

## Reorganized and Edited for Clarity (Wynd)

### Narrowly Focused on the Logistics of Scheduling

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- Administration has disproportionate power.
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- STOP unilateral decisions about online classes, i.e. what is/isn't online.
- Build in time for consultation with deans, chairs and counselors.
- Administration needs to honor its commitment to instructional budget allocations and not make cuts mid-stream.
- Communicate clear processes and consistent guidelines. E.g. Which is the priority – completion or enrollment #s?
- Makes decisions and stick with them allowing college/departments to implement.
- Encourage more departmental collaboration among departments/chairs (transfer FTEF among departments.)
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- Should fund departmental level outreach/support to students who express interest in programs - to increase completion.
- Would be good to have access to a list of declared majors and where they are in either pathways or some kind of “student empowered” view they can see completion process to cert and degrees.
- Completions need to be supported.
- Should prioritize class offering to facilitate program completion.

- Prioritize programs that demonstrate high rates of employment (e.g. nursing, aeronautics)
- Do not remove classes required for completion (degree, cert, transfer, capstone)
- Allow programs with new degrees and certs to run so those are evaluated and counted. Many were just created in the last year and are not on the Agros report yet.
- New degrees and certs in progress (anticipate numbers, advertise/promote, and follow through completion.)
  
- Break down data by department re: funding formula.
- We should not increase dept instructional time at the expense of others: only if it is zero sum outcomes.
- Encourage collaboration between departments.
- Increase budgets that have high FTEF/S and WL, success metrics in order to subsidize and support smaller, critical programs and courses.
- Increase funding for departments with high productivity.
  
- Include variety of factors in addition to productivity and completion such as:
  - Transfers
  - Supporting master's degree app
  - Certifications
  - Employment outcomes
  - Wage gains
- Give more resources to Social Justice AA - T Degrees
- Research – Look at courses with high enrollments that are not part of a program – why are these popular? Do they support student mental health? Close equity gaps?
- We should not have too many students in our classes as it can take away from the student experience.
- Measure productivity by considering individual department class caps, special equipment, labs vs. making productivity comparisons college wide.
- Articulate how much we will bend to the funding formula vs. how much we will protect what won't satisfy the formula.
- Keep diverse curriculum.
- Make student centered decisions regarding access, equity (evening courses, weekend, location/community)
- Increase instructional budget to departments that close equity gaps.
- Increase instructional budgets to departments that serve young males of color.
- Diverse classes save lives.

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  - Diverse classes save lives.
  - Diversity is important.
  - Supply departments with enough money for all the classes with historical enrollments of 20 students.
- 
- Avg. class size should be adjustable – Healthy vs. Marginal Classes
  - Balance small and large depts.
  - Use longer term planning - takes more than a year to complete most programs
  - Don't prioritize only STEM. Art, CTE, important too! We are still a community college.
  - Reduce SFUSD classes.
  - Summer can focus on transfer and CCSF GE Core.
  - With new scheduling software, insure Department Chairs can schedule classes on days and times students want.
  - Implement new software with enough time for people to be trained on it.
- 
- Priority – Chairs need access to more complete and accurate data (historical and diverse metrics.)
  - Restore those non-credit courses/programs that bring in high FTES and in turn bring in high apportionment.
  - Identify and expand those programs that generate high FTES.

- Eliminate culture of fear.
- Counseling presence in completion alongside faculty and students.
- What does a degree transcript say re: specific field of study?

(It should state title of degree Ex AD Nursing or threat to licensure)

- Administrators - question all "I feel like..." arguments! e.g. "I feel like this program is outdated" - "I feel like this doesn't lead to jobs."

### Broad Campus Issues Related to Enrollment Management

- Improve campus climate including student morale.
- Train dept chairs on new funding formula.
- Use SWP money to support CTE classes and develop new CTE programs.
- Students hired out classes - should count in funding formula.
- Fight for more funding - Lead!
- Fight for a Community College - Not only transfer/completion
- Make completion applications available online.
- Email registered students their tuition bill! (I am in a class - never got a bill).
- Community kept in college mission.
- Priority - Support programs with release time, resources, marketing.
- Site management and function.
- Get college finances in order and share out what we have.
- Re-establish trust through transparency
- Keep academic and health support services available to students!
- If college wants to grow the online program, allocate the resources.
- Resources to support online student services.
- Keep an updated organization chart.
- Replacement position for AF/AM Chair.

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- Should track student enrollment patterns.
- Should make explicit the ways in which to school tracks students and reports to the state to ensure we are getting all funding for which we are eligible.
- Other CTE outcomes data matching to existing data (check prog. Renew/prog. Accred data adv. Committee)

## Campus Processes that Impact Enrollment Management

- Fix registration process.
- Should allow counselor/department chair override so that students who is failing can sign up for the class again during normal registration
- Get college finances in order to know what we have.
- More budget accountability and transparency.
- CFO reporting regularly.

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- More budget accountability and transparency.
- CFO reporting regularly.
- Hire, announce and introduce a chief of police.
- Hire, announce and introduce a chief financial officer.
- Should get CFO.
- Explain budget - past and present.
- Work with the city/county of SF to accept its financial support for the college - build a long-term plan.
- Advocate for the city to provide funding. Call on Supervisors and Mayor to develop ongoing funding for CCSF. If the state wants to take the “community” out of our college... We have supervisors who believe “Our city, our way.” (i.e. keep the community in CCSF.)
- Advocate at state level to change the so called Student Centered Funding Formula (SCFF) that emphasizes completions.
- Become basic aid district by taxing tech companies.
- Make students aware of the importance of filling out completion paper work.
- Equal sacrifice for all college constituencies.
- Operate with Integrity.



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