



Research Brief 2

College Performance Indicators Series: ACADEMIC PROGRAMS

INTRODUCTION

This is the second in a series of nine research briefs based on the CCSF *College Performance Indicators Report (CPI)*, a key tool that the College uses to evaluate how it is doing on its eight strategic priorities. These briefs are a way for faculty, classified staff and administrators to learn about College performance by means of short, periodic reports. The CPI is organized according to the strategic priorities of the Strategic Plan. The second strategic priority of the CCSF Strategic Plan (www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2008.pdf) is focused on academic programs, which therefore becomes the second topic in our series. Our first CPI brief this year was on basic skills.

What is included in this Academic Programs brief?

This research brief looks at course completion and the attainment of degrees, certificates and transfer. It also examines student engagement in credit courses. While briefs #4, 5, 6, and 8 will be more specifically relevant to noncredit than briefs #1-3 and 7, many of our noncredit students go on to take credit classes, so the contents of this report should be of some interest to all. Career technical education will be emphasized in our next brief.

Please contact 239-3743 (Steve Spurling sspurlin@ccsf.edu), 452-7292 (Susan Lopez slopez@ccsf.edu) or 239-3227 (Pamela Mery pmery@ccsf.edu) for more information about this report.

From the CCSF Strategic Plan:

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.*

From the *College Performance Indicators*, the five Indicators for the above Strategic Priority:

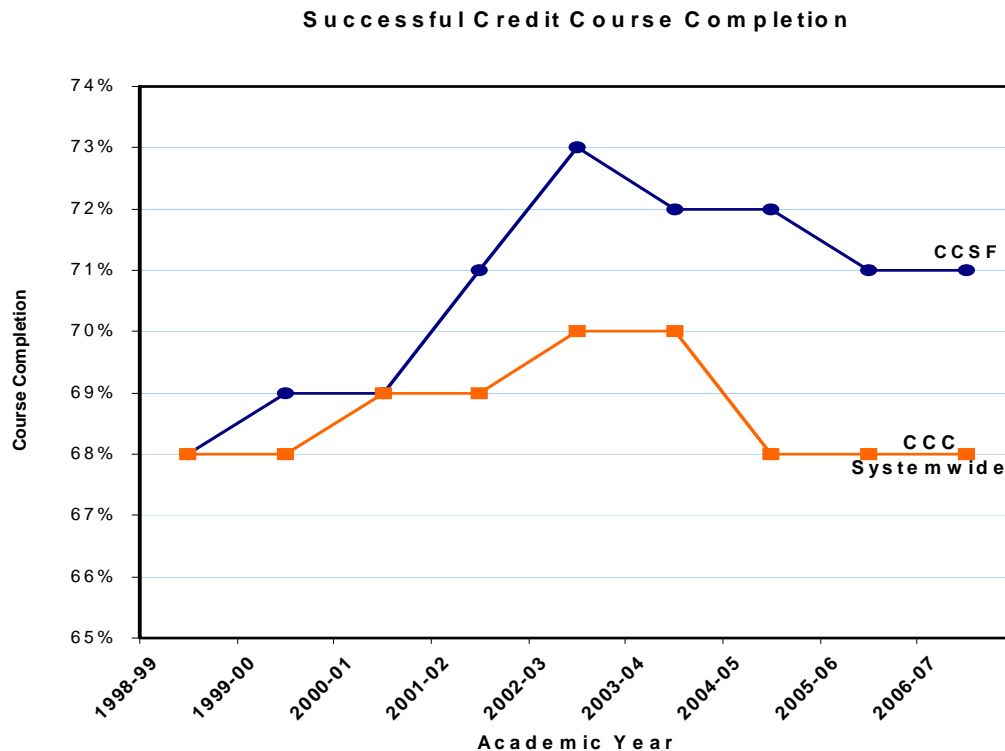
- √ *Percentage of students successfully completing courses*
- √ *Annual number of students attaining degrees and certificates*
- √ *Annual number of students transferring to CSU, UC, and private institutions*
- √ *The annual number of students achieving a status of "transfer-prepared" and "transfer-ready"*
- √ *Satisfaction of CCSF students (Student engagement will be substituted---see last section.)*

How is this report brief set up?

Each of the five indicators is followed by a summary of selected information from the larger report. Below each indicator, (shown in italics with a checkmark to its left), bulleted items and/or graphic elements will summarize some of the more striking findings. This approach is intended to give a selective sampling of the full report, and is not necessarily representative of the report’s content in its entirety. Please see the full CPI Report for definitions of terms and much more context and explanation, at www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2008.pdf

Percentage of students successfully completing courses

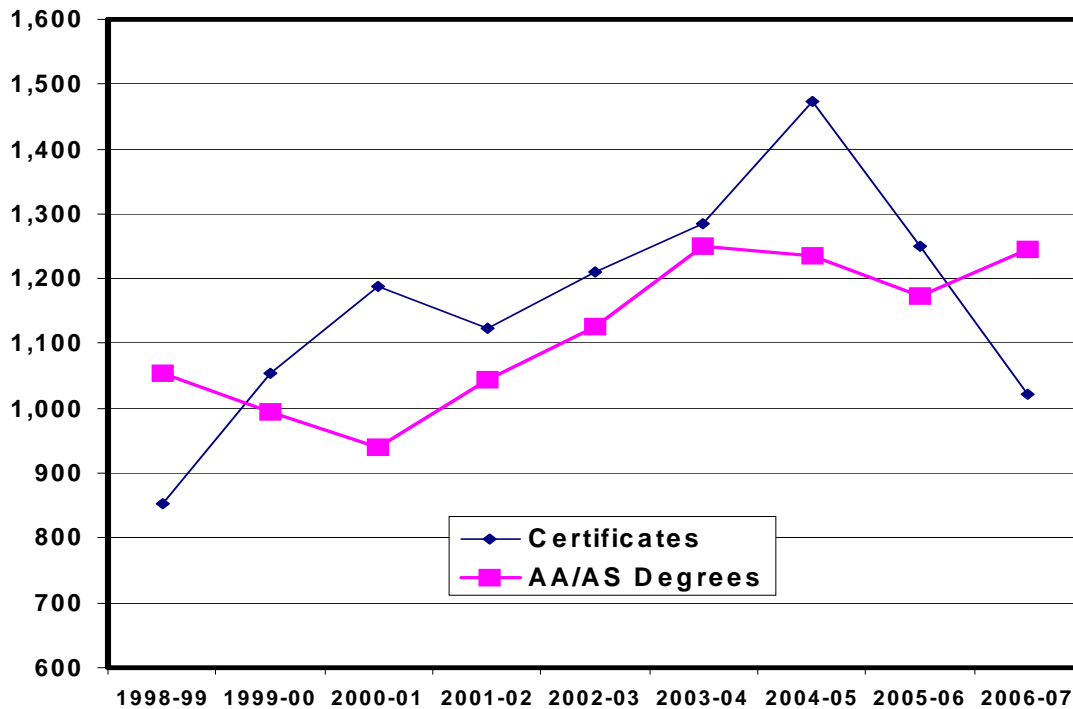
- CCSF students have been more successful at course completion by 2%-3% compared to their counterparts statewide. However, the high point in course completion was reached in 2002-03.
- Credit course success rates at CCSF in each year from 2001 to 2007 have been consistently higher than they were from 1995 to 2001. That improvement is not found statewide.



√ ***Annual number of students attaining degrees and certificates***

- From 1998-99 to 2006-07, the number of awards rose 19% overall, with AA/AS degrees rising 18% and certificates 20%.
- Degree and certificate trends do not show much correlation. About half the time, the annual changes in degrees and in certificates have gone the same direction, while the rest of the time, one outcome has gone up while the other has gone down. It is possible that certificates are more immediately responsive to changes in levels of enrollment. Certificates experienced a 31% decline in the latest two years of data.

**AA/AS Degrees and Certificates Awarded
at CCSF 1998/99 to 2006/07**



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

- CSU transfers were up, UC transfers were down in Fall 2006.
- A 14% downtrend in CSU transfers from 2001-02 to 2005-06 was reversed in 2006-07 when the number of transfers rose 9% (98 students) over the previous year.
- This increase was only partially offset by an 18% decline in UC transfers (-64 students). *The annual number of students achieving a status of “transfer-prepared” and “transfer-ready”*

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	357	15	337	148	188	2,108
2006-07	1,161	293	19	328	155	154	2,110

Note multiple sources: UC and CSU data comes from <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

Out-of-state and private college data via data-match with National Student Clearinghouse.

NSC data reflect students who were not summer-only, who enrolled in 12 or more units, and who left City College between 1998 and 2007.

- A “transfer-prepared” student is any student who has earned 56 transferable units with a GPA of 2.00 or better within a six-year period. The number of transfer-prepared students declined 17% from 2003-04 to 2006-07, possibly a lagging indicator of a general enrollment decline.
- A “transfer-ready” student meets those same requirements and in addition, has fulfilled transfer requirements in English and Math. In contrast to the 17% decline in the number of transfer-prepared, the number of transfer-ready students declined only 2% from 2003-04 to 2006-07.
- Transfer-ready and transfer-prepared are generally smaller numbers than the number of actual transfers because transfer is defined more liberally in the retrospective analysis, requiring only 12+ units instead of 56+ units at CCSF. The 56 units required to meet the standard of this table does not include units students may have acquired at another institution before coming to CCSF.

Year	Transfer-Prepared		Transfer-Ready		Transfer-Ready as Pct. Of Transfer-Prepared
	Students	Chg. from previous year	Students	Chg. from previous year	
2003-04	2,138	N/A	548	N/A	26%
2004-05	2,017	-6%	551	1%	27%
2005-06	1,922	-5%	524	-5%	27%
2006-07	1,766	-8%	538	3%	30%

√ ***Student engagement in credit courses***

- Selected "engagement" results are included here because updated "satisfaction" data---our usual indicator--- were not available. Engagement is related concept, at least when self-reported, as is the case here. This data comes from a random sample of credit course sections surveyed as part of CCSSE--the Community College Survey of Student Engagement in Spring 2007.
- “Acquiring a broad, general education,” “learning effectively on your own,” and “thinking critically and analytically” were ranked at the top of the list as perceived benefits of CCSF education.
- “Contributing to the welfare of your community” was clearly perceived as the area to which the students’ CCSF education contributed the least.

Some Benefits of a CCSF Education

How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	1= <i>Very little</i> , 2= <i>Some</i> , 3= <i>Quite a bit</i> , 4= <i>Very much</i>
	Mean
Acquiring a broad general education	2.77
Learning effectively on your own	2.77
Thinking critically and analytically	2.74
Understanding yourself	2.60
Working effectively with others	2.56
Writing clearly and effectively	2.52
Speaking clearly and effectively	2.49
Understanding people of other racial and ethnic backgrounds	2.44
Using computing and information technology	2.42
Developing clearer career goals	2.41
Acquiring job or work-related knowledge and skills	2.36
Gaining information about career opportunities	2.28
Solving numerical problems	2.25
Developing a personal code of values and ethics	2.25
Contributing to the welfare of your community	1.88

Total Student Respondents = 1179

<http://research.ccsf.edu/CCSSE/CCSSE2007.htm>