

## SPAR Rate Explanation and Related Data

The SPAR (Student Progress and Achievement) rate is a fraction. On the bottom of the fraction is the cohort to be tracked. These are new first time college students who took 12 or more units at any time and who attempted a degree-applicable English class or a degree-applicable mathematics class, or a beginning vocational class. Cohorts are followed for six years after initial enrollment to determine their long-term achievement. Students who are successful are included on the top of the fraction. Successful students 1) completed both transferrable English and mathematics classes, 2) transferred to a four-year institution, 3) became transfer-prepared (i.e. completed 60+ units), 4) received an AA/AS degree, or 5) received a certificate.

The SPAR rate has declined since 2002-03. The three reasons for the decline suggested in the College's ARCC self-assessment were 1) new coding of English transferable courses, 2) a decline in the issuance of certificates and degrees<sup>1</sup> and 3) rising English and mathematics requirements.<sup>2</sup> Subsequent, detailed analysis, however, showed that the most notable decline from 2002-03 to 2003-04 was in 4-year transfer. Other outcomes show little or no change since 2002-03. Table 1 presents the percentage of students who achieved each outcome included in the SPAR rate. Students may achieve more than one outcome. For total outcomes, students who completed more than one outcome are included only once.

Table 1. Student Progress and Achievement Rate (SPAR)  
By Specific Outcome within Six Years of Entering CCSF

SPAR Cohorts	Academic Year		
	2001-02	2002-03	2003-04
Students in the Cohort <sup>3</sup>	4,192	3,869	2,902
SPAR Outcomes	2001-02	2002-03	2003-04
Completed English and Math	26.4%	26.8%	26.5%
Transferred to 4-Year Institution	34.1%	33.9%	27.8%
Transfer Prepared (60+ Units)	32.6%	30.7%	30.7%
Received an AA/AS Degree	17.8%	17.5%	16.9%
Received a Certificate	7.8%	6.1%	5.9%
Total Outcomes (Unduplicated)	56.0%	54.0%	49.9%

<sup>1</sup> Degrees and certificates awarded at CCSF rose from 2,176 in 2001-02 to 2,710 in 2004-05 and then declined to 1,990 in 2008-09 (source: Chancellor's Office Data Mart).

<sup>2</sup> Rising English and mathematics requirements could negatively affect who would either graduate or transfer since more classes and longer time periods would be required for students to complete their academic study. Changing coding of degree applicable English courses could affect who is included in the cohort and tracked forward.

<sup>3</sup> Note the cohort size decreases from 4,192 in 2001-02 to 2,902 2003-04. This is because there was a decline in new first time students during those years.

The Transfer outcome can be affected by impactation at public and private universities. Table 2 below presents the number of students statewide and from CCSF who 1) transferred to a four-year public institution in California or 2) transferred to San Francisco State University. Table 2 provides some basic transfer data; however, a more detailed analysis is planned which would compare the historical changes in transfer numbers among a selected set of comparable community colleges.

Table 2. Community College Transfers, Statewide and from CCSF<sup>4</sup>

Transfers to Any Public 4-Year Institution					Transfers to San Francisco State University				
Academic Year	State-wide	CCSF	Annual Change		Academic Year	State-wide	CCSF	Annual Change	
			State-wide	CCSF				State-wide	CCSF
2001-02	62,762	1,503	n/a	n/a	2001-02	3,290	971	n/a	n/a
2002-03	63,762	1,521	2%	1%	2002-03	3,787	969	15%	0%
2003-04	60,901	1,395	-5%	-8%	2003-04	3,980	924	6%	-5%
2004-05	66,904	1,403	10%	1%	2004-05	4,040	894	2%	-3%
2005-06	66,405	1,420	-1%	1%	2005-06	3,901	867	-4%	-3%
2006-07	68,032	1,454	3%	2%	2006-07	4,103	942	6%	8%
2007-08	68,934	1,416	1%	-3%	2007-08	3,903	864	-6%	-8%
2008-09	63,880	1,404	-8%	-1%	2008-09	3,721	859	-6%	-1%

SPAR cohorts success is broken out by ethnicity in the six tables on the following pages.<sup>5</sup> Note that the largest disparities occur (in order): transfer-prepared, transfer-directed, transfer, AA degree and certificate attainment. Transfer-directed is noteworthy because it relates to the completion of a transfer-level class in English and mathematics.

<sup>4</sup> Source: California Post Secondary Commission, Full Year Transfer Figures.

<sup>5</sup> These tables were constructed using data from the California Community College Chancellor's Office, which does not delineate "Southeast Asian" as a separate group. Thus, the ethnic groupings do not entirely reflect CCSF's new standards for reporting ethnicity.

Table 3 - SPAR Cohorts by Ethnicity

<b>Cohort Total</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Grand Total</b>
African-American	314	290	241	845
American Indian/Alaska	15	20	7	42
Asian	1,939	1,787	1,220	4,946
Filipino	325	339	277	941
Hispanic/Latino	608	538	474	1,620
Pacific Islander	32	30	32	94
Unknown/Non-Respondent	203	213	164	580
White Non-Hispanic	755	651	486	1892
<b>Grand Total</b>	<b>4,191</b>	<b>3,868</b>	<b>2,901</b>	<b>10,960</b>

Table 4 - Percent of Each SPAR Cohort Receiving AA/AS Degrees

<b>AA Degree Recipients</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Grand Total</b>
African-American	16%	16%	15%	16%
American Indian/Alaska	7%	10%	14%	10%
Asian	22%	20%	22%	21%
Filipino	17%	14%	17%	16%
Hispanic/Latino	12%	14%	14%	13%
Pacific Islander	6%	17%	19%	14%
Unknown/Non-Respondent	15%	16%	12%	15%
White Non-Hispanic	14%	16%	10%	14%
<b>Grand Total</b>	<b>18%</b>	<b>18%</b>	<b>17%</b>	<b>18%</b>

Table 5 - Percent of Each SPAR Cohort Receiving Certificates

<b>Certificate Recipients</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Grand Total</b>
African-American	8%	10%	5%	8%
American Indian/Alaska	0%	5%	14%	5%
Asian	9%	6%	7%	7%
Filipino	7%	5%	6%	6%
Hispanic/Latino	5%	6%	5%	5%
Pacific Islander	6%	13%	0%	6%
Unknown/Non-Respondent	6%	5%	4%	5%
White Non-Hispanic	8%	6%	5%	7%
<b>Grand Total</b>	<b>8%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>

Table 6 - Percent of Each SPAR Cohort Transferring

<b>Transferred</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Grand Total</b>
African-American	28%	26%	24%	26%
American Indian/Alaska	33%	40%	0%	31%
Asian	41%	43%	35%	40%
Filipino	28%	23%	18%	23%
Hispanic/Latino	22%	22%	18%	21%
Pacific Islander	9%	23%	19%	17%
Unknown/Non-Respondent	34%	32%	24%	31%
White Non-Hispanic	33%	30%	29%	31%
Grand Total	34%	34%	28%	32%

Table 7 - Percent of Each SPAR Cohort Becoming Transfer Directed

<b>Transfer-directed</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Grand Total</b>
African-American	12%	11%	9%	11%
American Indian/Alaska	7%	25%	14%	17%
Asian	36%	37%	40%	37%
Filipino	22%	20%	16%	19%
Hispanic/Latino	14%	14%	15%	14%
Pacific Islander	9%	13%	16%	13%
Unknown/Non-Respondent	25%	30%	18%	25%
White Non-Hispanic	22%	20%	21%	21%
Grand Total	26%	27%	27%	27%

Table 8 - Percent of Each SPAR Cohort Becoming Transfer Prepared

<b>Transfer Prepared</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Grand Total</b>
African-American	18%	18%	18%	18%
American Indian/Alaska	13%	15%	0%	12%
Asian	43%	40%	43%	42%
Filipino	28%	26%	26%	27%
Hispanic/Latino	20%	19%	21%	20%
Pacific Islander	19%	17%	16%	17%
Unknown/Non-Respondent	27%	29%	22%	26%
White Non-Hispanic	27%	24%	22%	25%
Grand Total	33%	31%	31%	31%