



**CITY
COLLEGE**
OF SAN FRANCISCO



City College of San Francisco

Strategic Enrollment Management Plan *2024–2026*

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MISSION STATEMENT

Consistent with our Vision, City College of San Francisco provides educational programs and services that promote student achievement and life-long learning to meet the needs of our diverse community.

Our primary mission is to provide programs and services leading to:

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

In the pursuit of individual educational goals, students will improve their critical thinking, information competency, communication skills, ethical reasoning, and cultural, social, environmental, and personal awareness and responsibility.

In addition, the college offers other programs and services consistent with our primary mission as resources allow and whenever possible in collaboration with partnering agencies and community-based organizations.

City College of San Francisco belongs to the community and continually strives to provide an accessible, affordable, and high quality education to all its students. The College is committed to providing an array of academic and student development services that support students' success in attaining their academic, cultural, and civic achievements. To enhance student success and close equity achievement gaps, the college identifies and regularly assesses student learning outcomes to improve institutional effectiveness. As a part of its commitment to serve as a sustainable community resource, our CCSF mission statement drives institutional planning, decision making and resource allocation.

VISION

CCSF shall provide a sustainable and accessible environment where we support and encourage student possibilities by building on the vibrancy of San Francisco and where we are guided by the principles of inclusiveness, integrity, innovation, creativity, and quality.

Empowered through resources, collegiality, and public support, the college will provide diverse communities with excellent educational opportunities and services. We will inspire participatory global citizenship grounded in critical thinking and an engaged, forward thinking student body.



Executive Summary

Strategic Enrollment Management (SEM) is a concept and process that enable the fulfillment of the institution’s mission and students’ educational goals. In practice, the purposes of SEM are achieved by:

- Establishing comprehensive data-driven goals for the number and type of students needed to fulfill the institutional mission;
- Centering the student experience by promoting students’ sense of belonging, and academic success by improving access, transition, persistence, and graduation;
- Promoting the institution’s commitment to equity by working to close equity and opportunity gaps
- Promoting institutional success by enabling effective strategic and financial planning;
- Creating a data-rich environment to inform decisions and evaluate strategies;
- Strengthening communications and marketing with internal and external stakeholders, with special attention to student voice; and
- Increasing collaboration among departments across the campus to support the enrollment program.

Source: Bontrager, B. and Pollack, K. (2009). Strategic Enrollment Management at Community College, from Applying SEM at the Community College

The overarching goal of Strategic Enrollment Management is to develop and support a sustainable college-wide integrated system that maximizes student access and success, with an added emphasis on the success of students from historically underserved populations. Furthermore, this system creates fiscal stability, and allows the college to anticipate scheduling needs. SEM is a college-wide responsibility, and its success depends on all college departments and offices working in a coordinated fashion to identify enrollment goals that not only align with our mission, Education Master Plan, and resources but also align with both the College’s and California Community Colleges Chancellor’s Office plans. Intentionally created opportunities to support enrollment management are critical to long-term SEM success.

This plan is a living document, not an exhaustive list of strategies, as enrollment is dynamic, and planning must remain responsive to the ever-changing environment and receptive to students’ varying needs. The purpose of the SEM Plan is to articulate planning objectives and strategies in support of the College’s Vision and Mission and strategic priorities within the Education Master Plan.

California Community Colleges continue to face heightened challenges as they continue to move forward in a post-pandemic environment. Consistent with nationwide trends, the California Community College system also has experienced significant enrollment declines, while also facing increasing financial obligations. The Student-Centered Funding Formula (SCFF) is designed to shift funding away from a strictly enrollment-based formula. In

addition, several districts face a “fiscal cliff” in 2025-26 when a key hold harmless provision related to SCFF is scheduled to expire. The SCFF apportionment model was adopted in the 2017-18 Budget Act and is aligned to Vision 2030 goals. The SCFF consists of three primary calculations. The California Community Colleges State Chancellor’s Office Defines as follows:

- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of students who have attained the regional living wage.

By optimizing SCFF revenues while also focusing on increasing the number of students served, the College will be able to alleviate some of the financial pressures it currently faces while also improving our students’ experience.

This plan focuses on the student experience as we serve a broad community of students, particularly related to recruitment, retention, completion and partnerships. The SEMP workgroup established goals using information from prior college documents. Common themes emerged that resulted in the College identifying the need to serve specific populations that include dual enrollment students, formerly, currently, and juvenile system impacted students, and older adults, among others. In addition, key strategies embedded in Credit for Prior Learning, Career Technical Education, Completion efforts, Adult Education, Free City, and marketing emerged as promising features of SEM to increase enrollment.

The college engages in many practices and activities that already contribute to enrollment management and will continue to be facilitated by operational areas of the college such as marketing, outreach, and student services. However, as this plan is a living document, the Enrollment Management Committee will develop additional ideas and refinements over the next year and half of this document’s life.

2 INSTITUTIONAL CONTEXT

2.1 Background

CCSF has not had a Strategic Enrollment Plan (SEMP) since the prior Enrollment Plan 2016–2018. After Chancellor Bailey appointed an Interim Vice Chancellor of Academic and Institutional Affairs (VCAIA), the Chancellor tasked that individual and the Vice Chancellor of Student Affairs (VCSA) to develop a SEMP in 100. That work has been grounded in the CCSF Enrollment Management Committee (EMC), a standing committee of the Participatory Governance Council (PGC). EMC formed a workgroup to draft an inclusive enrollment management document that aligns with the District’s mission, addresses enrollment challenges, as well as sets the stage for meaningful enrollment and retention outcomes.

Prior to this development effort, the EMC had approved an Enrollment Management Plan in Spring 2018, but that plan was never approved by the BOT. The EMC had maintained a spreadsheet that tracks various strategies for enrollment growth. The current SEMP builds on that work, embodied in the actions listed in Section 5. Other efforts that informed this SEMP included the findings of the Retention and Enrollment Task Force, the Education Master Plan, and the experience of the two teams that attended the Enrollment Management Academy at the University of California at San Diego in the summers of 2023 and 2024. The CCCCO Vision 2030 (which builds upon and expands the Vision for Success) also informed these efforts. The seven core commitments of the Vision for Success are designed to reframe how California Community Colleges are structured and behave, putting the student experience front and center. In addition, the Student-Centered Funding Formula (SCFF) provides additional dollars when students reach

specified educational milestones and outcomes, plus an additional funding bump when higher-needs students reach these milestones.

2.2 Alignment with the College’s Mission, Vision, and Student Equity Plan

The SEMP will support attainment of the College’s mission and vision, emphasizing alignment with the Student Equity Plan.

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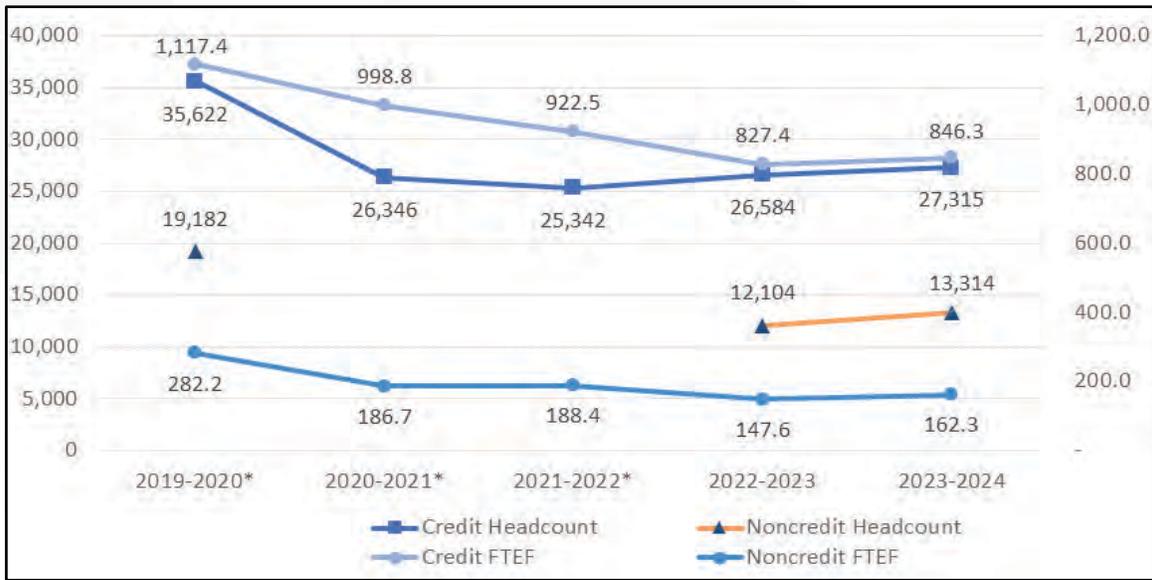
Empowered through resources, collegiality, and public support, the college will provide diverse communities with excellent educational opportunities and services. We will inspire participatory global citizenship grounded in critical thinking and an engaged, forward thinking student body.

The plan will focus on strategies that increase access and success of the most minoritized and underserved students such as Dual Enrollment, Rising Scholars, Foster Youth, DSPS, LGBTQ+, Black/ African American, Pacific Islanders and Latinx.

2.3 Recent Enrollment Trends

As evident in the figure below, while the number of students enrolled remains below pre-pandemic levels, the College has seen year-over-year increases since 2022-2023 for both credit and noncredit. The FTEF (amount of classes offered) has followed a similar trend.

Annual student headcount and full-time equivalent faculty in credit and noncredit from 2019-20 to 2023-24



Data Table: Annual student headcount and full-time equivalent faculty from 2014-2015 to 2023-24

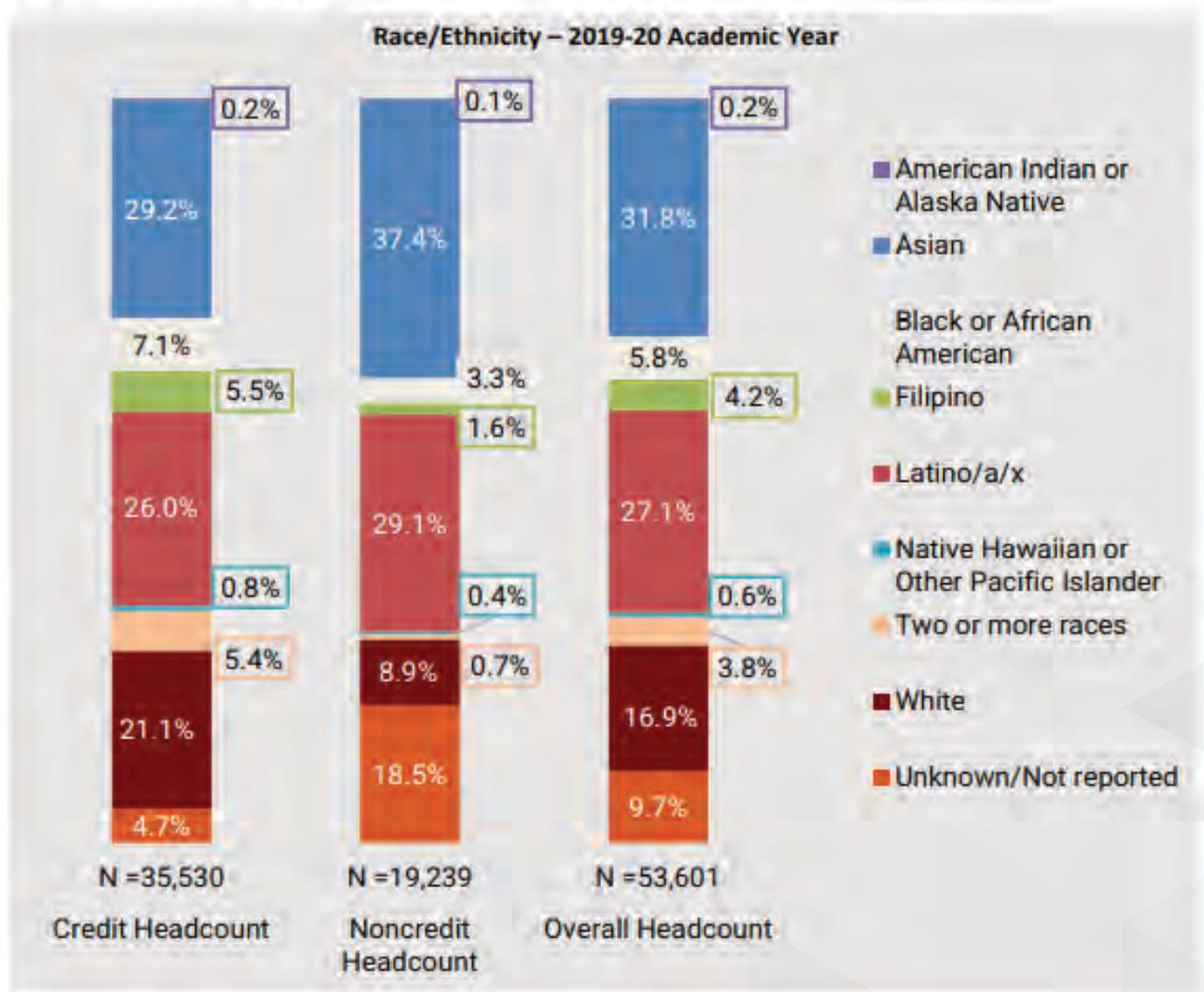
Academic Year	Credit Headcount	Credit FTEF	Noncredit Headcount	Noncredit FTEF
2014-2015	36,179	1,223.2	27,220	369.3
2015-2016	36,262	1,301.7	25,500	360.8
2016-2017	35,026	1,255.3	24,505	350.9
2017-2018	40,444	1,293.1	24,094	347.0
2018-2019	41,142	1,280.7	23,246	340.9
2019-2020*	35,622	1,117.4	19,182	282.2
2020-2021*	26,346	998.8	*	186.7
2021-2022*	25,342	922.5	*	188.4
2022-2023	26,584	827.4	12,104	147.6
2023-2024	27,315	846.3	13,314	162.3

*On March 13, 2020, day 61 of the Spring 2020 term, CCSF moved to remote instruction to comply with the stay-at-home order enacted by the City of San Francisco. Noncredit and overall headcounts for 2020-21 and 2021-22 are incomplete due to the changes and challenges in data collection during the COVID-19 pandemic.

Source: CCSF Office of Research & Planning, Annual Headcount Fact Sheet, August 2024 and Argos Productivity Datablock, November 2024

Student Enrollment Data

It is useful to examine demographics of CCSF students by looking at credit and noncredit students separately, as well as looking at overall figures. The demographic data below is for 2019-20 to best represent all students, including noncredit. Proportionately more Asian and Latinx students enroll in noncredit, largely related to the College's sizeable noncredit English as a Second Language (ESL) program and its service to immigrant communities. In both credit and noncredit, the diverse nature of the CCSF student body is readily apparent.



3 DOCUMENT DEVELOPMENT AND STAKEHOLDER ENGAGEMENT

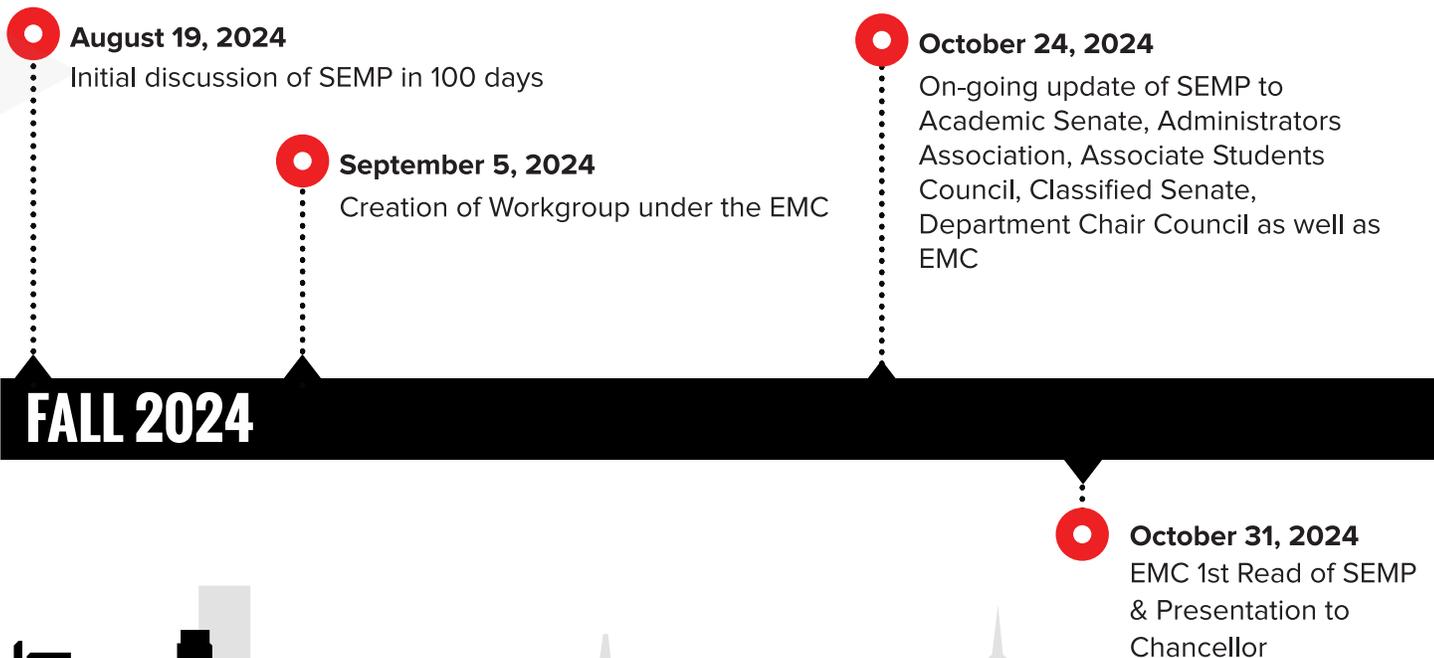
3.1 Stakeholder Engagement and Timeline for Adoption of the SEMP

The Strategic Enrollment Management Plan (SEMP) was developed by a workgroup consisting of Enrollment Management Committee (EMC) members, participants of the Enrollment Management Academy (EMA), and other members of the college community.

The EMC and EMA identified four focus areas—Outreach and Recruitment, Retention, Partnerships, and Completion—in line with the State Chancellor’s Vision 2030/Vision for Success. Alignment with Vision 2030/Vision for Success creates alignment with the Student-Centered Funding Formula (SCFF), which in turn opens avenues for increased revenue while prioritizing student success and the student experience. The SEMP workgroup split into four teams, each dedicated to one of these focus areas.

Using the Enrollment Management Plan from 2018, priorities developed by the Enrollment Management Committee in Academic Year 2023-24, and the work of the Retention and Enrollment Task force, each team used these resources as a foundation and created goals, strategies and a timeline for implementation.

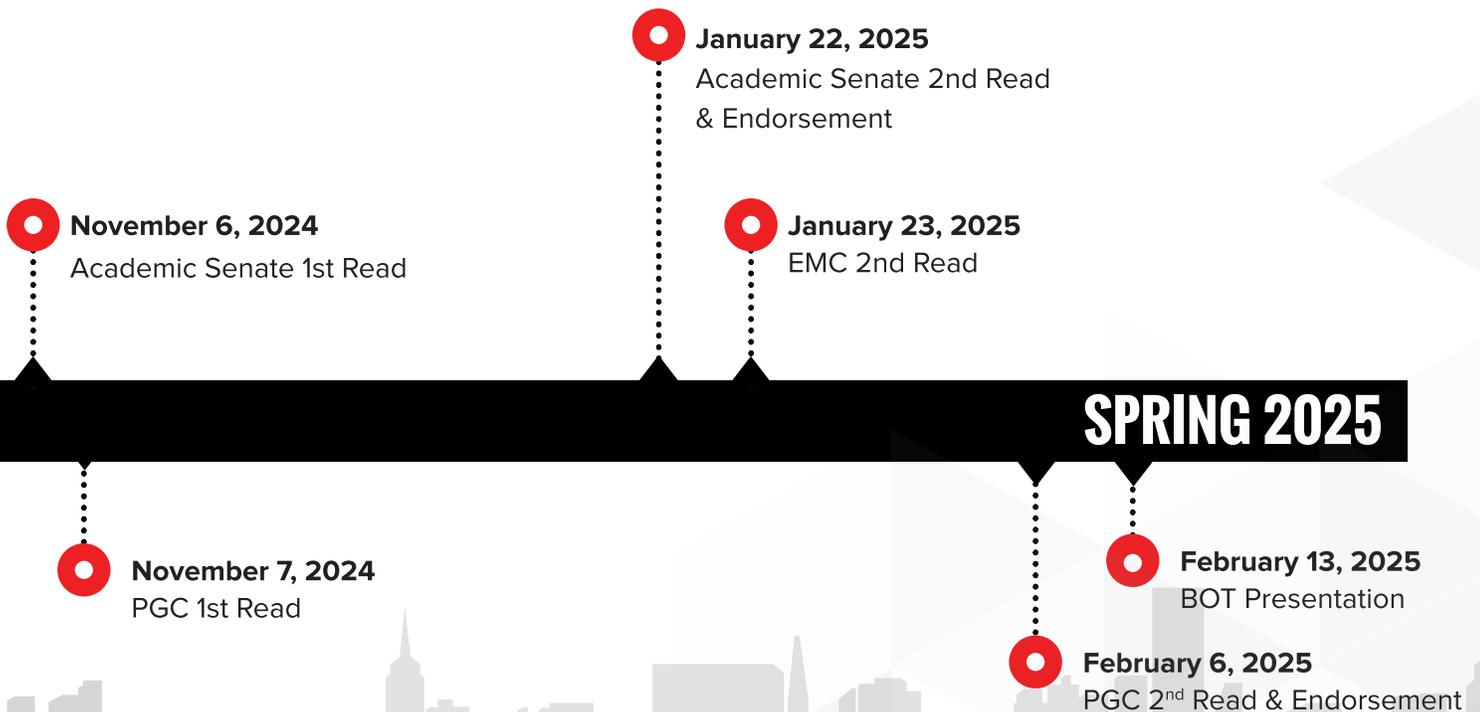
Final workgroup recommendations served as the template for the main document.





3.2 Stakeholder Engagement and Timeline for Adoption of the SEMP

The Academic Senate, Classified Senate, Associated Students, and the Department Chair Council have all received presentations informing them of the creation of an SEMP in 100 days as well as the focus on the four areas that revolve around the student experience. A process for collecting feedback was established and widely shared; feedback was carefully considered and implemented to the extent possible. The table below provides more information about the initial and ongoing communications related to the SEMP.



FOCUS AREAS AND TEAM MEMBERS



RECRUITMENT

A focus on promoting access to higher education within San Francisco, ensuring a steady pipeline of new students entering CCSF. By enhancing outreach efforts and simplifying the matriculation process, the college aims to reach a broader audience and maintain enrollment growth.



RETENTION

Retention initiatives are critical as they support students in persisting through their studies, thereby reducing attrition rates and boosting overall enrollment stability. By providing support services and fostering a supportive campus environment, the college aims to increase student satisfaction and success.



COMPLETION

Encouraging student completion emphasizes the college’s commitment to student success and increases the likelihood of students achieving their overall professional and educational goals. The college aims to improve completion rates - including certificates, degrees, and transfer outcomes.



PARTNERSHIPS

Building partnerships with local organizations, employers, and schools strengthens community ties and expands resources for students, creating more pathways to enrollment. Strong community partnerships increases visibility and offers new opportunities for students, either entering CCSF or connecting to their next opportunity post-CCSF.

Focus Area Team Members

Recruitment Team

Steven Brown
 Chanelle Wells
 Erika Flores
 Aaron Orpilla
 Stevann Jones
 KLM
 Cathy Chang
 Danielle de Bruin
 Edie Kaeuper
 John Halpin
 James Lewis
 Vivian Faustino-Pulliam

Retention Team

Monika Liu, Co-Lead
 Lisa Romano
 Tessa Henderson-Brown
 Edgar Torres
 Jessica Buchsbaum
 Amy Coffey
 Hing Potter

Completion Team

Vivian Faustino
 Erin Denney
 Cynthia Dewar
 Katia Fuchs
 Leo Bello
 Aurel Draï
 Meg Hudson

Partnership Team

Edie Kaeuper
 Erin Denney
 Gregoria Cahill
 Meg Hudson
 Zach Lam
 Stephanie Chenard
 John Halpin
 Vivian Faustino-Pulliam
 Monika Liu

PROGRESS CHART

 *Development Stage*

 *Achieved one or more Accomplishments and continuing*

 *In progress*

 *Successful Implementation/Complete*

4 BUILDING A STUDENT-FOCUSED ENROLLMENT FRAMEWORK

Community colleges serve as a crucial gateway to higher education and career opportunities for a diverse population of students. Community colleges strive to provide tailored support services, flexible scheduling, and affordable tuition, making education accessible to those who might otherwise be unable to pursue it. A student-centered approach fosters a supportive learning environment where students from the most minoritized and underserved populations can thrive academically and personally. By addressing the unique needs and challenges of their student body, community colleges can enhance retention and graduation rates, ultimately contributing to the success and well-being of the community as a whole. With this in mind, the workgroups focused on efforts that would affect recruitment, retention, completion and partnerships.

This strategic enrollment management (SEM) plan functions as a living document that is flexible and adaptable, allowing it to evolve with changing circumstances such as shifts in student demand, demographics and economic conditions. It relies on data-informed decision-making, incorporating real-time analytics to address emerging challenges and opportunities promptly. Stakeholder engagement is crucial, with continuous input from faculty, staff, students, and community members, thereby ensuring the plan reflects diverse perspectives and needs. Clear goals and metrics, along with a comprehensive communication strategy, keep all stakeholders informed and aligned. Resource allocation will strategically support the plan's priorities, and a commitment to continuous improvement promotes the plan's continuing effectiveness and responsiveness to new insights and feedback. This dynamic approach will help the College attract, retain and support students effectively.

Focus Area RECRUITEMENT



GOAL 1

Building awareness and knowledge of CCSF programs in the community.

Strategic & Activities

DEVELOP A STRATEGIC MARKETING, ADVERTISING, & PUBLIC RELATIONS PLAN.

- Hire a marketing director to oversee and develop collegewide strategy.
- Assign a budget for marketing.
- Work on committed and continuous CCSF exposure (e.g. digital marketing, multimedia sources, billboards, mailings/brochures)

Commitment to Diversity, Equity, & Inclusion:

Messaging should reflect the various demographics of the SF community, including translation, messaging, and diverse student images.

Indicators of Success:

- Comprehensive Marketing Plan Developed
- Seasonal campaigns launched (tied to semester)
- Feedback loop in place to adjust messaging

Responsible Stakeholders & Collaborators:

- Chancellor
- Vice Chancellors
- Department Steering Committee (for content development)

► **TIMELINE: 2024 - 2025**

CREATE AND MARKET CENTER IDENTITIES.

- College leadership to determine future direction for center course offerings (departments/ programs) and communicate with chairs to develop a focused scheduling plan.
- Conduct deep analysis of the current enrollment and future needs of each center and adjust course offerings accordingly.
- Develop marketing materials to promote and brand each center
- Promote virtual and in-person campus tours and events for the public at each center.
- Look at economies of scale for programs and
- maximize efficiencies for equipment and space
- needs.

Commitment to Diversity, Equity, & Inclusion:

Address the needs of each community based on course offerings. Marketing and branding based on target audiences and demographics.

Indicators of Success:

- Increased enrollment per class at each center.
- Overall increase in headcount and FTES at each center.

Responsible Stakeholders & Collaborators:

- Chancellor & Vice Chancellors
- Center Deans, Academic Deans
- Department Chairs

► **TIMELINE: ONGOING 2024 - 2026**



KEEP COLLEGE WEBSITE UP-TO-DATE.

- New content management system. Review as front-facing communication system.
- Incorporate web design into the marketing strategy.

Commitment to Diversity, Equity, & Inclusion:

Positive end user experience for all demographic groups

Indicators of Success:

- Increase in click-through rates
- Increase in Search Engine Optimization data

Responsible Stakeholders & Collaborators:

- Chancellor & Vice Chancellors
- Marketing Director
- Department Chairs (for department content)

▶ **TIMELINE: 2025 - 2026**

BUILD AN EFFECTIVE SYSTEM TO TRACK AND RESPOND TO PUBLIC INQUIRIES.

- Implement CRM for automating inquiry responses and building prospective student database.
- Continue to message prospective students with interesting content, updates on key semester dates, and invitations to CCSF events.
- Ongoing training and support to maintain current websites in Drupal.

Commitment to Diversity, Equity, & Inclusion:

Translation of messaging (longer implementation); responsive to student needs.

Indicators of Success:

- Increase in public contacts.
- Growth in inquiries.

Responsible Stakeholders & Collaborators:

- Outreach Department

▶ **TIMELINE: ROLLOUT SPRING 2025, ONGOING**

Focus Area RECRUITMENT



GOAL 2

GROW THE NUMBER OF APPLICANTS TO CCSF

Strategic & Activities

HIGHLIGHT THE VALUE OF FREE CITY

- Implement ongoing Free City campaigns i.e. postcards; info available on various CCSF communication platforms digital and print marketing.

Commitment to Diversity, Equity, & Inclusion:

Use different languages that are inclusive of the diverse population of potential students. Intentional recruitment of low-income socioeconomic status demographics. Center specific information in various languages.

Indicators of Success:

- Positive survey data of new applicants.
- Increase in CCC Apply applicants each cycle.
- Click rates to webpages highlighted in marketing campaign.

Responsible Stakeholders & Collaborators:

- IT
- Admissions & Records
- Counseling
- Completion

► **TIMELINE: 2024 - 2025**

PARTICIPATE IN AND ORGANIZE ON CAMPUS AND OFF CAMPUS EVENTS TO SHARE CCSF INFORMATION WITH THE PUBLIC. PROVIDE APPLICATION SUPPORT WHERE NEEDED.

- Attend off-campus events such as college and career fairs, community fairs, and school presentations.
- Organize college open houses, campus tours, and special events to highlight CCSF programs.

Commitment to Diversity, Equity, & Inclusion:

Attending community event to reach potential "older" students.

Indicators of Success:

- Increase in community event attendance.
- Increase in student follow up for applications.

Responsible Stakeholders & Collaborators:

- Outreach Department

► **TIMELINE: ONGOING 2024 - 2026**



ENGAGE ALUMNI AND BUILD A DATABASE FOR STAYING CONNECTED. PROMOTE PROGRAM SUCCESSES AND SHARE COMPELLING STORIES, JOB PLACEMENT, STUDENT AWARDS.

Share CCSF success stories. Offer opportunities for networking with current and former CCSF students to learn more about the programs.

Commitment to Diversity, Equity, & Inclusion:

Identify alumni representing diverse communities and backgrounds. Broad representation of all departments and students.

Indicators of Success:

- Increase in alumni network.
- Increase in attempted enrollments (ARGOS Data).

Responsible Stakeholders & Collaborators:

- Career Services
- Student Affairs
- Marketing Director

▶ TIMELINE: ONGOING 2024 - 2025



Focus Area RECRUITEMENT



GOAL 3

INCREASE THE NUMBER OF STUDENTS SUCCESSFULLY ENROLLING IN CCSF CLASSES.

Strategic & Activities

STREAMLINE MATRICULATION AND ENROLLMENT POLICIES/PROCESS.

- Review process and simplify where necessary.
- Create an advisory committee or taskforce (include student user experience input) to review options for improvement.

Commitment to Diversity, Equity, & Inclusion:
Provide materials such as videos and onepagers in multiple languages

- Indicators of Success:**
- Increased registration.
 - Decreased loss points between each matriculation step.

- Responsible Stakeholders & Collaborators:**
- IT
 - Admissions & Records
 - Outreach
 - Counseling
 - Completion

► **TIMELINE: 2024 - 2026**

COMMUNICATE TO CREDIT AND NONCREDIT STUDENTS WHO HAVE NOT YET COMPLETED ENROLLMENT

Provide supportive emails and texts (warm and welcoming tone) with clear instructions. Develop and share materials (e.g. short videos, one pagers) to clearly communicate enrollment steps.

Commitment to Diversity, Equity, & Inclusion:
Provide communication in additional languages

- Indicators of Success:**
- Increased registration.
 - Decreased loss points between each matriculation step.

- Responsible Stakeholders & Collaborators:**
- Admissions & Records
 - Outreach Department
 - Bridge to Success Coordinator

► **TIMELINE: ONGOING 2024 - 2025**



PROVIDE OPPORTUNITIES FOR NONCREDIT AND CREDIT STUDENTS TO RECEIVE SUPPORT TO COMPLETE ENROLLMENT STEPS.

- New content management system. Review as front-facing communication system.
- Incorporate web design into the marketing strategy.

Commitment to Diversity, Equity, & Inclusion:

Positive end user experience for all demographic groups

Indicators of Success:

- Increase in click-through rates
- Increase in Search Engine Optimization data

Responsible Stakeholders & Collaborators:

- Chancellor & Vice Chancellors
- Marketing Director
- Department Chairs (for department content)

TIMELINE: 2025 - 2026

PROVIDE INTENTIONAL AND STRATEGIC GUIDED ENTRY INTO THE COLLEGE SO THAT STUDENTS GET A WARM HANDOFF FROM THE POINT OF MATRICULATION TO THEIR ACADEMIC AREA OF INTEREST, PARTICULARLY FOR STUDENTS WHO DO NOT PARTICIPATE IN A SUPPORT PROGRAM.

Review Student Success Network results from 2020-22 and determine how to provide more effective hand-off from matriculation to ACCs/academic departments.

Commitment to Diversity, Equity, & Inclusion:

More inclusiveness of all students. A more welcoming environment.

Indicators of Success:

- Increase in enrollment
- Decrease in loss points

Responsible Stakeholders & Collaborators:

- Vice Chancellors
- Deans

TIMELINE: 2024 - 2025

PROMOTE CCSF LEARNING COMMUNITIES, SUPPORT PROGRAMS, AND CENTERS TO INCOMING STUDENTS SO THAT THEY CAN RECEIVE ENROLLMENT SUPPORT THROUGH PROGRAM PARTICIPATION.

Continue to offer All-in-One Days, Enrollment Workshops, and 1:1 virtual meetings each semester to students who have not yet completed enrollment steps.

Streamline information and application to learning communities/retention programs/centers.

Commitment to Diversity, Equity, & Inclusion:

Engage/include all campus centers in this effort and support for this strategy

Indicators of Success:

- Increase in enrollment
- Increase in support program participation.

Responsible Stakeholders & Collaborators:

- Vice Chancellor, Student Affairs
- Center Deans

TIMELINE: 2024 - 2026

Focus Area
RETENTION



GOAL 1

Building awareness and knowledge of CCSF programs in the community.

Strategic & Activities

ENSURE CLASSROOMS AND OTHER STUDENT SPACES ARE WELCOMING, COMFORTABLE, SAFE AND HEALTHY

- Welcoming messages in student-facing spaces.
- Images and messaging in student spaces reflective of students' identities.
- Offer materials for instructors and counselors to request for classrooms.
- Inclusive and Culturally Responsive
- Pedagogy/Curriculum

Commitment to Diversity, Equity, & Inclusion:

Buttons for employees in different languages and campus maps in different languages. Language Line fully utilized in all offices.

Indicators of Success:

- Increased Language Line usage. Number of Increased number of employees engaged in Diversity, Equity, Inclusion, & Anti-Racism Professional Development.
- Increased conference attendance with mechanisms to share back deliverables

Responsible Stakeholders & Collaborators:

- Facilities
- Visual Media Design students
- AANAPISI Grant Administrators
- Administrative Area Leads for Spring Start-Up

► **TIMELINE: SPRING 2025 LAUNCH**

IMPROVE AND UPDATE FACILITIES AND COLLEGE ENVIRONMENT, PRIORITIZING STUDENTS' AND EMPLOYEES HEALTH AND SAFETY

- Increase enrollment internally through classroom climate & "setup"
- Classroom furniture and environment improvements
- Update facilities in a timely manner

Commitment to Diversity, Equity, & Inclusion:

Classroom environments set up in a way that enhances and allows for culturally responsive teaching and learning. Accessibility of all classroom and campus spaces.

Indicators of Success:

- Decreased in overall work orders and complaints.
- Decreased time to resolve work orders.
- Improved communication and follow up once work orders are completed.

Responsible Stakeholders & Collaborators:

- Facilities
- Human Resources
- Information Technology Services

► **TIMELINE: ONGOING 2024-2026**



INCREASE ACCESS TO FOOD VENDORS COLLEGE-WIDE TO PROVIDE DAY AND EVENING FOOD OPTIONS FOR STUDENTS

- Increase vendor contracts to include 1-2 evenings per week
- Expand vendor services to at least 1 vendor per location at the Centers
- Establish onsite location that accepts EBT for food services.
- Expand offerings of vending machines to include nutritious selections.

Commitment to Diversity, Equity, & Inclusion:

Inclusive of various cultural food types and dietary needs.

Indicators of Success:

- Increased number of students accessing evening food services
- Increased sales at vending machines
- Increased enrollment in evening courses at each center.
- Positive reviews from Point-of-Service brief surveys.

Responsible Stakeholders & Collaborators:

- Academic Affairs (Associate Vice Chancellor, Center Deans)
- Culinary Arts Department
- Finance and Administration (Contracts)
- Bookstore - EBT, Vendors (expand the machines that offer expanded food types more than just snacks)

TIMELINE: ONGOING 2025-2026

Focus Area
RETENTION



GOAL 2

ENHANCE STUDENT ENGAGEMENT AND INTEGRATION WITH THE COLLEGE

Strategic & Activities

CLEAR AND ACCESSIBLE PATHWAYS TO LEADERSHIP AND ENGAGEMENT AND/OR CO-CURRICULAR ENGAGEMENT

- Promote and support Student Clubs/Orgs via Unity Day, classroom visits, campuswide marketing to achieve 50+ clubs
- Inter-Club Council attendance tracking. increasing club events per semester.

Commitment to Diversity, Equity, & Inclusion:

More clubs will result in a diversity of peer-to-peer interactions, and options for students to explore different parts of their backgrounds and identities.

Indicators of Success:

- Increase in number of student clubs.
- Increase in student participation in clubs.
- Increase in participation in Inter-Club Council.
- Increased participation in student leadership development events and activities.

Responsible Stakeholders & Collaborators:

- Life & Leadership Office
- Associated Students

► **TIMELINE: 2025-2026**

ENHANCE STUDENTS' SENSE OF BELONGING

- Fully support resource centers, an studentretention programs.
- Offer appropriate resources that are sensitive to the communities they serve.
- Evaluate program and resource center needs.
- Onboard students with in-person orientation and inform about college

Commitment to Diversity, Equity, & Inclusion:

Student resource centers are a space for identity based development - supporting these centers and the services they offer will increase belonging for various identity groups including students of color, women, parenting students, students who are undocumented, LGBTQ+ students, Foster Youth, Justice Impacted students, etc.

Indicators of Success:

- Increased student traffic and attendance at resource center events (as indicated by the CCSF App)
- Number of students attending in-person orientation
- Number of students accessing retention and resources programs - increase access for students are aware these services exist.

Responsible Stakeholders & Collaborators:

- Facilities
- Human Resources
- Information Technology Services

► **TIMELINE: ONGOING 2024-2026**



INTENTIONAL CURRICULAR AND CO-CURRICULAR PARTNERSHIPS

- Diversity in recruiting and hiring employees including faculty, staff and other roles.
- Equity Talks Speaker Series
- Diversity, Equity, Inclusion Professional Learning Opportunities for employees
- Development of college Anti-racism policy

Commitment to Diversity, Equity, & Inclusion:

Diversity, Equity, Inclusion, and Anti-Racism trainings and policy that reflect inclusion of a wide variety of identities.

Indicators of Success:

- Number of Trainings
- Number of Participants at trainings, workshops, professional development sessions

Responsible Stakeholders & Collaborators:

- Human Resources
- Professional Development Committee
- Office of Student Equity

TIMELINE: 2024-ONGOING

Focus Area
RETENTION



GOAL 3

ENHANCE ACADEMIC AND CLASSROOM STRATEGIES FOR RETENTION.

Strategic & Activities

IMPROVE ACCESS TO OPEN EDUCATIONAL RESOURCES (OER) AND ZERO TEXTBOOK COST (ZTC) COURSES/PROGRAMS

- Ensure ZTC notations are being made in the schedule
- Implement one (1) ZTC Degree
- Gather leads for courses that need ZTC and work on adopting or adapting of existing OER materials.

Commitment to Diversity, Equity, & Inclusion:

Lowering Textbook Costs; ZTC Degrees; Access to equitable education; Higher completion rates for equity populations.

Indicators of Success:

- Number of sections utili

Responsible Stakeholders & Collaborators:

- Vice Chancellor, Academic Affairs
- Dean, Library, Academic Resources, Educational Technology, and Online Programs

► **TIMELINE: 2024-ONGOING**

IMPROVE NONCREDIT ENROLLMENT AND ATTENDANCE TRACKING

Fully utilize Attend + in Canvas for Noncredit enrollment and attendance tracking and reporting.

Commitment to Diversity, Equity, & Inclusion:

Improved data collection for noncredit classes, which enroll high numbers of English Language Learners and vulnerable student populations.

Indicators of Success:

- Increased number of sections fully utilizing Attend + in Canvas
- Improved daily attendance in class

Responsible Stakeholders & Collaborators:

- Office of Online Learning & Educational Technology
- Admissions and Records
- Information Technology Services

► **TIMELINE: ONGOING**



CONTINUOUS IMPROVEMENTS TO DUAL ENROLLMENT AND DISTANCE EDUCATION

- Send a cross functional team to the Dual Enrollment Conference in Sacramento Feb. 23-25, 2025.
- Continue to collaborate and meet with San Francisco Unified School District Partners.
- Create pathways that meet students career, employment and industry needs

Commitment to Diversity, Equity, & Inclusion:

Dual Enrollment supports increased access to free higher education and an increased understanding and awareness of college policy and procedures. Dual Enrollment also supports increased retention and completion for equity populations.

Indicators of Success:

- Increased number of team members sent to dual enrollment state trainings
- Increased student completion
- Enrollment increase in Dual Enrollment and Concurrent Enrollment

Responsible Stakeholders & Collaborators:

- Vice Chancellors
- Dean of Outreach and Community Partnerships

▶ **TIMELINE: 2024-ONGOING**

Focus Area
RETENTION



GOAL 4

IMPROVE RETENTION RATES (STUDENTS STAYING IN CLASS THRU END OF SEMESTER) AND PERSISTENCE (STUDENTS CONTINUING FROM ONE SEMESTER TO THE NEXT)

Strategic & Activities

EXPAND ACCESS TO TUTORING AND SUPPLEMENTAL INSTRUCTION

- Expand embedded tutoring to the Multicultural Retention Services Program (MRSP) centers to intentionally provide holistic wrap around support to our student equity populations.

Commitment to Diversity, Equity, & Inclusion:
Students feel seen, supported, nurtured, and valued; Stronger sense of belonging and connection.

- Indicators of Success:**
- Increase in number of students accessing tutoring services.
 - Increase in student retention and completion.

- Responsible Stakeholders & Collaborators:**
- Vice Chancellors (Academic Affairs & Student Affairs)
 - Dean, Library, Academic Resources, Educational Technology, and Online Programs

► **TIMELINE: 2024-ONGOING**



EXPAND ACCESS TO MENTORSHIP, APPRENTICESHIPS, INTERNSHIPS, WORK EXPERIENCE, & LEADERSHIP OPPORTUNITIES

Visiblize programming and expand awareness of services and opportunities created by Career Center & Career Services to affinity based student spaces such as Umoja, Puente, LSN, etc...by meeting students where they are.

Commitment to Diversity, Equity, & Inclusion:
Increased opportunity for students from equity populations to complete and attain economic mobility by connecting to work experiences.

- Indicators of Success:**
- Increased number of mentorships apprenticeships, internships, work experience, and leadership opportunities available to students.
 - Increased number of students participating in mentorships, apprenticeships, internships, work experience, and leadership opportunities.

- Responsible Stakeholders & Collaborators:**
- Career Services
 - Career Center
 - Office of Workforce Development

► **TIMELINE: ONGOING**





Focus Area
COMPLETION



GOAL 1

INCREASE STUDENT GRADUATION AND TRANSFER RATES

Strategic & Activities

CREATE A MORE STUDENT-CENTERED SCHEDULE AND INCREASE ENROLLMENT INTERNALLY THROUGH CLASSROOM CLIMATE & “SETUP”

- Review “heat” map (hottest & coldest time/day when classes are typically scheduled)

Commitment to Diversity, Equity, & Inclusion:

- Scheduling classes in times and modalities that are accessible to all students.

Indicators of Success:

- Increase in Degree & Program enrollment

Responsible Stakeholders & Collaborators:

- Office of Instruction
- Office of Research and Planning

► **TIMELINE: 2024 - 2025**

REDUCE TIME TO CREDENTIAL COMPLETION

- Streamlining petition process (auto-petition process)
- Launch of the close-to-completion campaign

Commitment to Diversity, Equity, & Inclusion:

- Strategy aligned with Completion Metric of Equity Plan

Indicators of Success:

- Increased number of petitions and awards

Responsible Stakeholders & Collaborators:

- Admissions & Records
- Completion Center
- Academic Counseling
- Information Technology Services

► **TIMELINE: FALL 2025**



STRENGTHEN ACADEMIC PATHWAYS, ARTICULATION AGREEMENTS, AND ADVISING TO HELP STUDENTS STAY

- Implement Program Mapper
- Create accelerated pathways (6-week; 8-week and 12-week year-round)
- Implement a compressed calendar - 16-week semester
- Continue to offer training to faculty on positive classroom climate

Commitment to Diversity, Equity, & Inclusion:

- Provide proactive interventions for students who experience equity gaps (e.g., low-income, first-generation, other equity populations) such as offer mentoring, counseling, and other resources to address their specific barriers.

Indicators of Success:

- Increased number of students utilizing Program Mapper (tracked through webpage analytics)
- Increased number of students completing an Education Plan
- Increased number of students completing courses & programs.
- Increased number of accelerated pathway courses available.

Responsible Stakeholders & Collaborators:

- Office of Instruction

▶ **TIMELINE: FALL 2025**

INCREASE THE NUMBER OF STUDENTS WHO ARE COMPLETING STUDENT CENTERED FUNDING FORMULA (SCFF) ELIGIBLE PROGRAMS

- Identify programs that contribute to SCFF and upgrade students from Certificate of Accomplishments to Achievement
- Identify programs in need of revitalization or discontinuance
- Scale the ongoing Close-to-Completion campaigns targeting identified equity groups with lower completion rates
- Continue and promote the Declare Your Major campaign for undecided students
- Leverage Credit for Prior Learning (CPL) to guide students to faster completion of their programs
- Highlight course offering timelines (for courses that are only offering once a year; program scheduling path)
- Reduce Math and English course overlaps with other courses; Roll-out the new Math and English Pathways (Nov 2025)
- Add more programs (degrees and certificates) for the auto-petition process.

Commitment to Diversity, Equity, & Inclusion:

- Use data to identify programs, gender, age of equity population for more targeted campaigns. Launch focused campaigns targeting veterans and other equity identified groups.

Indicators of Success:

- Increased percent of equity populations completing their programs OR realizing their own academic goals
- Increased number of students completing an Education Plan
- Increased number of students earning credit through Credit for Prior Learning

Responsible Stakeholders & Collaborators:

- Completion Center
- Admissions & Records
- Math & English Departments
- Office of Instruction
- Office of Research & Planning

▶ **TIMELINE: ROLLOUT SPRING 2025, ONGOING**

Focus Area
COMPLETION



GOAL 2

*IMPROVE STUDENT PERSISTENCE
AND ENGAGEMENT*

Strategic & Activities

**OFFER CO-CURRICULAR AND
HIGH-IMPACT PROGRAMS TO
AUGMENT ACADEMIC OFFERINGS
WITH EXPERIENTIAL LEARNING
COMPONENTS**

- Expand the existing Project-Based Mentorship (PBM) program into a college-wide industry mentorship initiative

Commitment to Diversity, Equity, & Inclusion:

- Recruitment of mentors from diverse backgrounds that meet the needs of equity populations

Indicators of Success:

- Increased retention rates across enrolled programs

Responsible Stakeholders & Collaborators:

- Office of Workforce Development
- Office of Student Life & Leadership

► **TIMELINE: 2025 - 2026**

**DEVELOP MORE EXPERIENTIAL
LEARNING (WORK-BASED)
EXPERIENCES FOR STUDENTS**

- Include experiential learning components to curriculum.
- Enhance on-campus and off-campus student employment opportunities.
- Leverage Degree Works as students' academic GPS ; continue the regular workshops to inform students of this app.
- Capture Apportionment for Classes Using Categorial/Restricted Funds.
- Connect experiential learning experiences to Short-Term Vocational Programs.
- Provide wrap around services using the new student experience platform, ConexED for case management.

Commitment to Diversity, Equity, & Inclusion:

- Broaden access to higher education by enhancing programs aimed for learners who need to upskill, retool and re-enter the workforce

Indicators of Success:

- Higher employment rates among graduates.
- Positive word of mouth from students and alumni.
- Increased utilization of Degree Works.
- Increased enrollment in trade and other vocational programs.
- Number of students who are using the services referred through ConexED

Responsible Stakeholders & Collaborators:

- Academic Affairs Department Chairs and Deans
- Completion Center

► **TIMELINE: 2024-2026 ONGOING**



GOAL 3

INCREASE COLLABORATIONS BETWEEN STUDENT AFFAIRS AND ACADEMIC AFFAIRS

Strategic & Activities

STRENGTHEN ACADEMIC SUPPORT SERVICES

- Increased access to peer tutoring and mentoring; classified tutoring options; Library Services (reserve textbooks, laptops).
- Provide wrap-around services using the new student experience platform, ConexED for case management.
- Leverage existing infrastructures i.e. Career Services and Career Center

Commitment to Diversity, Equity, & Inclusion:

- Mindful assessment of unspoken or unarticulated needs of students

Indicators of Success:

- Increased number of students accessing peer tutoring and mentoring, classified tutoring, and/or library services.
- Increased number of students accessing resources through ConexED referrals.

Responsible Stakeholders & Collaborators:

- Vice Chancellors (Academic Affairs & Student Affairs)
- Deans (Academic Affairs & Student Affairs)
- Department Chairs

▶ **TIMELINE: 2024-2026 ONGOING**

Focus Area
PARTNERSHIPS



GOAL 1

PARTNERSHIPS WITH SAN FRANCISCO UNIFIED SCHOOL DISTRICT (DUAL ENROLLMENT, CREDIT RECOVERY, FRISCO DAY, ETC.)

Strategic & Activities

REVIEW CURRENT COURSES THAT MAY BE SUITED FOR CCSF EXTENSION AND THEN OPEN FTEF UP FOR OTHER COURSES. MAINTAIN THE CURRENT AGREEMENT TO OFFER CREDIT RECOVERY COURSES AT CCSF IN COLLABORATION WITH SFUSD AUGMENT AS NEEDED. WORK TO ENHANCE COLLABORATION WITH SFUSD TO INCREASE ON-CAMPUS SUPPORT, TUTORING, AND FOLLOW-UP TO SERVE STUDENTS BETTER.

- Provide professional development opportunities for CCSF and SFUSD instructors focused on culturally responsive teaching and best practices for supporting at-risk students.

Commitment to Diversity, Equity, & Inclusion:

- Provide professional development opportunities to CCSF and SFUSD instructors focused on culturally responsive teaching and best practices for supporting at-risk students. Work with SFUSD counselors to demystify the role of Community College.

Indicators of Success:

- Increase in FTES

Responsible Stakeholders & Collaborators:

- CCSF Office of Outreach
- CCSF Transitional Studies Department
- San Francisco Unified School District

► **TIMELINE: SUMMER 2025**

PARTNER WITH SFUSD TO GROW AND DEVELOP THE EXISTING CREDIT RECOVERY PROGRAM TO PROVIDE A MORE SUPPORTIVE LEARNING ENVIRONMENT FOR HIGH SCHOOL STUDENTS.

- Align and leverage efforts with the Adult Education Plan (AEP) - 3-Year Plan.
- Conduct a Noncredit / Adult Education Needs Assessment

Commitment to Diversity, Equity, & Inclusion:

- Needs assessment process will include engagement with full stakeholder groups, capitalizing on community knowledge.

Indicators of Success:

- AEP 3-Year Plan is submitted and aligns with partnership efforts.

Responsible Stakeholders & Collaborators:

- Adult Education Program

► **TIMELINE: SUMMER 2025**



CREATE A K-16 PATHWAY BETWEEN SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND CITY COLLEGE OF SAN FRANCISCO.

- Maintain Bridge to Success initiative with San Francisco Unified School District partners to ensure that students receive support and preparation for a smooth transition to CCSF.

Commitment to Diversity, Equity, & Inclusion:

- Outreach to students and families in equity populations through student clubs, parent groups, and other SFUSD organizations. Provide materials for families in English, Spanish, and Chinese.

Indicators of Success:

- Increase the number of SFUSD seniors successfully enrolled in CCSF classes by FRISCO Day

Responsible Stakeholders & Collaborators:

- Dean of Outreach & Community Partnerships
- Director of HS Partnerships

▶ **TIMELINE: 2024-2026 ONGOING**

EXPAND/REPLICATE THE OUTREACH AND PARTNERSHIP STRATEGIES FOR NON-SFUSD HIGH SCHOOL STUDENTS AS WELL.

- Strengthen partnerships with San Francisco schools outside of the K-12 public district (charters, privates).
- Expand priority registration to Non-SFUSD grads (in progress).

Commitment to Diversity, Equity, & Inclusion:

- Work with schools with equity populations. Provide multilingual parent materials.

Indicators of Success:

- Increase in numbers of Non-SFUSD enrollees

Responsible Stakeholders & Collaborators:

- Dean of Outreach & Community Partnerships

▶ **TIMELINE: 2024-2026 ONGOING**

Focus Area
PARTNERSHIPS



Strategic & Activities

CLARIFY AND STRENGTHEN PATHWAYS FOR HIGH SCHOOL STUDENTS TO EARN COLLEGE CREDITS CONCURRENTLY WHILE IN HIGH SCHOOL, TO LEAD TO DEGREE AND CERTIFICATE COMPLETION.

- Ensure dual enrollment programming is accessible to disproportionately impacted students.
- Increase access and support for dual enrollment career education opportunities at CCSF that lead to equitable outcomes.
- Use K-16 Pathways grant as a springboard for building dual enrollment pathways in STEM, Education, and Healthcare.

Commitment to Diversity, Equity, & Inclusion:

- Work with schools with equity populations. Provide multilingual parent materials

Indicators of Success:

- Increase in students completing their chosen pathway

Responsible Stakeholders & Collaborators:

- Career Technical Education Grant

► **TIMELINE: 2024-2026 ONGOING**

HOLD STUDENT/FAMILY EVENTS TO PROMOTE CCSF

- Discover CCSF
- CCSF Connect
- FRISCO Day
- Campus Tours

Commitment to Diversity, Equity, & Inclusion:

- Events for families offered in multilingual format. Have Student Ambassadors representing the equity populations serve as role models for prospective students

Indicators of Success:

- Increase in event attendance

Responsible Stakeholders & Collaborators:

- Dean of Outreach & Community Partnerships
- Student Ambassadors

► **TIMELINE: 2024-2026 ONGOING**



COLLABORATE ON PIPELINE STRATEGIES FROM SFUSD ACADEMIES TO CCSF CAREER TECHNICAL EDUCATION (CTE) PROGRAMS

- CCSF representation on SFUSD CTE Advisory Committee

Commitment to Diversity, Equity, & Inclusion:

- Targeted outreach to specific underrepresented groups; paid training to reduce barriers to participation; implementation of embedded ESL supports into pre-apprenticeship programs

Indicators of Success:

- Increase in SFUSD graduates in programs
- Increase in communication between SFUSD and CCSF CTE staff
- Creation of joint outreach events to SFUSD students about CCSF programs

Responsible Stakeholders & Collaborators:

- CCSF Office of Workforce Development
- SFUSD CTE Advisory Committee

▶ **TIMELINE: 2024-2026 ONGOING**

SUPPORT DEVELOPMENT OF A YOUTH WORKER APPRENTICESHIP FOR THE SFUSD BEACON SITES

- Act as advisor and eventually Lead Educational Agency (LEA) for proposed Youth Worker Apprenticeship, participate in planning process.

Commitment to Diversity, Equity, & Inclusion:

- Targeted outreach to specific underrepresented groups

Indicators of Success:

- Division of Apprenticeship Standards (DAS) approval
- Increased enrollments into Child Development Department

Responsible Stakeholders & Collaborators:

- Office of Workforce Development
- Child Development Department
- San Francisco Beacon Initiative
- Other Community Based Organizations

▶ **TIMELINE: FALL 2024**

Focus Area PARTNERSHIPS



GOAL 2

PARTNERSHIPS WITH CITY AND COUNTY OF SAN FRANCISCO (INSTRUCTIONAL SERVICE AGREEMENTS, APPRENTICESHIPS, FREE CITY, CITY UNIVERSITY)

Strategic & Activities

WORK ON DEEPENING AND EXPANDING INSTRUCTIONAL SERVICE AGREEMENTS TO OTHER CITY AREAS SUCH AS SHERIFF'S DEPARTMENT, 911 RESPONSE,

- Pursue new agreement with Sheriff's

Commitment to Diversity, Equity, & Inclusion:

- Introduce the modern policing degree and other culturally responsive curriculum

Indicators of Success:

- Increase FTES

Responsible Stakeholders & Collaborators:

- Instructional Service Agreements Office
- CCSF Administration of Justice / Fire Science Departments

► **TIMELINE: 2025**



WORK ON EXPANDING THE CITY COLLEGE OF SAN FRANCISCO PARTNERSHIP WITH SAN FRANCISCO FIRE DEPARTMENT

- Add Emergency Medical Technicians to the San Francisco Fire Department Instructional Service Agreement

Commitment to Diversity, Equity, & Inclusion:

- Increased access to culturally responsive curriculum

Indicators of Success:

- Increase in FTES

Responsible Stakeholders & Collaborators:

- Instructional Service Agreements Office
- CCSF Administration of Justice / Fire Science Departments

► **TIMELINE: SUMMER 2025**





WORK ON EXPANDING THE CITY COLLEGE OF SAN FRANCISCO PARTNERSHIP WITH SAN FRANCISCO POLICE DEPARTMENT

- Incorporate Modern Policing Degree into San Francisco Police Academy Instructional Service Agreement

Commitment to Diversity, Equity, & Inclusion:

- Incorporate required coursework around ethics and ethnic and social justice studies to better prepare officers to work in diverse cities like San Francisco.

Indicators of Success:

- Increase in FTES
- Increase in Transfers

Responsible Stakeholders & Collaborators:

- Instructional Service Agreements Office
- CCSF Administration of Justice / Fire Science Departments
- Articulation Officer

▶ **TIMELINE: 2024-2026**

GROW CCSF'S PRE-APPRENTICESHIP AND APPRENTICESHIP PATHWAYS INTO CITY & COUNTY JOBS

- Explore new Apprenticeships with City and Union partners.
- Add CCSF to the Automotive Machinists, Maintenance Machinists, and Heavy Duty Truck Mechanics Apprenticeships with Local 1414, Metropolitan Transit Authority, San Francisco International Airport, San Francisco Port, and San Francisco Department of Human Resources

Commitment to Diversity, Equity, & Inclusion:

- Increased access to higher education and access to culturally responsive curriculum

Indicators of Success:

- Increased enrollments in Automotive & Engineering courses.
- Increased student employment with San Francisco City Departments in a field related to their studies.

Responsible Stakeholders & Collaborators:

- CCSF Office of Workforce Development
- Engineering and Automotive Departments
- San Francisco Department of Human Resources
- Local 1414

▶ **TIMELINE: 2024-2025**

Focus Area
PARTNERSHIPS



GOAL 2

PARTNERSHIPS WITH CITY AND COUNTY OF SAN FRANCISCO (INSTRUCTIONAL SERVICE AGREEMENTS, APPRENTICESHIPS, FREE CITY, CITY UNIVERSITY)

Strategic & Activities

GROW CCSF'S PRE-APPRENTICESHIP AND APPRENTICESHIP PATHWAYS INTO CITY & COUNTY JOBS

- Explore non-credit pre-apprenticeships with the Adult Education Program
- Implement Community Health Worker English Language Learner Support in Pre-Apprenticeship program
- Contract with City Departments to provide training to employees
- Contract with the Public Utilities Commission on Training partnership for Electronic Instrumentation Technician

Commitment to Diversity, Equity, & Inclusion:

- English Language Learner Healthcare pathways - supporting non-native Speakers

Indicators of Success:

- Increased enrollment in noncredit, and transition to Credit programs.
- Increased enrollment in Engineering courses.
- Public Utility Commission employees attain more advanced positions.

Responsible Stakeholders & Collaborators:

- Adult Education Program
- Health Education Department
- CCSF Office of Workforce Development
- Public Utilities Commission
- Engineering Department
- CCSF Contract Education

► **TIMELINE: 2024-2025**





GOAL 3

DEVELOP A STRATEGIC PROCESS AND PLAN RELATED TO PARTNERING WITH COMMUNITY-BASED ORGANIZATIONS

Strategic & Activities

WORK TOGETHER WITH CCSF CENTERS TO IDENTIFY KEY COMMUNITY BASED ORGANIZATIONS (CBO'S) / AGENCIES, AND COMMUNITY EVENTS FOR CCSF PARTNERSHIPS AND PARTICIPATION TO SERVE CREDIT STUDENTS.

- Strong Workforce Plan, Priority 2: Develop and implement an outreach plan for community partnerships with CBOs, human service agencies, employers and/or workforce partners to increase adult student Career Education enrollments at CCSF.

Commitment to Diversity, Equity, & Inclusion:

- Build strategic partnerships with CBOs that serve varying neighborhoods and equity populations

Indicators of Success:

- Increase in prospective students referred by CBO partners

Responsible Stakeholders & Collaborators:

- Dean of Outreach & Community Partnerships
- Center Deans

▶ **TIMELINE: 2024-2026**



IMPROVE DATA AND RECORD KEEPING FOR CBO PARTNERSHIPS.

- Conduct an internal institutional survey regarding CBOs to create a database. Outreach Office then maintains and collaboratively updates an accessible CBO database.
- Obtain a Constituent Relationship Management (CRM) platform to manage CBO contacts and communication.
- Implement CRM for automating inquiry responses and building CBO database. Continue to message CBOs with interesting content, updates on key semester dates, and invitations to CCSF events
- Create a digital community connections index; Create a repository for District MOU's, contacts, partnership agreements, etc. that have been established with CBO's.

Commitment to Diversity, Equity, & Inclusion:

- Increase in content and relationships to CBOs serving varying equity populations

Indicators of Success:

- Increase in relationship building with CBO's.
- Growth in inquiries from potential CBO partners and prospective students.

Responsible Stakeholders & Collaborators:

- Dean of Outreach & Community Partnerships
- Center Deans
- Office of Research & Planning

▶ **TIMELINE: 2024-2026**



Focus Area
PARTNERSHIPS



GOAL 3

DEVELOP A STRATEGIC PROCESS AND PLAN RELATED TO PARTNERING WITH COMMUNITY-BASED ORGANIZATIONS

Strategic & Activities

IMPROVE DATA AND RECORD KEEPING FOR CBO PARTNERSHIPS.

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Commitment to Diversity, Equity, & Inclusion:

- Increase in content and relationships to CBOs serving varying equity populations

Indicators of Success:

- Increase in relationship building with CBO's.
- Growth in inquiries from potential CBO partners and prospective students.

Responsible Stakeholders & Collaborators:

- Dean of Outreach & Community Partnerships
- Center Deans
- Office of Research & Planning

CONTINUE TO IMPLEMENT SPARKPOINT CCSF WITH COLLABORATION BETWEEN CCSF DEPARTMENTS, THE UNITED WAY, AND CBOs

- Provide Snack/Hygiene Shelves; Financial Coaching, Employment and Financial Workshops, SP Scholars Grant, etc.

Commitment to Diversity, Equity, & Inclusion:

- Support credit/noncredit student populations with the most need

Indicators of Success:

- Increase in SparkPoint access.

Responsible Stakeholders & Collaborators:

- CCSF SparkPoint

► **TIMELINE: 2024-2026**



► **TIMELINE: 2025-ONGOING**





GOAL 4

DEEPEN PARTNERSHIPS WITH INDUSTRY (EXTENSION, CONTRACT EDUCATION, APPRENTICESHIPS, INTERNSHIPS)

Strategic & Activities

EXPLORE NEW MODELS FOR INDUSTRY ENGAGEMENT, SUCH AS BILT AND BACCC REGIONAL ADVISORY BOARDS.

- Host industry engagement events and updated CTE Advisory Boards to get input on curriculum enhancements

Commitment to Diversity, Equity, & Inclusion:

- Needs assessment process will include engagement with full stakeholder groups, capitalizing on community knowledge.

Indicators of Success:

- Improvement across all Strong Workforce Program launchboard metrics.

Responsible Stakeholders & Collaborators:

- Office of Workforce Development
- Career Services
- Career Technical Education (CTE) Departments

▶ **TIMELINE: 2025**



EXPLORE AND LEVERAGE THE WAYS IN WHICH EMPLOYERS CAN UTILIZE CCSF TRAINING PROGRAMS FOR THEIR WORKFORCE (CREDIT/NONCREDIT/EXTENSION/CONTRACT ED).

- Look at companies that provide training benefit for their employees. (For example, CCSF is already working with UPS, Amazon, City and County DHR, and others.)

Commitment to Diversity, Equity, & Inclusion:

- Provide classes at times that work for working adults, parents, etc.

Indicators of Success:

- Improvement across all Strong Workforce Program launchboard metrics

Responsible Stakeholders & Collaborators:

- Office of Workforce Development
- Contract Education

▶ **TIMELINE: 2025**



Focus Area
PARTNERSHIPS



Strategic & Activities

PROMOTION OF CREDIT FOR PRIOR LEARNING (CPL)

- Marketing - let students know about the opportunities to earn credit through their employers or potential employers.
- Market to employers to upgrade their staff skills.
- Expand CPL opportunities in the college curriculum.
- Work with industry to gather information that might qualify for credits toward degrees and certificates.
- Outreach and advertising to local public safety and EMS agencies about opportunities to obtain a degree and apply CPL

Commitment to Diversity, Equity, & Inclusion:

- Expand access to higher education

Indicators of Success:

- Increase in CPL applications
- Increase in Joint Services Transcripts uploads and evaluations
- Increase in credits awarded through CPL
- Increased Degree attainment

Responsible Stakeholders & Collaborators:

- Credit for Prior Learning Team

► **TIMELINE: 2024-2025 ONGOING**

PROMOTING WORK EXPERIENCE

- Promote minimum of 3-unit work experience classes for students to maximize work-based learning outcomes

Commitment to Diversity, Equity, & Inclusion:

- Ensure equitable access to internships and Work Based Learning opportunities while promoting culturally responsive practices

Indicators of Success:

- Improvement across all Strong Workforce Program launchboard metrics.

Responsible Stakeholders & Collaborators:

- Office of Workforce Development
- Career Services
- Career Technical Education Departments

► **TIMELINE: 2025**



EXPLORE NEW APPRENTICESHIP AND PRE-APPRENTICESHIP OPPORTUNITIES WITH PRIVATE SECTOR EMPLOYERS

- Graphic Design and Marketing w/ Social Imprints
- Digital Marketing and Media Production w/ BAVC

Commitment to Diversity, Equity, & Inclusion:

- Recruitment strategies to target underrepresented groups; some employers specifically want to target specific groups such as formerly incarcerated students, low income students, or students who are underrepresented in their industry

Indicators of Success:

- Increased enrollments
- Increased program completion and certificates awarded
- Increased employment

Responsible Stakeholders & Collaborators:

- Office of Workforce Development
- Career Technical Education Offices
- Private Employers

▶ **TIMELINE: 2025**

INCREASE THE NUMBER OF PAID INTERNSHIPS, AND MENTORING OPPORTUNITIES IN NEW AND EXISTING INDUSTRY SECTORS AND OCCUPATIONS. (STRONG WORKFORCE PLAN, PRIORITY 6).

- Create a comprehensive tracking system for internships and work-based learning (WBL) experiences, accessible to Employment & Training Specialists (ETS) for input, analysis, and reporting

Commitment to Diversity, Equity, & Inclusion:

- By identifying participation gaps among student demographics, the tracking system enables ETSs to implement targeted outreach to underrepresented groups, ensuring equitable access to internships and WBL opportunities while promoting culturally responsive practices

Indicators of Success:

- Increase in the number of paid internships and mentoring opportunities in new and existing industry sectors and occupations.
- Increase in the number of students accessing these opportunities

Responsible Stakeholders & Collaborators:

- Career Services
- Work Based Learning Coordinator

▶ **TIMELINE: 2024-2025**

Focus Area
PARTNERSHIPS



GOAL 4

DEEPEN PARTNERSHIPS WITH INDUSTRY (EXTENSION, CONTRACT EDUCATION, APPRENTICESHIPS, INTERNSHIPS).

Strategic & Activities

ENHANCE EMPLOYER PARTNERSHIPS BY DEVELOPING A COHESIVE AND STREAMLINED BUSINESS AND INDUSTRY PLAN/ APPROACH INCLUDING CAREER SERVICES, CE AND OTHER COLLEAGUES THAT INTERFACE WITH EMPLOYERS (STRONG WORKFORCE PLAN PRIORITY 7)

- Participate in K-16 Education Collaborative industry engagement efforts led by Silicon Valley Leadership group

Commitment to Diversity, Equity, & Inclusion:

- Ensure equitable access to internships and WBL opportunities while promoting culturally responsive practices

Indicators of Success:

- Improvement across all Strong Workforce Program launchboard metrics

Responsible Stakeholders & Collaborators:

- Career Services

► **TIMELINE: 2024-2025**



DEVELOP AND PROMOTE QUALITY SHORT-TERM STACKABLE CREDENTIAL PROGRAMS IN PARTNERSHIP WITH EMPLOYERS THAT MEET REGIONAL LABOR MARKET DEMAND AND CREATE BETTER ACCESS FOR HISTORICALLY UNDERREPRESENTED POPULATIONS. (STRONG WORKFORCE PLAN PRIORITY 8)

- Promote short-term curriculum development among Career Technical Education faculty.
- Implement new Insurance Academy (Contract Education)

Commitment to Diversity, Equity, & Inclusion:

- Streamline time to completion to employment

Indicators of Success:

- Improvement across all Strong Workforce Program launchboard metrics

Responsible Stakeholders & Collaborators:

- Career Technical Education Departments

► **TIMELINE: 2024-2025**





5 Enrollment Management Goals, Key Populations, and Existing Strategies

5.1 The workgroups and their goals

The four workgroups populated spreadsheets that built upon ideas for enrollment growth from other college documents and plans. The spreadsheets for each workgroup are in Appendix B. The four workgroups came up with the following goals for each area:

Recruitment

- Goal 1 – Build awareness and knowledge of CCSF programs in the community
- Goal 2 – Grow the number of applicants to CCSF
- Goal 3 – Increase the number of students successfully enrolling in CCSF classes

Retention

- Goal 1 – Enhance the College’s environment as well as services and supports that improve students’ safety, well-being and sense of belonging
- Goal 2 – Enhance student engagement and integration with the college
- Goal 3 – Implement academic/classroom strategies
- Goal 4 – Improve retention rates (students staying in class through end of semester) AND persistence (students continuing from one semester to the next)

Completion

- Goal 1 – Increase student graduation and transfer rates
- Goal 2 – Improve student persistence and engagement
- Goal 3 – Increase collaborations between Student Affairs and Academic and Institutional Affairs (intra and inter departments)

Partnerships

- Goal 1 – Enhance and grow partnerships with SFUSD (dual enrollment, credit recover, Frisco Day, etc.)
- Goal 2 – Expand partnerships with City and County of SF (ISA’s, Apprenticeships, Free City, City University)
- Goal 3 – Develop a strategic process and plan related to Community-Based Organizations (CBO)
- Goal 4 – expand partnerships with Industry (Extension, Contract Ed, Apprenticeships, Internships, etc.)

5.2 Key Populations

The following table is a non-exhaustive summary of the populations for whom the College can expand services, the partnerships that would support that expansion, the needs of those populations/partnerships, the services that would benefit those populations, and data indicators. The populations not listed here such as student parents, Foster Youth, DSPS, LGBTQ+, Black/African American, Pacific Islanders and Latinx students form an integral part of these support services and partnerships.

Population	Partnership Needed	Needs	Services	Information to gather
High school (dual and concurrent enrollment)	SFUSD, Charter School, and home schooling	Curriculum Alignment	Support services like counseling	Data to track
Current and former Adult System Impacted (Rising Scholars)	<ul style="list-style-type: none"> • SF Juvenile Probation, • SF Public Defenders Office, • SF Juvenile Hall, • SFUSD, • Community Based Organizations that support students out in the community. • Social Workers • Behavioral Health • Parole • Re-Entry Center • Transitional Homes • Project Rebound • Underground Scholars • Drug and Alcohol Programs 	<ul style="list-style-type: none"> • Access to reserve seats on campus • workshops and events tailored to the population. • Tutoring support at Center • Center to be open M-Th • Dedicated staff working in the Center to support students with application, general questions, registration, counseling etc. 	<ul style="list-style-type: none"> • Counseling • workshops and events tailored to the population. • Tutoring support at Center • Center to be open M-Th • Dedicated staff working in the Center to support students with application, general questions, registration, counseling etc. • Marketing and outreach support of program. • More staff to support program and student's needs. • More awareness on campus about centers and services offered. 	<ul style="list-style-type: none"> • Retention specialist/support • Case Management System Tracking-
Current and former Juvenile System Impacted (Rising Scholars)	<ul style="list-style-type: none"> • SF Juvenile Probation, • SF Public Defenders Office, • SF Juvenile Hall, • SFUSD, • Community Based Organizations that support students out in the community. • Social Workers • Behavioral Health 	<ul style="list-style-type: none"> • In-Person instruction at Juvenile Hall • Academics Services • Counseling services on site • DSPS Services 	<ul style="list-style-type: none"> • Retention Services • Tracking system • Support Services- DSPS 	<ul style="list-style-type: none"> • Retention specialist/support • Case Management System Tracking
Older Adults	Community organizations	Expand existing Offerings		

5.3 Existing Strategies

The College is already engaging in a number of initiatives that hold promise for growing enrollment. These initiatives focus on Credit for Prior Learning, Career and Technical Education, Student Completion, and Noncredit Adult Education, Free City and Marketing, described below.

5.3.1 Credit for Prior Learning (CPL)

Title 5 55050 Credit for Prior Learning (CPL) was updated in March of 2020 to make CPL more equitable access to working adults and veteran students. Data shows that students are more likely to stay and complete degrees or certificates when they are able to receive credit for their prior learning. The City College of San Francisco Board of Trustees passed Board Policy 6.30 (Credit for Prior Learning) on December 10, 2020, which establishes the credit for prior learning policy and recognizes the role of the Academic Senate to implement the policy. The accompanying Administrative Procedure 6.30 details the eligibility criteria, acceptable methods of evaluation, and procedures for awarding credit for learning that took place outside of the traditional college classroom. The CPL petition can now be found on our dedicated website at www.ccsf.edu/cpl as well as detailed information about the CPL process, information for students, faculty, and staff. An FAQ's page is available for students interested in seeking CPL. A course list captures those courses that have been approved for CPL and is updated regularly. This list identifies which types of CPL are available for the course (ex. Military transcript review, industry recognized credential, student-created portfolio, credit by exam, etc.). In February 2024, the College updated AP 6.30 to remove a potential barrier to CPL by clarifying that, for the purposes of CPL, a Pass/No Pass grade is transcribed.

Faculty Training

Credit for prior learning is a faculty-led process. A faculty CPL coordinator was appointed and given release time in Fall 2023. They joined the statewide MAP and CPL collaborative to align CCSF courses with existing credit recommendations from the American Council on Education (ACE). CCSF was in the 2023-24 MAP cohort, utilizing this technology to streamline the review of military joint services transcripts (JSTs) by teaching faculty and counseling faculty. A dedicated CCSF counselor was added to the team in Fall 2024 and a dedicated email for CPL is monitored by admissions, faculty, and counselor as student requests enter this main contact point (cpl@ccsf.edu).

Three FLEX day professional development sessions on CPL were completed (October 2023, March 2024, October 2024) to provide updated information on CPL and seek input from the college community. A planned FLEX day in March 2025 will focus on CPL for veteran students.

We continue to work with faculty to develop course crosswalks and identify prior learning assessment tools.

Student Awareness Campaigns.

In Spring 2024, veteran students received an email encouraging them to request their official JST and submit for transcript evaluation. The CPL website and email were launched and a notification to the Associated Students is planned for Fall 2024 in time for Spring 2025 registration for classes.

Partnerships with Employers.

CCSF awarded 29 units of CPL to a San Francisco Police Department (SFPD) officer in December of 2023 based on a combination of professional training (portfolio) and industry recognized credentials. This opened an opportunity to other SFPD officers who wish to have their professional training transcripts evaluated for credit toward a certificate or degree. Public safety and EMS personnel benefit from the degree by enhancing promotional opportunities and gainful employment. We are currently working with local partners such as the SFPD and SFFD to provide CPL in the pathway to a degree. Other potential partners are in the construction and automotive trades, local businesses, and healthcare providers.

Streamline processes.

There are several ways we are working on a streamlined process:

The centralized contact points: website and email to which students can be directed.

Key personnel: CPL faculty coordinator and counselor to help students navigate the process

Admissions and records procedures: the CPL petition, uploading of the official military JST into the statewide MAP system for faculty, counselor, and AO review.

5.3.2 Career and Technical Education (CTE)

Key Initiatives in Career Education

CCSF formed a Strong Workforce Program (SWP) Taskforce in Fall 2023 that included over 20 faculty, staff, and administrators. The primary charge of the Taskforce was to develop recommendations for the new SWP four-year strategic plan for 2024-2028. The Taskforce had four meetings throughout the 2023-24 academic year to provide input, guidance and feedback to shape the SWP plan. This included: developing a SWOT analysis, brainstorming potential strategies for the plan, exploring Career Education student success outcomes, reviewing pertinent labor market information, exploring best practices, and input from faculty, staff, students, employers, and community-based organizations. See [SWP Strategic Plan 2024-2028](#) for details, which includes a summary of recommendations from student focus groups.

The goals for the new SWP plan were developed by building on the existing goals for the established SWP plan, the Education Master Plan, and the California Community Colleges Vision 2030 goals. The SWP goals were refined to continue to center on equity and enhance the topic of work-based learning. One of the four goals focuses on **increasing CTE student enrollment, success and completion with explicit strategies in closing historical equity/opportunity gaps**. This aligns well as a key initiative of the Strategic Enrollment Management Plan.

Based on the input and guidance from the SWP Taskforce along with the feedback provided by CCSF internal and external stakeholders, the priorities listed below were identified and updated to align with the Strategic Enrollment Management Plan:

- Develop and promote quality short-term stackable credential programs and career pathways in partnership with employers that meet regional labor market demand and create better access for historically underrepresented populations
- Develop and implement an outreach plan for community partnerships with CBOs, human service agencies, employers, labor, and workforce partners to increase adult student Career Education enrollments at CCSF
- Enhance the student onboarding and retention process for Career Education students to connect students with appropriate resources
- Increase access and support for dual enrollment career education opportunities at CCSF that lead to equitable outcomes and regional career pathways
- Increase the number of apprenticeships, paid internships, instructional agreements, and other work-based learning opportunities in new and emerging industry sectors and occupations, in partnership with businesses, city departments, and labor organizations.
- Enhance employer partnerships by developing a cohesive and streamlined business and industry approach including Career Services, Career Education, Contract Education and other CCSF units that interface with employers. This will include strengthening advisory boards with industry leaders to keep CTE programs current.

Implementing these priorities can positively impact the student success metrics supporting Career Education enrollments, momentum points (i.e., 9 CE credits or completed noncredit or workforce preparation course), certificate and degree completion, employment in field of study and wage increase. As part of these efforts, CCSF will continue to invest in state-of-the-art facilities and equipment for CTE programs, and the college will also offer ongoing professional development opportunities for CTE instructors to stay current with industry trends. These institutional efforts through the aligned Workforce

Strategic Plan and Strategic Enrollment Management Plan should help stabilize or grow enrollments at CCSF while also improving retention efforts for existing students leading to credential completion and a direct path to careers with economic mobility.

5.3.3 Student Completion Efforts

The College is currently implementing several efforts aimed at supporting student completion. These focus on counseling and mentorship, financial support, timely completion, and course offerings as described below.

Counseling and Mentorship

Counseling and student mentorship programs guide students through their academic journey. The mentorship initiative connects students with alumni and other mentors, providing hands-on experience, networking, and social capital development. Through a tech-enabled platform, students gain access to real-world tools and technologies. Peer-to-peer mentorship further complements this, creating a supportive space where students receive guidance from relatable peers who understand their challenges. This collaborative learning environment boosts confidence, accelerates learning, and increases retention by fostering a sense of belonging. These efforts align CCSF's programs with the demands of the modern workforce, attracting students and strengthening enrollment management. This collaboration between Student and Academic Affairs (Counseling and Career Services) exemplifies cross-partnerships that maximize resources across divisions, removing redundancies and streamlining processes.

Financial Support

Financial Aid primary target is to increase Pell recipients by 5% on each academic year. Since the COVID-19 pandemic the Financial Aid office has focus on hosting a series of FAFSA workshops, target students who have been selected for additional income verification by the Department of Education, hosted workshops to equity populations, primarily in the retention programs such as EOPS, CalWORKs, Former foster Youth, former, and Undocumented students. We have met are target goal to increase Pell numbers by 5% since the 22-23 academic year

Financial Aid specialist have been assigned to the college retention programs with the most vulnerable student population to provide direct Financial Aid support. These student populations consist of first generation attending college, academically and financially disadvantage.

The Financial has put together FAFSA campaigns by doing email campaigns targeting 9582 students, participate in the CBO summit and trained our partners, partner with SFUSD (planning to assigned Financial Aid Specialist to each HS), participates in the All-in-One day event, host Financial Aid awareness week at the Centers, host workshops internally to Foster Youth, EOPS students, CalWORKs, City DREAM, and classroom presentation.

Implemented Scholarship Universe Platform to increase the total number of scholarship applicant and recipients.

We track all our events and targeting goal with our Financial Aid dashboard. Please click on the link below for your reference. You will see the comparison of us tracking the last 5 years

<https://docs.google.com/spreadsheets/d/1kOKFXoKKn3UW0EEhzOWfVyfDnXctSFGqjy06BEMMYi4/edit?gid=1365148680#gid=1365148680>

Timely Completion

The Completion Center auto-award process, supporting students' completion of transfer-level English and Math, and campaigns to encourage students to complete their degrees and certificates can all enhance timely completion. The Completion Center not only performs routine admin tasks such as "Auto-

Petition” to process students’ completion per semester, but it is also a vital resource in supporting students’ academic and career aspirations. It employs targeted campaigns like “Math and English GPS,” “Close to Completion,” “Degree Works-Academic GPS,” and “Declare Your Major” to drive student progress and degree or certificate completion. These tech-enabled initiatives identify students near graduation, recognize relevant past experiences for credit, and encourage clear academic pathways, making it easier for students to achieve their goals efficiently. By promoting faster, tailored completion options, the Center also boosts institutional revenue through increased completion of SCFF-qualified programs, making it a strategic asset in enrollment management and financial sustainability.

Course offerings:

- Identify programs that bring in revenue under the Student Centered Funding Formula (SCFF).
- Develop a set of program vitality markers, and identify programs in need of revitalization.
- Offer flexible scheduling options such as part-of-term, evening and weekend, as well as online to accommodate diverse student needs.

5.3.4 Non-Credit

Noncredit courses in California community colleges are designed to provide accessible education without the burden of enrollment fees (for more information, please see [CCTCO website on noncredit curriculum and instruction](#)). These courses cover a wide range of subjects, including English as a Second Language (ESL), basic skills, and vocational training. Students do not receive college credit or official grades for these courses, but these courses can help individuals achieve personal, academic, and professional goals. Noncredit courses and programs provide a bridge that helps students transition to credit courses.

Coming out of the pandemic, the College faces an important opportunity within noncredit areas to evaluate current service delivery and identify options for expanded reach and impact. To that end, the College has engaged WestEd to conduct an adult education needs assessment, which will help identify areas for growth.

Key questions that WestEd will consider and explore during the needs assessment process include how CCSF can update, streamline, and strengthen current programs, curriculum, and student services in response to:

- Current and future changes in the workforce
- Identified gaps in service delivery to current and potential Adult Learners
- Ongoing innovations in educational service delivery (hy-flex, hybrid, mobile platform, time of day offering, etc.)

This study will inform the creation of the San Francisco Adult Education Consortium’s three-year (2025-2028) plan. The three-year plan is a mandated planning process per the Education Code for all CAEP-funded agencies. The three-year plan is intended to be an inclusive planning process that builds on stakeholder input to address the following program objectives:

- Address Educational Needs
- Improve Integration of Services and Transitions
- Improve Effectiveness of Services

In turn, and in the context of the SEMP, CCSF will leverage the three-year planning process to implement strategies for engaging and retaining adult learners who can benefit from the programs but have not been engaged and/or historically participating.

One area the College will certainly focus on is expanding Career Development and College Preparation (CDCP). The College receives enhanced funding for students completing programs that are recognized by the State Chancellor’s Office as CDCP. Thus, identifying and implementing more CDCP opportunities will likely be a key contributor to enrollment growth.

5.3.5 Free City College Program

In 2017, the voters passed a measure to offer residents of the City and County of San Francisco a tuition-free college education, regardless of income, age, or academic standing. Collaboratively implemented by the City and City College of San Francisco (CCSF), the Free City program seeks to make postsecondary education attainable for those living in one of the most expensive regions of the United States (see sidebar).

This 2023-2024 annual report on Free City participation takes a fresh look at the program's successes and future opportunities. During this period, CCSF and the City began implementing a Free City Equity Plan (2023-2026) developed by the initiative's Oversight Committee¹ in spring 2023. This plan outlines four objectives:

1. Increase use of Free City, particularly among key equity populations.
2. Reduce students' financial burden.
3. Expand students' use of other financial supports.
4. Foster Free City participants' financial literacy.

While the program's design remains the same as it was at Free City's inception—covering credit course tuition for any San Francisco resident regardless of educational goal or demographic—these objectives complement goals outlined in CCSF's current Student Equity and Achievement Plan (SEAP). They intend to ensure optimal use of Free City's benefits by each eligible student—particularly equity populations called out in the SEAP.

Additionally, we recognize the Free City can support amplifying our 2024-2026 Strategic Enrollment Management Plan's core focus areas of Recruitment, Retention, Completion and Partnerships. More specifically, this can be achieved through establishing specific enrollment goals, deepening our commitment to our SEAP as well as enhancing our student success efforts.

In alignment with Recruitment Goals:

- Increase use of Free City by historically underserved student populations by 5% by Spring 2026.
 - Strategy: implement focused internal and external marketing and communication campaign in Summer and Fall 2025

In alignment with Retention Goals:

- Increase the average number of units that all Free City participants enroll in each term by 3-6 units.
 - Strategy:
 - Implement a Think-30 Campaign beginning in Spring 2025
 - Implement improvements to the registration experience in Spring 2025
 - Increase the number of available Orientation Sessions and Counseling appointments to support more students being able to secure education plans.
 - Continue to promote the Discover, Decide and Declare Your Major Campaign and implement DegreeWorks Information Sessions
 - Offer and promote more compressed schedule (8-week) and flexibility scheduling opportunities beginning in Summer 2025
- Expand Free City beyond tuition assistance to include total cost of attendance.
 - Strategy: Revisit the MOU and enhance Free City's ability to incorporate the payment of all fees, other adjacent costs of attendance to include books and other course materials as well as other basic needs (i.e., Transportation, food, childcare, etc.)
- Increase the number of Free City participants who complete the FAFSA and/or the CCPG Application by 10% each semester beginning in Spring 2025
 - Strategy:

- Increase the promotion and delivery of the number of in-person and virtual Financial Aid Workshops Offered throughout the semester.
- Increase Free City Participants purposeful engagement in Experiential Learning and Student Life and Leadership Opportunities

In alignment with Completion Goals:

- Increase the number of Free City College Participants who obtain Certificates and Degrees by 5% beginning Spring 2025
 - Strategies:
 - Expand the auto-petitioning process to include associate degrees by Fall 2025
 - Establish a Reverse Transfer Degree process with San Francisco State University by Spring 2026
- Increase the number of Free City Participants who successfully transfer.
 - Strategies:
 - Increase the number of opportunities for 4-year College and University engagement.
 - Support more college visit opportunities including continued participation in HBCU Tours
 - Reduce the number of additional units that students complete above those required for their designated degree or certificate.
- In alignment with Partnership Goals:
 - Strengthen relationships with local schools and community organizations, enhancing recruitment efforts and building a pipeline of future students.
 - Continue to cultivate the relationship with the San Francisco Mayor’s Office and Department of Children, Youth and Families in the successful implantation of the Free City College Program
 - Strategy:
 - Revisit the MOU and explore the expansion of the availability of Free City to undocumented students currently not served by the program.

Holistically, college promise programs play a significant role in strategic enrollment management (SEM) plans by addressing accessibility, affordability, and student success. Incorporating Free City into our strategic enrollment management plan creating a comprehensive approach to enhancing student access, success, and institutional growth. By addressing financial barriers and providing necessary support, Free City will continue to play a crucial role in shaping the future of City College.

5.3.6 Marketing

Marketing will play a crucial role in the CCSF strategic enrollment management (SEM) plan because it directly influences the four core focus areas recruitment, retention, completion and partnership. and the overall reputation of the institution. Having a strategic marketing approach will be integral to the college being able to successfully achieve the following:

1. Attract a broad range of prospective students: CCSF proudly serves diverse populations, including recent high school graduates, adult learners, individuals seeking career changes, among others. Effective marketing helps reach these different groups by developing focused messaging that resonates with their specific needs and goals, thereby driving enrollment.

2. Communicating CCSF's Values: Marketing showcases the benefits of our affordable, accessible education and training programs while countering misconceptions that may exist about community colleges. Highlighting student success stories, transfer opportunities, job placement rates, and affordability makes CCSF more appealing to prospective students.

3. Building Community Awareness: Many people in the community may be unaware of the programs and opportunities available at CCSF. Consistent marketing increases the college's visibility and establishes it as a valuable educational and career resource.

4. Retention and Engagement: Marketing is not just about attracting new students; it also helps keep our current students engaged. Campaigns that promote campus events, support services, and academic resources can help our continuing students stay connected to the college community, improving retention rates.

5. Supporting Financial Goals: A successful SEM plan often includes enrollment growth as a means of helping the college move toward financial stability. By using strategic marketing approaches to reach students who may not have otherwise considered college, we may be able to increase enrollment and tuition revenue, which subsequently may help to fund additional resources, programs, and other improvements at the College.

6. Competitive Advantage: As only one of several other colleges in the Bay Area, CCSF faces competition not only from other community colleges, but also from on line education providers, technical schools, and four-year institutions. Marketing would differentiate the college's unique offerings as well as highlight the important role the College plays within the San Francisco community.

In short, marketing aligns closely with our District's enrollment goals, which are predicated upon successfully recruiting, retain, and support students. It is essential to establishing a strong community presence, leveraging ongoing collaborations with area educational partners at the K-12 and 4-year University level as well as with Community Based Organizations (CBOs) in addition to achieving both the educational and financial objectives within the SEM framework.

Based upon the recommendations from the Student Retention and Enrollment Task Force, the following marketing and communication efforts are proposed:

1. Develop a multi-year Strategic Marketing Plan

Recommendation: Develop a comprehensive, data-informed Marketing Plan to guide enrollment growth and retention, increase community awareness and impact, and strengthen CCSF's brand as a leader in accessible, affordable and high-quality education in San Francisco.

Examples of Measures for Success:

- Enrollment Metrics: Track year-over-year increases in enrollment during each term (Fall, Spring, and Summer) to gauge the effectiveness of marketing campaigns.
- Community Engagement: Measure the reach and engagement of marketing efforts, including digital analytics (click-through rates, social media engagement, website traffic) and physical touch points (postcard response rates, event attendance).
- Brand Awareness: Conduct annual brand awareness surveys in the San Francisco area to assess community perceptions of CCSF and adjust strategies as needed.

2. Issue an RFP for a 3-5 Year External Marketing Support Contract

Recommendation: Issue a Request for Proposals (RFP) for one or more external marketing consultants to support and expand the capacity of the to-be-developed internal CCSF marketing team to address the long-term enrollment goals, with annual renewals contingent on specific outcome-based performance metrics.

Examples of Measures for Success:

- Successfully Develop and issue an RFP: Receiving multiple viable responses to the RFP
- Identify winning bid and begin work with external Marketing Partner(s): CCSF's internal Marketing Team will begin work with external Marketing Partner(s)

3. Conduct a Needs Assessment and Funding Analysis

Recommendation: Conduct an internal assessment to identify the College's comprehensive needs in marketing, public relations, and government relations, with a vision for coordinated District-wide communication efforts.

Organizational Improvements:

- **Reposition the Director Role:** Consider redesigning the existing Director of Marketing and Communications position into multiple specialized roles (e.g., Director of Marketing and a separate Director of Communications and External Relations). These positions would share responsibilities and better support CCSF's strategic goals.
- **Create an Internal CCSF Marketing Department** In addition to creating a lead internal Marketing administrator, consider additional support roles including a graphic designer and content creators as well as instituting the use of graduate interns in programs that align with the College's needs in this area. This Department would also oversee the responsibilities and direct the work of the external marketing firm(s)
- **Organizational Structure:** Develop an organizational chart that reflects a sustainable structure, supporting student success, employee engagement, and community relationships. This structure should foster partnerships with business and community stakeholders to solidify CCSF's role as a foundational educational institution in San Francisco.

Examples of Measures for Success:

- **Assessment Completion and Reporting:** Complete a comprehensive needs and funding analysis report by the end of the calendar year.
- **Staffing and Role Effectiveness:** Track recruitment and on boarding timelines for any new roles, assess job satisfaction and effectiveness after the first year of implementation.
- **Project Turnaround Time:** Measure the time taken to complete marketing tasks (e.g., campaigns, design projects, content development). A reduction in turnaround time compared to relying solely on external vendors will indicate improved efficiency.
- **Content Quality and Volume:** Assess the quantity and quality of content created (e.g., digital ads, social media posts, print materials, video content). High engagement rates on digital content (likes, shares, comments) and positive feedback from stakeholders will demonstrate the department's effectiveness.
- **Campaign Consistency and Brand Alignment:** Review campaign consistency across digital, print, and community engagement materials. Internal control over content allows for greater brand alignment and message cohesion, which can be measured through brand perception surveys and visual audits.
- **Partnership Development:** Record and evaluate community and business partnerships formed, tracking their impact on enrollment, funding, and student support services.
- **Campaign Performance and Accountability:** Measure the effectiveness of external marketing campaigns, ensuring that they meet CCSF's standards and objectives. Regular performance reports, coordinated by the internal team, can help gauge the success of each campaign and improve accountability.
- **Quality Assurance:** Implement a system for the internal department to review and provide feedback on all deliverables from external marketing firms. Success can be measured by the reduction of errors and revisions needed on external work and alignment with CCSF's brand and messaging.
- **Budget Optimization:** Track budget allocation between internal and external marketing resources, aiming to maximize ROI by utilizing internal resources where possible.

Until the three (3) approaches above have been Implemented, continue with current marketing strategies.

CCSF has already partnered with marketing firms that have executed successful campaigns in:

- **Registration Campaigns:** Implemented campaigns for Spring 2023, Fall 2023, Spring 2024, and Fall 2024, targeting potential students to boost term enrollment.
- **Community Outreach via Direct Mail:** Designed and distributed postcards to all San Francisco households for Fall 2023, Spring 2024, and Fall 2024, informing residents about programs and registration dates. Additionally, other materials were sent in the 2023-24 academic year. Data will be collected to determine extent of effectiveness of this campaign.
- **Video Content:** Produced outreach videos, including a virtual campus tour and a welcome video to introduce new students to the College environment.

Examples of Measures for Success:

- **Enrollment Increase:** Track increases in applications and registrations resulting from campaigns.
- **Assess Digital Analytics:** Measure click-through rates, social media engagement, website traffic
- **Community Reach:** Monitor the effectiveness of direct mail campaigns through application and registration data from targeted zip codes and neighborhoods.
- **Content Engagement:** Measure video engagement (views, shares, and audience retention rates) to gauge community interest and outreach success.

Through these strategic marketing initiatives, CCSF will reinforce its position as San Francisco leader in postsecondary institution for equitable education, enrollment growth, strong community partnerships, and a supportive organizational infrastructure. By continuously evaluating outcomes, CCSF will ensure these efforts yield measurable success in both student engagement and community impact for years to come.

6 Implementation timeline, assessment, evaluation, and updates

The next step will be for the Enrollment Management Committee to develop more detailed and actionable strategies using the SEMP goals as a foundation. The EMC will then develop priorities based on those strategies and recommend a series of short-term pilot projects. Within one or two semesters of launching those pilots, the EMC will review data reports from the pilot projects and determine whether those pilots should continue. As resources become available, the EMC can also recommend additional pilots. A system of accountability is critical to ensuring that the pilot projects are meeting milestones and deadlines.

The Strategic Enrollment Management plan will be updated on an annual or semi-annual basis through appendices to this document. Updates will be shared with the college community through presentations at Enrollment Management Committee and other college constituencies, as needed.

7 Conclusion

To best support the College's enrollment management, it is most efficient and effective to glean best practices from other colleges and state institutions to ensure that we are implementing practices with proven success, and, with that in mind, this plan has leaned heavily on the enrollment management efforts of other California community colleges as well as the CCCCCO. The Strategic Enrollment Management Plan integrates and aligns with the College mission, vision, and Education Master Plan. This SEMP includes action plans and strategies that align with the California Community Colleges Chancellor's Office Vision 2030 framework and hold promise for raising enrollments to pre-pandemic levels and maximizing revenue generation under the new Student-Centered Funding Formula (SCFF). The purpose of the SEMP is to develop responsive, flexible, and financially responsible, data-driven enrollment management that guides schedule development and meets student/community needs.

The Plan provides strategies for improving efficiency, quality, access, inclusiveness, and completion, beginning with students' recruitment and entry into the College and continuing as they progress through, and ultimately complete, a program of study. This plan serves as a starting point and is adaptable, thus allowing for change over time as conditions and needs evolve. The plan will guide the enrollment management process and will provide flexibility for implementing creative activities and solutions. The strategies and activities within the plan are intended to create sustainable models and practices that maximize instructional and student support services that enhance student recruitment, retention, completion, and partnerships. The workgroups of the CCSF Enrollment Management Committee chose these four focus areas along with goals that the College will monitor, evaluate, and assess on an annual basis, resulting in minor adjustments and updates as needed.

Recruitment

- Goal 1 – Build awareness and knowledge of CCSF programs in the community
- Goal 2 – Grow the number of applicants to CCSF
- Goal 3 – Increase the number of students successfully enrolling in CCSF classes

Retention

- Goal 1 – Enhance the College's environment as well as services and supports that improve students' safety, well-being and sense of belonging
- Goal 2 – Enhance student engagement and integration with the college
- Goal 3 – Implement academic/classroom strategies
- Goal 4 – Improve retention rates (students staying in class through end of semester) AND persistence (students continuing from one semester to the next)

Completion

- Goal 1 – Increase student graduation and transfer rates
- Goal 2 – Improve student persistence and engagement
- Goal 3 – Increase collaborations between Student Affairs and Academic and Institutional Affairs (intra and inter departments)

Partnerships

- Goal 1 – enhance and grow partnerships with SFUSD (dual enrollment, credit recover, Frisco, Day, etc.)
- Goal 2 – Expand partnerships with City and County of SF (ISA's, Apprenticeships, Free City, City University)
- Goal 3 – Develop a strategic process and plan related to Community-Based Organizations (CBO)
- Goal 4 – expand partnerships with Industry (Extension, Contract Ed, Apprenticeships, Internships, etc.)

The plan focuses on, but is not limited to, supporting specific populations such as dual enrollment students, formerly, currently, and juvenile system impacted individuals, adult learners, and older adults. In addition, existing initiatives hold promise to grow enrollment such as CPL, CTE/CDPC, Student Completion, Noncredit, Free City, and Marketing efforts.

The College believes that enrollment management is a shared responsibility and requires coordination among and between programs, departments, and divisions. By taking a holistic approach to SEM as embraced by this living document, the College can extend its influence to a broader audience, providing more individuals with the tools they need to succeed.

Appendices

Appendix A

Documents that were used to create the CCSF SEMP

- A Roadmap for Strategic Enrollment Management Planning Primary Author: Cathy Hasson, Ed.D
- List of Colleges for SEMP

Moreno Valley College

El Camino College

Santiago Canyon College

Clovis Community College

Mesa Community College

Long Beach Community College

Santa Monica Community College

Madera Community College

Oxnard Community College

Victor Valley Community College

Riverside Community College

Palomar Community College

College of the Desert

Coastline Community College

Appendix B

For the spreadsheets for each workgroup: please see pulldown for Strategic Enrollment Management Plan (SEMP) Workgroup at the website for Enrollment Management Committee. Link is below

[Enrollment Management Committee | CCSF](#)



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