needs and desires of its students
  - Need more smart classrooms in the centers
  - Centers need more support services, like counseling and tutoring, equivalent to services at the Ocean Campus
  - More photocopier machines for students to use in the evening
  - Enable students to register at the Mission Center rather than going elsewhere
    - Add more computer stations for registration
  - Increase availability of students, especially in noncredit, to register online

  - Need specialized CTE software at more than one location
  - Bring credit ESL classes to centers
  - Provide more art classes at the Mission Center
  - Improve scheduling so that more classes within a program are offered in one location/center; students aren't willing to commute between campuses
  - There is a great need for parking at the Mission Center

- **Enrollment Growth Potential**
  - Biotech isn't well attended - needs more marketing
  - Marketing used to be well targeted - the right information to the right audience at the right time
  - Reputation among high school students needs improvement (e.g., CCSF is where you go if you can't get into another university or college)
  - Collaborative Sphere (maker space) - can do marketing there
  - Try shorter than semester classes
  - Better (accurate) publicity for noncredit (multi-lingual)
  - Noncredit students should have fees and benefits that credit students get
  - Need support and counseling under AB705
  - More ESL classes that are specific to certain CTE and other programs
  - Counseling needs to be more up to speed on noncredit
  - Need a comprehensive enrollment management plan that includes noncredit
  - Need commitment to ramp up new classes - a couple semesters
  - Develop short-term noncredit CTE certificate classes (e.g., custodial program)
  - Improve the online registration system
  - More enrollment could be gained in dental program, nursing, and science-based courses
    - Dentists begging for more students
  - Limited facilities, instructors, classified staff, and equipment
  - We need certified phlebotomy classes
  - Add programs/classes for certified health interpreter, especially at the Mission Center; many bilingual students could benefit from this

- **Programs**
  - Get more students into the library and learning research skills
  - Scaffolded instruction - meeting the students according to their needs
    - Recognize that some students have an urgent need to find a job to support them now then advance and continue their education
  - With AB705, this is even more important
  - Need to do more professional development of faculty (esp. adjuncts) - let them know about library services
  - More student mentorships
  - Some programs are languishing - need resources to get them going
  - Short-term classes are growing in popularity
  - Should add more 6 and 8 week classes
  - Would like a materials budget that is regularized, and student centered (not feast or famine)
  - CTE programs
    - Should develop flexibility to develop curriculum in a timely manner
    - Proactive plan for keeping programs current
    - New classes must be offered for some time, even with low enrollments, to get them up to scale
    - Need to be more flexible to try new things, like a "Social Media Marketing Certificate"

        - Auto program should have certificates and partnership with Toyota, Honda, etc. for better job placement
        - Biotech classes are noncredit and students come back for other courses
        - Increase job training at work sites
        - Key question: Are students getting jobs?
        - Find ways to transition funding for CTE programs from grants to sustainable funds
    - Some faculty resist creating new or redesigned programs
    - Noncredit
        - Align noncredit curriculum to take advantage of new funding formulas dealing with noncredit (e.g., noncredit certificates)
        - Develop a systematic and coordinated approach to noncredit planning and implementation, with an identified senior administrator who oversees all noncredit programs and advocates within the District administration for noncredit as a way to serve the community and increase FTES
        - Ensure that more people in the college community, especially at the Ocean Campus, understand what noncredit is, what it does, and how it helps the district
        - Collaborate more with community-based organizations
        - Remember that CCSF is the one and only adult education provider in the city
        - Create a more forward-thinking approach to scheduling and budgeting rather than basing so much on past semesters and years
        - Get faculty more involved in the short- and long-term planning of noncredit classes
        - Create a synergetic process involving senior district administrators, center deans, and center faculty in planning for the future
        - Find a better, more user friendly technology/software for tracking students, especially in the process of adding and dropping students
        - Improve Banner so that it can accurately record and report noncredit certificates
        - Respond more vigorously to the needs of older adults, who constitute a high percentage of the city's population
        - Restore the cuts to lifelong learning, including support staff and budge
        - Noncredit DSPS classes could be marketed to high school students with IEPs, as a way to help them (while generating more noncredit FTES)
        - Improve marketing and application materials in various languages and at various, appropriate language proficiency levels
        - Find better ways to determine whether a noncredit class should continue rather than first-week or prior-to-semester-start enrollment counts
        - Have staff go out into the community even more than they currently do (which is a lot)
        - Full-time noncredit instructors feel that the current 25 hours that constitute a load is too much
        - Invest more in noncredit to not only meet community needs but help increase FTES
    - While focusing on workforce education, don't forget about maintaining a strong transfer program
    - While encouraging students to complete programs expeditiously, don't sacrifice rigor; help students who are less prepared meet high standards
    - Don't forget about the many adults in the District who can benefit from lifelong learning and help the college increase FTES
    - Reduce the number of levels in the ESL sequence so that students can complete the sequence sooner

  - Add more morning, afternoon, and evening class in the technology field, such as medical technology
  - Credit and Noncredit areas of the college need to communicate with each other better to better serve students
  - College data should be better broken down by location/center

- **Online education**
  - Students encounter difficulties with online class software (frustrating for them)
  - Students ask questions all the time about the system
  - Perhaps have an information competency assessment before taking an online class
    - There is no support system for this
  - Mandatory orientation for students before taking an online class
  - Should study and understand how much of a class can be taught exclusively online (versus on-site)

- **Enrollment Management and Scheduling**
  - Some classes are fall or spring only
    - Causes students to go to other colleges
    - Class cancellations get cut that hurt students completing their programs
    - Department chair advised to take class elsewhere
  - Classes should be more clearly labeled as to whether they offer UC credit or not
    - Institute preventative measures
  - Students from out of state can't get counseling to help select courses
  - ASSIST isn't very accessible for students - have to go through a counselor
    - Should be some online help on how to use Assist
  - Some classes/labs are cancelled due to falling short of cap - students can't complete their pathway and change to another college
  - CCSF Should guarantee students that they can finish their pathway
  - Some students avoid CCSF due to word-of-mouth news about cancelled classes
  - Renaming courses also caused big problems for students trying to complete their program
  - Arts and CTE classes are cut due to low enrollments
  - Develop a new, more effective process to deal with low enrollment classes involving deans, department chairs, and the vice chancellor
    - In specific cases it makes sense to let a class a little below the minimum of 20 to continue (e.g., new class, experimental program, needed by students to complete certificate or degree major, a potential to build other enrollments and gain FTES
  - In the effort to create a college-wide average class size of 32, ensure that classes which could meet or exceed that number aren't scheduled in a room with at 24- seat max
  - Make a commitment to programs which have growth potential, giving them some time to grow
  - Too many class cancellations undercut the college's determination to move forward and to grow
  - Software involved in scheduling should be more consistent
  - Fine new ways to add new classes, both credit and noncredit, when there is immediate high demand
  - Some classes have too high an enrollment, which decreases individualized attention by the instructor which students need
  - Offer classes Monday through Sunday at many different times
  - Need more short term classes, programs that lead to certificates.

- **Marketing and External Communication**

  - How can we attract technology workers - do research to determine what they need
  - Market language classes to them
  - Identify other types of classes
  - Onramps
    - Attract students by offering short workshops or classes (not 18-week courses)
    - Classes are private pay, but the College offers aid through the foundation
    - Meet students "where they are" - even if they don't generate FTES right away
  - Should be a Vice Chancellor who oversees marketing and communication
    - A person of stature, with experience
    - Strategically part of the organization
    - Who goes out into communities within the entire district and who listens a wide variety of people as well as informing them about the college
  - Need to market the college in terms of how it fits into people's lifestyle
  - Influential stakeholders should work to align internal and external identities
    - Some of the long-time staff at the college have to open up to change
  - CCSF is what makes San Francisco so great
  - Need to increase the population's awareness of the college and what it offers
  - There is difficulty in enrolling in some programs because there is insufficient marketing of programs and classes
  - Marketing should be geared to noncredit as well as credit, since noncredit represents such a significant proportion of FTES
  - City College needs to send a consistent message with a consistent brand and a theme or motto that reflects its past, present, and future connection with the people of San Francisco, with an approach that goes building FTES to something more aspirational for students and the community, such as "CCSF—Making San Francisco Strong"
  - Add a suggestion box on the college's web page

- **Internal Communications**
  - Need to find ways for faculty to spend time brainstorming and developing ideas for increasing enrollments
  - Need to educate administrators and the entire college community about noncredit and what the needs are
  - Students are working on an event calendar in Guardsman
  - Should have master calendar
  - When assigned a room for a meeting, there is no training on how to use the equipment
  - Better communication across areas within the college
  - Be more proactive on social media
  - Don't expect students to read or respond to email, which they consider old technology and never use
  - Employ more apps in communicating with students
  - When communicating with students, use language they can understand

- **Guided Pathways**
  - People think you are throwing out continuing learners
  - Growing in acceptance
  - Make sure Banner is tracking students according to their pathway
  - Create strong connections with employers
  - Enable students who need to work to stay in school to pursue a short-term path which provides a certificate and quick employment (e.g., more certificates like medical office)
  - Create a path for students who might want to become a CCSF instructor, including a mentoring component

- First year experience class important for students in this process
- Would like more embedded/contextualized librarians embedded in programs as part of pathways
- The student schedule is a big problem; it needs to be easier to find courses (e.g., transferable courses).

- **Student Services and Support Services**
  - Amount of librarian to student contact is excellent!
    - One-on -one and in classrooms
  - CCSF provides great personalized service to students
  - Make the library a more equitable space - it is for all types of students
  - AB705 - Embed tutorial support into gateway courses - in the classroom
  - College should cater to all educational goals
  - Enrollment/registration is difficult for students
    - Need one-stop shop
    - It is improving
  - Website should be easier to navigate and more accurate
  - Make the college more student centered
  - Guided Pathways
  - More counseling
  - Expanded mentoring
  - Career counseling - underutilized with too few counselors
  - Student advising should be distributed among more faculty within each department
  - Should have counselors/advisors embedded in CTE
  - Student success support services including mentorship
  - Should survey students regularly to hear their input and determine more about their goals
    - work with student government to get this information
  - Instructors can also encourage students to give feedback
  - DSPS needs more counselors and staff, more equipment, and a more accessible location
  - Universal design should be incorporated throughout all facilities
  - Ensure that digital-native students learn how to interact with people face to face, by telephone, etc., skills they often don't have and need
  - Create "bridges" that allow young students to understand the world of those 25 years of age and older, and vice versa
  - Do more to help the many students with food insecurity (one informal survey showed that more than 40% of the students polled experienced food insecurity)
    - Create a food pantry open every day
    - Create some pop-up food pantries
  - Explore hiring a full- time basic needs coordinator
  - Designate secure places in college parking lots where students who need to sleep in their cars during the day can feel safe
  - Free City needs to continue
  - We need to know why students leave—a class, a program, the college—perhaps with exit surveys and learn from that how to better retain students

- **Counseling**
  - "Push" services to students more - counselors should show up in classroom to let students know what services are available
  - Need more counselors who are skilled in speaking with lower level ESL students
  - Students need more than a 30-minute appointment to create meaningful plans
  - Have students complete a career assessment/inventory before a counseling session

  - Need more crossover between general counseling and career counseling
  - Counselors need to work with each other, cooperate, and talk to students in classes
  - CSU CSU/UC symbols in the schedule do not have enough visibility.
  - Students are taking extra years to achieve their goals due to lack of accessibility to the agreements (between CSU/UC and CC's); these agreements should be made accessible on the website, instead of having to see a counselor.

- **Staffing**
  - Hiring replacement staff requires huge amounts of paperwork - cumbersome
  - The college is understaffed
  - Responsibilities exceed what is in the Job descriptions
  - Need more staff
  - Collective wisdom of classified staff is amazing!
  - With more students we will need more staff
  - Faculty expect staff to be knowledgeable
  - When people retire, they're not replaced

- **Professional Development**
  - Flex days - give them back to faculty to allow faculty to talk among themselves to collaborate on teaching strategies
  - Can be difficult for classified staff to attend professional development due to work duties
  - Procedures are complicated
  - Need mandatory training so information is known and familiar
  - Staff has to be educated on how to do things on their own
  - Some faculty don't do syllabi or understand basic Banner functions
  - Some faculty don't read information that could help improve the teaching and learning environment
  - Loss of institutional memory, no training
  - People are put into positions without training
  - Instructors should be required to improve their knowledge and their way of teaching and get up-to-date training to keep up with current knowledge/skills required by employers

- **Technology**
  - Develop a good, comprehensive technology plan
  - Need to update business systems
  - Web site needs to be redesigned
  - Matriculation process is not intuitive
  - Argos can't be accessed from home - this would increase productivity of department chairs
  - Need VPN to access college systems from home Need software to identify students who are near a certificate or degree
  - Wi-Fi not good in every building
  - Technology in many areas is old and far from current standards and far from student expectations
  - Too much paper is still being used when electronic documents would be far more efficient

- **Culture**
  - Difficult for new staff to get integrated into the culture
  - A portion of the staff don't even use email, others are trying to use current technologies
  - Build a culture of collegiality
  - Some Long-timers are resistant to change - they are steeped in the past
    - Sometimes they are gatekeepers and stop the process of positive change
    - They hold change hostage
  - Please encourage a culture of optimism and embrace of positive change among CCSF administration. There is too much of "We've always done it this way."
- **Morale**
  - Classified staff don't get recognition they deserve, especially relative to faculty
  - We honor time on the job rather than knowledge, experience and education
  - Professional development activities should include faculty, staff and administration - improve morale
  - Help heal fear around accreditation issues
  - Staff want to help achieve student success, but it's difficult when understaffed and positions not replaced
  - Feel like "two families living in the same house"
- **Cost of living**
  - Difficult finding staff due to the high cost of living in SF
  - Students go elsewhere due to high cost of living in SF
  - Commuting cost is very high - bridge toll is increasing
  - Students have to work while in school to afford any kind of housing
- **Institutional Structure and Planning**
  - There are fiefdoms between departments - lack of cooperation/coordination
    - Need top management to direct groups to work together
  - Some combinations of departments don't make logical sense
  - Incorporate better systems and systems thinking
  - Better coordination between student development and student success
  - Dean meetings are not coordinated - time-wise
  - Job descriptions don't help; persons often do jobs not related to job description and feel like "they're doing it all"
  - In an effort to become more fiscally efficient, don't ignore the critical need for participatory governance
  - Within the integrated planning and budgetary process, be sure to include a process whereby high priority program review budgetary requests are funded
- **Fiscal**
  - Funding Formula
    - Make sure we are strategizing according to the new formula
  - Create budget that follows the educational goals - integrated planning
  - All faculty and staff should participate in state training webinars - flex day activity
  - Students could opt-in when they enroll for automatic awards of certificates and degrees
  - Software should automatically figure out which degrees and certificates a student qualifies for
  - Grants
    - Never institutionalized work done under NSF grant
    - Need policy: CCSF should institutionalize key programs that are grant funded, so they persist

- **Facilities**
  - Library facilities should be designed with today's students in mind
  - Some improvements are needed and there is some money left for that
  - Library at Evans needs to be improved/expanded
  - Maintenance in Rosenberg Library needs to be funded! Important to a student's experience
    - HVAC isn't working, roof failed, rats, terrible carpets
  - Many positions in facilities are unfilled
  - Analysis of classroom size and space
  - There is a lack of large classrooms
  - Large classrooms shouldn't all be "labs" with desktop computers
  - Need wayfinding signage in multiple languages
  - Civic Center
    - Original Civic Center facility should be fixed up
    - Want the ability to do events like international day
  - Some classrooms have pillars in the room obstructing the view
  - Need spaces in CTE for private meetings with students (advising)
  - Some expensive equipment is not being used
  - Broken equipment isn't repaired promptly, even when it prohibits students from finishing projects
  - Facilities can't react to issues due to antiquated ticket system
  - Need better systems to give feedback
  - One-stop service center for students
  - Cafeteria model for providing services
  - Move business office from Gough to campus
  - Need to improve way-finding
  - Room numbering isn't logical
  - Update and modernize buildings
  - Upgrade bathrooms
  - Increase maintenance staffing
  - Some blinds are held up by tape
  - Takes too long to get response from facilities
  - Takes a whole team to make repairs
  - Not enough engineers
  - Need to use buckets for the past two years to catch water
  - Can't get keys (building guy can't get keys)
  - More communication needed between department chairs and maintenance
  - Lack of adequate space for students
  - Invest more in scheduled maintenance to ensure facilities are kept up at least to minimum standards, which many buildings and classrooms currently fall below
    - Some facilities areas do not meet compliance regulations
  - Renovating current facilities that desperately need repair should be a much higher priority than building housing units

Appendix F: Feedback Forum Input

During Spring 2019, over 180 individuals participated in Feedback Forums at all principal locations. These forums solicited input on the initial draft 2018-2025 Education Master Plan Update. A total of 40 individuals also provided input through online feedback forms: asynchronous input on initial goals and asynchronous input on full draft. A distilled feedback document captures the latter along with feedback forum and participatory governance input:

CCSF EMP Update Feedback Forum and Participatory Governance Review Notes Spring 2019

The collective feedback confirmed that the goals aptly capture the areas in which the College needs to focus its attention. Much of the feedback will serve as a foundation for developing the EMP Implementation Strategies.