



College Performance Indicators

Academic Year: 2006-2007

September 2008

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Preface

Dear CCSF Community,

It is my pleasure to present to you the fifth edition of CCSF's College Performance Indicators Report (CPI). This report provides a detailed analysis of the progress the College has made toward meeting our strategic and annual planning priorities through 2006-07. The report is a reflection of the College's on-going commitment to collaborative planning, as well as thoughtful assessment, evaluation, and on-going improvement.

This CPI report is one in a series of annual institutional assessments within the planning and budgeting system. 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 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 Susan Lopez at slopez@ccsf.edu or Steven Spurling at sspurlin@ccsf.edu. The electronic version of this report may be found at www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2008.pdf

Best Regards,

Dr. Don Q. Griffin
Interim Chancellor
City College of San Francisco
September 2008

Acknowledgements

The staff of the Office of Research produced this report. Lead staff were Steven Spurling, Susan Lopez, and Pamela Mery. Support staff included Quyen Lu and Diane Tong. Dr. Robert Gabriner, Vice Chancellor of Institutional Advancement, provided oversight and coordination.

September 2008

Introduction

The College Performance Indicators Report (CPI) is distributed annually throughout the College and is posted on the website of the Office of Research. The CPI is an institutional assessment tool that is key to evaluating how well the College is carrying out its Strategic Plan. The CPI review of performance is accomplished with reference to 29 indicators. Many of the indicators track as many as nine years of data, from 1998-99 forward. Trends identified here can and should be referred to in on-going fashion to guide future planning efforts across the institution.

This year, a proposed equity indicator can be viewed in the appendix. City College of San Francisco recognizes the need to assess not only the effectiveness and efficiency of the College but also the degree of equity achieved; thus the proposal of an equity indicator to look more closely at equity in academic outcomes. Indicators in this report will be reviewed annually to determine if they remain the most appropriate ones for evaluating College performance. The full list of indicators, including those under development, may be found among the Appendices.

Each narrative section in the following calls the reader's attention to one or more facts which may be of particular interest. Although it is always a subjective matter to highlight one fact over another, we thought most readers would appreciate having some trends and details pointed out which might otherwise have been overlooked. Sources for the data analyzed in this report include the Banner system, the Decision Support System, many surveys conducted by the Office of Research, and data provided by other units within the College.

We appreciate your interest in learning about the College and in assessing its performance through your review of this report. If you have questions or comments about this report, please contact Susan Lopez at slopez@ccsf.edu or Steven Spurling at sspurlin@ccsf.edu.

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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 precollegiate 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 precollegiate. Second, we define basic skills courses as the lower levels of the precollegiate sequence. Precollegiate basic skills courses include English K, L, W, 90, 91X, and 92, Math E1 and E3 and ESL 110 and 120. The performance indicators under Strategic Priority #1 cover only credit precollegiate programs. See Appendix for a flowchart illustrating the precollegiate sequence.

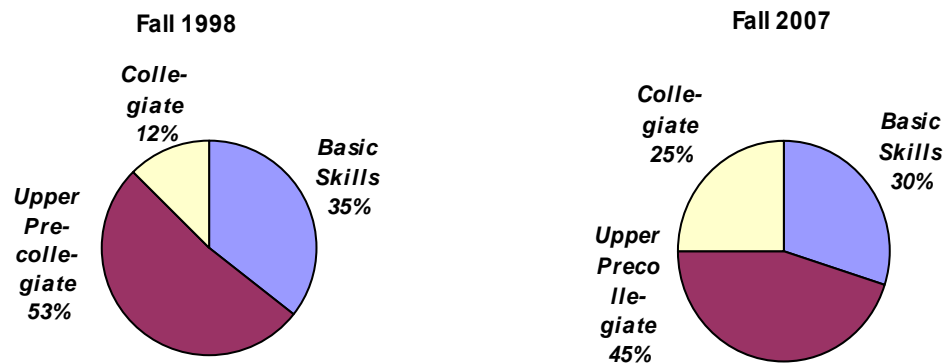
√ *Percentage of first-time students placed into precollegiate Math, English, ESL courses*

Definition: Table 1 reflects the percentage of first-time students who have placed into precollegiate courses. See appendix for more information on course sequences.

Of Interest: Table 1 has been expanded to show more detail than in previous reports. Math and English placement trends have gone in different directions long term, with Math showing improvement and English placement lower than before, though an increasing percentage of students now take the English test. By contrast, a much smaller percentage of students took the ESL test in 2006-07 than in 1998-99. A graph is not provided for ESL because placement results have remained similar over time.

Long-term Trend: From 1998-99 to 2006-07, the percentage of students placing into collegiate math more than doubled, rising from 12% to 25%. The percentage placing into basic skills dropped from 35% to 30%. In English placement, the trend went the other way, with the percentage placing into basic skills rising from 50% to 55% and no change in the collegiate percentage.

Annual Change: The percentage of students placing only into collegiate courses returned in 2007 to 4%, after peaking modestly at 6% the prior year.



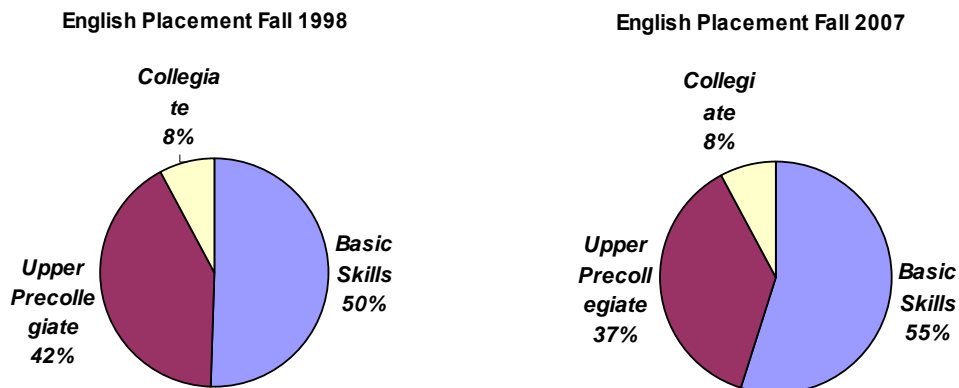
Figs. 1A & 1B Placement of New First Time Students into Precollegiate and Collegiate Mathematics Courses

Basic Skills Priority: Table 1 Placement of New First Time Students into Pre-Collegiate and Collegiate Courses

| | Took Placement Tests | | |
|--------------------------------------|----------------------|--------------|--------------|
| | 1998 | 2006 | 2007 |
| Total new first time students | 3,751 | 3,165 | 3,264 |
| Percent Who Tested: | | | |
| ANY Placement Test | 72% | 83% | 83% |
| MATH | 70% | 79% | 78% |
| ENGLISH | 42% | 64% | 63% |
| ESL | 32% | 21% | 23% |
| Placed At Each Level | | | |
| OVERALL | 1998 | 2006 | 2007 |
| Took ANY Placement Test | 2,703 | 2,617 | 2,693 |
| Precollegiate - Basic Skills | 54% | 56% | 56% |
| Precollegiate - Upper | 44% | 38% | 39% |
| Collegiate Only* | 2% | 6% | 4% |
| Took MATH Test | 2,628 | 2,485 | 2,545 |
| Precollegiate - Basic Skills | 35% | 32% | 30% |
| Precollegiate - Upper | 52% | 44% | 45% |
| Collegiate | 12% | 24% | 25% |
| Took ENGLISH Test | 1,582 | 2,020 | 2,051 |
| Precollegiate - Basic Skills | 51% | 54% | 55% |
| Precollegiate - Upper | 42% | 37% | 37% |
| Collegiate | 8% | 9% | 8% |
| Took ESL Test | 1,194 | 667 | 760 |
| Precollegiate - Basic Skills | 29% | 27% | 28% |
| Precollegiate - Upper | 70% | 73% | 72% |

The overall collegiate Only should not be viewed as a composite of the other totals. Individuals who took the ESL test or who placed below collegiate in either Math or English are not counted in the Collegiate Only percentage, even if they placed at collegiate level on a particular test.

Figs. 1C & 1D Placement of New First Time Students into Precollegiate and Collegiate English Courses



√ *Student demand for and access to precollegiate courses*

Tables 2A and 2B: Demand for Precollegiate English Classes

Definition (Same for Tables 2, 3, 4): Two elements of access are the total demand for a course in terms of numbers of students, as well as the percentage of that demand which CCSF is able to meet. Total demand for precollegiate courses is measured by the number of students who enrolled in a course plus the number unable to enroll in the class. Unsuccessful registration is measured by the percent who were unable to register through Banner for the class (“closed section” message). Tables 2A/2B, 3A/3B, and 4A/4B track total demand and unsuccessful registration for precollegiate English, Math, and ESL courses respectively. It is important to recognize that there may be availability of sections at other than peak times, even while students may be “closed out of” sections offered during peak demand periods. Such students would be reflected as unsuccessful registrants in these tables if they are unable to enroll in a class at a time that is acceptable to them.

Of Interest: Changes in the precollegiate English program continue to make actual changes in demand somewhat difficult to distinguish from programmatic artifacts. In this table, total demand and unsuccessful registration appear to be fairly stable year over year. The possibility of increasing impaction resulting from a trend toward lower placement in combination with rising graduation requirements is not yet manifest in these data.

Long-term Trend: Courses that were not part of the English Department’s program changes best illustrate the long-term uptrend. In 2007, total demand in K, L, 92 and 96 was a combined 16% over historical averages. Enrollment in those courses (not shown in table) was 31% above 1998 levels. In L and 90, unsuccessful registration---representing unmet need---increased substantially over the same period. By contrast, total demand for ENGL 93 in fall 2007 was 30% below historical levels for 93 and 94 combined.

Annual Change: Compared to fall 2006, an apparent overall drop in demand in fall 2007 resulted primarily from several courses affected by programmatic changes. The combination of ENGL 9 and ENGL 90 can now be satisfied by a single course, ENGL 91X. That two-for-one substitution led to a drop in seatcount enrollment in 2006 and again in 2007.

Basic Skills Priority: Tables 2A & 2B

Demand for Precollegiate English Classes

| Table 2A: Total Demand ¹ for Precollegiate English Courses (Enrollments plus Unsuccessful Reg. Attempts) | | | | |
|---------------------------------------------------------------------------------------------------------------------|---------------------|--------------|--------------|------------------|
| Course | Avg. Fall 1998-2005 | Fall 2006 | Fall 2007 | Change 2007-2006 |
| K | 244 | 267 | 256 | -11 |
| L | 320 | 351 | 356 | 5 |
| 9 | 492 | 293 | 177 | -116 |
| 90 | 776 | 588 | 478 | -110 |
| 91X | N/A | 381 | 508 | 127 |
| 92 | 734 | 819 | 841 | 22 |
| 93/94 ² | 2,196 | 1,662 | 1,527 | -135 |
| 96 | 1,529 | 1,781 | 1,852 | 71 |
| Total | 6,290 | 6,142 | 5,995 | -147 |

| Table 2B: Unsuccessful Registration ³ (as Percent of Total Demand) | | | | |
|-------------------------------------------------------------------------------|-----------|-----------|------------------|------------------------------|
| Avg. Fall 1998-2005 | Fall 2006 | Fall 2007 | Change 2007-2006 | Chg. Number of Sections 2007 |
| 20% | 19% | 19% | 0% | 0 |
| 18% | 29% | 31% | 2% | 0 |
| 20% | 38% | 22% | -16% | -1 |
| 12% | 29% | 29% | 0% | -3 |
| N/A | 22% | 22% | N/A | 3 |
| 16% | 21% | 22% | 1% | 1 |
| 43% | 10% | 7% | -3% | -19 |
| 11% | 13% | 14% | 1% | 2 |
| 17% | 17% | 17% | 0% | -17 |

*Note: The combination of 9 and 90 can now be satisfied by 91X; therefore, the 2 for 1 resultant reduction in demand exaggerates the decline in overall demand.

1 Total demand is defined as including enrollments plus the unmet demand of students who got a "closed section" message when attempting to register. Other cases are not included.

2 English 93 and 94 are taught in the same classroom and the distinction presently relates to graduating students' catalog rights.

3 Number of closed section messages, intended to represent a student's chances of NOT "getting into" the desired section.

Source: Office of Research, CCSF Institutional Advancement, Fall 2007.

Basic Skills Priority: Tables 3A & 3B Demand for Precollegiate Math Classes

Definition: See definition before Table 2.

Of Interest: The level of unsuccessful registration (26%) is significantly higher for Math than for English or ESL.

In fall 2007, demand for E3 exceeded demand for E/E1 for the first time. Math 840, Elementary Algebra, had the highest total demand at 1,945---a 13% increase over the prior year and 21% above historical averages.

Long-term Trend: Total demand for Math 860 was 30% above historical averages, while total demand for E/E1 dropped in 2007 to about half its historical average and demand for 850 dropped in 2007 to 43% below its historical average.

Annual Change: From Fall 2006 to Fall 2007, total math demand rose approximately 2%. Demand continued to shift out of the basic skills level and into the levels above. Because of the addition of six more sections, the level of unsuccessful registration for precollegiate math dropped to 26% from 28% the previous fall.

| Table 3A: Total Demand ¹ for Precollegiate Math Courses (Enrollments plus Unsuccessful Reg. Attempts) | | | | | Table 3B: Unsuccessful Registration ² (as Percent of Total Demand) | | | | |
|------------------------------------------------------------------------------------------------------------------|---------------------|--------------|--------------|------------------|-------------------------------------------------------------------------------|------------|------------|------------------|------------------------------|
| Course | Avg. Fall 1998-2005 | Fall 2006 | Fall 2007 | Change 2007-2006 | Avg. Fall 1998-2005 | Fall 2006 | Fall 2007 | Change 2007-2006 | Chg. Number of Sections 2007 |
| E / E1 | 1,245 | 684 | 620 | -64 | 19% | 9% | 6% | -4% | 2 |
| EX / E3 | 664 | 798 | 760 | -38 | 49% | 25% | 21% | -4% | 0 |
| 835 | 126 | 131 | 184 | 53 | 29% | 32% | 30% | -2% | 1 |
| 840 | 1,613 | 1,724 | 1,945 | 221 | 32% | 34% | 32% | -2% | 4 |
| S | 102 | 113 | 75 | -38 | 36% | 42% | 35% | -7% | -1 |
| 850 | 272 | 250 | 154 | -96 | 23% | 22% | 8% | -13% | -1 |
| 855 | 54 | 40 | 56 | 16 | 11% | 0% | 0% | 0% | 1 |
| 860 | 1,111 | 1,364 | 1,445 | 81 | 22% | 32% | 31% | 0% | 2 |
| U | 66 | 53 | 0 | -53 | 12% | 0% | 0% | 0% | -2 |
| Total | 5,252 | 5,157 | 5,239 | 82 | 28% | 28% | 26% | -1% | 6 |

1 "Total demand" is defined as including not only the enrolled (students successfully accessing the course) but also the unmet demand of students who got a "closed section" message when attempting to register. Other cases or multiple attempts per student are excluded.

2 Intended to represent a student's chances of NOT "getting into" the desired section, this is the number of unsuccessful registration attempts resulting from closed section messages divided by total demand as defined above.

Source: Office of Research, CCSF Institutional Advancement, Fall 2007.

Basic Skills Priority: Tables 4A & 4B Demand for Precollegiate ESL Classes

Definition: See definition before Table 2.

Of Interest: Despite a reduction of three sections overall, still only 6% of students received “closed section” messages. In fall 2007, students were well accommodated by the size of the credit ESL program.

Long-term Trend: Total demand for Credit ESL is still down 21% from historical averages, although the program seems to have “turned the corner”—see Annual Change.

Annual Change: Total demand rose 2% in fall 2007, following a similar 2% rise in fall 2006.

| Course | Avg. Fall 2002-2005 | Fall 2006 | Fall 2007 | Change 2007-2006 |
|--------------|---------------------|--------------|--------------|------------------|
| 49 | 173 | 129 | 154 | 25 |
| 66 | 53 | 25 | 34 | 9 |
| 69 | 124 | 84 | 101 | 17 |
| 75 | 69 | 150 | 163 | 13 |
| 79 | 473 | 296 | 315 | 19 |
| 82 | 660 | 307 | 115 | -192 |
| 85 | 61 | 113 | 102 | -11 |
| 110 | 160 | 106 | 135 | 29 |
| 112 | 135 | 77 | 86 | 9 |
| 120 | 398 | 347 | 310 | -37 |
| 122 | 343 | 250 | 253 | 3 |
| 130 | 687 | 496 | 537 | 41 |
| 132 | 438 | 312 | 327 | 15 |
| 140 | 849 | 639 | 665 | 26 |
| 142 | 353 | 255 | 210 | -45 |
| 150 | 859 | 679 | 675 | -4 |
| 160 | 76 | 222 | 372 | 150 |
| 170 | N/A | 63 | 86 | 23 |
| Total | 5,909 | 4,550 | 4,640 | 90 |

| Avg. Fall 2002-2005 | Fall 2006 | Fall 2007 | Change 2007-2006 | Chg. Number of Sections 2007 |
|---------------------|-----------|-----------|------------------|------------------------------|
| 18% | 10% | 19% | 9% | 0 |
| 3% | 0% | 9% | 9% | 0 |
| 5% | 0% | 6% | 6% | -1 |
| 9% | 6% | 10% | 4% | 0 |
| 18% | 1% | 4% | 3% | 0 |
| 5% | 2% | 0% | -2% | -7 |
| 0% | 0% | 7% | 7% | -1 |
| 22% | 17% | 21% | 4% | 1 |
| 16% | 1% | 7% | 6% | 0 |
| 13% | 5% | 4% | -1% | -1 |
| 24% | 9% | 11% | 2% | 0 |
| 10% | 4% | 6% | 2% | 0 |
| 23% | 4% | 7% | 2% | 0 |
| 10% | 3% | 4% | 0% | 0 |
| 20% | 4% | 3% | -1% | -1 |
| 7% | 3% | 4% | 0% | -1 |
| 1% | 10% | 8% | -2% | 5 |
| N/A | 14% | 0% | -14% | 3 |
| 13% | 5% | 6% | 1% | -3 |

Note: ESL 82 is being phased out and replaced by ESL 160.

1 "Total demand" is defined as including not only the enrolled (students successfully accessing the course) but also the unmet demand of students who got a "closed section" message when attempting to register. Does not include other cases or multiple attempts per student.

2 Intended to represent a student's chances of NOT "getting into" the desired section, this is the number of unsuccessful registration attempts resulting from closed section messages divided by total demand as defined above.

Source: Office of Research, CCSF Institutional Advancement, Fall 2007.

√ *Precollegiate student success by department*

Basic Skills Priority: Tables 5 and 6

Definition: Success is defined in these tables as a grade of C or better. Census One seatcount enrollment is duplicated enrollment. Students may be counted more than once if taking more than one course in the same department. The overall weighted mean for precollegiate departmental sequences is calculated by multiplying the seatcount by the success rate for each program to get the total number of successful enrollments, then dividing that by total precollegiate enrollments to get the weighted mean percentage. All credit ESL is defined as precollegiate. Noncredit is not shown.

Of Interest: Precollegiate English enrollment surpassed that of ESL, starting in 2004.

Long-term Trend: Math and ESL saw similar rises in course success since 1998, with Math success rising from 46% to 50% and ESL success from 71% to 75%. As seen in the graph, English success rates have fluctuated a fair amount, with a 1% increase from 1998 to 2007.

Annual Change: ESL showed a small increase in course success (+2%), whereas Math and English success rates dipped slightly (-1%, -2%).

Basic Skills Priority: Tables 5A and 5B Enrollment and Success (C or Higher) in Precollegiate Courses

Enrollment in Fall Semester

| Precollegiate Courses | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|--------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| English | 3,441 | 3,418 | 3,705 | 3,717 | 4,067 | 4,207 | 4,479 | 4,641 | 4,103 | 4,210 |
| ESL | 5,605 | 5,354 | 4,985 | 5,234 | 4,640 | 4,415 | 4,424 | 3,991 | 3,656 | 3,763 |
| Math | 2,701 | 2,742 | 2,853 | 2,941 | 3,138 | 3,035 | 3,175 | 3,077 | 3,017 | 3,143 |
| All Precollegiate | 11,747 | 11,514 | 11,543 | 11,892 | 11,845 | 11,657 | 12,078 | 11,709 | 10,776 | 11,116 |

Success in Fall Semester

| Precollegiate Courses | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|-----------------------|------|------|------|------|------|------|------|------|------|------|
| English | 58% | 55% | 56% | 61% | 62% | 63% | 59% | 60% | 61% | 59% |
| ESL | 71% | 71% | 70% | 73% | 75% | 75% | 74% | 74% | 73% | 75% |
| Math | 46% | 45% | 45% | 46% | 51% | 51% | 51% | 52% | 51% | 50% |
| Weighted Mean* | 62% | 60% | 59% | 63% | 64% | 64% | 63% | 63% | 62% | 62% |

* The weighted average takes into account the differing number of students per program.

Note: Figures vary from earlier editions of this table as RD (Report Delayed) grades and blank grades are now excluded from the denominator.

Source: CCSF Office of Research DSS Metadata, Spring 2007.

Precollegiate Course Passing Rates By Subject

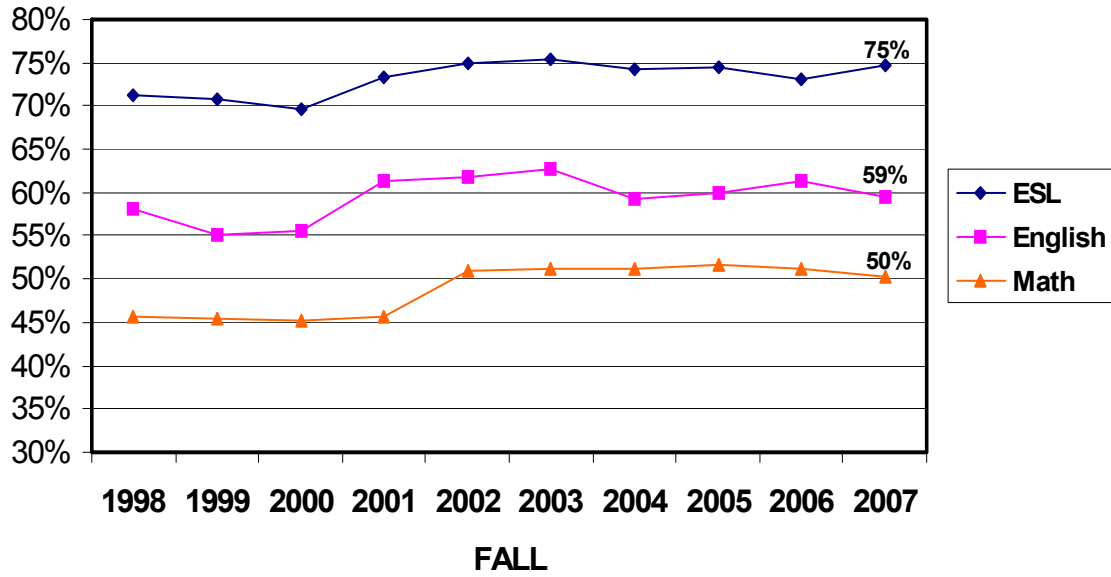


Fig. 2 Precollegiate Course Passing Rates

Basic Skills Priority: Table 6 Enrollment Change in Precollegiate Courses

| Precollegiate Courses | Annual: Fall 2007-Fall 2006 | | Long Term: Fall 2007-Fall 1998 | |
|-----------------------|--------------------------------|--------|-----------------------------------|--------|
| | Enr. Chg. | % Chg. | Enr. Chg. | % Chg. |
| English | 107 | 3% | 769 | 22% |
| ESL | 107 | 3% | -1,842 | -33% |
| Math | 126 | 4% | 442 | 16% |
| All Precollegiate | 340 | 3% | -631 | -5% |

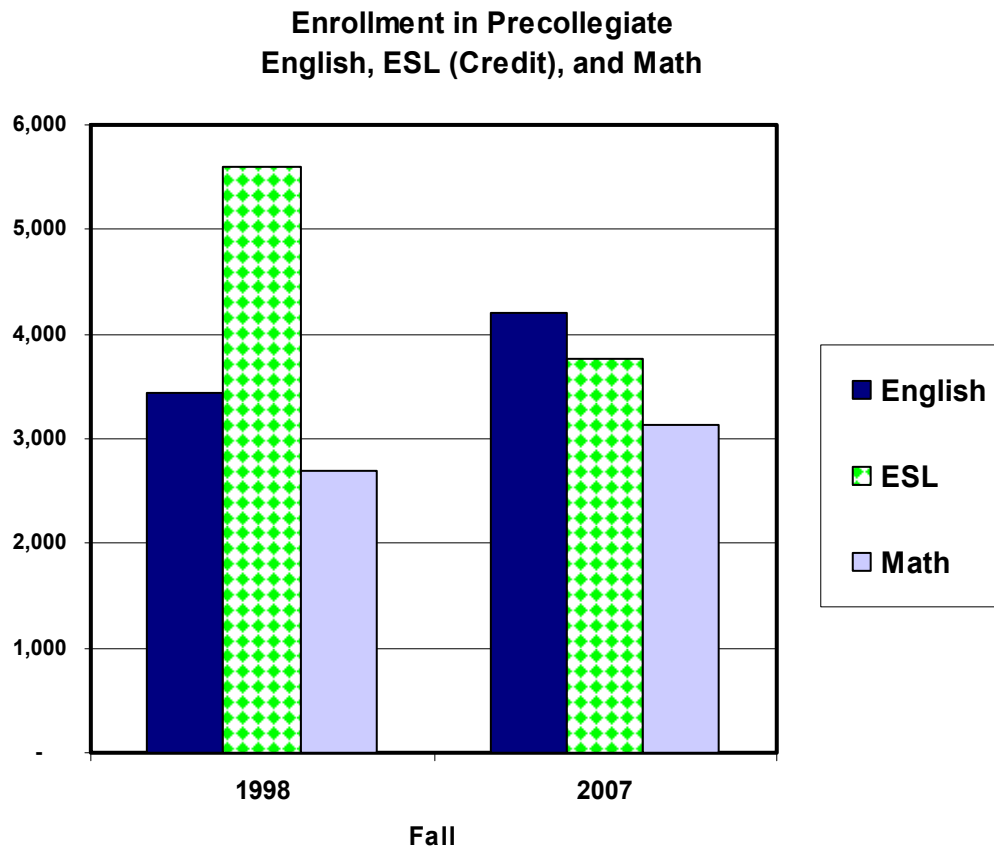


Fig. 3 Precollegiate Enrollment by Discipline

√ *Precollegiate student success—course cohorts*

Basic Skills Priority: Table 7 Precollegiate English Success

Definition: Tables 7, 8 and 9 examine the achievement of cohorts of students who placed into precollegiate courses. Each cohort is tracked over six years. Their achievement is then summarized with regard to completion of courses that meet requirements for CCSF’s associate degrees, and requirements for transfer to California State University (CSU) and the University of California (UC) system.

Of Interest: Comparing the 1998 and 2002 cohorts, percentage gains in basic skills English achievement are substantial on all benchmarks, with the single exception of course completion in ENGL L.

Long-term Trend: Basic skills courses English L, 90 and 92 show a long-term uptrend in achievement that is very positive and clearly shown in the following graph.

Annual Change: Percentages set by these yearly cohorts tend towards great variability from year to year; therefore, the annual change may be less significant than the long-term trend. The 2002 cohort performed for the most part in an average way in comparison to four previous cohorts, staying within the range of percentages established by predecessors.

Basic Skills Priority: Table 7 Success Rates for First Time Students in Precollegiate English Courses

| | ENGL L Cohorts ¹ | | | | | ENGL 90 Cohorts ¹ | | | | | ENGL 92 Cohorts ¹ | | | | |
|--------------------------------------------|-----------------------------|------|------|------|------|------------------------------|------|------|------|------|------------------------------|------|------|------|------|
| | 1998 | 1999 | 2000 | 2001 | 2002 | 1998 | 1999 | 2000 | 2001 | 2002 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Enrolled in placement course ² | 135 | 97 | 102 | 118 | 153 | 196 | 244 | 276 | 334 | 351 | 176 | 227 | 161 | 192 | 177 |
| Successfully completed course ³ | 63% | 55% | 61% | 69% | 59% | 69% | 66% | 64% | 76% | 76% | 72% | 69% | 73% | 79% | 75% |
| Met AA/AS requirement ⁴ | 11% | 8% | 17% | 20% | 18% | 32% | 37% | 37% | 39% | 39% | 48% | 51% | 49% | 53% | 53% |
| Met CSU requirement ⁵ | 13% | 11% | 18% | 20% | 20% | 33% | 39% | 38% | 41% | 40% | 49% | 52% | 50% | 53% | 54% |
| Met IGETC / UC Requirement ⁶ | 2% | 3% | 2% | 7% | 5% | 9% | 19% | 18% | 22% | 20% | 19% | 23% | 24% | 33% | 28% |

Note: Cohort based on fall admission as new first time student. Placement testing and course enrollment may be in the same or subsequent terms identified as basic skills level. ESL curriculum sequence numbers changed in 2002.

1. ENGL L, ENGL 90 and ENGL 92 are basic skills courses that are 5, 4, and 3 levels below university reading/composition, respectively.
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 ever passed.
4. CCSF Associate Degree Written Composition, also CSU General Education for Written Communication – ESL 82 or accepted ENGL course(s).
5. CSU General Education for Written Communication – accepted English or ESL course(s).
6. UC English Composition - Group a - English 1A

Source: Office of Research, DSS, 3/08

Cohorts' Fulfillment of Certain Requirements By First Precollegiate English Class Taken

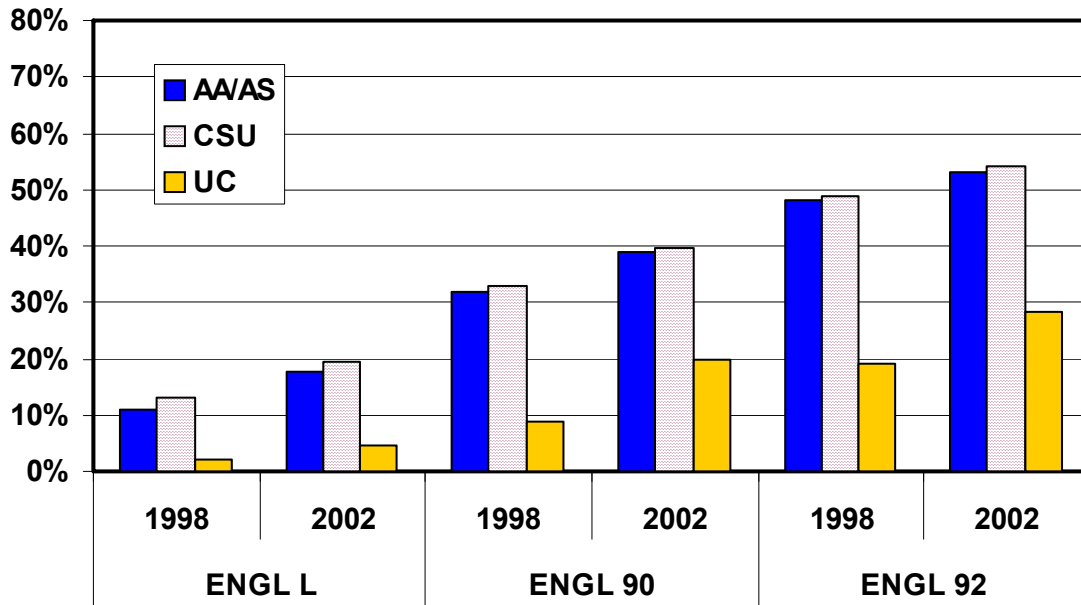


Fig. 4 Precollegiate English Success

Basic Skills Priority: Table 8 Precollegiate Math Success

Definition: Refer to definition for Table 7.

Of Interest: The course passing rate went up from 45% in 1998 to 57% for the 2002 Math E cohort, with one factor likely being the development of lecture-format Math E3 as an alternative to self-paced E1. E3 typically has a higher passing rate and later cohorts contain a mix of E1 and E3 students.

Long-term Trend: Course completion rates improved for Math E and Math 840, staying the same for Math 860. Otherwise, the long-term trend for Math 860 cohorts in particular has not been a positive one. Although data fluctuated considerably over the years, a smaller percentage of students in the 2002 cohort (54-58%) met the UC and CSU requirements than did students in the 1998 cohort (61-65%).

Annual Change: The table indicates most of the annual changes were negative from the 2001 to the 2002 cohort, with the exceptions being a 6% increase in course completion for basic skills Math E and a 2% increase in course completion for Math 840.

Basic Skills Priority: Table 8 Success Rates for First Time Students in Precollegiate Math Courses

| | MATH E Cohorts ¹ | | | | | MATH 840 Cohorts ¹ | | | | | MATH 860 Cohorts ¹ | | | | |
|---------------------------------------------|-----------------------------|------|------|------|------|-------------------------------|------|------|------|------|-------------------------------|------|------|------|------|
| | 1998 | 1999 | 2000 | 2001 | 2002 | 1998 | 1999 | 2000 | 2001 | 2002 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Enrollment in placement course ² | 385 | 445 | 360 | 508 | 528 | 385 | 420 | 466 | 454 | 411 | 137 | 158 | 181 | 254 | 257 |
| Successfully completed course ³ | 45% | 46% | 38% | 51% | 57% | 63% | 59% | 67% | 64% | 66% | 77% | 80% | 84% | 82% | 77% |
| Met AAVAS requirement ⁴ | 86% | 70% | 62% | 69% | 61% | 100% | | | | | 100% | | | | |
| Met CSU Requirement ⁵ | 8% | 10% | 8% | 15% | 10% | 31% | 31% | 30% | 32% | 32% | 65% | 56% | 69% | 63% | 58% |
| Met IGETC / UC Requirement ⁶ | 6% | 9% | 7% | 14% | 9% | 28% | 27% | 28% | 27% | 27% | 61% | 51% | 64% | 58% | 54% |

Note: Cohort based on fall admission as new first time student. Placement testing and course enrollment may be in the same or subsequent terms.

1. Math 840 is 2 levels below college algebra. Math 860 is 1 level below college algebra. Math E includes Math E3 or equivalent; it is basic skills math.

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 ever 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 have also taken the exam or used courses in other departments to meet this requirement. Students can meet Associate Degree requirements without enrolling in any Math classes.

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

6. IGETC Area 2 Mathematical Concepts & Quantitative Reasoning; requirement can be fulfilled with Math or other accepted course(s).

Source: Office of Research, Planning & Grants, DSS, 3/08

**Cohorts' Fulfillment of Certain Requirements
By First Precollegiate Math Course Taken**

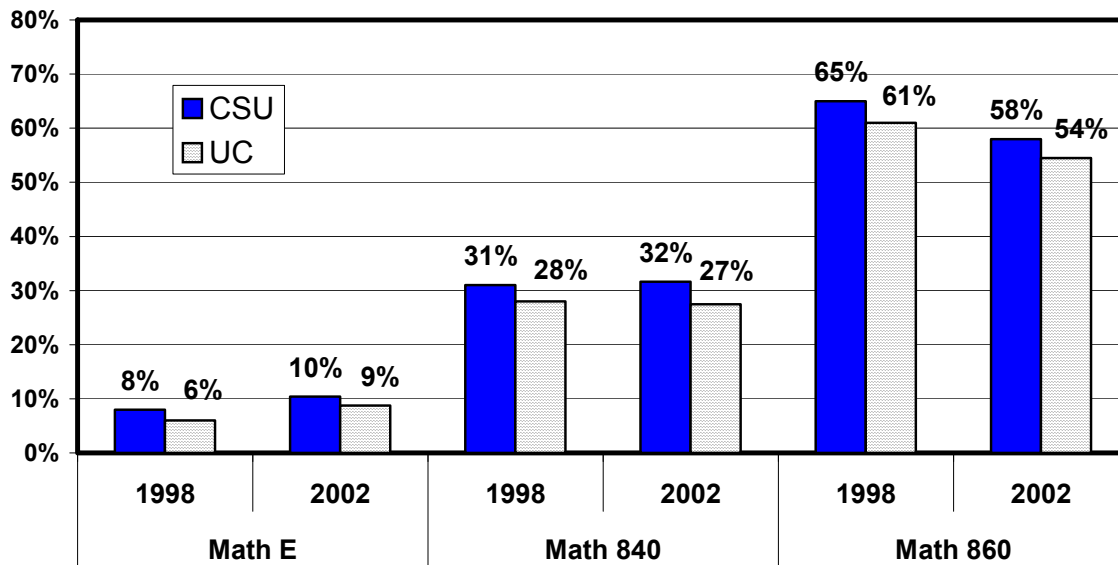


Fig. 5 Precollegiate Math Success

Basic Skills Priority: Table 9 ESL Success

Definition: Refer to definition for Table 7.

Of Interest: 88% of the ESL 130 cohort in 2002 passed that course. While only 3% met the UC requirement, 44% of the same cohort met the AA/AS requirement.

Long-term Trend: The long term trend for ESL 130 was positive. From 1998 to 2002, course completion was +3%, UC requirement +1% and AA/AS requirement completion rose from 35% to 44% (+9%). Other course cohorts did not trend consistently.

Annual Change: In 2002, the ESL 110 cohort showed the greatest positive change from the previous year's cohort, up on all three indicators.

Basic Skills Priority: Table 9

Success Rates for First Time Students

| | ESL 110 Cohorts ¹ | | | | | ESL 120 Cohorts ¹ | | | | | ESL 130 Cohorts ¹ | | | | |
|---------------------------------------------|------------------------------|------|------|------|------|------------------------------|------|------|------|------|------------------------------|------|------|------|------|
| | 1998 | 1999 | 2000 | 2001 | 2002 | 1998 | 1999 | 2000 | 2001 | 2002 | 1998 | 1999 | 2000 | 2001 | 2002 |
| Enrollment in placement course ² | 66 | 65 | 49 | 55 | 72 | 171 | 159 | 157 | 156 | 156 | 256 | 276 | 261 | 290 | 265 |
| Successful completed course ³ | 85% | 72% | 82% | 78% | 82% | 88% | 79% | 88% | 85% | 81% | 85% | 80% | 82% | 91% | 88% |
| Met AA/AS Requirement ⁴ | 20% | 14% | 24% | 15% | 19% | 19% | 21% | 22% | 24% | 24% | 35% | 38% | 36% | 50% | 44% |
| Met IGETC / UC Requirement ⁶ | 2% | 0% | 0% | 0% | 1% | 0% | 1% | 0% | 1% | 2% | 2% | 1% | 2% | 7% | 3% |

Note: Cohort based on fall admission as new first time student. Placement testing and course enrollment may be in the same or subsequent terms.

1. ESL 110 is 5 levels below advanced composition. ESL 120 is 4 levels below advanced composition. ESL 130 is 3 levels below advanced composition. ESL 110 and 120 are identified as basic skills level. ESL curriculum sequence numbers changed in 2002.

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 ever passed.

4. CCSF Associate Degree Written Composition, also CSU General Education for Written Communication – ESL 82 or accepted ENGL course(s).

6. UC English Composition - Group a - English 1A.

Source: Office of Research, DSS, 3/08

**Fulfillment of AA/AS
or CSU Requirements
By First Credit ESL Course Taken**

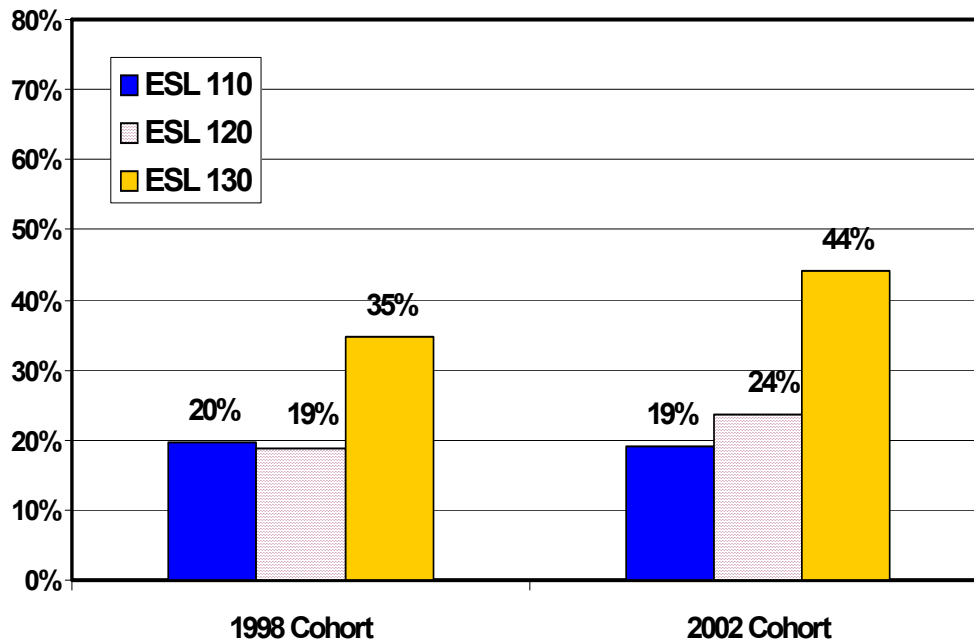


Fig. 6 Precollegiate ESL Success In Precollegiate ESL Courses

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.

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*, are being developed and will be included in future reports. A proposed new indicator, the ethnic profile of students attaining degrees, certificates and transfer, is found in Appendix C.

√ *Percentage of students successfully completing courses*

Academic Priority: Table 10

Definition: “Success” is defined as receiving a grade of A, B, C, or CR in a credit course or a transfer course. The percentage shows the number of successful students as a percentage of the number of all students receiving grades of A, B, C, CR, D, F, NC, I, or W. City College of San Francisco is contrasted with all community colleges throughout the California Community Colleges (CCC) System.

Of Interest: CCSF has had 2%-3% higher successful course completion rates than the CCC system as a whole for the last 6 years of data. Both in the state as a whole and at CCSF, course completion rates for all credit courses and for transfer courses have dropped from a high point reached in about 2002-03.

Long-term Trend: Credit course success rates at CCSF in each year from 2001 to 2007 have been consistently higher than they were from 1995 to 2001.

Annual Change: There was no change in the course completion rate for all credit courses at CCSF. Transfer course completion did rise 1% at CCSF.

Academic Priority: Table 10 Rate of Successful Course Completion

| Year | All Credit Courses | | Transfer Courses | |
|-----------------------------------|--------------------|----------------|------------------|----------------|
| | CCSF | CCC Systemwide | CCSF | CCC Systemwide |
| Average 1995-96 to 1997-98 | 69% | 68% | 70% | 68% |
| 1998-99 | 68% | 68% | 69% | 69% |
| 1999-00 | 69% | 68% | 70% | 69% |
| 2000-01 | 69% | 69% | 71% | 69% |
| 2001-02 | 71% | 69% | 72% | 70% |
| 2002-03 | 73% | 70% | 74% | 70% |
| 2003-04 | 72% | 70% | 73% | 70% |
| 2004-05 | 72% | 68% | 73% | 69% |
| 2005-06 | 71% | 68% | 71% | 68% |
| 2006-07 | 71% | 68% | 72% | 70% |

Source: State Chancellor's Office, Data Mart, Fall 2007

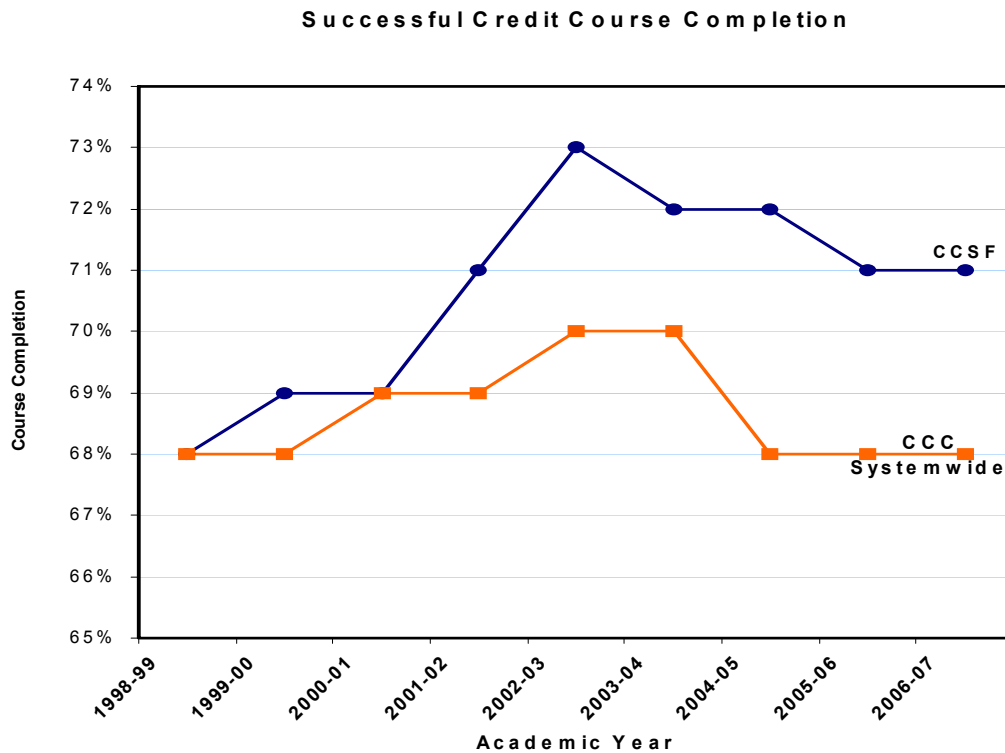


Fig. 7 Rate of Successful Course Completion

√ *Annual number of students attaining degrees and certificates*

Academic Priority: Table 11

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. A certificate is an award in a program that requires the completion of 6 to 60 units. Table 11 shows the number of certificates and degrees awarded each year and provides a sum of both.

Of Interest: Although both Associate degrees and certificates show a long-term uptrend, certificates experienced a 31% decline in only the last two years of data. It is possible that certificates are more immediately responsive to changes in levels of enrollment.

Long-term Trend: A peak in awards in 2003-04 and 2004-05 followed a peak in credit enrollment the prior two years, 2001-02 and 2002-03. From 1998-99 to 2006-07, the number of awards rose 19% overall, with AA/AS degrees rising 18% and certificates 20%.

Annual Change: The number of certificates declined 18% from 1,251 to 1,053 while the number of associate degrees rose 6% from 1,172 to 1,246.

Academic Priority: Table 11 Number of Students Awarded Degrees and Certificates

| Academic Year | Certificates | AA/AS Degrees | Total Degrees and Certificates |
|---------------|--------------|---------------|--------------------------------|
| 1998-99 | 853 | 1,053 | 1,906 |
| 1999-00 | 1,053 | 994 | 2,047 |
| 2000-01 | 1,188 | 939 | 2,127 |
| 2001-02 | 1,123 | 1,043 | 2,166 |
| 2002-03 | 1,210 | 1,125 | 2,335 |
| 2003-04 | 1,285 | 1,251 | 2,536 |
| 2004-05 | 1,474 | 1,236 | 2,710 |
| 2005-06 | 1,251 | 1,172 | 2,423 |
| 2006-07 | 1,023 | 1,246 | 2,269 |

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

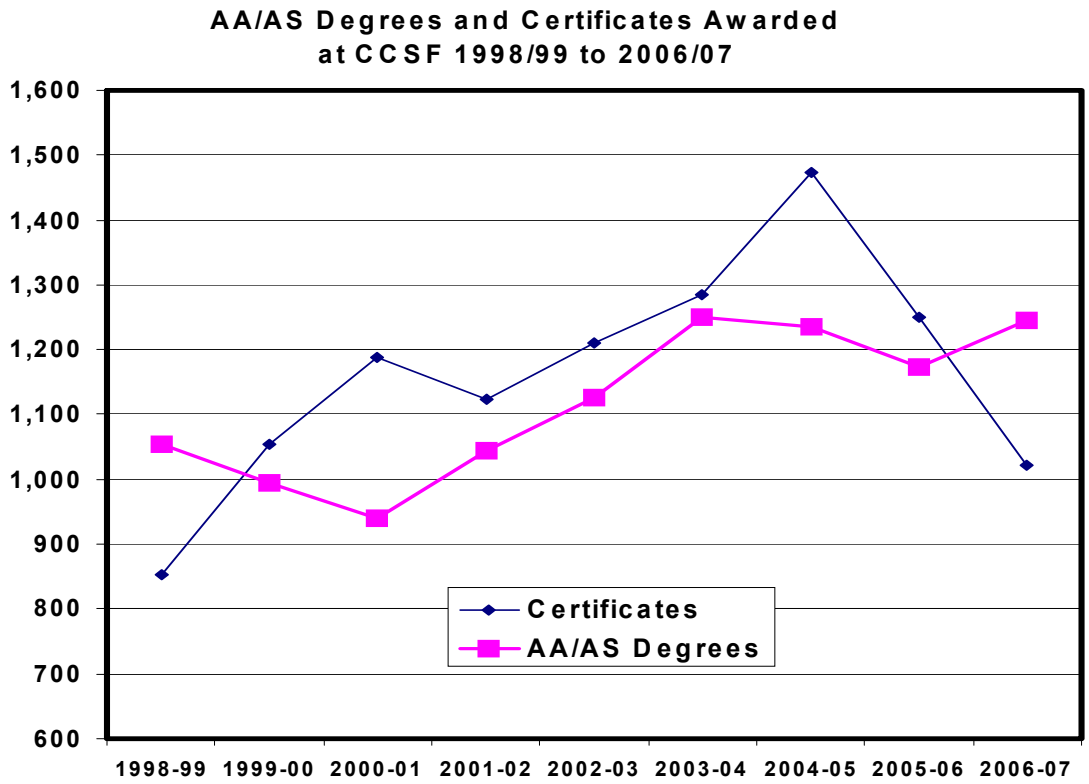


Fig. 8 AA/AS Degrees and Certificates Awarded

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

Academic Priority: Table 12

Student Transfers to Four-Year Colleges and Universities

Definition: Table 12 tracks the number of CCSF students who transferred to public and private four-year colleges and universities in each academic year, both within and outside of California. With students in many cases moving relatively freely from community colleges to four-year institutions and then back again, there is currently little consensus statewide on how to calculate the transfer rate. See Table 12 footnotes for more detail.

Of Interest: Although transfers to private colleges appear to have increased at a much faster rate, the multiple sources of data used in this table make it difficult to draw such comparisons.

Long-term Trend: UC transfers in 2007 were the lowest in five years. A 14% downtrend in CSU transfers from 2001-02 to 2005-06 was reversed in 2006-07 when the number of transfers rose 9% over the previous year.

Annual Change: Overall, transfers were up from the previous year. There was a 9% annual increase in student transfers to CSU (+98 students). This increase was only partially offset by an 18% decline in UC transfers (-64 students).

Academic Priority: Table 12

| Year | In-state | | | | Out-of-state | | Total |
|---------|---------------|-----|--------------|----------------|---------------|----------------|-------|
| | Public 4-Year | | | Private 4-Year | Public 4-Year | Private 4-Year | |
| | CSU | UC | Other 4-Year | | | | |
| 2001-02 | 1,248 | 255 | 10 | 181 | 126 | 109 | 1,929 |
| 2002-03 | 1,224 | 297 | 26 | 179 | 127 | 102 | 1,955 |
| 2003-04 | 1,084 | 311 | 15 | 241 | 132 | 156 | 1,939 |
| 2004-05 | 1,069 | 334 | 8 | 257 | 131 | 144 | 1,943 |
| 2005-06 | 1,063 | 357 | 15 | 337 | 148 | 188 | 2,108 |
| 2006-07 | 1,161 | 293 | 19 | 328 | 155 | 154 | 2,110 |

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

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

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

Academic Priority: Table 13

CSU Transfer Success

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).

Of Interest: CCSF students transferring to CSU have an 88% persistence rate, higher than the systemwide rate of 85%.

Academic Priority: Table 13

CSU Transfer Success

| CSU TRANSFERS | Fall 2005 | | Persistence | |
|-----------------------|----------------------|-------------|-----------------------|------------------|
| | Students Transferred | Fall GPA | Re-enrolled Fall 2006 | Persistence Rate |
| CCSF All | 620 | 3.04 | 543 | 88% |
| Upper Division | 615 | 3.04 | 539 | 88% |
| Lower Division | 5 | 3.37 | 4 | 80% |
| Systemwide All | 34,296 | 2.92 | 29,076 | 85% |
| Upper Division | 32,175 | 2.93 | 27,457 | 85% |
| Lower Division | 2,121 | 2.73 | 1,619 | 76% |

Source: <http://www.asd.calstate.edu/scripts/ccapr0405/ccct0405.idc>

Persistence rate is Fall 2006 re-enrollment as a percentage of Fall 2005 enrollment.

CSU may designate students as upper division once they have 60 (transferrable) units accepted there.

Note: Transfer data reported in this document but taken from different sources will vary because of different definitions, time parameters, and other methodological differences among the studies.

√ *Annual number of students achieving a status of “transfer-prepared” and “transfer-ready”*

Academic Priority: Table 14

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 fulfilled transfer requirements in English and Math. The 56 units required to meet the standard of table 14 do not include units students may have acquired at another institution. See footnotes of Table 14 for more details.

Of Interest: Although there might be a time gap between transfer-prepared status and transfer-ready status, these data strongly suggest that only about 30% of transfer-prepared students go on to the next stage of becoming transfer-ready at CCSF.¹ Additionally, it would appear that the numbers of transfer-prepared students has declined in conjunction with the credit enrollment decline since its height in 2001-02 (given the lag between the enrollment and expected transfer years).

Long-term Trend: The number of transfer-prepared students declined a total of 17% from 2003-04 to 2006-07.

Annual Change: The number of transfer-ready students rose 3% but the number of transfer-prepared *declined* 8%, the largest decline in three years. This caused the ratio of transfer-ready to transfer-prepared to rise from 27 to 30%.

¹ However, transfer-ready and transfer-prepared are generally smaller numbers than the number of actual transfers because transfer is defined more liberally in the retrospective analysis, requiring only 12+ units instead of 56+ units at CCSF.

Academic Priority: Table 14 Transfer-Prepared and Transfer-Ready

| Year | Transfer-Prepared | | Transfer-Ready | | Transfer Ready as Pct. of Transfer-Prepared |
|---------|-------------------|-------------------------|----------------|-------------------------|---------------------------------------------|
| | Students | Chg. From Previous Year | Students | Chg. From Previous Year | |
| 2003-04 | 2,138 | N/A | 548 | N/A | 26% |
| 2004-05 | 2,017 | -6% | 551 | 1% | 27% |
| 2005-06 | 1,922 | -5% | 524 | -5% | 27% |
| 2006-07 | 1,776 | -8% | 538 | 3% | 30% |

Notes: "Transfer-prepared" is the number of students who earned at least 56 transferable units with a minimum GPA of 2.00 using courses taken within the prior six years.

Students who meet all "transfer-prepared" criteria and have also fulfilled Math and English transfer requirements are considered transfer-ready.

Students are counted as transfer-prepared only in the year they initially achieve that status. Some transfer-prepared students go on to become transfer-ready in the same or a subsequent year.

Earlier data reported in previous years were from a different source and are no longer reported due to lack of comparable methodology.

Source: CCSF Decision Support System metadata.

Transfer-prepared and Transfer-ready Trends 1998/09 to 2006/07

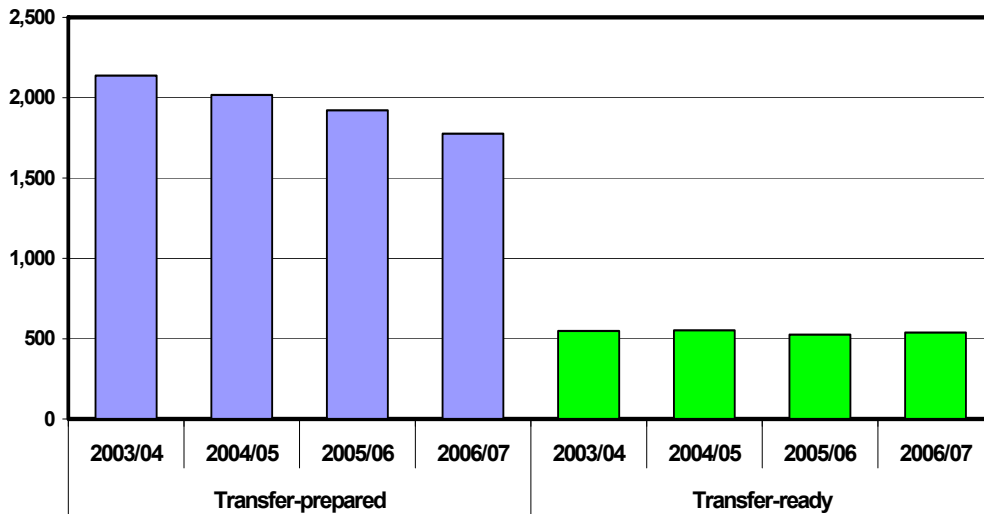


Fig. 9 Transfer-Prepared and Transfer-Ready Students

√ *Satisfaction of CCSF students*

Academic Priority: Table 15

Definition: In spring 2007, a random sample of credit course sections were surveyed as part of CCSSE--the Community College Survey of Student Engagement. The eight page survey solicits responses regarding a wide range of student experiences. Selected "engagement" results are included here in lieu of updated "satisfaction" data.

Of Interest: The items are ranked from highest average rating to lowest. "Acquiring a broad, general education," "learning effectively on your own," and "thinking critically and analytically" were ranked at the top of the list as perceived benefits of CCSF education, all ranked 2.74-2.77 (about halfway between "some" and "quite a bit"). "Contributing to the welfare of your community" was clearly perceived as the area that the students' CCSF education contributed to the least (1.88, on average less than "some"). Longitudinal comparisons are not available for this indicator.

Table 15 Student Engagement--Selected Results

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

Total Student Respondents = 1179
<http://research.ccsf.edu/CCSSE/CCSSE2007.htm>

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.

√ *Successful completion of CTE (vocational) credit courses*

Workforce Priority: Table 16

Definition: CTE refers to Career Technical Education. Career technical education in the community colleges is characterized by vocationally oriented courses as defined by certain 'SAM' codes*. An advanced CTE course is defined as one with a 'SAM' code of 'B' and an introductory CTE course by a 'SAM' code of 'C'. Successful completion is defined as a grade of A, B, C or CR.

Of Interest: CTE enrollment has remained consistently 22-23% of all credit enrollment over the past nine years. However, introductory CTE course enrollment has increased at a slightly faster rate than overall credit course enrollment in all disciplines.

Long-term Trend: All indicators have risen since 1998-99, including the passing rate and the enrollments in introductory and advanced CTE courses. However, advanced course enrollment (13,023) reached a six-year low in 2006-07.

Annual Change: The passing rates of introductory (72%) and advanced (83%) CTE courses were slightly lower in Fall 2007 than in any of previous four to five years. Total CTE enrollment as a percent of all credit enrollment nudged back up to 23% after 2 years at 22%.

*The acronym SAM stands for Student Accountability Model.

Workforce Priority: Table 16 Student Success in Introductory and Advanced CTE (Career Technical Education) Courses

| Year | Introductory CTE Enrollment | | Advanced CTE Enrollment | | Total CTE Enrollment (Dupl.) | Total Credit Course Enrollment (Dupl.) | Total CTE Enrollment as % of All Credit Enrollment |
|----------------------------------------------|-----------------------------|--------------|-------------------------|--------------|------------------------------|----------------------------------------|----------------------------------------------------|
| | Courses Taken | Passing Rate | Courses Taken | Passing Rate | | | |
| 1998-99 | 23,844 | 70% | 11,825 | 79% | 35,669 | 161,082 | 22% |
| 1999-00 | 24,074 | 70% | 12,505 | 80% | 36,579 | 159,613 | 23% |
| 2000-01 | 24,431 | 71% | 12,289 | 81% | 36,720 | 159,888 | 23% |
| 2001-02 | 26,224 | 72% | 14,005 | 84% | 40,229 | 174,515 | 23% |
| 2002-03 | 27,713 | 74% | 14,585 | 84% | 42,298 | 183,382 | 23% |
| 2003-04 | 25,507 | 74% | 14,385 | 84% | 39,892 | 174,997 | 23% |
| 2004-05 | 25,810 | 73% | 13,727 | 84% | 39,537 | 176,363 | 22% |
| 2005-06 | 26,212 | 74% | 13,214 | 84% | 39,426 | 177,248 | 22% |
| 2006-07 | 26,724 | 72% | 13,023 | 83% | 39,747 | 176,593 | 23% |
| Enroll. Pct. Incr. 1998-99 to 2006-07 | 12% | | 10% | | 11% | 10% | |

Passing Rate in CTE Courses

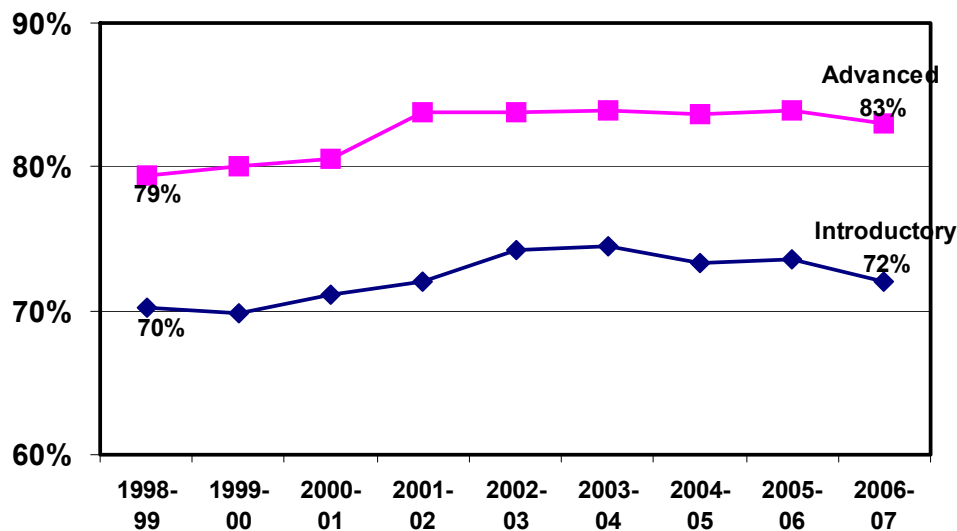


Fig. 10 Successful Completion of Career Technical Education Courses

√ *Number of certificates achieved annually in credit programs*

Workforce Priority: Table 17

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 in the number of certificates. Program areas are defined by TOP codes (State Taxonomy of Programs curricular designation) and may include multiple departments.

Of Interest: The number of certificates awarded declined -31% from 2004-05 to 2006-07 (two years).

Long-term Trend: Despite the recent declines noted in the last two years, the increase in certificates awarded has outpaced the growth of credit enrollment over the long term. Despite their volatility, certificates have actually shown a 39% increase over their average in earlier years (1996-1999).

Annual Change: 18% fewer certificates were awarded in 2006-07 than in 2005-06. The decline was broad, with a decline of at least 18% in 10 program areas (vs. 6 areas with increases).

Workforce Priority: Table 17 Certificates Awarded in CCSF Credit Programs

| Program Category | Avg. 1996-1999 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | Chg. % 2005-06 to 2006-07 | From 1996-1999 Avg. to 2006-07 |
|----------------------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------------------|--------------------------------|
| Ag. & Nat. Resources | 15 | 8 | 12 | 1 | 6 | 12 | 16 | 4 | 11 | 175% | -28% |
| Arch. & Environ. Design | 1 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0% | -100% |
| Biological Sciences | N/A | 2 | 0 | 4 | 13 | 17 | 30 | 61 | 68 | 11% | N/A |
| Business & Mgmt. | 91 | 143 | 96 | 86 | 115 | 115 | 103 | 101 | 74 | -27% | -19% |
| Commercial Services | 11 | 10 | 18 | 19 | 17 | 14 | 21 | 17 | 8 | -53% | -27% |
| Media & Communic. | 1 | 2 | 13 | 28 | 43 | 39 | 22 | 20 | 25 | 25% | 3650% |
| Information Tech. | 73 | 160 | 154 | 159 | 114 | 64 | 90 | 22 | 16 | -27% | -78% |
| Family and Consu. Sci. | 116 | 245 | 329 | 295 | 299 | 303 | 339 | 293 | 219 | -25% | 89% |
| Education | 8 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Eng'ing & Rel. Indus.Tech. | 77 | 173 | 114 | 152 | 142 | 106 | 201 | 182 | 129 | -29% | 68% |
| Fine & Applied Arts | 1 | 14 | 23 | 16 | 26 | 32 | 30 | 11 | 13 | 18% | 1200% |
| Foreign Language | N/A | N/A | N/A | N/A | 37 | 28 | 22 | 44 | 48 | 9% | N/A |
| Health | 320 | 234 | 340 | 279 | 286 | 394 | 474 | 395 | 314 | -21% | -2% |
| Humanities | N/A | 1 | 0 | 0 | 2 | 1 | 1 | 2 | 0 | -100% | N/A |
| Law | N/A | N/A | 14 | 11 | 16 | 20 | 20 | 20 | 16 | -20% | N/A |
| Library Science | 10 | 12 | 14 | 14 | 5 | 28 | 19 | 5 | 13 | 160% | 34% |
| Physical Sciences | 17 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Pub. Affairs & Services | 13 | 0 | 61 | 55 | 75 | 106 | 83 | 65 | 64 | -2% | 380% |
| Social Sciences | N/A | N/A | N/A | 4 | 13 | 5 | 3 | 9 | 5 | -44% | N/A |
| Total | 737 | 1,053 | 1,188 | 1,123 | 1,210 | 1,285 | 1,474 | 1,251 | 1,023 | -18% | 39% |

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

√ *Annual number of employers and employees served through contract education programs*

Workforce Priority: Table 18

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

Of Interest: From 1998-99 to 2004-05, the number of employers served through Contract Education dropped from 26 to 11 (-65%), but that trend strongly reversed in 2005-06 and has risen to 19 employers since then.

Long-term Trend: The long-term trend is still down 27% from 26 employers in 1998-99 to 19 employers in 2006-07.

Annual Change: The annual change was +19%, an increase from 16 to 19 employers.

Workforce Priority: Table 18
 Number of Employers Served By
 Contract Education Programs

| Year | Number of Employers |
|------------------------------|---------------------|
| 1998-99 | 26 |
| 1999-00 | 21 |
| 2000-01 | 25 |
| 2001-02 | 21 |
| 2002-03 | 21 |
| 2003-04 | 15 |
| 2004-05 | 11 |
| 2005-06 | 16 |
| 2006-07 | 19 |
| 1998-99 to 2006-07 Pct. Chg. | -27% |
| 2004-05 to 2006-07 Pct. Chg. | 73% |

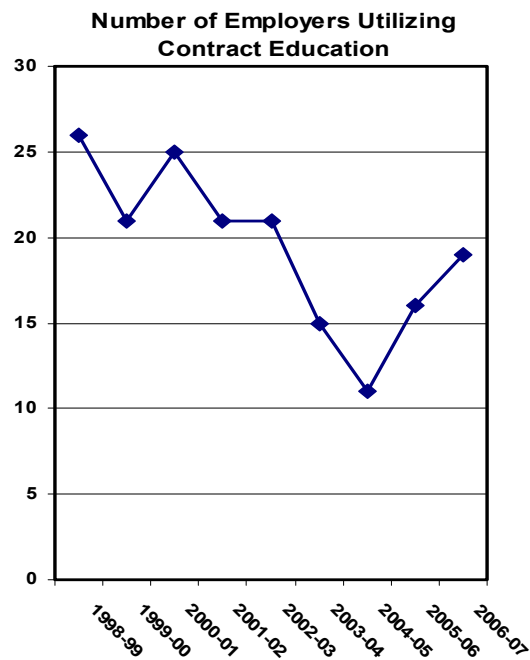


Fig. 11 Employers Served

Workforce Priority: Table 19

Definition: The number of employees served refers to employees who have received educational annually as a consequence of a CCSF contract education program arranged by their employers.

Of Interest: The Contract Ed/Title IV² data in Table 19 are not comparable with those of some prior years, due to improvements in Title IV record keeping. The 2006-07 CACT/Garment 2000³ numbers lend themselves better to a comparison and show a 3% decline in the number of employees served since 2004-05. CACT/Garment 2000 reversed a four-year downtrend in 2006-07 (+11).

Long-term Trend: Long term changes in contract education in terms of the number of employees served are extremely positive, with growth since 1998 of 73% in Contract Ed/Title IV and 95% in CACT/Garment 2000.

Annual Change: CACT/Garment 2000 employee participation increased from 372 in 2005-06 to 414 in 2006-07 (+11%). Contract Ed/Title IV also rose 7% from 2,900 employees served in 2005-06 to 3,103 served in 2006-07.

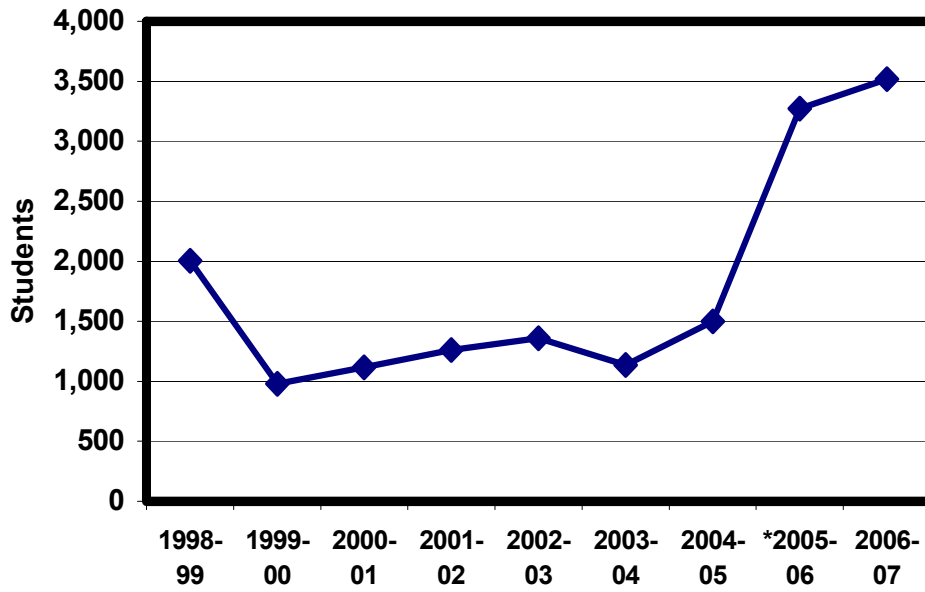
Workforce Priority: Table 19 Employees Served By CCSF in Contract Education Programs

| | Contract Education and Title IV | CACT/Garment 2000** | Total |
|------------------------------|---------------------------------|---------------------|-------|
| 1995-96 to 1997-98 Avg. | 1,335 | 162 | 1,496 |
| 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 | 475 | 1,360 |
| 2003-04 | 686 | 450 | 1,136 |
| 2004-05 | 1,074 | 425 | 1,499 |
| * 2005-06 | 2,900 | 372 | 3,272 |
| 2006-07 | 3,103 | 414 | 3,517 |
| 1998-99 to 2006-07 Pct. Chg. | 73% | 95% | 75% |
| 2004-05 to 2006-07 Pct. Chg. | 189% | -3% | 135% |

* Increase due in part to improved Title IV record-keeping.
 ** CACT estimated for 2002-03 through 2004-05; previous reports erroneously included duplicates, i.e., students served by CACT who were also enrolled in credit courses.
 2005-06 figure is revised. Source: CCSF Contract Education

² Title IV funds the training of Dept. of Human Services staff and others who deal with foster care.
³ CACT is the Center for Applied Competitive Technologies, a retraining program for displaced garment workers.

Enrollment in Contract Education/CACT/Garment 2000 Workforce Programs



Note: 2005-06 Increase due in part to improved record-keeping.

Fig. 12 Employees Served

√ *Annual licensure pass rates by occupational program*

Workforce Priority: Table 20

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. The unweighted average licensure pass rate is computed by taking the mean average of the different pass rates without regard to the relative size of each program. Each licensure program therefore contributes equally to the average.

Of Interest: Licensure pass rates declined in Paramedic (-16%), Phlebotomy (-7%), and Registered Nursing (-5%) programs, bringing the average down to 90% overall in 2006-07, from the previous year's 93%. Pharmacy Tech and Radiation Oncology Tech programs routinely have a 100% licensure pass rate.

Long-term Trend: The long-term improvement in licensure pass rates has been positive. The LVN Program in particular has improved licensure pass rates in 5 out of the last 7 years.

Annual Change: The annual change for the unweighted average of licensure pass rates was -3%.

Workforce Priority: Table 20

Annual Licensure Pass Rates

| | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
|--------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Aircraft Maintenance Tech* | | | | 93% | | 100% | N/A | NA |
| Automotive General | 45% | 45% | 50% | 53% | 53% | 54% | N/A | NA |
| CVT/Echocardiography Tech** | | | 100% | 100% | 100% | 88% | 100% | NA |
| EMT | | | 93% | 99% | 96% | 100% | 97% | 96% |
| Pharmacy Tech | | | 100% | 100% | 100% | 100% | 100% | 100% |
| Radiation Oncology Tech | 83% | 75% | 100% | 100% | 100% | 100% | 100% | 100% |
| Diagnostic Medical Imaging | | | | 100% | 100% | 100% | 75% | 76% |
| Health Information Tech | | | 100% | 87% | 89% | 100% | 86% | 86% |
| Medical Assisting | | | 87% | 92% | | | 94% | 100% |
| LVN | 72% | 74% | 65% | 75% | 82% | 88% | 86% | 89% |
| RN | 81% | 87% | 81% | 87% | 85% | 76% | 91% | 86% |
| Paramedic Program | | | | | 100% | 100% | 97% | 81% |
| Phlebotomy | | | | | | 99% | 96% | 89% |
| Unweighted Average of Programs | 70% | 70% | 86% | 90% | 90% | 92% | 93% | 90% |

*Aviation Mechanic Powerplant, Airframe and General no longer offered.

**CVT/Echocardiography Tech is a two-year program.

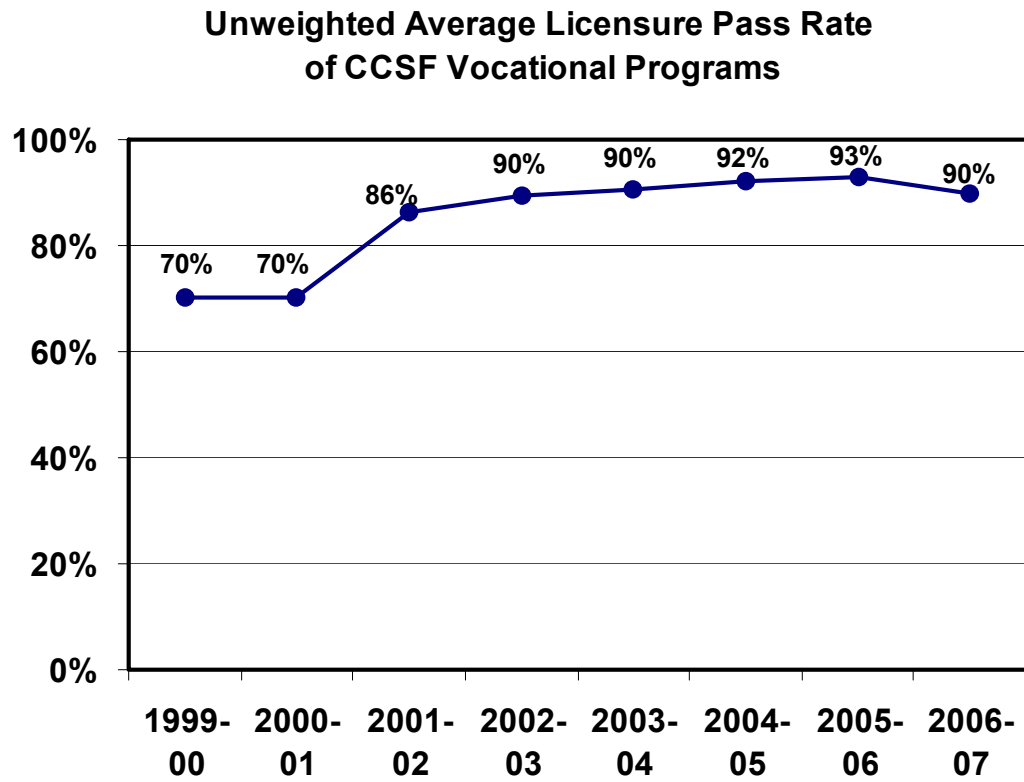


Fig. 13 Licensure Pass Rate

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.

√ *Percent of San Francisco population served by CCSF*

Outreach Priority: Table 21 Participation Rate

Definition: Table 21 examines the number of San Francisco residents enrolled (in credit and noncredit) at CCSF as compared to the total number of residents in the city of San Francisco. This represents a transition to a new way of showing participation rates. The new format uses academic year enrollment data instead of fall semester data.

Of interest: The overall participation rate of CCSF (9%) is higher than that of the CCC system as a whole (7%). Further detail available in Appendix D.

Long-term Trend: From 2000-01 to 2006-07, the participation rate remained stable.

Annual Change: The participation rate remained unchanged from 2005-06 to 2006-07.

Outreach Priority: Table 21 Participation (Enrollment) Rate of San Franciscans at CCSF With Statewide (CCC) Comparison

| 2000-01 CCSF | 2005-06 CCSF | 2006-07 | |
|-----------------|-----------------|---------|-----|
| | | CCSF | CCC |
| 9% | 9% | 9% | 7% |

Notes: See "Definition" above for further explanation of new format. Although service to the residents of San Francisco is a key part of the CCSF mission, we also serve many other Bay Area residents and have students from around the country and around the world.

√ *Number of concurrently enrolled high school students at CCSF*

Outreach Priority: Table 22

Definition: High school students can concurrently enroll at both their high school and at CCSF if they meet certain minimum requirements. Table 22 provides concurrent student enrollments in each of the Schools at CCSF.

Of Interest: A regulatory change regarding permissibility of concurrent PE enrollment affected community colleges statewide. CCSF saw a sharp decline in the levels of concurrent enrollment in Physical Education (PE) that had occurred up to 2003-04.

Long-term Trend: From 1998-99 to 2006-07, concurrent enrollment declined 33%. However, exclusive of enrollment in the School of Health and PE, unduplicated concurrent enrollment actually has increased 42% from 1998-99 to 2006-07, nearly five times as much as the rate of increase (9%) of overall credit enrollment.

Annual Change: Unduplicated concurrent student enrollment was up 19% year over year.

Outreach Priority: Table 22

Concurrent Enrollment of High School Students at CCSF

| Concurrent Enrollment, Credit Only, School of: | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | Pct. Chg. 2005-06 to 2006-07 | Pct. Chg. 1998-99 to 2006-07 |
|------------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|------------|------------------------------|------------------------------|
| Applied Science | 31 | 37 | 28 | 61 | 29 | 24 | 17 | 10 | 20 | 100% | -35% |
| Behav & Soc. Science | 213 | 276 | 242 | 359 | 229 | 114 | 169 | 142 | 140 | -1% | -34% |
| Business | 192 | 252 | 92 | 122 | 79 | 48 | 114 | 51 | 11 | -78% | -94% |
| ESL & Int'l Ed. | 7 | 11 | 17 | 15 | 10 | 2 | 1 | 2 | 4 | 100% | -43% |
| Health & P.E | 717 | 980 | 1,149 | 1,128 | 1,331 | 845 | 161 | 167 | 184 | 10% | -74% |
| <i>Health Care Technology</i> | 0 | 2 | 20 | 55 | 32 | 32 | 97 | 104 | 108 | 4% | N/A |
| <i>Health Science</i> | 16 | 12 | 25 | 36 | 29 | 18 | 31 | 35 | 36 | 3% | 125% |
| <i>Physical Education & Dance</i> | 701 | 968 | 1,112 | 1,046 | 1,280 | 798 | 35 | 28 | 40 | 43% | -94% |
| Liberal Arts | 165 | 270 | 307 | 269 | 310 | 137 | 198 | 184 | 238 | 29% | 44% |
| Science & Math | 124 | 231 | 373 | 591 | 493 | 190 | 288 | 218 | 307 | 41% | 148% |
| Library & Learning Res. | 77 | 89 | 101 | 48 | 3 | 35 | 37 | 31 | 22 | -29% | -71% |
| Student Services | 56 | 129 | 84 | 125 | 80 | 169 | 44 | 16 | 21 | 31% | -63% |
| Total Unduplicated* | 1,222 | 1,694 | 1,921 | 2,226 | 2,211 | 1,393 | 866 | 692 | 821 | 19% | -33% |

High School Students Concurrently Enrolled at CCSF

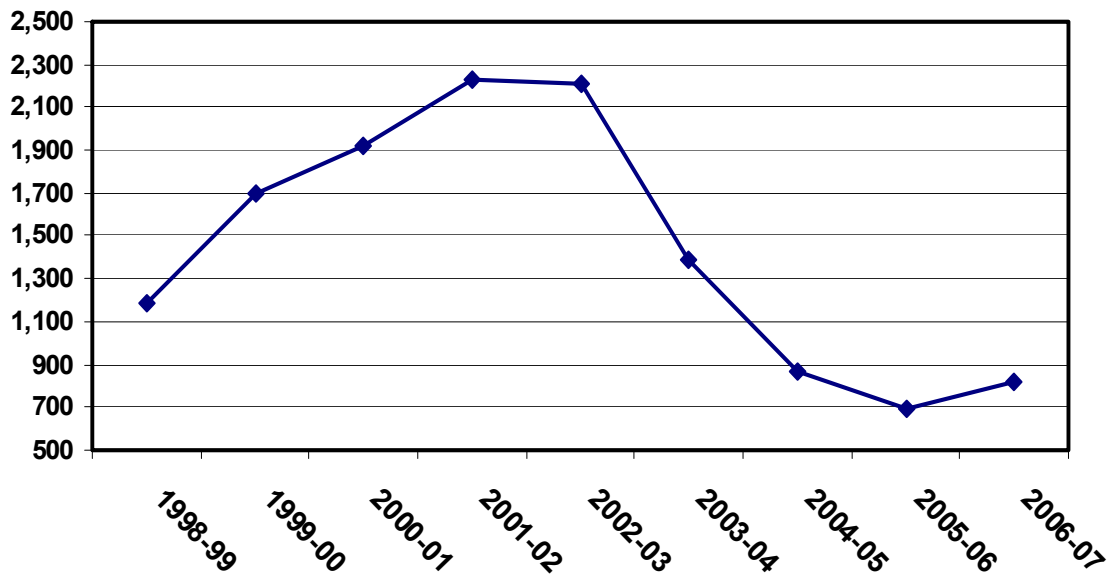


Fig. 14 Concurrent Enrollment

√ *Numbers of out-of-state and international students at CCSF*

Outreach Priority: Tables 23 and 24

Definition: Tables 23 and 24 reflect the number of “foreign residency” and out-of-state students who were enrolled in at least one credit course at CCSF.

Of Interest: In 2006-07, CCSF experienced the fifth consecutive annual decline in international student enrollment (-36% since the peak in 2001, falling from 1,615 to 1,040 in five years), but saw out-of-state enrollment that was more than double that of only two years earlier.

Long-term Trend: From 1998-99 to 2006-07, nonresident student enrollment increased an overall 33%, compared to a 9% increase in all credit enrollment. Despite that overall increase, the enrollment of international students declined 20% from 1,307 in 1998-99 to 1,040 in 2006-07. However, out-of-state enrollment increased 150% from 600 to 1,497 during the same time period.

Annual Change: The annual change in overall nonresident enrollment was +8%, made up of international student enrollment -4%, and out-of-state +18%.

Outreach Priority: Table 23 Numbers of International and Out-of-State Students Enrolled at CCSF

| Year | Int'l | Out-of-State | Int'l as % of all Credit Enr. | Out-of-State as % of all Credit Enr. | Out-of-State + Int'l as % of all Credit Enr. |
|---------|-------|--------------|-------------------------------|--------------------------------------|----------------------------------------------|
| 1998-99 | 1,307 | 600 | 3% | 1% | 4.3% |
| 1999-00 | 1,380 | 724 | 3% | 2% | 4.6% |
| 2000-01 | 1,481 | 776 | 3% | 2% | 4.8% |
| 2001-02 | 1,615 | 847 | 3% | 2% | 4.8% |
| 2002-03 | 1,591 | 963 | 3% | 2% | 4.8% |
| 2003-04 | 1,391 | 691 | 3% | 1% | 4.4% |
| 2004-05 | 1,200 | 714 | 3% | 1% | 4.0% |
| 2005-06 | 1,086 | 1,264 | 2% | 3% | 4.9% |
| 2006-07 | 1,040 | 1,497 | 2% | 3% | 5.3% |

Source: Decision Support System

Outreach Priority: Table 24 Longitudinal Trend Summary: International and Out-of-State Students

| Year | Int'l | Out-of-State | Combined | All Credit |
|-----------|-------|--------------|----------|------------|
| 1998-99 | 1,307 | 600 | 1,907 | 44,395 |
| 2006-07 | 1,040 | 1,497 | 2,537 | 48,213 |
| Pct. Chg. | -20% | 150% | 33% | 9% |

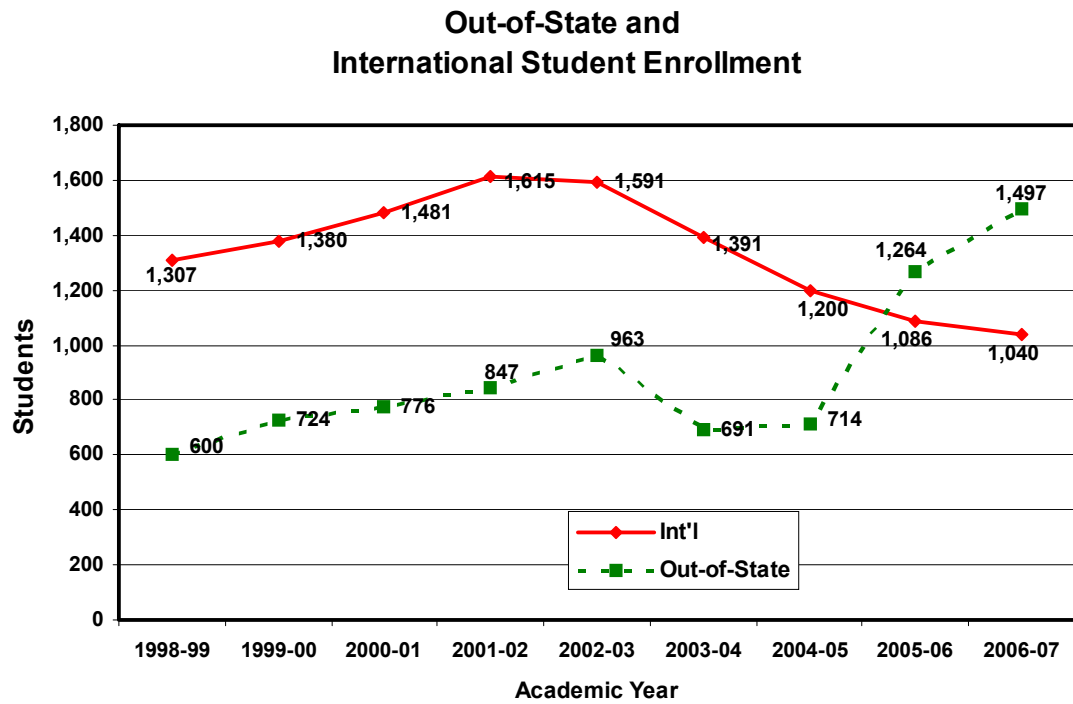


Fig. 15 Numbers of Out-of-State and International Students

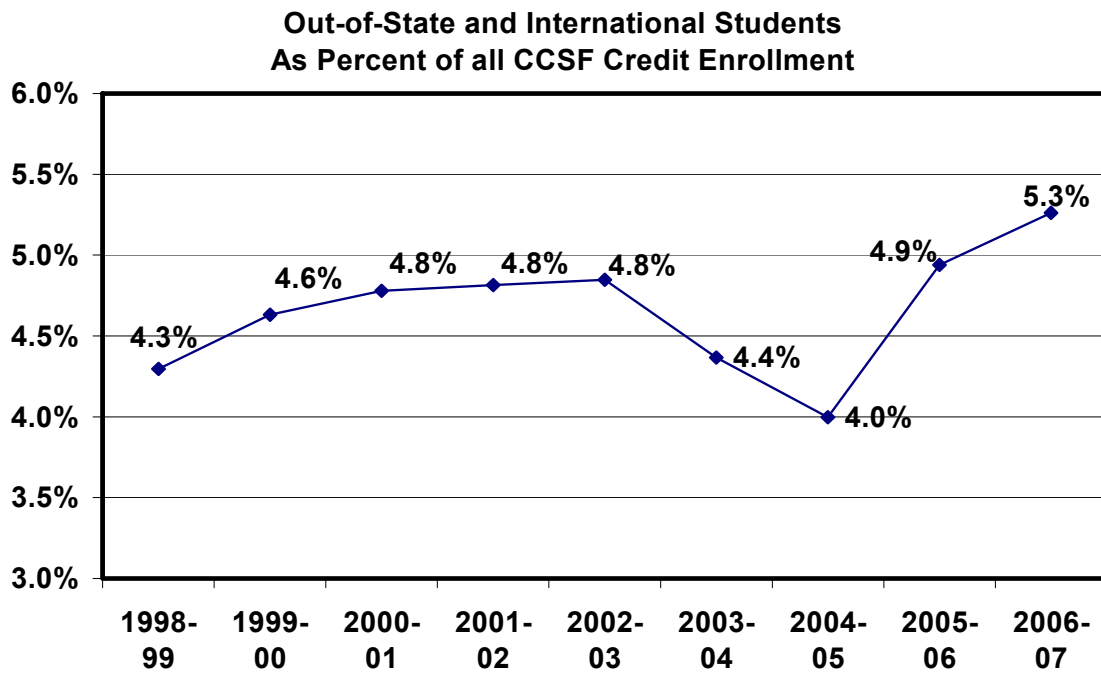


Fig. 16 Combined Out-of-State and International Percentage

√ *Number of credit students who have enrolled at any time in noncredit courses*

Outreach Priority: Table 25

Definition: The number of students enrolled in credit courses in a given academic year who have taken or are taking noncredit classes is used as a proxy for “students moving from noncredit to credit.”

Of Interest: Some credit students make use of noncredit in various ways, typically prior to or concurrently with their credit enrollment, in order to gain skills and knowledge. The noncredit experience may be viewed in such cases as support for later learning and an avenue of access to higher education. Students meeting the above definition, who in 1998-99 were 33.3% or a third of all students, have decreased steadily as a percentage and now make up only 29.4% of credit students.

Long-term Trend: From 1998-99 to 2006-07, while overall credit headcount increased 9%, credit enrollment by students with noncredit attendance declined by 618 or about 4%.

Annual Change: In 2006-07, students using noncredit to access credit programs declined about two percentage points from 31.6% to 29.4% of all credit students. (In Table 25, the figures are rounded to the nearest percent.)

Outreach Priority: Table 25 Number of Credit Students Who Have Enrolled at Any Time in Noncredit Courses

| Academic Year | All Students with Credit Enrollment | Credit Students Who Have Taken Both Credit and Noncredit* | |
|---------------|-------------------------------------|-----------------------------------------------------------|---------|
| | | Number | Percent |
| 1998-99 | 44,395 | 14,803 | 33% |
| 1999-00 | 45,435 | 15,195 | 33% |
| 2000-01 | 47,250 | 15,376 | 33% |
| 2001-02 | 51,149 | 16,358 | 32% |
| 2002-03 | 52,519 | 16,686 | 32% |
| 2003-04 | 47,649 | 15,599 | 33% |
| 2004-05 | 47,244 | 15,229 | 32% |
| 2005-06 | 47,002 | 14,839 | 32% |
| 2006-07 | 48,213 | 14,185 | 29% |

*Have taken both at some time but not necessarily during the same semester.

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.

√ *Number and percentage of students receiving financial aid annually*

Outreach Priority: Table 26

Definition: Financial aid includes loans, grants, waivers, and work study. Table 26 does not include scholarships, which are administered through a different office. "Received," as defined by the Office of Financial Aid, means a student was awarded the aid, although they may have subsequently declined some or all of it. Some additional students who were not awarded aid were nonetheless served by the Financial Aid Office, but are not reflected in this definition.

Of Interest: After a period of rapid growth in financial aid services from 1998/99 to 2004-05, the number of students receiving financial aid leveled off in 2005-06 and 2006-07.

Long-term Trend: Although still a very limited number of noncredit students receive financial aid, that number increased 54% from 143 in 1998-99 to 220 in 2006-07. Overall, from 1998-99 to 2006-07, the number of all students (credit and noncredit) receiving financial aid nearly doubled (+100%) while the growth in credit enrollment was +9% and the growth in all enrollment was +1%.

Annual Change: Students who received financial aid declined from 31% to 30% of all credit students, but remained 16% of all students. The *number* of students receiving financial aid the last two years did not change appreciably.

Student Development Priority: Table 26

Students Receiving Financial Aid

| Year | Credit Students | | | All (Credit & Noncredit*) Students | | |
|---------|-----------------|------------------------|---------|------------------------------------|------------------------|---------|
| | Enrolled | Received Financial Aid | | Enrolled | Received Financial Aid | |
| | | Number | Percent | | Number | Percent |
| 1998-99 | 44,395 | 7,191 | 16% | 89,011 | 7,334 | 8% |
| 1999-00 | 45,435 | 8,337 | 18% | 91,145 | 8,483 | 9% |
| 2000-01 | 47,250 | 8,095 | 17% | 93,864 | 8,232 | 9% |
| 2001-02 | 51,149 | 9,237 | 18% | 100,199 | 9,383 | 9% |
| 2002-03 | 52,519 | 10,696 | 20% | 100,719 | 10,833 | 11% |
| 2003-04 | 47,649 | 12,297 | 26% | 92,836 | 12,408 | 13% |
| 2004-05 | 47,244 | 14,459 | 31% | 90,139 | 14,505 | 16% |
| 2005-06 | 47,002 | 14,540 | 31% | 89,045 | 14,629 | 16% |
| 2006-07 | 48,213 | 14,425 | 30% | 89,838 | 14,645 | 16% |

Includes Stafford Loans (starting in 2001-02), Work Study, Pell Grants, Perkins Grants, SEOG, Cal Grants, and Bogg Fee Waivers.

*Fewer than 1/2 of 1% of students in noncredit programs receive financial aid for such programs.

Data for 2004-2005 and 2005-06 were revised from previous reports.

Source: CCSF Financial Aid Office

CCSF Students Receiving Financial Aid

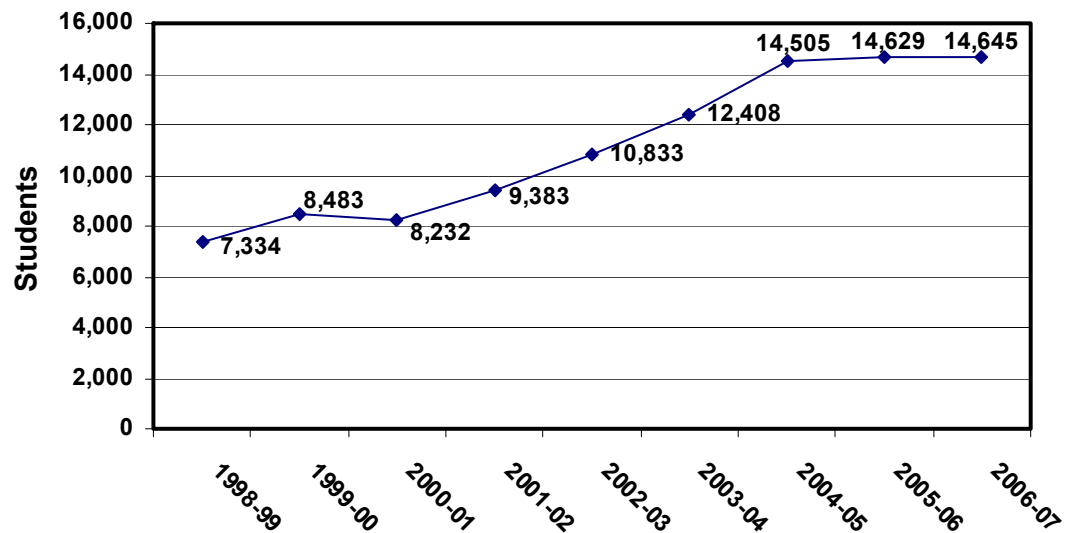


Fig. 17 Students Receiving Financial Aid

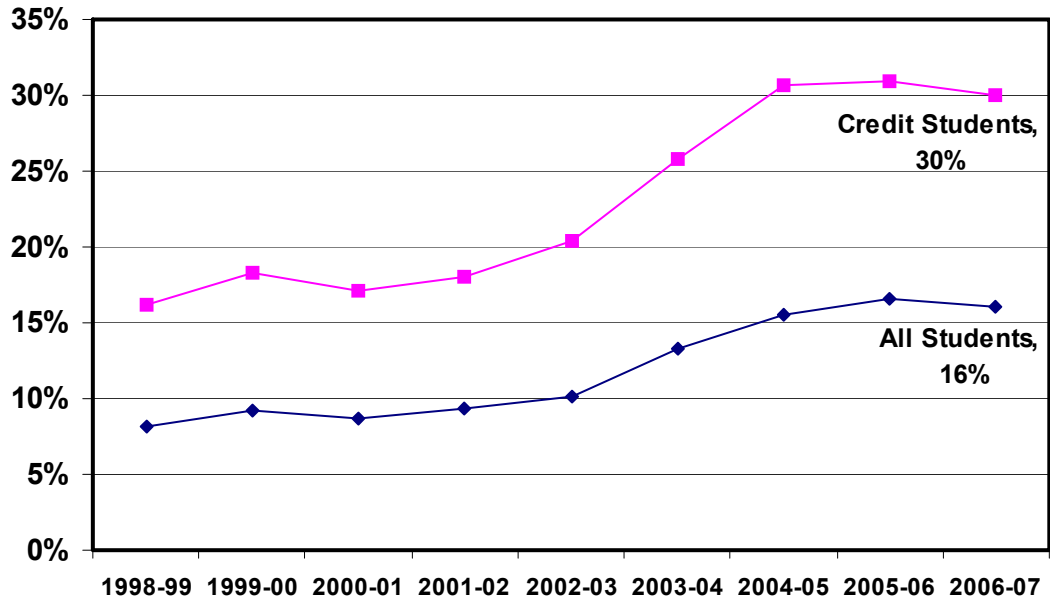


Fig. 18 Percentage of Students Receiving Financial Aid

√ *Number of students receiving matriculation services annually*

Student Development Priority: Tables 27 and 28

Definition: Matriculation is a process to enhance student access to City College of San Francisco. Admissions, orientation, assessment and testing, counseling and follow-up services are designed to promote and sustain the efforts of students to be successful in their educational endeavors. The matriculation services reflected in the tables in this section are placement testing (assessment), counseling and orientation. All credit students who take more than nine units in all and do not have a degree are required to receive these services. Depending on the site and program, noncredit students may also be required to participate in matriculation services. Students with very limited English language skills may be exempted if unable to benefit from the matriculation process.

Of Interest: These data are not confined to new students and may show services received in prior years. A majority of both credit and noncredit students enrolled in 2006-07 had received some matriculation services. In fact, although noncredit *enrollment* declined by 3,368 or 7% from 1998-99 to 2006-07, the number of students who had received noncredit *matriculation services* increased by 12,822 or 126% during the same period.

Long-term Trend: From 1998-99 to 2006-07, the percentage of students receiving credit matriculation services rose slightly from 56% to 58%, while the percentage of students receiving noncredit matriculation services more than doubled from 21% to 52%.

Annual Change: From 2005-06 to 2006-07, the percentage of credit students receiving matriculation services declined one percentage point from 59% to 58%, while the percentage of noncredit students receiving matriculation services remained at 52%.

Student Development Priority: Table 27 Credit - Matriculation Services Accessed

| Academic Year | Number of Credit Students | | | | Percentage of Enrollment | | |
|---------------|---------------------------|-----------|--------------|-------------|--------------------------|--------------|-------------|
| | Enrollment | 1 Service | 2-3 Services | No Services | 1 Service | 2-3 Services | No Services |
| 1998-99 | 44,395 | 5,955 | 19,117 | 19,323 | 13% | 43% | 44% |
| 1999-00 | 45,435 | 5,718 | 19,212 | 20,505 | 13% | 42% | 45% |
| 2000-01 | 47,250 | 6,205 | 19,017 | 22,028 | 13% | 40% | 47% |
| 2001-02 | 51,149 | 6,847 | 20,434 | 23,868 | 13% | 40% | 47% |
| 2002-03 | 52,519 | 7,121 | 21,413 | 23,985 | 14% | 41% | 46% |
| 2003-04 | 47,649 | 6,443 | 21,957 | 19,249 | 14% | 46% | 40% |
| 2004-05 | 47,244 | 5,969 | 22,471 | 18,804 | 13% | 48% | 40% |
| 2005-06 | 47,002 | 6,286 | 21,616 | 19,100 | 13% | 46% | 41% |
| 2006-07 | 48,213 | 6,660 | 21,440 | 20,113 | 14% | 44% | 42% |

When students receive only one matriculation service, that is most often placement testing. The other two services are counseling and orientation. Some students who do not access matriculation services may receive other types of counseling services, which would not be indicated here. Discrepancies in percentages are due to rounding. The table is not confined to new students but includes all credit students; matriculation services may have been received in the year shown or any prior year.

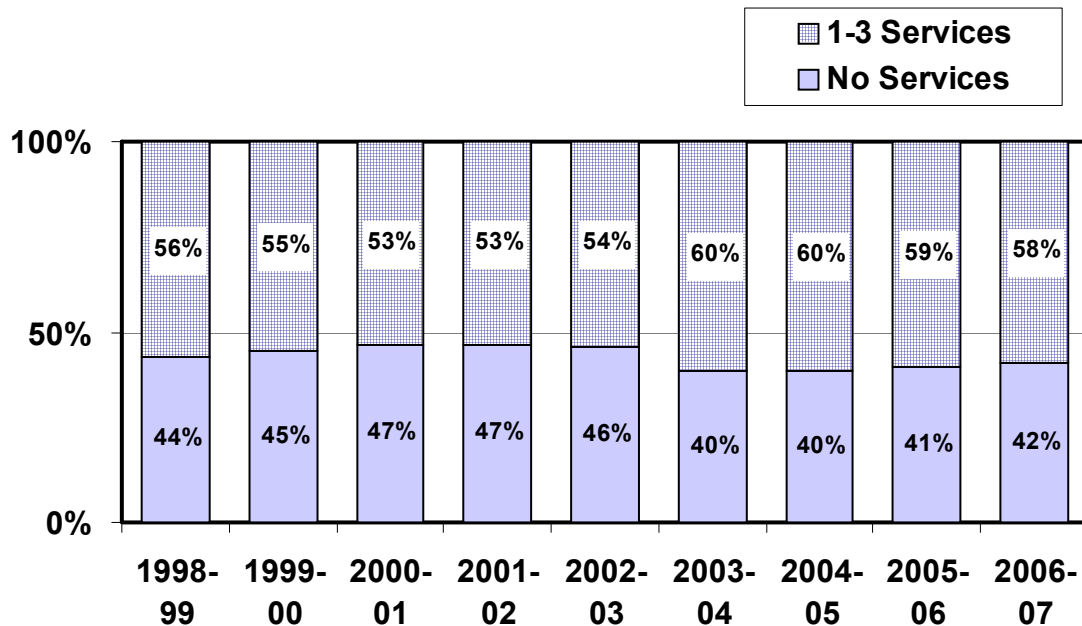


Fig. 19 Matriculation Services Accessed by Students in Credit Programs

Student Development Priority: Table 28

Noncredit - Matriculation Services Accessed

| Academic Year | Number of Noncredit Students | | | | Percentage of Enrollment | | |
|---------------|------------------------------|-----------|--------------|-------------|--------------------------|--------------|-------------|
| | Enrollment | 1 Service | 2-3 Services | No Services | 1 Service | 2-3 Services | No Services |
| 1998-99 | 47,715 | 1,870 | 8,312 | 37,533 | 4% | 17% | 79% |
| 1999-00 | 48,960 | 3,204 | 13,523 | 32,233 | 7% | 28% | 66% |
| 2000-01 | 49,827 | 4,299 | 16,408 | 29,120 | 9% | 33% | 58% |
| 2001-02 | 52,552 | 4,659 | 19,556 | 28,337 | 9% | 37% | 54% |
| 2002-03 | 51,701 | 3,561 | 20,540 | 27,600 | 7% | 40% | 53% |
| 2003-04 | 48,258 | 3,811 | 19,294 | 25,153 | 8% | 40% | 52% |
| 2004-05 | 45,814 | 5,138 | 17,933 | 22,743 | 11% | 39% | 50% |
| 2005-06 | 44,421 | 5,705 | 17,429 | 21,287 | 13% | 39% | 48% |
| 2006-07 | 44,347 | 6,750 | 16,254 | 21,343 | 15% | 37% | 48% |

When students receive only one service, that is most often placement testing. The other two matriculation services are counseling and orientation.

Some students who do not access matriculation services may receive other types of counseling services, which would not be indicated here. Discrepancies in percentages are due to rounding.

The table is not confined to new students but includes all credit students; matriculation services may have been received in the year shown or any prior year.

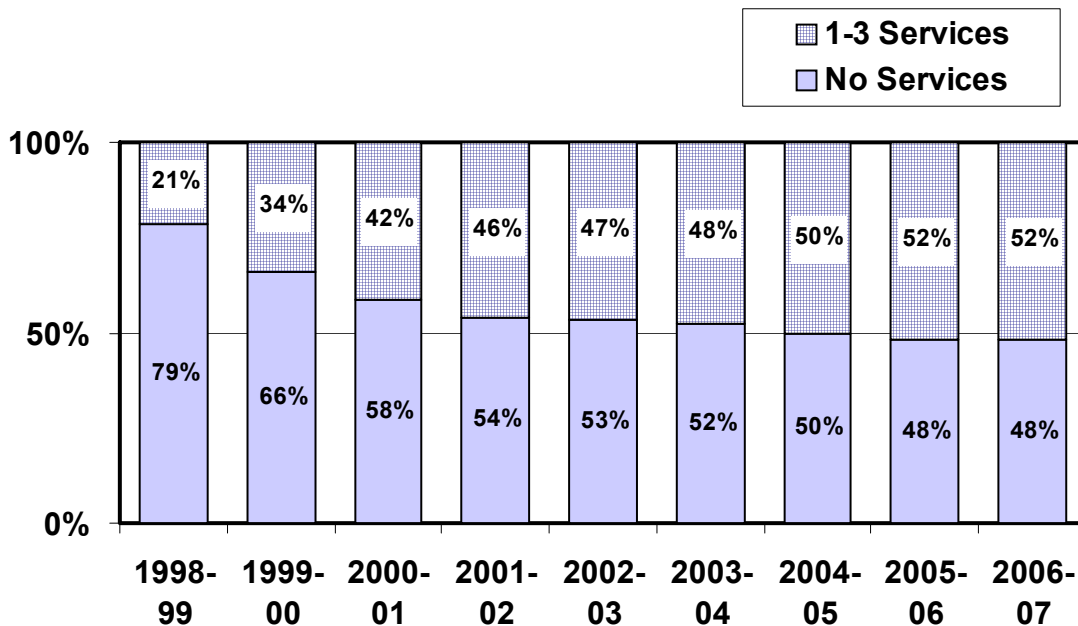


Fig. 20 Matriculation Services Accessed by Students in Noncredit Programs

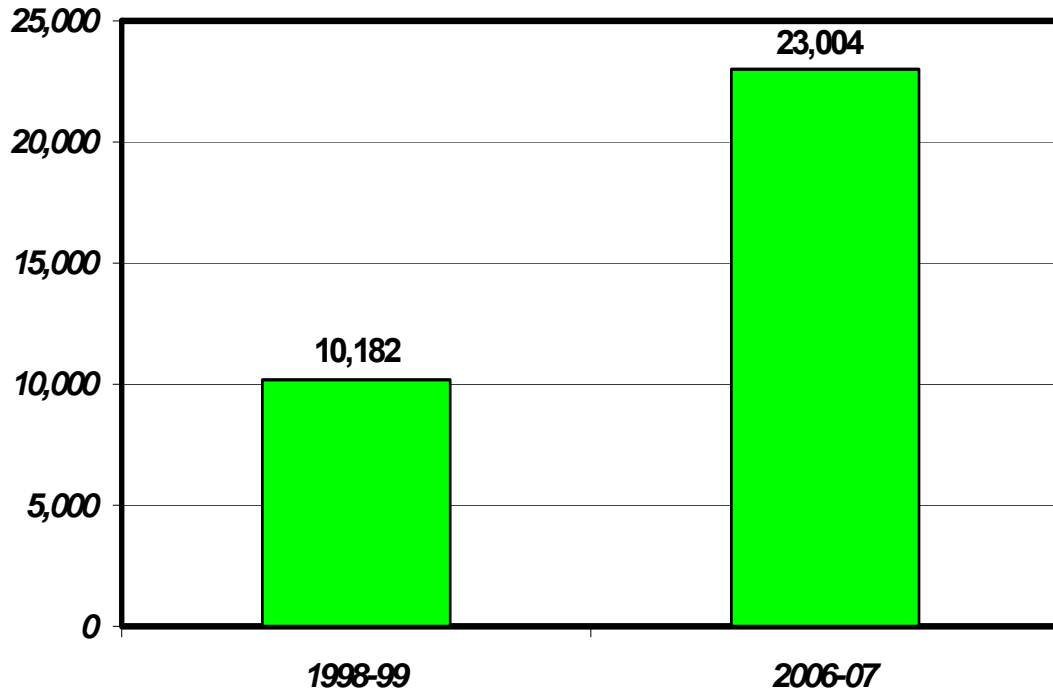


Fig. 21 Noncredit Students Having Received Matriculation Services

√ *Student satisfaction with Student Development services*

Student Development Priority: Table 29

Definition: Note that not all of the areas reported below may relate specifically or exclusively to the Student Development Division. In spring 2007, a random sample of credit course sections were surveyed as part of CCSSE--the Community College Survey of Student Engagement. The eight-page survey solicited responses regarding a wide range of student experiences. Results were reported the following fall. In this table are CCSF student responses relating to student services of various kinds.

Of Interest: “Computer lab” had the highest reported frequency of use, the highest level of satisfaction reported, and was viewed as among the most important (2.67 on a scale of 1-3). Academic advising/planning, transfer credit assistance, financial aid advising, and career counseling were also scored on average as among the most important services, but the satisfaction rating for those services was closer to “somewhat” (2.0) ranging from 1.98-2.09. Peer tutoring and skills labs (writing, math, etc.) had been reportedly used by more respondents and had relatively higher satisfaction ratings, yet were rated slightly lower in importance than services mentioned above.

Table 29 Selected Student Services

| How often do you use the following services? How satisfied are you with the services? How important are the services to you? | Responded | Used Service | Mean** | | |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|----------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------|
| | | | Frequency of Use 1=Rarely/never, 2=Sometimes, 3=Often | Satisfaction 1=Not at all, 2=Somewhat, 3=Very | Importance 1=Not at all, 2=Somewhat, 3=Very |
| a. Academic advising/planning | 701 | 59% | 1.75 | 2.09 | 2.69 |
| b. Career counseling | 537 | 46% | 1.64 | 1.98 | 2.63 |
| c. Job placement assistance | 310 | 26% | 1.42 | 1.73 | 2.42 |
| d. Peer or other tutoring | 486 | 41% | 1.77 | 2.13 | 2.52 |
| e. Skill labs (writing, math, etc.) | 511 | 43% | 1.93 | 2.20 | 2.54 |
| f. Child care | 121 | 10% | 1.35 | 1.58 | 1.79 |
| g. Financial aid advising | 456 | 39% | 1.83 | 2.01 | 2.65 |
| h. Computer lab | 695 | 59% | 2.14 | 2.43 | 2.67 |
| i. Student organizations | 292 | 25% | 1.45 | 1.79 | 2.16 |
| j. Transfer credit assistance | 460 | 39% | 1.76 | 1.97 | 2.67 |
| k. Services to students with disabilities | 182 | 15% | 1.67 | 2.03 | 2.43 |
| Average | N/A | 37% | 1.70 | 1.99 | 2.47 |
| Range | 121 to 701 | 10% to 59% | 1.35 to 2.14 | 1.58 to 2.43 | 1.79 to 2.96 |

1,179 students responded in all.

*Weighted by full-time, part-time so that responses are representative.

**For those who used the service.

Strategic Priority #6

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

√ *Annual funds generated by grant- and development-related activities.*

Resources Priority: Table 30

Definitions : *Competitive Grants* include all grants based on the merit of submitted proposals, whether received from federal, state, private, foundation, or city sources. This category also includes contract education. *Categorical/Instructional Block Grants* include restricted State funding such as EOPS, Matriculation funds, and TANF/CALWORKS. This category also includes fee-based programs, cash match and miscellaneous government grant revenues.

Scholarship/Foundation funds include all funds procured through annual giving, targeted scholarship donations, and other individual or private donations to the CCSF Foundation. *Child Development Funds* include all public and private funds for use in child development activities.

Of Interest: The chart shows three consecutive years of similar increases from 2004-05 to 2006-07.

Long-term Trend: Revenues from state block grants and alternative sources such as scholarships, grants, and child development rose 169% from \$19.2 million in 1998-99 to \$ 51.7 million in 2006-07. Scholarships/ Foundation funds generated annually were lower in 2005-06 and 2006-07 than in the previous seven years.

Annual Change: From 2005-06 to 2006-07, revenues from grant- and development-related activities rose 16% from \$41.6 mil. to \$51.7 mil.

Resources Priority: Table 30 Annual Funds Generated by Grant- and Development-Related Activities

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
|---------------------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Scholarships/ Foundation | \$2.1 | \$2.3 | \$2.3 | \$2.4 | \$9.7 | \$2.3 | \$4.2 | \$1.3 | \$1.6 |
| Grants, Recognized Revenues | \$17.2 | \$18.9 | \$28.7 | \$21.2 | \$27.3 | \$26.4 | \$32.5 | N/A* | N/A* |
| Grants, Competitive | N/A* | N/A* | N/A* | N/A* | N/A* | N/A* | N/A* | \$17.1 | \$16.5 |
| Grants, Categorical, Instructional Block | N/A* | N/A* | N/A* | N/A* | N/A* | N/A* | N/A* | \$16.8 | \$25.2 |
| Child Development Funds | N/A* | N/A* | N/A* | N/A* | N/A* | N/A* | N/A* | \$9.3 | \$8.4 |
| Total** | \$19.2 | \$21.2 | \$31.0 | \$23.6 | \$37.0 | \$28.7 | \$36.7 | \$44.6 | \$51.7 |

*A separate breakout of competitive, categorical, instructional block and child development grants has been done for 2005-06. Previously, those were totaled under "Grants, Recognized Revenues" for a given year. Budgeted amounts shown.

**Differences due to rounding. Totals are correct.

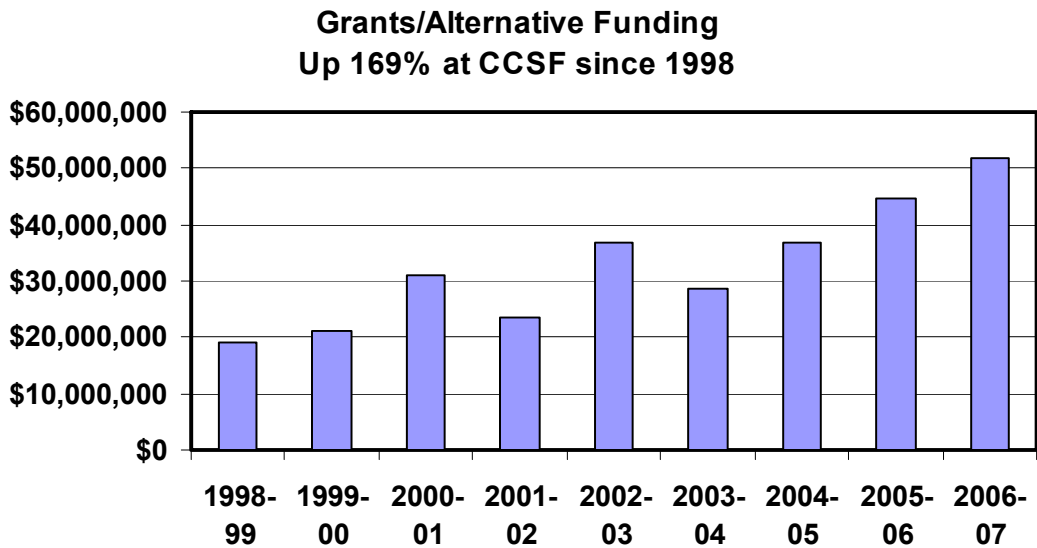


Fig. 22 Alternative Funding

√ *Fund Balance as Percent of Expenditures*

Resources Priority: Table 31

Definition: The total fund balance, reported as a dollar amount and as a percent of expenditures, is a measure of the funds remaining in the general unrestricted fund at the end of the fiscal year.

Of Interest: From 1998-99 to 2002-03, the fund balance remained in the range of 4.90-6.55%. From 2003-04 to 2007-08 (projected), the fund balance has been in the range of 9.28-14.04%.

Long-term Trend: In general, in the years since 2003, the fund balance has been roughly twice the size it was from 1998-99 to 2002-03.

Annual Change: In 2007-08, the fund balance is projected to decline 1.76% as a percent of expenditures.

Resources Priority: Table 31 Fund Balance as Percent of Expenditures

| Year | Board Designated Reserve | Total Fund Balance—Unrestricted General Fund | General Fund Expenditures | Total Fund Balance as Percent of Expenditures |
|----------|--------------------------|----------------------------------------------|---------------------------|-----------------------------------------------|
| 1998-99 | \$3,750,000 | \$8,333,246 | \$127,280,255 | 6.55% |
| 1999-00 | \$4,200,000 | \$7,492,483 | \$135,782,959 | 5.52% |
| 2000-01 | \$4,950,000 | \$8,784,209 | \$145,686,901 | 6.03% |
| 2001-02 | \$5,500,000 | \$9,284,668 | \$153,640,491 | 6.04% |
| 2002-03 | \$4,000,000 | \$7,640,873 | \$155,952,468 | 4.90% |
| 2003-04 | \$3,775,343 | \$21,600,757 | \$153,878,934 | 14.04% |
| 2004-05 | \$3,775,343 | \$14,955,327 | \$161,201,605 | 9.28% |
| 2005-06 | \$4,552,879 | \$16,624,247 | \$169,957,741 | 9.78% |
| 2006-07 | \$6,652,879 | \$21,678,407 | \$179,295,708 | 12.09% |
| 2007-08* | \$6,652,879 | \$19,987,981 | \$193,496,467 | 10.33% |

*Projected

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.

√ *Integration of and satisfaction with the use of technology by CCSF employees*

Current data not available. A report on this indicator will be available in a future edition of this report.

√ *Number of distance learning sections and enrollment in distance learning*

Technology Priority: Tables 32 and 33

Definition: Online courses are usually defined at CCSF as courses that are offered asynchronously through the internet, with students generally required to come on campus no more than three times. However, data in Tables 33 and 34 also include as online the subcategory of “hybrid” courses which are partially online, but entail some additional offline attendance or activities beyond the minimum required in other online courses. Beyond these categories, distance learning also includes telecourses, in which the student participates at home through the medium of television.

Of Interest: Some slowing of the rate of increase in distance learning sections has resulted as the total number has increased. (By analogy, it’s easier to accelerate from 40 to 80 mph than to double 80 mph to 160 mph). The annual rate of increase of distance learning sections peaked in Fall 2004, and though it has continued an increase in the double digits annually, the rate of increase has slowed.

While the number of telecourse sections has declined since fall 2000, the number of sections of online (including hybrid) courses has greatly increased. In fall 2000, telecourse sections had an average enrollment of 47 students, while online sections enrolled 28 students on average. At that time, telecourses made up 68% of all CCSF distance learning sections. Over time, telecourses attracted fewer students and online classes grew as a percentage of distance learning offerings. By fall 2007, telecourse offerings had fallen from 68% to 10% of all distance learning sections and average enrollment in such courses had also dropped from 47 to 31 students. Online classes (including hybrid), made up the other 90% and had a similar average enrollment of 30 students.

Long-term Trend: In the seven years from fall 2000 to fall 2007, the number of online sections offered at CCSF rose from 9 to 137, a dramatic, fifteen-fold increase of 1422%. Average enrollment per section stayed in the range of 28-33 for the entire period. Over the same period, total enrollment in those sections increased from 248 to 4,053, a 1534% increase. But the total distance learning increase was 295% because of a decline in telecourses. The number of telecourses offered showed a 21% decline over the period and enrollment in telecourses dropped at approximately twice that rate, for a 48% decline since 2000.

Annual Change: From 2005-06 to 2006-07, the number of online sections showed an annual increase of 19%. The number of sections of telecourses offered remained unchanged. Overall distance learning enrollment increased 24% from 2005-06 to 2006-07.

Technology Priority: Table 32 Number of Distance Learning Courses and Sections

| Fall | Courses | | | Sections | | | |
|---------------------|---------|------------|-------|----------|------------|-------|---------------------------|
| | Online | Telecourse | Total | Online | Telecourse | Total | Sections Annual Pct. Chg. |
| 2000 | 8 | 19 | 27 | 9 | 19 | 28 | N/A |
| 2001 | 12 | 19 | 31 | 13 | 19 | 32 | 14% |
| 2002 | 22 | 16 | 38 | 25 | 16 | 41 | 28% |
| 2003 | 32 | 17 | 49 | 34 | 17 | 51 | 24% |
| 2004 | 52 | 16 | 68 | 57 | 16 | 73 | 43% |
| 2005 | 68 | 15 | 83 | 85 | 15 | 100 | 37% |
| 2006 | 90 | 15 | 105 | 115 | 15 | 130 | 30% |
| 2007 | 104 | 14 | 118 | 137 | 15 | 152 | 17% |
| Pct. Chg. 2007-2000 | 1200% | -26% | 337% | 1422% | -21% | 443% | N/A |

Data Source: Office of Instruction

Distance Learning Sections

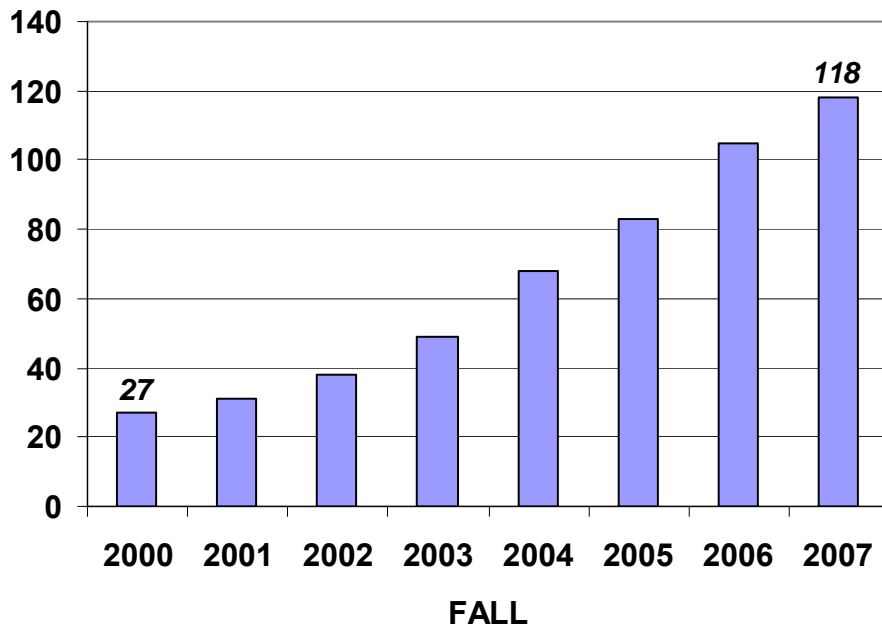


Fig. 23 Distance Learning Sections Offered

Technology Priority: Table 33

Fall Enrollment Distance Learning

| Fall | Telecourse Enrollment | Online Course Enrollment | Total Distance Learning Enrollment | Increase over Previous Year (Students) | Annual Percent Increase |
|----------------------------|-----------------------|--------------------------|------------------------------------|----------------------------------------|-------------------------|
| 2000 | 894 | 248 | 1,142 | N/A | N/A |
| 2001 | 830 | 361 | 1,191 | 49 | 4% |
| 2002 | 761 | 764 | 1,525 | 334 | 28% |
| 2003 | 674 | 1,110 | 1,784 | 259 | 17% |
| 2004 | 633 | 1,798 | 2,431 | 647 | 36% |
| 2005 | 540 | 2,484 | 3,024 | 593 | 24% |
| 2006 | 487 | 3,165 | 3,652 | 628 | 21% |
| 2007 | 461 | 4,053 | 4,514 | 862 | 24% |
| 2007-2000 Pct. Chg. | -48% | 1534% | 295% | | |

"Census One" enrollment; does not include ESL courses.

Data source: Office of Instruction

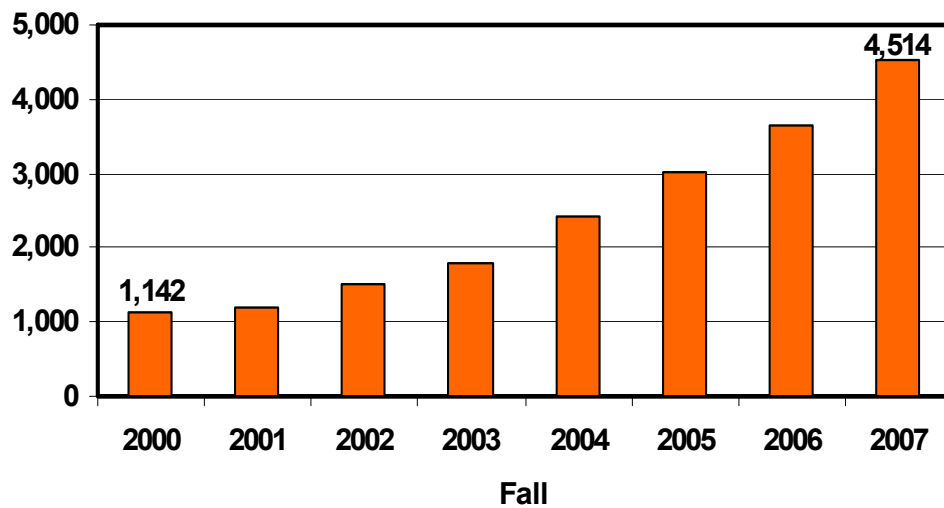


Fig. 24 Number of Students Enrolled in Distance Learning

√ *Student satisfaction with distance learning courses*

Technology Priority: Tables 35 and 36

Definition: The Office of Educational Technology surveys online and telecourse students through the Office of Educational Technology via separate surveys.

Of Interest: The survey questions for telecourse and online students were different enough to make a comparison of the results of the two surveys problematic. However, it may be worth noting that in each case approximately 80% seemed satisfied with the type of course they were taking.

Long-term Trend: Only a two-year look is available for student satisfaction with online courses. In fall 2007, as was the case two years earlier, a large majority of students said they would recommend the online course to others, but the percentage willing to recommend declined slightly over the two years from 80% to 77%.

For telecourses, comparing fall 2007 results to fall 2005, there was a 4% increase in the numbers who reported they would “definitely” or “probably” take another telecourse.

Annual Change: Spring data for telecourses shows an annual change in satisfaction of -4% from spring 2005 to spring 2006. No annual comparison available for online courses.

Technology Priority: Table 35 Level of Student Satisfaction with Online Courses
 (“Would you recommend this (online) course to someone else?”)

| | Fall 2005 | Spring 2006 | Fall 2007 |
|--------------|----------------------|------------------------|----------------------|
| Yes | 80% | 79% | 77% |
| No | 3% | 3% | 5% |
| Maybe | 17% | 18% | 18% |

Source: Office of Technology-Mediated Instruction

Would you recommend this [online] course to someone else? Fall 2007

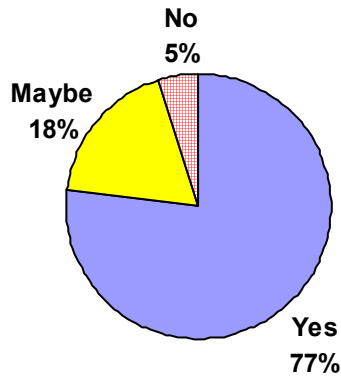


Fig. 30 Satisfaction with Online Courses

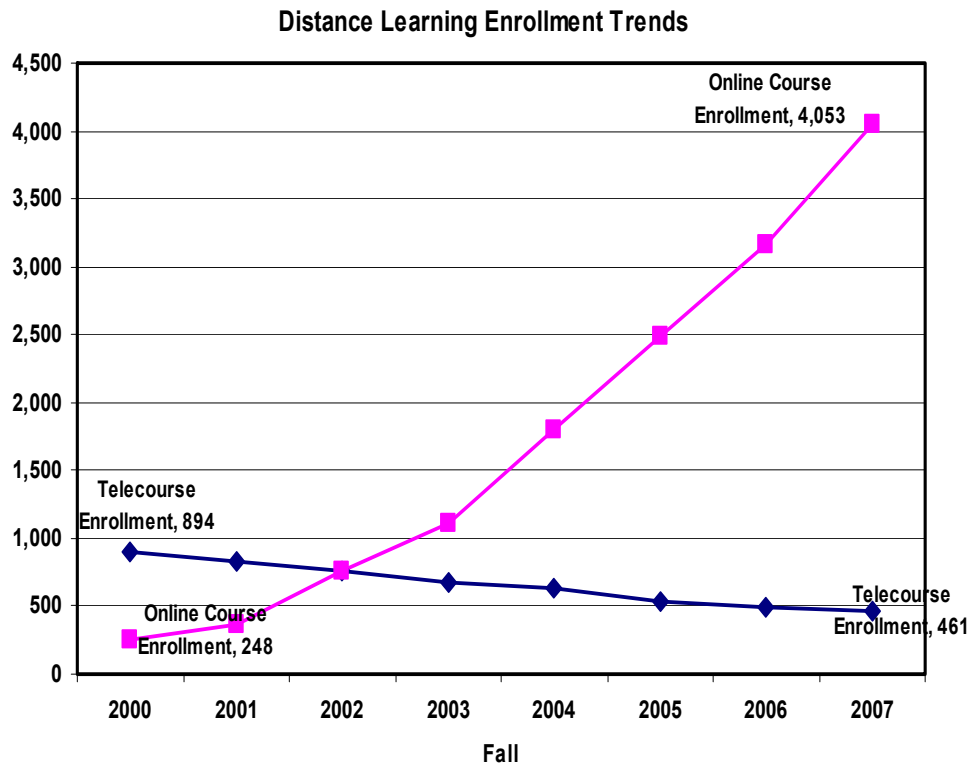


Fig. 25 Distance Learning Enrollment Trends

Technology Priority: Table 36 Level of Student Satisfaction with
Telecourses
("Would you take another telecourse?")

| Survey Response | FALL | | | | | SPRING | | | |
|-------------------------------|------|------|------|------|-----------------------|--------|------|------|-----------------------|
| | 2002 | 2003 | 2005 | 2007 | Chg. 2007- 2002 | 2002 | 2005 | 2006 | Chg. 2006- 2002 |
| Definitely or Probably Yes | 84% | 80% | 81% | 85% | 1% | 87% | 85% | 81% | -6% |
| Definitely or Probably No | 15% | 20% | 19% | 15% | 0% | 14% | 15% | 18% | 4% |
| Number of Respondents | 227 | 175 | 172 | 146 | -81 | 160 | 173 | 158 | -2 |

Source: Office of Technology-Mediated Instruction
Note: Survey is not given every semester

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.

√ *Student satisfaction with College climate*

Organizational Effectiveness Priority: Table 37

Definition: In fall 2007, a random sample of CCSF students was surveyed with the national Community College Survey of Student Engagement (CCSSE), in order to determine their level of engagement. Three questions that relate to interaction with students of diverse backgrounds have been used here to measure student satisfaction with college climate relative to responses of students at other large community colleges nationwide.

Of Interest: In their responses to all three questions, CCSF students showed more satisfaction with college climate as relating to diversity than did students on average at large community colleges nationwide.

Organizational Effectiveness Priority: Table 37

Student Satisfaction with College Climate

#1 How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?

#2 How often have you had a serious conversation with students of a different race or ethnicity than your own?

#3 How much has your experience at this college contributed to understanding people of other racial and ethnic backgrounds?

| | #1 | | #2 | | #3 | |
|------------------|------------------------------------------|-------------------------------|--------------------------------------------------|-------------------------------|--------------------------------------------------------------|-------------------------------|
| Student Load | Contact Emphasized "Some" to "Very Much" | | Serious Conversation "Sometimes" to "Very Often" | | Contributed from "Some" to "Very Much" Greater Understanding | |
| | CCSF | Large U.S. Community Colleges | CCSF | Large U.S. Community Colleges | CCSF | Large U.S. Community Colleges |
| Full-Time | 85% | 83% | 83% | 82% | 86% | 81% |
| Part-Time | 83% | 80% | 78% | 76% | 80% | 75% |

Source: 2007 Community College Survey of Student Engagement (CCSSE)

√ *Diversity of College employees*

Organizational Effectiveness Priority: Table 38

Definition: Table 38 compares the diversity of CCSF's employees to the diversity of the student population. For information, data for all residents of the City of San Francisco have also been included, although CCSF draws both students and employees from the larger Bay Area, and in fact, from around the world.

Of Interest: These statistics do not distinguish between credit and noncredit, but include both. Latino trends showed growth across several constituencies. From Fall 2000 to Fall 2007, Latinos remained 19% percent of all students⁴, but have increased as a percent of administrators (from 9% to 15%), of classified staff (from 14% to 16%) and of full time faculty (from 9% to 12%). Latinos have remained 8% of part-time faculty.

Long-term Trend: From 2000 to 2007, Asian administrators declined from 26% to 20%. Asian faculty are still 17% of all faculty (no change). Asian classified employees increased from 32% to 35%, nearly matching the Asian student percentage. Asian students as a percentage of all students declined slightly from 38% in Fall 2000 to 36% Fall 2007. With the increase in Asian classified staff, there was a drop in Filipino classified staff from 15% to 11%. Filipinos constitute 5% of all students.

White Non-Hispanic full-time faculty declined from 61% to 56%. 18% of students are White Non-Hispanic.

Annual Change: The only annual change of more than one percentage point was the decline in African-American administrators, who were 19% of all administrators in 2006, but 13% of administrators in 2007. (African Americans were 5% of all students in Fall 2007.) Administrative numbers tend to show more annual variability due to the relatively smaller number of administrators compared to other groups.

⁴Fall 2000 for students is not in table. DSS is source for Latino enrollment, showing Fall 2000 as 19% and Fall 2007 also 19%.

Organizational Effectiveness Priority:

Table 38 Ethnicities of Students, Administrators, Faculty and Staff

| | Administrators | | | Students | City of SF |
|------------------|-------------------|------|------|----------|------------|
| | 2000 | 2006 | 2007 | 2007 | 2007 |
| African American | 19% | 19% | 13% | 6% | 7% |
| Amer. Indian | 2% | 2% | 2% | 0% | 0% |
| Asian/PI | 26% | 19% | 20% | 36% | 31% |
| Filipino | 2% | 0% | 2% | 5% | N/A |
| Hisp./Latino | 9% | 14% | 15% | 19% | 14% |
| White Non-Hisp. | 42% | 46% | 44% | 18% | 45% |
| Unk./Other | 0% | 0% | 4% | 15% | 3% |
| | Full-Time Faculty | | | Students | City of SF |
| | 2000 | 2006 | 2007 | 2007 | 2007 |
| African American | 8% | 7% | 8% | 6% | 7% |
| Amer. Indian | 1% | 1% | 1% | 0% | 0% |
| Asian/PI | 17% | 17% | 17% | 36% | 31% |
| Filipino | 3% | 3% | 3% | 5% | N/A |
| Hisp./Latino | 9% | 11% | 12% | 19% | 14% |
| White Non-Hisp. | 61% | 59% | 56% | 18% | 45% |
| Unk./Other | 1% | 4% | 5% | 15% | 3% |
| | Part-Time Faculty | | | Students | City of SF |
| | 2000 | 2006 | 2007 | 2007 | 2007 |
| African American | 8% | 7% | 7% | 6% | 7% |
| Amer. Indian | 0% | 0% | 0% | 0% | 0% |
| Asian/PI | 17% | 17% | 17% | 36% | 31% |
| Filipino | 2% | 3% | 2% | 5% | N/A |
| Hisp./Latino | 8% | 9% | 8% | 19% | 14% |
| White Non-Hisp. | 61% | 60% | 61% | 18% | 45% |
| Unk./Other | 3% | 5% | 5% | 15% | 3% |
| | Classified Staff | | | Students | City of SF |
| | 2000 | 2006 | 2007 | 2007 | 2007 |
| African American | 14% | 11% | 12% | 6% | 7% |
| Amer. Indian | 1% | 0% | 0% | 0% | 0% |
| Asian/PI | 32% | 36% | 35% | 36% | 31% |
| Filipino | 15% | 12% | 11% | 5% | N/A |
| Hisp./Latino | 14% | 15% | 16% | 19% | 14% |
| White Non-Hisp. | 24% | 23% | 22% | 18% | 45% |
| Unk./Other | 1% | 3% | 4% | 15% | 3% |

Comparisons with demographics of San Francisco are limited by the fact that CCSF also draws students and employees from surrounding counties and beyond. Classified staff are hired through Civil Service. Faculty are hired on the basis of statewide minimum qualifications and in many cases, additional desirable qualifications. The category "Unk./other" includes those who indicate "decline to state." City of San Francisco data from CA Dept. of Finance includes Filipinos in Asian group.

APPENDIX A--- College Performance Indicators with Associated Strategic Priorities

(Note: Most indicators will be used every year, but some indicators may still be under development or current data may not be available. In such cases, the indicator will be applied when metrics and data are identified.)

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.

- √ **Percentage of first-time students placed in precollegiate Math, English, ESL courses**
- √ **Student demand for and access to precollegiate courses**
- √ **Precollegiate student success by department**
- √ **Precollegiate student success by course cohorts**

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.

- √ **Percentage of students successfully completing courses**
- √ **Annual number of students attaining degrees and certificates**
- √ **Annual number of students transferring to CSU, UC, and private institutions**
- √ **Proposed new indicator: Ethnic profile of students attaining degrees, certificates, and transfer (See appendix)**
- √ **The annual number of students achieving a “transfer-prepared” and “transfer-ready” status**
- √ **Satisfaction of CCSF students**
- √ **Assessment measures of student learning outcomes at the course, program and college-wide levels (These indicators are also under development.)**

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.

- √ **Successful completion of Career Technical Education (vocational) credit courses**
- √ **Number of certificates achieved annually**
- √ **Annual number of employers and employees served through contract education programs**
- √ **Annual licensure pass rates by occupational program**
- √ **Employer and alumni satisfaction with occupational program (These indicators are under development.)**

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.

- √ **Percent of San Francisco population served by CCSF**
- √ **Number of concurrently enrolled high school students at CCSF**
- √ **Numbers of out-of-state and international students at CCSF**
- √ **Number of credit students who have enrolled at any time in noncredit courses**

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.

- √ **Number and percentage of students receiving financial aid annually**
- √ **Number of students receiving matriculation services annually**
- √ **Student satisfaction with Student Development services**

Strategic Priority 6: To identify and promote strategies that provide a stable pattern of funding for CCSF's Strategic Priorities.

- √ **Annual funds generated by grant- and development-related activities**
- √ **Fund balance as percent of expenditures**

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.

- √ **Integration of and satisfaction with the use of technology by CCSF employees**
- √ **Student satisfaction with distance learning courses**
- √ **Number of distance learning sections and enrollment trend in distance learning**

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.

- √ **Student satisfaction with College climate**
- √ **Diversity of College employees**

APPENDIX B

Supplemental Data---Student Evaluation of Instructional Integration of Technology

Definition: CCSF employees, including faculty, classified staff and administrators, are surveyed periodically regarding their use of technology. In this report, the available survey data allow a look at how students and faculty perceive of the integration of computing into instruction. Integration of technology is measured by the percentage of surveyed students and faculty who answer “some” or “very much” to CCSSE engagement survey questions about 1) the emphasis on use of computers for academic work and 2) the gain in knowledge and skills using computers and information technology.

Of Interest: Regarding the College as a whole, faculty were a little more likely than students to think that CCSF put some or very much emphasis on the use of computers for academic work. Nonetheless, overwhelming majorities of both faculty and students tended to agree with the statement. Full time students were significantly more likely than part time students to report gaining “some” or “very much” knowledge and skills about computing from their CCSF experience; however, large percentages of both students and faculty agreed with that statement about students and technology learning.

| Students Report <u>CCSF Emphasis in Use of Computers</u> for Academic Work | | |
|---------------------------------------------------------------------------------------------------|-----------------------|---------------|
| Perceived Emphasis: | | |
| | "Some" to "Very Much" | "Very Little" |
| Full-time students | 95% | 5% |
| Part-time students | 88% | 12% |
| Compare teacher opinion (for "this College") | 99% | 1% |
| Students Report <u>Gaining Knowledge and Skills</u> in Using Computing and Information Technology | | |
| College Experience has Contributed: | | |
| | "Some" to "Very Much" | "Very Little" |
| Full-time students | 84% | 16% |
| Part-time students | 74% | 26% |
| Compare teacher opinion (for "this section") | 72% | 28% |
| Source: Community College Survey of Student Engagement (CCSSE) | | |

APPENDIX C---Ethnic Profile of Students Attaining Degrees, Certificates and Transfer (Proposed Indicator)

Definition: Credit enrollment is shown only for purposes of general comparison, as those who attained transfer or awards may have enrolled for varying periods of time prior to the year shown. Credit students who enrolled in 12+ units at CCSF (and not summer only) and went on to take courses at a four-year college or university are counted as transfers. Degrees are CCSF associate degrees earned during the academic year shown. Certificates are defined as certificates of completion or competency.

Of interest: As many as 20% of CCSF students have chosen to put “privacy flags” on their records that prevent CCSF from tracking those students after they leave. As a result, the actual number and percentage of transfers may be slightly higher than shown.

Awards (Degrees and Certificates) — Asian students are 31% of credit students, but earn 42% of degrees and 40% of certificates. By contrast, White Non-Hispanics are 27% of credit but earn only 17% of associate degrees and 22% of certificates. Students of other ethnicities—except for students of unknown ethnicity—generally—earn awards at approximately the predicted⁵ rate relative to credit student demographics.

Transfers — Transfers by ethnicity are generally close to the predicted rates based on credit population. Only 2% of UC transfers are African American, compared to 47% Asian, but taking all types of public and private transfer into account, including out-of-state, African American students transfer at close to their proportion in the credit population. Exceptions: Latino students transfer at only about 2/3 the predicted rate and Other Nonwhite students at only 1/3 the predicted rate.

Private Colleges — Students of most ethnicities prefer transfer to public institutions at a ratio of 2:1. Exceptions: Asian students prefer public over private transfer by 6:1, while Filipino students are almost as likely to transfer to private as to public institutions, and Other Nonwhite students are *more* likely to choose private than public transfers. The most frequently chosen private colleges among CCSF-origin transfers are the University of Phoenix and the University of San Francisco (USF).

Out-of-State Public Colleges — The vast majority of transfers to out-of-state public colleges are by White Non-Hispanics (43%) and African Americans (23%). Asian students make up less than the predicted number of out-of-state transfers.

⁵ “Predicted” is defined as what would be proportionate relative to that ethnicity’s percentage of all credit students in a given category.

Ethnic Profile of Students Attaining Degrees, Certificates and Transfer
(Proposed Organizational Effectiveness Indicator)

2006-07 CCSF Degrees, Certificates and Transfers:
Percentages

| | Credit Enrollment 2006/07 | Total Transfers | 2,385 Awards | |
|------------------------|------------------------------|-----------------|--------------|--------------|
| | | | Degrees | Certificates |
| | 48,213 | 2,111 | 1,258 | 1,127 |
| African-Amer. | 9% | 8% | 10% | 9% |
| Amer. Indian | 1% | 0% | 0% | 1% |
| Asian PI | 31% | 35% | 42% | 40% |
| Filipino | 7% | 6% | 8% | 8% |
| Latino | 15% | 10% | 15% | 16% |
| Other Nonwhite | 3% | 1% | 2% | 2% |
| Unknown | 8% | 13% | 4% | 4% |
| White Non-Hisp. | 27% | 26% | 17% | 22% |
| Total | 100% | 100% | 100% | 100% |

Note that enrollment data is for a general comparison only as the timeframe of students' CCSF enrollment varies.

More than one award may be earned by a student.

Ethnicity data is not available for CSU or UC transferring students who are nonresident aliens; therefore, they are categorized in transfers among "ethnicity unknown."

2006-07 CCSF Degrees, Certificates and Transfers:
Numbers of Transfers and Awards

| | Credit Enrollment 2006/07 | Total Transfers | 2,385 Awards | |
|------------------------|------------------------------|-----------------|--------------|--------------|
| | | | Degrees | Certificates |
| | 48,213 | 2,111 | 1,258 | 1,127 |
| African-Amer. | 4,150 | 162 | 129 | 97 |
| Amer. Indian | 283 | 7 | 5 | 6 |
| Asian PI | 14,705 | 744 | 533 | 446 |
| Filipino | 3,495 | 130 | 98 | 86 |
| Latino | 7,199 | 216 | 190 | 177 |
| Other Nonwhite | 1,480 | 28 | 31 | 23 |
| Unknown | 3,682 | 282 | 55 | 48 |
| White Non-Hisp. | 13,219 | 542 | 217 | 244 |
| Total | 48,213 | 2,111 | 1,258 | 1,127 |

Note that enrollment data is for a general comparison only as the timeframe of students' CCSF enrollment varies.

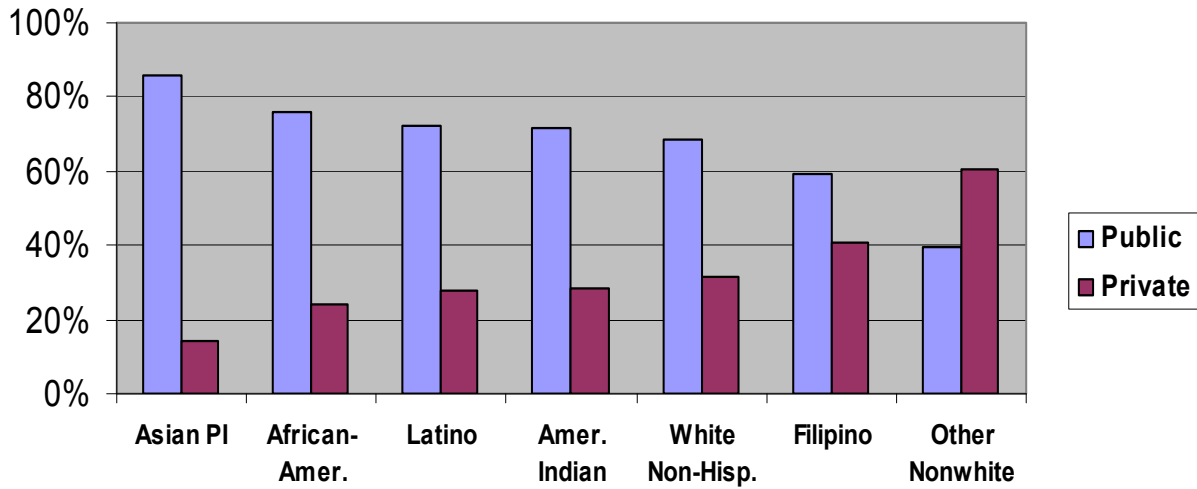
More than one award may be earned by a student.

Ethnicity data is not available for CSU or UC transferring students who are nonresident aliens; therefore, they are categorized in transfers among "ethnicity unknown."

Transfer: Types of 4-Year (Destination) Institutions 2006-07

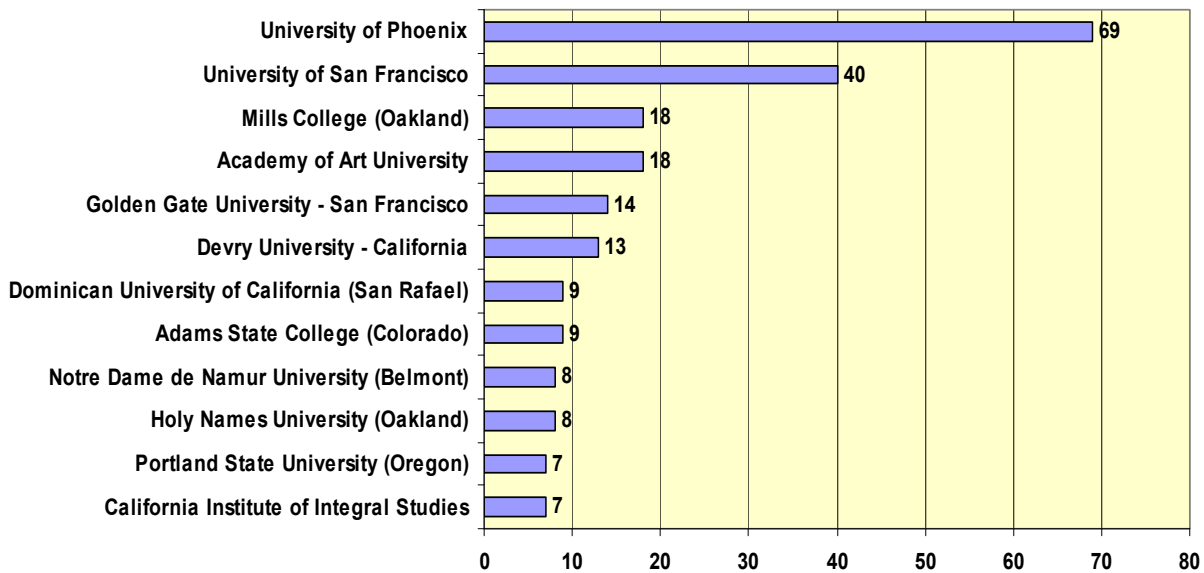
| | CSU | UC | All In-state Public | Out-of-State Public | Public Total | In-state Private | Out-of-state Private | Private Total | Total Transfers |
|------------------------|--------------|------------|---------------------|---------------------|--------------|------------------|----------------------|---------------|-----------------|
| Total Number | 1,161 | 293 | 1,473 | 155 | 1,628 | 329 | 154 | 483 | 2,111 |
| African-Amer. | 7% | 2% | 6% | 23% | 8% | 5% | 16% | 8% | 8% |
| Amer. Indian | 0% | 0% | 0% | 1% | 0% | 1% | 0% | 0% | 0% |
| Asian PI | 40% | 47% | 42% | 15% | 39% | 23% | 19% | 22% | 35% |
| Filipino | 5% | 4% | 5% | 3% | 5% | 11% | 11% | 11% | 6% |
| Latino | 10% | 10% | 10% | 5% | 10% | 12% | 13% | 12% | 10% |
| Other Nonwhite | 0% | 1% | 0% | 5% | 1% | 3% | 4% | 4% | 1% |
| Unknown | 19% | 8% | 16% | 6% | 15% | 7% | 8% | 7% | 13% |
| White Non-Hisp. | 18% | 29% | 21% | 43% | 23% | 38% | 29% | 35% | 26% |
| | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Transfer Choice 2006-07: Public or Private?



Note: Public + private for each ethnic transfer cohort totals 100%

Four-Year Private and/or Out-of-State Institutions Receiving Largest Numbers of CCSF Transfers 2005-06



The above chart uses 2005-06 data, the latest that was available.

APPENDIX D---Participation Rate: What Percent of San Franciscans Enrolled at CCSF in 2006-07?*

The percentage of San Francisco residents enrolling at CCSF in a given year is called the *participation rate*. 9% of all residents (of any age) enrolled in 2006-07. (Conversely, 91% did not enroll). The numerator for each percentage is found in the “CCSF Enrollment from within San Francisco” row and the denominator of each percentage appears in the “San Francisco Population” row. For example, regarding the “12% Asian/Filipino” in the ethnicity table, 12% of San Franciscan Asians/Filipinos were enrolled at CCSF—where 100% would be all Asian/ Filipino San Franciscans of any age. See also the graph on the following page. A summary table is found on page 34.

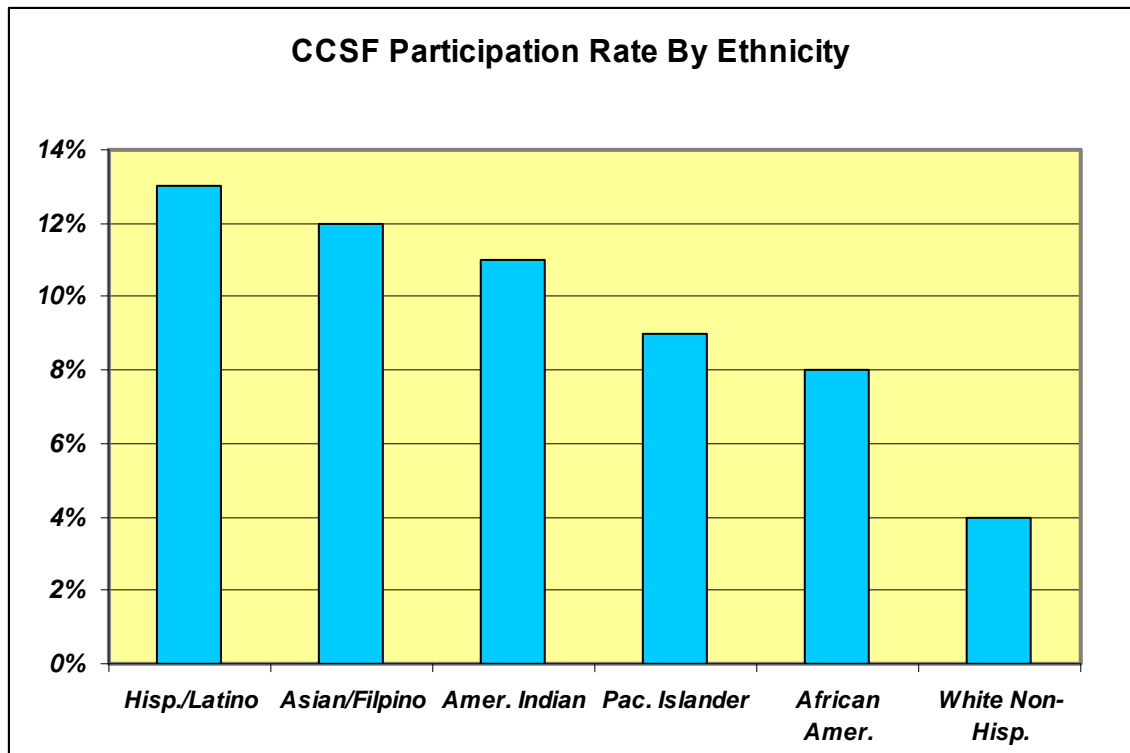
| Gender: | Total | Female | Male | Unk. |
|-------------------------------------------|--------------|---------------|-------------|-------------|
| CCSF Enrollment from within San Francisco | 69,732 | 39,083 | 28,556 | 2,093 |
| San Francisco Population | 801,522 | 390,855 | 410,667 | N/A |
| Percent of SF Population Enrolled | 9% | 10% | 7% | N/A |

| Ethnicity: | Total | Asian/ Filipino | African Amer. | Hisp./ Latino | Pac. Islander | Amer. Indian | White Non- Hisp. | Multi/ Unk./ No Resp. |
|-------------------------------------------|--------------|----------------------------|--------------------------|--------------------------|--------------------------|-------------------------|---------------------------------|------------------------------------------|
| CCSF Enrollment from within San Francisco | 69,732 | 29,145 | 4,479 | 13,624 | 355 | 292 | 14,121 | 7,716 |
| San Francisco Population | 801,522 | 249,848 | 54,989 | 108,963 | 4,006 | 2,577 | 360,053 | 21,086 |
| Percent of SF Population Enrolled | 9% | 12% | 8% | 13% | 9% | 11% | 4% | N/A** |

| Age: | Total | 18-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-49 | 50-64 | 65+ |
|-------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| CCSF Enrollment from within San Francisco | 69,732 | 4,838 | 12,791 | 10,187 | 7,727 | 6,465 | 9,967 | 10,151 | 6,363 |
| San Francisco Population | 801,522 | 11,312 | 34,116 | 64,479 | 107,474 | 99,517 | 124,284 | 134,900 | 111,353 |
| Percent of SF Population Enrolled | 9% | 43% | 37% | 16% | 7% | 6% | 8% | 8% | 6% |

* Notes: Sources are CA Dept. of Finance; Banner. Total SF population includes children. This is a similar methodology to that used by the State. (Minors may also participate in college through concurrent enrollment.) Age groups over 40 encompass more years.

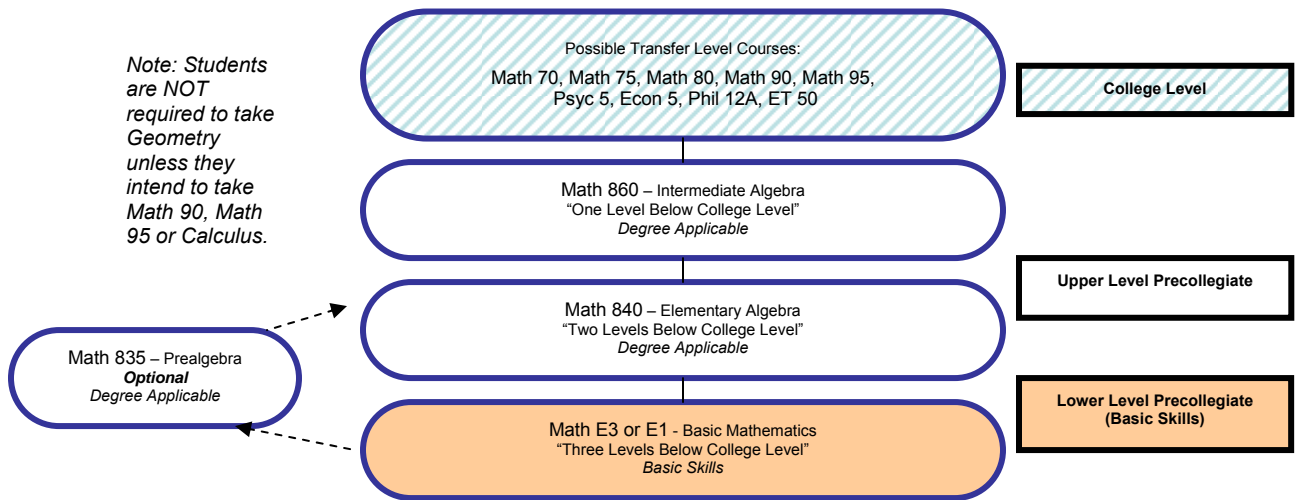
**Participation rate of categories relating to unknown or multiple ethnicity cannot be appropriately calculated from the numbers shown because student ethnicity is gathered through the admissions process and a sizeable number of students, particularly in noncredit, do not indicate ethnicity. Department of Finance estimates for San Francisco residents are calculated differently and do not include large unknown ethnicity numbers.



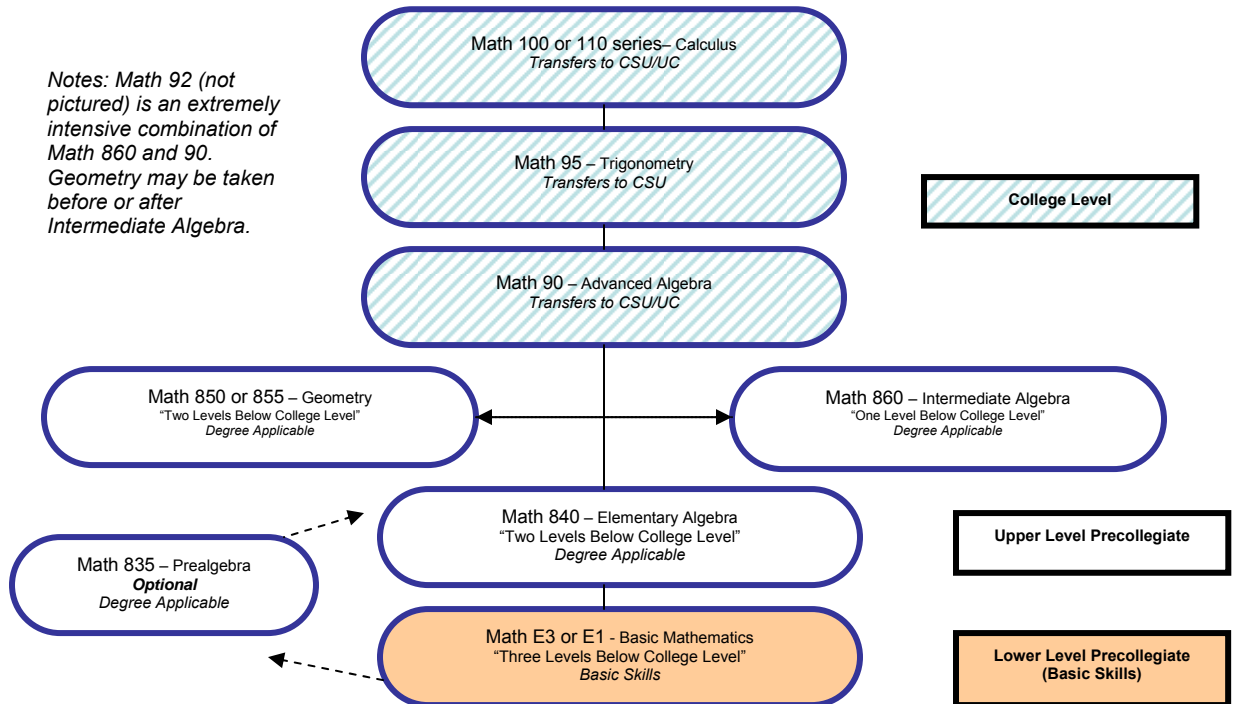
- The above graph represents the CCSF participation rate by ethnicity of San Francisco residents.
- This graph provides comparative participation rates across ethnicities, regardless of the differing sizes of the groups.
- It shows CCSF headcount enrollment from each ethnicity as a percentage of the number of individuals of the same ethnicity residing in San Francisco. 100% would be all of the individuals of that ethnic group of any age who are residents of San Francisco.
- The graph does not indicate the relative size of each population, only their rate of participation in CCSF offerings.
- In 2006-07 Hispanic/ Latino residents had the highest participation rate relative to their numbers in the City and Asian/Filipino residents the next highest.
- The lowest participation rate (relative to their numbers in San Francisco) was that of White Non-Hispanics and the second lowest was that of African Americans.

APPENDIX E----COURSE SEQUENCES

Math Transfer Sequence for CSU-Bound Liberal Arts Majors

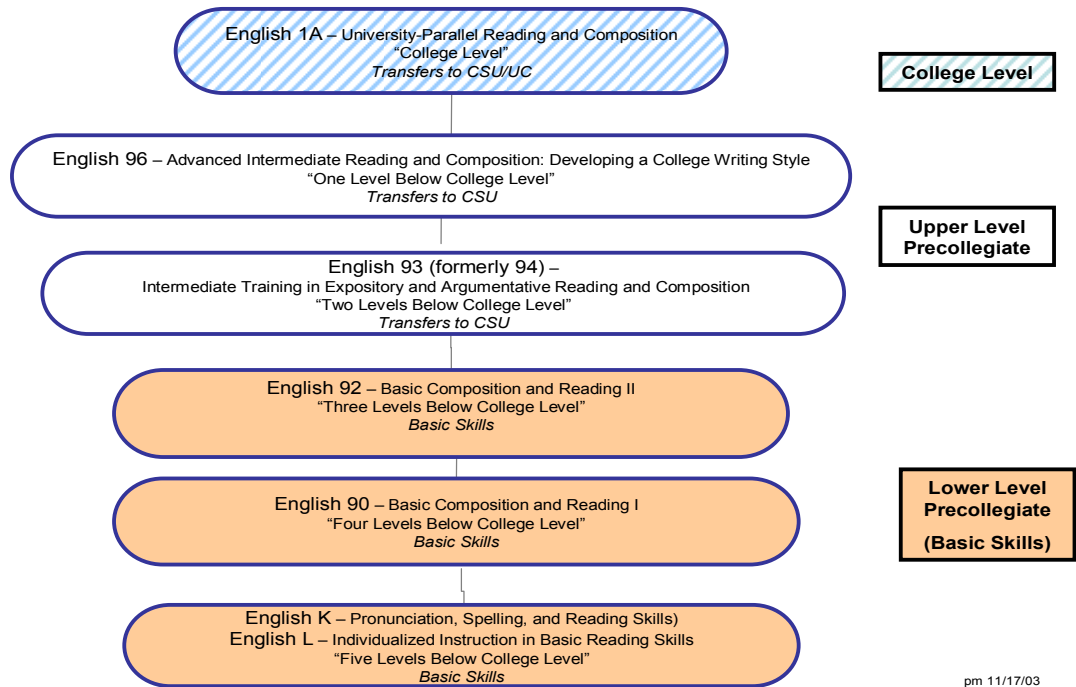


Math Transfer Sequence for Students Majoring in Science, Engineering, Math and Other Fields Requiring Calculus



pm 05/08

English Course Sequence



ESL Course Sequence

