

# College Performance Indicators

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Academic Year: 2004-2005



Office of Research, Planning and Grants

February 2006

City College of San Francisco Board of Trustees

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## Acknowledgements

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February 2006



Dear CCSF Community,

It is my pleasure to present to you the third 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 2004-5. 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. It follows the Mid-Year and End-of-Year Assessment Reports, both of which provide data and information on the progress of the College's major cost centers toward operational and developmental objectives. 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 Dr. Robert Gabriner, Vice Chancellor for Institutional Advancement ([rgabriner@ccsf.edu](mailto:rgabriner@ccsf.edu)).

Best Regards,

A handwritten signature in black ink, appearing to read "Philip R. Day, Jr.", written in a cursive style.

Dr. Philip R. Day, Jr.  
Chancellor  
City College of San Francisco  
March 2006



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### 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. The performance indicators under Strategic Priority #1 cover 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 2003 to Fall 2004, the percentage of students receiving one or two lower-level pre-collegiate placements increased 2.8% and the percentage of students receiving one or two upper-level pre-collegiate placements decreased 2.7%. The percentage of students receiving only collegiate placements increased .4%.

**Long-Term Trend:** Since 1998, the percentage of students receiving no placements has decreased (-6.4%), suggesting that a greater percentage of new first-time students are being tested and placed in appropriate courses. From Fall 1998 to Fall 2004, there have been increases in the percentages of students receiving one or two lower-level pre-collegiate placements (+6.2%), any pre-collegiate placements (+4.6%), and collegiate placements only (+1.7%).

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

	Fall Terms						
	1998	1999	2000	2001	2002	2003	2004
<b>One or two Lower-Level Pre-Collegiate Placements</b>	43.2%	43.0%	37.0%	38.4%	43.7%	46.6%	49.4%
<b>One or two Upper-Level Pre-Collegiate Placements (no lower-level placements)</b>	32.4%	33.4%	37.9%	32.8%	32.2%	33.5%	30.8%
<b>Total New Students with Any Pre-Collegiate Placement(s) (upper or lower)</b>	75.6%	76.4%	74.9%	71.2%	75.9%	80.1%	80.2%
<b>Collegiate Placements Only</b>	1.6%	1.9%	3.2%	2.9%	2.7%	2.9%	3.3%
<b>None (No placements)</b>	22.8%	21.6%	21.8%	25.9%	21.4%	16.9%	16.4%
<b>Number of New First-Time Students</b>	3,752	3,646	3,539	4,128	3,899	3,289	3,212

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; precollegiate placement includes 840 and 860; collegiate placement is 90.

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

Source: Office of Research, Planning & Grants, metadata, 9/20/05

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 2004 to Fall 2005, demand increased for English K, but decreased for all other English courses, in particular English L, 90, and 92. Access increased slightly for English 90 and 96, but decreased for all other English courses, in particular English L and 93/94.

Table 2  
Student Demand for Pre-Collegiate English Classes

		Fall Terms								Difference 2004 - 2005	Sections Added 2004-2005
		1998	1999	2000	2001	2002	2003	2004	2005		
<b>Unmet Course Demand*</b>											
English	K	3	1	2	36	56	81	103	107	3.9%	0
	L	20	7	37	57	81	86	97	78	-19.6%	0
	9	10	23	16	114	86	163	197	194	-1.5%	0
	90	13	28	33	99	120	199	131	117	-10.7%	1
	92	154	135	25	37	81	180	214	106	-50.5%	-1
	93***								131	-28.2%	N/A
	94	534	614	149	119	178	431	408	162		4
	96	174	154	193	97	180	175	189	188	-0.5%	1
<b>Course Access**</b>											
English	K	150	150	142	139	268	228	244	241	-1.2%	0
	L	279	256	274	249	272	253	273	237	-13.2%	0
	W	34	28	25	26	26	28	11	n/a		
	9	382	391	356	362	404	391	429	417	-2.8%	0
	90	638	626	594	606	710	696	785	811	3.3%	1
	92	542	600	569	562	622	636	710	698	-1.7%	-1
	93***								437	12.3%	N/A
	94	1,190	1,232	1,358	1,359	1,343	1,368	1,422	1,160		4
	96	1,092	1,161	1,261	1,314	1,393	1,548	1,526	1,587	4.0%	1

\* 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)

\*\*\* English 93 replaces English 94 for new students, though English 94 will be offered for continuing students with prior year catalog rights.

Source: Office of Research, Planning & Grants; Fall 2004 data as of 9/20/05

**Annual Change:** From Fall 2004 to Fall 2005, unmet course demand increased for Math S, U, and 860, but decreased for all other mathematics courses, in particular Math E/E1 and 835. Access increased significantly for Math EX/E3, and slightly for Math 860, but decreased for all others.

Table 3  
Student Demand for Pre-Collegiate Math Classes

		Fall Terms								Difference 2004 - 2005	Sections Added 2004-2005
		1998	1999	2000	2001	2002	2003	2004	2005		
<b>Unmet Course Demand*</b>											
<b>Math</b>	<b>E / E1</b>	166	276	212	259	381	249	215	101	<b>-53.0%</b>	-2
	<b>EX / E3</b>	0	0	0	0	198	424	365	301	<b>-17.5%</b>	3
	<b>835</b>	18	3	13	28	43	66	87	37	<b>-57.5%</b>	0
	<b>840</b>	429	386	297	334	599	755	798	584	<b>-26.8%</b>	1
	<b>S</b>	11	18	7	15	39	84	51	69	<b>35.3%</b>	0
	<b>850</b>	42	53	42	37	107	98	77	50	<b>-35.1%</b>	0
	<b>855</b>	9	8	0	0	3	28	0	0		0
	<b>860</b>	232	149	99	210	263	285	332	398	<b>19.9%</b>	0
	<b>U</b>	0	0	0	0	15	7	8	19		0
<b>Course Access**</b>											
<b>Math</b>	<b>E / E1</b>	1,049	1,073	1,159	1,191	1,096	917	865	749	<b>-13.4%</b>	-2
	<b>EX / E3</b>	0	0	0	0	187	313	375	491	<b>30.9%</b>	3
	<b>835</b>	76	76	109	81	90	95	99	89	<b>-10.1%</b>	0
	<b>840</b>	1,072	1,068	1,051	1,005	1,058	1,120	1,177	1168	<b>-0.8%</b>	1
	<b>S</b>	37	34	72	64	78	78	84	78	<b>-7.1%</b>	0
	<b>850</b>	187	214	190	219	241	218	207	191	<b>-7.7%</b>	0
	<b>855</b>	75	61	51	41	47	45	32	31	<b>-3.1%</b>	0
	<b>860</b>	754	817	816	823	885	932	941	951	<b>1.1%</b>	0
	<b>U</b>	0	0	43	60	58	67	59	59	<b>-11.9%</b>	0

\* 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: DSS Course Demand and Supply module

**Annual Change:** From Fall 2004 to Fall 2005, unmet course demand decreased dramatically for all but one Credit ESL course. Access also decreased for all but one Credit ESL course.

Table 4  
Student Demand for Pre-Collegiate ESL Classes

		Fall Terms				Difference 2004 - 2005	Sections Added 2004- 2005
		2002	2003	2004	2005		
<b>Unmet Course Demand*</b>							
<b>ESL</b>	<b>110</b>	80	17	22	22	<b>0.0%</b>	0
	<b>112</b>	58	14	8	4	<b>-50.0%</b>	0
	<b>120</b>	84	91	28	11	<b>-60.7%</b>	0
	<b>122</b>	139	117	61	11	<b>-82.0%</b>	0
	<b>130</b>	112	94	49	23	<b>-53.1%</b>	-1
	<b>132</b>	141	186	68	11	<b>-83.8%</b>	-1
	<b>140</b>	47	167	76	36	<b>-52.6%</b>	0
	<b>142</b>	102	110	59	15	<b>-74.6%</b>	0
	<b>150</b>	60	104	49	40	<b>-18.4%</b>	0
	<b>160</b>				2		3
	<b>170</b>				0		
	<b>49</b>	44	39	24	19	<b>-20.8%</b>	-1
	<b>66</b>	0	0	0	6		-1
	<b>69</b>	0	14	13	0	<b>-100.0%</b>	-1
	<b>75</b>	0	0	16	9	<b>-43.8%</b>	0
	<b>79</b>	137	139	54	16	<b>-70.4%</b>	-1
	<b>82</b>	77	37	9	5	<b>-44.4%</b>	-3
	<b>85</b>			0	0		0
<b>Course Access**</b>							
<b>ESL</b>	<b>110</b>	164	147	97	92	<b>-5.2%</b>	0
	<b>112</b>	154	125	94	82	<b>-12.8%</b>	0
	<b>120</b>	350	368	348	310	<b>-10.9%</b>	0
	<b>122</b>	266	294	248	235	<b>-5.2%</b>	0
	<b>130</b>	697	638	613	523	<b>-14.7%</b>	-1
	<b>132</b>	332	329	363	321	<b>-11.6%</b>	-1
	<b>140</b>	723	792	795	759	<b>-4.5%</b>	0
	<b>142</b>	239	305	302	280	<b>-7.3%</b>	0
	<b>150</b>	791	800	818	774	<b>-5.4%</b>	0
	<b>160</b>				75		3
	<b>170</b>				5		
	<b>49</b>	148	153	152	114	<b>-25.0%</b>	-1
	<b>66</b>	77	59	43	27	<b>-37.2%</b>	-1
	<b>69</b>	137	124	123	85	<b>-30.9%</b>	-1
	<b>75</b>	0	0	134	115	<b>-14.2%</b>	0
	<b>79</b>	400	418	387	341	<b>-11.9%</b>	-1
	<b>82</b>	755	631	616	508	<b>-17.5%</b>	-3
	<b>85</b>	0	0	121	124	<b>2.5%</b>	0

\* 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 2003 to Fall 2004, the success rate in pre-collegiate courses has decreased 4% in English and 1% in mathematics. The success rate has remained constant for ESL.

**Long-Term Trend:** From Fall 1998 to Fall 2004, the success rate in pre-collegiate mathematics courses has increased 4% and success in ESL courses has increased 3%.

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>	56%	70%	45%	3,441	5,605	2,701
	<b>1999</b>	53%	69%	42%	3,418	5,354	2,742
	<b>2000</b>	53%	68%	44%	3,705	4,985	2,853
	<b>2001</b>	59%	72%	45%	3,717	5,234	2,941
	<b>2002</b>	59%	73%	50%	4,067	4,640	3,138
	<b>2003</b>	61%	73%	50%	4,207	4,415	3,035
	<b>2004</b>	57%	73%	49%	4,479	4,424	2,866

Source: Decision Support System

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, 1999, and 2000 cohorts are updated each year.

**Change:** As measured in Fall 2005, students placed into English L and English 90 have had increased success in meeting CSU requirements. Students placed into English 90 and English 92 have had increased success in meeting UC requirements.

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	2000	1998	1999	2000	1998	1999	2000
<b>Enrollment in placement course<sup>2</sup></b>	135	97	102	196	244	276	176	227	161
<b>Successful completion of placement course<sup>3</sup></b>	63.0%	54.6%	60.8%	68.9%	66.0%	64.1%	71.6%	69.2%	73.3%
<b>Associate Degree Requirement<sup>4</sup></b>	11.1%	8.2%	16.7%	31.6%	37.3%	37.0%	48.3%	51.1%	49.1%
<b>CSU Requirement<sup>5</sup></b>	12.6%	11.3%	17.6%	32.7%	38.9%	37.7%	49.4%	51.5%	49.7%
<b>IGETC / UC Requirement<sup>6</sup></b>	2.2%	3.1%	2.0%	8.7%	19.3%	18.5%	18.8%	23.3%	23.6%

Notes:

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 (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.

82.

Source: Office of Research, Planning & Grants, DSS, 12/06/05

**Change:** Enrollment has increased in Math 840 and 860, while declining in Math E. Students placed into Math E have had decreased success in course completion and meeting associate degree and transfer requirements. Students in Math 840 show an increase in course completion. Students placed into Math 860 have shown increased success in course completion and also in meeting CSU and UC requirements.

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	2000	1998	1999	2000	1998	1999	2000
Enrollment in placement course <sup>2</sup>	385	445	360	385	420	466	137	158	181
Successful completion of placement course <sup>3</sup>	44.9%	45.6%	37.8%	63.4%	59.3%	67.2%	76.6%	80.4%	84.0%
Associate Degree Requirement <sup>4</sup>	86.0%	69.9%	62.2%	100%			100%		
CSU Requirement <sup>5</sup>	8.1%	10.3%	8.3%	30.6%	30.7%	29.8%	65.0%	56.3%	68.5%
IGETC / UC Requirement <sup>6</sup>	6.5%	8.5%	7.2%	28.3%	27.4%	28.1%	60.6%	50.6%	64.1%

Notes: Math 840 placements have been revised to include Math 840E placements as of 9/05.

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

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).

6. IGETC Area2 Mathematical Concepts & Quantitative Reasoning; requirement can be fulfilled with Math or other accepted course(s).

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

Source: Office of Research, Planning & Grants, DSS, 12/06/05

**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, 48			ESL 130 **Formerly 52, 54, 58		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
<b>Enrollment in placement course<sup>2</sup></b>	66	65	49	171	159	157	256	276	261
<b>Successful completion of placement course<sup>3</sup></b>	84.8%	72.3%	81.6%	87.7%	79.2%	87.9%	84.8%	80.1%	82.0%
<b>Associate Degree / CSU Requirement<sup>4</sup></b>	19.7%	13.8%	24.5%	18.7%	20.8%	21.7%	34.8%	37.7%	36.0%
<b>IGETC / UC Requirement<sup>6</sup></b>	1.5%	1.5%	0.0%	0.0%	0.6%	0.0%	2.0%	1.8%	3.1%

Notes:

- 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
- Students whose enrollment resulted in a transcript notation (i.e. A,B,C,CR, D,F,NC,W,I -- excludes drops but includes withdrawals).
- 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.
- CCSF Associate Degree Written Composition Requirement *and* CSU General Education for Written Communication -- ESL 82 or accepted ENGL course(s)
- 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, 12/06/05

### 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.

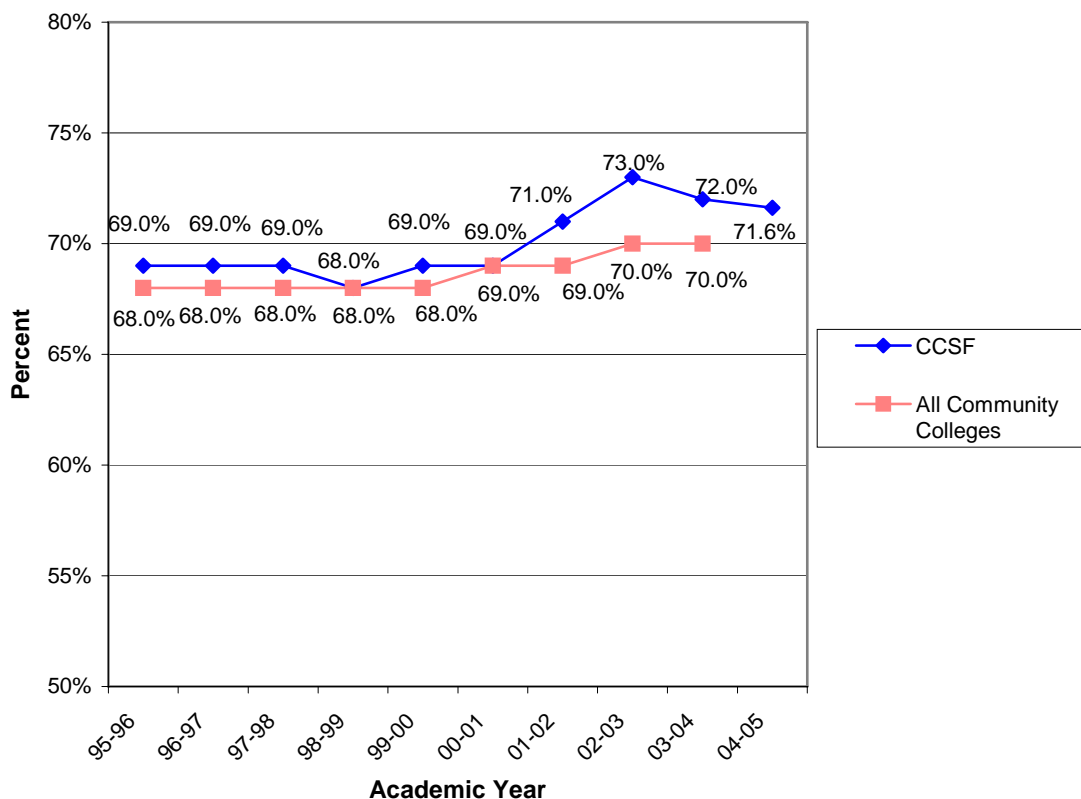
1. The percentage of students successfully completing courses at City College of San Francisco.

**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 2003-2004 to 2004-2005, success rates in credit courses within CCSF have decreased slightly by 0.4%. Credit course completion rates for all California community colleges remained constant from 2002-2003 to 2003-2004 (the latest state data available for comparison).

**Long-Term Trend:** From 2001-2002 to 2004-2005, success rates in CCSF credit courses have remained above 70% and have consistently surpassed statewide rates.

Graph 1  
Successful Course Completion Rate – All Credit Courses

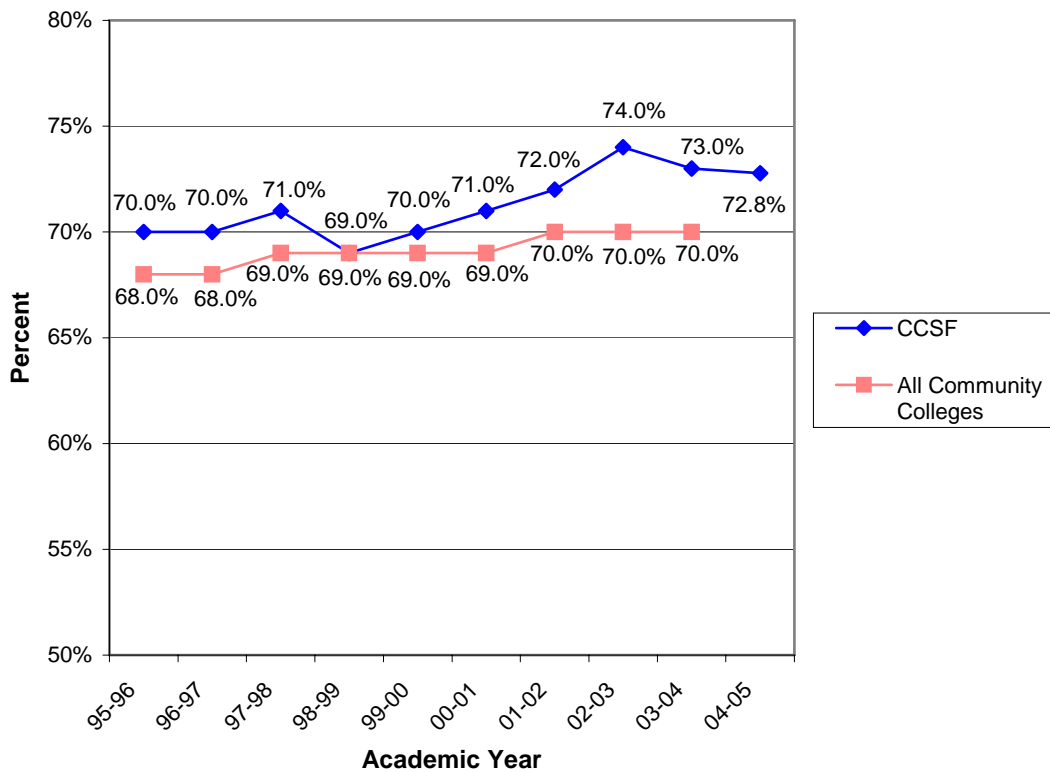


Source: State Chancellor's Office PFE until 2003-2004, CCSF's Decision Support System thereafter.

**Annual Change:** From 2002-2003 to 2003-2004, CCSF success rates in transfer courses have remained fairly constant, decreasing a slight 0.2%. Transfer course completion rates for all California community colleges remained constant from 2002-2003 to 2003-2004 (the latest state data available for comparison).

**Long-Term Trend:** From 1999-2000 to 2004-2005, success rates in CCSF transfer courses have remained at or above 70% and have consistently surpassed statewide rates.

Graph 2  
Successful Course Completion Rate - Transfer Courses



Source: CCSF Performance on Partnership for Excellence Goals, State Chancellor's Office until 2003-2004, 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 2003-2004 to 2004-2005, the number of students achieving degrees has decreased by 1.2% (-15 students).

**Long-Term Trend:** From 2000-2001 to 2004-2005, the number of students attaining degrees has increased by 31.6% (+297 students).

Table 9  
Number of Students Attaining Degrees

Year	Degrees
1995-96	1,070
1996-97	1,047
1997-98	263**
1998-99	1,053
1999-00	994
2000-01	939
2001-02	1,043
2002-03	1,125
2003-04	1,251
2004-05	1,236

\*\* Data problem at the State level

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 10 measures the number of certificates awarded each year.

**Annual Change:** The number of certificates awarded has increased by 14.7% (+189 certificates) to an all-time high of 1,474 certificates awarded.

**Long-Term Trend:** From 1995-1996 to 2004-2005, the number of students awarded certificates has increased by 138.5% (+856 students).

Table 10  
Number of Students Awarded Certificates

Year	Certificates
1995-96	618
1996-97	736
1997-98	622
1998-99	853
1999-00	1,053
2000-01	1,188
2001-02	1,123
2002-03	1,210
2003-04	1,285
2004-05	1,474

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 7.4% (+23 students) the highest number of UC transfers in 10 years. The number of transfers to CSU schools has decreased slightly by 1.4% (-15 students).

**Long-Term Trend:** From 1995-1996 to 2004-2005, the number of students transferring to CSU has decreased 17.9% (-233 students), but the number transferring to UC campuses has increased by 33.1% (+83 students).

Table 11  
Number of Students Transferring to UC and CSU Colleges

Year	UC	CSU	Total
1995-96	251	1,302	1,553
1996-97	239	1,231	1,470
1997-98	241	996	1,237
1998-99	246	1,056	1,302
1999-00	279	1,092	1,371
2000-01	264	1,090	1,354
2001-02	255	1,248	1,503
2002-03	297	1,224	1,521
2003-04	311	1,084	1,395
2004-05	334	1,069	1,403

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

**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 2003 to 2004, transfers to all colleges, including in-state, out-of-state, public, and private, increased. Transfers to in-state private colleges increased by 10.2% (+39 students) and transfers to in-state public colleges increased by 9.8% (+365 students).

**Long-Term Trend:** From 1998 to 2004, transfers to private colleges have increased by 122.7% (+362 students). Transfers to public colleges have increased by 125.3% (+2,467 students).

Table 12  
Transfers to Public and Private Colleges

Transfer Year	Private			Public		
	Out-of-State	In-state	Total	Out-of-State	In-state	Total
1998	72	223	295	134	1,835	1,969
1999	91	238	329	165	2,015	2,180
2000	118	329	447	214	2,325	2,539
2001	132	306	438	282	2,935	3,217
2002	162	339	501	285	3,610	3,895
2003	219	381	600	328	3,742	4,070
2004	237	420	657	329	4,107	4,436
<b>Grand Total</b>	<b>1,031</b>	<b>2,236</b>	<b>3,267</b>	<b>1,737</b>	<b>20,569</b>	<b>22,306</b>

Source: Data-match with Nation Student Clearinghouse. Students were those who were not summer-only and who enrolled in 12 or more units and who left City College between 1998 and 2002.

**Definition:** Table 13 examines the persistence rate from Fall 2003 to Fall 2004 and the average GPA in Fall 2004 of CCSF students who have transferred to CSU campuses. Persistence rates and GPA's are compared to all new CSU transfer students from California community colleges 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 2004; thus, there is no annual change to report.

Table 13  
Success of Transfer Students at CSU Colleges

	Students Enrolled Fall 2003	Students Re- enrolled Fall 2004	Persistence Rate	Fall 2003 GPA
<b>CCSF</b>				
Upper Division	672	596	89%	3.03
Lower Division	46	35	76%	3.03
<b>CCSF Total</b>	<b>718</b>	<b>631</b>	<b>88%</b>	<b>3.03</b>
<b>Systemwide</b>				
Upper Division	28,339	24,221	85%	2.94
Lower Division	4,518	3,681	81%	2.85
<b>Systemwide Total</b>	<b>32,857</b>	<b>27,902</b>	<b>85%</b>	<b>2.93</b>

Source: <http://www.asd.calstate.edu/performance/ccc/ccc0304/index.shtml>

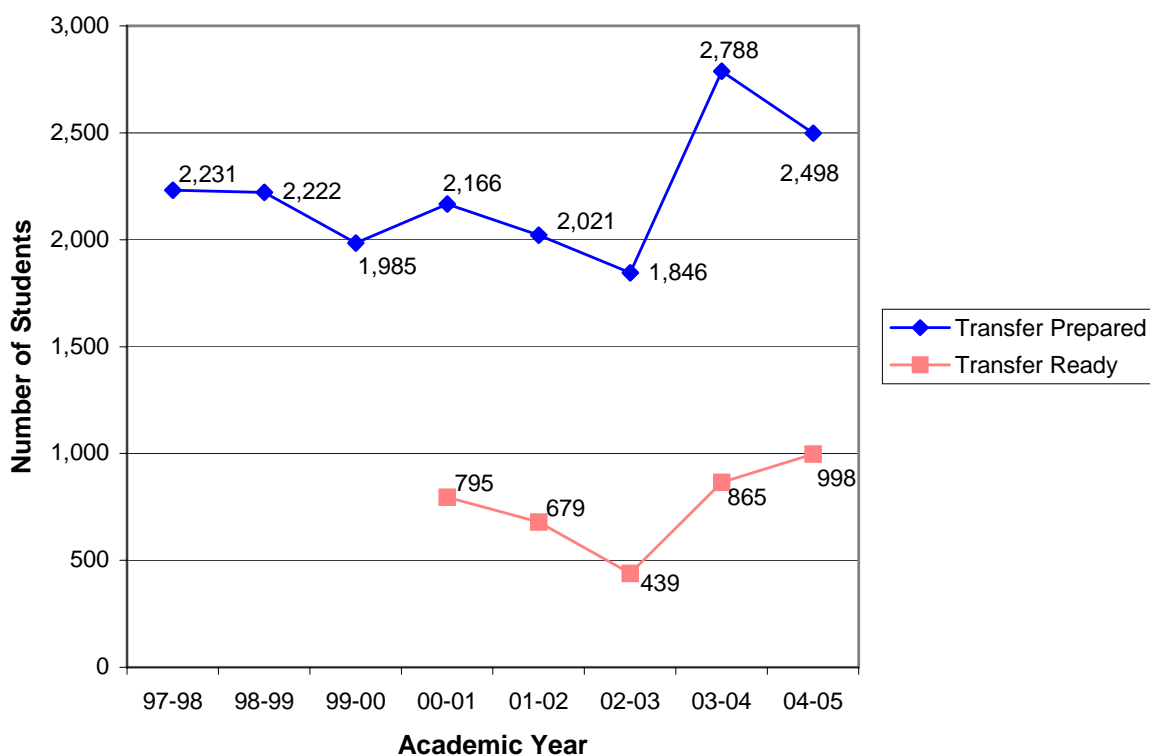
4. The annual number of students achieving a status of “transfer-prepared” and “transfer-ready.”

**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 2003-2004 to 2004-2005, the number of transfer-prepared students has decreased by 10.4% (-290 students). The number of transfer-ready students has increased by 15.4% (+133 students).

**Long-Term Trend:** From 1997-1998 to 2004-2005, the number of transfer-prepared students has increased by 12.0% (+267 students). From 2000-2001 to 2004-2005, the number of transfer-ready students has increased by 25.5% (+203 students).

Graph 3  
Transfer-Prepared Students



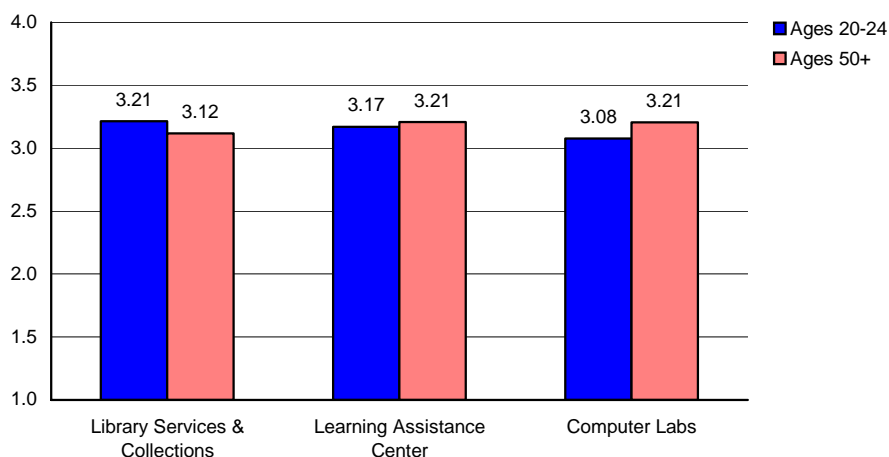
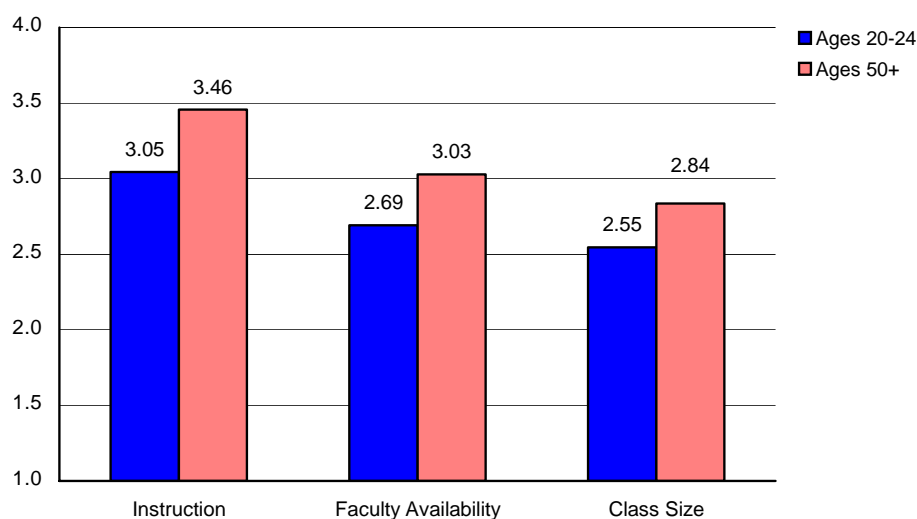
Source: District Performance on Partnership for Excellence Goals, Chancellor's Office California Community Colleges, May 2005 until 2003-2004, CCSF's DSS thereafter.

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. The following graphs show satisfaction rates for two of several age groups studied: ages 20-24 and ages 50 and over. For results of student satisfaction with Student Development services, please see page 35.

**Annual Change:** These graphs include new groups of students who were not previously surveyed; thus, change information is not yet available. Previous data were for graduating students.

Graph 4  
Student Satisfaction Survey  
Fall 2004 – 3,000 Students



Source: Student Opinion Survey Report of Credit Students 2004-2005.

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

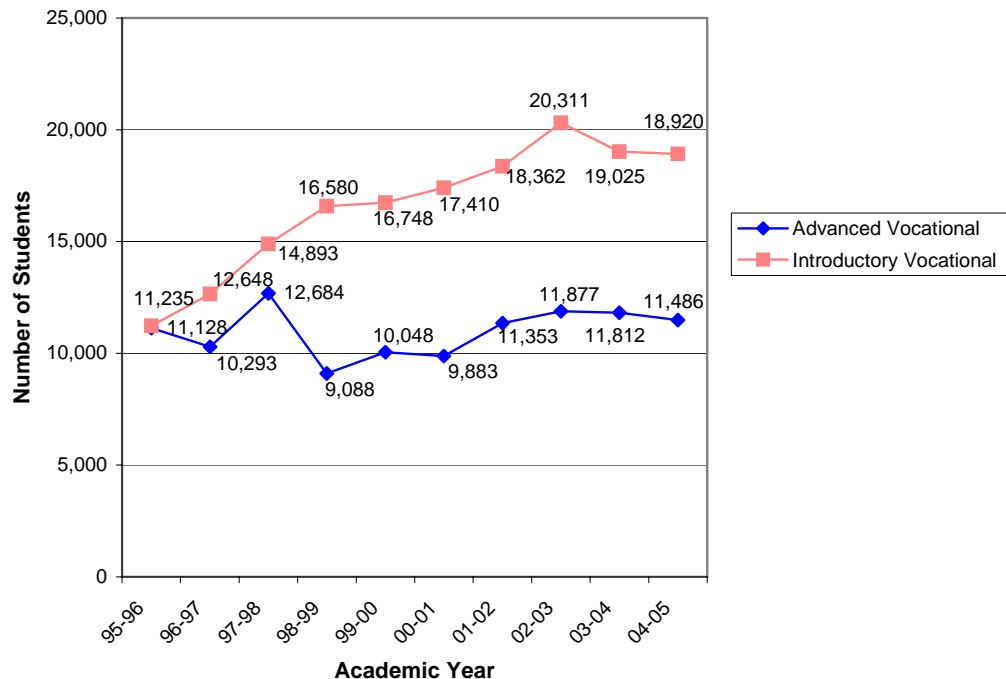
##### 1. Successful completion of vocational credit courses.

**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 2003-2004 to 2004-2005, the number of students completing advanced vocational courses has decreased by 2.8% (-326 students). The number of students successfully completing introductory vocational credit courses has decreased by 0.6% (-105 students).

**Long-Term Trend:** From 1995-1996 to 2004-2005, the number of students completing introductory vocational courses has increased by 68.4% (+7,685 students). From 1998-1999 to 2004-2005, the number of students completing advanced vocational courses has increased by 26.4% (+2,398 students).

Graph 5  
Student Success in Introductory and Advanced Vocational Courses



Source: Research, Planning and Grants student archive. Credit only, with students who dropped all courses excluded.

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 2003-2004 to 2004-2005, the total number of certificates awarded annually has increased by 14.7% (+189 certificates). There was a significant increase of 89.6% in Engineering and Related Industrial Technology (+95 certificates) as well as an increase of 40.6% in Information Technology (+26 certificates) and 20.3% in Foreign Language (+6 certificates). Programs that experienced a decrease in the number of certificates awarded include Public Affairs and Services, with a 21.7% decrease (-23 certificates), and Media and Communications, with a 43.6% decrease (-17 certificates).

**Long-Term Trend:** From 1996-1997 to 2004-2005, the total number of certificates awarded has increased by 100.3% (+738 certificates). Programs experiencing significant long term increases as well as all-time highs include Health (+26.7%), Engineering & Related Industrial Technology (+116.1%), and Family & Consumer Sciences (+256.8%). In addition, the results of investment in the College's Biotechnology Program can be seen in the increase in Biological Sciences certificates awarded from 2001-2002 to 2004-2005.

Table 14  
Certificates Awarded in CCSF Programs

Program Category	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Agriculture & Natural Resources	19	4	23	8	12	1	6	12	16
Architecture & Environ. Design	1		3	2			1	1	
Biological Sciences				2		4	13	17	30
Business & Management	99	98	76	143	96	86	115	115	103
Commercial Services	6	16	11	10	18	19	17	14	21
Media and Communications (06)		2		2	13	28	43	39	22
Information Technology (07)	22	108	88	160	154	159	114	64	90
Family and Consumer Sciences (13)	95	32	221	245	329	295	299	303	339
Education			8	8					
Engineering & Related Industrial Tech.	93	96	42	173	114	152	142	106	201
Fine & Applied Arts	2		1	14	23	16	26	32	30
Foreign Language							37	28	22
Health	374	252	333	234	340	279	286	394	474
Humanities				1			2	1	1
Law					14	11	16	20	20
Library Science	16	4	9	12	14	14	5	28	19
Physical Sciences			17						
Public Affairs & Services	9	10	21	39	61	55	75	106	83
Social Sciences						4	13	5	3
<b>Grand 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>	<b>1,474</b>

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 2003-2004 to 2004-2005 by 26.7% (-4 employers).

Table 15  
Employers Served

Year	Number of Employers
1997-98	27
1998-99	26
1999-00	21
2000-01	25
2001-02	21
2002-03	21
2003-04	15
2004-05	11

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 2003-2004 to 2004-2005, the number of employees served has increased by 36.8% (+517 employees).

Table 16  
Employees Served

	Contract Education	CACT/ Garment 2000	Total
1995-96	1,259	140	1,399
1996-97	1,803	160	1,963
1997-98	942	185	1,127
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

Source: CCSF Contract Education

**Long-Term Trends:** From 2000-2001 to 2004-2005, the number of employers served decreased by 56.0% (-14 employers), and the number of employees served increased by 71.7% (+802 employees). Taken together, these two trends suggest that CCSF has focused in on a smaller number of employers who serve a larger number of employees.

4. Annual licensure pass rates by occupational program.

**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.

**Annual Change:** From 2003-2004 to 2004-2005, there has been an increase in licensure pass rates in Automotive (+1%), EMT (+4%), Health Information Technology (+11%) and LVN (+6%). CVT/Echocardiography Technology pass rates have declined 12%.

Table 17  
Annual Licensure Pass Rates

Program	99-00	00-01	01-02	02-03	03-04	04-05
Aircraft Maintenance Tech (Aviation Mechanic Powerplant, Airframe and General)				93%		100%
Automotive General	45%	45%	50%	53%	53%	54%
CVT/Echocardiography Tech			100%	100%	100%	88%
EMT			93%	99%	96%	100%
Pharmacy Tech			100%	100%	100%	100%
Radiation Oncology Tech	83%	75%	100%	100%	100%	100%
Diagnostic Medical Imaging				100%	100%	100%
Health Information Tech			100%	87%	89%	100%
Medical Assisting			87%	92%**		
LVN	72%	74%	65%	75%	82%	88%
RN	81%	87%	81%	87%	85%	76%
Paramedic Program					100%	100%
Phlebotomy						99%

\*\* no test takers

Source: Program directors or Chairpersons except for RN program.

Source RN program: <http://www.rn.ca.gov/schools/pdf/passrates.pdf>

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

**Annual Change:** There has been a small decrease from 8.2% to 7.9% in the participation rate of adults at CCSF from 2003-2004 to 2004-2005.

Table 18  
CCSF Participation Rate

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>San Francisco Residents, Ages 18 and Older</b>	670,838	675,789	674,331	669,367	671,738
<b>Fall Enrollment</b>	61,685	65,219	67,186	64,852	63,125
<b>Fall Enrollment from within San Francisco</b>	53,438	55,368	56,922	54,726	52,998
<b>CCSF Participation Rate</b>	<b>8.0%</b>	<b>8.2%</b>	<b>8.4%</b>	<b>8.2%</b>	<b>7.9%</b>

Source: All data from CCSF DSS, 11/3/2005, except DOF estimates of SF residents:  
CA Department of Finance, Race/Ethnic Population with Age & Sex Detail Sacramento, CA, May 2004

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 19 provides concurrent student enrollments in each of the Schools at CCSF.

**Annual Change:** From 2003-2004 to 2004-2005, enrollment in the School of Behavioral and Social Science, the School of Business, the School of Liberal Arts, and the School of Science and Math has increased substantially. Enrollment has decreased significantly in the School of Health and Physical Education and in Student Services. Overall concurrent enrollment of high school students at CCSF has decreased 26.0% in the past year (-361 students).

**Long-Term Trend:** From 2001-2002 to 2004-2005, concurrent enrollment has decreased by 53.4% (-1,179 students). Enrollment has decreased in particular in the School of Science & Math (-50.3%), Student Services (-91.6%), and Physical Education and Dance (-96.7%).

Table 19  
High School Student Enrollment at CCSF

<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>	<b>04-05</b>
School of Applied Science	31	37	28	61	29	23	17
School of Behav & Soc. Science	213	276	240	359	244	114	169
School of Business	192	252	92	125	81	49	114
School of ESL & Int'l Ed.	7	11	17	15	10	2	1
School of Hlth & P.E	717	980	1,148	1,128	1,332	846	161
<i>Health Care Technology</i>		2	20	55	32	32	97
<i>Health Science</i>	16	12	25	36	29	18	31
<i>Physical Education &amp; Dance</i>	701	968	1,111	1,046	1,281	800	35
School of Liberal Arts	165	270	307	267	310	136	198
School of Science & Math	124	232	373	580	495	190	288
Library & Learning Resources	77	89	101	48	17	35	37
Other School-Non Instructional	33	N/A	N/A	N/A	N/A	N/A	N/A
Student Services	71	148	136	521	539	178	44
<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>	<b>1,029</b>

Source: Decision Support System.

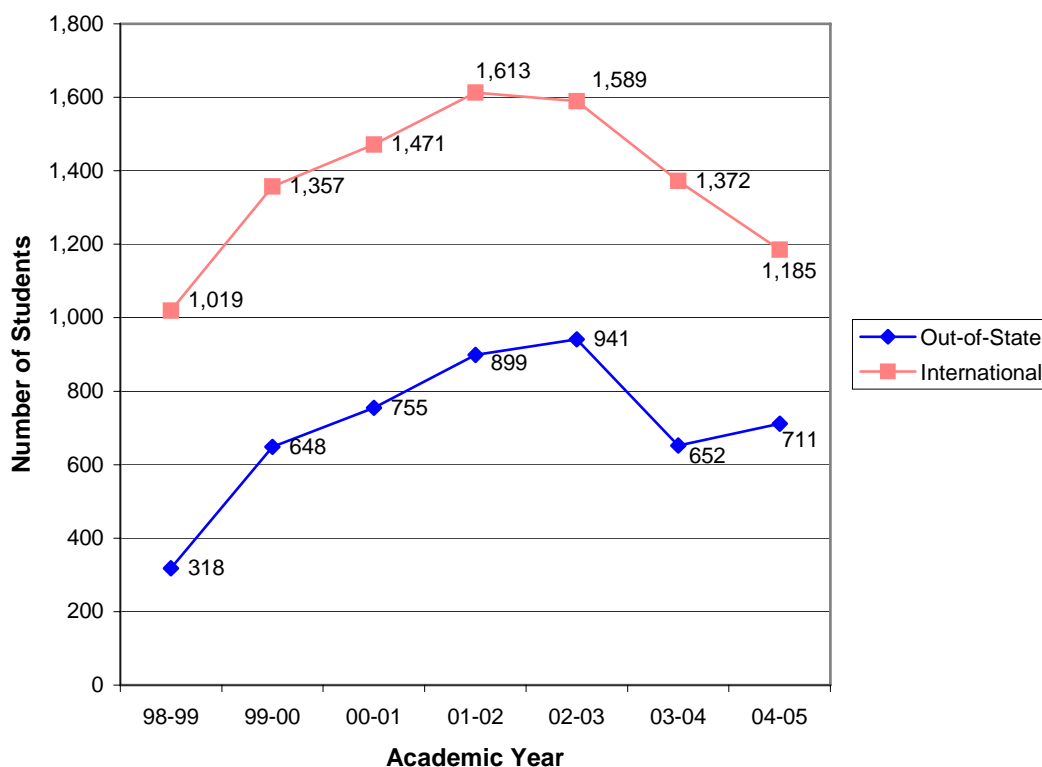
3. Numbers of out-of-state and international students at CCSF.

**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 2003-2004 to 2004-2005, there has been a decrease of 13.6% in the enrollment of international students (-187 students) and an increase of 8.3% in out-of-state student enrollments (+59 students).

**Long-Term Trend:** From 2001-2002 to 2004-2005, the number of international students enrolled at CCSF has decreased by 26.5% (-428 students). The 8.3% increase in out-of-state student enrollments from 2003-2004 to 2004-2005 perhaps indicates the resumption of an upward trend.

Graph 6  
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.

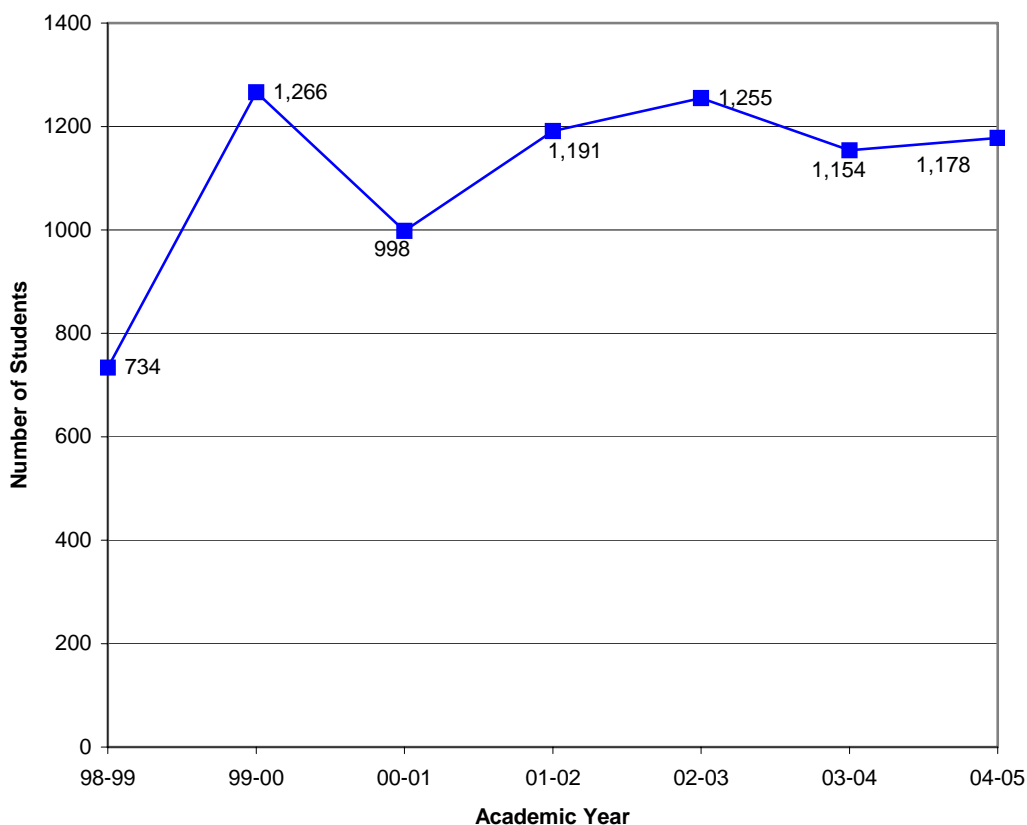
4. Number of students transferring from non-credit to credit programs.

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

**Annual Change:** In the past year, the number of students transferring for the first time from non-credit to credit courses has increased 2.1% (+24 students).

**Long-Term Trend:** There has been an overall increase of 60.5% (+444 students) in new credit students transferring from non-credit courses from 1998-1999 to 2004-2005.

Graph 7  
New Credit Students Transferring from Non-credit Courses

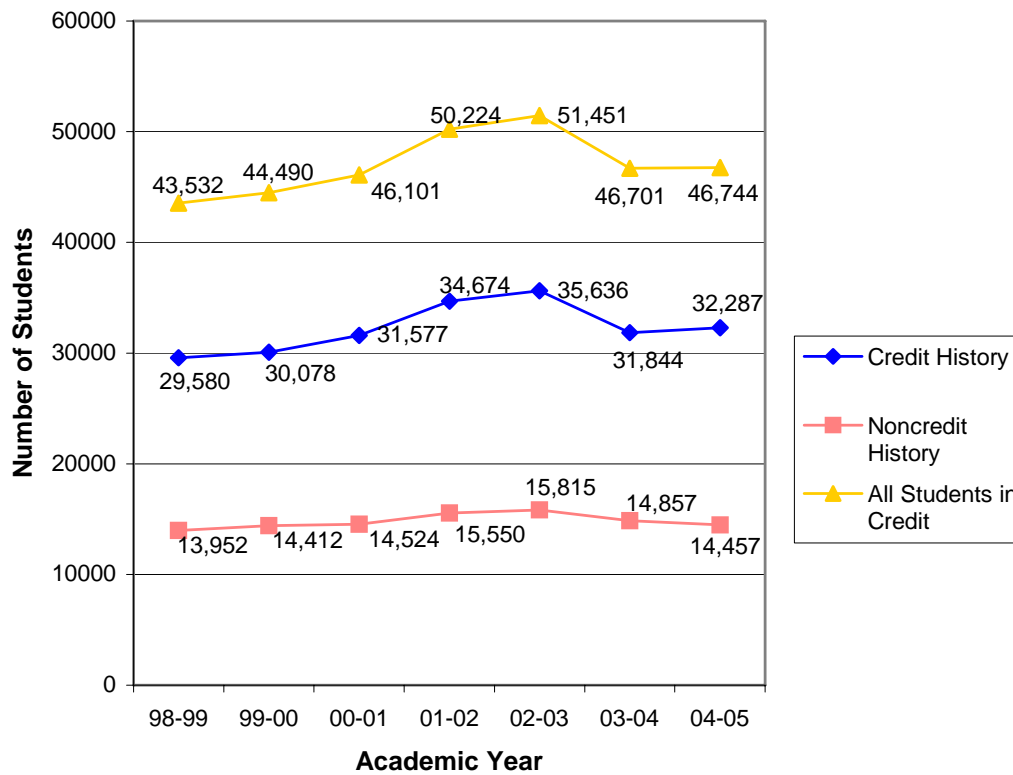


Source: Decision Support System.

**Definition:** This graph examines all students currently enrolled in credit courses. “Credit History” shows students who have, throughout their time at CCSF, only been enrolled in credit courses. “Noncredit History” indicates credit students who have, at any point in their time at CCSF, enrolled in a non-credit course. “All Students in Credit” shows the total number of students enrolled in credit courses during a given academic year.

**Annual Change:** From 2003-2004 to 2004-2005, the number of credit students who had previously enrolled in non-credit courses decreased by 2.7% (-400 students). The number of students who had only ever enrolled in credit courses increased by 1.4% (+443 students).

Graph 8  
Academic History of Credit Students



Source: Decision Support System.

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

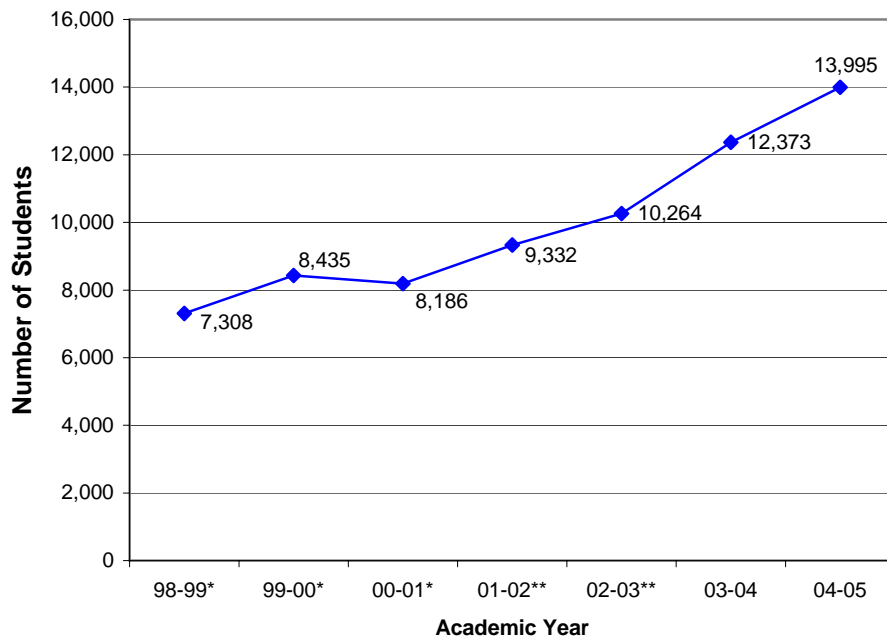
1. Number of students receiving financial aid annually.

**Definition:** Students receiving financial aid applied for and were disbursed funds from the Financial Aid Office at CCSF. Graph 9 tracks the number of students receiving financial aid annually. See Graph 9 footnote for details.

**Annual Change:** The number of students receiving financial aid has increased by 13.1% (+1,622 students) from 2003-2004 to 2004-2005.

**Long-Term Trend:** From 1998-1999 to 2004-2005, the number of students receiving financial aid has increased by 91.5% (+6,687 students).

Graph 9  
Students Receiving Financial Aid



\* Missing Stafford Loans and Noncredit Financial Aid

\*\* Includes Noncredit, Stafford Loans, Work Study, Pell Grants, Perkins Grants, SEOG, Cal Grants, and BOGG Fee Waivers

All Numbers represents number of students paid. Number of students who received awards but were not paid would be higher.

Source: Financial Aid Office

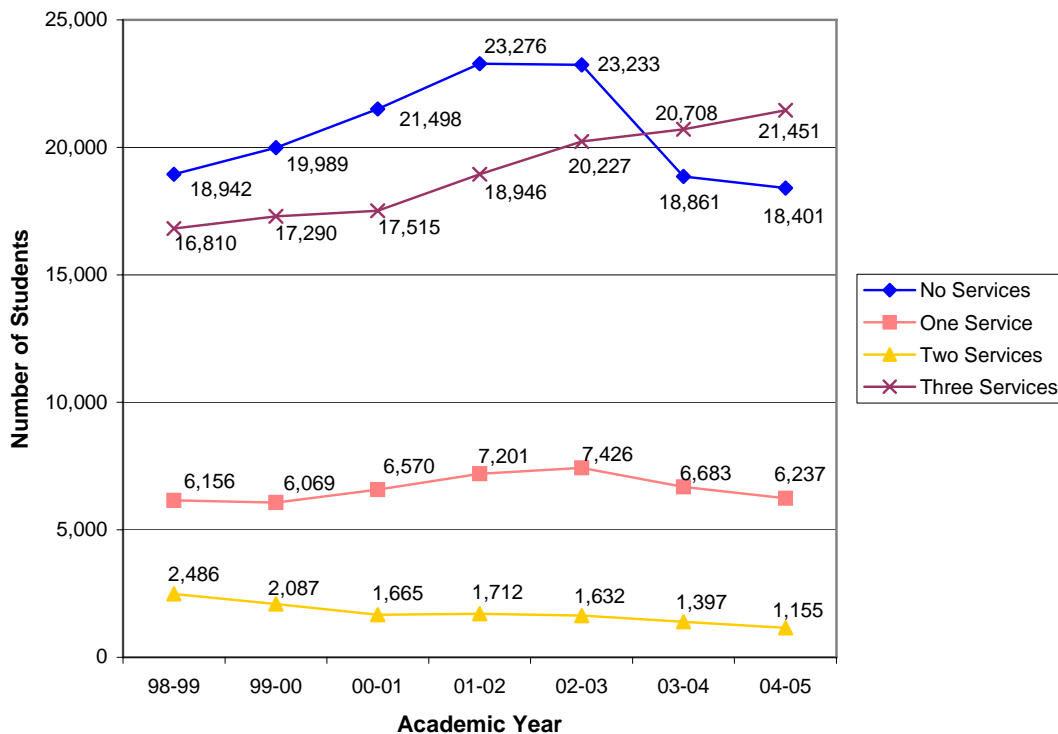
2. Number of students receiving student services annually.

**Definition:** Matriculation services include placement testing, counseling and orientation. All credit students who take more than 9 units and do not have an associate degree or higher are required to receive these services. Graph 10 shows the total number of credit students receiving zero, one, two, or three matriculation services. Graph 11 shows this data for non-credit students.

**Annual Change:** From 2003-2004 to 2004-2005, the number of credit students who received zero services has decreased by 2.4% (-460 students). The number of students receiving three services has increased by 3.6% (+743 students), while the numbers of students receiving one or two services have decreased by 6.7% (-446 students) and 17.3% (-242 students) respectively.

**Long-Term Trend:** From 1998-1999 to 2004-2005, an increased number of credit students are receiving matriculation services.

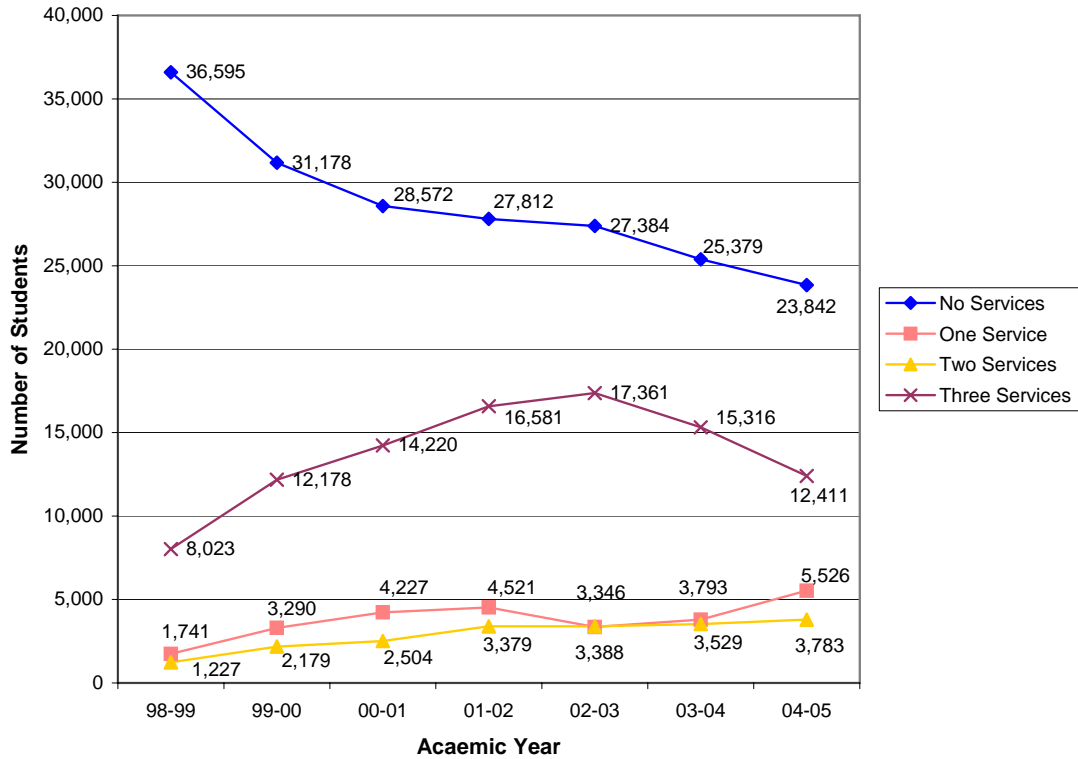
Graph 10  
Credit - Matriculation Services Accessed



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

**Annual Change:** From 2003-2004 to 2004-2005, the number of non-credit students receiving zero services has increased by 6.1% (-1,537 students), while the number of students receiving three services has decreased by 19.0% (-2,905 students). The numbers of students receiving one or two services has increased by 45.7% (+1,733 students) and 7.2% (+254 students) respectively.

Graph 11  
Non-credit – Matriculation Services Accessed



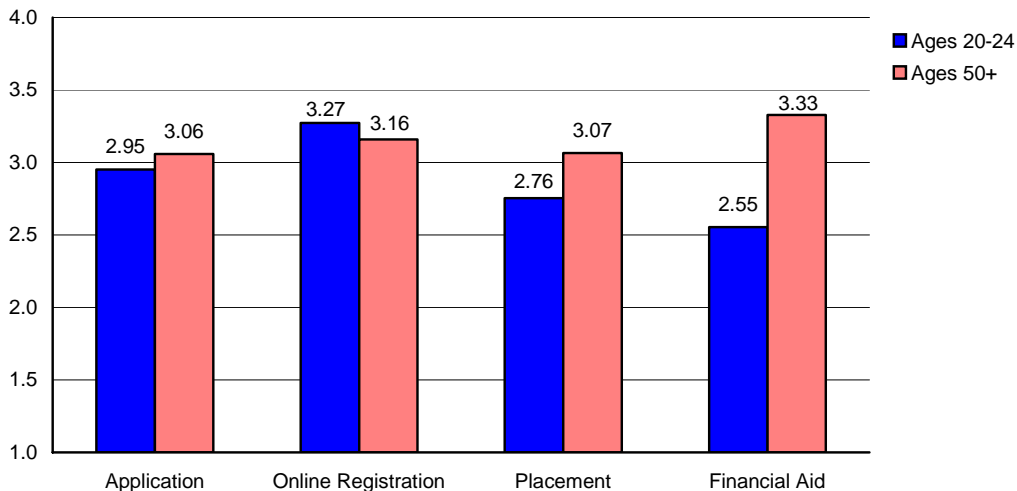
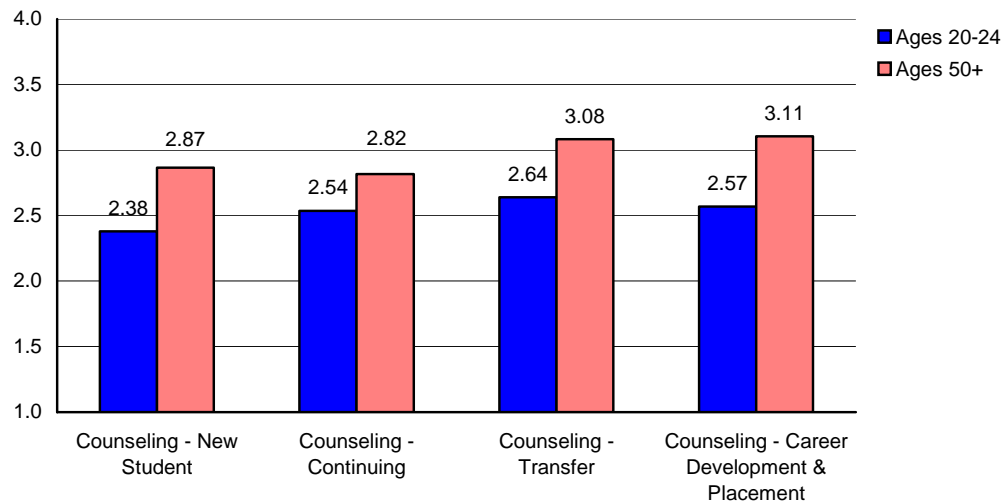
Source: Decision Support System, <http://research.ccsf.edu/>

3. Student satisfaction with student development services.

**Definition:** In Fall 2004, nearly 3,000 CCSF students enrolled in credit courses responded via an online survey regarding their satisfaction with instruction and services. The following ratings of student development services are on a 4-point scale, where 4.00 is excellent and 1.00 is poor. Graph 12 shows satisfaction rates for two of several age groups studied: ages 20-24 and ages 50 and over.

**Annual Change:** These graphs include new groups of students who were not previously surveyed; thus, change information is not yet available. Previous data were for graduating students.

Graph 12  
Student Satisfaction with Student Development Services  
Fall 2004 – 3,000 Students



Source: Student Opinion Survey Report of Credit Students 2004-2005

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 2003-2004 to 2004-2005, funds generated from the CCSF Foundation for scholarships and other institutional support activity have increased dramatically by 88.2% (+\$1,991,038). Grant revenue has increased by 22.9% (+\$6,063,428), due in large part to a sizeable grant in nursing from the Betty and Gordon Moore Foundation and grants for biotechnology from the National Science Foundation and the Governor's Office.

**Long-Term Trend:** From 1998-1999 to 2004-2005, funds generated for scholarships have increased by 103.9% (+\$2,165,039). Grant revenue has increased by 89.4% (+\$15,337,855).

Table 20  
Annual Funds Generated

	98-99	99-00	00-01	01-02	02-03	03-04	04-05
<b>Scholarships/ Foundation</b>	2,082,838	2,340,696	2,319,122	2,357,273	9,715,992	2,256,839	4,247,877
<b>Grants (Recognized Revenues)</b>	17,151,124	18,862,684	28,714,165	21,240,834	27,269,964	26,425,551	32,488,979
<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>	<b>36,736,856</b>

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

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 2003-2004 to 2004-2005, the prudent reserve percentage decreased from 6.3% to 4.2% of the general fund expenditures, due to the deteriorating condition of the state's financial climate.

Table 21  
Prudent Reserve

Year	Fund Balance*	General Fund Expenditures	Reserve + Ending Balance as % of Expenditures
1998-99	6,548,652	127,280,255	5.2%
1999-00	5,578,188	135,782,959	4.1%
2000-01	7,493,990	145,686,901	5.1%
2001-02	8,477,778	153,640,491	5.5%
2002-03	6,506,687	155,952,468	4.2%
2003-04	9,675,343	153,878,934	6.3%
2004-05	6,822,321	161,201,950	4.2%

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

\*Includes Board-designated reserve, ending balance, and other designated funds.

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

Results from the 2005 Technology Survey will be addressed in a separate report, to be available in 2006.

**Definition:** Tables 22 and 23 track student opinions in regard to online courses, which are delivered via the Web. Tables 24-26 track student satisfaction with telecourses, which are delivered via television.

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

Table 22

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

	Fall 2001	Spring 2002	Fall 2002	Fall 2003	Spring 2004	Fall 2004
I like them about equally.	27%	25%	21%	26%	27%	24%
I like online courses better.	34%	43%	47%	44%	44%	47%
I like on-campus better.	9%	9%	6%	12%	9%	7%
I like on-campus better, but need online because of its options.	22%	19%	22%	16%	16%	19%
Not certain.	8%	4%	4%	3%	4%	4%
<b>Number of Respondents</b>	<b>64</b>	<b>127</b>	<b>194</b>	<b>308</b>	<b>226</b>	<b>552</b>

Source: Online Survey Questions (EXIT) Fall 2004.

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

Table 23

How demanding is your online course(s)?

	Fall 2001	Spring 2002	Fall 2002	Fall 2003	Spring 2004	Fall 2004
Less demanding than a typical on-campus course	16%	17%	15%	16%	12%	13%
More demanding than a typical on-campus course	32%	25%	29%	21%	23%	28%
About equally demanding as a typical on-campus course.	41%	52%	48%	52%	54%	50%
Not certain	12%	7%	7%	11%	11%	9%
<b>Number of Respondents</b>	<b>69</b>	<b>126</b>	<b>194</b>	<b>308</b>	<b>226</b>	<b>552</b>

Source: Online Survey Questions (EXIT) Fall 2004.

**Change:** From Fall 2003 to Spring 2005, an increased number of students responded that they would definitely take another telecourse.

Table 24  
Would you take another telecourse?

	Spring 2002	Fall 2002	Fall 2003	Spring 2005
<b>Definitely Yes</b>	58%	47%	45%	51%
<b>Probably Yes</b>	29%	37%	35%	34%
<b>Probably No</b>	11%	8%	14%	12%
<b>Definitely No</b>	3%	7%	6%	3%
<b>Number of Respondents</b>	<b>160</b>	<b>227</b>	<b>175</b>	<b>173</b>

Source: Telecourses Accumulated Exit Survey, Spring 2005.

**Change:** From Fall 2003 to Spring 2005, an increased number of students stated that the telecourse subject matter was better than that of on-campus classes, and a greatly decreased number of students stated that telecourse content was worse than that of on-campus classes.

Table 25  
Compared to on-campus classes, the telecourse content subject matter was:

	Spring 2002	Fall 2002	Fall 2003	Spring 2005
<b>Better</b>	18%	17%	15%	19%
<b>Same</b>	55%	45%	56%	54%
<b>Worse</b>	9%	11%	14%	3%
<b>Don't know</b>	18%	26%	15%	10%
<b>Number of Respondents</b>	<b>159</b>	<b>229</b>	<b>177</b>	<b>172</b>

Source: Telecourses Accumulated Exit Survey, Spring 2005.

**Change:** From Fall 2003 to Spring 2005, an increased number of students stated that the telecourses were easier than on-campus classes.

Table 26  
Compared to on-campus classes, the level of difficulty of the telecourse was:

	Spring 2002	Fall 2002	Fall 2003	Spring 2005
<b>Harder</b>	28%	34%	36%	35%
<b>Same</b>	52%	46%	44%	38%
<b>Easier</b>	11%	6%	11%	15%
<b>Don't know</b>	9%	13%	9%	12%
<b>Number of Respondents</b>	<b>158</b>	<b>229</b>	<b>179</b>	<b>173</b>

Source: Telecourses Accumulated Exit Survey, Spring 2005.

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.

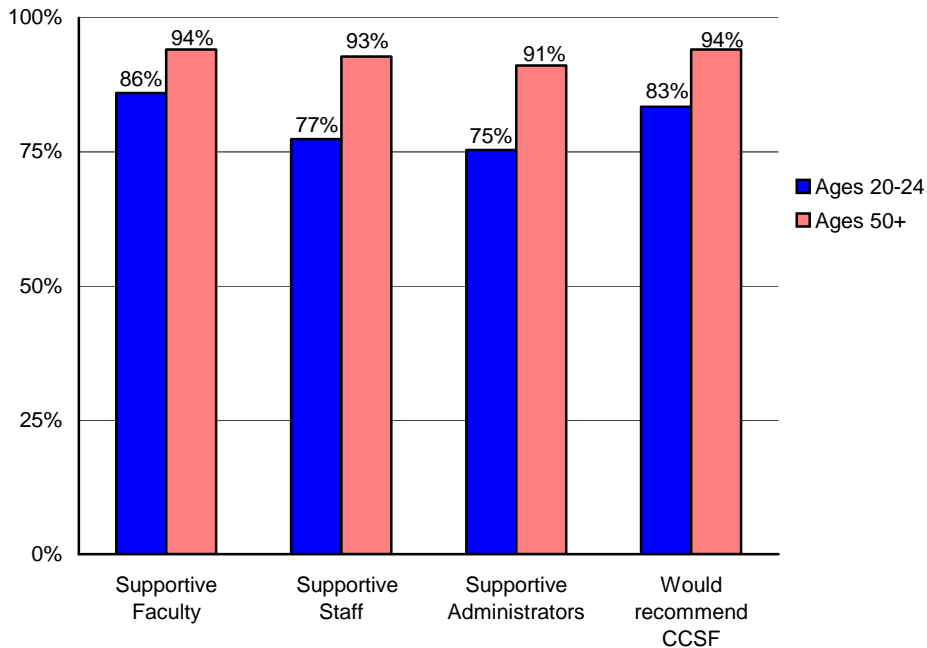
College Performance Indicators

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. The following ratings of student satisfaction with the climate at CCSF are on a 4-point scale, where 4.00 is excellent and 1.00 is poor. Graph 13 shows satisfaction rates for two of several age groups studied: ages 20-24 and ages 50 and over.

**Annual Change:** These graphs include new groups of students who were not previously surveyed; thus, change information is not yet available. Previous data were for graduating students.

Graph 13  
Student Satisfaction with College Climate  
Fall 2004 – 3,000 Students



Source: Student Opinion Survey Report of Credit Students 2004-2005

2. Progress toward diversification of College employees.

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

**Change:** From 2000 to 2005, the percentage of Asian/Pacific Islander administrators has decreased from 26% to 20%, with a 5% increase in White Non-Hispanic administrators and a 3% increase in Hispanic/Latino administrators. Hispanic/Latino full-time faculty have increased 2% and White Non-Hispanics have decreased 3%. There has been a 2% decrease in African American and Filipino classified staff, with a 2% increase in Asian/Pacific Islander staff.

Table 27  
Comparison of Ethnicities of Students, Faculty, Staff, and Administrators

<b>ADMINISTRATORS</b>	<b>2000</b>	<b>2005</b>	
<b>Ethnicity</b>	<b>Administrators</b>	<b>Administrators</b>	<b>Students*</b>
African American/Non Hispanic	19%	18%	7%
American Indian/Alaskan Native	2%	2%	0%
Asian/Pacific Islander	26%	20%	37%
Filipino	2%	0%	5%
Hispanic/Latino	9%	12%	19%
White Non Hispanic	42%	47%	20%
Unknown/No Response/Other	0%	2%	12%
<b>FULL-TIME FACULTY</b>	<b>2000</b>	<b>2005</b>	
<b>Ethnicity</b>	<b>Full-Time Faculty</b>	<b>Full-Time Faculty</b>	<b>Students*</b>
African American/Non Hispanic	8%	8%	7%
American Indian/Alaskan Native	1%	1%	0%
Asian/Pacific Islander	17%	17%	37%
Filipino	3%	3%	5%
Hispanic/Latino	9%	11%	19%
White Non Hispanic	61%	58%	20%
Unknown/No Response/Other	1%	2%	12%
<b>PART-TIME FACULTY</b>	<b>2000</b>	<b>2005</b>	
<b>Ethnicity</b>	<b>Part-Time Faculty</b>	<b>Part-Time Faculty</b>	<b>Students*</b>
African American/Non Hispanic	8%	8%	7%
American Indian/Alaskan Native	0%	0%	0%
Asian/Pacific Islander	17%	17%	37%
Filipino	2%	2%	5%
Hispanic/Latino	8%	8%	19%
White Non Hispanic	61%	61%	20%
Unknown/No Response/Other	3%	4%	12%
<b>CLASSIFIED STAFF</b>	<b>2000</b>	<b>2005</b>	
<b>Ethnicity</b>	<b>Classified Staff</b>	<b>Classified Staff</b>	<b>Students*</b>
African American/Non Hispanic	14%	12%	7%
American Indian/Alaskan Native	1%	0%	0%
Asian/Pacific Islander	32%	34%	37%
Filipino	15%	13%	5%
Hispanic/Latino	14%	15%	19%
White Non Hispanic	24%	24%	20%
Unknown/No Response/Other	1%	2%	12%

Employee Source fall 2005: [http://cccddata.cccco.edu/reports/360/employee/Employee\\_Demographics/staffing\\_report.pdf](http://cccddata.cccco.edu/reports/360/employee/Employee_Demographics/staffing_report.pdf)

\*Student data taken from DSS in November 2005, both credit and noncredit for spring term, 2005.

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. In Table 28, employee ratings are compared with student ratings of the same or comparable services. Services with a statistically significant difference in ratings between employees and students are noted.

**Annual Change:** This is the first year this report has compared employee and student ratings of services. Employees rate College services as slightly better than “Good” (3.0); student rate services just under “Good”. Employees gave a statistically significant higher rating to the areas of counseling for transfer students, career development and placement, A&R/tuition services, the Scholarship Office, student activity programs/student clubs, and student health on the Ocean Campus. Students gave a statistically significant higher rating to A&R/online registration and gave a slightly higher rating than employees to the College catalog.

Table 28  
Employee Satisfaction Rates

College Services*	Employee Mean	Student Mean	Significant Difference
1. Library - General Services	3.37	3.14	
2. Library - Media Center	3.26	3.15	
3. Library - Language Lab	3.33	3.17	
4. Learning Assistance Center	3.31	3.13	
5. Open-access Computer Labs	3.08	3.03	
6. Testing Office (Ocean)	3.04	2.82	
7. Counseling - New Student	2.58	2.49	
8. Counseling - Continuing Student	2.77	2.59	
9. Counseling - Transfer Student	3.03	2.69	0.3
10. Career Development & Placement	3.08	2.64	0.4
11. College Catalog	3.04	3.20	
12. Instr. Support - College Class Schedule / Website [Time Schedule]	3.21	3.03	
13. A & R - Credit enrollment, registration, add/drop [Online Registration]	2.95	3.23	-0.3
14. A & R - Credit enrollment, registration, add/drop [In Person Registration]	2.95	2.71	
15. A & R - Cashier's Office [Tuition Services]	3.07	2.75	0.3
16. Financial Aid Services	2.99	2.68	
17. Scholarship Office	3.03	2.63	0.4
18. Bookstore	2.84	2.70	
19. Public Safety	2.76	2.67	
20. Student Activity Programs (Student Clubs)	2.96	2.46	0.5
21. Student Health - General (Ocean)	3.33	2.90	0.4
<b>Combined Average Mean for Services Listed</b>	<b>3.05</b>	<b>2.85</b>	

\* Survey language presented is that of the employee. In general, language from the student survey is similar.

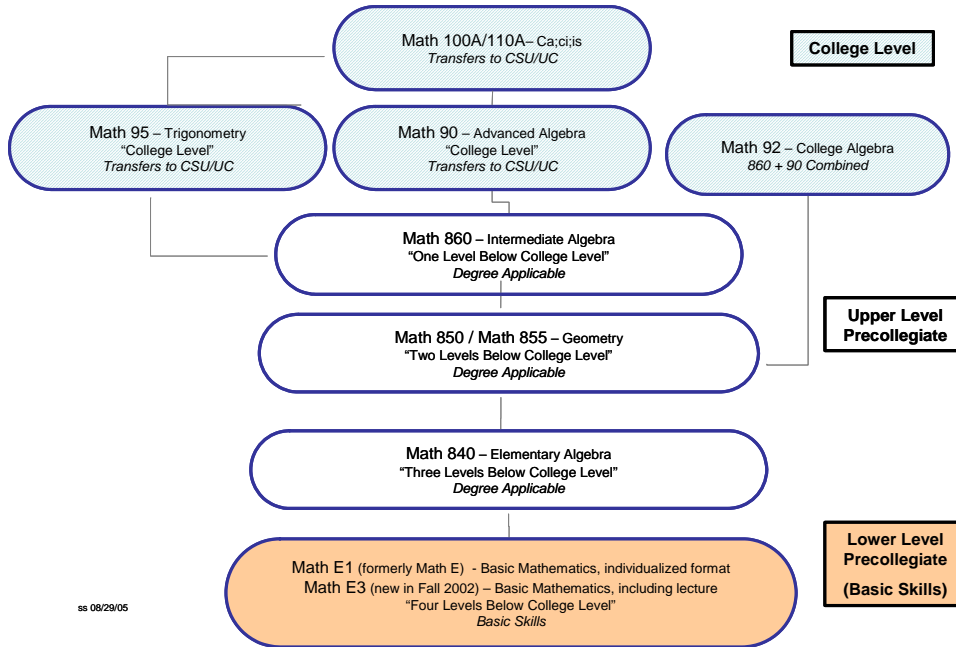
Shaded areas indicate comparisons where survey language differed significantly--student language in brackets.

Source: CCSF Office of Research, Planning & Grants, May 2004, pg. 9

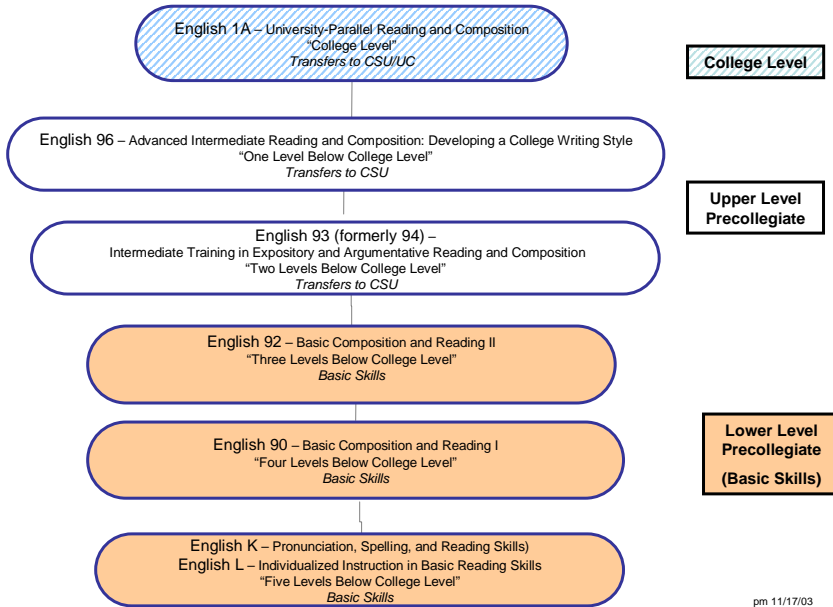
The full report can be found at [http://www.ccsf.edu/Offices/Research\\_Planning/reports\\_faculty.htm](http://www.ccsf.edu/Offices/Research_Planning/reports_faculty.htm)

# Appendix

## The Mathematics Placement Sequence



# The English Placement Sequence



# The ESL Placement Sequence

