ACCJC ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

2021 Annual Report

Final Submission
4/9/2021

City College of San Francisco
50 Frida Kahlo Way
San Francisco, CA 94112

General Information

#	Question	Answer
1	Confirm your College Information	Confirmed
2	Name of individual preparing report:	Darryl Dieter
3	Phone number of person preparing report:	415-239-3743
4	E-mail of person preparing report:	ddieter@ccsf.edu
5	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	2017-18	2018-19	2019-20
6	Total unduplicated headcount enrollment:	63,037	62,833	53,603

#	Question	Answer
6a(1)	Percent change 2017-18 to 2018-19 (calculated)	0%
6a(2)	Percent change 2018-19 to 2019-20 (calculated)	-15%

6	**Additional Instructions and Data Definitions**: For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

#	Question	2017-18	2018-19	2019-20
7a	Total unduplicated headcount enrollment in degree applicable credit courses:	40,312	41,049	35,527

#	Question	Answer
7b	Please list any individual program which has experienced a 50% increase or decrease in the last year.	None

7	**Additional Instructions and Data Definitions**: Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

The data included in this report are certified as a complete and accurate representation of the reporting college.

Distance Education and Correspondence Education

#	Question Text	2017-18	2018-19	2019-20
8	Total unduplicated headcount enrollment in distance education in last three years:	9,848	12,065	13,290

#	Question	Answer
8a(1)	Percent change 2017-18 to 2018-19: (calculated)	23%
8a(2)	Percent change 2018-19 to 2019-20: (calculated)	10%

8 **Additional Instructions and Data Definitions**:
Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9a	Do you offer Correspondence Education?	No

9 **Additional Instructions and Data Definitions**:
Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10a	List the Graduation Rate per the US Education Department College Scorecard	24%

10 **Additional Instructions and Data Definitions**:
The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

11	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	CCCCO Student Success Metrics dashboard (Scorecard)
12a	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.calpassplus.org/LaunchBoard/Student-Success -Metrics.aspx

12 **Additional Instructions and Data Definitions**:
ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

The data included in this report are certified as a complete and accurate representation of the reporting college.

Institution Set Standards for Student Achievement

Course Completion Rates

#	Question	2017-18	2018-19	2019-20
13	List your Institution-Set Standard (floor) for successful student course completion rate:	70%	70%	70%
13a	List your stretch goal (aspirational) for successful student course completion rate:	73%	73%	73%
13b	List the actual successful student course completion rate:	72%	72%	71%
13	**Additional Instructions and Data Definitions**: For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.			

Certificates

#	Question	Answer
14(1)	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number-Other
14(2)	If Number-Other or Percent-other, please describe:	Number of students who earned an award, not total number of awards.

#	Question	2017-18	2018-19	2019-20
14a	List your Institution-Set Standard (floor) for certificates:	737	737	737
14b	List your stretch goal (aspirational) for certificates:	818	818	818
14c	List actual number or percentage of certificates:	768	1,180	1,268
14	**Additional Instructions and Data Definitions**: For purposes of this report, include only those certificates which are awarded with 16 or more units.			

Associate Degree (A.A./A.S.)

#	Question	Answer
15(1)	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number of degrees
15(2)	If Number-Other or Percent-other, please describe:	Number of students who earned an award, not total number of awards.

#	Question	2017-18	2018-19	2019-20
15a	List your Institution-Set Standard (floor) for degrees:	1,218	1,218	1,218
15b	List your stretch goal (aspirational) for degrees:	1,331	1,331	1,331
15c	List actual number or percentage of degrees:	1,167	1,317	1,327

Bachelor's Degree (B.A./B.S.)

#	Question	Answer
16	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No

Transfer

#	Question	Answer
17(1)	Type of Institute-set standard for transfers (Please Select Number or Percentage):	Number of transfers

The data included in this report are certified as a complete and accurate representation of the reporting college.

17(2) If Number-Other or Percent-other, please describe:

#	Question	2017-18	2018-19	2019-20
17a	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	1,804	1,804	1,804
17b	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2,125	2,125	2,125
17c	List actual number or percentage of students who transfer to a 4-year college/university:	2,110	2,258	0

Licensure Examination Pass Rates

Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

#	Program	Exam. (National, State, Other)	Inst. set standard (%)(Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
18a	Diagnostic Medical Imaging	National	75%	100%	100%	100%	100%
	Licensed Vocational Nursing (LVN)	State	72%	85%	81%	79%	79%
	Registered Nursing	State	90%	95%	92%	92%	91%
	Echocardiography Tech	National	85%	95%	100%	0%	100%
	Emergency Medical Tech	National	80%	90%	79%	81%	88%
	Health Info Tech	National	85%	95%	100%	100%	100%
	Medical Assisting	State	85%	100%	80%	100%	67%
	Paramedic Program	National	85%	100%	86%	88%	96%
	Phlebotomy	State	85%	95%	76%	91%	0%
	Dental Assisting	State	75%	91%	86%	81%	88%
	Fire Officer	State	85%	100%	100%	100%	0%
	Pharmacy Tech	State	85%	95%	100%	100%	100%
	Certified Coding Specialist	State	85%	95%	0%	0%	100%
	Certified Professional Coder	State	85%	100%	100%	100%	0%
18	**Additional Instructions and Data Definitions**: Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.						

Employment rates for Career and Technical Education students

Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

#	Program	Inst. set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate
19	Accounting	80.7%	92%	0%	86%	89%
	Business Administration	80.7%	89%	89%	67%	46%
	Radio & Television	80.7%	90%	100%	80%	64%
	Computer Software Development	80.7%	93%	67%	82%	85%
	Computer Infrastructure and Support	80.7%	88%	86%	85%	86%
	Automotive Technology	80.7%	95%	71%	100%	78%
	Civil & Construction Management Tech	80.7%	88%	100%	100%	100%
	Graphic Art and Design	80.7%	90%	67%	100%	86%
	Cardiovascular Technician	80.7%	90%	100%	100%	100%
	Nursing	80.7%	100%	97%	92%	100%
	Community Health Care Worker	80.7%	95%	100%	79%	90%
	Other Health Occupations	80.7%	95%	100%	71%	70%
	Child Development/Early Care and Education	80.7%	90%	89%	87%	92%

The data included in this report are certified as a complete and accurate representation of the reporting college.

Nutrition, Foods, and Culinary Arts	80.7%	100%	89%	92%	100%
Human Services	80.7%	95%	100%	100%	43%
Administration of Justice	80.7%	83%	83%	93%	80%
Other Commercial Services (Custodial) - Noncredit	80.7%	100%	0%	0%	100%
Nutrition, Foods, and Culinary Arts - Noncredit	80.7%	100%	0%	0%	100%

19 **Additional Instructions and Data Definitions**:
For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

Q20. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

Course Success Rates: We report fall semester rather than annual rates in order to conform to these rates and goals in state reporting.

Certificates & Degrees: In order to ensure fiscal health, we have had to reduce course offerings, so eventually we expect the number of certificates and degrees earned to decline. This may require us to adjust stretch goals in the future, such that they appear to be unreasonably low, when in fact, we are simply anticipating lower numbers because of budget constraints.

Transfer: We rely upon the transfer counts reported by the California Community College "Student Success Metrics" dashboard. Their reporting is delayed in order to accommodate their transfer definition. As such, we are unable to report the most recent transfer numbers.