

# College Performance Indicators

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Academic Year: 2003-2004



Office of Research, Planning and Grants

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## Acknowledgements

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## Introduction

This is the second edition of the College Performance Indicators Report which is distributed annually within the College. (Prior to the CPI, the College published its performance report as a chapter of the annual CCSF Management Plan). This edition covers performance through the 2003/4 academic year. It provides the user with a straight-forward numerical picture in either graphic or table format including a definition of the performance indicator and a description of the annual percentage change from the prior year.

The CPI identifies 29 indicators that measure College performance within the eight priorities delineated by the CCSF Strategic Plan. Most of the indicators rely upon at least five years of College data; a few indicators use current year data only. There are also indicators that are still being developed and will be addressed in future reports. The Report relies upon the College Banner information system, the Office of Research, Planning and Grants through its Decision Support System and reports from surveys conducted with students and College employees.

The CPI Table of Contents provides the reader with easy access to all tables and charts, and also an arrow indicator to reflect the annual performance trends (up or down).

The College Performance Indicator Report is one of three institutional assessment reports of City College of San Francisco. The other two are the Mid-Year Assessment Report and End-of-Year Assessment Report which provide ratings and commentary from the College's senior administrators and major cost center managers on the progress and achievements of specific annual operational and developmental objectives.

For more information about the CPI, contact Dr. Robert Gabriner, Dean Research, Planning and Grants at 415-239-3014 ([rgabriner@ccsf.edu](mailto:rgabriner@ccsf.edu)).



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*Current Trends: ↑ = increasing, ↓ = decreasing, NC = no change, NA = not applicable, ↔ = variable change*



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*Current Trends: ↑ = increasing, ↓ = decreasing, NC = no change, NA = not applicable, ↔ = variable change*



## 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.

To effectively navigate this section, there are two definitions that require explanation. First, we define pre-collegiate 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 pre-collegiate. Second, we define basic skills courses as the lower levels of the pre-collegiate sequence. Pre-collegiate basic skills courses include English K, W, 90 and 92, Math E and ESL 110 and 120. This report covers only credit pre-collegiate programs. See Appendix for a flow-chart illustrating the pre-collegiate sequence.

### College Performance Indicators – Access

1. Percentage of first-time students placed in pre-collegiate Math, English, ESL courses.

**Definition:** Table 1 reflects the percentage of first-time students who have placed into pre-collegiate courses.

**Annual Change:** From Fall 2002 to Fall 2003, the percentage of first-time students with any pre-collegiate placement has increased 3.4%.

Table 1  
Percentage of New First Time Students Placed in Pre-Collegiate Courses

	Fall Terms						Difference 2002-2003
	1998	1999	2000	2001	2002	2003	
<b>One or two lower level pre-collegiate placements (basic skills)</b>	48.9%	48.6%	41.1%	38.3%	43.5%	45.4%	<b>1.9</b>
<b>One or two upper level pre-collegiate placements (no lower level placements)</b>	26.1%	27.6%	33.6%	32.4%	31.9%	33.5%	<b>1.6</b>
<b>Total new first time students with any pre-collegiate placement(s) (upper or lower level)</b>	<b>75.0%</b>	<b>76.2%</b>	<b>74.7%</b>	<b>70.7%</b>	<b>75.5%</b>	<b>78.9%</b>	<b>3.4</b>
<b>Collegiate placements only</b>	1.4%	1.3%	1.8%	1.6%	2.3%	2.8%	<b>0.5</b>
<b>None (no placements)</b>	23.6%	22.5%	23.5%	27.7%	22.3%	18.3%	<b>-4.0</b>
<b>Number of New First Time Students</b>	<b>3,752</b>	<b>3,646</b>	<b>3,539</b>	<b>4,128</b>	<b>3,899</b>	<b>3,289</b>	<b>-610</b>

Notes: Placements as of initial term as well as placements in subsequent terms; therefore **figures in this table have been updated.**

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

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

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

Source: Office of Research, Planning & Grants, metadata, 10/27/04

2. Student access to pre-collegiate courses.

**Definition:** Demand for pre-collegiate courses is measured by the number of students *unable* to register for a course—termed Unmet Course Demand. Access is measured by the number of students *able* to register for a course. Tables 2, 3, and 4 track access and demand for pre-collegiate English, Math, and ESL courses respectively.

**Annual Change:** From Fall 2003 to Fall 2004, for four English courses (K, L, 9, 92) access increased, but unmet course demand increased more. Access also increased for English 90 and 94, accompanied by a decrease in unmet course demand. Access to English W and 96 decreased.

Table 2  
Student Demand for Pre-Collegiate English Classes

		Fall Terms						Difference 2003 - 2004	Difference 1998 - 2004	
		1998	1999	2000	2001	2002	2003			2004
<b>Unmet Course Demand*</b>										
<b>English</b>	<b>K</b>	3	1	2	36	56	81	103	27.2%	3333.3%
	<b>L</b>	20	7	37	57	81	86	97	12.8%	385.0%
	<b>W</b>	0	0	0	0	0	0	0	n/a	n/a
	<b>9</b>	10	23	16	114	86	163	197	20.9%	1870.0%
	<b>90</b>	13	28	33	99	120	199	131	-34.2%	907.7%
	<b>92</b>	154	135	25	37	81	180	214	18.9%	39.0%
	<b>94</b>	534	614	149	119	178	431	408	-5.3%	-23.6%
	<b>96</b>	174	154	193	97	180	175	189	8.0%	8.6%
<b>Course Access**</b>										
<b>English</b>	<b>K</b>	150	150	142	139	268	228	244	7.0%	62.7%
	<b>L</b>	279	256	274	249	272	253	273	7.9%	-2.2%
	<b>W</b>	34	28	25	26	26	28	11	-60.7%	-67.6%
	<b>9</b>	382	391	356	362	404	391	429	9.7%	12.3%
	<b>90</b>	638	626	594	606	710	696	785	12.8%	23.0%
	<b>92</b>	542	600	569	562	622	636	710	11.6%	31.0%
	<b>94</b>	1,190	1,232	1,358	1,359	1,343	1,368	1,422	3.9%	19.5%
	<b>96</b>	1,092	1,161	1,261	1,314	1,393	1,548	1,526	-1.4%	39.7%

\* Students whose attempts to register resulted in "Closed Section" message(s)

\*\* Students able to register (some of these students may subsequently drop, so these numbers are not identical to enrollment numbers)

Source: Office of Research, Planning & Grants, DSS, 10/15/03; Fall 2004 data as of 9/22/04

**Annual Change:** From Fall 2003 to Fall 2004, access increased for five mathematics courses. The increased access for Math 835 and 860 was accompanied by larger increases in unmet course demand. For Math 840, access and unmet demand increased about equally. Access also increased for Math EX / E1 and S, accompanied by a decrease in unmet course demand. Access and unmet course demand decreased for Math E / E1, 850, and 855.

Table 3  
Student Demand for Pre-Collegiate Math Classes

		Fall Terms						Difference 2003 - 2004	Difference 1998 - 2004	
		1998	1999	2000	2001	2002	2003			2004
<b>Unmet Course Demand*</b>										
<b>Math</b>	<b>E / E1</b>	166	276	212	259	381	249	215	-13.7%	29.5%
	<b>EX / E3</b>	0	0	0	0	198	424	365	-13.9%	n/a
	<b>835</b>	18	3	13	28	43	66	87	31.8%	383.3%
	<b>840</b>	429	386	297	334	599	755	798	5.7%	86.0%
	<b>S</b>	11	18	7	15	39	84	51	-39.3%	363.6%
	<b>850</b>	42	53	42	37	107	98	77	-21.4%	83.3%
	<b>855</b>	9	8	0	0	3	28	0	-100.0%	-100.0%
	<b>860</b>	232	149	99	210	263	285	332	16.5%	43.1%
	<b>U</b>	0	0	0	0	15	7	8	14.3%	n/a
<b>Course Access**</b>										
<b>Math</b>	<b>E / E1</b>	1,049	1,073	1,159	1,191	1,096	917	865	-5.7%	-17.5%
	<b>EX / E3</b>	0	0	0	0	187	313	375	19.8%	n/a
	<b>835</b>	76	76	109	81	90	95	99	4.2%	30.3%
	<b>840</b>	1,072	1,068	1,051	1,005	1,058	1,120	1,177	5.1%	9.8%
	<b>S</b>	37	34	72	64	78	78	84	7.7%	127.0%
	<b>850</b>	187	214	190	219	241	218	207	-5.0%	10.7%
	<b>855</b>	75	61	51	41	47	45	32	-28.9%	-57.3%
	<b>860</b>	754	817	816	823	885	932	941	1.0%	24.8%
	<b>U</b>	0	0	43	60	58	67	59	-11.9%	n/a

\* Students whose attempts to register resulted in "Closed Section" message(s)

\*\* Students able to register (some of these students may subsequently drop, so these numbers are not identical to enrollment numbers)

Source: Office of Research, Planning & Grants, DSS, 10/15/03; Fall 2004 data as of 9/22/04

**Annual Change:** From Fall 2003 to Fall 2004, unmet course demand decreased for nearly all Credit ESL courses. Access also decreased for a majority of Credit ESL courses. Fall 2003 / Fall 2004 comparison data was not available for a four ESL courses which were not offered during at least one of these terms.

Table 4  
Student Demand for Pre-Collegiate ESL Classes

		Fall Terms			Difference 2003 - 2004
		2002	2003	2004	
<b>Unmet Course Demand*</b>					
<b>ESL</b>	<b>110</b>	80	17	22	<b>29.4%</b>
	<b>112</b>	58	14	8	<b>-42.9%</b>
	<b>120</b>	84	91	28	<b>-69.2%</b>
	<b>122</b>	139	117	61	<b>-47.9%</b>
	<b>130</b>	112	94	49	<b>-47.9%</b>
	<b>132</b>	141	186	68	<b>-63.4%</b>
	<b>140</b>	47	167	76	<b>-54.5%</b>
	<b>142</b>	102	110	59	<b>-46.4%</b>
	<b>150</b>	60	104	49	<b>-52.9%</b>
	<b>49</b>	44	39	24	<b>-38.5%</b>
	<b>75</b>	0	0	16	<b>n/a</b>
	<b>79</b>	137	139	54	<b>-61.2%</b>
	<b>82</b>	77	37	9	<b>-75.7%</b>
<b>Course Access**</b>					
<b>ESL</b>	<b>110</b>	164	147	97	<b>-34.0%</b>
	<b>112</b>	154	125	94	<b>-24.8%</b>
	<b>120</b>	350	368	348	<b>-5.4%</b>
	<b>122</b>	266	294	248	<b>-15.6%</b>
	<b>130</b>	697	638	613	<b>-3.9%</b>
	<b>132</b>	332	329	363	<b>10.3%</b>
	<b>140</b>	723	792	795	<b>0.4%</b>
	<b>142</b>	239	305	302	<b>-1.0%</b>
	<b>150</b>	791	800	818	<b>2.3%</b>
	<b>49</b>	148	153	152	<b>-0.7%</b>
	<b>51A</b>	30	0	0	<b>n/a</b>
	<b>60</b>	101	100	0	<b>-100.0%</b>
	<b>66</b>	77	59	43	<b>-27.1%</b>
	<b>69</b>	137	124	123	<b>-0.8%</b>
	<b>71</b>	157	46	0	<b>-100.0%</b>
	<b>75</b>	0	0	134	<b>n/a</b>
	<b>79</b>	400	418	387	<b>-7.4%</b>
	<b>82</b>	755	631	616	<b>-2.4%</b>
	<b>85</b>	0	0	121	<b>n/a</b>

\* Students whose attempts to register resulted in "Closed Section" message(s)

\*\* Students able to register (some of these students may subsequently drop, so these numbers are not identical to enrollment numbers)

**Source: Office of Research, Planning & Grants, DSS, 10/15/03; Fall 2004 data as of 9/22/04**

Notes: Data reported from Fall 2002 due to ESL curriculum change which makes previous data incongruent with current data

ESL curriculum change makes previous data incongruent with current data, therefore data prior to Fall 2002 is excluded

Where unmet course demand for all terms is less than 15 students, data is excluded

College Performance Indicators—Success

3. Overall success rates for pre-collegiate courses.

**Definition:** In Table 5, “success” is defined as a grade of A,B,C, or CR. The number of successful students is compared to the number of students enrolled with transcript notations of A, B, C, CR, D, F, NC, W, I.

**Annual Change:** From Fall 2002 to Fall 2003 the success rate in pre-collegiate courses has increased 0.9% in English, 0.4% in math, and 0.2% in ESL courses.

Table 5  
Percent of Pre-Collegiate Courses Passed with C or Higher

		Success			Enrollment		
		ENGL	ESL	MATH	ENGL	ESL	MATH
<b>Fall Terms</b>	<b>1998</b>	58.0%	71.3%	45.6%	3,326	5,530	2,640
	<b>1999</b>	55.2%	70.7%	45.5%	3,301	5,259	2,552
	<b>2000</b>	55.7%	69.7%	45.1%	3,530	4,831	2,779
	<b>2001</b>	61.2%	73.3%	45.7%	3,579	5,124	2,876
	<b>2002</b>	61.8%	75.0%	51.0%	3,863	4,537	3,071
	<b>2003</b>	62.7%	75.3%	51.3%	4,074	4,286	2,965
<b>Difference 2002 - 2003</b>		<b>0.9%</b>	<b>0.4%</b>	<b>0.2%</b>	<b>211</b>	<b>-251</b>	<b>-106</b>

Source: Office of Research, Planning and Grants, DSS, 9/15/04.

4. Completion rates for students in pre-collegiate programs.

**Definition:** Tables 6, 7, and 8 examine cohorts of students who were placed in pre-collegiate courses. Each cohort's achievement is tracked in terms of course completion and success in meeting the requirements for CCSF's Associate Degree, California State University (CSU), and the University of California (UC) system. The percentages of successful students from the 1998 and 1999 cohorts are updated each year.

**Annual Change:** As measured in Fall 2004, the 1998 cohort students have had greater success in completing the English course in which they are placed. Students from the 1999 cohorts for English 90 and 92 have had greater success in meeting requirements for Associate Degrees, CSU, and UC.

Table 6  
Success Rates for Students in Pre-Collegiate English Courses

ENGL L: basic skills, 5 levels below university reading & comp. ENGL 90: basic skills, 4 levels below university reading & comp. ENGL 92: basic skills, 3 levels below university reading & comp.	Cohort Success <sup>1</sup>					
	ENGL L		ENGL 90		ENGL 92	
	1998	1999	1998	1999	1998	1999
Enrollment in placement course <sup>2</sup>	134	97	194	243	176	227
Enrollment in placement course <sup>2</sup>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Successful completion of placement course <sup>3</sup>	62.7%	54.6%	69.1%	66.3%	71.6%	69.2%
Associate Degree Requirement <sup>4</sup>	10.4%	8.2%	32.5%	37.4%	48.3%	51.1%
CSU Requirement <sup>5</sup>	11.9%	11.3%	33.5%	39.1%	49.4%	51.5%
IGETC / UC Requirement <sup>6</sup>	2.2%	3.1%	8.8%	19.3%	18.8%	23.3%

1. **REVISED.** New as of Fall 1998 or Fall 1999 respectively; placements include placements in initial term or subsequent placements if

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 passed, even those who failed the course one or more times but ultimately passed.

4. CCSF Associate Degree Written Composition Requirement (approximate).

5. CSU General Education for Written Communication -- accepted English course(s) or ESL 82.

6. UC English Composition and Critical Thinking Group a and b; IGETC requires ENGL 40 but most UC campuses accept 1B; both 40 and 1B were used here.

\* ESL students can meet the CSU requirement using ESL 82.

Source: Office of Research, Planning & Grants, DSS, 10/28/04

**Annual Change:** No obvious conclusions can be drawn from the data at this time.

Table 7  
Success Rates for Students in Pre-Collegiate Mathematics Courses

Math E: basic skills; 3 levels below college algebra Math 840: degree applicable; 2 levels below college algebra Math 860: degree applicable; 1 level below college algebra	Cohort Success <sup>1</sup>					
	MATH E		MATH 840		MATH 860	
	1998	1999	1998	1999	1998	1999
Enrollment in placement course <sup>2</sup>	385	445	267	303	136	154
Enrollment in placement course <sup>2</sup>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Successful completion of placement course <sup>3</sup>	44.9%	45.6%	64.0%	60.4%	76.5%	80.5%
Associate Degree Requirement <sup>4</sup>	86.0%	69.7%	n/a		n/a	
CSU Requirement <sup>5</sup>	8.1%	9.7%	30.7%	31.0%	64.7%	57.8%
IGETC / UC Requirement <sup>6</sup>	6.5%	8.5%	28.1%	27.1%	60.3%	51.9%

1. **REVISED.** New as of Fall 1998 or Fall 1999 respectively; placements include placements in initial term or subsequent placements if none in initial term. Now includes only new first time Credit students. Percentages now calculated from number enrolled versus number placed.

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 passed, even those who failed the course one or more times but ultimately 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.\*

5. CSU General Education Quantitative Reasoning; requirement can be fulfilled with Math or other accepted course(s).  
course(s).

\* Students can meet Associate Degree requirements without enrolling in any Math classes.

Source: Office of Research, Planning & Grants, DSS, 10/28/04

**Annual Change:** No obvious conclusions can be drawn from the data at this time.

Table 8  
Success Rates for Students in Pre-Collegiate ESL Courses

ESL 110: basic skills, 5 levels below advanced composition ESL 120: basic skills, 4 levels below advanced composition ESL 130: 3 levels below advanced composition (ESL 82) **ESL curriculum sequence numbers were changed in 2002	Cohort Success <sup>1</sup>					
	ESL 110 **Formerly 32		ESL 120 **Formerly 42, 44,		ESL 130 **Formerly 52, 54,	
	1998	1999	1998	1999	1998	1999
<b>Enrollment in placement course<sup>2</sup></b>	66	64	170	158	253	272
<b>Enrollment in placement course<sup>2</sup></b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Successful completion of placement course<sup>3</sup></b>	84.8%	71.9%	87.6%	79.7%	85.0%	80.1%
<b>Associate Degree / CSU Requirement<sup>4</sup></b>	19.7%	14.1%	18.2%	20.9%	35.2%	37.5%
<b>IGETC / UC Requirement<sup>6</sup></b>	1.5%	1.6%	0.0%	0.6%	2.0%	1.5%

1. **REVISED.** New as of Fall 1998 or Fall 1999 respectively; placements include placements in initial term or subsequent placements if none in initial term. Now includes only new first time Credit students. Percentages now calculated from number enrolled versus number placed.

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 passed, even those who failed the course one or more times but ultimately passed.

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

5. UC English Composition and Critical Thinking Group a and b; IGETC requires ENGL 40 but most UC campuses accept 1B; both 40 and 1B were used here.

\* Students can meet Associate Degree, CSU and UC requirements using ENGL (rather than ESL) classes.

Source: Office of Research, Planning & Grants, DSS, 11/1//04

## 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.

### College Performance Indicators

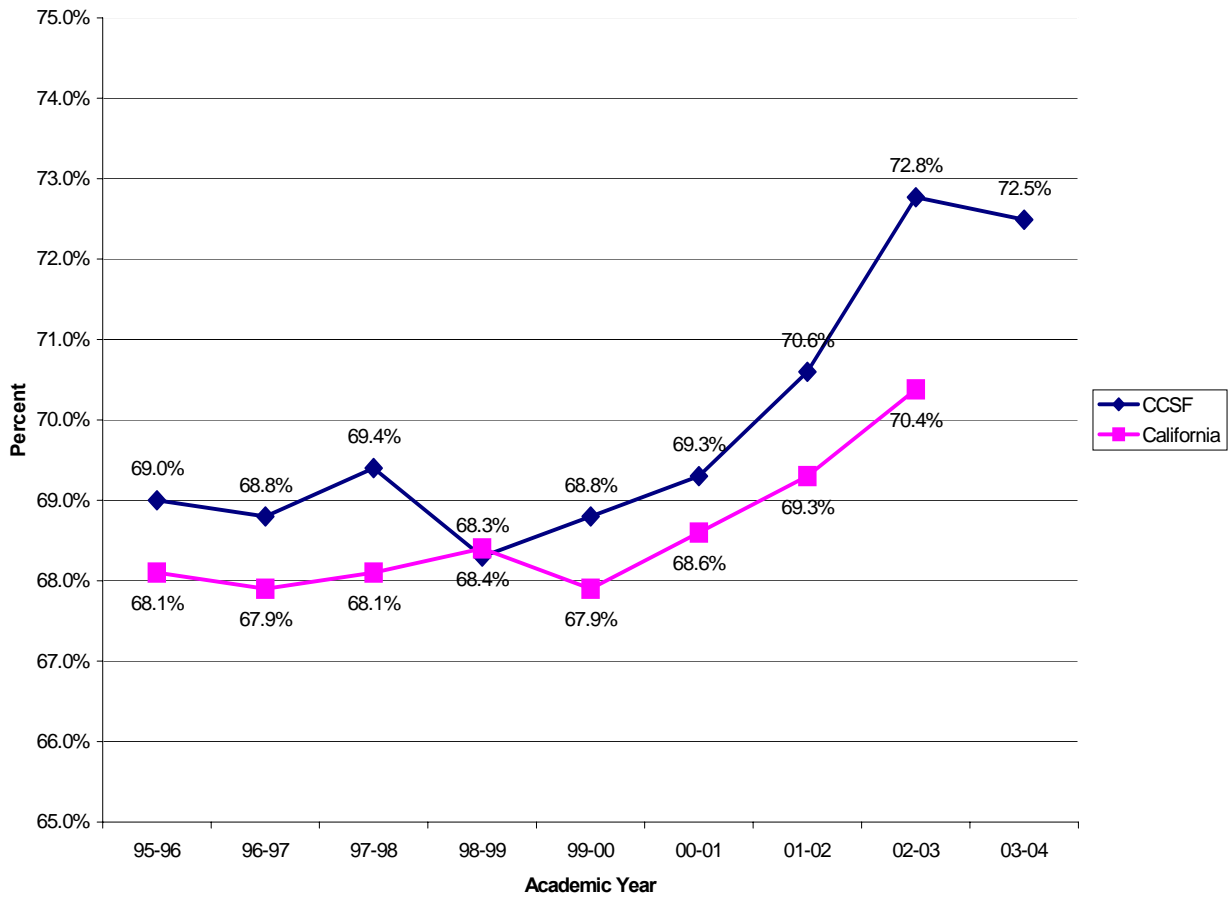
To assess the effectiveness of academic programs, the College relies upon four key indicators: successful course completion, achievement of degrees, achievement of certificates, and transfer to a baccalaureate institution. Other performance indicators including alumni satisfaction with the College experience and the assessment of student learning outcomes, a new requirement of the regional accreditation standards, will be developed and implemented over the next three years and will be included in future reports.

1. The percentage of students successfully completing courses at City College of San Francisco.

**Definition:** “Success” is defined as receiving a grade of A, B, C, or CR in a credit course (Graph 1) or a transfer course (Graph 2). The graphs compare the number of successful students to the number of students with grades of A, B, C, CR, D, F, NC, I, W. City College of San Francisco is contrasted with all community colleges throughout California.

**Annual Change:** From 2002-2003 to 2003-2004, success rates in credit courses within CCSF have decreased by 0.3%. No data is available for California community colleges in 2003-2004.

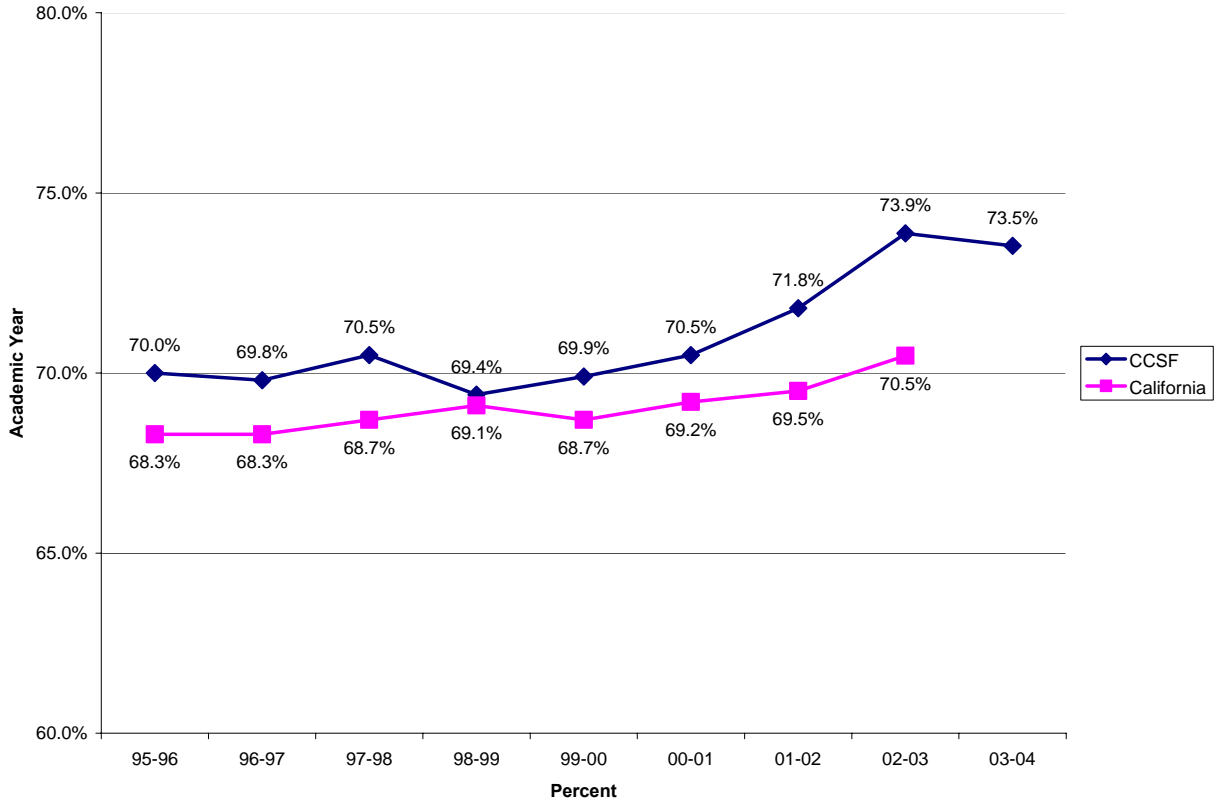
Graph 1  
Successful Course Completion Rate – All Credit Courses



Source: CCSF Performance on Partnership for Excellence Goals, State Chancellor's Office until 2002-2003, CCSF's Decision Support System thereafter.

**Annual Change:** From 2002-2003 to 2003-2004, CCSF success rates in transfer courses have decreased by 0.4%. No data is available for California community colleges in 2003-2004.

Graph 2  
Successful Course Completion Rate – Transfer Courses



Source: CCSF Performance on Partnership for Excellence Goals, State Chancellor's Office until 2002-2003, CCSF's Decision Support System thereafter.

2. The annual number of students attaining degrees and certificates.

**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.

**Annual Change:** From 2002-2003 to 2003-2004, the number of students achieving degrees has increased by 2.3%.

Table 9  
Number of Students Attaining Degrees

Year	# of Degrees
95-96	1,070*
96-97	1,047*
97-98	263**
98-99	1,053*
99-00	994*
00-01	939*
01-02	1,043*
02-03	1,125***
03-04	1,151***

\*Source: CCSF Performance on Partnership for Excellence Goals, State Chancellor's Office, 4/04.

\*\*Data problem recognized by both the State Chancellor's Office & CCSF

\*\*\*Source: <http://misweb.cccco.edu/mis/onlinestat/awards.cfm>

**Definition:** A certificate is an award in a program that requires the completion of 6 to 60 units. Table 11 measures the number of certificates awarded each year.

**Annual Change:** The number of certificates awarded has increased by 6.2% to an all-time high of 1,285.

Table 10  
Number of Students Awarded Certificates

Year	Certificates
96-97	736
97-98	622
98-99	853
99-00	1,053
00-01	1,188
01-02	1,123
02-03	1,210
03-04	1,285

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

3. The annual number of students transferring to CSU, UC, and private institutions.

**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).

**Annual Change:** The number of students transferring to UC schools has increased by 4.7%, the highest number of UC transfers in 9 years. The number of transfers to CSU schools has decreased by 11.4%.

Table 11  
Number of Students Transferring to UC and CSU Colleges

Year	UC	CSU	Total
95-96	251	1,302	1,553
96-97	239	1,231	1,470
97-98	241	996	1,237
98-99	246	1,056	1,302
99-00	279	1,092	1,371
00-01	264	1,090	1,354
01-02	255	1,248	1,503
02-03	297	1,224	1,521
03-04	311**	1,084***	1,395

\*Data not available

Source: CCSF Performance on Partnership for Excellence Goals, State Chancellor's Office, 4/02.

\*\*Source: <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

\*\*\*Source: <http://www.calstate.edu/as/CCCT/2003-04/ethnic/index.shtml>

**Definition:** Table 12 tracks the number of CCSF students who transferred to private 4-year colleges in each academic year, both within and outside of California.

**Annual Change:** From 2002-2003 to 2003-2004, the total number of transfers to private colleges fell from 474 to 306 students. However, data for the 2003 academic year represents only partial results; complete results will be reported next year.

Table 12  
Transfers to Private Colleges

Year	Out-of-State	In-State	Total
1996	8	154	162
1997	14	146	160
1998	13	234	247
1999	28	271	299
2000	25	331	356
2001	16	357	373
2002	29	445	474
2003	29*	277*	306

Source: Research, Planning and Grants match against National Student Clearinghouse Records.

Note: The match was against all students who left CCSF between the summer 1997 students and the Spring 2004 and who were not Summer-Only.

\*These figures represent partial results. Full results will be reported next year.

**Definition:** Table 13 examines the persistence rate from Fall 2002 to Fall 2003 and the average GPA in Fall 2003 of CCSF students transferred to CSU campuses. Persistence rates and GPA's are compared to all CSU students systemwide. "Upper division" refers to junior- and senior-level students, while "lower division" refers to freshman- and sophomore-level students.

**Annual Change:** This data examines only results from Fall 2003; thus, there is no annual change to report.

Table 13  
Success of Transfer Students at CSU Colleges

	Persistence Rate	Fall 2003 GPA
<b>CCSF</b>		
Upper Division	87%	2.99
Lower Division	83%	2.83
<b>CCSF Total</b>	<b>87%</b>	<b>2.97</b>
<b>Systemwide</b>		
Upper Division	86%	2.94
Lower Division	82%	2.87
<b>Systemwide Total</b>	<b>85%</b>	<b>2.93</b>

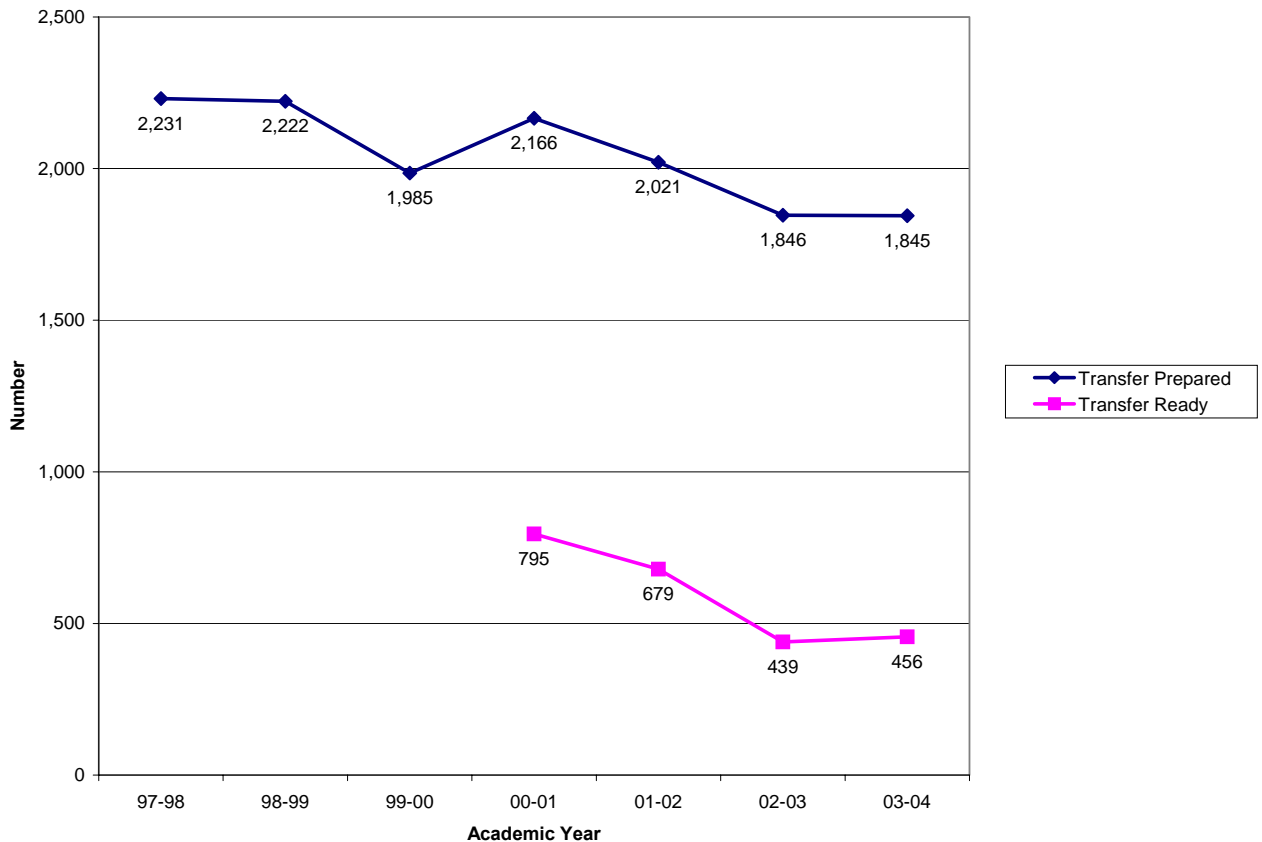
Source: <http://www.asd.calstate.edu/performance/ccs/cc0203/index.shtml>

- The annual number of students achieving a status of “transfer-prepared” and “transfer-ready.”

**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. Graph 3 tracks the number of transfer-prepared and transfer-ready students each year.

**Annual Change:** From 2002-2003 to 2003-2004, the number of transfer-prepared students has remained statistically constant. The number of transfer-ready students has increased by 3.9%.

Graph 3  
Transfer-Prepared and Transfer-Ready Students



Source: CCSF Performance on Partnership for Excellence Goals, State Chancellor's Office until 2002-2003. CCSF's Decision Support System thereafter.

5. Satisfaction of CCSF students.

**Definition:** In Fall 2004, nearly 3,000 CCSF students enrolled in credit courses responded via an online survey regarding their satisfaction with instruction and services. Ratings are on a 4-point scale, where 4.00 is excellent and 1.00 is poor.

**Annual Change:** This table includes new student groups who were not previously surveyed; thus, change information is not yet available. Previous data was for graduating students.

Table 14  
Student Satisfaction Survey Results

<b>Online Survey of Fall 2004 Credit Students</b>	<b>Students with Career Goals</b>	<b>BA/BS Degree Holders</b>	<b>*New and Continuing, Ages 16-19</b>	<b>Continuing Students, Ages 20-24</b>	<b>Continuing Students, Ages 25+</b>
<b>Quality of Instruction</b>	3.28	3.32	3.04	3.01	3.26
<b>Content of Courses</b>	3.22	3.30	3.08	2.95	3.20
<b>Availability of Faculty</b>	2.90	2.98	2.70	2.66	2.84
<b>Availability of Courses</b>	2.54	2.65	2.40	2.16	2.46
<b>Convenient Class Scheduling</b>	2.64	2.75	2.40	2.35	2.48
<b>Class Size</b>	2.70	2.76	2.62	2.52	2.63

\* New First Time in previous (2003-04) academic year or Continuing Students Ages 16-19

\*\* Where 4.00 is Excellent and 1.00 is Poor

Source: CCSF Office of Research, Planning & Grants, 11/1/04 -- unweighted responses

Data reported previously was for Students Who Petitioned for Graduation. The reports can be found at [http://www.ccsf.edu/Offices/Research\\_Planning/reports\\_satisfaction.htm](http://www.ccsf.edu/Offices/Research_Planning/reports_satisfaction.htm)

6. Assessment measures of student learning outcomes at the course, program and college-wide level.

To be developed by the College 2004 – 2006.

### 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.

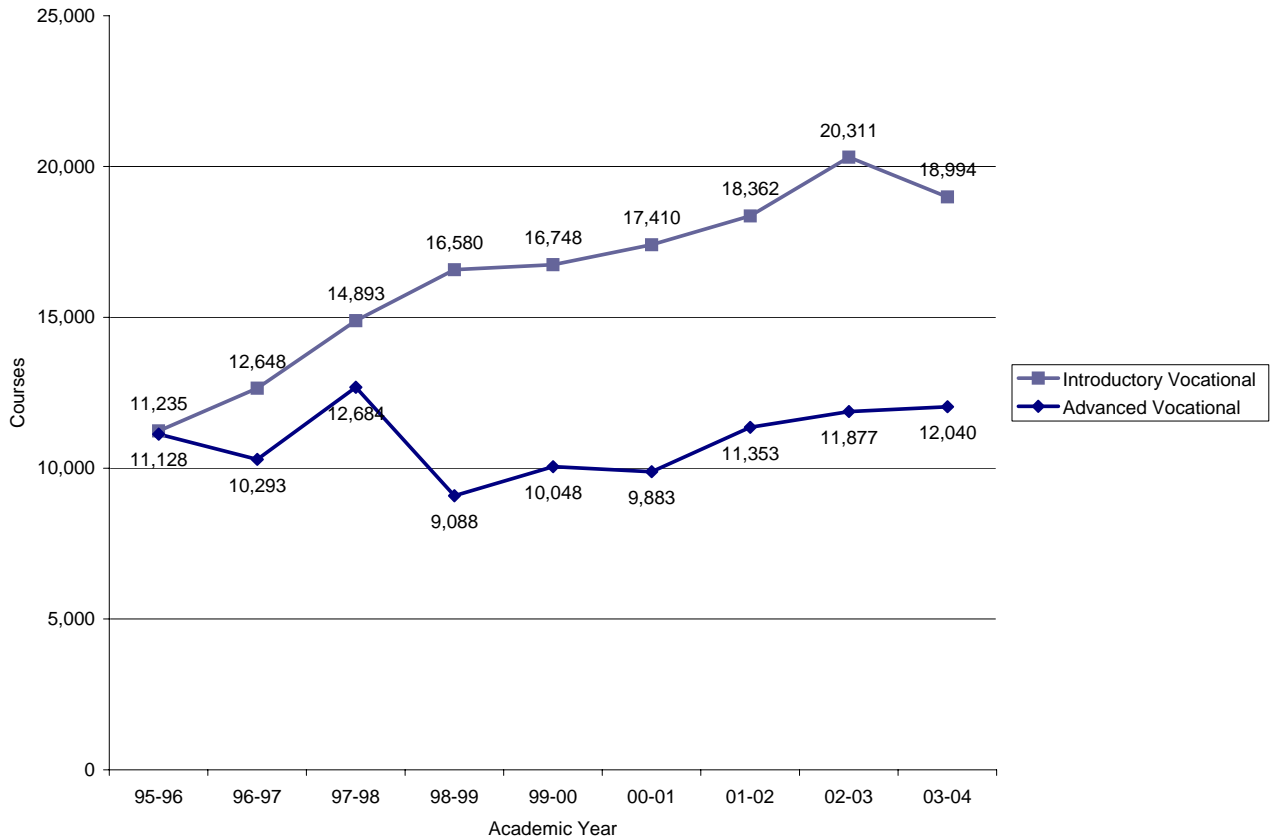
#### College Performance Indicators

1. Successful completion of vocational credit courses.

**Definition:** *Advanced* vocational courses are given an '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.

**Annual Change:** From 2002-2003 to 2003-2004, the number of students completing advanced vocational courses, a key indicator in determining the success of vocational programs, has increased by 1.4%. The number of students successfully completing introductory vocational credit courses has decreased by 6.5%.

Graph 4  
Student Success in Introductory and Advanced Vocational Courses



Source: District Performance on Partnership for Excellence Goals, State Chancellor's Office until 2002-2003, CCSF's Decision Support System thereafter.

2. Number of certificates achieved annually.

**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 within the number of certificates.

**Annual Change:** From 2002-2003 to 2003-2004, the total number of certificates awarded annually has increased, including a significant increase of 37.8% in the Health program. However, there has been a significant decrease of 43.9% in certificates awarded in Computer & Information Science as well as a decrease of 25.4% in Engineering.

Table 15  
Certificates Awarded in CCSF Programs

Program Category	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
<b>Agriculture &amp; Natural Resources</b>	19	4	23	8	12	1	6	12
<b>Architecture &amp; Environ. Design</b>	1		3	2			1	1
<b>Biological Sciences</b>				2		4	13	17
<b>Business &amp; Management</b>	99	98	76	143	96	86	115	115
<b>Commercial Services</b>	6	16	11	10	18	19	17	14
<b>Communications</b>		2		2	13	28	43	39
<b>Computer &amp; Information Science</b>	22	108	88	160	154	159	114	64
<b>Consumer Education &amp; Home Econ.</b>	95	32	221	245	329	295	299	303
<b>Education</b>			8	8				
<b>Engineering &amp; Related Industrial Tech.</b>	93	96	42	173	114	152	142	106
<b>Fine &amp; Applied Arts</b>	2		1	14	23	16	26	32
<b>Foreign Language</b>							37	28
<b>Health</b>	374	252	333	234	340	279	286	394
<b>Humanities</b>				1			2	1
<b>Law</b>					14	11	16	20
<b>Library Science</b>	16	4	9	12	14	14	5	28
<b>Physical Sciences</b>			17					
<b>Public Affairs &amp; Services</b>	9	10	21	39	61	55	75	106
<b>Social Sciences</b>						4	13	5
<b>Total</b>	<b>736</b>	<b>622</b>	<b>853</b>	<b>1,053</b>	<b>1,188</b>	<b>1,123</b>	<b>1,210</b>	<b>1,285</b>

Note: the above programs require students complete 6 or more units to achieve their certificate.

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

3. Annual number of employers and employees served through contract education programs.

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

**Annual Change:** The number of employers served has declined from 2002-2003 to 2003-2004 by 28.6%.

Table 16  
Employers Served

Year	Number of Employers
97-98	27
98-99	26
99-00	21
00-01	25
01-02	21
02-03	21
03-04	15

Source: CCSF Contract Education

**Definition:** The number of employees served refers to employees who have been trained annually as a consequence of a contract education program.

**Annual Change:** From 2002-2003 to 2003-2004, the number of employees served has declined by 14.5%.

Table 17  
Employees Served

Year	Contract Education	CACT/ Garment 2000	Total
95-96	1,259	140	1,399
96-97	1,803	160	1,963
97-98	942	185	1,127
98-99	1,793	212	2,005
99-00	698	281	979
00-01	671	447	1,118
01-02	732	528	1,260
02-03	885	755	1,640
03-04	686	717	1,403

Source: CCSF Contract Education

4. Annual licensure pass rates by occupational program.

**Definition:** Licensure pass rates measure the percentage of students who have passed a licensure exam each year as compared to the total number of students who took the exam.

**Annual Change:** From 2002-2003 to 2003-2004, there has been an increase in licensure pass rates in Health Information Technology (+2%) and LVN (+7%). EMT pass rates have declined by 3% and RN pass rates have declined by 2%.

Table 18  
Annual Licensure Pass Rates

Program	99-00	00-01	01-02	02-03	03-04
<b>HAircraft Maintenance Tech***</b>				93%	
<b>HAutomotive Body &amp; Fender Repair</b>					
<b>HAutomotive Mechanics</b>					
<b>HWelding</b>				100%	100%
<b>HCVT/Echocardiography Tech</b>			100%	100%	100%
<b>HEMT</b>			93%	99%	96%
<b>HPharmacy Tech</b>			100%	100%	100%
<b>HRadiation Oncology Tech</b>	83%	75%	100%	100%	100%
<b>HDiagnostic Medical Imaging</b>				100%	100%
<b>HHealth Information Tech</b>			100%	87%	89%
<b>HMedical Assisting</b>			87%	92%	**
<b>HLVN</b>	72%	74%	65%	75%	82%
<b>HRN</b>	81%	87%	81%	87%	85%

H\*<http://www.rn.ca.gov/forms/forms.htm#pubs>

\*\* No Test Takers in 03-04

\*\*\*Aviation Mechanic Powerplant, Airframe and General

5. Employer and alumni satisfaction with occupational program. A pilot data collection project to assess student alumni and employer satisfaction with the College's occupational programs has not yet begun.

**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.

College Performance Indicators

1. Percent of adult population served by CCSF.

**Definition:** Table 19 examines the number of adults (18 years old and over) enrolled at CCSF as compared to the total number of adults in the city of San Francisco.

**Annual Change:** There has been a small decrease from 8.4% to 8.2% in the participation rate of adults at CCSF from 2002-2003 to 2003-2004.

Table 19  
CCSF Participation Rate

	00-01	01-02	02-03	03-04
<b>San Francisco Residents, Ages 18 and older</b>	670,838	675,789	674,331	669,367
<b>Fall Enrollment*</b>	61,685	65,219	67,186	64,852
<b>Fall Enrollment from within San Francisco**</b>	53,438	55,368	56,922	54,726
<b>CCSF PARTICIPATION RATE</b>	<b>8.0%</b>	<b>8.2%</b>	<b>8.4%</b>	<b>8.2%</b>

\*Combined and Unduplicated Credit and Noncredit

\*\*Enrollment from SF zip codes; residency for missing zip code data estimated per proportion of non-missing values.

SOURCE: All data from CCSF DSS, 10/17/2004, except DOF estimates of SF residents:

State of California, Department of Finance, Race/Ethnic Population with Age & Sex Detail Sacramento, CA, May 2004

**NOTE:** Due to a recalculation of the San Francisco adult population by DOF, the participation rate for 2002-2003 which was previously reported as 8.9% has been recalculated to 8.4%.

2.

Enrollment trends of current high school students at CCSF.

**Definition:** High school students can concurrently enroll at both their high school and at CCSF if they meet certain minimum requirements. Table 20 provides concurrent student enrollments in each of the Schools at CCSF.

**Annual Change:** Enrollment in all programs has decreased substantially from 2002-2003 to 2003-2004 due to state policy changes in enrollment practices, in particular in the area of physical education.

Table 20  
High School Student Enrollment at CCSF, 1998/99 – 2003/04

<b>Credit Enrollment by School</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>
School of Applied Science	31	37	28	61	29	23
School of Behav & Soc. Science	213	276	240	359	244	114
School of Business	192	252	92	125	81	49
School of ESL & Int'l Ed.	7	11	17	15	10	2
School of Hlth & P.E	717	980	1,148	1,128	1,332	846
<i>Health Care Technology</i>		2	20	55	32	32
<i>Health Science</i>	16	12	25	36	29	18
<i>Physical Education &amp; Dance</i>	701	968	1,111	1,046	1,281	800
School of Liberal Arts	165	270	307	267	310	136
School of Science & Math	124	232	373	580	495	190
Library & Learning Resources	77	89	101	48	17	35
Student Services	71	148	136	521	539	178
<b>Total Enrollment, Unduplicated</b>	<b>1,207</b>	<b>1,692</b>	<b>1,914</b>	<b>2,208</b>	<b>2,209</b>	<b>1,390</b>

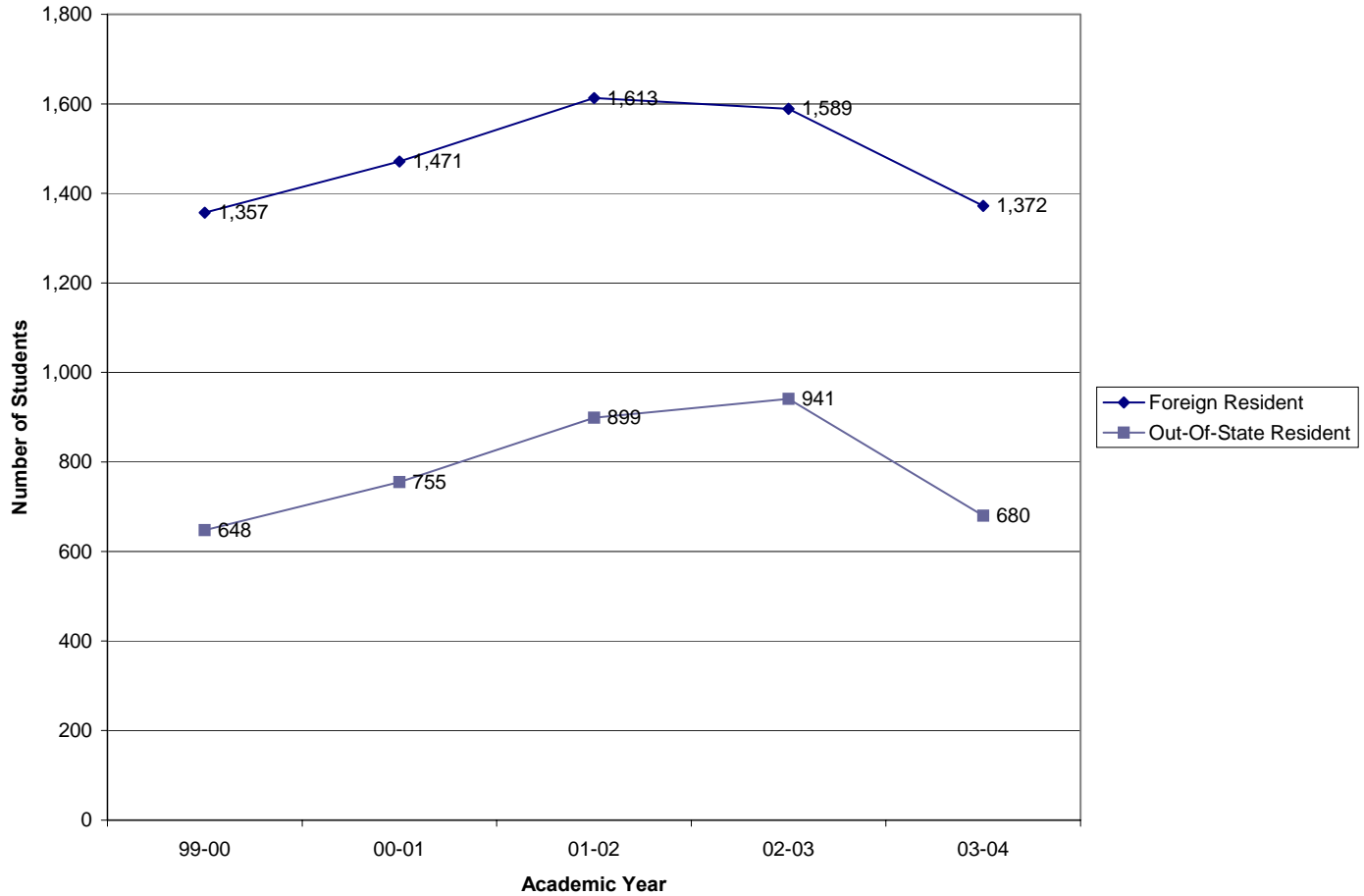
Source: DSS

3. Numbers of out-of-state and international students at CCSF.

**Definition:** This graph represents the number of foreign and out-of-state students who were enrolled in at least one course at CCSF.

**Annual Change:** From 2002-2003 to 2003-2004, there has been a decrease of 13.7% in the enrollment of foreign students and a decrease of 27.7% in out-of-state student enrollments.

Graph 5  
International and Out-of-State Students Enrolled at CCSF



Source: Research, Planning and Grants student archive

\*Credit only with students who dropped all courses excluded.

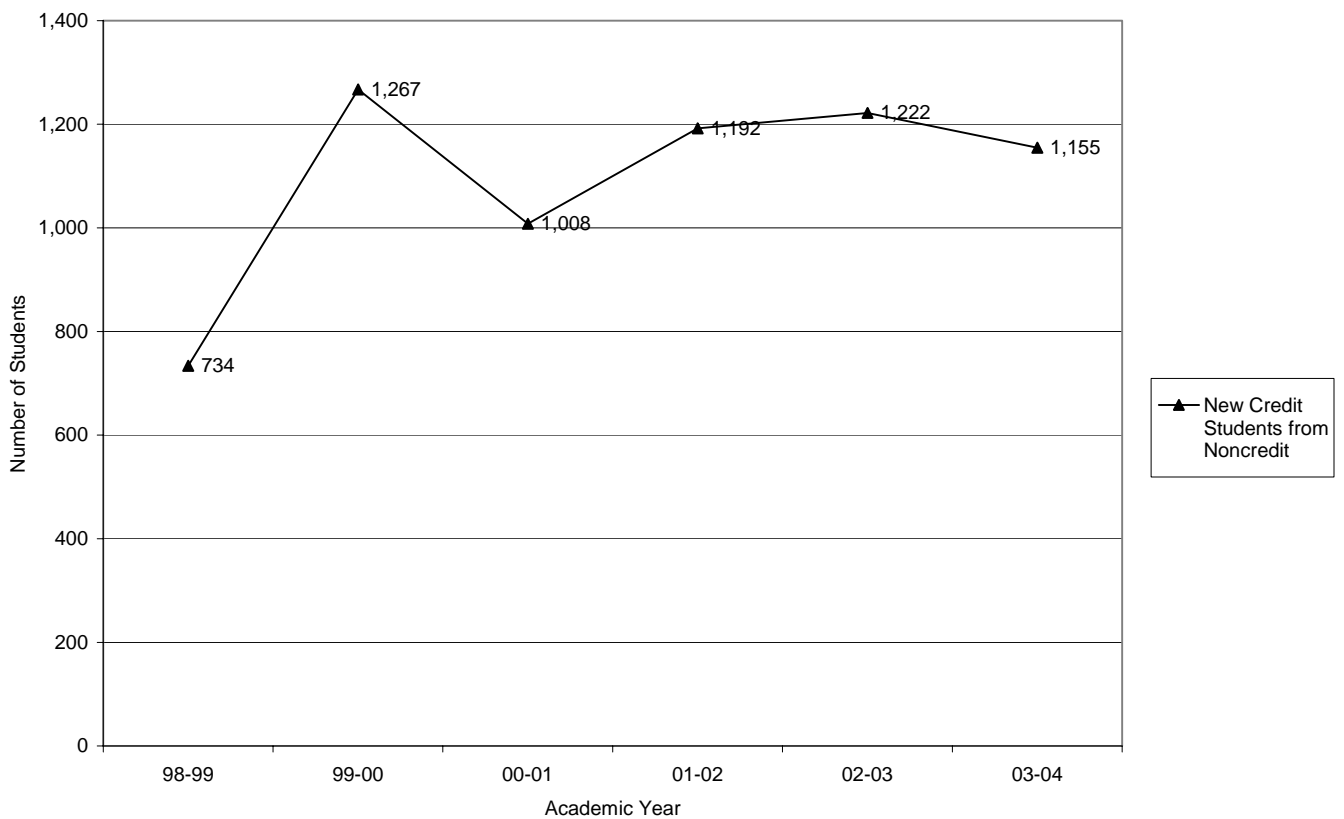
\*\*At variance with prior year graph. That graph included students who enrolled but dropped all classes.

4. Number of students transferring from non-credit to credit programs.

**Definition:** This graph tracks the number of students transferring for the first time to credit courses from non-credit courses.

**Annual Change:** There has been a 5.5% drop in first-time transfers from non-credit to credit courses from 2002-2003 to 2003-2004.

Graph 6  
New Credit Students Transferring from Non-credit Courses\*



Source: Office of Research, Planning and Grants, Academic History  
\* Non-credit to credit transfers based upon student data from 1998 to 2002.

### 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.

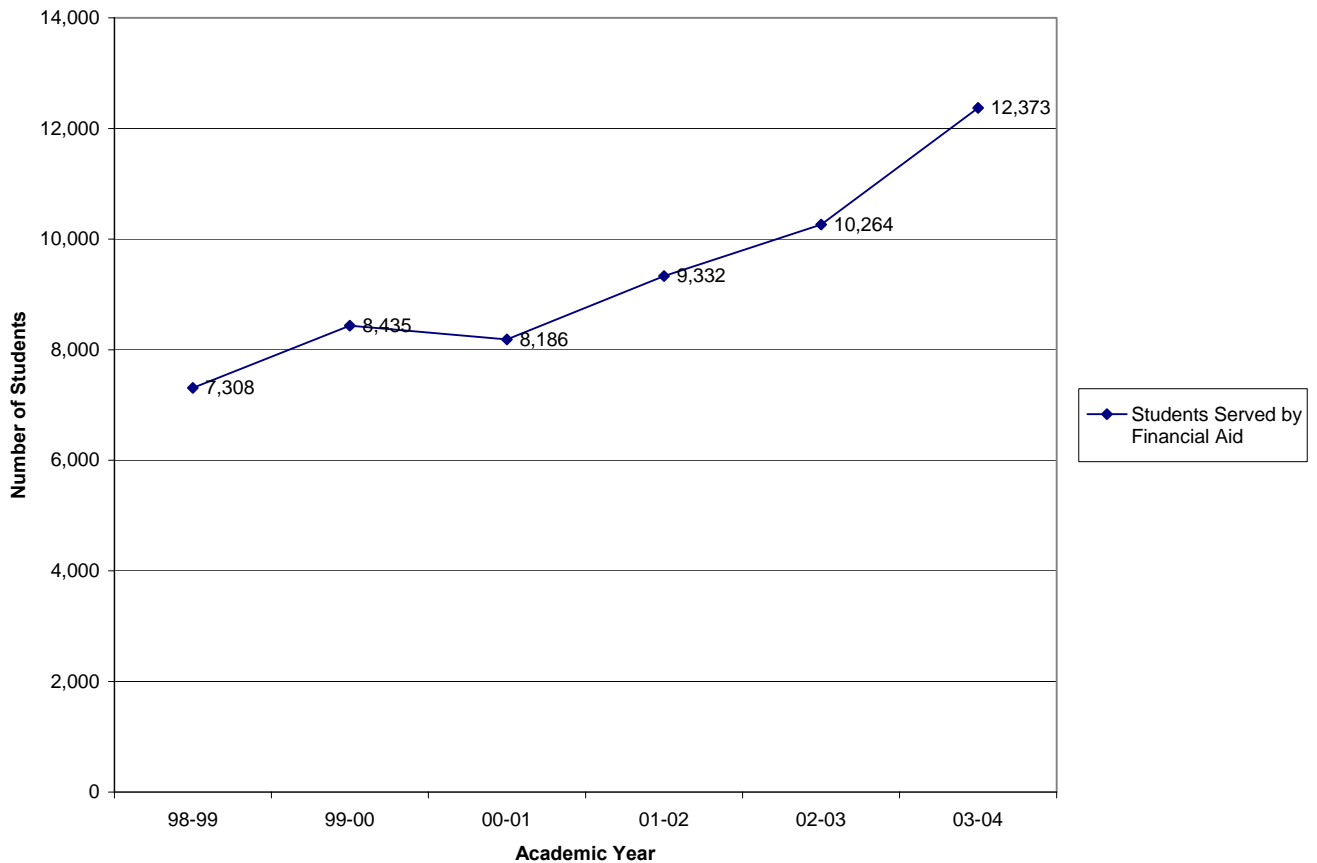
#### College Performance Indicators

1. Number of students receiving financial aid annually.

**Definition:** Students receiving financial aid applied for and were disbursed funds from the Financial Aid Office at CCSF. Graph 7 tracks the number of students receiving financial aid annually. See Graph 7 footnote for details.

**Annual Change:** The number of students receiving financial aid has increased by 20.5% from 2002-2003 to 2003-2004.

Graph 7  
Students Receiving Financial Aid



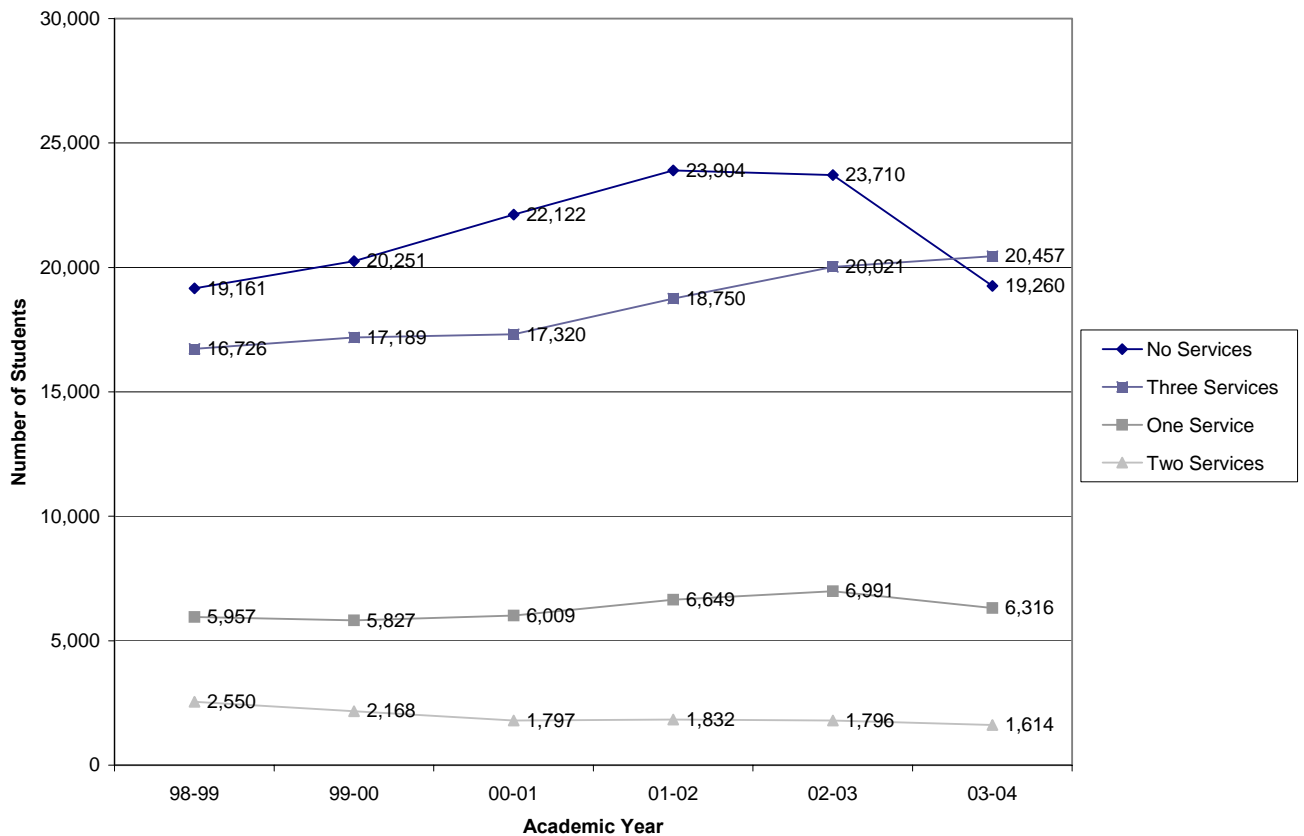
98/99 – 00/01 missing Stafford loan and noncredit financial aid; 01/02 – 03/04 includes non-credit, Stafford loans, Work Study, Pell grants, Perkins grants, SEOG, CAL Grants, and BOG Fee Waivers  
Source: Decision Support System, <http://research.ccsf.edu/>

2. Number of students receiving student services annually.

**Definition:** Matriculation services include placement testing, counseling and orientation. All students who take more than 9 units and do not have an associate degree or higher are required to receive these services. Graph 8 shows the total number of credit students receiving zero, one, two, or three matriculation services. Graph 9 shows this data for non-credit.

**Annual Change:** From 2002-2003 to 2003-2004, the number of credit students who received zero services has decreased by 18.8%. The number of students receiving three services has increased slightly by 2.2%, while the numbers of students receiving one or two services have decreased by 9.7% and 10.1% respectively.

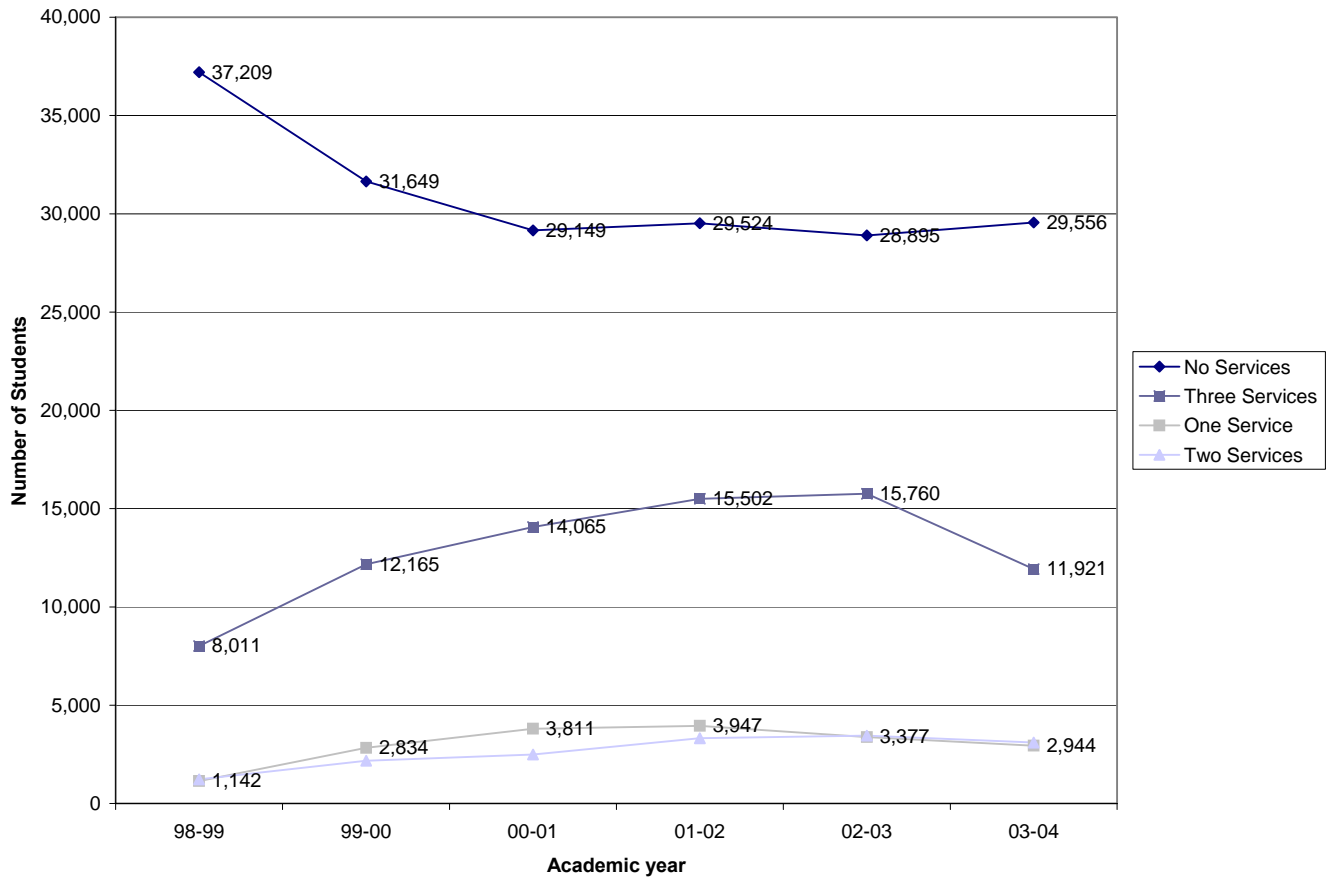
Graph 8  
Credit - Services Accessed



Source: Decision Support System, <http://research.ccsf.edu/>

**Annual Change:** From 2002-2003 to 2003-2004, the number of non-credit students receiving zero services has increased by 2.3%, while the number of students receiving three services has decreased by 24.4%. The numbers of students receiving one or two services has decreased as well, by 12.8% and 10.1% respectively.

Graph 9  
Non-credit - Services Accessed



Source: Decision Support System, <http://research.ccsf.edu/>

3. Student satisfaction with student development services.

**Definition:** In Fall 2004, nearly 3,000 CCSF students responded via an online survey regarding their satisfaction with instruction and services. Ratings are on a 4-point scale, where 4.00 is excellent and 1.00 is poor.

**Annual Change:** This table includes student groups which were not previously surveyed; thus, change information is not yet available. Previous data was for graduating students.

Table 21  
Student Satisfaction with Student Development Services

Online Survey of Fall 2004 Credit Students	Students with Career Goals	BA/BS Degree Holders	*New and Continuing, Ages 16-19	Continuing Students, Ages 20-24	Continuing Students, Ages 25+
<b>MATRICULATION AND ADVISING SERVICES</b>					
Application Process	3.07	3.06	3.01	2.86	2.96
Placement Testing	2.94	2.97	2.84	2.68	2.81
New Student Orientation	2.78	2.51	2.73	2.59	2.67
New Student Counseling	2.60	2.51	2.52	2.35	2.46
Continuing Student Counseling	2.63	2.37	2.77	2.43	2.57
Academic Advisement by Faculty	2.75	2.77	2.61	2.46	2.59
Transfer Counseling / Transfer Cntr	2.74	2.63	2.89	2.61	2.63
Career Development & Plcment Cntr	2.75	2.63	2.76	2.52	2.60
<b>REGISTRATION AND FINANCIAL SERVICES</b>					
Catalog	3.26	3.15	3.21	3.13	3.20
Course Time Schedule	3.11	3.06	3.02	2.93	3.01
Online Registration and Add/Drop	3.17	3.06	3.26	3.27	3.24
In Person Registration and Add/Drop	2.74	2.54	2.90	2.62	2.72
Tuition & Fee Services	2.87	2.79	2.87	2.58	2.71
Financial Aid Services	2.79	2.60	2.66	2.57	2.62
Scholarship Office	2.79	2.45	2.65	2.61	2.55
Textbook Loan Program	2.49	2.52	2.78	2.62	2.52
<b>GENERAL SERVICES</b>					
Bookstore	2.78	2.71	2.81	2.61	2.65
Campus Security	2.72	2.63	2.71	2.48	2.72
Childcare Center	2.81	2.92	3.13	2.68	2.71
Food Services	2.59	2.66	2.63	2.44	2.52
Job placement assistance	2.39	2.46	2.49	2.32	2.45
Parking	2.07	2.09	2.26	1.87	2.11
Student Activities	2.53	2.34	2.59	2.33	2.44
Student Health Center	2.84	3.06	2.99	2.82	2.84

\* New First Time in previous (2003-04) academic year or Continuing Students Ages 16-19

\*\* Where 4.00 is Excellent and 1.00 is Poor

Source: CCSF Office of Research, Planning & Grants, 11/1/04 -- unweighted responses

Data reported previously was for Students Who Petitioned for Graduation. The reports can be found at [http://www.ccsf.edu/Offices/Research\\_Planning/reports\\_satisfaction.htm](http://www.ccsf.edu/Offices/Research_Planning/reports_satisfaction.htm)

Strategic Priority #6

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

College Performance Indicators

1. Annual funds generated by grant- and development-related activities.

**Definition:** The figures presented for “Scholarships/Foundation” include revenue received through the CCSF Foundation for the purpose of scholarships and program improvement. These funds are generally from private donors, family foundations and corporate philanthropy. The numbers presented below under “Grants” include revenue generated through competitive and Instructional Block grants, most of which are governmental, with a portion of contributions from private foundations.

**Annual Change:** From 2002-2003 to 2003-2004, funds generated from the CCSF Foundation for scholarships have decreased dramatically by 76.8% due in part to a large one-time donation in 2002-2003. Grant revenue has decreased slightly by 3.1%.

Table 22  
Annual Funds Generated

	98-99	99-00	00-01	01-02	02-03	03-04
<b>Scholarships/Foundation</b>	2,082,838	2,340,696	2,319,122	2,357,273	9,715,992	2,256,839
<b>Grants (Recognized Revenues)</b>	17,151,124	18,862,684	28,714,165	21,240,834	27,269,964	26,425,551
<b>Total</b>	<b>19,233,962</b>	<b>21,203,380</b>	<b>31,033,287</b>	<b>23,598,107</b>	<b>36,985,956</b>	<b>28,682,390</b>

Source: CCSF Fourth Quarter Financial Reports

2. Maintenance of a prudent fund reserve.

**Definition:** A prudent reserve is the available balance of funds at the end of the year from the general fund expenditures. The state requirement for prudent reserves is at least 5% of the general fund expenditures.

**Annual Change:** From 2002-2003 to 2003-2004, the prudent reserve percentage increased from 4.2% to 6.3% of the general fund expenditures, well above the state requirement.

Table 23  
Prudent Reserve

Year	Reserve	Ending Balance	General Fund Expenditures	Reserve + Ending Balance as % of Expenditures
1998-99	3,750,000	2,798,652	127,280,255	5.2%
1999-00	4,200,000	1,378,188	135,782,959	4.1%
2000-01	4,950,000	2,543,990	145,686,901	5.1%
2001-02	5,500,000	2,977,778	153,640,491	5.5%
2002-03	4,000,000	2,506,687	155,952,468	4.2%
2003-04	3,775,343	5,900,000*	153,878,934	6.3%

Source: CCSF Office of the Vice Chancellor of Finance & Administration

\* Includes \$2,400,000 from Chinatown/North Beach Relocation Fund.

### 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.

#### College Performance Indicators

1. Level of integration and satisfaction with the use of technology at the College.

**Definition:** Tables 25-30 reflect a survey of CCSF employees regarding their views on technology.

**Annual Change:** From 1999-2000 to 2001-2002, an increased number of faculty report using a computer daily (Table 25). 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 (Tables 26-30).

Table 25

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

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

Source: Information Technology Instructional Faculty Responses – 1997, 1999 & 2001, January 2003, [http://www.ccsf.edu/Offices/Research\\_Planning/pdf/rep101.pdf](http://www.ccsf.edu/Offices/Research_Planning/pdf/rep101.pdf)

Tables 26 – 30

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

Faculty

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

Administrators

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

Department Chairs

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

Student Development Faculty

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

Classified Staff

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

Source: Information Technology Instructional Faculty Responses – 1997, 1999 & 2001, January 2003, [http://www.ccsf.edu/Offices/Research\\_Planning/pdf/rep101.pdf](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](http://www.ccsf.edu/Offices/Research_Planning/pdf/rep02253.pdf)

2. Level of student satisfaction with technology-enhanced courses.

**Definition:** Tables 31 and 32 track student opinions in regard to online courses, which are delivered via the Web. Tables 33-35 track student satisfaction with telecourses, which are delivered via television.

**Annual Change:** Multiple conclusions can be drawn from this data.

Table 31

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

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

**Annual Change:** Multiple conclusions can be drawn from this data.

Table 32

How demanding is your online course(s)?

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

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

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

Table 33  
Would you take another telecourse?

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

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

**Annual Change:** 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%.

Table 34  
Compared to on-campus classes, the telecourse content subject matter was:

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

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

**Annual Change:** Multiple conclusions can be drawn from this data.

Table 35  
Compared to on-campus classes, the level of difficulty of the telecourse was:

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

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

### 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.

#### College Performance Indicators

1. Levels of student satisfaction with College climate.

**Definition:** In Fall 2004, nearly 3,000 CCSF students responded via an online survey regarding their satisfaction with instruction and services.

**Annual Change:** This table includes student groups which were not previously surveyed; thus, change information is not yet available. Previous data was for graduating students.

Table 36  
Student Satisfaction with College Climate

Online Survey of Fall 2004 Credit Students	Students with Career Goals	BA/BS Degree Holders	*New and Continuing, Ages 16-19	Continuing Students, Ages 20-24	Continuing Students, Ages 25+
I feel a sense of belonging at the campus I attend	63.7%	56.7%	60.3%	58.7%	67.9%
Students show respect for one another	91.1%	92.9%	84.2%	79.6%	85.7%
Faculty are supportive of me	94.0%	96.6%	85.4%	84.9%	90.9%
Staff are supportive of me	85.3%	87.7%	81.9%	76.3%	82.0%
Administrators are supportive of me	79.4%	82.5%	83.4%	71.7%	79.8%
<b>Total Respondents</b>	<b>532</b>	<b>453</b>	<b>243</b>	<b>527</b>	<b>1,121</b>

\* New First Time in previous (2003-04) academic year or Continuing Students Ages 16-19

Source: CCSF Office of Research, Planning & Grants, 11/1/04 -- unweighted responses

[http://www.ccsf.edu/Offices/Research\\_Planning/reports\\_satisfaction.htm](http://www.ccsf.edu/Offices/Research_Planning/reports_satisfaction.htm)

2. Progress toward diversification of College employees.

**Definition:** Table 37 compares the diversity of CCSF's employees to the diversity of the student population.

**Annual Change:** From 2002 to 2004, the percentage of Asian/Pacific Islander administrators has decreased from 26% to 20%, with a corresponding increase in White Non-Hispanic administrators from 42% to 47%. Full-time faculty have experienced an increase of 1% in Asian/Pacific Islander and Hispanic/Latino representation. There has also been an increase of 1% in Filipino part-time faculty.

Table 37

Comparison of Ethnicities of Students, Faculty, Staff, and Administrators

<b>ADMINISTRATORS</b>	<b>2000</b>	<b>2004</b>	
<b>Ethnicity</b>	<b>Administrators</b>	<b>Administrators</b>	<b>Students*</b>
<b>African American/Non Hispanic</b>	19%	20%	7%
<b>American Indian/Alaskan Native</b>	2%	2%	0%
<b>Asian/Pacific Islander</b>	26%	20%	36%
<b>Filipino</b>	2%	0%	5%
<b>Hispanic/Latino</b>	9%	11%	20%
<b>White Non Hispanic</b>	42%	47%	21%
<b>Unknown/No Response</b>	0%	0%	10%

<b>FULL-TIME FACULTY</b>	<b>2000</b>	<b>2004</b>	
<b>Ethnicity</b>	<b>Full-Time Faculty</b>	<b>Full-Time Faculty</b>	<b>Students*</b>
<b>African American/Non Hispanic</b>	8%	8%	7%
<b>American Indian/Alaskan Native</b>	1%	1%	0%
<b>Asian/Pacific Islander</b>	17%	18%	36%
<b>Filipino</b>	3%	3%	5%
<b>Hispanic/Latino</b>	9%	10%	20%
<b>White Non Hispanic</b>	61%	59%	21%
<b>Unknown/No Response</b>	1%	1%	10%

<b>PART-TIME FACULTY</b>	<b>2000</b>	<b>2004</b>	
<b>Ethnicity</b>	<b>Part-Time Faculty</b>	<b>Part-Time Faculty</b>	<b>Students*</b>
<b>African American/Non Hispanic</b>	8%	8%	7%
<b>American Indian/Alaskan Native</b>	0%	0%	0%
<b>Asian/Pacific Islander</b>	17%	17%	36%
<b>Filipino</b>	2%	3%	5%
<b>Hispanic/Latino</b>	8%	8%	20%
<b>White Non Hispanic</b>	61%	61%	21%
<b>Unknown/No Response</b>	3%	4%	10%

<b>CLASSIFIED STAFF</b>	<b>2000</b>	<b>2004</b>	
<b>Ethnicity</b>	<b>Classified Staff</b>	<b>Classified Staff</b>	<b>Students*</b>
<b>African American/Non Hispanic</b>	14%	13%	7%
<b>American Indian/Alaskan Native</b>	1%	0%	0%
<b>Asian/Pacific Islander</b>	32%	34%	36%
<b>Filipino</b>	15%	15%	5%
<b>Hispanic/Latino</b>	14%	13%	20%
<b>White Non Hispanic</b>	24%	24%	21%
<b>Unknown/No Response</b>	1%	1%	10%

Source: CCSF Staffing Report, June 2002; CCSF Employee and Hiring Data Report, September 2004

\*Student data taken from DSS in September 2004

3. Level of employee satisfaction with College services.

**Definition:** In Spring 2004, CCSF employees were surveyed regarding their ratings of 75 different college services. Ratings were on a 4-point scale, with 4.00 as excellent, 1.00 as poor.

**Annual Change:** From Fall 2000 to Spring 2004, ratings for almost all services either improved or remained constant. Only five services declined in their ratings. Table 38 shows only those services with statistically significant changes in their ratings; services *without* a statistically significant change in their rating are *not* listed in Table 38.

Table 38  
Employee Satisfaction Rates

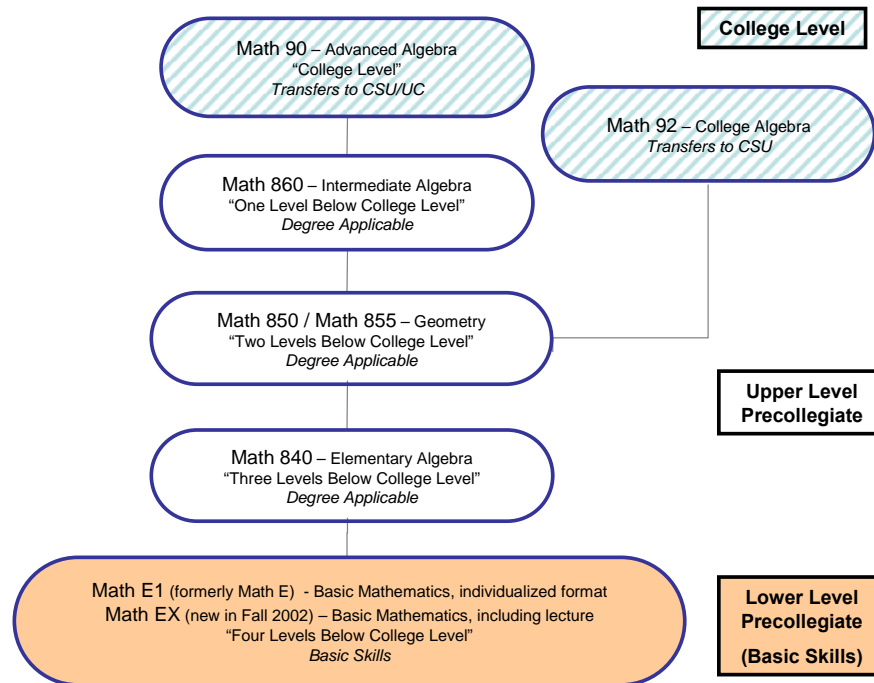
SERVICE / UNITS WITH SIGNIFICANT CHANGES	Spring 2004		Fall 2000	'04-'00
	# Respondents	Mean	Mean	Change
Counseling - International Student (previously Gen. Couns.)	160	2.794	2.250	0.544
Counseling - Continuing Student (previously Gen. Couns.)	261	2.774	2.250	0.524
ORPG - Research Services	193	3.124	2.781	0.343
ORPG - Planning Services	162	3.080	2.743	0.337
Dean of Student Advocacy, Rights, etc.	233	3.361	3.029	0.332
Counseling - New Student (previously General Counseling)	236	2.581	2.250	0.331
ITS - Office & Network Support	559	3.143	2.833	0.310
Matriculation Services Office	234	3.111	2.803	0.308
HR - Faculty Hiring Processes	336	2.759	2.502	0.257
Financial Aid Services	231	2.987	2.739	0.248
ORPG - Grants Services	190	3.084	2.837	0.248
HR - Classified Hiring Processes	266	2.680	2.460	0.220
Noncredit Enrollment - A & E	160	3.063	2.846	0.217
Disabled Students Programs & Services	315	3.324	3.113	0.211
Extended Opportunity Programs & Services	200	3.295	3.085	0.210
ITS - Banner Support	406	2.904	2.701	0.203
Instr. Support - College Class Schedule / Website	317	3.208	3.029	0.179
Admin Services - Lab Aide Payroll	292	3.264	3.093	0.170
Instr. Support - Room Assignments, Scheduling	319	3.056	2.901	0.155
Bldg & Grounds - Building Repairs	545	2.494	2.353	0.140
Public Information - CCSF Publicity / Advertising	299	2.896	2.759	0.138
Faculty Payroll	438	3.256	3.120	0.136
A & R - Credit enrollment, registration, add/drop	370	2.951	2.821	0.130
Admin Services - Dept/Accommodation Accounts	347	3.127	2.998	0.129
Library - Language Lab	181	3.331	3.203	0.129
Student Health - General (Ocean)	302	3.331	3.209	0.122
Telephone Services / Switchboard	561	3.376	3.262	0.114
Public Information - City Currents	485	3.151	3.052	0.098
Childcare (Ocean)	82	3.061	2.968	0.093
Library - General Services	345	3.374	3.294	0.080
Broadcast Media Services	213	3.033	2.964	0.069
Counseling - Transfer Student (previously Transfer Center)	195	3.026	2.978	0.047
Student Health - Mental Health	177	3.215	3.209	0.005
Childcare (Campuses)	74	2.838	2.873	-0.035
College Catalog	441	3.041	3.154	-0.113
Bookstore	482	2.842	2.957	-0.115
Bldg & Grounds - Custodial	605	2.562	2.698	-0.136
Professional Development Support (Travel)	293	2.307	2.789	-0.482

Source: CCSF Office of Research, Planning & Grants, May 2004, pg. 9  
The full report can be found at [http://www.ccsf.edu/Offices/Research\\_Planning/reports\\_faculty.htm](http://www.ccsf.edu/Offices/Research_Planning/reports_faculty.htm)



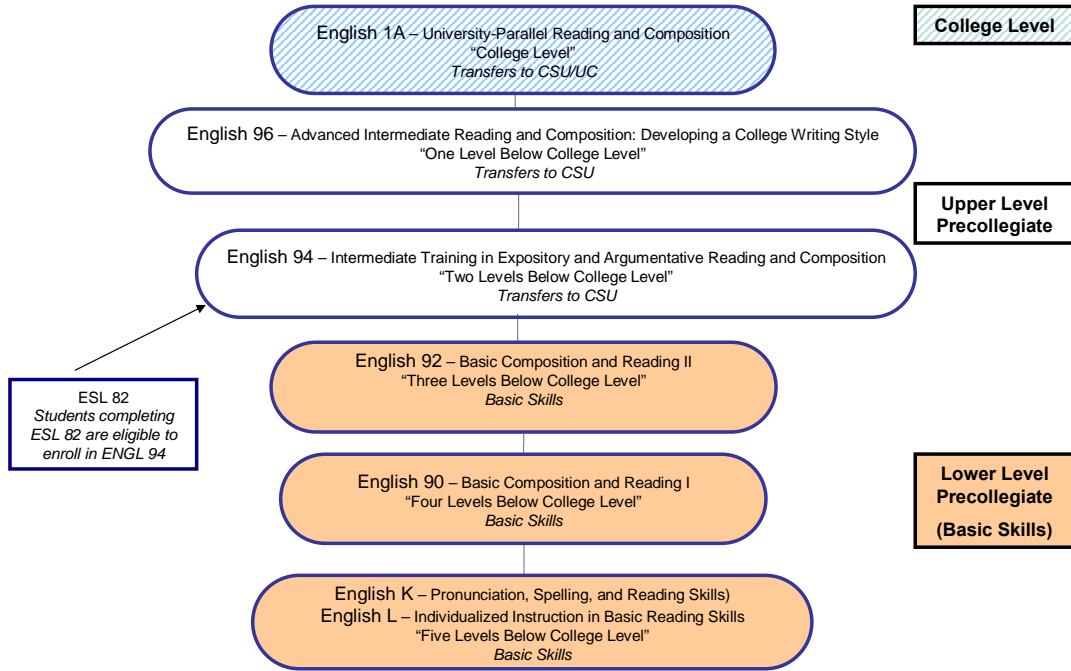
# Appendix

## MATH COURSE SEQUENCE FLOW CHART



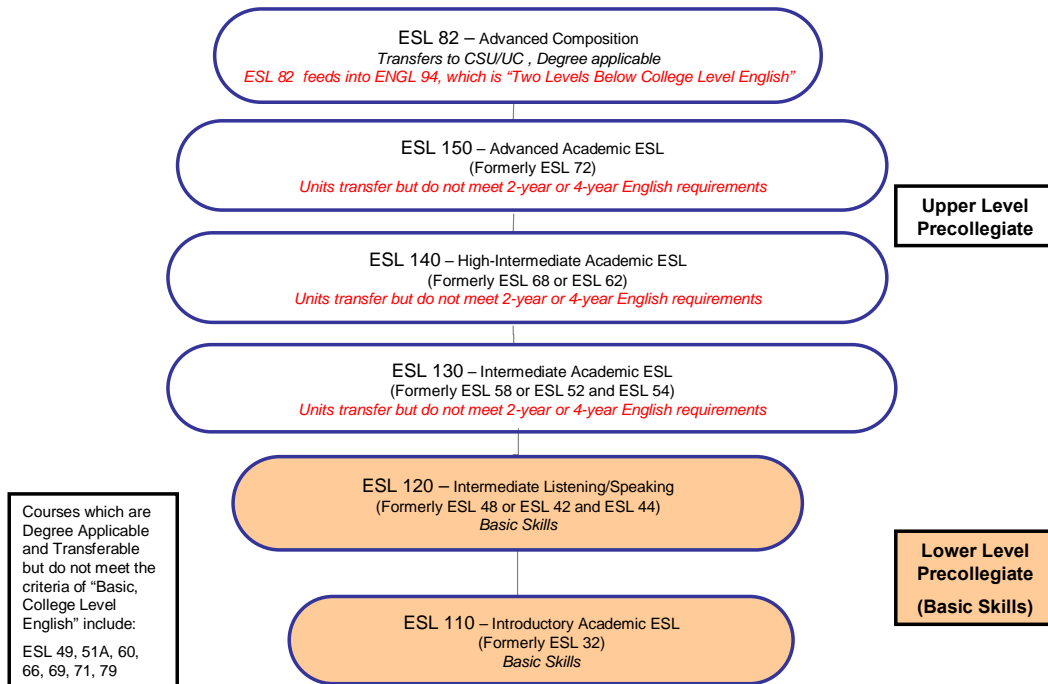
pm 11/17/03

**ENGLISH SEQUENCE FLOW CHART  
From Basic Skills and Precollegiate to College Level**



pm 11/17/03

**ENGLISH as a SECOND LANGUAGE COURSE SEQUENCE FLOW CHART**



pm 11/17/03