



# Noncredit Student Opinions by Campus: Preliminary Report

Noncredit Student Survey, Fall 2005

DRAFT

Institutional Advancement  
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## Acknowledgements

This report presents findings derived from the noncredit student survey. Noncredit campuses, departments and faculty assisted with the collection of survey results as well as translations. Special thanks goes to Denise Quinn who helped organize the survey distribution and collection.

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**HOW TO USE THIS REPORT.** This preliminary report represents a new approach by the Office of Research (now within Institutional Advancement). The preliminary report does not attempt to address all findings, but seeks instead to present major findings which are then widely circulated within the College for review and discussion. The accompanying tables and graphs support the major findings, but also include additional figures representing other findings which the College may find interesting and useful. Please review the major findings and the underlying data to determine if there are trends or areas of significant interest to the College which may be missing from the current presentation of results. A final report will be drawn not only from the pre-report but also from the College's reaction to, and engagement with, the findings in it.

**(1) INTRODUCTION.** A brief description of Noncredit classes, programs and services and a brief discussion of the report's focus. (Page 2)

**(2) MAJOR FINDINGS.** The most important results of the survey, based upon strategic interest and/or quantitative significance. (Page 3)

**(3) SUPPORTING EVIDENCE FOR MAJOR FINDINGS.** A brief presentation of the primary evidence supporting each major finding. (Pages 4-8)

*Note: In some cases the version of the preliminary report circulated only includes the items above. Additional items listed below, such as the qualitative and quantitative data are available online for your review.*

*Go to [www.ccsf.edu/Offices/Research\\_Planning/reports\\_faculty.htm](http://www.ccsf.edu/Offices/Research_Planning/reports_faculty.htm)*

**(4) DATA.** Quantitative data (i.e. numerical data in table format) for noncredit overall, by campus and by department. (Page 9-15)

**(5) NONCREDIT STUDENT DEMOGRAPHICS and SURVEY METHODS.** An overview of noncredit programs, a thorough description of noncredit student demographics, and brief discussion of survey methods and response representativeness. (Pages 16-26)

**(6) SURVEY INSTRUMENT.** A copy of the 2005-06 survey instrument. (Pages 27-28)

## INTRODUCTION

### Defining Noncredit Instruction in California's Community Colleges.

California community colleges are authorized to offer noncredit in the nine areas of basic skills, parenting, citizenship, health and safety, short-term vocational, English as a Second Language, consumer arts, education for older adults and classes for the disabled. Noncredit classes typically offer the flexibility to begin or leave a class at any point in the semester. Unless on financial aid, students do not get grades in noncredit classes, which are free of charge. Unlike credit classes, in which there is the expectation that students will do one hour of homework for each hour of class time, noncredit classes are designed to include practice or other reinforcement during class, while homework is kept to a minimum.

At the state level, noncredit is increasingly viewed as a stepping-stone to credit and a gateway to degrees and to transfer. Dona Boatright (2005) in her report to the CCC Board of Governors, *Noncredit Instruction -- a Portal to the Future*, describes noncredit instruction in this way:

*Noncredit instruction in the California Community Colleges is an alternative instructional delivery system, as distinct from the degree and non-degree credit instructional systems. It serves as a key contributor to "open access" for students with diverse backgrounds: ethnic, gender, age, economic, and cultural. Noncredit instruction functions as a portal to the future for those seeking ways to improve their earning power, literacy skills and access to higher education. For many, particularly immigrants, economically disadvantaged and low-skilled adults, it is the first point of entry into a college.*

This is not to say that all noncredit students necessarily plan to transition to credit at the time they first enroll. On the contrary, many are focused on shorter term goals such as improving English or computer skills, getting their high school equivalency or gaining job skills. Students who do not seek—and may who already have—a high school or college degree take classes for their own enjoyment and intellectual stimulation.

For descriptions of CCSF's noncredit offerings and student demographics please see section 5 of this report.

### Why Present the Findings By Campus?

We acknowledge the limitations of analysis by campus, and it is not the intent of the study to represent the campuses as being in competition. Rather, the campuses have had a certain amount of freedom to vary their procedures to suit the needs of each neighborhood. However, as any particular campus has tried something that has proven successful, that has often been tried at other locations, to see if it could work there too. It is in that spirit, motivated by our common desire of continual improvement of service to the community, that we present this compendium of student opinion. The hope is that it will serve as a springboard for widespread dialog among the faculty, staff, and administrators who contribute to these much appreciated programs and services.

## MAJOR FINDINGS

### Students Indicated Some Key Areas Do Not Vary Much by Campus.

- More than 1/3 of survey items were largely consistent across campuses, including ratings of noncredit instruction & classes, many student services, and many aspects of campus climate.
- Students at all campuses expressed high levels of satisfaction with noncredit academics. In general, respondents were very positive about noncredit instruction and classes—for example, students rated the supportiveness of teachers very high (up to 99%).
- Many student service areas received consistent ratings across all campuses—for example, between 86% and 92% of students rated the course time schedule and application process as “good” or “excellent”.

### Students Indicated Other Areas Which Do Vary Widely by Campus.

- The degree to which students experienced “big problems” interfering with studies varied by campus. Overall, half cited “big problems” interfering with studies; however, percentages by campus range from 37% at Chinatown to 56% at Alemany.
- The amount of student contact with counselors varies by campus. For example, roughly half of students at Evans, Mission, John Adams and Downtown indicated they received counseling services at the beginning of their first semester—compared to 81% of students at Chinatown Campus. The percentage of students rating counseling as “Good” or “Excellent” ranged from 71% to 89%.
- Overall, students indicated that their receipt of information about Noncredit programs and services did not vary widely by campus—79% of noncredit students said they receive clear and accurate information. However, many students indicated interest in “vocational (job skills)” (62%) and credit classes (49%), yet most had not received information about these classes. Southeast Campus students were most likely to indicate that they have received this information (approximately 55%), compared to other campuses which were much lower in general with a number of campuses under 20%.
- Some student service areas varied widely by campus. In particular, students at Evans campus indicated more difficulty regarding ease of finding out about classes, becoming a student, registering for classes, and assistance from counselors and teachers in getting classes. Students at Alemany and Chinatown were most among the most positive regarding these services. On the other hand, classrooms, equipment, and computer labs were rated most highly at Evans and lowest at Chinatown. Ratings of library services and collections also varied widely by campus.
- Student ratings of student activities and amenities such as food services varied considerably between campuses. Issues with other amenities such as adequacy of parking and cleanliness of restrooms were frequently noted as problematic in write-in comments. Students indicated different modes of transportation depending on the campus, with the vast majority of students at all campuses indicating they travel to school from home, not from work.

**SUPPORTING EVIDENCE FOR MAJOR FINDINGS****\* FOR KEY AREAS WHICH DO NOT VARY MUCH BY CAMPUS \***

The Noncredit Student Survey asked students to indicate their experience in noncredit overall and the particular campus they attend<sup>1</sup>. The survey also asked students to rate various noncredit services and instruction. The 13 questions grouped below are those for which respondents indicated relatively small differences between campuses. These findings can be considered relevant for all campuses.

**Students Expressed High Levels of Satisfaction with Noncredit Academics.**

- 96% to 99% indicated that “teachers support me”.<sup>2, 3</sup>
- 93% to 97% of respondents would recommend noncredit classes to a friend.<sup>4</sup>
- 89% to 95% rated the quality of noncredit instruction as “good” or “excellent”.
- 88% to 95% rated the content of classes as “good” or “excellent”.
- The vast majority of written comments reinforced the overall positive numeric findings: of 338 write-in comments made on instruction, the most common (96 comments) expressed general praise of the teachers (e.g., *great*). Some (28 comments) said simply that “everything” was good or fine. More specific praise of teachers (26 comments) most often used words such as *patient, supportive, understanding and encouraging*.
- There were 49 comments on course content, including 22 comments that the course content was *helpful, excellent, or interesting*, and various suggestions about more focus on particular skills.
- *The degree to which problems interfered with studies varied by campus and will be discussed in the next section.*

**Students Expressed Satisfaction with Many Student Services.**

- 86% to 92% rated the course time schedule as “good” or “excellent”.
- 85% to 94% rated the application process as “good” or “excellent”.
- 85% to 94% indicated that classes are offered at times that are convenient.
- 81% to 92% rated A&E as “good” or “excellent”.
- 79% to 90% rated placement testing as “good” or “excellent”.
- 78% to 92% rated availability of classes as “good” or “excellent”.
- 75% to 86% indicated receiving clear, accurate information about noncredit
- *Beyond the small variation among services indicated above, other services vary widely among campuses (e.g., library services and collections, counseling); these services will be discussed in the next section.*

**Students Indicated Positive Campus Climate Overall.**

- 91% to 97% feel accepted at the campus they attend.
- 84% to 95% indicated that students show respect for one another.
- 31 written comments were made that students enjoyed making friends at their campus, or that other students were nice, respectful or helpful.
- *Areas which garnered lower satisfaction rates tend to vary considerably between campuses and will be addressed in the next section.*

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<sup>1</sup> Most noncredit students attend classes at one campus only during a given semester.

<sup>2</sup> Since the survey was completed in the classroom, in most instances with the faculty member present which could influence responses to this question in particular.

<sup>3</sup> These questions are often traditionally considered to be “campus climate” questions.

<sup>4</sup> These questions are often traditionally considered to be “campus climate” questions.

## SUPPORTING EVIDENCE FOR MAJOR FINDINGS

### \* FOR KEY AREAS WHICH DO VARY WIDELY BY CAMPUS \*

This section contains information regarding the 23 questions for which considerable differences between campuses were found.

#### **More on Academics—Half Cited “Big Problems” Interfering with Studies.**

As indicated previously, students across campuses indicated satisfaction with noncredit instruction and class content. However, there was variation in one area. See below:

- Overall, 50% of noncredit students indicated something caused “big problems” for their studies. However, there were campus differences. Students at some campuses indicated fewer problems (37% of Chinatown respondents indicated experiencing problems) or more problems (at Alemany and Downtown 56% indicated experiencing problems).
- Work schedule was the problem most often cited. Work schedule was most problematic for students at Alemany, Mission and Downtown Campuses.
- Student comments indicated general satisfaction with, and some concerns about, academics and related issues:

*The classes at this campus are stellar. The teachers are very patient and caring. And always helping those who need help. (DTN)*

*The teaching materials of this class are taking from out general lives and things/events that happen daily around us. It helps me keep informed about San Francisco, USA with a better understanding to make it easy for the community. (DTN)*

*The things I like the most about my noncredit experience is that I can take my class in my own neighborhood and that I have the chance to learn for free-not like other places we have to pay. (SEC)*

*This school is good for me because it helps me write and read and speak too. But the time is not good because I work too much for my children. I like to study English, this helps me for the future of my children and myself. Thanks this school is good. (ALE)*

*I like my class and teacher. I enjoy my class. But another thing I don't like is buying the book. It is expensive for me to buy especially when I'm taking 2-3 classes. I will use nearly one hundred dollars. So therefore I can not take more than one class. Sometimes I take the class without the book. When the teachers give us copies that makes it better. I am thankful for the teacher from the bottom of my heart. (JAD)*

*There being lack of tapes for text books, I wish we can have those tapes to improve our English skills. (MIS)*

*I like the way the class is conducted, allowing the students to exchange experiences that enrich the debate and comments based on cultural differences. (CTN)*

- But noncredit is not the best format for every student. One student at John Adams commented:

*Non-credit classes are good for new arrivals. Although I learned some English in my country, my oral English is still poor. So I am eager to improve my English. But I don't think I have learnt much in a non-credit class. Maybe non-credit classes give help to me, but not too much. Some of my classes are interesting and some are boring. So I learn by myself most of time.*

**Students Indicated Positive Campus Climate – Minimal Variation by Campus.**

- Most students—across all campuses—gave noncredit high ratings for “campus climate” questions (e.g., faculty support me, students respect each other).
- One “campus climate” question—“other employee and staff here support me”— was rated lower in general across all campuses. The following campuses received the best ratings regarding student perceptions of employee and staff supportiveness—Alemany, Evans, and Southeast.
- Most students (85% overall) indicated feeling safe at their campus; however, only 58% of Southeast students indicated feeling safe (28% of Southeast students indicated “unsure” and 14% indicated “no” the campus is not safe.)
- Student comments about campus climate:

*A lot of students come from China and I can communicate with them very well and can get a lot of information about this city and school. (CTN)*

*I want to make friends of different country or culture. But, after class students do not together. I have no opportunity to make friends. (TUK - Tenderloin School)*

*I'm impressed about the Bridge to Biotech Program and what is offered, how the non-credit courses are included in the certificate programs. I'm not impressed with the integration of high school students with college students on this campus. (SEC)*

*Like most: Great staff, great teachers, clean school, subject matter excellent, teacher and teacher's aides available throughout the day, and expenses cut to a minimum which is very important. Least: Poor security! No monitoring of hallways. Noisy students not monitored, fights not brought under control from the start. Teachers forced to run outside and break up fights. Danger to other students and teachers. Poor parking situation, Oakdale campus is not too safe. (SEC)*

**Student Relationship to Counseling Varies Widely by Campus.****Receipt of Information for Some Programs and Services Also Varies by Campus.**

- Initial receipt of counseling services varied widely. Roughly half of students at Evans, Mission, John Adams, Downtown, and Southeast Campuses indicated they received counseling services at the beginning of their first semester.<sup>5</sup> In contrast, 81% of students at Chinatown Campus indicated they were helped by a counselor during their first semester. 77% of Alemany students and 64% of Southeast students indicated receiving first semester counseling services.
- For all campuses, the percentage of students receiving services after the first semester was much lower than for those receiving services during their first semester. In addition, differences between campuses were even more dramatic, ranging from 38% (Downtown) to 63% (Alemany). Differences may derive in part from varying continuing student re-enrollment procedures; counselors may play a stronger role in student re-enrollment at some campuses.
- There was considerable inconsistency in the percentages of students at different campuses answering affirmatively to “Counselors gave me information about programs

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<sup>5</sup> Percentages for these campuses ranged from 43% to 57%.

at this school," ranging from 52-53% (Downtown and Evans) to 72-74% (Chinatown and Alemany).

- Overall 62% of respondents indicated an interest in vocational (job skills)--a figure which dips slightly to 56% when excluding those students who have already or are currently enrolled in vocational classes. Reported receipt of information about vocational classes<sup>6</sup> ranged widely from 11% (Mission) to 56% (Southeast).
- Overall 49% of respondents indicated an interest in credit classes—a figure which dips slightly to 44% when excluding those students who have already or are currently enrolled in credit classes. Reported receipt of information about credit classes<sup>7</sup> also ranged widely from 17% (Evans) to 56% (Southeast).
- While Mission Campus is among the lowest regarding receipt of counseling services, it has the highest rating (86%) for the question "I receive clear, accurate information about Noncredit classes and services."
- Satisfaction with Counseling varied between campuses—from 71% (Downtown) rating services as "Good" or "Excellent" to 89% (Alemany).

#### **Additional Student Services Which Vary Widely Among Campuses.**

- Alemany and Chinatown Campuses received the highest ratings overall for four questions related to enrollment and registration (specifically, ease of finding out about classes, becoming a student, registering for classes, and counselor and teacher assistance in getting classes). Combining these four questions results in an average of 93% of students responding "yes".
- Evans Campus received the lowest ratings regarding ease of finding out about classes, becoming a student, registering for classes, and counselor and teacher assistance in getting classes. Evans respondents were also the least likely to indicate that they had seen a counselor in their first semester or after their first semester. While Evans Campus rated the lowest in these areas (72% combined), the Downtown Campus also received low ratings in these areas when compared to other campuses (83% combined).
- Other aspects of satisfaction with noncredit instruction, student services or instruction-related facilities which varied among campuses included the following.
  - class size (Alemany and Mission 88% good or excellent, to Chinatown 70%)
  - classrooms & equipment (Evans 87% to Chinatown 53%)
  - computer labs (Evans 93% to Chinatown 60%)
  - library services and collections (Downtown 86% to Chinatown 51%)

#### **Some Write-in Comments about Student Services**

*[What I like least is] not being treated politely in the information room. (Tenderloin School -- Alemany)*

*What I like best about this campus is the availability and attention offered by the College counselor and her secretary. (DTN)*

<sup>6</sup> Selected for those students who are have not taken vocational classes but indicate interest in vocational classes.

<sup>7</sup> Selected for those students who are have not taken credit classes but indicate interest in credit classes.

*The enrollment process is kind of hard to get a class that you want. The counselors give most information about courses and helping programs. I don't know about the careers that is being offered on campus. (DTN)*

*Very difficult to talk to counselors and their assistants are not polite. (DTN)*

*One thing I least like about is that the counselors don't give me full information when I asked for help. (JAD)*

*I would love to get more information on anything English that is concerned with enrolling in my custodian class. Thank you very much. I love my class and instructors. (EVANS)*

*I like the classes and the teaching but I would like there to be more information from the beginning on how to take the GED classes. Thanks. (MIS)*

*The least thing I like would have to be some of the lack of information you receive when you first come here and the busy schedules of the counselors here. (JAD)*

### **Location, Transportation, Amenities and Student Activities.**

- There were 333 write-in comments about facilities, location and food.
- 63 comments praised the location of the classes/campus.
- There were 31 write-in comments about parking and transportation, including 12 comments regarding insufficient parking.
- Ratings for student activities varied considerably (Southeast 85% to Downtown 59%).
- Ratings for food services varied even more (Evans 65% to Southeast 24%). Under 40% of students at four campuses rated food service as good or excellent.
- Numeric findings regarding transportation differences were striking, with about half (49%) the Alemany students walking to classes, but not one of the Evans students reporting walking. On the contrary, 57% of the Evans students drive to school while only 12% of Alemany and 2% of the Downtown Campus students drive. The Downtown Campus had the largest percentage of students taking forms of public transportation, with a combined 70% taking the bus or BART. Interestingly, 90% of the students are coming to Downtown from home, not from work. At all campuses, a majority of students indicated coming to school from home, not work.
- 60 comments criticized the "dirty restrooms," while 37 comments criticized dirty microwaves and "unhealthy" food service options such as vending machines.

### **Some Student Comments regarding Facilities and Amenities—**

*What I like most about the campus: Location is great. Least: Campus does not provide the same services or even partial services that are available from the main campus. Food service is virtually none in this area. (SEC)*

*Classes are offered in a gymnasium at Presidio Middle School. Students have to push tables and chairs in the cafeteria while this school has two gyms. (JLK – James Lick Middle School)*

*The poor conditions of the class is the least thing I like. The conditions make me feel upset, it needs improvement! (DTN)*

*The thing I hate most about this school is the bathroom. It is always dirty and the wait is a very long time. Another thing I don't like is that this school is very far away from my home. Every morning I need to spend almost one hour to get to school. (CTNB)*

	Ale- many	China- town	Down- town	Evans	John Adams	Mis- sion	South- east	All Campuses
<b>Total Respondents</b>	<b>299</b>	<b>460</b>	<b>534</b>	<b>264</b>	<b>702</b>	<b>584</b>	<b>201</b>	<b>3,273</b>
<b>Percentage of students who responded with YES to the following question:</b>								
1. Would you recommend CCSF noncredit classes to a friend?	96%	94%	94%	96%	93%	97%	96%	95%
2. Have any of the following caused big problems with your studies at CCSF? (check all that apply)								
At least one problem was indicated	56%	37%	56%	43%	52%	54%	51%	50%
Work schedule	28%	16%	25%	17%	19%	26%	19%	22%
Finances	7%	8%	10%	8%	6%	7%	8%	7%
Changes (e.g., moving)	6%	5%	6%	6%	8%	5%	3%	6%
Other (write in)	1%	2%	2%	5%	8%	6%	11%	5%
Illness	4%	1%	3%	2%	4%	4%	3%	3%
Multiple Reasons	8%	6%	9%	6%	8%	6%	6%	7%
<b>Percentage of students who responded with YES to the following questions:</b>								
3. I feel accepted at the campus I attend.	94%	95%	95%	96%	94%	97%	91%	95%
4. Students here show respect for one another.	94%	93%	88%	95%	88%	90%	84%	90%
5. Teachers here support me.	98%	98%	96%	98%	97%	97%	99%	97%
6. Other employees and staff here support me.	84%	79%	70%	82%	77%	70%	83%	76%
7. It is easy to find out about classes offered here.	90%	93%	83%	72%	86%	81%	92%	85%
8. Becoming a student at this school is easy.	95%	94%	86%	71%	91%	93%	95%	90%
9. Registering for classes is easy.	95%	89%	79%	76%	91%	94%	90%	87%
10. Counselors and teachers help me get the classes I want.	94%	91%	85%	70%	81%	82%	83%	83%
11. Counselors gave me information about programs at this school.								
Yes, I received information	74%	72%	53%	52%	55%	59%	64%	59%
Did not ask	23%	24%	40%	45%	40%	37%	34%	36%
Asked but did not get	3%	4%	7%	3%	5%	5%	3%	5%
12. Counselors helped me at the beginning of my first semester.								
Yes, I was helped	77%	81%	57%	43%	55%	51%	64%	59%
Did not ask	22%	17%	39%	54%	41%	46%	34%	38%
Asked but did not get	1%	1%	4%	3%	4%	3%	2%	3%
13. Counselors helped me <u>after</u> my first semester.								
Yes, I was helped	63%	59%	38%	35%	43%	40%	46%	45%
Did not try	35%	38%	56%	62%	51%	55%	47%	51%
Saw a counselor but not helpful	1%	1%	2%	1%	3%	2%	2%	2%
Tried but could not get in	1%	2%	4%	1%	4%	3%	5%	3%

	Ale- many	China- town	Down- town	Evans	John Adams	Mis- sion	South- east	All Campuses
<b>Percentage of students who responded with YES to the following questions:</b>								
14. Classes are offered at times that are convenient for me.	94%	88%	88%	87%	85%	90%	85%	87%
15. I receive clear, accurate information about Noncredit [...]	80%	82%	77%	75%	78%	86%	76%	79%
16. This campus is safe.	90%	93%	91%	83%	86%	82%	58%	85%
<b>Percentage of students who responded with EXCELLENT or GOOD to the following questions:</b>								
17. Application Process	94%	86%	85%	88%	87%	90%	91%	88%
18. Placement Testing	90%	80%	80%	86%	79%	86%	83%	82%
19. Admissions & Enrollment (A&E)	92%	81%	81%	89%	86%	90%	90%	86%
20. Course Time Schedule	92%	87%	86%	89%	86%	92%	87%	88%
21. Counseling	89%	78%	71%	78%	77%	75%	83%	77%
22. Student Activities	80%	63%	59%	82%	71%	69%	85%	70%
23. Quality of instruction	95%	92%	89%	94%	92%	92%	95%	92%
24. Content of classes	90%	88%	90%	93%	89%	95%	89%	91%
25. Availability of classes	90%	83%	78%	90%	84%	92%	81%	85%
26. Class size	88%	70%	77%	81%	81%	88%	86%	81%
27. Classrooms and classroom equipment	81%	53%	78%	87%	73%	79%	68%	74%
28. Computer labs	82%	60%	82%	93%	81%	80%	75%	78%
29. Library services and collections	64%	51%	86%	79%	84%	73%	82%	78%
30. Food Services	37%	26%	31%	65%	43%	54%	24%	42%
<b>Percentage of students who responded with YES to the following questions:</b>								
31. Have you ever taken a Vocational (job skills) class?	26%	31%	21%	62%	21%	13%	39%	26%
32. Do you want to take Vocational classes?	67%	68%	68%	82%	48%	67%	58%	62%
33. Have you received information about Vocational classes?*	14%	42%	18%	30%	25%	11%	54%	21%
34. Have you ever taken Credit classes?	11%	12%	14%	33%	34%	16%	29%	23%
35. Do you want to take Credit classes?	36%	45%	51%	53%	54%	42%	54%	49%
36. Have you received information about Credit classes & services?*	27%	39%	37%	17%	38%	30%	56%	34%
* If haven't taken but want to take Vocational or Credit classes.								
36b. By enrolling in noncredit class(es), my goal is to:								
Improve my language skills	77%	84%	77%	26%	46%	72%	61%	64%
Improve my job skills	35%	41%	35%	80%	31%	36%	49%	38%
Prepare for credit coursework	21%	21%	22%	7%	25%	32%	38%	24%
Other (write-in goals primarily GED, HSD)	2%	1%	3%	13%	26%	11%	16%	12%
Multiple goals	28%	37%	31%	24%	26%	38%	38%	31%

	Ale- many	China- town	Down- town	Evans	John Adams	Mis- sion	South- east	All Campuses
<b>40. Your employment:</b>								
Full time	32%	16%	23%	40%	20%	29%	27%	26%
Looking for work	17%	22%	20%	18%	17%	13%	18%	17%
Not employed	14%	22%	16%	6%	17%	11%	7%	15%
Regular Part time	15%	10%	15%	7%	16%	17%	10%	14%
Retired	7%	10%	8%	7%	9%	15%	14%	10%
Occasional Part time	5%	8%	6%	8%	7%	7%	10%	7%
Homemaker	5%	8%	7%	2%	8%	4%	7%	6%
Multiple	5%	4%	6%	12%	6%	4%	7%	5%
<b>41. Your first language:</b>								
Cantonese	32%	83%	40%	41%	19%	3%	30%	31%
Spanish	29%	1%	24%	10%	16%	76%	7%	27%
English	5%	1%	3%	36%	32%	15%	41%	18%
Other (not specified)	11%	2%	8%	5%	12%	4%	9%	8%
Mandarin	7%	11%	14%	4%	7%	1%	5%	7%
Vietnamese	11%	2%	4%	2%	4%	0%	3%	3%
Russian	2%	0%	2%	1%	7%	0%	0%	2%
Arabic, Japanese, Korean, or Tagalog	4%	0%	4%	2%	4%	1%	5%	3%
<b>42. I took my first Noncredit class in:</b>								
1999 or before	13%	24%	16%	25%	17%	20%	19%	19%
2000	6%	8%	6%	3%	5%	6%	4%	5%
2001	5%	6%	5%	5%	4%	7%	7%	5%
2002	12%	11%	5%	7%	7%	9%	7%	8%
2003	14%	10%	10%	8%	8%	13%	13%	10%
2004	17%	14%	21%	11%	16%	13%	12%	15%
Spring 2005	14%	8%	18%	10%	17%	16%	15%	15%
Fall 2005	19%	20%	19%	32%	25%	15%	23%	22%
<b>43. Usually I come to this class each week for:</b>								
1 hour	3%	3%	3%	0%	5%	9%	1%	4%
2-3 hours	24%	18%	24%	29%	40%	42%	36%	32%
4-5 hours	13%	9%	13%	10%	20%	15%	13%	15%
6-7 hours	13%	5%	10%	54%	5%	7%	13%	11%
8-9 hours	23%	17%	15%	3%	9%	14%	19%	13%
10 or more hours	25%	47%	37%	3%	22%	12%	18%	25%

	Ale- many	China- town	Down- town	Evans	John Adams	Mis- sion	South- east	All Campuses
<b>44. I usually get to class by:</b>								
Bus	28%	52%	55%	28%	47%	40%	25%	42%
Car (drive)	12%	5%	2%	57%	30%	18%	44%	21%
Walk	49%	29%	14%	0%	8%	19%	21%	18%
Other	4%	9%	10%	8%	8%	13%	4%	9%
Passenger in car (driven)	4%	1%	4%	5%	7%	6%	6%	5%
Bart	2%	4%	15%	1%	1%	5%	0%	5%
<b>45. Do you come to class form home or from work?</b>								
Home	78%	93%	90%	73%	87%	80%	88%	84%
Work	22%	7%	10%	27%	13%	20%	12%	16%

	BUS	CDEV	ESL	OLAD	TRST	VOC*	ALL
<b>Total Respondents</b>	<b>263</b>	<b>104</b>	<b>1,845</b>	<b>96</b>	<b>393</b>	<b>572</b>	<b>3,273</b>
<b>Percentage of students who responded with YES to the following question:</b>							
1. Would you recommend CCSF noncredit classes to a friend?	97%	98%	95%	96%	89%	97%	95%
2. Have any of the following caused big problems with your studies at CCSF?							
At least one problem was indicated	57%	33%	51%	19%	59%	47%	50%
Work schedule	17%	7%	26%	3%	23%	18%	22%
Finances	9%	2%	7%	1%	8%	8%	7%
Changes (e.g., moving)	7%	10%	6%	1%	7%	4%	6%
Other (write in)	8%	2%	3%	2%	12%	5%	5%
Illness	5%	2%	3%	10%	3%	2%	3%
Multiple Reasons	11%	11%	6%	1%	6%	9%	7%
<b>Percentage of students who responded with YES to the following questions:</b>							
3. I feel accepted at the campus I attend.	97%	100%	94%	98%	92%	96%	95%
4. Students here show respect for one another.	87%	100%	91%	94%	81%	93%	90%
5. Teachers here support me.	96%	100%	98%	95%	94%	98%	97%
6. Other employees and staff here support me.	76%	99%	74%	78%	69%	83%	76%
7. It is easy to find out about classes offered here.	88%	93%	86%	96%	76%	81%	85%
8. Becoming a student at this school is easy.	96%	96%	92%	96%	86%	82%	90%
9. Registering for classes is easy.	91%	97%	88%	97%	85%	83%	87%
10. Counselors and teachers help me get the classes I want.	81%	87%	88%	69%	78%	72%	83%
11. Counselors gave me information about programs at this school.							
Yes, I received information	65%	44%	62%	30%	68%	48%	59%
Did not ask	31%	55%	33%	68%	26%	49%	36%
Asked but did not get	4%	1%	5%	1%	6%	3%	5%
12. Counselors helped me at the beginning of my first semester.							
Yes, I was helped	66%	38%	65%	19%	64%	44%	59%
Did not ask	32%	61%	32%	81%	31%	53%	38%
Asked but did not get	2%	1%	3%	0%	5%	3%	3%
13. Counselors helped me <u>after</u> my first semester.							
Yes, I was helped	55%	35%	47%	12%	50%	33%	45%
Did not try	40%	63%	48%	87%	44%	62%	51%
Saw a counselor but not helpful	3%	0%	2%	0%	2%	1%	2%
Tried but could not get in	2%	2%	3%	1%	4%	3%	3%

	BUS	CDEV	ESL	OLAD	TRST	VOC*	ALL
<b>Percentage of students who responded with YES to the following questions:</b>							
14. Classes are offered at times that are convenient for me.	86%	95%	89%	92%	77%	86%	87%
15. I receive clear, accurate information about Noncredit [...]	86%	93%	78%	95%	74%	79%	79%
16. This campus is safe.	86%	98%	86%	96%	74%	85%	85%
<b>Percentage of students who responded with EXCELLENT or GOOD to the following questions:</b>							
17. Application Process	91%	98%	87%	97%	84%	90%	88%
18. Placement Testing	90%	95%	82%	100%	75%	88%	82%
19. Admissions & Enrollment (A&E)	90%	97%	84%	98%	84%	89%	86%
20. Course Time Schedule	90%	94%	88%	93%	82%	88%	88%
21. Counseling	85%	91%	75%	100%	76%	81%	77%
22. Student Activities	74%	94%	66%	93%	67%	85%	70%
23. Quality of instruction	94%	98%	91%	100%	87%	95%	92%
24. Content of classes	93%	98%	89%	100%	86%	94%	91%
25. Availability of classes	89%	96%	84%	96%	78%	88%	85%
26. Class size	86%	98%	78%	96%	79%	83%	81%
27. Classrooms and classroom equipment	86%	97%	70%	93%	74%	76%	74%
28. Computer labs	88%	82%	75%	91%	78%	81%	78%
29. Library services and collections	79%	88%	76%	100%	77%	82%	78%
30. Food Services	43%	94%	37%	91%	38%	58%	42%
<b>Percentage of students who responded with YES to the following questions:</b>							
31. Have you ever taken a Vocational (job skills) class?	37%	24%	18%	9%	24%	52%	26%
32. Do you want to take Vocational classes?	68%	20%	67%	6%	57%	66%	62%
33. Have you received information about Vocational classes?*	24%	22%	20%	0%	18%	35%	21%
34. Have you ever taken Credit classes?	31%	49%	9%	42%	35%	48%	23%
35. Do you want to take Credit classes?	51%	45%	45%	7%	72%	52%	49%
36. Have you received information about Credit classes & services?*	52%	71%	32%	0%	33%	32%	34%
* If haven't taken but want to take Vocational or Credit classes.							
36b. By enrolling in noncredit class(es), my goal is to:							
Improve my language skills	13%	8%	51%	6%	14%	4%	35%
Improve my job skills	26%	3%	7%	0%	14%	42%	14%
Prepare for credit coursework	10%	8%	7%	4%	22%	3%	9%
Other (write-in goals primarily GED, HSD)	12%	70%	2%	90%	13%	30%	12%
Multiple goals	39%	11%	33%	0%	24%	21%	31%

	BUS	CDEV	ESL	OLAD	TRST	VOC*	ALL
<b>40. Your employment:</b>							
Full time	19%	17%	27%	0%	19%	35%	26%
Looking for work	18%	6%	19%	0%	22%	15%	17%
Not employed	16%	20%	14%	7%	23%	12%	15%
Regular Part time	12%	21%	15%	1%	16%	12%	14%
Retired	14%	2%	7%	85%	5%	9%	10%
Occasional Part time	7%	6%	6%	3%	8%	9%	7%
Homemaker	3%	20%	8%	1%	3%	2%	6%
Multiple	10%	6%	5%	2%	5%	7%	5%
<b>41. Your first language:</b>							
Cantonese	18%	3%	41%	5%	13%	29%	31%
Spanish	31%	19%	31%	1%	35%	8%	27%
English	24%	60%	1%	74%	38%	45%	18%
Other (not specified)	13%	14%	7%	15%	5%	7%	8%
Mandarin	5%	1%	10%	0%	2%	5%	7%
Vietnamese	3%	2%	4%	0%	3%	1%	3%
Russian	2%	0%	3%	0%	1%	1%	2%
Arabic, Japanese, Korean, or Tagalog	4%	1%	2%	5%	4%	4%	3%
<b>42. I took my first Noncredit class in:</b>							
1999 or before	18%	19%	15%	52%	17%	30%	19%
2000	7%	1%	6%	6%	4%	5%	5%
2001	5%	5%	5%	11%	6%	4%	5%
2002	9%	4%	9%	9%	7%	5%	8%
2003	10%	5%	12%	11%	10%	7%	10%
2004	16%	16%	17%	7%	13%	12%	15%
Spring 2005	17%	8%	16%	1%	18%	12%	15%
Fall 2005	19%	41%	20%	4%	25%	26%	22%
<b>43. Usually I come to this class each week for:</b>							
1 hour	2%	13%	4%	7%	6%	1%	4%
2-3 hours	33%	43%	24%	89%	48%	37%	32%
4-5 hours	27%	16%	11%	1%	26%	16%	15%
6-7 hours	8%	2%	8%	2%	8%	31%	11%
8-9 hours	4%	0%	20%	0%	6%	4%	13%
10 or more hours	26%	27%	33%	0%	7%	9%	25%

## Noncredit Student Characteristics and Respondent Representativeness

In 2004-05, CCSF noncredit courses comprised 30% of section offerings, 31% of FTES (Full Time Equivalent Students), and nearly 50% of the College's unduplicated headcount. English As a Second Language (ESL) continues to be by far the largest department in the College (even if credit ESL were excluded from the figures). The tables in this section describe the Noncredit departments and campuses which offer significant numbers of Noncredit courses.

The tables also outline the similarities and differences found between respondents and the noncredit population in Fall 2005. Figures presented show the Fall 2005 total noncredit student population, the selected noncredit population based on the exclusion of three noncredit departments as outlined earlier, and the sample respondents. Due to the open-entry / open-exit nature of noncredit, the most accurate comparison would be to look at the specific survey timeframe (i.e. October 2005); however, the Fall 2005 timeframe will be used since that is the desired population.

### Noncredit Departments

Despite declines in enrollment and FTES in recent years, English As a Second Language (ESL) continues to be by far the largest department in the College. In 2004-05, there were 7,856 Full Time Equivalent Students (FTES) in noncredit ESL. The largest credit department was English with 2,169 FTES. The second largest *noncredit* department was Business with 1,056 FTES. See below.

**Table 1**  
**Noncredit 2004-05**  
**Full Time Equivalent Student (FTES) Enrollment**

<b>Noncredit Departments</b>	<b>Sections</b>	<b>FTES</b>	<b>% FTES</b>
English As a Second Language	1,221	7,856	65%
Business	648	1,056	9%
Transitional Studies	124	523	4%
Consumer Education	118	500	4%
Learning Assistance	21	415	3%
Trade Skills (TRSK)	83	366	3%
Disabled Stud Prog & Services	100	315	3%
Older Adults	162	313	3%
Child Dev. & Family Studies	79	296	2%
Combined Vocational (excl. TRSK)	182	484	4%
<b>Total Noncredit</b>	<b>2,738</b>	<b>12,126</b>	<b>100%</b>

It may help the reader to have a description of the large noncredit departments.<sup>1</sup>

- English As a Second Language states that its services to noncredit students “are designed for students whose first or native language is not English. Students gain proficiency in English to find employment, to continue their education, and to function successfully in the culture and society of the United States. Survival skills are stressed in the first three levels of the program.”
- The Business department’s noncredit programs “provide directed training for employment in the modern office. Computer skills, communication skills, and job preparation courses are emphasized in the noncredit sequences to prepare students for entry-level, clerical employment.”
- Transitional Studies program goals include “provide students with basic skills for living, employment, entry into job training programs, or further college study. Prepare students to pass the GED exam. Provide a comprehensive program leading to the [CCSF] High School Diploma.”
- The Older Adults department offers classes at forty sites around San Francisco for individuals aged 55 and up.
- Child Development offers noncredit courses in Infancy and Early Childhood, Preschool and School-Age Children and Parenting. Infancy classes, for example, cover “...issues of concern to new parents... [such as] characteristics of normal development, daily routines, feeding practices...”
- Trade Skills consists of courses in areas such as Appliances, Business Machine Technology, Construction, Custodial, Drafting, Electricity, Electronics, et cetera.

For the purposes of the survey sample, the remaining departments<sup>2</sup> were combined with Trade Skills into a category termed “Combined Vocational”.<sup>3</sup>

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<sup>1</sup> The following department descriptions were drawn from the CCSF Catalog 2005-06.

<sup>2</sup> For the purposes of the sample, four departments were excluded—Consumer Education, Consumer Education represents the School of Health’s outreach efforts to San Francisco’s senior citizens and consists of no-cost courses in nutrition, health, consumer issues, exercise, food preparation, and personal safety are offered at 40 sites throughout the City. The department chair of Consumer Education indicated that the non-classroom setting and often limited literacy levels of its students were too great a barrier to participating in the survey. Excluding Consumer Education is offered exclusively through John Adams Campus (although, as mentioned, students meet instructors off-site). In Fall 2005, over 36% of JAD students were enrolled in Consumer Education courses. DSPS sections were excluded in deference to a recent, substantial survey effort conducted by this department in Spring 2004 which looked at both services and classes. Nearly all noncredit DSPS classes were offered at John Adams or Ocean Campus—11% of JAD students enrolled in DSPS courses during Fall 2005. Learning Assistance, Disabled Students Programs & Services (DSPS), and Women’s Studies. Learning Assistance was also excluded since it consists of essentially credit students; Learning Assistance provides academic support services including tutoring, study groups and workshops. Women’s Studies offered only one noncredit section in Fall 2005 and thus was excluded for the purposes of maintaining anonymity.

<sup>3</sup> This grouping was used for the sampling since adequate sampling for each of the individual, smaller departments would have nearly doubled the overall sample size. The Combined Vocational category includes the following departments: Apprenticeship, Culinary Arts & Hospitality Studies, Engineering & Technology (Welding), Fashion, Graphic Communication, Health Care Technology, Health Science, Journeyman Training, Labor and Community Studies, Licensed Vocational Nursing, and Trade Skills.

A majority of noncredit students enroll in ESL classes (59%). The next largest departments are Business and Consumer Education, both at 10% of noncredit students enrolled.

**Table 2 Students Enrolled in Departments**

	All Noncredit	Study Population*	Survey Respondents
Business	10%	11%	8%
Child Dev. & Family Studies	3%	4%	3%
English As a Second Language	59%	67%	56%
Older Adults	7%	8%	3%
Transitional Studies	5%	6%	12%
Combined Vocational	9%	11%	17%
Consumer Education	10%	*	*
Disabled Students Programs & Services	4%	*	*
Women's Studies	< 1%	*	*
<b>Total, Unduplicated</b>	<b>30,236</b>	<b>26,452</b>	<b>3,273</b>
<b>Students in more &gt;1 department</b>	<b>2,063</b>	<b>1,649</b>	<i>unknown</i>

\* Excludes Consumer Education, DSPS, Women's Studies

**Table 3 Student ESL Levels**

Level	All Nonredit	Survey Respondents
<b>0</b>	14%	*
<b>1</b>	29%	19%
<b>2</b>	14%	11%
<b>3</b>	12%	15%
<b>4</b>	8%	11%
<b>5</b>	13%	14%
<b>6</b>	3%	10%
<b>7</b>	3%	8%
<b>8</b>	5%	9%
<b>9</b>	< 1%	3%

Notes: Percentages are approximate; some sections are multi-level and students may enroll in more than one level.

**Regarding survey responses**, the departments are generally well represented by the respondents. Transitional Studies and the Combined Vocational areas have an especially strong representation despite somewhat lower response rates. (See Tables 10-11.) Despite its high response rate by section, ESL had somewhat fewer students responding when compared to the selected noncredit population for Fall 2005. This may reflect more open-entry / open-exit activity in ESL as compared to other departments (in other words, a smaller proportion of students attending at the time of the survey when compared to those students who attended at any point in the semester). It may also reflect, in part, the exclusion of ESL literacy classes from the survey.<sup>4</sup>

These department results indicate a more complex approach which accounts for open-entry / open-exit variation between departments might be useful in order to collect a sample that matches the population more closely.

**Campuses.** The campus with the largest noncredit student enrollment is John Adams, followed closely by Mission, then Chinatown.

**Table 4 Students Enrolled at Campuses**

	<b>All Noncredit</b>	<b>Study Population*</b>	<b>Survey Respondents</b>
Alemany	11%	13%	9%
Chinatown / North Beach	19%	22%	14%
Downtown	13%	14%	16%
Evans	7%	8%	8%
Gough	1%	1%	1%
John Adams	27%	17%	21%
Mission	22%	25%	18%
Southeast	4%	4%	6%
Other	2%	2%	6%
<b>Total, Duplicated (multiple campuses)</b>	<b>31,895</b>	<b>27,713</b>	<b>3,273</b>
<b>Total, Unduplicated</b>	<b>30,236</b>	<b>26,452</b>	<b>3,273</b>
<b>Students at more &gt;1 campus</b>	<b>1,659</b>	<b>1,261</b>	<i>unknown</i>

\* Excludes Consumer Education, DSPS, Women's Studies

**Regarding survey responses**, the campuses are also well represented, although there are some concerns that Chinatown and Alemany have lower proportions despite especially high faculty response rates. Again, this is most likely due to the nature of open-entry / open-exit and sporadic enrollment patterns in ESL.

<sup>4</sup> For the most part, ESL level was not associated with ratings of the survey items with one possible exception—question 6—where lower level ESL students indicated a higher level of satisfaction with employee and staff supportiveness.

**Campus and Departments.** As is well known, the discipline distribution varies considerably by campus. Alemany and Chinatown, for example, primarily offer ESL courses; Evans offers primarily vocational courses. Other campuses such as John Adams, Mission and Southeast offer a wider variety of disciplines. Notice that all of the Older Adults sections which CCSF offers to noncredit students are associated with Mission Campus—however, these sections are offered at off site locations.

**Table 5 Unduplicated Enrollment by Campus and Department**

Study Population*	Alemany	China-town	Down-town	Evans	Gough	John Adams**	Mission	South-east	Other
Business	9%	6%	22%	1%	0%	12%	15%	12%	0%
Child Dev. & Family Studies	0%	0%	0%	0%	0%	22%	0%	0%	0%
English As a Second Language	96%	96%	77%	11%	0%	44%	57%	63%	50%
Older Adults	0%	0%	0%	0%	0%	0%	32%	0%	0%
Transitional Studies	0%	0%	1%	1%	100%	18%	6%	10%	14%
Combined Vocational	0%	2%	4%	89%	0%	8%	1%	18%	35%
<b>Total, Unduplicated</b>	<b>3,343</b>	<b>5,771</b>	<b>3,774</b>	<b>2,056</b>	<b>206</b>	<b>4,443</b>	<b>6,625</b>	<b>1,071</b>	<b>424</b>

\* Excludes Consumer Education, DSPS, Women's Studies

\*\* If DSPS and Consumer Education were included, JAD enrollment figures would be 8,269.

Note: due to enrollment in multiple departments, total percentage exceeds 100%.

**Table 6 Representativeness by Campus and Department  
SURVEY RESPONDENTS ONLY**

Survey Respondents	Alemany	China-town	Down-town	Evans	Gough	John Adams	Mission	South-east	Other
Business	14%	10%	7%	6%	0%	8%	9%	5%	0%
Child Dev. & Family Studies	0%	0%	0%	0%	0%	15%	0%	0%	0%
English As a Second Language	86%	79%	84%	10%	0%	37%	57%	42%	37%
Older Adults	0%	0%	0%	0%	0%	0%	16%	0%	0%
Transitional Studies	0%	0%	3%	2%	100%	28%	16%	17%	13%
Combined Vocational	0%	10%	7%	82%	0%	13%	2%	36%	50%
<b>Total, Unduplicated</b>	<b>299</b>	<b>460</b>	<b>534</b>	<b>264</b>	<b>25</b>	<b>702</b>	<b>584</b>	<b>201</b>	<b>204</b>

Note: due to survey format, only one department is indicated and total percentage equals 100%.

**Survey respondents** are similarly spread among the disciplines at each campus. However, the Gough number is too low to be included in the survey analysis.

**Age, Gender, Ethnicity.** Noncredit students tend to be older (66% are ages 35 and older). A majority (60%) of noncredit students are female. Half of noncredit students are Asian and 26% identify as Latino. Finally, 69% of noncredit students attend day classes (including some weekend classes) exclusively.

Table 7 Noncredit Demographics

		All Noncredit	Study Population*	Survey Respondents
AGE GROUP	16 - 19 years old	5%	5%	8%
	20 - 24	10%	11%	13%
	25 - 29	9%	10%	11%
	30-34	10%	10%	12%
	<b>under 35 subtotal</b>	<b>34%</b>	<b>36%</b>	<b>43%</b>
	35 - 39	10%	10%	10%
	40 - 49	17%	19%	17%
	50 - 54 detail	8%	9%	9%
	55 - 64 detail	11%	12%	9%
	65+ detail	21%	14%	11%
GENDER	Female**	60%	60%	62%
	Male	40%	40%	37%
ETHNIC GROUP	Asian	51%	52%	49%
	African American	6%	4%	6%
	Filipino	3%	2%	2%
	Latino	26%	29%	29%
	Other Nonwhite***	1%	1%	2%
	White	14%	12%	11%
TIME	Day students****	69%	64%	72%
	Evening students****	31%	36%	28%

Missing values are excluded from percentage calculations

\* Excludes Consumer Education, DSPS, Women's Studies departments

\*\* An error on the Chinese translation affects the accuracy of reported gender of sample respondents

\*\*\* Includes Native American, Pacific Islander (excluding Filipino) and unspecified Other Nonwhite

\*\*\*\* Time for respondents is only a rough approximation based on one CRN

**Respondents** are more likely to be younger than the overall noncredit population (43% of respondents were under 35 years old, versus 36% of the population). The age skew is most likely due to under representation of Older Adults and ESL, and overrepresentation of Transitional Studies. It's possible that slightly more women responded than occur in the population, however an error with the Chinese translation on this particular question may affect the precise accuracy of these responses. However, given the relatively smaller number of Chinese-language survey responses, it is fair to say that gender is essentially representative. Overall, the responses included 28% students from evening sections (start

*time of 5 p.m. or later). This is substantial, although somewhat lower than the approximately 36% of the selected noncredit student population who took at least one evening course in Fall 2005.<sup>5</sup>*

**Age, Gender, Ethnicity by Campus.** As indicated previously, many noncredit students are older than the “traditional age” college student. For the selected population, between 17% of students (Chinatown) and 46% of students (Alemany) are under the age of 35. In other words, at all campuses a majority of students are at least 35 years old.<sup>6</sup> However, if Older Adults enrolled students are excluded, Mission is the “youngest” campus with roughly 60% of its students under the age of 35.

The ethnic identity of students varies from campus to campus. Chinatown Campus is almost entirely Asian, compared to only 10% of students who take courses at Gough Street. Four campuses are majority Asian: Chinatown, Downtown, Southeast, and Alemany. The largest Latino enrollments are at Mission (66% when Older Adults is included, 88% if it is excluded), followed by Alemany (38%). The “campus” with the largest proportion of African American students is also the smallest—Gough Street. The largest number of African American students enroll at John Adams Campus even though this ethnic group comprises only 7% of that campus’ enrollment.

The proportion of male and female students also varies considerably by campus—71% of students at Chinatown are women compared to 29% at Evans. The proportion of day and evening students varies almost as much.

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<sup>5</sup> While this could be a concern if findings differed significantly by time of day, the survey data suggests that only one question shows major differences by day-evening. Question 18 looks at placement and it is the only variable where there is a major (significant and large) difference between day-evening, with evening students expressing more satisfaction. It appears to be limited to ESL at Chinatown and John Adams only, and only for Asian students. However, the sample size cannot reliably sustain this level of detailed analysis.

<sup>6</sup> Because the population is selected, it is useful to note that if Consumer Education and DSPS were included, they would increase the average age of John Adams students.

The table below presents information on noncredit as a whole (excluding Consumer Education, DSPS and Women's Studies). Note that John Adams' noncredit enrollment for Fall 2005 was 8,269 if these departments are included. See previous page for additional text.

**Table 8 Noncredit Demographics by Campus**

Study Population*		Alemany	China-town	Down-town	Evans	Gough	John Adams	Mission	South-east
<b>Total, Unduplicated</b>		<b>3,343</b>	<b>5,771</b>	<b>3,774</b>	<b>2,056</b>	<b>206</b>	<b>4,443</b>	<b>6,625</b>	<b>1,071</b>
AGE GROUP	16 - 19	5%	2%	4%	1%	7%	11%	5%	5%
	20 - 24	15%	4%	11%	9%	16%	10%	15%	9%
	25 - 29	14%	4%	13%	11%	12%	9%	13%	8%
	30 - 34	12%	7%	12%	13%	9%	13%	9%	8%
	<b>under 35 subtotal</b>	<b>46%</b>	<b>17%</b>	<b>40%</b>	<b>34%</b>	<b>43%</b>	<b>44%</b>	<b>41%</b>	<b>31%</b>
	35 - 39	9%	9%	12%	14%	9%	14%	7%	12%
	40 - 49	20%	24%	20%	29%	29%	18%	10%	25%
	50 - 54	9%	15%	9%	11%	6%	6%	4%	13%
	55 - 64	9%	20%	11%	9%	8%	10%	9%	12%
	65+	7%	15%	9%	3%	4%	8%	29%	7%
ETHNIC GROUP	Asian	54%	97%	68%	37%	10%	43%	14%	61%
	African American/Non Hispanic	1%	0%	2%	9%	39%	7%	3%	18%
	Filipino	1%	0%	2%	6%	8%	4%	1%	3%
	Latino	38%	2%	18%	23%	21%	18%	66%	11%
	Other Nonwhite***	1%	0%	1%	2%	5%	2%	1%	4%
	White Non Hispanic	5%	1%	9%	23%	17%	26%	15%	4%
GENDER	Female	54%	71%	70%	29%	48%	69%	56%	65%
	Male	46%	29%	30%	71%	52%	31%	44%	35%
TIME	Day students	60%	74%	80%	35%	47%	74%	69%	54%
	Evening students	40%	26%	20%	65%	53%	26%	31%	46%

Missing values are excluded from percentage calculations

\* Excludes Consumer Education, DSPS, Women's Studies departments

\*\*\* Includes Native American, Pacific Islander (excluding Filipino) and unspecified Other Nonwhite

The table below presents data for the survey respondents only, not for noncredit as a whole. For noncredit figures as a whole, see previous table.

**Table 9 Representativeness of Noncredit Demographics by Campus  
SURVEY RESPONDENTS ONLY**

		Ale- many	China- town	Down- town	Evans	Gough	John Adams	Mis- sion	South- east
<b>Survey Respondents</b>		<b>299</b>	<b>460</b>	<b>534</b>	<b>264</b>	<b>25</b>	<b>702</b>	<b>584</b>	<b>201</b>
<b>AGE GROUP</b>	<b>16-19 years old</b>	4%	3%	7%	0%	17%	14%	6%	3%
	<b>20-24</b>	14%	3%	14%	4%	8%	12%	22%	13%
	<b>25-29</b>	10%	6%	15%	5%	13%	9%	16%	7%
	<b>30-34</b>	12%	9%	16%	15%	4%	14%	13%	9%
	<b>under 35 subtotal</b>	<b>40%</b>	<b>21%</b>	<b>52%</b>	<b>23%</b>	<b>42%</b>	<b>50%</b>	<b>57%</b>	<b>32%</b>
	<b>35-39</b>	9%	9%	9%	15%	8%	12%	9%	10%
	<b>40-49</b>	20%	22%	17%	29%	21%	15%	10%	24%
	<b>50-54</b>	13%	12%	5%	17%	17%	7%	4%	11%
	<b>55-64</b>	11%	17%	9%	9%	8%	9%	4%	10%
<b>65 or older</b>	8%	17%	9%	8%	4%	8%	16%	13%	
<b>GENDER</b>	<b>Female</b>	54%	81%	70%	55%	50%	65%	50%	70%
	<b>Male</b>	46%	19%	30%	46%	50%	35%	50%	30%
<b>ETHNIC GROUP</b>	<b>Asian</b>	60%	97%	68%	48%	4%	42%	7%	46%
	<b>African American</b>	1%	1%	1%	17%	35%	8%	1%	35%
	<b>Filipino</b>	1%	0%	0%	3%	13%	3%	1%	4%
	<b>Latino</b>	30%	1%	24%	13%	35%	21%	76%	9%
	<b>Other Nonwhite***</b>	2%	0%	2%	3%	9%	3%	2%	2%
	<b>White</b>	6%	1%	5%	17%	4%	22%	13%	4%
<b>Time</b>	<b>Day students*</b>	50%	94%	100%	35%	36%	75%	63%	71%
	<b>Evening students*</b>	50%	6%	0%	65%	64%	25%	37%	29%

Missing values are excluded from percentage calculations

\* based upon the section which was sampled -- does not take into account other sections in which the student may be enrolled

\*\*\* Includes Native American, Pacific Islander (excluding Filipino) and unspecified Other Nonwhite

***Regarding the respondents***, generally the campus samples are representative with some notable exceptions.<sup>7</sup> The Mission Campus sample does not include sufficient numbers of older students due to the under representation of Older Adults. The Evans sample is much more female than the campus' population. The Southeast sample under represents its Asian students and over represents its African American students. Downtown, Chinatown and Southeast samples are over representative of Day students.

<sup>7</sup> Excluding a discussion regarding responses from Gough Street which, as noted previously, are too few to be included in the survey analysis.

## Reference to Some Additional Demographics Drawn from the Survey

### *See Section 4 of this report for more details (questions 36b to 45)*

- 64% of respondents want to improve their language skills, 38% want to improve job skills. While nearly half want to take credit classes, only 24% indicated that preparation for credit was among their goals for enrolling in noncredit.
- Overall 23% of students indicated previous credit experience. A third of the students at John Adams (34%) and Evans (33%), as well as by 29% of the students at Southeast indicated credit experience.
- Noncredit students ---at least those still attending by October--- tend to maintain a relationship with CCSF over an extended period of time, with only 22% reporting that Fall 2005 was their first semester, vs. 38% of respondents overall saying their first year of enrollment was 2002 or earlier. (The 2002-or-prior percentage ranged from 48% at Chinatown to 31% Downtown.)
- Overall, 36% indicated they attend class for three hours or less a week; 38% attend eight or more hours a week; the remaining 26% attend from four to seven hours a week.
- 38% of respondents indicated their native language was Chinese (more often Cantonese than Mandarin).
- 27% indicated Spanish as their native language.
- Full time workers make up 26% of the noncredit population (ranging from 16% at Chinatown to 40% at Evans). Only 16% are retired or homemakers. The majority of respondents either work part time or are unemployed.
- A very frequent comment (40 comments) was that the noncredit classes are scheduled at convenient times (e.g., for working adults).

## More About the Survey Instrument and Sampling Method

The Noncredit Student Survey was conducted near the end of September 2005. Most of the data (90%) were collected in September and October.<sup>8</sup> The current survey questions were modeled after credit surveys, which in turn drew on survey questions used for both credit and noncredit in 1993. Noncredit chairs, deans and faculty were recruited to help simplify survey language in order to best garner responses. A copy of the survey instrument, which was distributed in hardcopy only, can be found in the Appendix.

In 2004-05, CCSF noncredit courses comprised 30% of section offerings, 31% of FTES (Full Time Equivalent Students), and nearly 50% of the College's unduplicated headcount. Given the size of noncredit at CCSF, a stratified sampling method was employed. Survey packets were distributed to 209 course sections (i.e. CRNs) using random sampling, stratified by campus, department and, for ESL, course level.

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<sup>8</sup> Plus 10% of returns which trickled in during early November.

### Survey Response Rates by CRN

Response rates were exceptional: 209 packets were distributed of which, overall, 87% were returned. This type of response rate is virtually unheard of and speaks well of noncredit faculty who provided direct distribution of the survey, and noncredit coordinators and department chairs who assisted in and promoted the effort.

Altogether, 3,687 completed surveys were returned. From this group of returned surveys, those students who indicated they already completed the survey in another class were excluded. Also, two sections with unidentified CRNs were excluded. After these exclusions 3,273 valid survey responses remained. The high response rates greatly assisted the researcher in obtaining what is called a “representative sample”—a sample reasonably similar to the population, and thus responses from the sample can be generally assumed to “speak for” the entire population—with some exceptions.

**Table 10 Response Rates by Department**

Department	Returned Sections	Not Returned	Percent Returned
Child Dev. & Family Studies	6	0	100%
English As a Second Language	90	6	94%
Combined Vocational	27	4	87%
Transitional Studies	33	9	79%
Business	21	7	75%
Older Adults	4	2	67%
<b>Total Noncredit</b>	<b>181</b>	<b>28</b>	<b>87%</b>

**Table 11 Response Rates by Location**

Location	Returned Sections	Not Returned	Percent Returned
Alemany	14	1	93%
Chinatown	22	2	92%
Downtown	28	1	97%
Evans	9	3	75%
Gough	4	3	57%
John Adams	49	3	94%
Mission	33	9	79%
Southeast	8	4	67%
Other	14	2	88%
<b>Total Noncredit</b>	<b>181</b>	<b>28</b>	<b>87%</b>

City College of San Francisco  
**NONCREDIT STUDENT SURVEY**

Please answer these questions honestly. Your ideas are valuable to us.

**OVERALL EXPERIENCE**

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- |   | Yes<br><input type="checkbox"/> | No<br><input type="checkbox"/> | Unsure<br><input type="checkbox"/> |
|---|---------------------------------|--------------------------------|------------------------------------|
| 1. Would you recommend CCSF noncredit classes to a friend?  | <input type="checkbox"/>        | <input type="checkbox"/>       | <input type="checkbox"/>           |
| 2. Have any of the following caused big problems with your studies at CCSF? (check all that apply)              |                                 |                                |                                    |
| <input type="checkbox"/> Work schedule conflict   |                                 |                                |                                    |
| <input type="checkbox"/> Financial difficulties   |                                 |                                |                                    |
| <input type="checkbox"/> Physical problems/illness  |                                 |                                |                                    |
| <input type="checkbox"/> Other changes / problems (marriage, pregnancy, childcare, moved to new location, etc.) |                                 |                                |                                    |
| <input type="checkbox"/> Other, please describe: _____  |                                 |                                |                                    |
| 3. I feel accepted at the campus I attend.  | <input type="checkbox"/>        | <input type="checkbox"/>       | <input type="checkbox"/>           |
| 4. Students here show respect for one another.  | <input type="checkbox"/>        | <input type="checkbox"/>       | <input type="checkbox"/>           |
| 5. Teachers here support me.  | <input type="checkbox"/>        | <input type="checkbox"/>       | <input type="checkbox"/>           |
| 6. Other employees and staff here support me.   | <input type="checkbox"/>        | <input type="checkbox"/>       | <input type="checkbox"/>           |

**INSTRUCTION AND STUDENT SERVICES**

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*Please answer the following for Noncredit:*

- |   | Yes<br><input type="checkbox"/> | No<br><input type="checkbox"/>   | Unsure<br><input type="checkbox"/> |
|---|---------------------------------|--|------------------------------------|
| 7. It is easy to find out about classes offered here.                           | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>           |
| 8. Becoming a student at this school is easy.                                   | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>           |
| 9. Registering for classes is easy.   | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>           |
| 10. Counselors and teachers help me get the classes I want.                     | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>           |
| 11. Counselors gave me information about programs at this school.               | <input type="checkbox"/>        | <input type="checkbox"/> Yes, I received information<br><input type="checkbox"/> I asked but did not get information<br><input type="checkbox"/> I did not ask for information   |                                    |
| 12. Counselors helped me at the beginning of my first semester.                 | <input type="checkbox"/>        | <input type="checkbox"/> Yes, I was helped<br><input type="checkbox"/> I asked for help but did not get it<br><input type="checkbox"/> I did not ask for help  |                                    |
| 13. Counselors helped me after my first semester.                               | <input type="checkbox"/>        | <input type="checkbox"/> Yes, I was helped<br><input type="checkbox"/> I tried to see a counselor but could not get in<br><input type="checkbox"/> I saw a counselor but they could not help me<br><input type="checkbox"/> I did not try to see a counselor |                                    |
| 14. Classes are offered at times that are convenient for me.                    | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>           |
| 15. I receive clear, accurate information about Noncredit classes and services. | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>           |
| 16. This campus is safe.  | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>           |

*Please rate the following for Noncredit:*

- |                                   | Excellent<br><input type="checkbox"/> | Good<br><input type="checkbox"/> | Fair<br><input type="checkbox"/> | Poor<br><input type="checkbox"/> | Unsure / Not Available<br><input type="checkbox"/> |
|-----------------------------------|---------------------------------------|----------------------------------|----------------------------------|----------------------------------|--|
| 17. Application Process           | <input type="checkbox"/>              | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>                           |
| 18. Placement Testing             | <input type="checkbox"/>              | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>                           |
| 19. Admissions & Enrollment (A&E) | <input type="checkbox"/>              | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>                           |
| 20. Course Time Schedule          | <input type="checkbox"/>              | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>                           |
| 21. Counseling                    | <input type="checkbox"/>              | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>                           |
| 22. Student Activities            | <input type="checkbox"/>              | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>         | <input type="checkbox"/>                           |

