

Research & Planning Briefs
College Performance Indicators Report, Brief #9
April 2005

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Core Performance Indicators Report, Academic Year 2003-2004

In Spring 2005, Research & Planning Briefs will feature findings from CCSF's *Core Performance Indicators Report, Academic Year 2003-2004* (CPI). The CPI is a comprehensive assessment of the College's progress and success based upon the goals and priorities of CCSF's Strategic Plan. The full CPI Report can be found at: www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2005.pdf.

The Strategic Plan 2003-2008 outlines eight priorities for the College community:

- Priority 1: Basic Skills
- Priority 2: Academic Programs
- Priority 3: Workforce Development
- Priority 4: Outreach and Recruitment
- Priority 5: Student Development
- Priority 6: Resource Development
- Priority 7: Technology
- Priority 8: Organizational Effectiveness

The Strategic Plan can be found at: www.ccsf.edu/Offices/Research_Planning/pdf/strpln3.pdf.

Focus on Strategic Priority 7: This Research & Planning Brief examines the two key performance indicators under Strategic Priority 7 – the level of integration and satisfaction with the use of technology at the College and the level of student satisfaction with technology-enhanced courses.

Level of integration and satisfaction with the use of technology at the College. The following tables reflect a survey of CCSF employees regarding their views on technology. From 1999-2000 to 2001-2002, an increased number of faculty report using a computer daily. An increased number of faculty, administrators, department chairs, student development faculty and classified staff report that their computer expertise generally or completely matches their job needs.

How often do you use a computer for work (faculty)?

	97-98	99-00	01-02
Daily	48.6%	56.9%	64.7%
A few times each week	26.2%	27.3%	22.9%
Once a week or less	14.6%	11.8%	9.0%
Never	10.6%	4.0%	3.5%
Number of Respondents	645	476	405

Source: Information Technology Instructional Faculty Responses – 1997, 1999 & 2001, January 2003, http://www.ccsf.edu/Offices/Research_Planning/pdf/rep101.pdf

How well does your computer expertise match your job needs or requirements?

Faculty

	97-98	99-00	01-02
Completely	21.00%	26.12%	25.90%
Generally	42.32%	44.20%	47.95%
Somewhat	23.98%	22.99%	22.56%
Not at all	5.02%	2.90%	2.56%
Not Applicable	7.68%	3.79%	1.03%
Number of Respondents	645	476	405

Administrators

	97-98	99-00	01-02
Completely	14.29%	32.14%	30.43%
Generally	57.14%	57.14%	65.22%
Somewhat	25.71%	10.71%	4.35%
Not at all	2.86%	0.00%	0.00%
Number of Respondents	35	29	23

Department Chairs

	97-98	99-00	01-02
Completely	12.12%	9.68%	8.00%
Generally	36.36%	58.06%	68.00%
Somewhat	45.45%	32.26%	24.00%
Not at all	3.03%	0.00%	0.00%
Not applicable	3.03%	0.00%	0.00%
Number of Respondents	33	31	27

Student Development Faculty

	97-98	99-00	01-02
Completely	7.02%	11.32%	11.48%
Generally	52.63%	54.72%	73.77%
Somewhat	33.33%	24.53%	13.11%
Not at all	3.51%	1.89%	1.64%
Not applicable	3.51%	7.55%	0.00%
Number of Respondents	58	53	63

Classified Staff

	97-98	99-00	01-02
Completely	30.42%	30.30%	42.02%
Generally	45.80%	51.52%	38.94%
Somewhat	15.73%	12.55%	14.16%
Not at all	3.85%	3.03%	0.88%
Not applicable	4.20%	2.60%	3.98%
Number of Respondents	288	235	229

Source: Information Technology Instructional Faculty Responses – 1997, 1999 & 2001, January 2003, http://www.ccsf.edu/Offices/Research_Planning/pdf/rep101.pdf and CCSF Survey on Using Technology Administrators, Department Chairs, Classified Staff, and Student Development, February 2003, http://www.ccsf.edu/Offices/Research_Planning/pdf/rep02253.pdf

Level of student satisfaction with technology-enhanced courses. The following tables track student opinions in regard to online courses, which are delivered via the Web, and telecourses, which are delivered via television.

Multiple conclusions can be drawn from this data.

How satisfied are you with your online course(s) compared to on-campus courses?

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
I like them about equally.	27%	25%	21%	n/a	26%	27%
I like online courses better.	34%	43%	47%	n/a	44%	44%
I like on-campus better.	9%	9%	6%	n/a	12%	9%
I like on-campus better, but need online because of its options.	22%	19%	22%	n/a	16%	16%
Not certain.	8%	4%	4%	n/a	3%	4%
Number of Respondents	64	127	194	n/a	308	226

Source: Learning Online and Peer Interaction Exit Summary, Education Technology Office, November 2004

Multiple conclusions can be drawn from this data.

How demanding is your online course(s)?

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Less demanding than a typical on-campus course	16%	17%	15%	n/a	16%	12%
More demanding than a typical on-campus course	32%	25%	29%	n/a	21%	23%
About equally demanding as a typical on-campus course	41%	52%	48%	n/a	52%	54%
Not Certain	12%	7%	7%	n/a	11%	11%
Number of Respondents	69	126	194	n/a	308	226

Source: Learning Online and Peer Interaction Exit Summary, Education Technology Office, September 2003

From Fall 2002 to Fall 2003, students reporting that they would probably or definitely *not* take another telecourse has increased from 15% to 20%.

Would you take another telecourse?

	Spring 2002	Fall 2002	Fall 2003
Definitely Yes	58%	47%	45%
Probably Yes	29%	37%	35%
Probably No	11%	8%	14%
Definitely No	3%	7%	6%
Number of Respondents	160	227	175

Source: Telecourses Exit Survey Summary, Education Technology Office, September 2003

From Fall 2002 to Fall 2003, an increased percentage of students find the subject matter of a telecourse the same as an on-campus course, rising from 45% to 56%.

Compared to on-campus classes, the telecourse content subject matter was:

	Spring 2002	Fall 2002	Fall 2003
Better	18%	17%	15%
Same	55%	45%	56%
Worse	9%	11%	14%
Don't know	18%	26%	15%
Number of Respondents	159	229	177

Source: Telecourses Exit Survey Summary, Education Technology Office, September 2003

Multiple conclusions can be drawn from this data.

Compared to on-campus classes, the level of difficulty of the telecourse was:

	Spring 2002	Fall 2002	Fall 2003
Harder	28%	34%	36%
Same	52%	46%	44%
Easier	11%	6%	11%
Don't know	9%	13%	9%
Number of Respondents	158	229	179

Source: Telecourses Exit Survey Summary, Education Technology Office, September 2003