College Performance Indicators

Academic Year: 2005-2006

Office of Research
Institutional Advancement
April 2007

Preface

Dear CCSF Community,

It is my pleasure to present to you the fourth edition of CCSF's College Performance Indicators Report (CPI). This report provides a detailed analysis of the progress we have made toward meeting our strategic and annual planning priorities through 2005-6. The report is also a reflection of the College's on-going commitment to collaborative planning, but also thoughtful assessment and evaluation, and on-going improvement.

The CPI Report is one in a series of annual institutional assessments within the planning and budgeting system. The CPI focuses on college-wide quantitative measures of progress and success based upon the goals and priorities of CCSF's Strategic Plan.

The CPI report provides the user with a straight-forward look at what is happening across the College giving us opportunities to recognize our progress and to identify areas for further development. With this in mind, I encourage you to take the time to examine the data within and consider it when planning for the coming year.

If you have questions or concerns about this report, please contact Susan Lopez at slopez@ccsf.edu or Steven Spurling at sspurlin@ccsf.edu.

Best Regards,

Dr. Philip R. Day, Jr.
Chancellor
City College of San Francisco
April 2007

Acknowledgements

The staff of the Office of Research produced this report. Lead staff were Steve Spurling, Susan Lopez, and Pamela Mery. Support staff included Attila Gabor, Quyen Lu, and Diane Tong. Dr. Robert Gabriner, Vice Chancellor of Institutional Advancement, provided oversight and coordination.

April 2007

Introduction

The College Performance Indicators Report (CPI) is distributed annually throughout the College and is posted on the website of the Office of Research. The CPI is an institutional assessment tool that is key to evaluating how well the College is carrying out its Strategic Plan. The CPI review of performance is accomplished with reference to 30 indicators. Many of the indicators track as many as eight years of data, from 1998-99 forward. Trends identified here can and should be referred to in on-going fashion to guide future planning efforts across the institution.

This year, an additional indicator has been added in the technology area. With the growth in technology at the College, we have for the first time included the number of distance learning classes offered at the college and the number of students enrolled in those. There are also indicators that are still being developed and will be addressed in future reports. Indicators will be reviewed annually to determine if they remain the most appropriate ones for evaluating College performance. The full list of indicators may be found in the Appendix.

This year's edition contains about 50% more graphic representations than in past editions. Additionally, each narrative section calls the reader's attention to one or more facts which may be of particular interest. Although it is always a subjective matter to highlight one fact over another, we thought most readers would appreciate having some trends and details pointed out which might otherwise have been overlooked. Sources for the data analyzed in this report include the Banner system, the Decision Support System, many surveys conducted by the Office of Research and data provided by other units within the College.

We appreciate your interest in learning about the College and in assessing its performance through your review of this report. If you have questions or comments about this report, please contact Susan Lopez at slopez@ccsf.edu or Steven Spurling at sspurlin@ccsf.edu.

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Strategic Priority & Core Performance Indicator(s) **Page**

Strategic Priority 1 – Basic Skills
To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation and transitional studies including instruction, academic and student support services, and other services as necessary.

To effectively navigate this section, there are two definitions that require explanation. First, we define precollegiate as all courses in the English, Math and ESL sequences below college level. College-level courses include English 1A and Math 90; all ESL is defined as precollegiate. Second, we define basic skills courses as the lower levels of the precollegiate sequence. Precollegiate basic skills courses include English K, L, W, 90, 91, and 92, Math E1 and E3 and ESL 110 and 120. The performance indicators under Strategic Priority #1 cover only credit precollegiate programs. See Appendix for a flowchart illustrating the precollegiate sequence.

√ *Percentage of first-time students placed into precollegiate Math, English, ESL courses*

Definition: Table 1 reflects the percentage of first-time students who have placed into precollegiate courses. See appendix for more information on course sequences.

Of Interest: Compared to 1998, a higher percentage of students took placement tests in 2006 and a higher percentage of test-takers placed at college level than was formerly the case.

Long-term Trend: The percentage of new students who are taking placement tests has risen substantially over seven years from 72% to 85%. The percentage of students with collegiate placements only remains relatively low, but has risen since 1998 from 2% to 6% of new students, while the percentage of students with precollegiate placements has dropped from 98% to 94%. Most of the improvement has been a shift from upper-precollegiate to collegiate level while percentages at basic skills level remain about the same.

Annual Change: The annual change confirms the long term trends, with a 4% increase in placement testing, a 1% increase in collegiate placements only and a corresponding 1% drop in precollegiate placements.

Basic Skills Priority: Table 1 **Placement of New First Time Students into Precollegiate and Collegiate Courses**

	Fall Terms								
	1998	1999	2000	2001	2002	2003	2004	2005	2006
Total new first time students	3,752	3,646	3,539	4,128	3,900	3,289	3,212	3,205	3,071
Took no placement tests	1,045	914	885	1,227	914	610	563	616	456
Took placement test(s)	2,707	2,732	2,654	2,901	2,986	2,679	2,649	2,589	2,615
Percent placement tested	72%	75%	75%	70%	77%	81%	82%	81%	85%
	Students Placing at Each Level								
Basic skills	55%	53%	46%	50%	54%	54%	58%	56%	56%
Upper precollegiate	44%	45%	50%	46%	42%	42%	38%	40%	38%
Total precollegiate	98%	98%	96%	96%	96%	96%	96%	95%	94%
Collegiate only	2%	2%	4%	4%	4%	4%	4%	5%	6%

Note: Small mathematical disparities due to rounding of percentages.

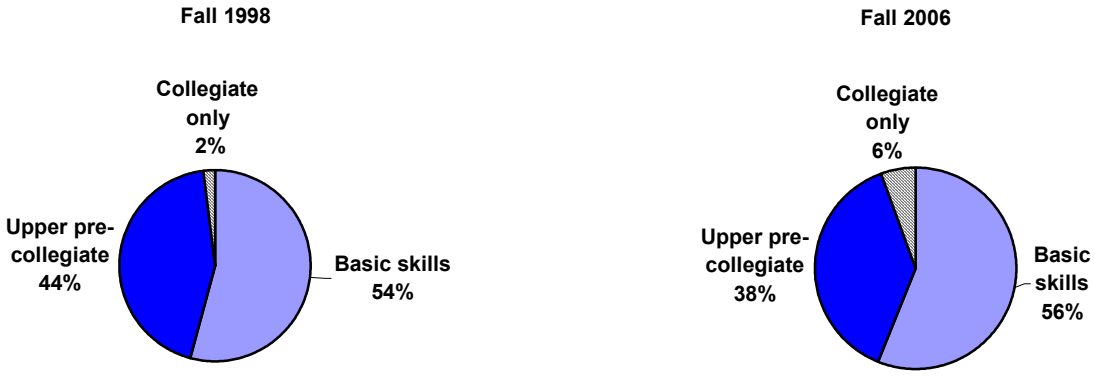
Students may score higher in one subject than another. Therefore, "basic skills" refers here to one or two lower precollegiate placements regardless of any higher placements. "Upper precollegiate" refers to one or more upper precollegiate only if no basic placements regardless of any higher placements. "Upper precollegiate" refers to one or more upper precollegiate only if no basic skills placements. "Collegiate only" indicates no precollegiate placements, only college level.

All ESL placements are considered precollegiate since they provide students with skills necessary for college success.

Basic Skills English placements are K, L, 90, 92; upper precollegiate placements are 93/94, 96; collegiate placements are 1A, 1B, 40.

Basic Skills Math placements are E, EX, EGH; upper precollegiate placement includes 840 and 860; collegiate placement is 90.

Source: Office of Research, Planning & Grants, 2006 metadata



Figs. 1A & 1B **Placement of New First Time Students into Precollegiate and Collegiate Courses**

√ *Student demand for and access to precollegiate courses*

Definition (Same for Tables 2, 3, 4): Two elements of access are the total demand for a course in terms of numbers of students, as well as the percentage of that demand which CCSF is able to meet. Total demand for precollegiate courses is measured by the number of students who enrolled in a course plus the number unable to enroll in the class. Unsuccessful registration shows the percentage of all of that total demand that was represented by those who were unable to register for the class ("closed section" message). Tables 2A/2B, 3A/3B, and 4A/4B track total demand and unsuccessful registration for precollegiate English, Math, and ESL courses respectively.

Of Interest: The rate of unsuccessful registration for precollegiate English was at 17%, a 1% increase both from historical levels and from the previous year. Conversely, 83% of demand was met. Tables 2A and 2B will be of limited utility this year for measuring total demand because changes in the precollegiate English program made actual changes in demand difficult to quantify.

Long-term Trend: The long-term trend in total demand for precollegiate English was up in fall 2006 to 6,138. That is 8% above historical levels established from 1998 to 2004.

Annual Change: There was about a 13% decline in demand for ENGL 93 or 94 in fall 2006 compared to the previous fall. Compared to fall 2005, an apparent overall drop in demand in fall 2006 resulted primarily from several courses affected by programmatic changes. The combination of ENGL 9 and ENGL 90 can now be satisfied by a single course, ENGL 91X. That two-for-one substitution led to a drop in seatcount enrollment in 2006.

Basic Skills Priority: Tables 2A & 2B

Demand for Precollegiate English Classes

Table 2A: Total Demand[1] for Precollegiate English Courses (Enrollments plus Unsuccessful Reg. Attempts)

Course[2]	Avg. Fall 1998-2004	Fall 2005	Fall 2006	Change 2006-2005
9	475	611	293	-318
K	229	348	267	-81
L	320	315	351	36
90	754	929	588	-341
91X	N/A	0	381	381
92	724	805	819	14
93/94	1,672	1,896	1,658	-238
96	1,494	1,783	1,781	-2
Total	5,668	6,687	6,138	-549

Table 2B: Unsuccessful Registration[3] (as Percent of Total Demand)

Avg. Fall 1998-2004	Fall 2005	Fall 2006	Change 2006-2005	Chg. Number of Sections 2006
18%	32%	38%	6%	N/A*
18%	31%	19%	-11%	0
17%	25%	29%	4%	0
12%	13%	29%	17%	-11
N/A	N/A	22%	N/A	8
16%	13%	21%	7%	-1
21%	15%	9%	-6%	-1
11%	10%	13%	2%	-1
16%	16%	17%	1%	-6

***Note: The combination of 9 and 90 can now be satisfied by 91X; therefore; the 2 for 1 resultant reduction in demand exaggerates the decline in overall demand. Actual precollegiate ENGL demand declined only about 3% year over year.**

1 Total demand is defined as including enrollments plus the unmet demand of students who got a "closed section" message when attempting to register. Other cases are not included.

2 English 93 and 94 are taught in the same classroom and the distinction presently relates to graduating students' catalog rights.

3 Number of closed section messages, intended to represent a student's chances of NOT "getting into" the desired section.

Source: Office of Research, CCSF Institutional Advancement, Fall 2006.

Basic Skills Priority: Tables 3A & 3B **Demand for Precollegiate Math Classes**

Table 3A: Total Demand[1] for Precollegiate Math Courses (Enrollments plus Unsuccessful Reg. Attempts)

Course	Avg. Fall 1998-2004	Fall 2005	Fall 2006	Change 2006-2005
E / E1	1,301	859	684	-175
EX / E3	621	792	798	6
835	126	128	131	3
840	1,593	1,756	1,724	-32
S	96	147	113	-34
850	276	242	250	8
855	57	31	40	9
860	1,077	1,350	1,364	14
U	63	78	53	-25
Total	5,210	5,383	5,157	-226

Table 3B: Unsuccessful Registration (as Percent of Total Demand)

Avg. Fall 1998-2004	Fall 2005	Fall 2006	Change 2006-2005	Chg. Number of Sections 2006
19%	12%	9%	-3%	-3
53%	38%	25%	-13%	2
29%	29%	32%	3%	0
32%	33%	34%	1%	0
33%	47%	42%	-5%	0
24%	21%	22%	1%	0
12%	0%	0%	0%	0
21%	29%	32%	2%	0
9%	24%	0%	-24%	0
28%	29%	28%	-1%	-1

1 "Total demand" is defined as including not only the enrolled (students successfully accessing the course) but also the unmet demand of students who got a "closed section" message when attempting to register. Does not include other cases or multiple attempts per student.

2 Intended to represent a student's chances of NOT "getting into" the desired section, this is the number of unsuccessful registration attempts resulting from closed section messages divided by total demand as defined above.

Source: Office of Research, CCSF Institutional Advancement, Fall 2006.

Definition: See definition before Table 2.

Of Interest: Precollegiate math demand and the level of unsuccessful registration show long-term stability. The level of unsuccessful registration is relatively high at 28%, higher than precollegiate English and ESL.

Long-term Trend: Total demand for precollegiate Mathematics in fall 2006, at 5,157, was close to its historical average. It was 4% below the previous fall's 5,383. The rate of unsuccessful registration in fall 2006 returned to its historical average of 28%, a 1% decrease from fall 2005. Conversely, 72% of demand was met.

Annual Change: In fall 2006, MATH 840 experienced the largest demand at 1,724; unsuccessful registration in that course rose to 34% of demand, 2% above its historical average and1% above the previous fall. Fall 2006 saw a 20% decrease in demand for MATH E1 (without a corresponding increase in MATH E3 or any other course.) However, with the addition of two sections in E3, unmet demand was reduced by 13 percentage points.

Basic Skills Priority: Tables 4A & 4B **Demand for Precollegiate ESL Classes**

Table 4A: Total Demand[1] for Precollegiate ESL Courses (Enrollments plus Unsuccessful Reg. Attempts)

Course	Avg. Fall 2002-2004	Fall 2005	Fall 2006	Change 2006-2005
49	187	133	129	-4
66	60	33	25	-8
69	137	94	93	-1
75	50	116	141	25
79	512	359	297	-62
82	708	513	309	-204
85	40	126	114	-12
110	176	114	107	-7
112	151	86	80	-6
120	423	325	348	23
122	375	246	250	4
130	734	548	498	-50
132	473	332	312	-20
140	867	796	639	-157
142	372	295	255	-40
150	874	814	680	-134
160	0	77	222	145
170	307	5	63	58
Total	6,446	5,012	4,562	-450

Table 4B: Unsuccessful Registration[2] (as Percent of Total Demand)

Avg. Fall 2002-2004	Fall 2005	Fall 2006	Change 2006-2005	Chg. Number of Sections 2006
19%	14%	10%	-4%	0
0%	18%	0%	-18%	0
7%	10%	10%	0%	1
11%	0%	0%	0%	1
21%	4%	1%	-4%	-2
6%	1%	2%	1%	-7
0%	0%	0%	0%	0
23%	19%	17%	-2%	0
18%	5%	1%	-3%	0
16%	3%	5%	2%	0
28%	4%	9%	4%	0
12%	4%	4%	0%	-3
28%	3%	4%	1%	0
11%	5%	3%	-1%	-1
24%	5%	4%	-1%	-1
8%	5%	3%	-2%	0
0%	3%	10%	7%	4
0%	0%	14%	14%	2
14%	5%	5%	0%	-6

Note: ESL 82 is being phased out and replaced by ESL 160.

1 "Total demand" is defined as including not only the enrolled (students successfully accessing the course) but also the unmet demand of students who got a "closed section" message when attempting to register. Does not include other cases or multiple attempts per student.

2 Intended to represent a student's chances of NOT "getting into" the desired section, this is the number of unsuccessful registration attempts resulting from closed section messages divided by total demand as defined above.

Definition: See definition before Table 2.

Of Interest: Total demand for credit ESL was well below its historical average in fall 2006 and that reduction in demand was also reflected in the annual change.

Long-term Trend: Total demand for credit ESL in fall 2006 was 4,562, which was 29% below its historical average of 6,446. The 5% rate of unsuccessful registration in 2006 was nine percentage points below its historical average.

Annual Change: There was a 9% decline in demand in fall 2006, to 4,562, from the previous fall's 5,012. The rate of unsuccessful registration was low at 5% and was unchanged from the previous fall; 95% of total demand was met.

√ *Precollegiate student success by department*

Basic Skills Priority: Tables 5 and 6

Definition: Enrollment in these tables refers to seatcount enrollment, also known as duplicated enrollment. (Students may be counted more than once if taking more than one course in the same department.) The overall weighted mean for precollegiate departmental sequences is calculated by multiplying the seatcount by the success rate for each program to get the total number of successful enrollments, then dividing that by total precollegiate enrollments to get the weighted mean percentage. Success is defined in these tables as a grade of C or better. All credit ESL is defined as precollegiate. (Noncredit not shown in these tables).

Of Interest: Although precollegiate enrollment has risen in both English and Mathematics since 1998, overall precollegiate enrollment has dropped 8% in eight years due to a 35% decline in credit ESL (-1,949 enrollments) during that time.

Long-term Trend: Table 6 shows that precollegiate English has shown the largest long-term increase in enrollment, up 19% over eight years. Precollegiate Math enrollment has increased 12% over the same period, while credit ESL enrollment has declined 35%. Passing rates in precollegiate English, Math and ESL have all risen since 1998. The passing rate in Math rose 6% over eight years; English showed a 4% increase and ESL a 1% increase. These passing rates have remained relatively stable since 2002.

Annual Change: The annual overall change since Fall 2005 is difficult to calculate precisely because of programmatic changes in the English sequence resulting in lower seatcount. Precollegiate Math showed a 2% decline in enrollment. ESL passing rates in fall 2006 were down 2% compared to the previous fall and ESL enrollment showed an 8% decline.

Basic Skills Priority: Tables 5A and 5B Enrollment and Success (C or Higher) in Precollegiate Courses

Enrollment in Fall Semester

Precollegiate Courses	1998	1999	2000	2001	2002	2003	2004	2005	2006
English	3,441	3,418	3,705	3,717	4,067	4,207	4,479	4,641	4,102
ESL	5,605	5,354	4,985	5,234	4,640	4,415	4,424	3,991	3,656
Math	2,701	2,742	2,853	2,941	3,138	3,035	3,175	3,077	3,017
All Precollegiate	11,747	11,514	11,543	11,892	11,845	11,657	12,078	11,709	10,775

Success in Fall Semester

Precollegiate Courses	1998	1999	2000	2001	2002	2003	2004	2005	2006
English	56%	53%	53%	59%	59%	61%	57%	59%	60%
ESL	70%	69%	68%	72%	73%	73%	73%	73%	71%
Math	45%	42%	44%	45%	50%	50%	49%	50%	51%
Weighted Mean*	60%	58%	57%	61%	62%	63%	61%	61%	61%

* From 2004 to 2005, the weighted average (i.e., taking into account differing number of students per program) remained about the same (i.e., 0% change), while the unweighted average changed by about one percentage point. From 1998 to 2005, the weighted average gained only about one percentage point while the unweighted average rose by four percentage points. Over both timeframes, the overall average success of enrolled students in these three precollegiate sequences, when weighted by the enrollment in each discipline, is affected by the changing distribution of students among the three disciplines. Considerable enrollment decline in ESL, which has the highest passing rate by far, largely offsets increases in passing rates in each of the disciplines taken separately.

Source: CCSF Office of Research DSS Metadata, Spring 2007.

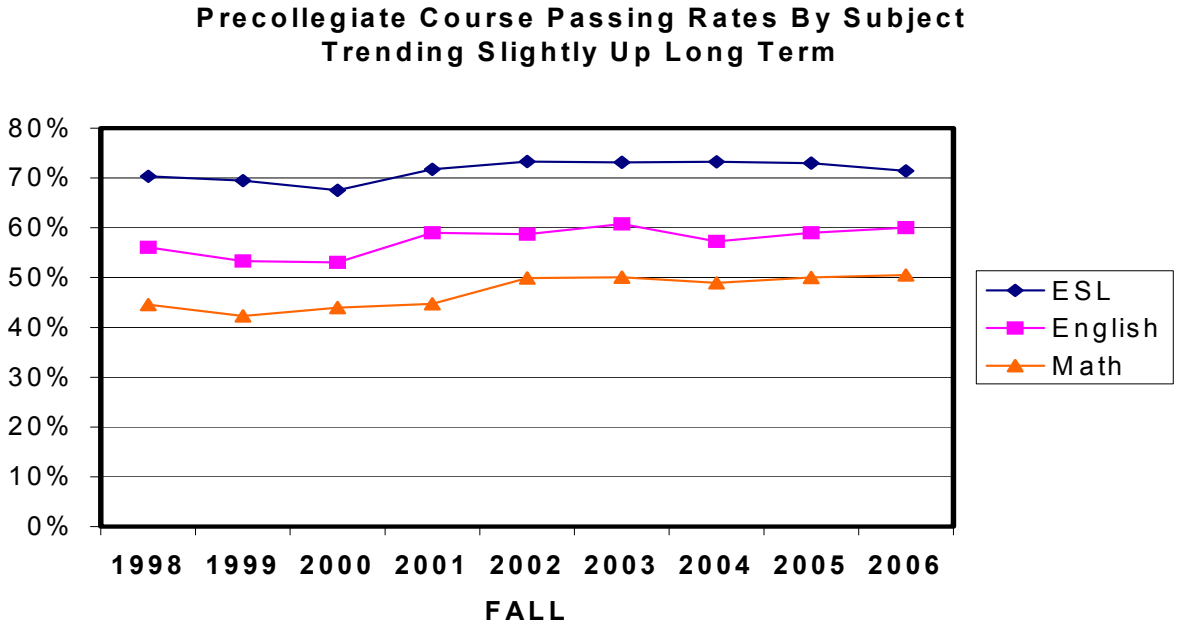


Fig. 2 Precollegiate Course Passing Rates

Basic Skills Priority: Table 6 Enrollment Change in Precollegiate Courses

Precollegiate Courses	Precollegiate Enrollment Change Summary			
	Annual: Fall 2006-Fall 2005		Long Term: Fall 2006-1998	
	Enr. Chg.	% Chg.	Enr. Chg.	% Chg.
English	-539	-12%	661	19%
ESL	-335	-8%	-1,949	-35%
Math	-60	-2%	316	12%
All Precollegiate	-934	-8%	-972	-8%

Note: All precollegiate has actually declined less than 8% since **2005**. The drop in **annual** English enrollment based on seatcount is exaggerated in enrollment statistics as the result of replacing the combination of many ENGL 9 and ENGL 90 sections with ENGL 91X. English enrollment has actually declined less than ESL when that 2 for 1 substitution is taken into consideration, and that also impacts the total precollegiate change since 2005.

Source: CCSF Office of Research DSS Metadata, Spring 2007.

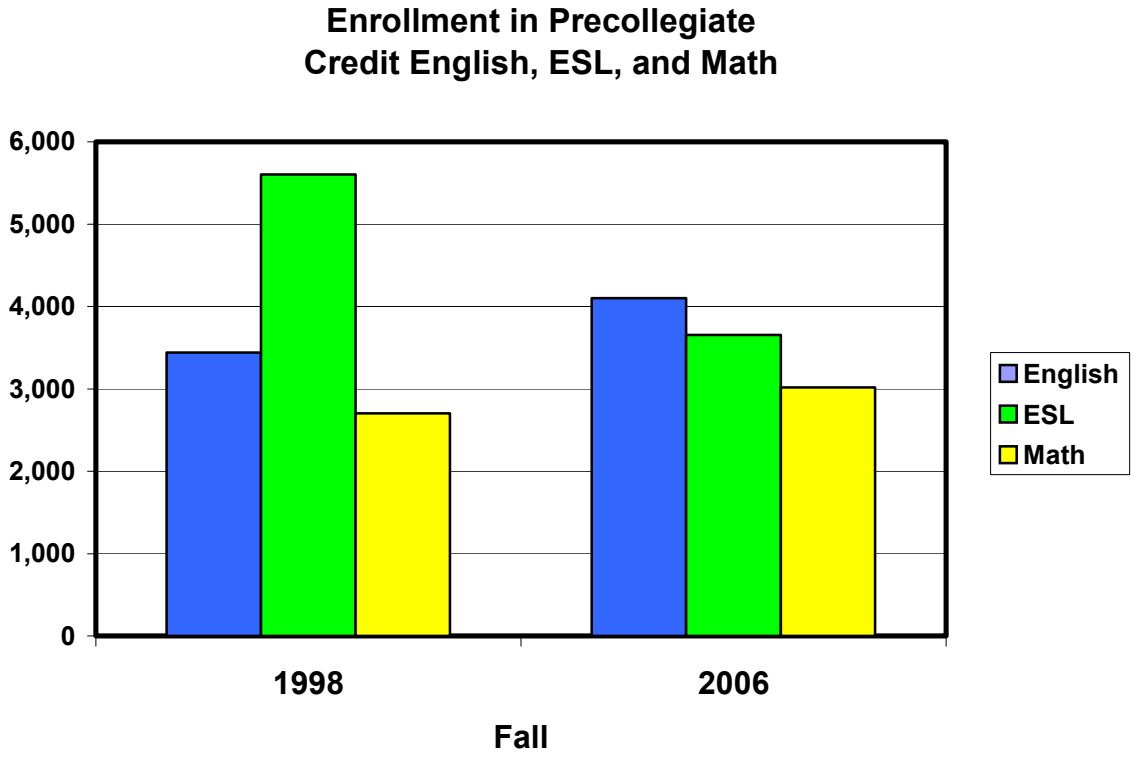


Fig. 3 Precollegiate Enrollment by Discipline

√ *Precollegiate student success—course cohorts*

Basic Skills Priority Table 7

Definition: Tables 7, 8 and 9 examine cohorts of students who placed into precollegiate courses. Each cohort is tracked over six years. Their achievement is then summarized with regard to completion of courses that meet requirements for CCSF's associate degrees, and requirements for transfer to California State University (CSU) and the University of California (UC) system.

Of Interest: Cohort comparisons show long- and short-term changes in precollegiate English performance to be very positive. The 2001 precollegiate English cohorts in ENGL L, 90 and 92 all showed strong improvements in attainment of requirements compared to the 2000 cohort, while improvements compared to 1998 were even greater.

Long-term Trend: In a 1998 to 2001 comparison, performance on the UC requirement rose dramatically for each course cohort: from 2% to 7% for ENGL L, from 9% to 22% for ENGL 90 and from 19% to 33% for ENGL 92. Similarly, 20% of the ENGL L 2001 cohort was able to fulfill the AA/AS requirement, while only 11% of the corresponding cohort was able to do the same in 1998.

Annual Change: The 2001 precollegiate English cohorts in ENGL 90 showed an 12% increase in course completion and 3-4% increases in meeting particular CSU, UC and AA/AS requirements. ENGL 92 showed a 9% increase and ENGL L a 5% increase in meeting the UC requirement. ENGL 92 also showed a 4% increase in meeting the AA/AS requirement.

Basic Skills Priority: Table 7 Success Rates for First Time Students in Precollegiate English Courses

	ENGL L Cohorts[1]				ENGL 90 Cohorts[1]				ENGL 92 Cohorts[1]			
	1998	1999	2000	2001	1998	1999	2000	2001	1998	1999	2000	2001
Enrolled in placement course[2]	135	97	102	118	196	244	276	334	176	227	161	192
Successfully completed course[2]	63%	55%	61%	69%	69%	66%	64%	76%	72%	69%	73%	79%
AA/AS Requirement[4]	11%	8%	17%	20%	32%	37%	37%	39%	48%	51%	49%	53%
CSU Requirement[5]	13%	11%	18%	20%	33%	39%	38%	41%	49%	52%	50%	53%
IGETC / UC Requirement[6]	2%	3%	2%	7%	9%	19%	18%	22%	19%	23%	24%	33%

Note: Cohort based on fall admission as new first time student. Placement testing and course enrollment may be in the same or subsequent terms.

1. ENGL L, ENGL 90 and ENGL 92 are basic skills courses that are 5, 4, and 3 levels below university reading/composition, respectively.
2. Students whose enrollment resulted in a transcript notation (i.e. A,B,C,CR, D,F,NC,W,I -- excludes drops but includes withdrawals).
3. Students with course enrollments resulting in A,B,C,CR grades divided by A,B,C,CR, D,F,NC,W,I; includes all students who ever passed.
4. CCSF Associate Degree Written Composition Requirement (ENGL 94 or 1A).
5. CSU General Education for Written Communication -- accepted English or ESL course(s).
6. UC English Composition - Group a - English 1A.

Source: Office of Research, DSS, 1/31/07

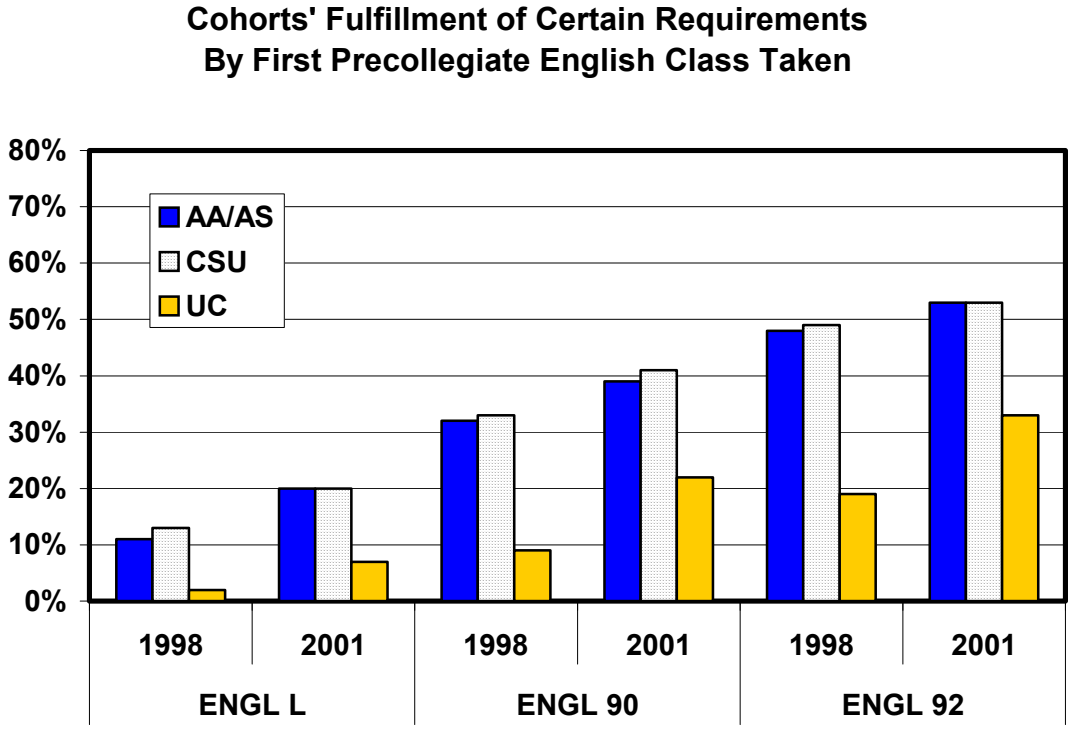


Fig. 4 Precollegiate English Success

Basic Skills Priority: Table 8

Definition: Refer to definition for Table 7.

Of Interest: Enrollment in the placement course rose sharply from 1998-2001 for all three course cohorts; most notable was an 85% increase in Math 860 enrollment. Cohort comparisons show long- and short-term improvements in fulfilling requirements for transfer and the associate degree have been much more positive for Math E than for Math 840 and Math 860. However, the percentage of Math E students able to meet the AA/AS degree requirement declined from 86% to 69% between the 1998 and the 2001 cohorts.

Long-term Trend: In a 1998 to 2001 comparison, the percentage of Math E students who eventually satisfied CSU and UC requirements approximately doubled. Only 6% of the 1998 Math E cohort was able to meet a UC requirement but 14% of the 2001 cohort was able to do so. The Math 840 cohort in 2001 did not show significant improvement in meeting the CSU or UC requirements as compared to the 1998 cohort. The same comparison for Math 860 cohorts reveals a decline (resulting from significant fluctuation) of 2% on the CSU requirement and 3% on the UC requirement between 1998 and 2001.

Annual Change: The successful course completion rate rose dramatically for the 2001 Math E cohort (51%) compared to the 38% success rate for the 2000 cohort. The Math E cohorts showed strong year over year improvement in satisfying requirements for AA/AS degree and for CSU and UC requirements; all were up 7 percentage points. But in Math 860, performance of the 2001 cohort on meeting transfer requirements was 6% lower for both CSU and UC than that of the 2000 cohort and successful completion declined 2%. The results for 840 were similarly all down in 2001 except for a 2% increase in meeting the CSU requirement.

Basic Skills Priority: Table 8 Success Rates for First Time Students in Precollegiate Math Courses

	MATH E Cohorts[1]				MATH 840 Cohorts[1]				MATH 860 Cohorts[1]			
	1998	1999	2000	2001	1998	1999	2000	2001	1998	1999	2000	2001
Enrollment in placement course[2]	385	445	360	508	385	420	466	454	137	158	181	254
Successfully completed course[3]	45%	46%	38%	51%	63%	59%	67%	64%	77%	80%	84%	82%
AA/AS requirement[4]	86%	70%	62%	69%	*100%*				*100%*			
CSU Requirement[5]	8%	10%	8%	15%	31%	31%	30%	32%	65%	56%	69%	63%
IGETC / UC Requirement[6]	6%	9%	7%	14%	28%	27%	28%	27%	61%	51%	64%	58%

Note: Cohort based on fall admission as new first time student. Placement testing and course enrollment may be in the same or subsequent terms.

1. Math 840 is 2 levels below college algebra. Math 860 is 1 level below college algebra. Math E includes Math E3 or equivalent; it is basic skills math.
2. Students whose enrollment resulted in a transcript notation (i.e. A,B,C,CR, D,F,NC,W,I -- excludes drops but includes withdrawals).
3. Students with course enrollments resulting in A,B,C,CR grades divided by A,B,C,CR, D,F,NC,W,I; includes all students who ever passed.
4. CCSF Associate Degree Mathematics Requirement-- students placing above MATH E have met this requirement by virtue of their placement; MATH E placed students may also retake the exam or successfully complete BSMA G, H or J to meet this requirement. ***Students can meet Associate Degree requirements without enrolling in any Math classes.***
5. CSU General Education Quantitative Reasoning; requirement can be fulfilled with Math or other accepted course(s).
6. IGETC Area 2 Mathematical Concepts & Quantitative Reasoning; requirement can be fulfilled with Math or other accepted course(s).

Source: Office of Research, DSS, 1/31/07

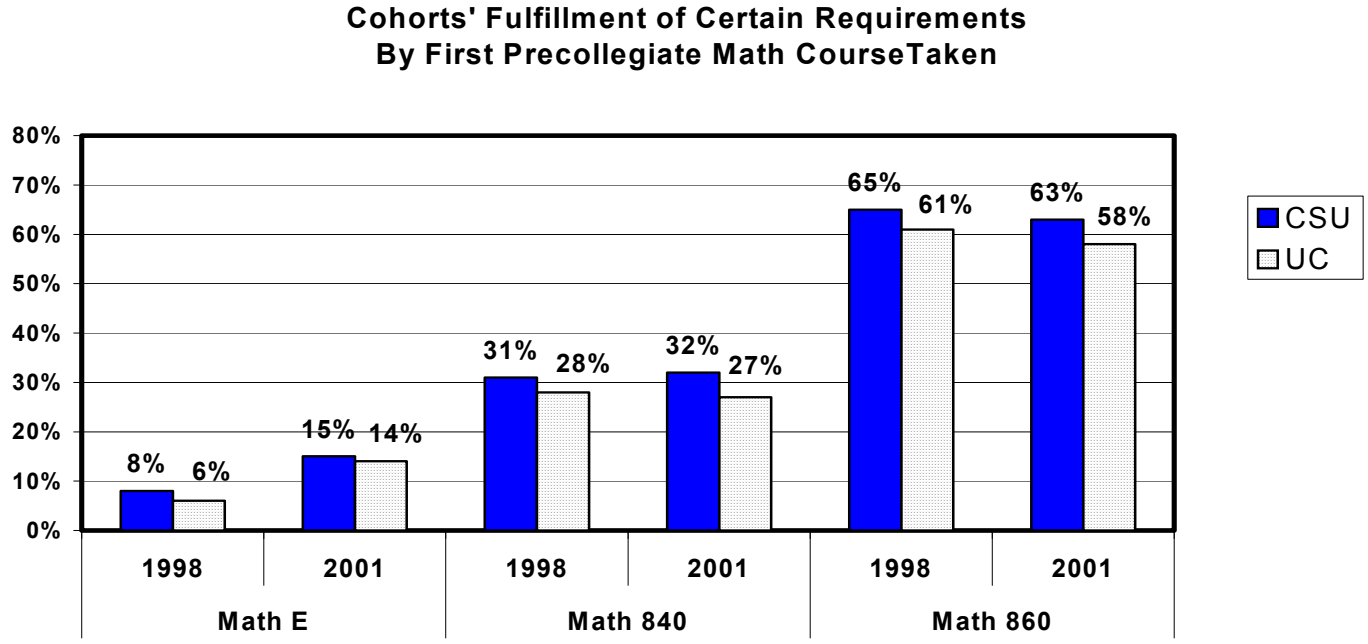


Fig. 5 Precollegiate Math Success

Basic Skills Priority: Table 9

Definition: Refer to definition for Table 7.

Of Interest: Few ESL 110 or 120 students were able to meet the UC requirement, even though successful completion of those courses was very high, over 70% in all years. The ESL 130 cohort in 2001 was larger and performed much better than the 1998 ESL 130 cohort on all measures.

Long-term Trend: Comparing the 2001 ESL 110 cohort with the 1998 cohort in the same course, the later cohort had 17% fewer enrolling in the course and performed more poorly on successful completion (-7%), CSU/AA (-5%) and UC (-2%) requirements. The results for the ESL 130 cohorts were essentially the reverse of that: The 2001 cohort had 13% more enrolling in the course and performed better on successful completion (+6%), CSU/AA (+12% from 38% to 50%) and UC (up from 2% to 7%, a tripling of the rate.) Results for ESL 120 were mixed, with a decline in enrollment and successful completion but an increase in meeting transfer requirements.

Annual Change: The 2001 ESL 110 cohort was down on course completion and CSU/AA requirement but up in enrollment (UC unchanged at 0%). The 2001 ESL 130 cohort broke away from what had been fairly consistent percentages for that course up to that point and achieved large year over year increases on all measures. As in the long term comparisons, the ESL 120 cohort had mixed results, down on two measures and up on two measures.

Basic Skills Priority: Table 9 **Success Rates for First Time Students in Precollegiate ESL Courses**

	ESL 110 Cohorts[1]				ESL 120 Cohorts[1]				ESL 130 Cohorts[1]			
	1998	1999	2000	2001	1998	1999	2000	2001	1998	1999	2000	2001
Enrollment in placement course[2]	66	65	49	55	171	159	157	156	256	276	261	290
Successful completed course[3]	85%	72%	82%	78%	88%	79%	88%	85%	85%	80%	82%	91%
AA/AS or CSU Requirement[4]	20%	14%	24%	15%	19%	21%	22%	24%	35%	38%	36%	50%
IGETC / UC Requirement[6]	2%	0%	0%	0%	0%	1%	0%	1%	2%	1%	2%	7%

Note: Cohort based on fall admission as new first time student. Placement testing and course enrollment may be in the same or subsequent terms.

1. ESL 110 is 5 levels below advanced composition. ESL 120 is 4 levels below advanced composition. ESL 130 is 3 levels below advanced composition. ESL 110 and 120 are identified as basic skills level. ESL curriculum sequence numbers changed in 2002.

2. Students whose enrollment resulted in a transript notation (i.e. A,B,C,CR, D,F,NC,W,I -- excludes drops but includes withdrawals).

3. Students with course enrollments resulting in A,B,C,CR grades divided by A,B,C,CR, D,F,NC,W,I; includes all students who ever passed.

4. CCSF Associate Degree Written Composition, *also* CSU General Education for Written Communication -- ESL 82 or accepted ENGL course(s).

6. UC English Composition - Group a - English 1A.

Source: Office of Research, DSS, 1/31/07

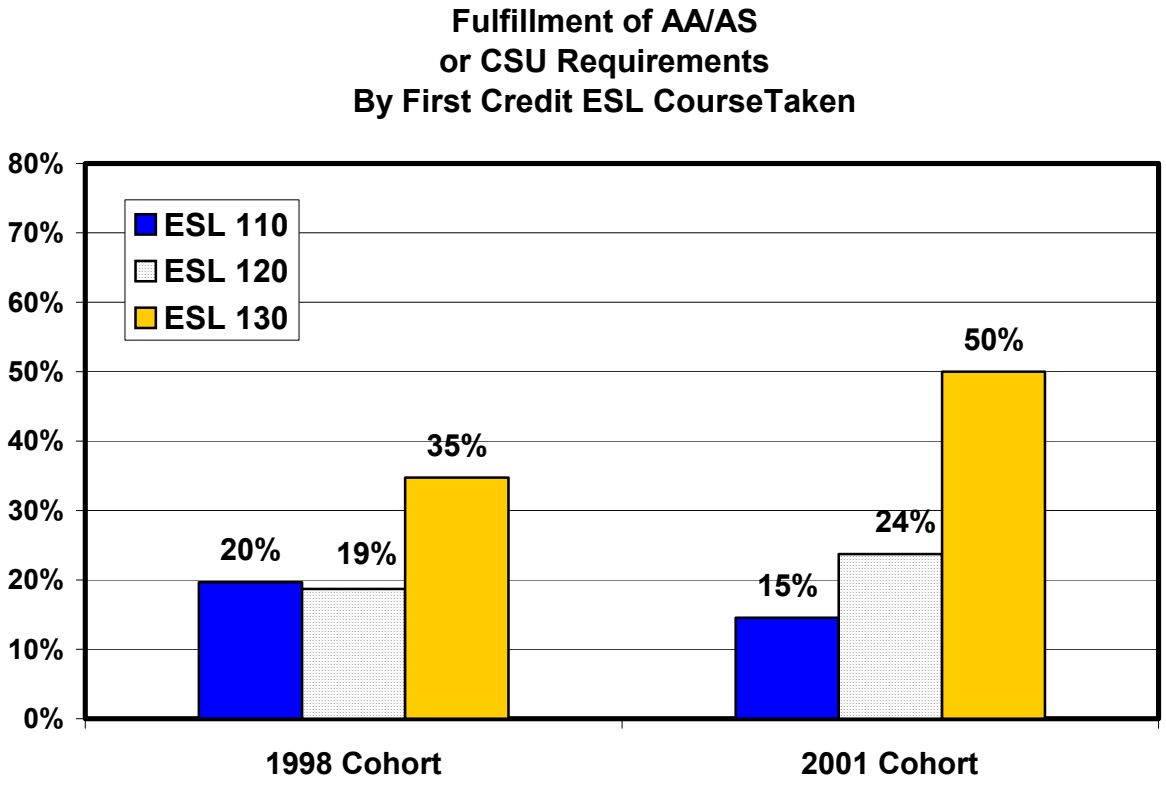


Fig. 6 Precollegiate ESL Success

Strategic Priority #2
To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery and success in achieving student learning outcomes.

To assess the effectiveness of academic programs, the College relies upon four key indicators: *successful course completion, achievement of degrees, achievement of certificates,* and *transfer to a baccalaureate institution.* Other performance indicators, including *alumni satisfaction with the College experience* and the *assessment of student learning outcomes*, are being developed and will be included in future reports.

√ *Percentage of students successfully completing courses*

Academic Priority: Table 10

Definition: "Success" is defined as receiving a grade of A, B, C, or CR in a credit course or a transfer course. The percentage shows the number of successful students as a percentage of the number of all students receiving grades of A, B, C, CR, D, F, NC, I, or W in credit or transfer courses, as applicable. City College of San Francisco is contrasted with all community colleges throughout the California Community Colleges (CCC) System.

Of Interest: CCSF has higher successful course completion rates than the CCC system as a whole. Both in the state as a whole and at CCSF, course completion rates for all credit courses and for transfer courses have dropped from a high point reached in about 2002-03.

Long-term Trend: CCC passing rates in 2005-06 for all courses were unchanged from where they were in 1998-99 and rates for transfer courses were down 1%. At CCSF, passing rates increased 2% in all courses and 1% in transfer courses over the same period.

Annual Change: CCSF showed a 1% decline in the passing rate for all courses and a 2% decline in the passing rate for transfer courses. CCC was unchanged for all credit courses and declined 1% in the transfer course passing rate.

Academic Priority: Table 10 Rate of Successful Course Completion

Year	All Credit Courses		Transfer Courses	
	CCSF	CCC Systemwide	CCSF	CCC Systemwide
Average 1995-96 to 1997-98	69%	68%	70%	68%
1998-99	68%	68%	69%	69%
1999-00	69%	68%	70%	69%
2000-01	69%	69%	71%	69%
2001-02	71%	69%	72%	70%
2002-03	73%	70%	74%	70%
2003-04	72%	70%	73%	70%
2004-05	72%	68%	73%	69%
2005-06	71%	68%	71%	68%

Source: State Chancellor's Office, Data Mart, Fall 2006

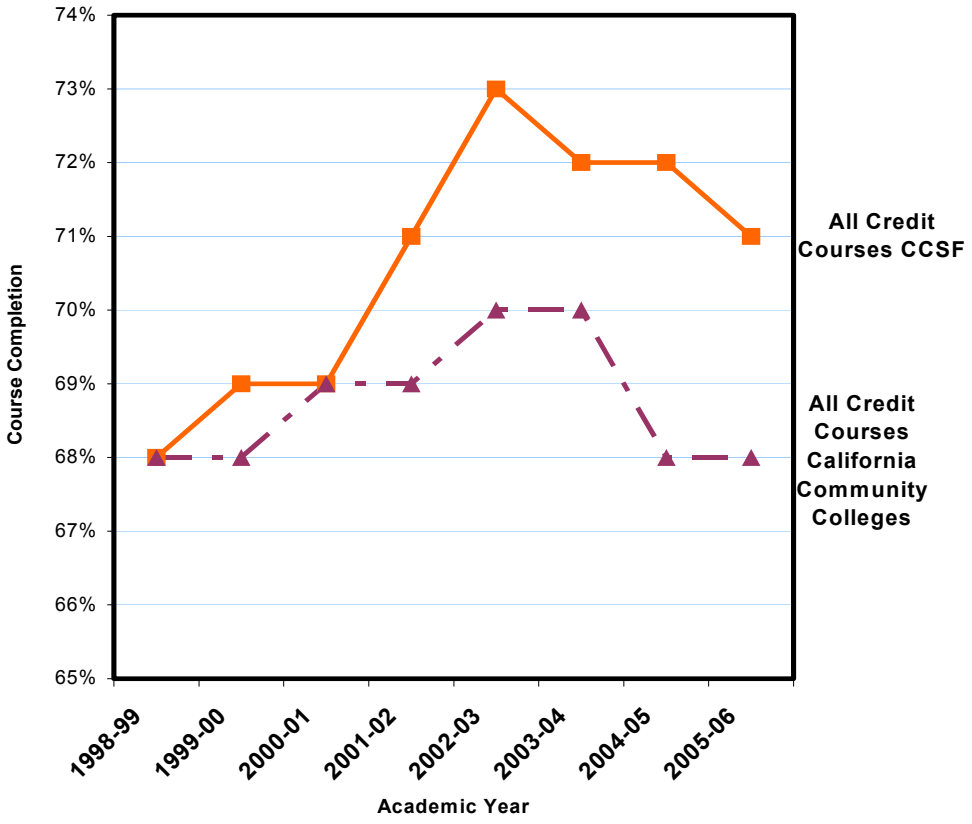


Fig. 7 Rate of Successful Course Completion

√ *Annual number of students attaining degrees and certificates*

Academic Priority: Table 11

Definition: The number of degrees earned at City College of San Francisco refers to the number of Associate Degrees in Arts (A.A.) or Associate Degrees in Science (A.S.) awarded annually. A certificate is an award in a program that requires the completion of 6 to 60 units. Table 11 shows the number of certificates and degrees awarded each year and provides a sum of both.

Of Interest: Since 1998, there has been a 47% increase in the number of certificates awarded and an 11% increase in the number of degrees. These percentages compare favorably with an increase of 6% in credit enrollment over that time. However, 2005-06 was the second yearly decline in degrees awarded, after a peak reached in 2003-04.

Long-term Trend: See above.

Annual Change: After six years of increases in the number of degrees and certificates awarded at CCSF, 2005-06 saw a break in that trend line with a year-over-year decline of 11% (-15% in certificates and -5% in degrees).

Academic Priority: Table 11 Number of Students Awarded Certificates, Degrees

Academic Year	Certificates	AA/AS Degrees	Total Degrees and Certificates
1998-99	853	1,053	1,906
1999-00	1,053	994	2,047
2000-01	1,188	939	2,127
2001-02	1,123	1,043	2,166
2002-03	1,210	1,125	2,335
2003-04	1,285	1,251	2,536
2004-05	1,474	1,236	2,710
2005-06	1,251	1,172	2,423

Source: http://misweb.cccco.edu/mis/onlinestat/awards.cfm

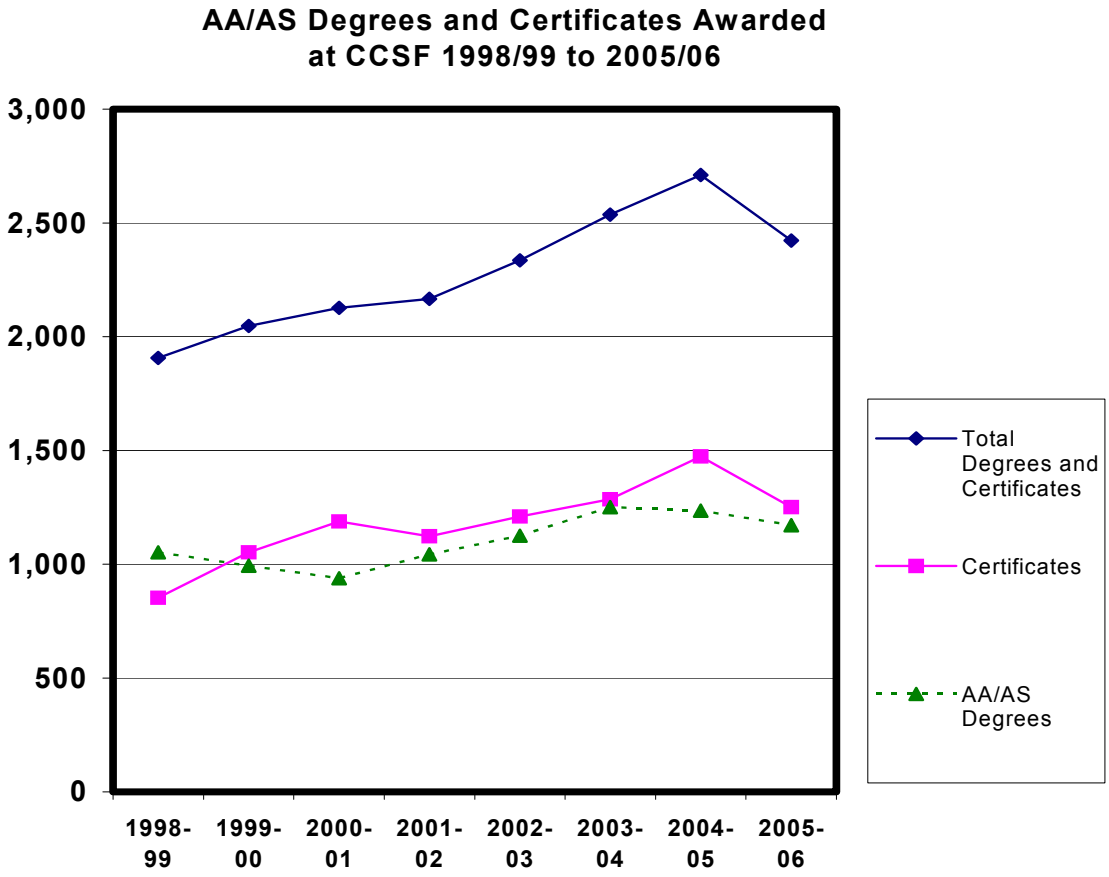


Fig. 8 AA/AS Degrees and Certificates Awarded

√ ***Annual number of students transferring to CSU, UC, and private institutions***

Academic Priority: Table 12 **Student Transfers to Four-Year Colleges and Universities**

Year	In-state				Out-of-state		Total
	Public 4-Year			Private 4-Year	Public 4-Year	Private 4-Year	
	CSU	UC	Other 4-Year				
2001-02	1,248	255	10	181	126	109	1,929
2002-03	1,224	297	26	179	127	102	1,955
2003-04	1,084	311	15	241	132	156	1,939
2004-05	1,069	334	8	257	131	144	1,943
2005-06	1,063	355	15	337	148	188	2,106

Note multiple sources: UC and CSU data comes from http://www.cpec.ca.gov/OnLineData/OnLineData.asp
Out-of-state and private colllege data via data-match with National Student Clearinghouse.
NSC data reflect students who were not summer-only, who enrolled in 12 or more units, who left City College between 1998 and 2006, and who transferred within 3 years of leaving CCSF.

Academic Priority: Table 12

Definition: Table 12 tracks the number of CCSF students who transferred to public and private four-year colleges and universities in each academic year, both within and outside of California. With students in many cases moving relatively freely from community colleges to four-year institutions and then back again, there is currently little consensus statewide on what constitutes a "transfer." See Table 12 footnotes for more detail.

Of Interest: With CSU accounting for about half of all CCSF transfers, changes in CSU transfer numbers weigh heavily on the averages. Over the long term, the decline in transfers to CSU has been a significant countertrend to overall increasing CCSF transfer numbers (see Long-term Trend) and a drag on the overall positive trend.

As already noted above, the Office of Research found a lack of consensus statewide on transfer statistics and definitions. However, according to the best data available, it would appear that 2004-05 saw a sizeable increase of 8% over what had been a fairly consistent total number of transfers by CCSF students over the previous four years.

Long-term Trend: Transfers were up 9% in 2005-06 since 1998-99. But the overall seven-year increase in transfers to all colleges except CSU (with its 15% decline) was +30%. In fact, transfers to UC were up 39% in 2005-06 over 1998-99.

Annual Change: CSU transfers showed no significant yearly change, but the decline was slowed. UC transfers were up 6%. Transfers to in-state private colleges showed a 31% increase year over year. Total transfers showed an 8% increase over the previous year, accounting for most of the 9% long-term increase.

Academic Priority: Table 13 **CSU Transfer Success**

CSU TRANSFERS	Fall 2004		Persistence	
	Students Transferred	Fall GPA	Re-enrolled Fall 2005	Persistence Rate
CCSF All	**614**	**3.05**	**555**	**90%**
Upper Division	600	3.05	542	90%
Lower Division	14	3.04	13	93%
Systemwide All	**34,736**	**2.94**	**29,539**	**85%**
Upper Division	31,747	2.94	27,092	85%
Lower Division	2,989	2.89	2,447	82%

Source: http://www.asd.calstate.edu/scripts/ccapr0405/ccct0405.idc

Persistence rate is Fall 2005 re-enrollment as a percentage of Fall 2004 enrollment.

CSU may designate students as upper division once they have 60 (transferrable) units accepted there.

Note: Transfer data reported in this document but taken from different sources will vary because of different definitions, time parameters, and other methodological differences among the studies.

Academic Priority: Table 13

Definition: Students, upon completion of some or all of their 60 undergraduate units (depending on the requirements of individual institutions), may transfer to one of two public university systems in California – the University of California system (UC) or the California State University system (CSU).

Of Interest: CCSF Students transferring to CSU in Fall 2004 had a mean GPA of 3.05 at CSU their first semester and 90% of them were still attending CSU one year later. On both of these indicators, transfers from CCSF perform better than their counterparts statewide. The 614 students who transferred to CSU by this methodology constitute 1.7% of all transfers statewide from CCC to CSU.

√ *Annual number of students achieving a status of "transfer-prepared" and "transfer-ready"*

Academic Priority: Table 14

Definition: A "transfer-prepared" student has earned 56 transferable units with a GPA of 2.00 or better within a six-year period. A "transfer-ready" student has also passed a transferable English and math class. See footnotes of Table 14 for more details.

Of Interest: Although there might be a time gap between transfer-prepared status and transfer-ready status, these data strongly suggest that only about 27% of transfer-prepared students go on to the next stage of becoming transfer-ready at CCSF.

Long-term Trend: The data go back only two years, but there was a 10% decrease in the number of transfer-prepared students from 2003-04 to 2005-06. The number of transfer-ready students also decreased but gained 1% as a percentage of the transfer-prepared.

Annual Change: From 2004-05 to 2005-06, there was a 5% decline in students becoming transfer-prepared and a similar decline in students becoming transfer-ready.

Academic Priority: Table 14 Transfer-Prepared and Transfer-Ready

Year	Transfer-Prepared	Transfer-Ready	
		Number	Percent Relative to Transfer-Prepared
2003-04	2,138	548	26%
2004-05	2,017	551	27%
2005-06	1,922	524	27%

Notes: "Transfer-prepared" is the number of students who earned at least 56 transferable units with a minimum GPA of 2.00 using courses taken within the prior six years.

Students who meet all "transfer-prepared" criteria and also have passed transfer level Math and English are considered transfer-ready and will only be counted transfer-ready in the year they achieve that status.

Students are counted as transfer-prepared only in the year they initially achieve that status. Some transfer-prepared students go on to become transfer-ready in the same or a subsequent year.

Earlier data reported in previous years were from a different source and are no longer reported due to lack of comparable methodology.

Source: CCSF Decision Support System metadata.

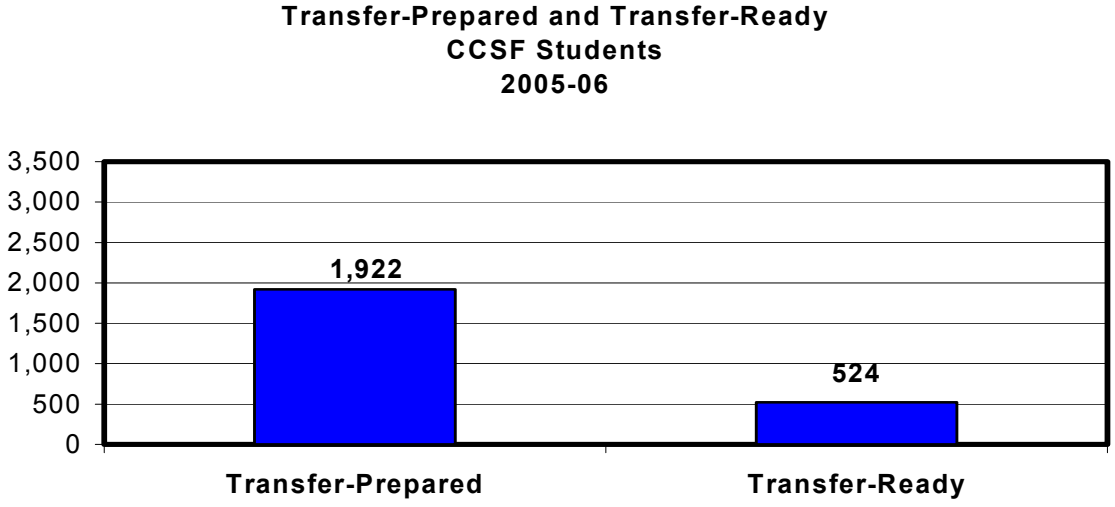


Fig. 9 Transfer-Prepared and Transfer-Ready Students

√ *Satisfaction of CCSF students*

Academic Priority: Table 15

Definition: Students rate CCSF services via periodic surveys of student satisfaction. Credit students and noncredit students are surveyed via distinct survey instruments and methods. "Amenities" is intended simply to encompass various college services that are enhancements or infrastructure relating to the overall college experience, and which students have rated. Excluded are areas such as matriculation, student development and college climate, as these are covered in their own sections in this report.

Of Interest: Except for food service and library services, the students in noncredit, primarily at campuses other than Ocean, rated most services more highly than did the credit students. However, ratings on quality of instruction and content of classes were quite similar from credit to noncredit. The ratings gap between credit (52%) and noncredit (74%) on "classrooms and classroom equipment" is notable.

Academic Priority: Table 15 **Student Satisfaction with Instruction And Amenities**

Selected Features of College Programs Students Rating Services as "GOOD" or "EXCELLENT"			
Service	**All Noncredit Respondents**	**Credit Respondents aged 25+**	**Noncredit Range at Campuses**
Quality of instruction	92%	89%	89%-95%
Content of classes	91%	89%	88%-95%
Course time schedule	88%	81%	86%-92%
Availability of classes	85%	52%	78%-92%
Class size	81%	62%	70%-88%
Computer labs	78%	76%	60%-93%
Library services and collections	78%	84%	51%-86%
Classrooms and classroom equip.	74%	52%	53%-87%
Food services	42%	58%	24%-65%

Source: Noncredit students surveyed in 2005: CCSF Preliminary Noncredit Report, November 2006. Credit student satisfaction was surveyed in 2004. Reports available at http://www.ccsf.edu/Offices/Research_Planning/reports_satisfaction.htm

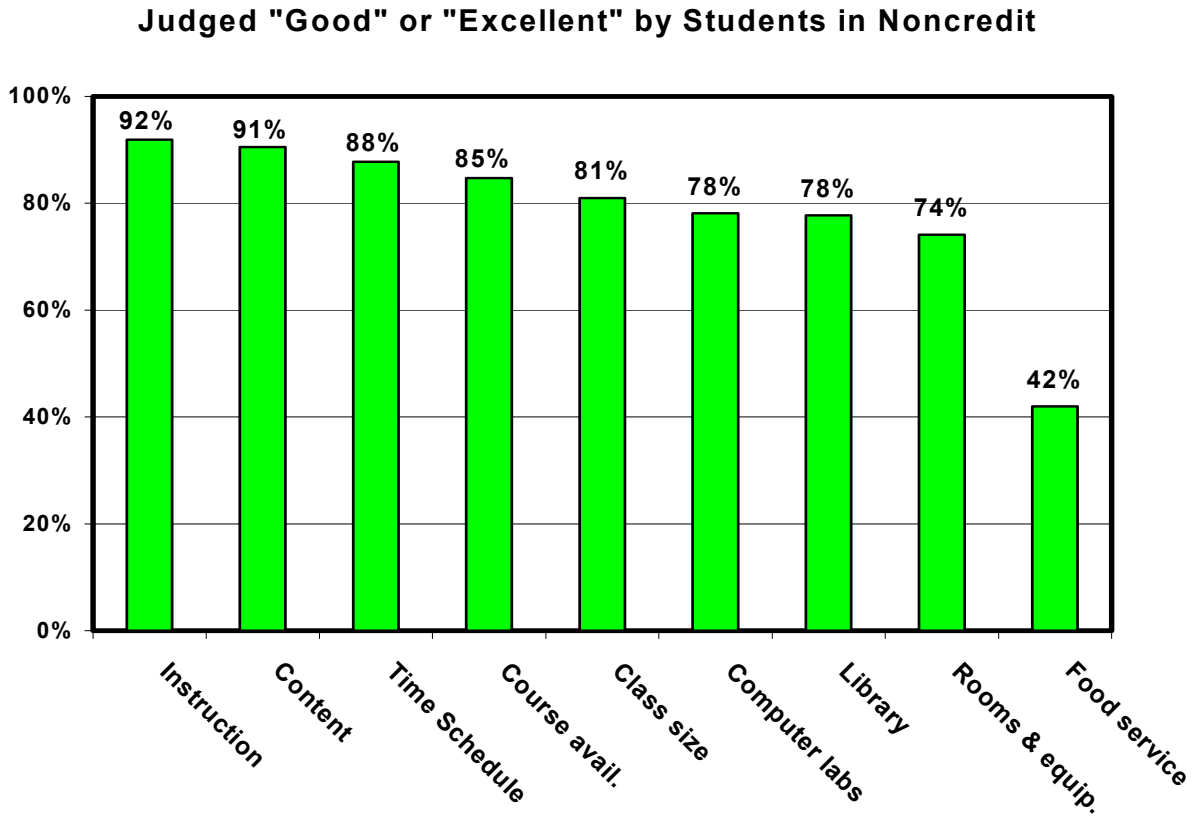


Fig. 10 Noncredit Student Satisfaction with Instruction and Amenities

Strategic Priority #3
To continue to respond effectively to the educational and training needs of students and communities related to workforce, economic and community development initiatives.

√ ***Successful completion of vocational credit courses***

Workforce Priority: Table 16

Definition: *Advanced* vocational courses are given a 'SAM' code of 'B'. An *introductory* vocational course is defined by a 'SAM' code of 'C' given by the State Chancellor's Office. A student successfully completes a course when they receive a grade of A, B, C or CR.

Of Interest: There are about twice as many enrollments in introductory vocational courses as in advanced vocational courses. Successful completion rates in both introductory and advanced vocational courses have increased significantly since 1998-99. A very high 84% of enrollments in advanced vocational courses now result in a grade of C or better (compared to 71% of all credit courses that are successfully completed at CCSF).

Long-term Trend: From 1998-99 to 2005-06, advanced vocational enrollment increased at a slightly faster rate than that of all enrollment (12% vs. 10%) but introductory vocational increased at the same rate (10%) as all credit enrollment. However, since the enrollment peak in 2003-04, overall vocational course enrollment declined 6.7% from 42,298 to 39,426, about twice the 3.3% decline in all credit seatcount enrollment.

Annual Change: From 2004-05 to 2005-06, there was a 16% increase in introductory vocational course enrollment, but a 14% decrease in advanced vocational course enrollment.

Workforce Priority: Table 16 Student Success in Introductory and Advanced Vocational Courses

Year	Introductory Vocational		Advanced Vocational		Total Vocational Course Enrollment (Dupl.)	Total Credit Course Enrollment (Dupl.)	Total Voc as % of All Credit Enrollment
	Courses Taken	Passing Rate	Courses Taken	Passing Rate			
1998-99	23,844	70%	11,825	79%	35,669	161,082	22%
1999-00	24,074	70%	12,505	80%	36,579	159,613	23%
2000-01	24,431	71%	12,289	81%	36,720	159,888	23%
2001-02	26,224	72%	14,005	84%	40,229	174,515	23%
2002-03	27,713	74%	14,585	84%	42,298	183,382	23%
2003-04	25,507	74%	14,385	84%	39,892	174,997	23%
2004-05	25,810	73%	13,727	84%	39,537	176,363	22%
2005-06	26,212	74%	13,214	84%	39,426	177,248	22%
Enroll. Pct. Incr. 1998-99 to 2004-05	10%		12%		11%	10%	

Source: CCSF Decision Support System

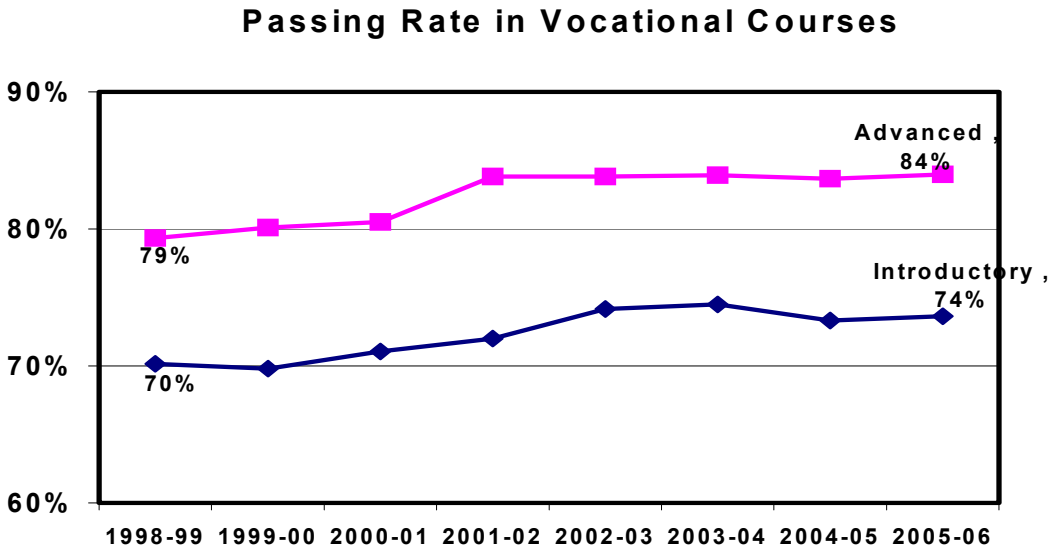


Fig. 11 Successful Completion of Vocational Courses

√ *Number of certificates achieved annually*

Workforce Priority: Table 17

Definition: Certificates require the successful completion of 6 to 60 units in a program. Awards of achievement require the successful completion of 60 or more units in a program and are included in the number of certificates.

Of Interest: From a Tech Boom peak in 1999-2000, certificates in Information Technology subsequently declined from 160 to only 22 in 2005-06 (-86%). In all programs in 2005-06, 223 fewer certificates were earned than in 2004-05, a decline of 15%. Because of the large size of their certificate programs, declines in certificates awarded in Health (-17%) and in Family & Consumer Science (-14%) weighed most heavily on the annual total.

Long-term Trend: From 1998-99 to 2005-06, the number of certificates awarded increased 47%.

Annual Change: From 2004-05 to 2005-06, there was a 15% decline in the number of certificates awarded.

Workforce Priority: Table 17 **Certificates Awarded in CCSF Credit Programs**

Program Category	Avg. 1996-97 & 1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	Chg. % 2004-05 to 2005-06	Chg % 1998-99 to 2005-06
Ag. & Nat. Resources	12	23	8	12	1	6	12	16	4	-75%	-83%
Arch. & Environ. Design	1	3	2	0	0	1	1	0	0	N/A	-100%
Biological Sciences	N/A	N/A	2	0	4	13	17	30	61	103%	N/A
Business & Mgnt.	99	76	143	96	86	115	115	103	101	-2%	33%
Commercial Services	11	11	10	18	19	17	14	21	17	-19%	55%
Media & Communic.	1	0	2	13	28	43	39	22	20	-9%	N/A
Information Tech.	65	88	160	154	159	114	64	90	22	-76%	-75%
Family and Consu. Sci.	64	221	245	329	295	299	303	339	293	-14%	33%
Education	N/A	8	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Eng'ing & Rel. Indus.Tech.	95	42	173	114	152	142	106	201	182	-9%	333%
Fine & Applied Arts	1	1	14	23	16	26	32	30	11	-63%	10
Foreign Language	N/A	N/A	N/A	N/A	N/A	37	28	22	44	100%	N/A
Health	313	333	234	340	279	286	394	474	395	-17%	19%
Humanities	N/A	N/A	1	0	0	2	1	1	2	100%	N/A
Law	N/A	N/A	N/A	14	11	16	20	20	20	0%	N/A
Library Science	10	9	12	14	14	5	28	19	5	-74%	-44%
Physical Sciences	N/A	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pub. Affairs & Services	10	21	0	61	55	75	106	83	65	-22%	210%
Social Sciences	N/A	N/A	N/A	N/A	4	13	5	3	9	200%	N/A
Grand Total	**679**	**853**	**1053**	**1188**	**1123**	**1210**	**1285**	**1474**	**1251**	**-15%**	**47%**

Source: http://misweb.cccco.edu/mis/onlinestat/awards.cfm

√ *Annual number of employers and employees served through contract education programs*

Workforce Priority: Table 18

Definition: The number of employers served refers to employers who have contracted with City College of San Francisco to provide educational services.

Of Interest: From 1998-99 to 2004-05, the number of employers served through Contract Education dropped from 26 to 11 (-65%), but that trend strongly reversed in 2005-06 with a 45% increase over the previous year.

Long-term Trend: The long-term trend is still down 38%, as CCSF served 10 employers fewer in 2005-06 than in 1998-99.

Annual Change: From 2004-05 to 2005-06, there was a very positive 45% increase from 11 to 16 employers served.

Workforce Priority: Table 18 **Number of Employers Served By Contract Education Programs**

Year	Number of Employers
1998-99	26
1999-00	21
2000-01	25
2001-02	21
2002-03	21
2003-04	15
2004-05	11
2005-06	16
1998-99 to 2005-06 Pct. Chg.	-38%
2004-05 to 2005-06 Pct. Chg.	45%

Source: CCSF Contract Education

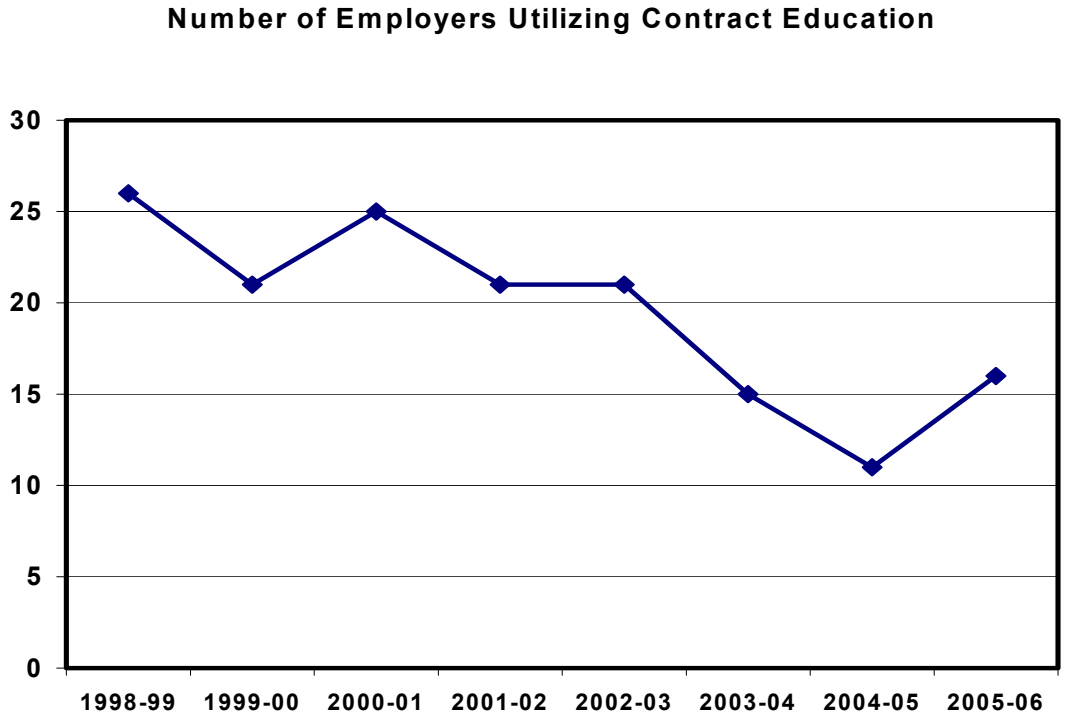


Fig. 12 Employers Served

Workforce Priority: Table 19

Definition: The number of employees served refers to employees who have been educated annually as a consequence of a CCSF contract education program arranged by their employers.

Of Interest: The 2005-06 Contract Ed/Title IV data in Table19 are clearly not comparable with those of previous years, due to improvements in Title IV record keeping starting in 2005-06. Prior to that, the trend was relatively flat and confined to a steady range since 1999-2000, when there was a 61% drop from the previous year. The 2005-06 CATC/Garment 2000 numbers lend themselves better to a comparison and show a 7% decline in the number of employees served since 2004-05. However, the long-term increase since 1998-99 is a gain of nearly 800 employees or 374%, indicating a strong long-term uptrend.

Long-term Trend: The long-term trend is up 95%, but that is primarily driven by the results from the latest year (see following).

Annual Change: From 2004-05 to 2005-06, there was an annual increase of 103% overall in the Contract Ed area, but that appears largely due to improved record-keeping.

Workforce Priority: Table 19 Employees Served By CCSF in Contract Education Programs

	Contract Education and Title IV	CACT/ Garment 2000	Total
1995-96 to 1997-98 Avg.	1,335	162	**1,496**
1998-99	1,793	212	**2,005**
1999-00	698	281	**979**
2000-01	671	447	**1,118**
2001-02	732	528	**1,260**
2002-03	885	755	**1,640**
2003-04	686	717	**1,403**
2004-05	846	1,074	**1,920**
2005-06	2,900*	1,004	**3,904***
1998-99 to 2005-06 Pct. Chg.	62%	374%	**95%**
2004-05 to 2005-06 Pct. Chg.	243%	-7%	**103%**

* Increase due in part to improved Title IV record-keeping.

Source: CCSF Contract Education

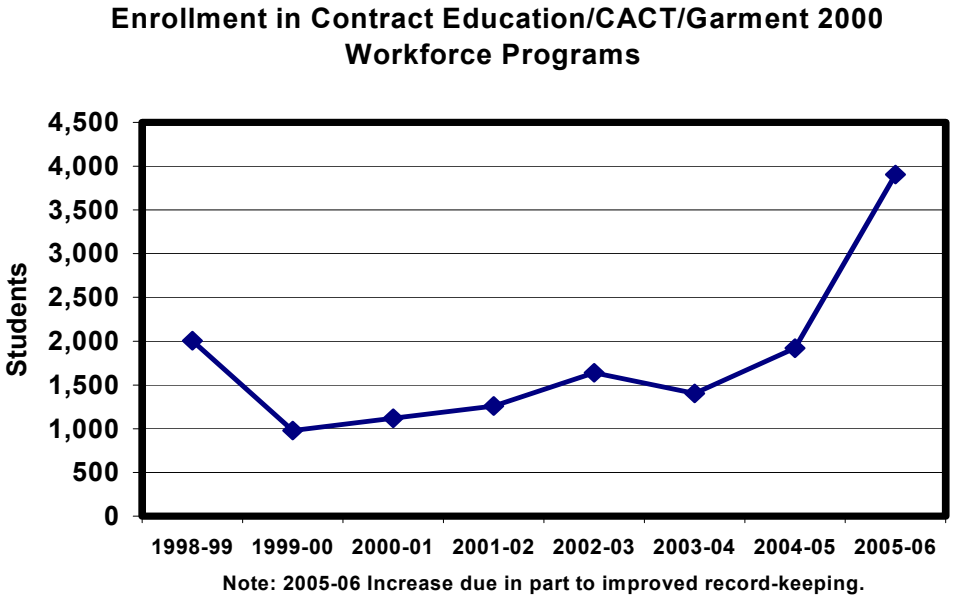


Fig. 13 Employees Served

√ *Annual licensure pass rates by occupational program*

Workforce Priority: Table 20

Definition: Licensure pass rates measure the percentage of CCSF students who have passed a licensure exam each year as compared to the total number of CCSF students who took the exam. The unweighted average licensure pass rate is computed by taking the mean average of the different pass rates without regard to the relative size of each program. Each licensure program therefore contributes equally to the average.

Of Interest: Improvement in the licensure pass rate (+25% over the six year period from 1999-00 to 2005-06), may be noteworthy in that improvement reflects steady increases in successful outcomes not only in programs added later, but also in programs already in existence in 1999-00. However, the unavailability of aircraft and automotive program licensure pass rates had an unknown effect on the overall averages in 2005-06.

Long-term Trend: From 1999-00 to 2005-06, there was a very positive and steady uptrend in the licensure pass rate.

Annual Change: From 2004-05 to 2005-06, the unweighted average licensure pass rate rose 3%.

Workforce Priority: Table 20 **Annual Licensure Pass Rates**

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Aircraft Maintenance Tech*				93%		100%	N/A
Automotive General	45%	45%	50%	53%	53%	54%	N/A
CVT/Echocardiography Tech			100%	100%	100%	88%	100%
EMT			93%	99%	96%	100%	97%
Pharmacy Tech			100%	100%	100%	100%	100%
Radiation Oncology Tech	83%	75%	100%	100%	100%	100%	100%
Diagnostic Medical Imaging				100%	100%	100%	95%
Health Information Tech			100%	87%	89%	100%	86%
Medical Assisting			87%	92%			94%
LVN	72%	74%	65%	75%	82%	88%	86%
RN	81%	87%	81%	87%	85%	76%	91%
Paramedic Program					100%	100%	97%
Phlebotomy						99%	96%
Unweighted Average of Programs	**70%**	**70%**	**86%**	**90%**	**90%**	**92%**	**95%**

*(Aviation Mechanic Powerplant, Airframe and General)

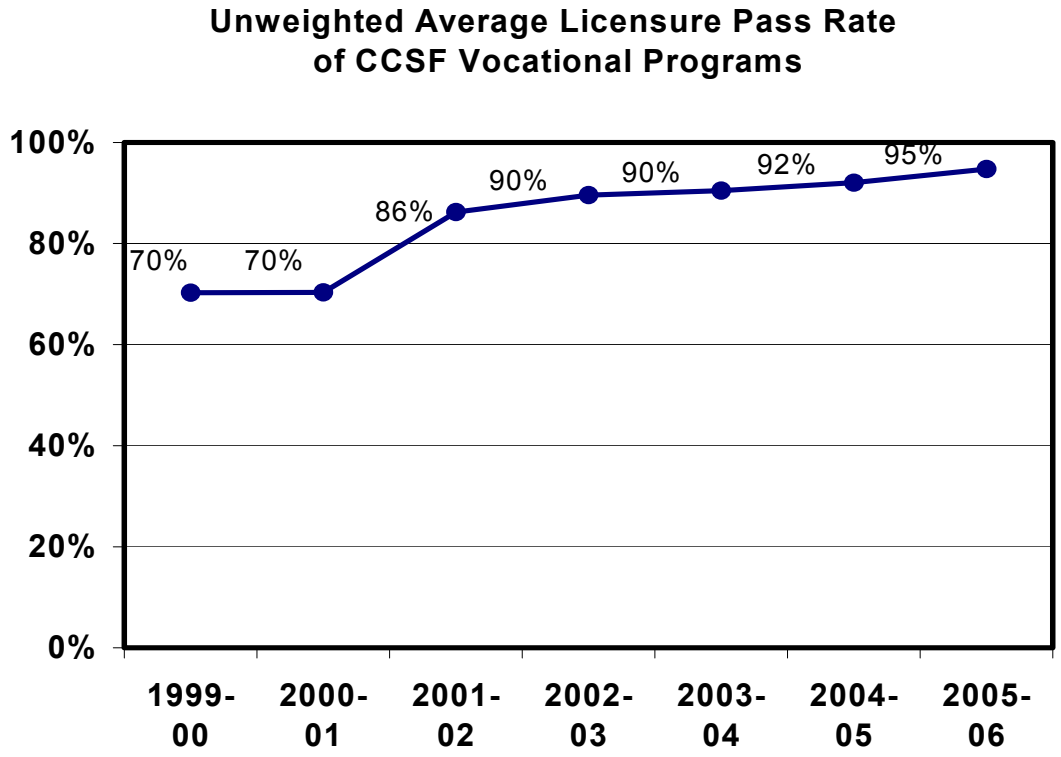


Fig. 14 Licensure Pass Rate

Strategic Priority #4
To expand the College's outreach, recruitment, marketing and promotional activities related to the College's programs, services and resources in order to support the enrollment and community development objectives of the College and the needs of our current and prospective constituencies.

√ ***Percent of San Francisco adult population served by CCSF***

Outreach Priority: Table 21

Definition: Table 21 examines the number of San Francisco residents enrolled (in credit and noncredit) at CCSF as compared to the total number of adults residing in the city of San Francisco.

Of Interest: The decline in the CCSF participation rate may be somewhat less than shown in Table 21. There is some disagreement between the U.S. Census Bureau and the CA Department of Finance as to whether the adult population of San Francisco increased or declined between 2000 and 2005. However, it is likely that there has been at least some decrease in the participation rate and that external factors such as post-9/11 immigration restrictions, statewide community college fee increases, and changes in the local and state economies have had an impact on the participation rate.

Long-term Trend: From 2000-01 to 2005-06, the CCSF participation rate declined three tenths of 1%.

Annual Change: From 2004-05 to 2005-06, the CCSF participation rate declined two tenths of 1%.

Outreach Priority: Table 21 **Participation Rate**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
San Francisco Residents Aged 18 and up	670,838	675,789	674,331	669,367	671,738	673,320
Fall Enrollment	61,685	65,219	67,186	64,852	63,125	61,413
Fall Enrollment from within San Francisco	53,438	55,368	56,922	54,726	52,998	51,837
CCSF PARTICIPATION RATE	**8.0%**	**8.2%**	**8.4%**	**8.2%**	**7.9%**	**7.7%**

Source: All data from CCSF DSS, 11/3/2006, except DOF estimates of SF residents:
CA Department of Finance, Race/Ethnic Population with Age & Sex Detail Sacramento, CA, May 2006

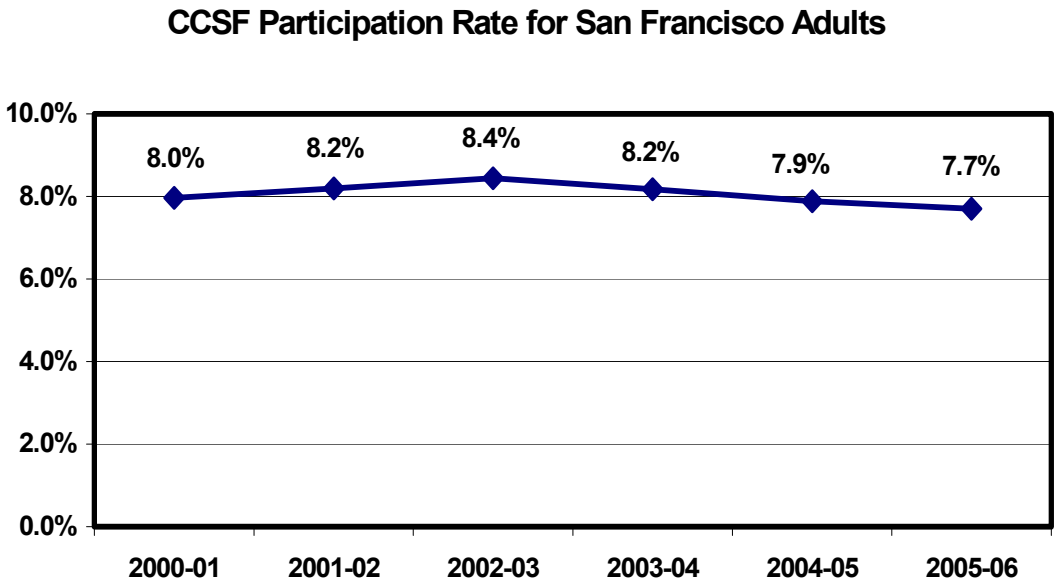


Fig. 15 Participation Rate

√ *Number of concurrently enrolled high school students at CCSF*

Outreach Priority: Table 22

Definition: High school students can concurrently enroll at both their high school and at CCSF if they meet certain minimum requirements. Table 22 provides concurrent student enrollments in each of the Schools at CCSF.

Of Interest: Concurrent enrollment of high school students at CCSF declined to fewer than 700 students in 2005-06, less than a third of what it was in 2001-02, when CCSF served over 2,200 concurrently enrolled students. Health science (+9% in 2005-06) and health care technology (+13%) are growing areas for concurrent enrollment.

Long-term Trend: From 1998-99 to 2005-06, concurrent enrollment declined from 1,189 to 696, a decline of 41%.

Annual Change: From 2004-05 to 2005-06, an annual decline of 20% continued the long-term trend.

Outreach Priority: Table 22 **Concurrent Enrollment of High School Students at CCSF**

Concurrent Enrollment by School, Credit Only	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	Pct. Chg. 2004-05 to 2005-06	Pct. Chg. 1998-99 to 2005-06
Applied Science	31	37	28	61	29	23	17	10	-41%	-68%
Behav & Soc. Science	213	276	240	359	244	114	169	142	-16%	-33%
Business	192	252	92	125	81	49	114	51	-55%	-73%
ESL & Int'l Ed.	7	11	17	15	10	2	1	2	100%	-71%
Health & P.E	717	980	1,148	1,128	1,332	846	161	173	7%	-76%
Health Care Technology		*2*	*20*	*55*	*32*	*32*	*97*	*106*	9%	N/A
Health Science	*16*	*12*	*25*	*36*	*29*	*18*	*31*	*35*	13%	119%
Physical Education & Dance	*701*	*968*	*1,111*	*1,046*	*1,281*	*800*	*35*	*32*	-9%	-95%
Liberal Arts	165	270	307	267	310	136	198	184	-7%	12%
Science & Math	124	232	373	580	495	190	288	218	-24%	76%
Library & Learning Res.	77	89	101	48	17	35	37	31	-16%	-60%
Student Services	71	148	136	521	539	178	44	16	-64%	-77%
Total Unduplicated*	**1,189**	**1,694**	**1,921**	**2,226**	**2,211**	**1,392**	**866**	**696**	**-20%**	**-41%**

Source: Decision Support System.

*Unduplicated count differs somewhat from prior year table.

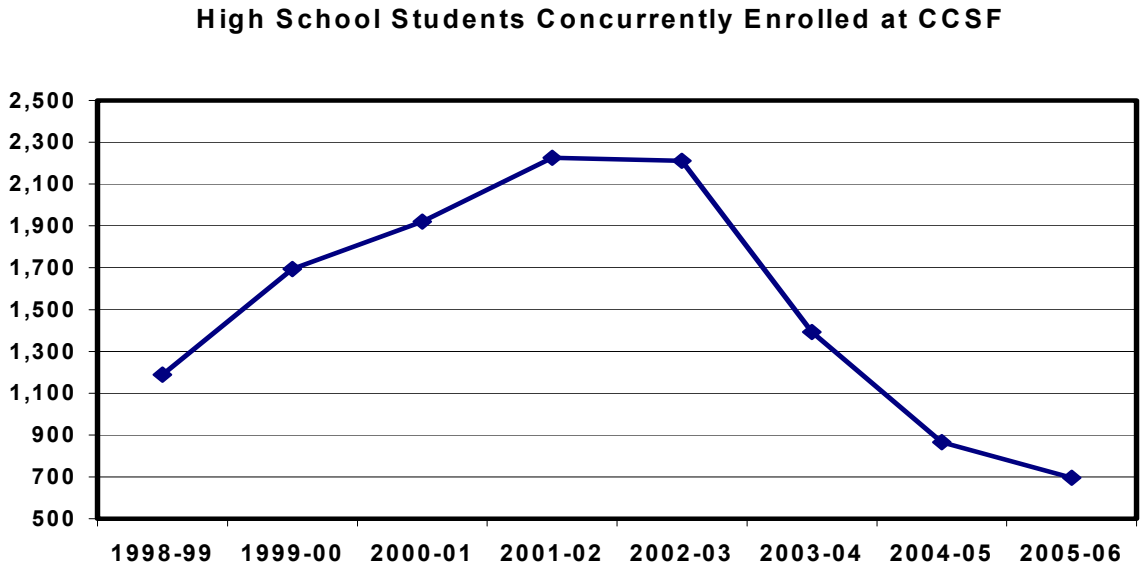


Fig. 16 Concurrent Enrollment

√ *Numbers of out-of-state and international students at CCSF*

Outreach Priority: Tables 23 and 24

Definition: Tables 23 and 24 reflect the number of "foreign residency" and out-of-state students who were enrolled in at least one credit course at CCSF.

Of Interest: International student enrollment (1,086) continued its decline in 2005-06 for the 4th consecutive year, falling about 10 % from 2004-05, and was 17% below 1998-99 levels. However, a 111% increase of out-of-state enrollment since 1998-99 has more than offset this decline. 2005-06 marked the first year that out-of-state enrollment was higher than international enrollment. Taken together, these two non-resident sources of enrollment have increased 23% since 1998-99, and are now for the first time equivalent to 5% of all credit enrollment.

Long-term Trend: From 1998-99 to 2005-06, international student enrollment declined about 17%, while out-of-state enrollment increased by 111%.

Annual Change: From 2004-05 to 2005-06, international student enrollment declined about 10% but out-of-state enrollment increased a strong 77%.

Outreach Priority: Table 23 **Numbers of International and Out-of-State Students Enrolled at CCSF**

Year	Int'l	Out-of-State	Int'l as % of all Credit Enr.	Out-of-State as % of all Credit Enr.	Out-of-State + Int'l as % of all Credit Enr.
1998-99	1,307	600	3%	1%	4.3%
1999-00	1,380	724	3%	2%	4.6%
2000-01	1,481	776	3%	2%	4.8%
2001-02	1,615	847	3%	2%	4.8%
2002-03	1,591	963	3%	2%	4.9%
2003-04	1,391	691	3%	1%	4.4%
2004-05	1,200	714	3%	2%	4.1%
2005-06	1,086	1,264	2%	3%	5.0%

Source: Decision Support System

Outreach Priority: Table 24 **Longitudinal Trend Summary: International and Out-of-State Students**

Year	Int'l	Out-of-State	Combined	All Credit
1998-99	1,307	600	1,907	44,395
2005-06	1,086	1,264	2,350	47,002
Pct. Chg.	-17%	111%	23%	6%

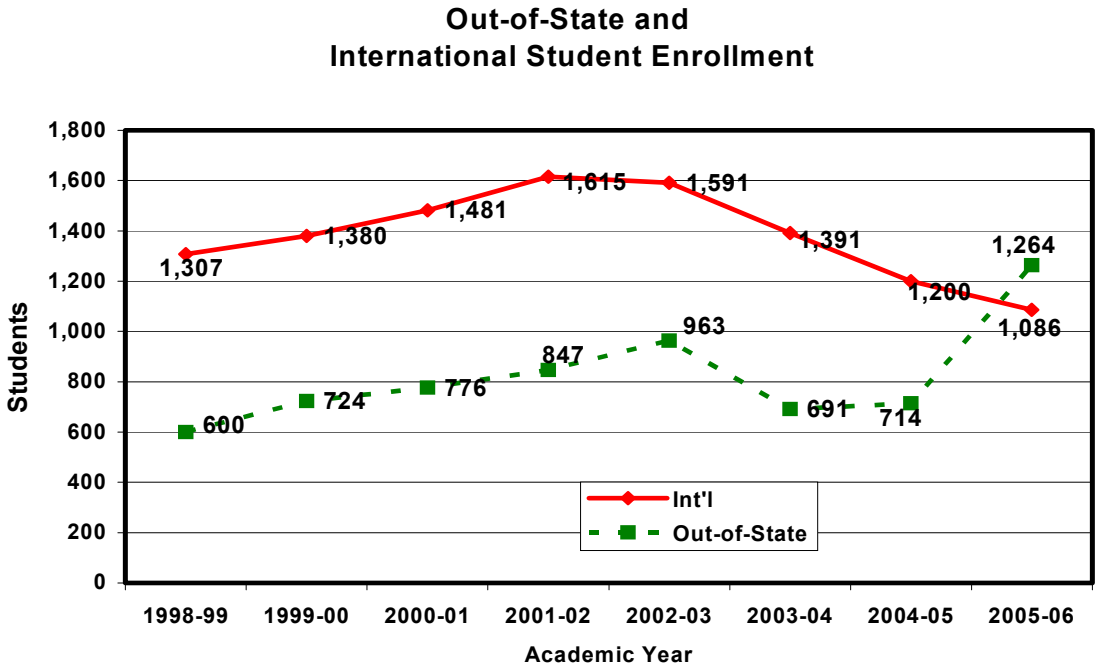


Fig. 17 Numbers of Out-of-State and International Students

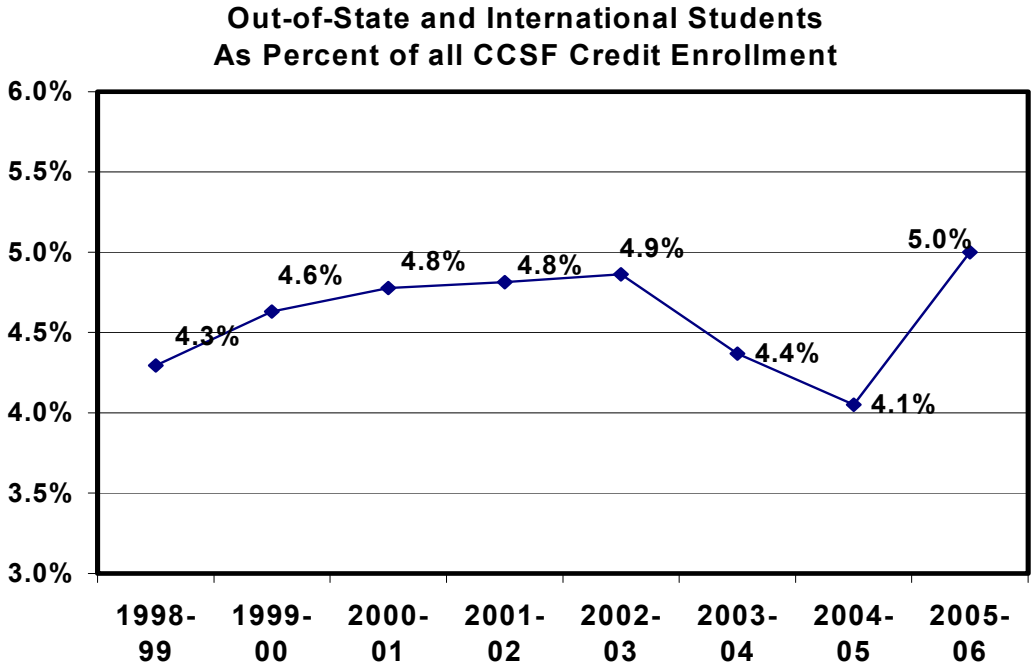


Fig. 18 Combined Out-of-State and International Percentage

Outreach Priority: Table 25 Numbers of Students Moving from Noncredit into Credit

Academic Year	Credit Students Who Never Took Noncredit*	Have Taken Both Credit and Noncredit**	All Students with Credit Enrollment
1998-99	29,592	14,803	44,395
1999-00	30,240	15,195	45,435
2000-01	31,874	15,376	47,250
2001-02	34,791	16,358	51,149
2002-03	35,833	16,686	52,519
2003-04	32,050	15,599	47,649
2004-05	32,015	15,229	47,244
2005-06	32,163	14,839	47,002

*Students for whom no prior or concurrent noncredit enrollment at CCSF was identified.

**Have taken both at some time but not necessarily during the same semester.

√ ***Number of students moving from noncredit into credit programs***

Outreach Priority: Table 25

Definition: The number of students enrolled in credit courses in a given academic year who have taken or are taking noncredit classes is used as a proxy for "students moving from noncredit to credit."

Of Interest: Students who take noncredit classes before or during their credit enrollment remain a significant percentage of all credit students - about 32% down from 33% in 1998-99. The 6% increase in overall credit enrollment from1998-99 to 2005-06 cannot be linked to credit students transitioning from noncredit. Enrollment by credit-only students has grown at a faster rate. That is likely due to a sizeable drop in noncredit ESL enrollment since 1998-99.

Long-term Trend: Credit enrollment by students with noncredit attendance grew less than ½ of 1% from 1998-99 to 2005-06 (from 14,803 to 14,839).

Annual Change: There was nearly a 3% decline in the *number* of students using noncredit to access credit from 2004-05 to 2005-06. These students remained approximately 32% of all credit students.

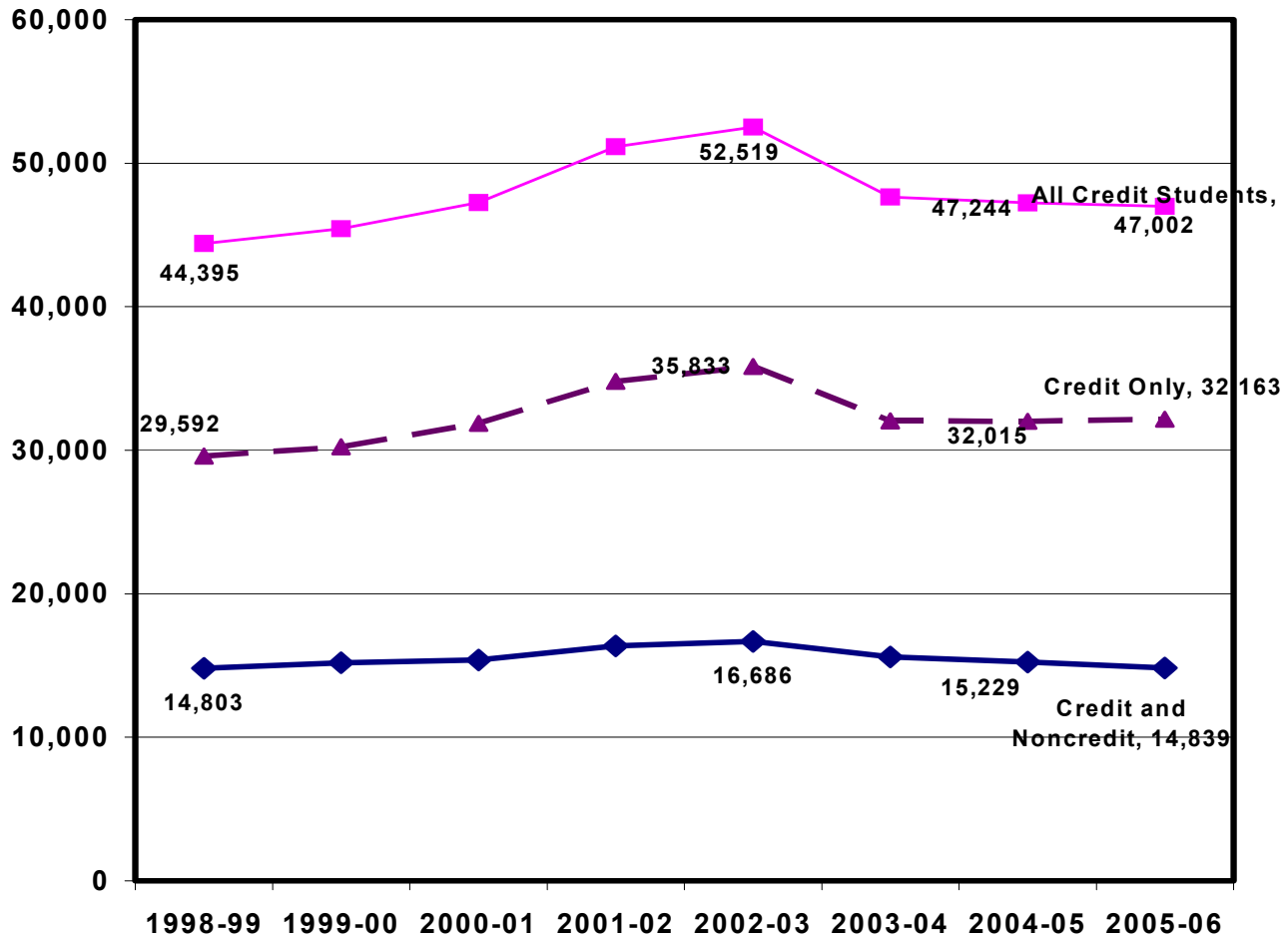


Fig. 19 Enrollment Patterns of Credit Students

Strategic Priority #5
To increase the quality and accessibility of student development services to positively impact student outcomes related to student learning, retention, course completion, graduation and job placement.

√ *Number and percentage of students receiving financial aid annually*

Outreach Priority: Table 26

Definition: Financial aid includes loans, grants, waivers, and work study. Table 26 does not include scholarships, which are administered through a different office. "Received" means a student was awarded the aid, although they may have declined some or all of it. Some additional students who were not awarded aid were also served by the Financial Aid Office, but are not reflected in this definition.

Of Interest: While the number of credit students increased 6% from 1998-99 to 2005-06, there was a *doubling* of the number of credit students receiving financial aid during the same period. Fewer than ½ of 1% of noncredit students received financial aid in 2005-06.

Long-term Trend: From 1998-99 to 2005-06, the percentage of credit students receiving financial aid nearly doubled from 16-31%.

Annual Change: From 2004-05 to 2005-06, the percentage of credit students receiving financial aid remained constant at 31%. The actual number of students grew just slightly (+81 students) even though there was a drop in credit enrollment.

Student Development Priority: Table 26 Students Receiving Financial Aid

Year	Credit Students			All (Credit & Noncredit*) Students		
	Enrolled	Received Financial Aid		Enrolled	Received Financial Aid	
		Number	Percent		Number	Percent
1998-99	44,395	7,191	16%	89,011	7,334	8%
1999-00	45,435	8,337	18%	91,145	8,483	9%
2000-01	47,250	8,095	17%	93,864	8,232	9%
2001-02	51,149	9,237	18%	100,199	9,383	9%
2002-03	52,519	10,696	20%	100,719	10,833	11%
2003-04	47,649	12,297	26%	92,836	12,408	13%
2004-05	47,244	14,459	31%	90,139	14,585	16%
2005-06	47,002	14,540	31%	88,475	14,700	17%

Includes Stafford Loans (starting in 2001-02), Work Study, Pell Grants, Perkins Grants, SEOG, Cal Grants, and Bogg Fee Waivers.

*Fewer than 1/2 of 1% of students in noncredit programs receive financial aid for such programs.

Source: CCSF Financial Aid Office

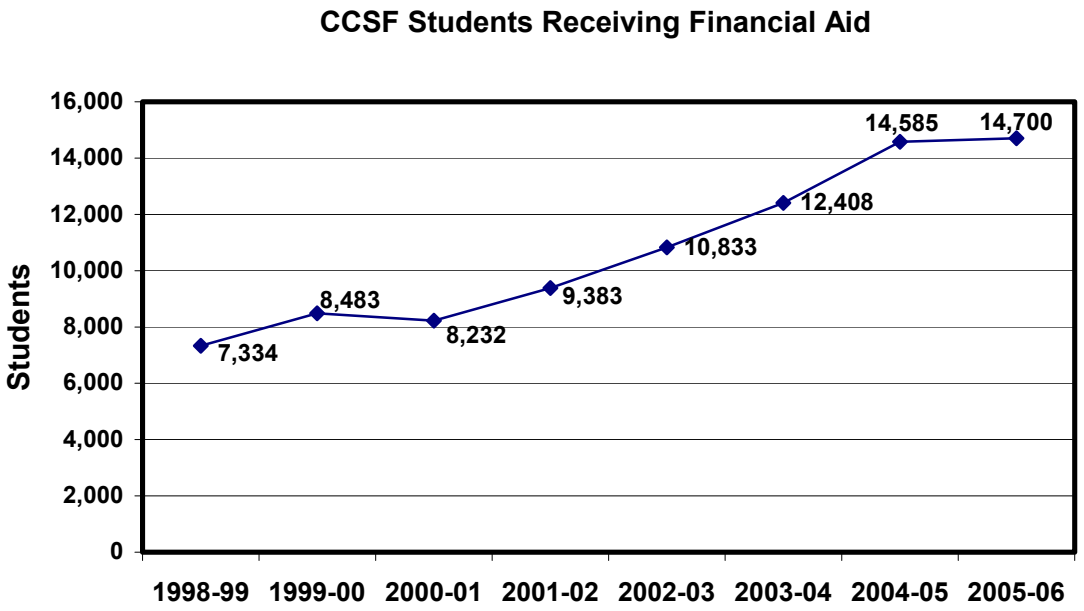


Fig. 20 Students Receiving Financial Aid

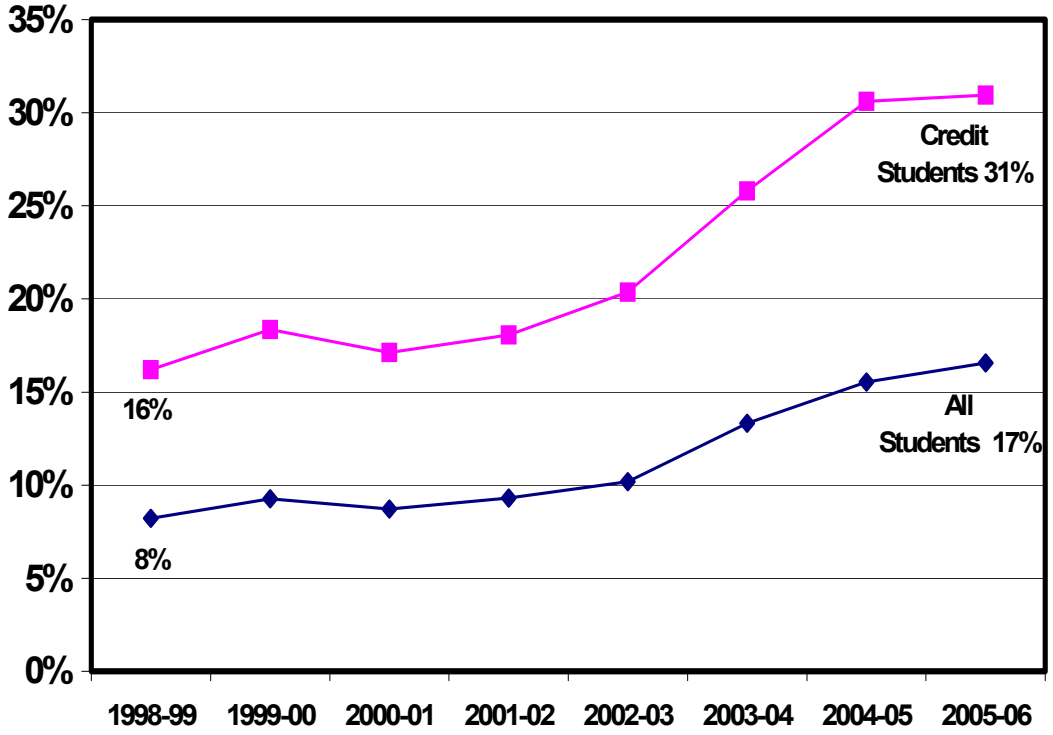


Fig. 21 Percentage of Students Receiving Financial Aid

√ *Number of students receiving matriculation services annually*

Student Development Priority: Tables 27 and 28

Definition: Matriculation is a formal intake process which is aimed at helping students achieve their goals. CCSF matriculation services include placement testing, counseling and orientation. All credit students who take more than nine units in all and do not have a degree are required to receive these services. Depending on the site and program, noncredit students may also be required to participate in matriculation services. Students with very limited English language skills may be exempted if unable to benefit from the matriculation process.

Of Interest: 59% of credit and 52% of noncredit students received some matriculation services in 2005-06. Credit students were more likely to receive two or three services while noncredit students who participated in matriculation services were more likely to receive only one service. Moreover, growth in noncredit matriculation has been notable: The percentage of noncredit students receiving at least some matriculation services increased 31 percentage points from only 21% in 1998-99 to 52% in 2005-06.

Long-term Trend: From 1998-99 to 2005-06, the percentage of students receiving credit matriculation services rose from 56% to 59% and the percentage of students receiving noncredit matriculation services rose from 21% to 52%.

Annual Change: From 2004-05 to 2005-06, the percentage of credit students receiving matriculation services declined 1%, while the percentage of noncredit students receiving matriculation services increased 2%.

Student Development Priority: Table 27 **Credit - Matriculation Services Accessed**

Academic Year	Number of Credit Students				Percentage of Enrollment		
	Enroll-ment	1 Service	2-3 Services	No Services	1 Service	2-3 Services	No Services
1998-99	44,395	5,955	19,117	19,323	13%	43%	44%
1999-00	45,435	5,718	19,212	20,505	13%	42%	45%
2000-01	47,250	6,205	19,017	22,028	13%	40%	47%
2001-02	51,149	6,847	20,434	23,868	13%	40%	47%
2002-03	52,519	7,121	21,413	23,985	14%	41%	46%
2003-04	47,649	6,443	21,957	19,249	14%	46%	40%
2004-05	47,244	5,969	22,471	18,804	13%	48%	40%
2005-06	47,002	6,286	21,616	19,100	13%	46%	41%

When students receive only one matriculation service, that is most often placement testing. The other two services are counseling and orientation. Some students who do not access matriculation services may receive other types of counseling services, which would not be indicated here. Discrepancies in percentages are due to rounding.

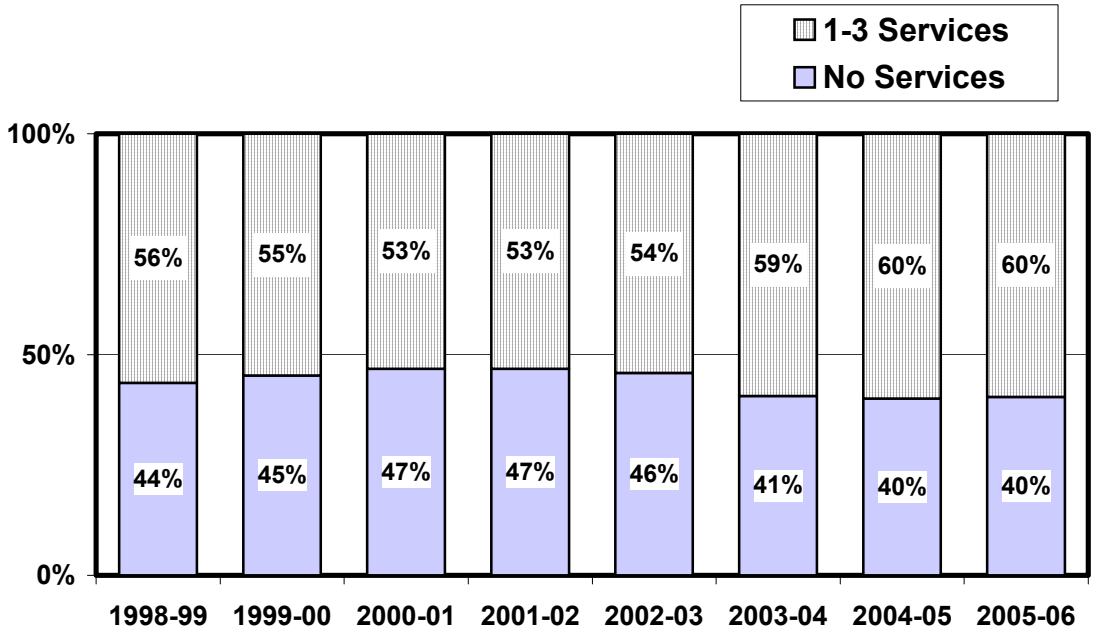


Fig. 22 Matriculation Services Accessed by Students in Credit Programs

Student Development Priority: Table 28 **Noncredit - Matriculation Services Accessed**

Academic Year	Number of Noncredit Students				Percentage of Enrollment		
	Enroll-ment	1 Service	2-3 Services	No Services	1 Service	2-3 Services	No Services
1998-99	47,715	7,194	2,727	37,794	15%	6%	79%
1999-00	48,960	11,436	5,110	32,414	23%	10%	66%
2000-01	49,827	13,914	6,634	29,279	28%	13%	59%
2001-02	52,552	16,210	7,848	28,494	31%	15%	54%
2002-03	51,701	17,139	6,823	27,739	33%	13%	54%
2003-04	48,258	15,795	7,180	25,283	33%	15%	52%
2004-05	45,814	14,237	8,701	22,876	31%	19%	50%
2005-06	44,421	13,339	9,595	21,487	30%	22%	48%

When students receive only one service, that is most often placement testing. The other two matriculation services are counseling and orientation.

Some students who do not access matriculation services may receive other types of counseling services, which would not be indicated here. Discrepancies in percentages are due to rounding.

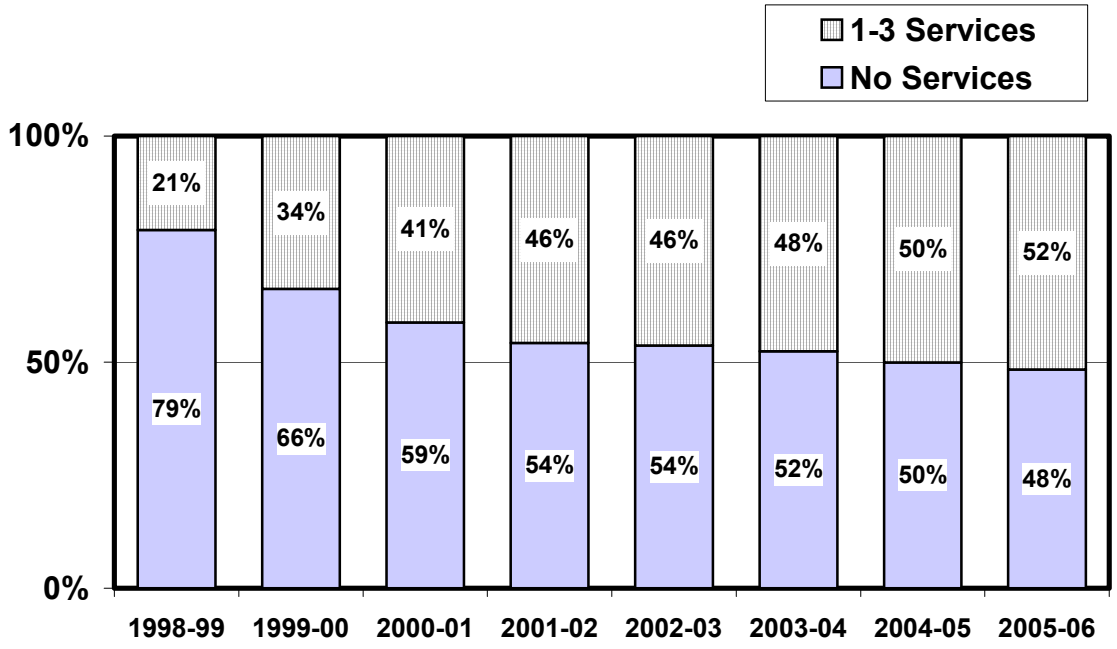


Fig. 23 Matriculation Services Accessed by Students in Noncredit Programs

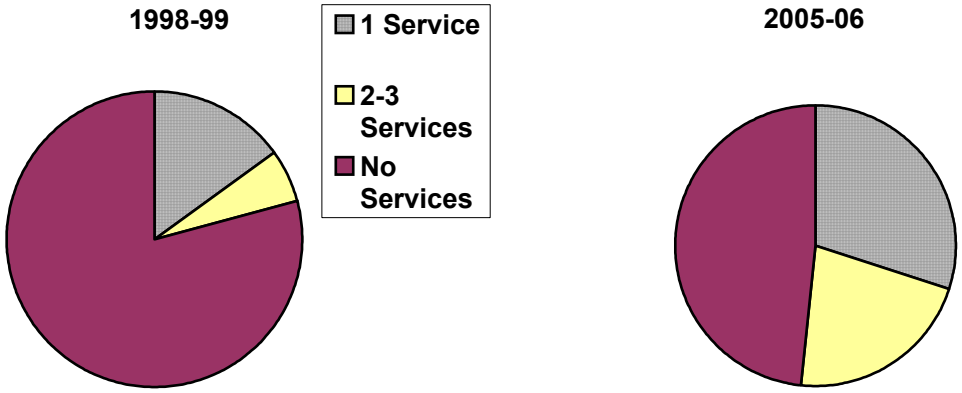


Fig. 24 Noncredit Matriculation Services Received 1998-99 vs. 2005-06

√ *Student satisfaction with Student Development services*

Student Development Priority: Table 29

Definition: In September 2005, over 3,000 CCSF students enrolled in noncredit courses were randomly surveyed during classes regarding their receipt of and satisfaction with College services including services in the Student Development Division. Results were reported the following fall.

Of Interest: 90% of students in noncredit agreed with the statement "Becoming a student at this school is easy" and 87% with "Registering for classes is easy." 59% of students said they had been helped by counselor at the beginning of their first semester and 47% of continuing students said they had been helped after their first semester, but there was a very wide range among campuses in these responses. Counseling-related questions drew the widest ranges of responses among the student development questions. Unlike matriculation data, these Noncredit Survey data would include any counseling services that the student recalls receiving, not only matriculation-related. Another difference is these recollections are self-reported by the student, and sometimes well after the fact. And even though many students may not have sought out such help, it still may be of interest that slightly fewer than half of continuing noncredit students said they were helped by a counselor after their first semester. For more detail by campus and by department, refer to the 2006 Noncredit Report.

Student Development Priority: Table 29 **Satisfaction with Student Development Services (Noncredit)**

	"YES" Response	Range among Campuses
ACCESS		
Becoming a student at this school is easy.	90%	71-95%
Registering for classes is easy.	87%	76-95%
INFORMATION		
It is easy to find out about classes offered here.	85%	72-93%
I receive clear, accurate information about Noncredit…	79%	75-86%
COUNSELING SERVICES**		
Counselors gave me information about programs at this school.	59%	52-74%
Counselors helped me at the beginning of my first semester.	59%	43-81%
Counselors helped me after my first semester.	47%	34-65%

RATING OF SERVICES	"GOOD" or "EXCELLENT"	Range among Campuses
Application Process	88%	85-94%
Admissions & Enrollment (A&E)	86%	81-92%
Placement Testing	82%	79-90%
Counseling	77%	71-89%
Student Activities	70%	59-85%

**These three questions relate to receipt of counseling services. It should not be inferred that the student necessarily requested or desired services.

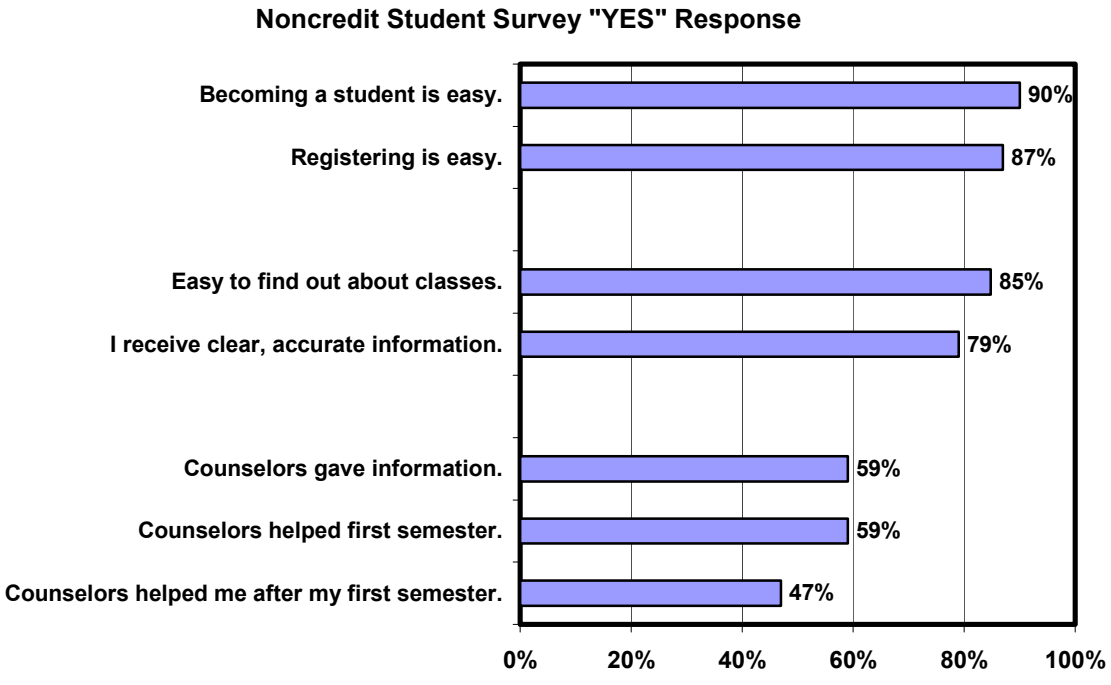


Fig. 25 Selected Noncredit Student Development Services

Strategic Priority #6
To identify and promote strategies that provide a stable pattern of funding for CCSF's Strategic Priorities.

√ ***Annual funds generated by grant- and development-related activities.***

Resources Priority: Table 30

Of Interest: 2005-06 was the first year that data on grants by different categories were made available on an academic year basis. Therefore, longitudinal comparisons are only available for a total amount that includes government grants as well as private funding.

Long-term Trend: Revenues from state block grants and alternative sources such as scholarships, grants, and child development rose 132% from $19.2 million in 1998-99 to $44.6 million in 2005-06.

Annual Change: From 2004-05 to 2005-06, revenues from block grants and alternative sources rose 22% from $36.7 to $44.6 million.

Resources Priority: Table 30 **Annual Funds Generated by Grant- and Development-Related Activities**

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Scholar-ships/ Foundation	$2.1	$2.3	$2.3	$2.4	$9.7	$2.3	$4.2	$1.3
Grants, Recognized Revenues	$17.2	$18.9	$28.7	$21.2	$27.3	$26.4	$32.5	N/A*
Grants, Competitive	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	$17.1
Grants, Categorical, Instructional Block	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	$16.8
Child Development Funds	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	$9.3
Total**	**$19.2**	**$21.2**	**$31.0**	**$23.6**	**$37.0**	**$28.7**	**$36.7**	**$44.6**

*A separate breakout of competitive, categorical, instructional block and child development grants hasbeen done for 2005-06. Previously, those were totaled under "Grants, Recognized Revenues" for a given year.

**Differences due to rounding. Totals are correct.

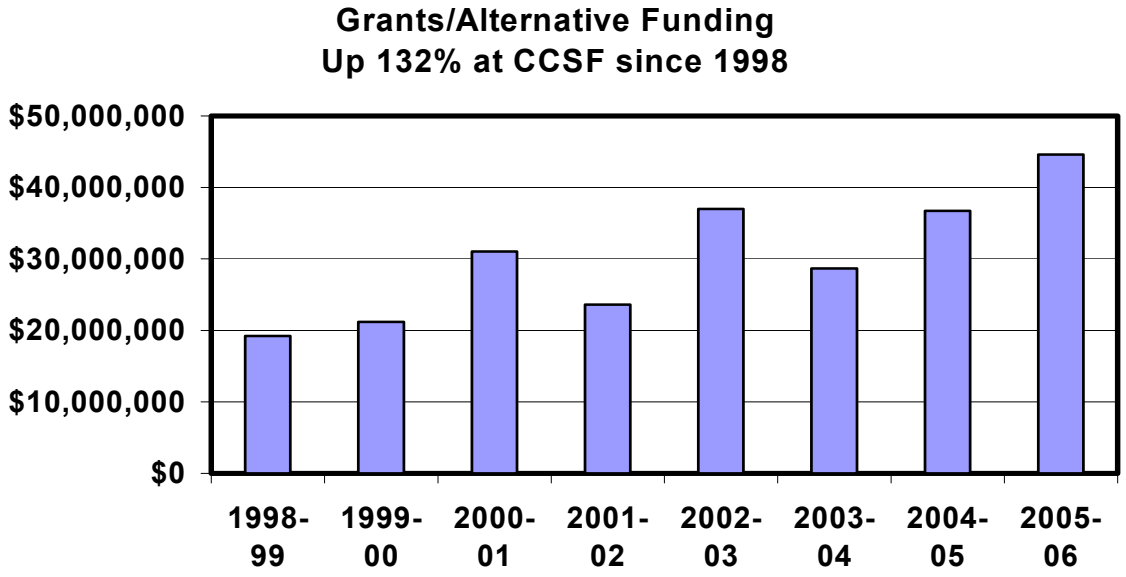


Fig. 26 Alternative Funding

√ *Fund Balance as Percent of Expenditures*

Resources Priority: Table 31 Fund Balance as Percent of Expenditures

Year	Board Designated Reserve	Total Fund Balance— Unrestricted General Fund	General Fund Expenditures	Total Fund Balance as Percent of Expenditures
1998-99	$3,750,000	$8,333,246	$127,280,255	6.55%
1999-00	$4,200,000	$7,492,483	$135,782,959	5.52%
2000-01	$4,950,000	$8,784,209	$145,686,901	6.03%
2001-02	$5,500,000	$9,284,668	$153,640,491	6.04%
2002-03	$4,000,000	$7,640,873	$155,952,468	4.90%
2003-04	$3,775,343	$21,600,757	$153,878,934	14.04%
2004-05	$3,775,343	$14,955,327	$161,201,605	9.28%
2005-06	$4,552,879	$16,624,247	$169,957,741	9.78%
2006-07*	$6,652,879	$18,840,016	$178,896,763	10.53%

*projected

Resources Priority: Table 31

Definition: The total fund balance, reported as a dollar amount and as a percent of expenditures, is a measure of the funds remaining in the general unrestricted fund at the end of the fiscal year.

Of Interest: The period from 2002-03 to 2003-04 saw a near tripling of the fund balance (+182%) while expenditures declined 1%. Prior to 2003-04, the total fund balance as a percent of expenditures never exceeded 6.55%. After spiking at 14.04% in 2003-04, it has not dropped below 9.28%.

Long-term Trend: From 1998-99 to 2005-06, the fund balance rose 3.23% from 6.55% to 9.78%.

Annual Change: From 2004-05 to 2005-06, the fund balance rose five tenths of 1% as a percent of expenditures.

Strategic Priority #7
To significantly upgrade and expand the utilization of technology systems that enhance learning, optimize institutional resources and contribute to improved levels of communication and organizational effectiveness.

√ *Integration of and satisfaction with the use of technology by CCSF employees*

Technology Priority: Table 32 (and Figure 27)

Definition: CCSF employees, including faculty, classified staff and administrators, are surveyed periodically regarding their use of technology and satisfaction with the overall implementation of technology initiatives at the College. Integration of technology is measured in Table 32 by the percentage of teaching faculty in either credit or noncredit who find technology to be providing major benefit to their teaching. To track the level of satisfaction with technology, an inverse measure is used in Figure 27: the percentage of employees who indicate a "major problem" with some aspect of CCSF technology.

Of Interest: Table 32 relates to integration of technology whereas Figure 27 relates to satisfaction with technology at the College. The table and graph do not depict the same phenomena but both show positive adaptation to technology at the College over time.

Long-term Trend: 86% of instructors in fall 2005 found technology to be a "major benefit" in their teaching, compared to only 73% in 2001, an increase of 13%. The percentage of employees who encounter "major" problems with some aspect of technology at the college declined substantially from 54% in 1997-98 to 19% in 2005-06.

Technology Priority: Table 32 Instructor Opinion on whether Information Technology Provides Benefit to Teaching

Faculty Who Teach...	Academic Year	"Major Benefit" (rated 4 or 5 on a five-point scale)
Credit Only	2005-06	86%
	2001-02	73%
	Pct. Change	13%
Noncredit Only	2005-06	91%
	2001-02	63%
	Pct. Change	28%

Source: http://www.ccsf.edu/Offices/Research_Planning/pdf/technology_survey.pdf

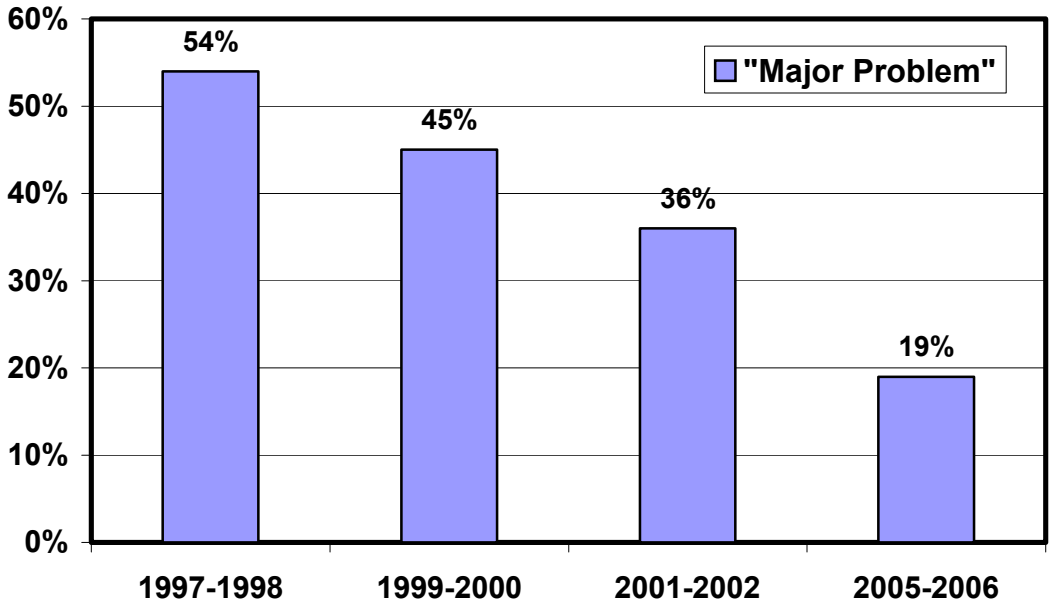


Fig. 27 Employees Indicating a "Major Problem" with Technology at CCSF

Source: http://www.ccsf.edu/Offices/Research_Planning/pdf/technology_survey2.pdf

√ *Number of distance learning sections and enrollment in distance learning*

Technology Priority: Tables 33 and 34

Definition: Online courses are usually defined at CCSF as courses that are offered asynchronously through the internet, with the student generally required to come on campus no more than three times. However, data in Tables 33 and 34 also include as online the subcategory of "hybrid" courses which are partially online, but entail some additional offline attendance or activities beyond the minimum required in other online courses. Beyond these categories, distance learning also includes telecourses, in which the student participates at home through the medium of television.

Of Interest: Overall, distance learning is increasing at a rate of about 600 students a year, a double-digit yearly percentage increase for five consecutive years. While the number of telecourse sections has declined, the number of sections of online courses has greatly increased over both the short and long term. Enrollment follows a similar pattern; see following.

Long-term Trend: In the six years from fall 2000 to fall 2006, the number of online sections offered at CCSF rose from 9 to 115, a dramatic, twelve-fold increase of 1178%. Over the same period, enrollment in those sections increased from 248 to 3,165, a nearly identical 1176% increase. But the total distance learning increase was 364% because of a decline in telecourses. The number of telecourses offered showed a 21% decline over the period and enrollment in telecourses dropped at approximately twice that rate, for a 46% decline since 2000.

Annual Change: From 2004-05 to 2005-06, the number of online sections showed an annual increase of 35%. The number of sections of telecourses offered remained unchanged. Overall distance learning showed a 21% increase in enrollment from 2004-05 to 2005-06.

Technology Priority: Table 33 Number of Distance Learning Courses and Sections

Fall	Courses			Sections			
	Online	Telecourse	Total	Online	Telecourse	Total	Sections Annual Pct. Chg.
2000	8	19	27	9	19	28	N/A
2001	12	19	31	13	19	32	14%
2002	22	16	38	25	16	41	28%
2003	32	17	49	34	17	51	24%
2004	52	16	68	57	16	73	43%
2005	68	15	83	85	15	100	37%
2006	90	15	105	115	15	130	30%
Pct.Chg. 2006-2000	1025%	-21%	289%	1178%	-21%	364%	364%

Data Source: Office of Instruction

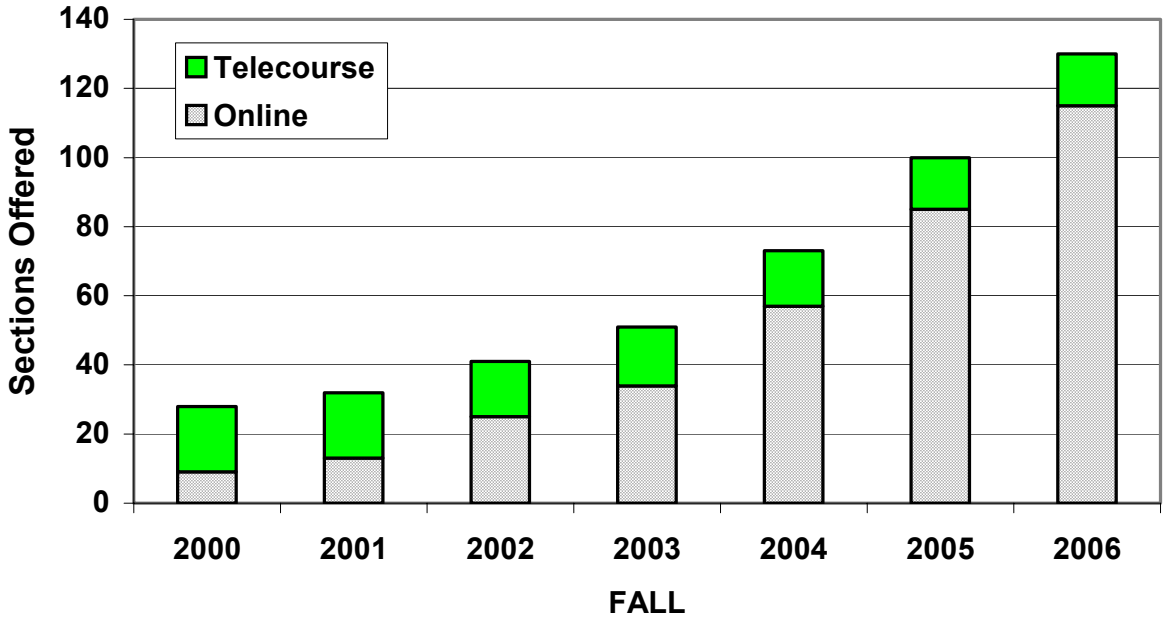


Fig. 28 Distance Learning Sections Offered

Technology Priority: Table 34 **Fall Enrollment Distance Learning**

Fall Semester	Telecourse Enrollment	Online Course Enrollment	Total Distance Learning Enrollment	Increase over Previous Year (Students)	Annual Percent Increase
2000	894	248	1,142	N/A	N/A
2001	830	361	1,191	49	4%
2002	761	764	1,525	334	28%
2003	674	1,110	1,784	259	17%
2004	633	1,798	2,431	647	36%
2005	540	2,484	3,024	593	24%
2006	487	3,165	3,652	628	21%
2006-2000 Pct. Chg.	-46%	1176%	220%		

"Census One" enrollment; does not include ESL courses.

Data source: Office of Instruction

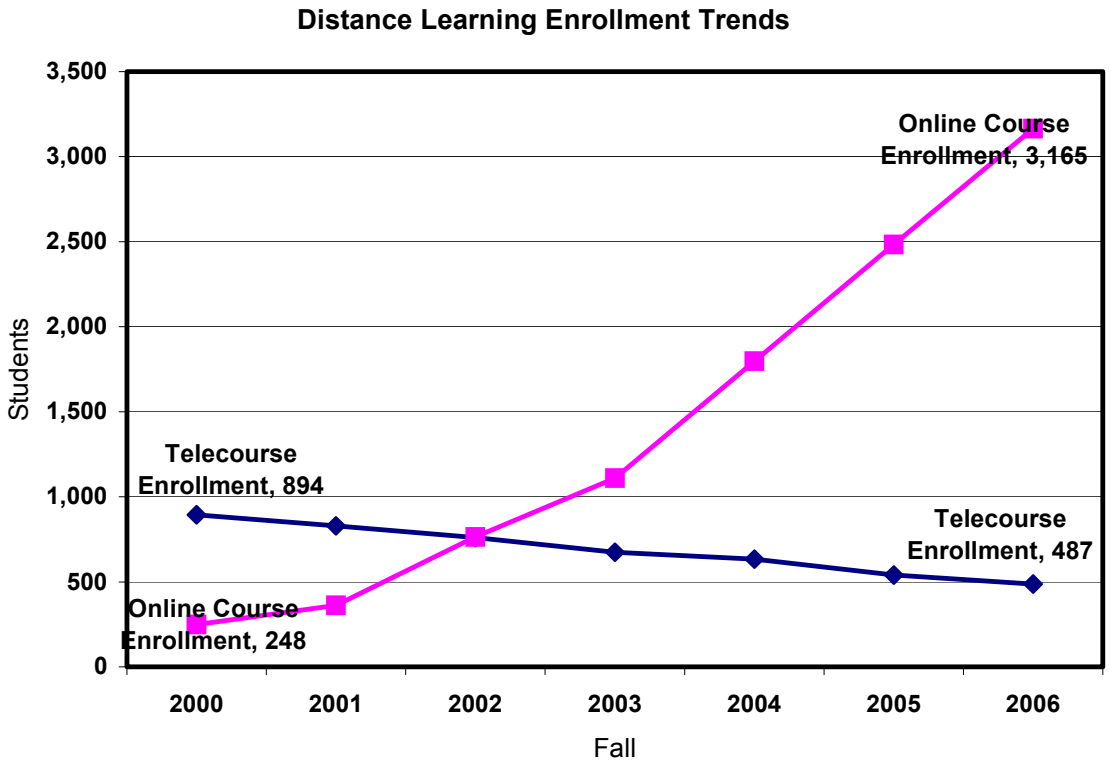


Fig. 29 Number of Students Accessing Distance Learning

√ *Student satisfaction with distance learning courses*

Technology Priority: Tables 35 and 36

Definition: The Office of Educational Technology surveys online and telecourse students through the Office of Educational Technology via separate surveys.

Of Interest: The survey questions for telecourse and online students were different enough to make a comparison of the results of the two surveys problematic. However, it may be worth noting that in each case approximately 80% seemed satisfied with the type of course they were taking.

Long-term Trend: Longitudinal data is available only for telecourses. There was a slight decline in "definitely" or "probably"---hypothetical plans to take another telecourse (-3% fall and -6% spring)--- from 2002 to 2005.

Annual Change: No annual comparison is available either for telecourses or for online courses for the latest period.

Technology Priority: Table 35 **Level of Student Satisfaction with Online Courses ("Would you recommend this (online) course to someone else?")**

	Fall 2005	Spring 2006
Yes	80%	79%
No	3%	3%
Maybe	17%	18%

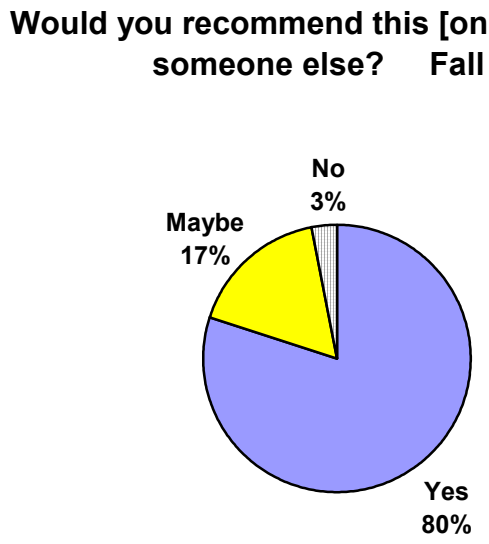


Fig. 30 Satisfaction with Online Courses

Technology Priority: Table 36 **Level of Student Satisfaction with Telecourses ("Would you take another telecourse?")**

Survey Response	FALL				SPRING			
	2002	2003	2005	Chg. 2005-2002	2002	2005	2006	Chg. 2005-2002
Definitely or Probably Yes	84%	80%	81%	-3%	87%	85%	81%	-6%
Definitely or Probably No	15%	20%	19%	4%	14%	15%	18%	4%
Number of Respondents	227	175	172	-55	160	173	158	-2

Strategic Priority #8
To continue to promote a dynamic and supportive organizational climate including improved communication among students, faculty, and staff; development of the talents of faculty and staff; and the promotion of diversity at all levels of the College.

√ *Student satisfaction with College climate*

Organizational Effectiveness Priority: Table 37

Definition: In September 2005, over 3,000 CCSF students enrolled in noncredit courses were randomly surveyed during classes regarding their receipt of, and satisfaction with College services. Results were reported the following fall.

Of Interest: The results in table 37 are in line with past research at CCSF, which has often shown higher ratings by noncredit students than credit students. This should not be surprising given that noncredit students benefit from tuition-free education, are generally not graded by their instructor, do not have any "required" courses to take, and are able to drop at any time without penalty. Although the wording of the credit and noncredit surveys varied on the question, it is worth noting that 95% of noncredit students said they "felt accepted" at their campus, but only 68% of credit students felt "a sense of belonging." Staff was rated slightly lower by noncredit students than by credit students.

Organizational Effectiveness Priority: Table 37 **Student Satisfaction with College Climate**

	All Noncredit Respondents*	Credit Respondents aged 25+
CLIMATE		
Feel sense of belonging/feel accepted.	95%	68%
Students here show respect for one another.	90%	86%
Faculty are supportive.	97%	91%
Staff are supportive.	76%	82%

Important Notes: Credit data is for continuing students. Average age of noncredit students is much higher than average age of credit students, making a comparison with aged 25+ more appropriate than a comparison with all credit students. Full results for credit students (including younger ages) were reported earlier. Students in credit programs were surveyed in 2004; students in noncredit were surveyed in 2005. Variation between credit and noncredit responses may be due to differences in the exact wording of these surveys, in the distinct survey methods used and in numerous differences between the two programs.

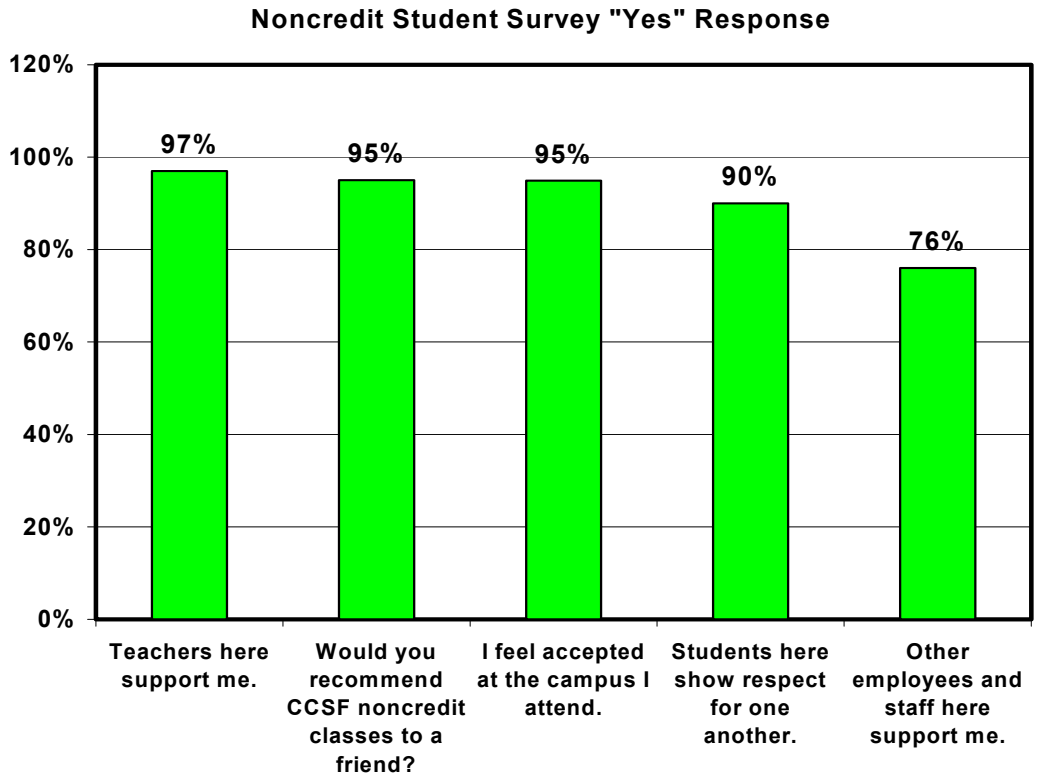


Fig. 31 Noncredit Student Satisfaction with College Climate

√ *Diversity of College employees*

Organizational Effectiveness Priority: Table 38

Definition: Table 38 compares the diversity of CCSF's employees to the diversity of the student population.

Of Interest: These statistics do not distinguish between credit and noncredit, but include both. Compared to the demographics of its student population (which is 37% Asian), CCSF has far lower percentages of Asian faculty (17%) and administrators (19%). Compared to its Latino student population (19%), CCSF has a lower percentage of Latino faculty (about10% including full- and part-time), administrators (14%), and classified staff (15%). Students include a lower percentage of White Non-Hispanics (20%) than faculty (about 60% including full- and part-time), administrators (46%), or classified staff (23%).

Long-term Trend: From 2000 to 2006, demographic changes of administrators, faculty and staff have been minor.

Annual Change: The demographic change in employees from 2004-05 to 2005-06 has been minor.

Organizational Effectiveness Priority: Table 38 Ethnicities of Students, Administrators, Faculty and Staff

	Administrators			Students
	2000	2005	2006	2006
African American/Non Hispanic	19%	18%	19%	7%
American Indian/Alaskan Native	2%	2%	2%	0%
Asian/Pacific Islander	26%	20%	19%	37%
Filipino	2%	0%	0%	5%
Hispanic/Latino	9%	12%	14%	19%
White Non Hispanic	42%	47%	46%	20%
Unknown/No Response/Other	0%	2%	0%	12%
	Full-Time Faculty			**Students**
	2000	**2005**	**2006**	**2006**
African American/Non Hispanic	8%	8%	7%	7%
American Indian/Alaskan Native	1%	1%	1%	0%
Asian/Pacific Islander	17%	17%	17%	37%
Filipino	3%	3%	3%	5%
Hispanic/Latino	9%	11%	11%	19%
White Non Hispanic	61%	58%	59%	20%
Unknown/No Response/Other	1%	2%	4%	12%
	Part-Time Faculty			**Students**
	2000	**2005**	**2006**	**2006**
African American/Non Hispanic	8%	8%	7%	7%
American Indian/Alaskan Native	0%	0%	0%	0%
Asian/Pacific Islander	17%	17%	17%	37%
Filipino	2%	2%	3%	5%
Hispanic/Latino	8%	8%	9%	19%
White Non Hispanic	61%	61%	60%	20%
Unknown/No Response/Other	3%	4%	5%	12%
	Classified Staff			**Students**
	2000	**2005**	**2006**	**2006**
African American/Non Hispanic	14%	12%	11%	7%
American Indian/Alaskan Native	1%	0%	0%	0%
Asian/Pacific Islander	32%	34%	36%	37%
Filipino	15%	13%	12%	5%
Hispanic/Latino	14%	15%	15%	19%
White Non Hispanic	24%	24%	23%	20%
Unknown/No Response/Other	1%	2%	3%	12%

Sources: Employees from http://cccdata.cccco.edu/reports/360/employee/Employee_Demographics/staffing_report.pdf in fall 2006. Student data are from spring term, 2006 and are from the DSS.

APPENDIX: College Performance Indicators with Associated Strategic Priorities

(Note: Most indicators will be used every year but some indicators may still be under development or current data may not be available. In such cases, the indicator will be applied when metrics and data are identified.)

Strategic Priority 1: To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation and transitional studies including instruction, academic and student support services, and other services as necessary.

- √ ***Percentage of first-time students placed in precollegiate Math, English, ESL courses***
- √ ***Student demand for and access to precollegiate courses***
- √ ***Precollegiate student success by department***
- √ ***Precollegiate student success by course cohorts***

Strategic Priority 2: To continue to emphasize the strengthening and improvement of academic programs and courses, instruction, alternative systems of delivery and success in achieving student learning outcomes.

- √ ***Percentage of students successfully completing courses***
- √ ***Annual number of students attaining degrees and certificates***
- √ ***Annual number of students transferring to CSU, UC, and private institutions***
- √ ***The annual number of students achieving a "transfer-prepared" and "transfer-ready" status***
- √ ***Satisfaction of CCSF students***
- √ ***Assessment measures of student learning outcomes at the course, program and college-wide levels. (These indicators are under development.)***

Strategic Priority 3: To continue to respond effectively to the educational and training needs of students and communities related to workforce, economic and community development initiatives.

- √ ***Successful completion of vocational credit courses***
- √ ***Number of certificates achieved annually***
- √ ***Annual number of employers and employees served through contract education programs***
- √ ***Annual licensure pass rates by occupational program***
- √ ***Employer and alumni satisfaction with occupational program. (These indicators are under development.)***

Strategic Priority 4: To expand the College's outreach, recruitment, marketing and promotional activities related to the College's programs, services and resources in order to support the enrollment and community development objectives of the College and the needs of our current and prospective constituencies.

- √ ***Percent of San Francisco adult population served by CCSF***
- √ ***Number of concurrently enrolled high school students at CCSF***
- √ ***Numbers of out-of-state and international students at CCSF***
- √ ***Number of students moving from noncredit into credit programs***

Strategic Priority 5: To increase the quality and accessibility of student development services to positively impact student outcomes related to student learning, retention, course completion, graduation and job placement.

- √ ***Number and percentage of students receiving financial aid annually***
- √ ***Number of students receiving matriculation services annually***
- √ ***Student satisfaction with Student Development services***

Strategic Priority 6: To identify and promote strategies that provide a stable pattern of funding for CCSF's Strategic Priorities.

- √ ***Annual funds generated by grant- and development-related activities.***
- √ ***Fund balance as percent of expenditures***

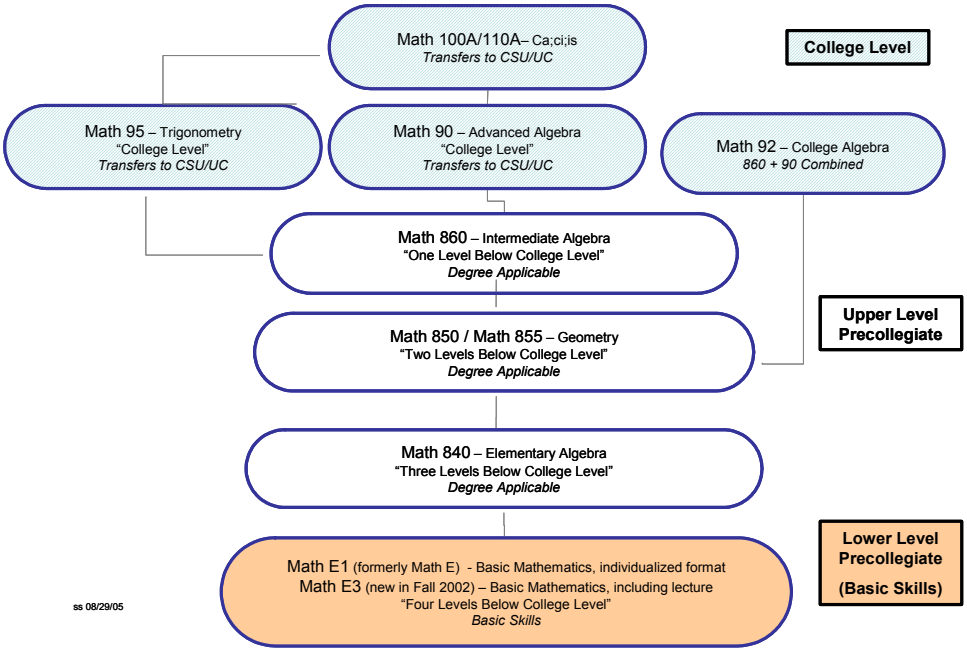
Strategic Priority 7: To significantly upgrade and expand the utilization of technology systems that enhance learning, optimize institutional resources and contribute to improved levels of communication and organizational effectiveness.

- √ ***Integration of and satisfaction with the use of technology by CCSF employees***
- √ ***Student satisfaction with distance learning courses***
- √ ***Number of distance learning sections and enrollment trend in distance learning***

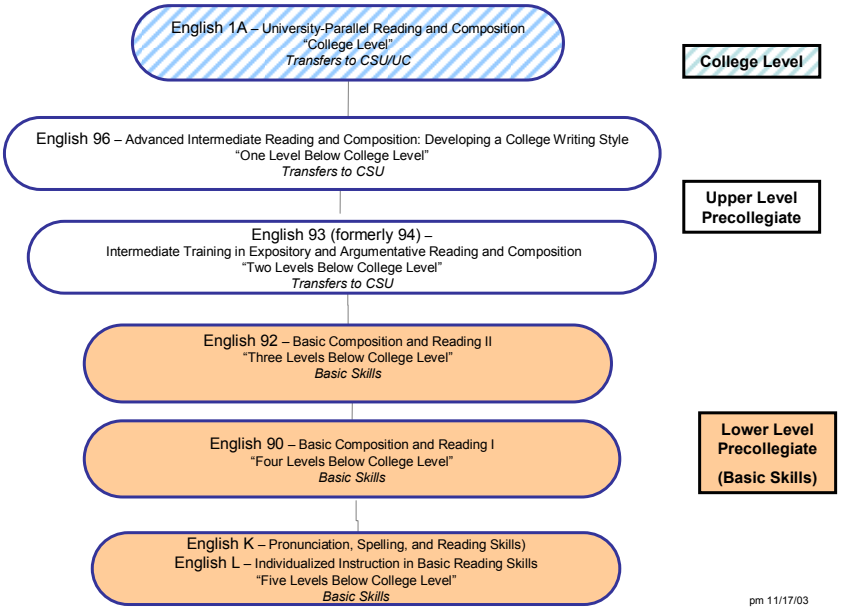
Strategic Priority 8: To continue to promote a dynamic and supportive organizational climate including improved communication among students, faculty, and staff; development of the talents of faculty and staff; and the promotion of diversity at all levels of the College.

- √ ***Student satisfaction with College climate***
- √ ***Diversity of College employees***
- √ ***Employee satisfaction with college services***

Mathematics Course Sequence



English Course Sequence



ESL Course Sequence