I. San Francisco Population

City College of San Francisco is located in the City and County of San Francisco, the fourth largest city in California with a current population of more than 800,000. The California Department of Finance projects the population will increase six percent by 2020. San Francisco is a diverse city with large and increasing Asian and Latino/a populations.

It is also an older population though newly updated Department of Finance projections show strong growth in the school age population (5-17) over the next 10 years but declining numbers of young (18-24) adults. Similarly, the Department of Education expects K8 to increase 8 percent, while the high school population is projected increase 13 percent over the next six years. Legal immigration has ranged from 9,500 to 7,600 over the last decade with the most recent figure at 8,700. Previously in the 1990s immigration was as high as 13,200.

CCSF plays an important role in facilitating economic mobility. Nearly eight percent of San Francisco residents take classes at CCSF each year. A poll of likely San Francisco voters conducted in June 2011 by Tulchin Research revealed that a majority (55 percent) had either attended CCSF in the past or were currently attending CCSF. Of likely voters with an opinion, 87 percent thought favorably of CCSF.

In 2011-2012, approximately 47 percent of credit students enrolled in at least one Career and Technical Education (CTE) course. In the past five years, the number of CCSF students that received Board of Governor (BOG) Fee Waivers increased by fourteen percent. In 2011-2012, 39 percent of students received BOG Fee Waivers.

The most recent census data (Graph 2.2 and Table 2.2) indicate that approximately 14 percent of the population of the City and County of San Francisco earns an annual income of less than $25,000. This despite the fact that per capita income in San Francisco is 70 percent higher than the rest of California and even more when compared to the U.S as a whole. This is in part due to the educational level of the majority of its residents. In 2010, slightly more than half of residents over 25 held a bachelor's degree or higher.

1 This document represents data beginning in 2001 and continuing to 2011-12. Projections from external agencies to 2019 or 2020 are included to cover the accreditation cycle.
III. Profile of City College Students and Employees

City College of San Francisco has historically served as many as 107,000 students, but in 2011-12 the College served 91,046. Recent cuts in state funding have limited the number of students served. Academic year 2010-11 was particularly affected. Summer 2010 was cut over 90 percent. Fall 2010 sections were reduced six percent. More recently both summer 2012 and fall 2012 have seen significant section reductions. The result can, in part, be seen in Table 3.2. While credit headcount has been flat since 2007-08, noncredit has declined by nearly 20 percent.

In credit, declines in headcount were seen mostly in Asian and White populations whereas African American and Hispanic/Latino populations increased. In noncredit, the headcount decline was more uniform across all ethnic/racial groups (Table 3.4). Declines were also uniform in credit and noncredit by age and gender (Tables 3.5 and 3.6).

Nonetheless, in 2011-12, students enrolled in more credit units (Table 5.4) and this led to the slight increase in credit FTES (Table 3.3) since 2007-08 which was the last year before the funding crisis began. Noncredit FTES has declined by 10 percent in the same period of time. Career and Technical Education (CTE) has been growing strongly in headcount (Table 3.3e) but it has been falling in FTES (Table 3.3d): CTE FTES decreased 16 percent since 2007-08 while headcount increased 11 percent. CTE headcount is defined as any student who takes at least one vocational class. CTE FTES is the full time equivalent student calculation for vocational classes only.

CCSF offers both credit and noncredit classes. Noncredit classes differ from credit in that they are open enrollment and have no grade attached to them. Over the years, there has been considerable crossover by students between the two areas. In the most recent year 28 percent of credit students have previously taken a noncredit course while 17 percent of noncredit students had taken a credit course (Table 3.7).

The residency of credit students (Table 3.8) shows a slight two percent enrollment decline of California residents since 2007-08. Foreign and out-of-state enrollments have increased by 41 percent and 56 percent respectively. Also increasing over the past ten years have been the number of students receiving both financial aid and fee waivers. Since 2007-08 the number of students receiving financial aid and/or BOG Fee Waivers has increased 50 percent while the monetary award has doubled (Tables 3.9 and 3.10).

Another notable trend has been the slowly increasing percent of students in credit courses either placing in or attaining through English and mathematics sequences a collegiate level of ability. In 2001-02, collegiate level students made up about 20 percent of students (excluding unknown ability level). Now collegiate level students make up 27 percent of the population (Table 3.12). This may be in part due to a decline in lower pre-collegiate placements in mathematics and ESL.

City College has also had staffing decreases (Table 3.14). Administrators have declined 20 percent since 2008-09, part time faculty by 25 percent and classified by 14 percent. Only full time faculty employment has remained relatively constant.
V. Longitudinal Student Achievement Data

Tables in this section address not only student course success, but also units per year and persistence to the following year, all of which underlie long-term goal achievement. For students to achieve their long-term goals they must not only pass their classes, they must also persist to following semesters and years. Taking higher unit loads reduces the time students must spend in the educational process and since a certain percent of the population drops out with every additional term, shorter time spans to completion increase the likelihood of goal attainment. Edgecombe (2011) in a recent paper on accelerated programs senses the issue when she says her “analysis illuminates a major structural deficiency in the traditional sequence—a multitude of exit points available to and taken by students—that seriously undermines academic achievement.” While her focus is on development sequences, the same rationale can be applied to achievement in general. Many tables in this section allow examination of these issues.

Course success at CCSF has been increasing since 2001-02. In comparison to statewide averages, CCSF has had somewhat higher course success (Tables 5.1) and a greater increase. Table 5.1b shows increasing course success rates amongst most Asian populations but decreasing course success rates for African American students and relatively flat rates for Latino/a students. Table 5.2 transfer course success rates are relatively flat. Basic skills course success rates have decreased slightly (Table 5.3a). Table 5.3b shows a mostly flat trend in Credit Career Technical Education course success rates.

The number of units taken per year by students has been steadily increasing. From 2001-02 to 2011-12, the average number of units taken has increased by 2.5 (Table 5.4) which is a 25 percent increase. The increase has been at all ability levels but most noticeably at the collegiate level. Persistence to the following year has also increased. In the last year available (2010-11), persistence jumped by six percentage points. This occurred most strongly in the collegiate and upper pre-collegiate populations (Table 5.5).

Since 2007-08, there has been a steady increase in the number of certificates awarded in credit (Table 5.6). Licensure pass rates are high (Table 5.6b). The number of transfers to CSU has also increased (Table 5.7). Current figures for UC were not available at the time of this report. Graduation and transfer numbers are, of course, related to enrollment, course success, units per term and year, and persistence to following terms and years. In addition, transfer numbers can also be related to the availability of spots at the CSU and UC systems and cost of attendance there. The fall off in transfers in 2009-10 was due to the CSU system not accepting mid-year transfers. They made up for that in fall 2010 and consequently the number of CSU transfers increased from 648 in 2009-10 to 1,118 in 2011-12.

Once students get to the CSU system, CCSF transfer students do very well both in absolute terms and in relation to other CCC students (Table 5.8).

Table 5.6c presents new data on CTE completers and leavers. This data is positive both in terms of full time employment and hourly wages following CTE coursework. In some cases program-specific data is available for these new metrics and that will be reviewed and shared during spring 2013.

Table 5.9 presents the time it takes for a student to get a degree or certificate (of those students who got a degree or certificate). That number has risen slightly but steadily over time. On average, it takes students more than eight semesters to achieve a degree. For those students who get a certificate, it takes approximately six semesters.

Table 5.10 presents for students in development sequences the rates for one-year persistence and advancement, as well as for four-year transfer course completion (i.e. sequence completion). The percentage of students who start in the development sequence and then take a higher level course within a year has increased over time. In English and ESL that percent has increased 12 percentage points since 2001-02 while in mathematics the increase has been eight percentage points. The percentage of students who completed a transfer level course within four years also increased markedly in ESL (12 percentage points) and English (10 percentage points) but in mathematics there has been no increase.

Tables 5.11 and 5.12 present race/ethnicity data for developmental sequences in mathematics, English and ESL. English sequence completion rates have increased for all groups. For Asian students has increased from 33 percent to 55 percent, and for SouthEast Asian from 26 percent to 49 percent. ESL sequence completion rates have also increased substantially for most groups. Changes in mathematics sequence completion rates are generally much smaller with comparatively flat trend lines.

Table 5.13 presents achievement gap data for students enrolling from SFUSD high schools upon entry and after two semesters of enrollment at CCSF. This data is part of the ongoing High School Report series shared with SFUSD and within the college.

Table 5.14 presents data on online course taking. “Online” includes both fully online and hybrid. When online courses started in 2001-02 they were less than one percent of the CCSF total in both offerings and enrollment. By 2011-12 they comprised 3.5 percent of offerings and 5.3 percent of enrollments. Moreover, when the passing rate is examined across the years, it has increased from 51 percent in 2001-02 to 61 percent in 2011-12. This is a consequence of a declining withdrawal rate. Withdrawals fell from 30 percent in 2001-02 to 23 percent in 2011-12.