



Student Equity and Achievement Data

September, 2019

OVERVIEW

Each year City College of San Francisco analyzes disaggregated student data to review equity gaps, assess progress, and plan for improvement. The data are disaggregated by the California Community Colleges Chancellor's Office (CCCCO) identified student groups and other demographic groups.

The CCCCCO identified the following groups to be disaggregated at all California Community Colleges. The following data tables will be disaggregated by one or more of the following groups when data are available:

CCCCO identified student groups

- Ethnicity
- Current or former foster youth
- Students with disabilities
- Low income students (CCPG/Pell recipients)
- Veterans
- LGBTQ+*
- Students experiencing homelessness*

*As of summer 2018, two new groups have been added to this list, LGBTQ+ and students experiencing homelessness. Currently CCSF is working to develop a methodology for implementing these two new groupings using the student information system (Banner).

While the LGBTQ+ and students experiencing homelessness groups are not currently set up in Banner, there is some information about students in these group available at the links below.

HARTS Report:

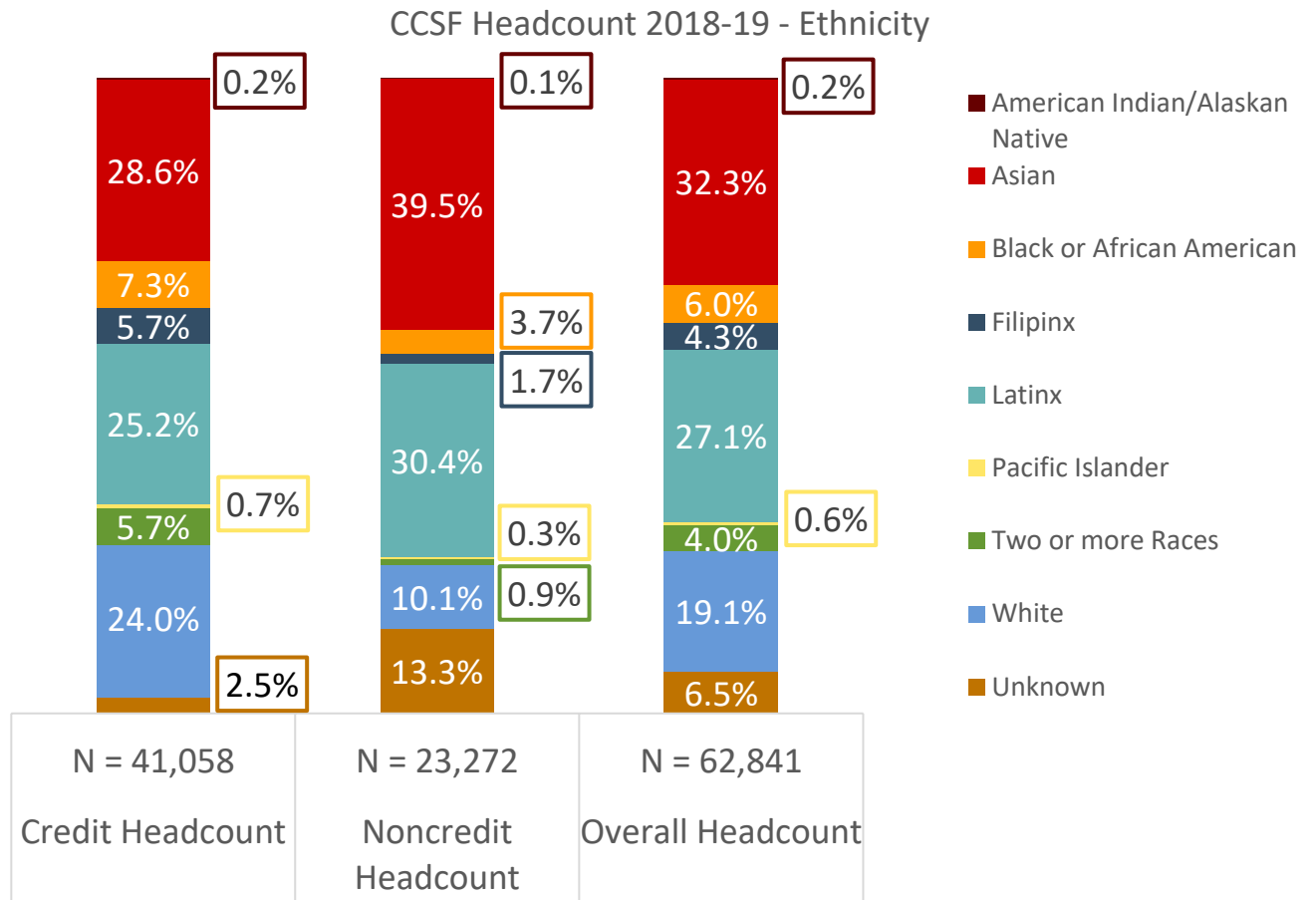
http://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Reports/HARTS_1pqr_20180727.pdf

Student Success Metrics Dashboard:

CCSF uses the CCCCCO's Student Success Metrics Dashboard for LGBTQ+ data. To access the LGBTQ+ data, 1. select City College of San Francisco, 2. select the year, and 3. select a student journey type. After the data populates, select LGBT from the Drill Down menu on the right.

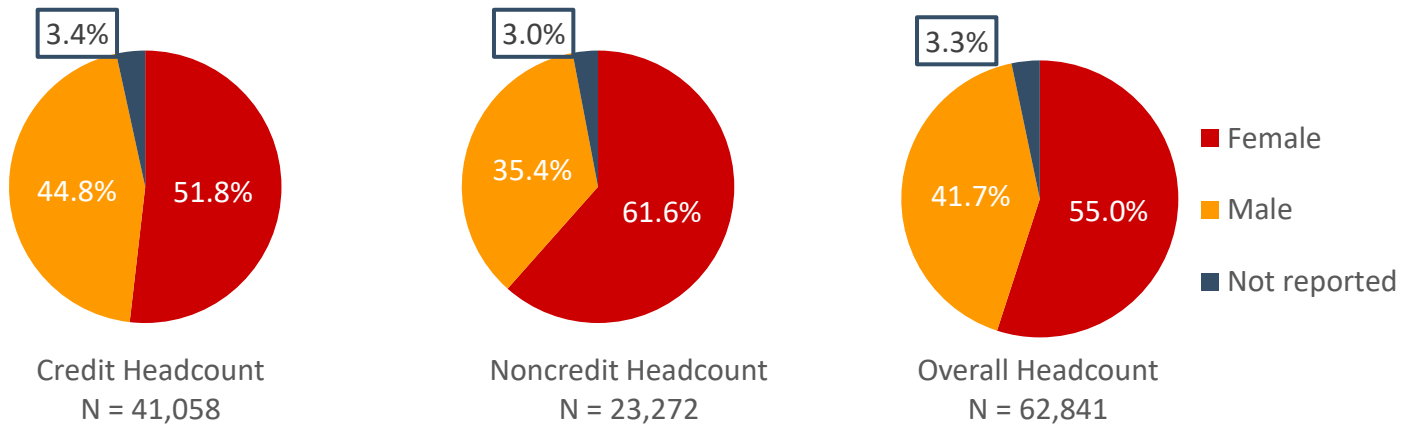
<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

WHO ARE THE CCSF STUDENTS?



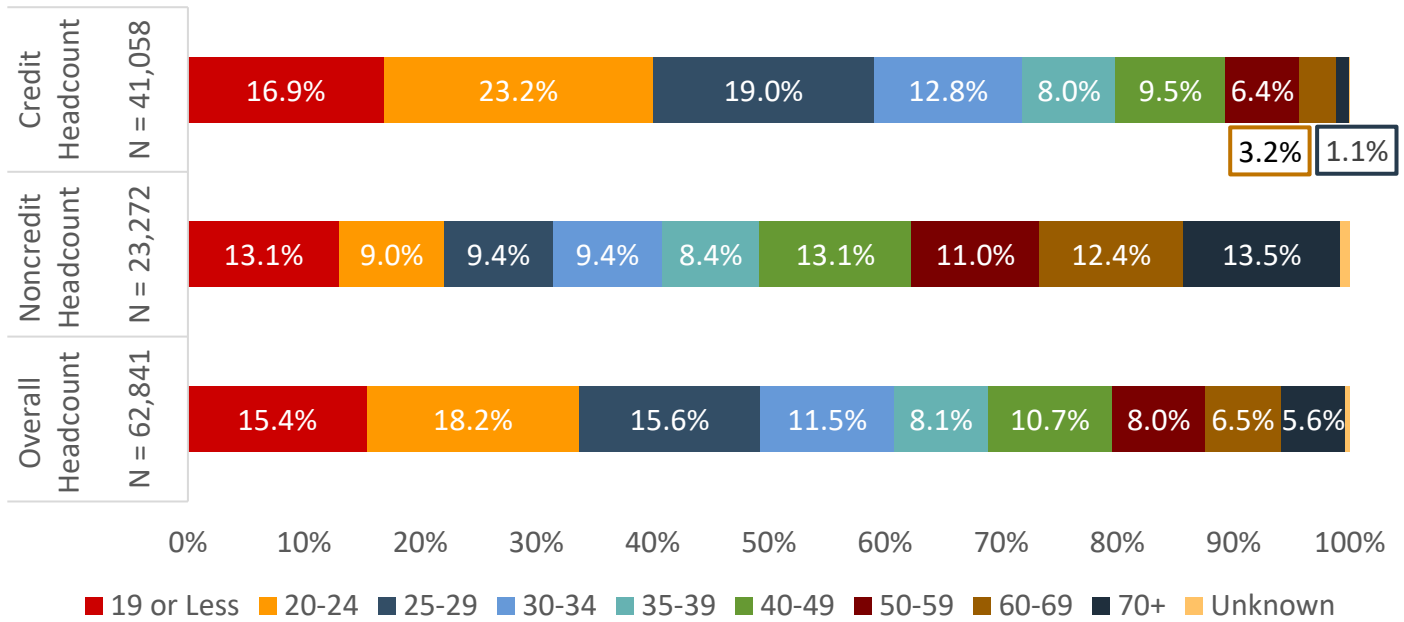
Source: Institutional Headcount Argos Datablock

CCSF Headcount 2018-19 - Gender



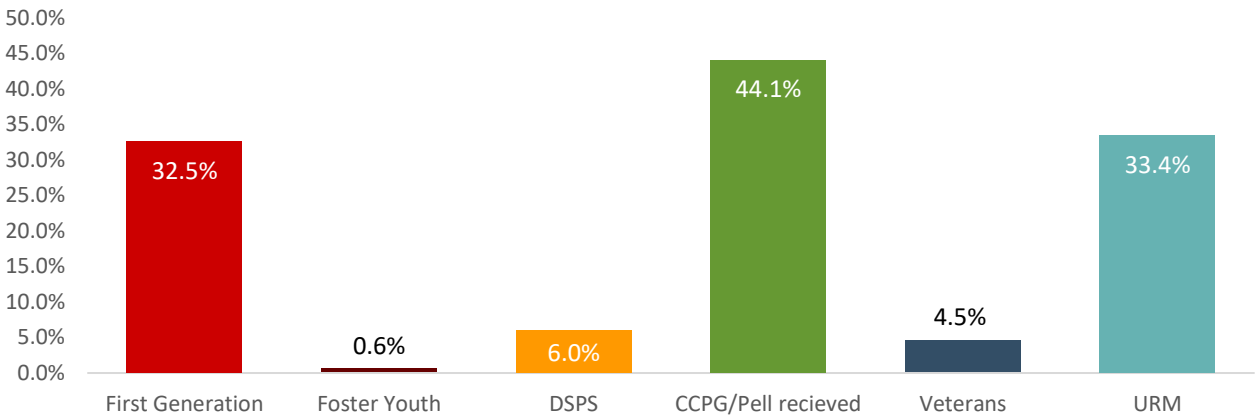
Source: Institutional Headcount Argos Datablock

CCSF Headcount 2018-19 - Age



Source: Institutional Headcount Argos Datablock

CCSF Credit Headcount 2018-19 - Other Demographics Credit Students N = 41,058



Students who appear in multiple demographic groups are counted in each group

Source: Institutional Headcount Argos Datablock

CCSF STUDENT POPULATION COMPARED TO OUR SERVICES AREA, THE CITY OF SAN FRANCISCO – CREDIT AND NON CREDIT STUDENTS

	SF County Adult Population ² 2017		CCSF Headcount ¹ 2017-18 AY	
	Count	%	Count	%
American Indian/Alaskan Native	2,772	0.4%	140	0.2%
Asian	260,097	34.8%	21,430	34.0%
Black or African American	38,147	5.1%	3,781	6.0%
Filipinx	*	*	2,814	4.5%
Latinx	105,123	14.1%	16,993	27.0%
Pacific Islander	2,554	0.3%	358	0.6%
Two or more Races	28,332	3.8%	2,260	3.6%
Unknown	51,618	6.9%	3,110	4.9%
White	318,950	42.6%	12,153	19.3%
Female	366,923	49.1%	35,083	55.7%
Male	380,973	50.9%	26,103	41.4%
Foster Youth ³	--	0.1%	291	0.5%
DSPS	87,845	11.9%	4,296	6.8%
CCPG/Pell	86,075	11.7%	19,931**	49%
Veterans	24,582	3.3%	1,606	2.5%
Total	747,896		63,039	

* Filipinx is included in Asian

**Credit students only

Sources:

¹Argos Datablock Institutional Headcount

² U.S. Census Bureau, 2011-2015 5 year American Community Survey retrieved from <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml#>

³ Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., Wiegmann, W., Rezvani, G., Eyre, M., Sandoval, A., Yee, H., Xiong, B., Benton, C., White, J., & Cotto, H. (2017). CCWIP reports. Retrieved Aug. 2019, from University of California at Berkeley California Child Welfare Indicators Project website. URL: http://cssr.berkeley.edu/ucb_childwelfare

ARE STUDENTS SUCCESSFULLY COMPLETING TRANSFER LEVEL MATH?

Changes to the math and English sequences and placement methods over the last 3 years have changed the throughput rates over time. The most recent change was in the Spring of 2019 when CCSF began to implement [AB 705](#). More students have the opportunity to take transfer level English and math courses without going through the Basic skill sequence. Support courses are offered to students who need or want extra support. For comparability over time only spring semesters are included. Future reports will look at fall and spring data as it becomes available.

Throughput Rate of 3 cohorts over 1-7 semesters

Percent of students that complete transfer-level math by cohort term (row) and number of terms since first math course (column).

Completed transfer-level math	N	Number of semesters since first math course attempted						
		1	2	3	4	5	6	7
Spring 2017	1,751	25%	27%	33%	37%	38%	40%	42%
Spring 2018	1,791	27%	29%	36%	41%			
Spring 2019	1,498	41%						

Equity Group: Percent of students that complete transfer-level math by cohort term (row) and number of terms since first math course (column).

Equity	N	Number of semesters since first math course attempted						
		1	2	3	4	5	6	7
Spring 2017	1,016	15%	17%	23%	26%	27%	29%	31%
Spring 2018	1,018	16%	17%	24%	29%			
Spring 2019	844	30%						
Non-equity	N	1	2	3	4	5	6	7
Spring 2017	735	39%	40%	47%	53%	53%	55%	57%
Spring 2018	773	43%	45%	52%	56%			
Spring 2019	654	54%						

Note: Equity group includes Black/African-American, Filipinx, Latinx, American Indian/Alaska Native, Pacific Islander, DSPS, Foster Youth, and/or Veteran students.

Data source: Cohort analysis of completing transfer-level or degree-applicable math sequences.
[Forthcoming]

ARE STUDENTS SUCCESSFULLY COMPLETING TRANSFER LEVEL ENGLISH?

Changes to the math and English sequences and placement methods over the last 3 years have changed the throughput rates over time. The most recent change was in the Spring of 2019 when CCSF began to implement [AB 705](#). More students have the opportunity to take transfer level English and math courses without going through the Basic skill sequence. Support courses are offered to students who need or want extra support. For comparability over time only spring semesters are included. Future reports will look at fall and spring data as it becomes available.

Throughput Rate of 3 cohorts over 1-12 semesters

Percent of students that complete ENGL 1A by cohort term (row) and number of terms since first English course (column).

First ENGL	N	Number of semesters since first English course attempted											
		1	2	3	4	5	6	7	8	9	10	11	12
Spring 15	1,081	14%	15%	28%	38%	38%	41%	45%	45%	46%	47%	47%	48%
Spring 16	1,148	14%	16%	30%	38%	40%	43%	45%	45%	46%	47%		
Spring 17	1,057	15%	19%	34%	42%	43%	45%	48%					
Spring 18	1,245	30%	33%	45%	50%								
Spring 19	1,093	54%											

Equity Group: Percent of students that complete ENGL 1A by cohort term (row) and number of terms since first English course (column).

Equity	N	Number of semesters since first English course attempted											
		1	2	3	4	5	6	7	8	9	10	11	12
Spring 15	574	12%	13%	22%	30%	30%	33%	37%	37%	39%	39%	40%	40%
Spring 16	611	11%	13%	22%	29%	30%	33%	35%	35%	36%	37%		
Spring 17	616	13%	16%	27%	34%	35%	36%	39%					
Spring 18	717	27%	29%	38%	43%								
Spring 19	609	46%											
Non-Equity	N	1	2	3	4	5	6	7	8	9	10	11	12
Spring 15	507	16%	18%	36%	46%	47%	50%	53%	54%	55%	56%	56%	57%
Spring 16	537	18%	20%	38%	49%	51%	55%	57%	57%	58%	59%		
Spring 17	441	19%	24%	43%	53%	54%	58%	60%					
Spring 18	528	34%	39%	54%	61%								
Spring 19	484	63%											




















Note: Equity group includes Black/African-American, Filipinx, Latinx, American Indian/Alaska Native, Pacific Islander, DSPS, Foster Youth, and/or Veteran students.






Data source: Cohort analysis of completing English 1A sequence [Forthcoming]

COURSE SUCCESS – CREDIT STUDENTS

Overall Course Success Focus Populations – 2018-19




Overall course success was stable between 2017-18 and 2018-19.

Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
American Indian / Alaskan Native	379	71.8% 	No Gap	
Asian	45,019	81.8% 		
Black or African American	11,271	60.3% 	0.13	1,472
Filipinx	8,934	71.6% 		
Latinx	37,431	66.3% 	0.07	2,646
Pacific Islander	1,201	59.9% 	0.13	162
Two or more Races	8,473	68.2% 	0.05	433
Unknown	2,565	73.6% 	No Gap	
White	30,454	76.8% 		
Female	73,880	75.3% 		
Male	67,992	71.1% 		
Unknown	3,855	74.7% 		
First Generation	50,764	72.9% 		
Foster Youth	921	61.7% 	0.12	107
DSPS	11,195	68.7% 	0.05	521
CCPG/Pell	79,448	71.3% 		
Veterans	9,334	67.4% 	0.06	555
URM	50,282	64.8% 	0.09	4,285
Total students	145,727	73.3% 		

Change over time Indicator Key	
	Increased
	Decreased
	No change
	Positive Change
	Negative Change

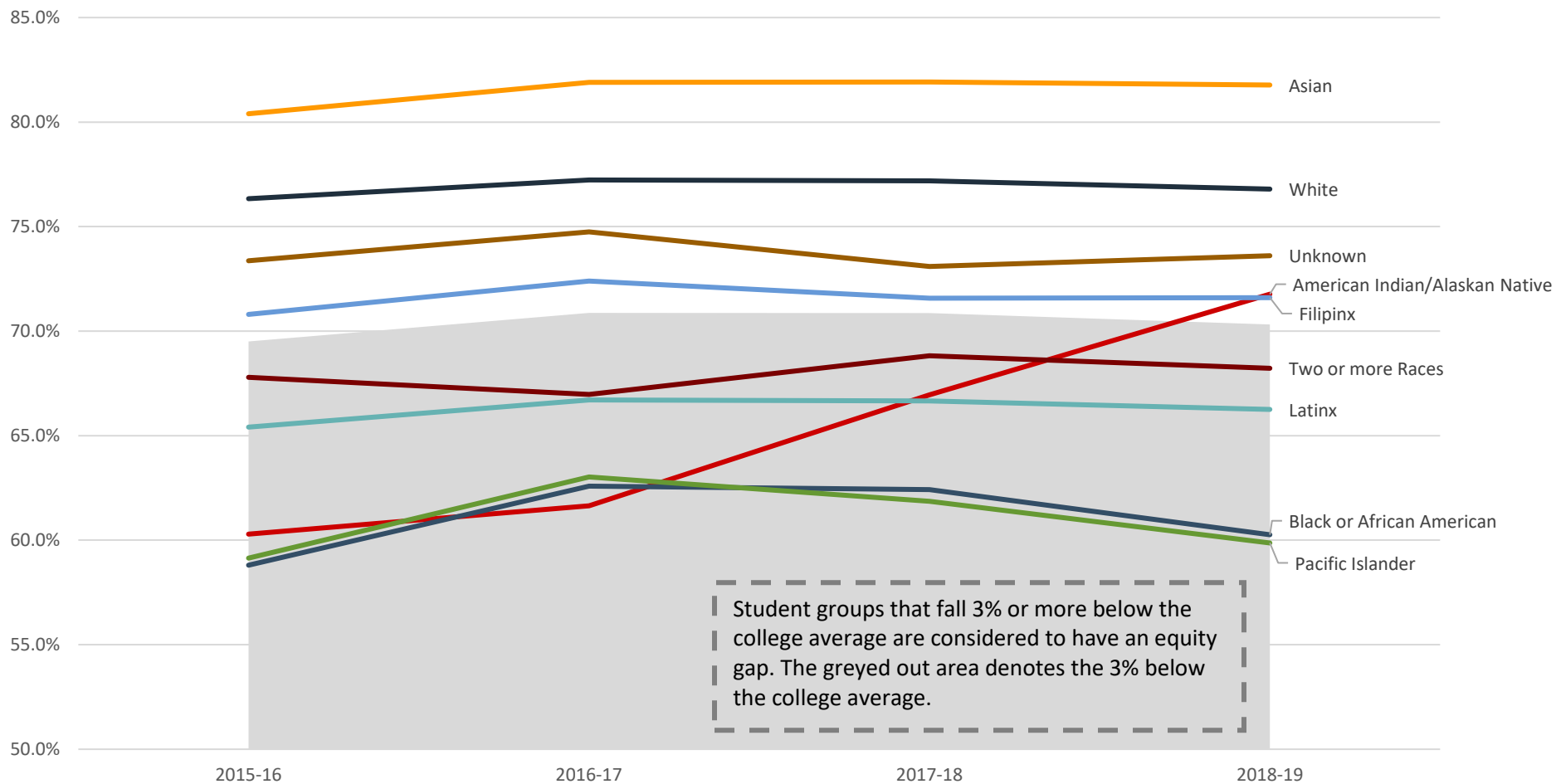
The increase or decrease is measured from 2014-15 data

Difference of 1% equals No Change

Key: SHAPE  = Increase,  = Decrease,  = No Change (Difference of 1% equals No Change); COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

Source: Argos Datablock - Course Success and Demographics

Average Course Success Rates by Ethnicity 2015-16 to 2018-19 AY



Overall Course Completion Focus Populations X Gender – 2018-19

	Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
	Total Students	145,727	73.3% ❖		
Female	American Indian/ Alaskan Native	198	73.2% ▶	No Gap ◀	
	Asian	23,864	85.1% ❖		
	Black or African American	5,710	59.9% ◀	0.13 ▶	769
	Filipinx	4,378	74.0% ▶	No Gap ◀	
	Latinx	19,553	67.4% ◀	0.06 ❖	1,151
	Pacific Islander	615	58.2% ◀	0.15 ▶	93
	Two or more Races	4,222	68.0% ◀	0.05 ▶	224
	Unknown	962	76.7% ▶	No Gap ◀	
	White	14,378	78.9% ❖		
	First Generation	26,691	75.2% ❖		
	Foster Youth	542	64.6% ▶	0.09 ◀	47
	DSPS	5,475	70.6% ❖		
	CCPG/Pell	41,880	72.8% ◀	▶	
	Veterans	1,404	70.4% ◀	▶	
	URM	26,076	65.6% ◀	0.08 ▶	2,012
Male	American Indian/Alaskan Native	168	72.0% ▶	No Gap ◀	
	Asian	20,272	78.0% ❖		
	Black or African American	5,339	60.5% ❖	0.13 ❖	687
	Filipinx	4,400	69.3% ◀	0.04 ❖	177
	Latinx	17,152	64.8% ❖	0.09 ❖	1,463
	Pacific Islander	553	61.3% ▶	0.12 ◀	66
	Two or more Races	4,053	68.3% ❖	0.05 ◀	205
	Unknown	985	68.7% ◀	0.05 ▶	45
	White	15,070	74.7% ❖		
	First Generation	23,011	70.2% ❖	0.03 ❖	712
	Foster Youth	367	58.3% ❖	0.15 ◀	55
	DSPS	5,360	66.4% ❖	0.07 ❖	369
	CCPG/Pell	35,886	69.3% ❖	0.04 ❖	1,426
	Veterans	7,703	66.7% ◀	0.07 ▶	508
	URM	23,212	63.8% ❖	0.10 ❖	2,218

*Sample size requires a larger gap to be significant

Source: Argos Datablock - Course Success and Demographics

Key: SHAPE ▶ = Increase, ◀ = Decrease, ❖ = No Change (Difference of 1% equals No Change); COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

COURSE COMPLETION BY MATH, ENGLISH, AND ESL LEVELS

Math Basic Skills Completion – 2018-19

In Spring 2019 CCSF began AB 705 implementation for math which allowed more students to take transfer level math courses without going through the basic skills math sequence. Due to this change, fewer students enrolled in basic skills math courses compared to the previous years.

Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
Asian	73	72.6%		
Black or African American	130	40.0%	0.14	18
Filipinx	49	65.3%		
Latinx	301	49.8%	0.04	12
Two or more Races	37	43.2%	0.11	4
White	81	72.8%		
Female	364	53.3%		
Male	307	53.7%		
First Generation	266	50.0%	0.04	10
DSPS	117	52.1%	No Gap	
CCPG/Pell	445	50.6%	0.03	14
Veterans	56	69.6%		
URM	437	46.7%	0.07	31
All students	684	53.8%		

Source: Argos Datablock - Course Success and Demographics

Groups with small numbers were excluded

Math courses included, MATH 30

Key: SHAPE = Increase, = Decrease, = No Change (Difference of 1% equals No Change); COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

AA Math Eligible Completion – 2018-19

In Spring 2019 CCSF began AB 705 implementation for math which allowed more students to take transfer level math courses without going through the basic skills math sequence. Due to this change, fewer students enrolled in AA Eligible math courses compared to the previous years.

Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
Asian	515	68.7%		
Black or African American	316	46.5%	0.09	29
Filipinx	267	59.6%		
Latinx	1,112	48.3%	0.07	81
Pacific Islander	40	40.0%	0.16	6
Two or more Races	211	50.7%	0.05	10
White	483	65.4%		
Female	1,437	59.4%		
Male	1,481	51.8%	0.04	56
Unknown	61	57.4%		
First Generation	1,127	53.8%		
DSPS	271	43.5%	0.12	33
CCPG/Pell	1,873	53.6%		
Veterans	315	54.6%		
URM	1,478	47.6%	0.08	118
All students	2,979	55.6%		

Source: Argos Datablock - Course Success and Demographics

Groups with small numbers were excluded

*Sample size requires a larger gap to be significant

Math courses included, MATH 40, MATH 45, MATH 50, MATH 55, MATH 60

Key: SHAPE = Increase, = Decrease, = No Change (Difference of 1% equals No Change); COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

Math Transferable Completion – 2018-19

In Spring 2019 CCSF began AB 705 implementation for math which allowed more students to take transfer level math courses without going through the basic skills math sequence. Due to this change, more students enrolled in the transfer level math courses compared to the previous years.

Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
Asian	3,167	73.5%		
Black or African American	371	42.0%	0.23	86
Filipinx	503	62.0%	0.03	16
Latinx	1,734	54.4%	0.11	188
Pacific Islander	48	54.2%	0.11	5
Two or more Races	395	61.0%	0.04	17
Unknown	114	60.5%	0.05	5
White	1,263	69.7%		
Female	3,074	67.5%		
Male	4,374	63.6%		
Unknown	160	67.5%		
First Generation	2,704	64.0%		
Foster Youth	40	62.5%	No Gap	
DSPS	478	59.0%	0.06	30
CCPG/Pell	4,491	63.4%		
Veterans	551	62.3%		
URM	2,166	52.4%	0.13	279
All students	7,608	65.2%		

Source: Argos Datablock - Course Success and Demographics

Groups with small numbers were excluded

Math courses included, MATH 70, MATH 75, MATH 80, MATH 90, MATH 92, MATH 95, MATH 97, MATH 100A, MATH 100B, MATH 110A, MATH 110B, MATH 110C, MATH 115, MATH 120, MATH 125, MATH 130

Key: SHAPE = Increase, = Decrease, = No Change (Difference of 1% equals No Change); COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

English Basic Skills Completion – 2018-19

In Spring 2019 CCSF began AB 705 implementation for English which allowed more students to take transfer level English courses without going through the basic skills sequence. Due to this change, more students enrolled in basic skills English courses compared to the previous years.

Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
Asian	564	66.1%		
Black or African American	269	42.4%	0.10	27
Filipinx	171	54.4%	No Gap	
Latinx	778	45.4%	0.07	54
Two or more Races	102	48.0%	0.04	4
White	139	59.7%		
Female	974	55.7%		
Male	1,059	49.3%	0.03	32
Unknown	36	50.0%		
First Generation	852	50.8%		
Foster Youth	34	29.4%	0.23	8
DSPS	269	47.2%	0.05	14
CCPG/Pell	1,362	51.4%		
Veterans	103	63.1%		
URM	1,076	44.0%	0.08	90
All students	2,069	52.3%		

Source: Argos Datablock - Course Success and Demographics

Groups with small numbers were excluded

*Sample size requires a larger gap to be significant

English courses included, ENGL L, ENGL 86, ENGL 88, ENGL 88A, ENGL 88B

Key: SHAPE = Increase, = Decrease, = No Change (Difference of 1% equals No Change); COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

English Transferable Completion – 2018-19

In Spring 2019 CCSF began AB 705 implementation for English which allowed more students to take transfer level English courses without going through the basic skills sequence. Due to this change, more students enrolled in basic skills English courses compared to the previous years.

Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
Asian	2,348	74.9% ◀		
Black or African American	620	54.8% ◀	0.10 ▶	64
Filipinx	568	65.1% ◀		
Latinx	2,156	55.2% ◀	0.10 ▶	215
Pacific Islander	63	42.9% ◀	0.22 ▶	14
Two or more Races	462	62.1% ❖	0.03 ◀	14
Unknown	63	68.3% ◀		
White	1,059	72.5% ▶		
Female	3,529	67.1% ◀		
Male	3,711	63.4% ◀		
Unknown	112	65.2% ◀		
First Generation	2,715	63.3% ◀		
Foster Youth	51	54.9% ◀	0.10 ❖	5
DSPS	577	58.6% ◀	0.07 ▶	38
CCPG/Pell	4,603	64.7% ◀		
Veterans	528	65.2% ◀		
URM	2,852	55.0% ◀	0.10 ▶	292
All students	7,352	65.2% ◀		

Groups with small numbers were excluded

Source: Argos Datablock - Course Success and Demographics

*Sample size requires a larger gap to be significant

English courses included, ENGL 1A, ENGL 1B, ENGL 1C

Key: SHAPE ▶ = Increase, ◀ = Decrease, ❖ = No Change (Difference of 1% equals No Change); COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

ESL Credit Completion – 2018-19

Focus population	Enrollments	Course Success	Equity Gap	# of Students Lost
Asian	2,026	76.4%		
Black or African American	50	86.0%		
Filipinx	35	71.4%	0.03	1
Latinx	434	65.4%	0.09	40
Unknown	42	85.7%		
White	244	76.6%	No Gap	
Female	1,864	77.8%		
Male	967	69.0%	0.06	56
First Generation	1,349	74.3%		
DSPS	76	63.2%	0.12	9
CCPG/Pell	1,668	72.9%		
URM	488	67.2%	0.08	37
All students	2,847	74.7%		

Groups with small numbers were excluded

Source: Argos Datablock - Course Success and Demographics

*Sample size requires a larger gap to be significant

ESL courses include, ESL 49, ESL 66, ESL 69, ESL 75, ESL 79, ESL 85, ESL 95, ESL 110, ESL 112, ESL 120, ESL 122, ESL 130, ESL 132, ESL 140, ESL 142, ESL 150, ESL 160, ESL 182, ESL 184, ESL 186, ESL 188

Key: SHAPE = Increase, = Decrease, = No Change (Difference of 1% equals No Change); COLOR: Green Arrows indicate a positive change, Red arrows indicate a negative change.

HOW MANY STUDENTS ARE TRANSFERRING?

Count of students transferring in 2017-18 by type of 4 year institution

	Count	% transfer to CSU or UC	% transfer to Private in state	% transfer to Out of State/Other
Asian	631	87.0%	6.2%	6.8%
Black or African American	97	45.4%	8.2%	46.4%
Filipinx	85	72.9%	11.8%	15.3%
Latinx	302	77.8%	9.6%	12.6%
Two or more Races	104	73.1%	9.6%	17.3%
Unknown	36	72.2%	5.6%	22.2%
White	334	65.9%	9.3%	24.9%
Female	790	75.4%	9.1%	15.4%
Male	790	77.1%	7.0%	15.9%
DSPS	115	69.6%	8.7%	21.7%
Veteran	99	57.6%	21.2%	21.2%
All students	1,601	76.0%	8.2%	15.8%

Groups with small numbers were excluded

Source: Argos – CSF to University Transfers

For more information about transfer see the Transfer Fact sheet on www.ccsf.edu/research under Fact Sheets.

DEGREES AND CERTIFICATES

Students who received Degrees and Certificates in 2018-19

	Degree (AA, AS, ADT)	CCCCO Approved Certificates	Local Certificate
	N=1,313	N=1,179	N=1,227

Ethnicity

American Indian/Alaskan Native	0.2%	0.3%	0.0%
Asian	33.5%	44.5%	44.8%
Black or African American	7.5%	4.7%	5.5%
Filipinx	6.9%	4.0%	5.5%
Latinx	26.1%	21.5%	23.9%
Pacific Islander	1.0%	0.2%	0.5%
Two or more Races	5.4%	4.0%	2.3%
Unknown	1.1%	1.3%	2.0%
White	18.3%	19.5%	15.6%
Total	100%	100%	100%

Gender

Female	56.2%	58.7%	64.5%
Male	42.3%	39.5%	33.8%
Unknown	1.5%	1.8%	1.6%
Total	100%	100%	100%

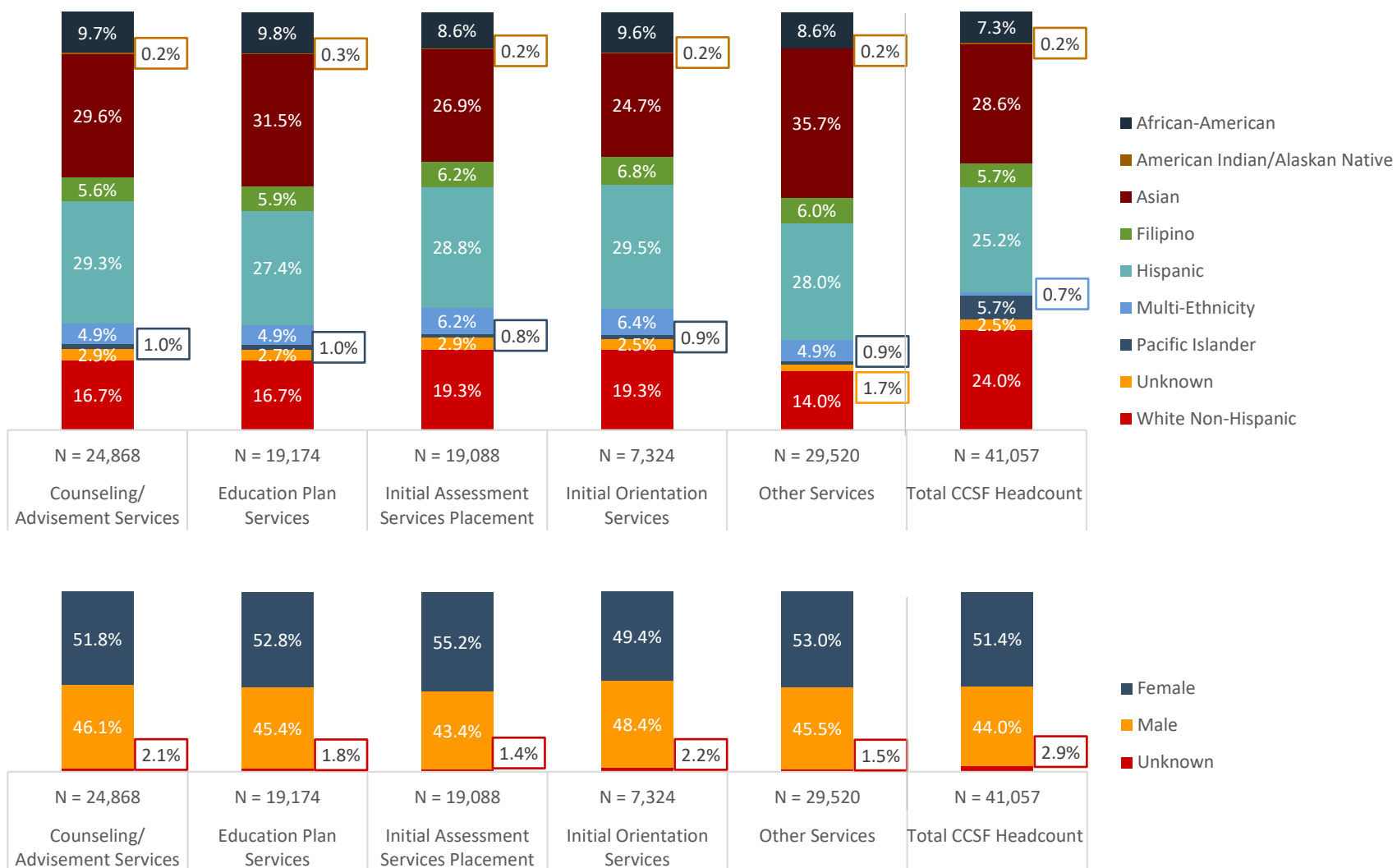
Other student populations

First Gen	34%	36%	35%
Foster Youth	7%	6%	19%
DSPS	10%	9%	7%
CCPG or Pell	75%	68%	50%
Veteran	7%	3%	2%
URM	35%	27%	30%

Unduplicated count of students in each column

Source: Degrees & Certificates Argos Datablock

HOW MANY CREDIT STUDENTS PARTICIPATE IN ORIENTATION, ASSESSMENT AND EDUCATION PLANNING BY FOCUS POPULATIONS? 2018-19



Students may be counted in more than one activity

Source: CCCC Data Mart

STUDENTS ON PROBATION

Note: Probation tables for 2018-19
will be updated after the data
becomes available

How many students are on probation?

Credit students on academic probation in 2016-17

How many students successfully made it off of probation?

Credit students enrolled in 2016-17 who were on probation in previous years and are no longer on probation

	Students on Academic Probation in 2016-17		Students on Progress Probation in 2016-17		Made it off Academic Probation in 2016-17		Made it off Progress Probation in 2016-17		Total CCSF Headcount 2016-17
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Total Students	4,342	100.0%	2,593	100.0%	1,791	100.0%	618	100.0%	N = 35,035
American Indian/Alaskan Native	13	0.3%	13	0.5%	4	0.2%	4	0.6%	0.3%
Asian	881	20.3%	442	17.0%	412	23.0%	132	21.4%	30.0%
Black or African American	533	12.3%	359	13.8%	234	13.1%	124	20.1%	7.7%
Filipinx	298	6.9%	159	6.1%	141	7.9%	35	5.7%	5.8%
Latinx	1,641	37.8%	811	31.3%	568	31.7%	138	22.3%	25.0%
Pacific Islander	43	1.0%	23	0.9%	15	0.8%	2	0.3%	0.7%
Two or more Races	326	7.5%	196	7.6%	100	5.6%	33	5.3%	5.5%
Unknown	44	1.0%	35	1.3%	35	2.0%	14	2.3%	1.6%
White	563	13.0%	555	21.4%	282	15.7%	136	22.0%	23.5%
Female	1,819	41.9%	1,250	48.2%	899	50.2%	323	52.3%	52.7%
Male	2,443	56.3%	1,265	48.8%	859	48.0%	279	45.1%	44.8%
Unknown	80	1.8%	78	3.0%	33	1.8%	16	2.6%	2.5%
Foster Youth	90	2.1%	44	1.7%	41	2.3%	15	2.4%	1.1%
DSPS	405	9.3%	264	10.2%	239	13.3%	94	15.2%	6.7%
CCPG/Pell	2,951	68.0%	1,555	60.0%	1,241	69.3%	346	56.0%	51.3%
Veterans	315	7.3%	73	2.8%	76	4.2%	15	2.4%	4.0%
URM	2,230	51.4%	1,206	46.5%	821	45.8%	268	43.4%	33.7%

Source: SHRTRM - Headcount from Institutional Headcount Argos Datablock

How many students on probation went to follow up interventions or services?

During the 2018-19 academic year 311 students received academic probation services. - Source: CCCC Data Mart

NON CREDIT

Non Credit Attendance Hours– 2018-19

Focus population	Enrollments	Average Number of Attendance Hours
All students	64,153	42.7
American Indian/ Alaskan Native	71	30.2
Asian	29,280	45.6
Black or African American	2,340	36.1
Filipinx	1,191	39.0
Latinx	17,227	44.2
Pacific Islander	149	48.6
Two or more Races	482	45.0
Unknown	7,245	34.6
White	6,168	37.2
Female	41,481	42.5
Male	20,942	43.8
Unknown	1,730	34.5

Source: Argos Data Block – Noncredit Attendance and Course Completion

For more information about noncredit attendance hours see:

PARS Attendance Study for Fall 2008 through Spring 2018

http://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Reports/PARS_Attendance_Study_AllCCSF_05212019v2.pdf

Non Credit CDCP Certificates awarded in 2017-18

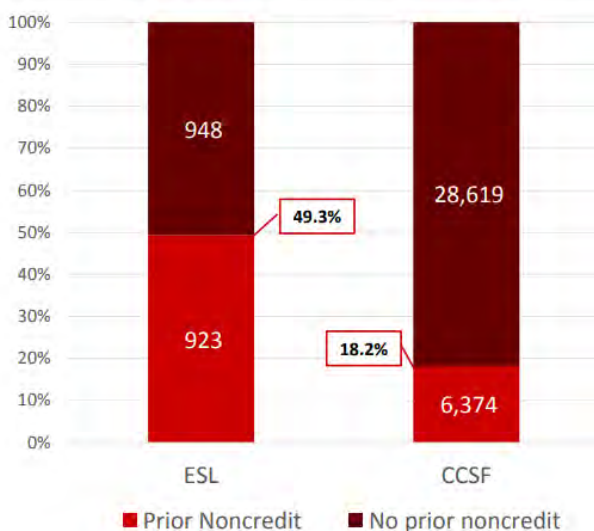
ESL Certificate	Count
Noncredit award requiring from 960+ hours	138
Noncredit award requiring from 480 to < 960 hours	34
Noncredit award requiring from 288 to < 480 hours	14
Noncredit award requiring from 192 to < 288 hours	260
Noncredit award requiring from 144 to < 192 hours	316
Noncredit award requiring from 96 to < 144 hours	229
Noncredit award requiring from 48 to < 96 hours	2
Noncredit award requiring < 48 hours	3

Source: CCCCCO Data Mart

HOW MANY NONCREDIT STUDENTS TRANSITION TO CREDIT?

Approximately 10% of noncredit students transition from noncredit to credit over the past 10 years.

How many credit students have prior noncredit enrollments?



Among students enrolled in credit classes in AY 2016-17:

- 49.3% of students in credit ESL were enrolled in noncredit ESL in a prior term.
- 18.2% of students enrolled in credit classes in 2016-17 were enrolled in noncredit classes in a prior term.

Data source: Noncredit Numbers, summary data: noncredit classes and students - Aug 2018

http://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/Reports/Non_Credit_Numbers/NoncreditNumbers_20180830.pdf

For more information about the transition from noncredit to credit see:

First-time noncredit ESL students and subsequent credit enrollments over time, selected terms through Fall 2018 [Forthcoming]

Future direction:

There are many ways to measure noncredit to credit transition. What is the definition of noncredit to credit transition?

Some questions to consider are...

- Which noncredit students are you interested in?
- Does transition to credit include enrolling in a Math or English course?
- Does transition to credit include taking 6 or more units?
- Does enrollment in credit and noncredit in the same semester count as transition to credit?
- Does transition include noncredit students after their first noncredit term or their last noncredit term?