

COMMUNITY COLLEGE OF PHILADELPHIA

Institutional Effectiveness 2002
A College Report Card

OFFICE OF INSTITUTIONAL RESEARCH
Report # 129

January 2003

Overview

This is the third year this effectiveness report is being issued by the Office of Institutional Research. IR Report #119, titled *Institutional Effectiveness 2000: A College Report Card* contains a history of the process that was used to develop the original indicators that represent five areas of institutional effectiveness: 1) workforce development; 2) transfer preparation; 3) student persistence, goal attainment, and assessment of collegiate experiences; 4) community outreach; and 5) cost efficiency, resource usage and resource development. Since the initial report, 13 additional indicators have been included in the inventory. This report, along with The Fact Book and Performance Measures¹, provide a broad set of assessment data to support evaluation activities at the College.

Information is provided for each indicator across several points in time. Additionally, peer college/university information is provided for some of the indicators. This information serves as a reference point for assessing changes in the College's performance over time and provides a way to assess college performance relative to peer institutions. Some comparative information was not available at the time this report was printed/posted. This information will be added to the electronic version of the report when it becomes available. The following executive summary highlights aspects of the College that appear to have changed, either for the better or worse, over the last year.

Executive Summary

Despite the current economic slump, CCP graduates continue to enjoy positive employment outcomes. Many career outcomes for 2001 graduates were more positive than their 2000 predecessors.

- The percentage of 2001 career program graduates who secured employment related to their academic program is greater than their most immediate predecessors in 2000.
- Between 1996 and 2001 the average salary earned by graduates increased by 37.7%. This increase outpaced the increase in the CPI during this time period.
- The percentage of graduates who contributed to the local economy by working in the metropolitan area has increased over the last several years. Ninety percent of the graduating class of 2001 who were working were doing so in the Philadelphia area.
- The overall satisfaction level for 2001 graduates improved significantly. Nearly 86% of 2001 working graduates reported their CCP preparation for employment was either excellent or good. The only downside to this preparation was some slippage in graduate's satisfaction with preparation for computer technology in the work place.
- The pass rates for CCP graduates on certification exams in the health-care professions continue to exceed national averages.

Preparation of students for successful transfer continues to be an institutional strength.

- Transfer rates remain high. Sixty-eight percent of transfer program graduates in 2001 were taking courses elsewhere shortly after graduating from CCP.
- The number of articulation agreements continues to increase. By 2002, there were 89 agreements with 35 different colleges and universities.

¹ These documents are available on the Institutional Research website.

- The outcomes of CCP transfers at the transfer institution appears to be improving. The GPAs earned by former CCP students at State System universities in Fall 2001 and Spring 2002 were higher than in earlier semesters.
- Recent cohorts of CCP transfers to Temple University have been more likely to persist than either earlier CCP cohorts or all transfers to Temple University.
- The College continues to improve in its preparation of graduates for the use of computer technology at the transfer institution.

Student persistence continues to be an area where institutional improvement should be pursued. While there has been improvement in the short-term persistence of students, especially for part-time students, long-term persistence indicators continue to decline.

- The five-year graduation rate for full-time CCP students has declined to 10.9%. Students in transfer programs are half as likely to persist to graduation as students in career programs.
- In the short run, persistence has improved. There were substantial increases in the percentage of recent part-time students returning in the next spring or fall semester.
- There has been a diminishment related to academic performance indicators. The average semester GPA has decreased in recent semesters and a slightly larger percentage of departing students were academically unsuccessful during their last semester at the College.
- Recent graduates have been as satisfied as their predecessors with the co-curricular opportunities; institutional services; campus climate; and facilities at the College.
- The percentage of graduates who reported that they had completed their educational goals while at the College increased over the past year.

With respect to community outreach, the College continues to provide a unique educational service in Philadelphia as the City's only public higher education institution.

- Non-credit adult education enrollments in 2001/02 increased from the previous year.
- Credit enrollments at off-campus locations in fall 2002 increased from levels in fall 2001.
- Distance education opportunities have expanded. Consequently, distance education enrolments have increased and student grade performance in Internet courses have improved significantly since Fall 2001.

There have been several small changes over the last year related to cost efficiency and resource development indicators.

- Relative to its peers within the State, the College's expenditure per student is relatively low and, in real terms, has declined over the past decade.
- Average class size in Fall 2001 was slightly higher than the average in 1999 and 2000.
- Recent tuition and fee increases have been lower than those imposed by all of the four-year college and university sector.

Workforce Development

1. Percent of career program graduates who secured employment related to their academic program shortly after graduating

1996: 60.7%

1999: 71.6%

2000: 63.0%

2001: 67.8%

2001 graduates met with greater success than their 2000 predecessors did in locating employment related to their studies shortly after graduating (8 months). Sixty eight percent (68%) of 2001 career program graduates were working in jobs related to their studies and an additional 13% of 2001 career program graduates were working in jobs that were unrelated to their studies, elevating the overall employment rate for 2001 graduates to 81%.

2. Percent of recent graduates working in the City and the Philadelphia metropolitan area

	City of Philadelphia	Metropolitan Area
1997:	71.2%	82.4%
1999:	74.9%	88.9%
2000:	76.4%	87.8%
2001:	76.0%	90.2%

Most graduates of the College remain in the City as active contributing members of the local economy. Approximately three-quarters of 2001 graduates were working at a job that was located in Philadelphia eight months after graduating. If the geography is expanded to include the Philadelphia metropolitan area, 90% of 2001 graduates were working in regional businesses. Recent graduates were slightly more likely to be working locally than were graduates from earlier years.

3. Average salary earned by career program

1996: \$27,534

1999: \$30,980

2000: \$32,189

2001: \$37,923

Between 1996 and 2001 the average salary earned by graduates increased by 37.7 % to \$37,923.

4. Percent of working graduates who were satisfied with their preparation for employment

	Excellent/Good	Fair	Poor
1996:	85.7%	11.2%	3.1%
1999:	85.6%	11.8%	2.6%
2000:	79.8%	17.0%	3.2%
2001:	85.7%	10.9%	3.4%

2001 graduates remain positive in their assessment of the preparation for employment they received while at the College. Satisfaction levels for 2001 graduates improved over levels reported by 2000 graduates.

5. Rating of graduates with respect to their computer technological preparation for employment

	Excellent/Good	Fair	Poor
1997:	54.4%	34.2%	11.4%
1999:	63.6%	26.5%	9.8%
2000:	73.2%	20.8%	6.0%
2001:	66.9%	25.4%	7.6%

To this point, the employment-related indicators for 2001 graduates have been more positive than those for 2000 graduates with the exception of indicator #5. Over the last year, there has been a downturn in the percentage of graduates who feel they have been well-prepared for the computer technology demands in the workplace.

6. Number of students per computer

Spring 1994:	49.6
Fall 2000:	12.1
Fall 2001:	11.6
Fall 2002:	10.9

Since 1994, tremendous progress has been made in providing students with access to technology. In spring 1994, there were 49.6 students for every computer. By fall 2002, there were 1800 computers available for student use. The number of students per computer in Fall 2002 dropped to 10.9.

8. Programs with specialized accreditation and other external recognition, 2001-02 academic year.

Program	Accrediting/Recognizing Authority
Automotive Technology	Certified by National Automotive Technicians Education Foundation (NATEF)
Clinical Laboratory Technician	Accredited by National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Dental Assisting Dental Hygiene	Accredited by Commission on Dental Accreditation of American Dental Association
Diagnostic Medical Imaging	Accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT)
Dietetic Technician	Currently granted Accreditation by Commission on Accreditation for Dietetics Education of American Dietetic Association
Health Information Technology	Accredited by American Health Information Management Association, and Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Medical Assisting and Management	Accredited by American Association of Medical Assistants Endowment, and by Commission on Accreditation for Allied Health Education Programs (CAAHEP)
Nursing	Accredited by National League for Nursing Accrediting Commission
Paralegal Studies	Approved by the American Bar Association
Respiratory Care Technology	Accredited by Committee for Accreditation of Respiratory Care

Transfer Preparation

9. Transfer rates of graduates relative to statewide patterns

	1998/99	1999/00	2000/01
CCP	53.1%	53.0%	Not available
Bucks	48.6%	55.0%	at this time
Montgomery	52.5%	57.4%	
Delaware	41.5%	39.0%	
Harrisburg	36.4%	37.9%	
Allegheny	42.4%	35.4%	

Over half of all the College's recent graduates transfer to another higher education institution within eight months of graduation. CCP's short-term transfer rates are comparable with those of Bucks and Montgomery County Community Colleges.

10. Transfer rates of graduates who graduated from transfer programs

1996: 63.0%

1999: 72.9%

2000: 68.0%

2001: 67.8%

In an attempt to factor student educational goals into the calculation of transfer rates, Indicator #10 is based on only graduates of the College's transfer programs. By limiting the student base to those who graduated in designated transfer programs, the transfer rate jumps to 68% for 2001 graduates. This transfer indicator has fluctuated between 1996 and 2001 ranging from 63% in 1996 and 73% in 1999.

11. Number of articulation agreements in existence with four-year colleges and universities

1994 - 1995: 22

1999 - 2000: 56

2000 - 2001: 65

2001 - 2002: 89

The number of articulation agreements has increased significantly since 1995 when 22 agreements were in place. By 2002, there were 89 articulation agreements with 35 different institutions of higher education.

12. GPAs earned by former CCP students who were enrolled at SSHE universities

	0 - 1.99	2.0 - 2.99	3.0 - 4.0
Fall 1997:	17.7%	55.6%	26.8%
Spring 1998:	19.7%	56.6%	23.7%
Fall 1998:	16.4%	55.6%	28.1%
Spring 1999:	16.5%	59.5%	24.1%
Fall 1999:	14.4%	57.6%	28.0%
Spring 2000:	19.1%	52.5%	28.4%
Fall 2000:	8.7%	65.1%	26.2%
Spring 2001:	19.5%	56.3%	24.1%
Fall 2001:	12.8%	55.6%	31.6%
Spring 2002:	11.6%	57.9%	30.5%

The cumulative GPAs earned by CCP transfers at State System of Higher Education (SSHE) universities has been fairly stable over time. The information, which is based on all former CCP students who were enrolled at SSHE universities in the designated semesters, indicates that in the most recent fall and spring semesters CCP transfers were more likely than their predecessors to earn GPAs of 3.0 or better.

13. Graduation Rates for CCP Transfers to State System Universities

Year	Entering Cohort #	Graduated by Fall 2001		Graduated by Fall 2002	
		#	%	#	%
Fall 1997	63	18	28.6%	24	38.1%
Fall 1998	59	4	6.8%	15	25.4%
Fall 1999	59	7	11.9%	16	27.1%
Fall 2000	62	0	0.0%	6	9.7%

The SSHE graduation rates of former CCP students have been relatively modest. Only 24 (38.1%) of the 63 former CCP students who entered a State System university in fall 1997 graduated by fall 2002. Approximately one-quarter of the fall 1998 and fall 1999 cohorts graduated from an SSHE university by fall 2002.

14. First fall semester to second fall semester persistence rates at Temple University for CCP transfers

	CCP Transfers	All Temple Transfers
Fall 1995 cohort:	72.5%	73.4%
Fall 1996 cohort:	68.8%	76.4%
Fall 1997 cohort:	74.1%	78.0%
Fall 1998 cohort:	74.6%	77.1%
Fall 1999 cohort:	77.8%	76.0%
Fall 2000 cohort:	77.0%	75.9%
Fall 2001 cohort:	77.9%	75.1%

The Temple University persistence rates of CCP transfers have improved since the fall 1995 transfer cohort. Over three quarters of the CCP transfer students who entered Temple University in fall 2001 reenrolled at Temple for the fall 2002 semester. Since the fall 1999 cohort, the persistence rates of CCP transfers have exceeded the rate for all transfers to Temple.

15. Rating of graduates with respect to the quality of the computer technological preparation for study at a four-year college or university.

	Excellent/Good	Fair	Poor
1997:	62.3%	27.1%	10.6%
1999:	66.3%	25.6%	8.1%
2000:	69.9%	24.4%	5.8%
2001:	68.1%	27.1%	4.8%

Given institutional efforts in the area of computer technology over the last several years, it is heartening to note the positive trend in graduates' assessments of their computer technology preparation for the transfer institution. Assessments in 2001 were slightly more positive than those in earlier years.

16. Rating of graduates with respect to their preparation for transfer

	Excellent/Good	Fair	Poor
1999:	93.6%	5.9%	0.5%
2000:	88.9%	10.6%	0.5%
2001:	92.0%	7.6%	0.4%

Graduates continue to be extremely positive in their assessment of the overall preparation they received for continuing their education elsewhere. Graduates in 2001 were slightly more positive than their predecessors in 2000.

Student Persistence, Goal Attainment, and Assessment of Collegiate Experiences

17. Number of transfer, career, and certificates awarded

	Total Associate Degrees	Transfer Associates	Career Associates	General Studies Associates	Certificates
1995:	1274	91	735	448	162
1997:	1231	156	709	366	175
1999:	1182	260	699	223	175
2001:	1143	482	569	92	162
2002:	1250	598	577	75	134

As the number of General Studies degrees dwindled (the program was discontinued several years ago so the degrees reflect students who were grandfathered in the program), the number of transfer degrees awarded by the College has grown. The opposite has been true for career-related degrees. In 1995, 735 career-related programs were conferred but by 2002, the number of career-related degrees was 577. The number of certificates awarded by the College has also dropped over the time.

18. Graduation rates for full-time (in first semester), college ready students after 5 years

1992: 17.0%

1995: 11.2%

1996: 12.3%

1997: 10.9%

In order to calculate graduation rates, students who were new to the college and enrolled with a full-time course load in the fall 1992, fall 1995, fall 1996, and fall 1997 semesters were tracked to determine the percentage who graduated at any time during the next five year period. The relatively low graduation rates for these student cohorts and the decline since 1992 could be cause for concern. While 17% of all first-time, full-time students in fall 1992 had graduated by 1997, only 10.9% of the fall 1997 cohort had done so by 2002.

19. Graduation rates for full-time, college ready students by career and transfer programs students after 5 years

	Career	Transfer
1992:	23.7%	15.7%
1995:	20.9%	9.4%
1996:	21.7%	11.2%
1997:	17.2%	8.3%

The diverse educational objectives held by Community College of Philadelphia students need to be considered when analyzing persistence measures. Many students enroll with the intention of taking several courses and are uninterested in earning an Associates degree or certificate from the College. An understanding of the diversity of student intentions helps to put persistence rates in perspective. An approach to calculating graduation rates that, to a limited extent, takes student degree intentions into account is to separately calculate graduation rates for students enrolled in career and transfer programs. Doing so, results in higher graduation rates for students in career programs, which have traditionally been viewed as terminal programs leading to employment opportunities. The graduation rates for students who were enrolled in transfer programs, which are designed to provide opportunities for transfer to baccalaureate degree granting colleges and universities, was considerably lower than the career program graduation rate, this was true for all four fall cohorts. While the downturn for this graduation indicator has occurred for both career and transfer students, the drop associated with transfer programs has been steeper since the 1992 cohort graduation rate.

20. Graduation rates for predominantly full-time (enrolled full-time at least 75 percent of the time while attending CCP), college ready students after 5 years

1992:	14.1%
1995:	15.0%
1996:	15.6%
1997:	11.7%

The enrollment patterns of many community college students is very nontraditional. It is not uncommon for a student to take a full-time course load in their first semester and switch to a part-time load or stop-out in subsequent semesters. Indicator # 20 was designed to standardize student attendance behavior, to some extent, by limiting the graduation rate calculation to students who attended as full time students during at least 75% of the semesters they were in attendance at the College. While there had been improvement in these graduation rates between 1992 and 1996, the rate dropped significantly for the 1997 cohort.

21a. Percent of new full-time students in the fall who return the subsequent spring semester

1994: 79.1%

1998: 77.6%

1999: 77.3%

2000: 77.2%

2001: 77.2%

21b. Percent of new part-time students in the fall who return the subsequent spring semester

1994: 54.4%

1998: 47.1%

1999: 46.9%

2000: 46.5%

2001: 56.4%

In addition to graduation rates, it is prudent to consider short-term persistence indicators, given the nondegree intentions of many of the College's students. The first short-term persistence rate is based on reenrollment in the second semester for new full-time (#21a) and part-time (#21b) students in four fall semesters. From fall 1994 to fall 1998 there was a slight decrease in the percentage of full-time students returning for the subsequent spring semester. The decrease leveled off over the last few cohorts to 77.2%. While the retention rate for part-time students also decreased between fall 1994 and fall 2000, it rebounded significantly in 2001 to 56.4%.

22a. Percent of new full-time fall students that return the subsequent fall

1994: 50.9%

1998: 50.8%

1999: 50.5%

2000: 52.9%

22b. Percent of new part-time fall students that return the subsequent fall

1994: 32.8%

1998: 28.8%

1999: 29.8%

2000: 37.0%

Indicators #22a and #22b track the same fall cohorts as Indicators #21a and #21b to determine rates of reenrollment after the first year. Over time, persistence rates for the year have been more stable than those for the semester. Approximately 51% of full-time students in fall 1994, 1998, and 1999 returned for their second consecutive fall term. Retention improved slightly for the 2000 full-time cohort. This retention rate improved significantly for the new fall 2000 part-time cohort. Slightly more than one-third of part-time students enrolled in the subsequent fall semester.

23. Percentage of students completing the 18th credit in the semester and successfully completed English 101

Fall 1995: 62.0%

Spring 1996: 59.8%

Fall 2001: 62.4%

Spring 2002: 63.1%

Students in recent semesters have been a bit more likely than those in the past to have achieved some level of proficiency in writing skills. Sixty-three percent (63%) of the students in the Spring 2002 term who completed 18 credits successfully completed English 101 with an A, B, or C grade. This compares with 59.8% of the students in spring 1996.

25. Percentage of credits hours earned to credits hours attempted by students enrolled during the semester

Fall 1995: 87.1%

Spring 1996: 86.9%

Fall 2001: 84.8%

Spring 2002: 82.9%

Students in recent semesters have been less successful than students in the past in successfully completing their courses. In fall 1995, students completed an average of 87.1% of their semester credits while in fall 2001 the completion rate was 84.8%. There has been a similar downturn associated with spring students.

26. Average (mean) semester GPA earned by students

Fall 1995: 2.52

Spring 1996: 2.52

Fall 2001: 2.46

Spring 2002: 2.40

Students in recent semesters have been less successful than students in the past in successfully completing their courses. In fall 1995, the average semester GPA earned by students was 2.52 while in fall 2001 the average semester GPA was 2.46. There has been a similar downturn associated with spring students.

27. Percentage of departing students in the semester by success category ²

	Graduate	Long-term Success	Short-term Success	Unsuccessful
Fall 1995:	6.6%	28.5%	22.5%	42.4%
Spring 1996:	11.8%	34.1%	18.8%	35.3%
Fall 2001:	6.3%	30.3%	20.6%	42.9%
Spring 2002:	9.0%	34.4%	18.0%	38.7%

Spring 2002 departing students were fairly similar to their counterparts in 1996. Differences between the two cohorts include a slightly smaller percentage of graduates recently and a slightly larger percentage of unsuccessful students in Spring 2002. There was little change across time in the departure status of fall students.

² Success categories are defined as follows:

- Graduates are students who earned certificates or associates degrees at the College.
- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned.
- Short term success is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned.
- The unsuccessful departure group includes all departing students not otherwise classified including students who never complete a college-level course.

28. Percent of graduates who indicate they achieved their goals at the College

	Yes, fully	Yes, partially	No
1996:	73.4%	24.9%	1.8%
1999:	73.9%	24.5%	1.6%
2000:	72.6%	26.6%	1.3%
2001:	81.0%	18.1%	0.8%

A very small percentage of graduates indicated they did not achieve the educational goals they set for themselves and this number dropped between 1996 and 2001.

29. Rating of graduates with respect to the overall instruction, delivery, and content of courses

	Excellent/Good	Fair	Poor
1997:	84.6%	12.9%	2.5%
1999:	80.6%	17.7%	1.7%
2000:	83.1%	15.2%	1.7%
2001:	83.0%	15.2%	1.8%

Graduates have been consistently pleased with their academic experiences at the College.

30. Rating of graduates with respect to the cocurricular opportunities and institutional services available at the College

	Excellent/Good	Fair	Poor
1997:	75.2%	22.0%	2.8%
1999:	73.9%	21.1%	5.0%
2000:	77.1%	20.4%	2.5%
2001:	75.5%	20.9%	3.6%

Overall, very few graduates were dissatisfied with their out-of-classroom experiences at the College. Recent graduates tended to be slightly less satisfied than their predecessors with this aspect of their college experience.

31. Rating of graduates with respect to the College's environment and facilities

	Excellent/Good	Fair	Poor
1997:	69.1%	25.3%	5.6%
1999:	68.6%	25.3%	6.1%
2000:	70.3%	24.8%	4.9%
2001:	71.7%	23.3%	5.0%

2001 graduates' assessments of the College's environment have improved slightly, reflecting aspects of the campus climate that have been targeted for improvement over recent semesters.

Community Outreach

33. Number of students enrolled in non-credit adult education

1995/96:	13,809
1999/00:	7,981
2000/01:	12,295
2001/02:	16,948

This figure has more than doubled since the 1999/2000 academic year. Close to 17,000 non-credit students were enrolled at the College in academic year 2001/02.

34. Credit enrollments at regional centers and other off-campus locations

	Fall 1995	Fall 2000	Fall 2001	Fall 2002
Northeast	2,049	2,065	2,334	2,367
West	466	550	774	873
Northwest	482	1,355	1,514	1,741
Other Off-Campus	1,836	1,120	1,4831	2,045

In support of its mission to provide access to higher education, the College has established opportunities for Philadelphians to participate in courses and programs of study at convenient locations throughout the service area. In addition to the main campus on Spring Garden Street, the College operates three regional centers and offers instructional programs in 13 different community sites in all sections of the City. Off-campus enrollments at all sites in Fall 2002 were higher than in the previous fall semester. This increase reflects the expansion and relocation of the Northwest Regional Center and the expansion of curricular and degree completion opportunities at the centers.

35. Business and Industry program enrollments

	1997/1998	1999/2000	2000/2001	2001/2002
Number of Programs:	25	30	28	Not
Total Contract Revenues:	\$2,334,525	\$3,078,451	\$2,057,825	Available
Number of Employees trained/educated	2,862	2,658	2,529	

The College has made the delivery of customized education programs to Philadelphia employers a priority.

36. Percent of graduates who would have been unable to attend college had it not been for the College

1995/96:	38.6
1996/97:	44.8
1997/98:	42.2
1998/99:	35.8
1999/00:	37.9
2000/01:	42.4

The College provides a unique educational service in Philadelphia. Over the years, many graduates indicated they would have been unable to pursue their educational aspirations had the College not been in existence. Most recently, 42% of graduates would have been unable to participate in higher education if they had not been able to attend the College.

37. Number and percent of recent Philadelphia public and private high school graduates enrolling at CCP directly after graduation.

	Spring 1995 H.S. Graduates	Spring 1998 H.S. Graduates	Spring of 1999 H.S. Graduates	Spring of 2000 H.S. Graduates	Spring of 2001 H.S. Graduates
Enrolled at CCP	1,721 (13.7%)	1,964 (14.9%)	1792 (12.9%)	2173 (15.5%)	2369 (17.4%)
Enrolled at a Community College Statewide	11,371 (15.3%)	11,811 (16.1%)	11,949 (16.6%)	Not Available	Not Available

The College enrolled 13.7% of 1995 graduates and nearly 15% of 1998 graduates. The College lost some ground with 1999 high school graduates enrolling at the College but regained most of this loss by 2000. By 2001, 17.4% of high school graduates enrolled at CCP. Reflecting, in part, the high level of competition in the Philadelphia region, enrollment percentages at the College are below the Statewide averages through 1999. Statewide information beyond 1999 is not available at this time.

38. Number and percent of service area residents aged 18 years and older who enrolled in at least one credit or non-credit course during the academic year

	1997/98	1998/99	1999/00	2000/01	2001/02
CCP:					
Credit	26,500 (2.4%)	26,696 (2.5%)	25,564 (2.3%)	27,820 (2.5%)	28,763 (2.6%)
Non-Credit	12,351 (1.2%)	10,148 (1.0%)	7,296 (0.6%)	11,937 (1.1%)	16,270 (1.4%)
Total	38,851 (3.4%)	36,844 (3.5%)	32,860 (2.9%)	39,757 (3.5%)	45,033 (4.0%)

During the 2001/02 academic year, 4.0% of service area residents were taking a course at the College. Participation levels in credit courses have been larger than those in non-credit courses, which have dropped over the first three years included in the table but have rebounded since 2000/01.

39. Percentage of students by racial/ethnic background compared to racial ethnic backgrounds of Philadelphians

	Phila. Population (2000 Census)	CCP 1999/00 estimates	CCP 2000/01 estimates	CCP 2001/02 estimates
Black	43.2%	49.6%	47.9%	49.8%
White	45.0%	27.7%	26.5%	26.0%
Asian	4.5%	7.0%	7.3%	7.6%
Native American	0.3%	0.6%	0.6%	0.7%
Hispanic	8.5%	15.2%	17.7%	15.9%

The College's student body reflects the demographic diversity of the City of Philadelphia. CCP is the largest single point of entry into higher education for minorities in Pennsylvania. This is especially true for Asian and Hispanics who are over-represented among CCP enrollments.

40. Headcount enrollments in distance education courses

	Total Headcount
Fall 1998	476
Spring 1999	528
Fall 1999	380
Spring 2000	515
Fall 2000	382
Spring 2001	620
Fall 2001	514
Spring 2002	982
Fall 2002	1053

Enrollment in distance education courses doubled between Fall 2001 and Fall 2002 and increased by one-third from Spring 2001 and Spring 2002.

41. Number of distance education course sections available at the College

	Television Courses #	Internet Courses #
Spring 2000	30	3
Fall 2000	26	0
Spring 2001	33	5
Fall 2001	22	11
Spring 2002	25	18
Fall 2002	23	31

As of fall 2001, the balance between television and Internet courses changed. While most distance education courses prior to fall 2001 were television courses, one- third of the distance education courses in fall 2001 were Internet courses and by Fall 2002 Internet courses outnumbered television courses.

42. Percentage of favorable and unfavorable grades awarded in distance education courses and all courses

	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
All Courses					
A,B,C	54.0	62.6	63.7	64.4	63.7
D,F	17.7	20.9	20.5	21.5	22.3
W	15	16.1	15.8	13.0	13.1
Television Courses					
A,B,C	42.9	61.5	52.2	52.2	45.9
D,F	31.0	27.9	29.0	28.0	37.7
W	24	20.2	19	19.8	15.5
Internet Courses					
A,B,C	33.7	0	31.4	47.4	57.5
D,F	15.4	0	40.6	27.8	26.3
W	44.2	0	25.5	24.7	15.9

The distributions of grades awarded in Internet have been significantly more positive since Fall 2001. During spring 2002, grades in Internet courses approached the College norm.

43. Satisfaction with quality of instruction received in distance education courses compared with classroom-based courses

	CCP 2001 Graduates	Nationwide Community Colleges
More satisfied:	39%	24%
Equally satisfied:	39%	45.1%
Less Satisfied:	22%	30%

CCP graduates appear to be satisfied with the quality of instruction they received through their distance education courses. Nearly 80% of 2001 graduates were equally or more satisfied with their distance education when compared to their classroom-based courses. CCP assessments compare favorably with nationwide data.

Cost Efficiency, Resource Usage and Resource Development

44. Total program costs per FTE compared with tuition and fees charge for full-time students.

	Direct Cost per Student FTE	Real Operating Cost per FTE and Fees (1982-84=100)	Tuition and Fees	Real Tuition (1982-84=100)
1991/92:	3,459	2,460	1,360	967
1999/00:	4,020	2,300	1,992	1,140
2000/01:	4,024	2,248	2,040	1,140
2001/02:	4,087	2,246	2,112	1,160

Average annual increase/decrease:

Operating Cost per FTE -	1.67%
Real Operating Cost per FTE -	-0.90%
Tuition and Fees -	4.50%
Real Tuition and Fees -	1.80%

For the past decade, the College has been reducing the amount of money spent per student in real terms. While in current dollars there has been an average annual increase of cost per student of 1.67 percent, in real terms there has been a decrease per year of 0.9 percent. Tuition and fee increases have modestly outpaced inflation with the average annual real increase averaging 1.8 percent.

45. Average credit class size

	CCP	Statewide
Fall 1993:	23.4	20.2
Fall 1995:	22.5	19.4
Fall 1997:	22.4	18.8
Fall 1999:	21.4	17.4
Fall 2000:	21.5	16.8
Fall 2001:	22.0	Not Available
Fall 2002:	22.2	Not Available

Throughout the 1990s, average class size decreased moderately. Average class size in Fall 2001 and Fall 2002 was slightly higher than to the average in 1999 and 2000. In the past, the College maintained average class sizes significantly above State averages.

46. Percent of budget directed to Instructor and Academic and Student Support Services

1994/95:	74.9%
1998/99:	73.8%
2000/01:	75.7%
2001/02:	75.8%

The great majority of the College's budget is committed to direct instruction and student/ academic support services. In the most recent year, a larger percentage of the budget has been directed to these purposes.

47. Number of grants and size of grant dollars

	Number of Funded Grants	Dollars Received
1995 - 1996:	24	\$3,783,537
1999 - 2000:	46	\$5,262,564
2000- 2001:	48	\$5,972,830
2001-2002:	48	\$5,821,478

Both the numbers of funded grants and the total dollars received from grants has increased appreciably in recent years. During 2001/2002, 86% of the grant applications that were submitted by the College were funded.

48. Average annual percentage increase in tuition and fees and tuition and fees rate increases relative to regional four-year institutions

	Full-Time Student Cost 1991/92	Full-Time Student Cost 2000/01	Average Annual Dollar Increase	Average Annual Percent Increase
CCP	1,456	2,040	65	3.82%
State Universities	3,028	4,695	185	4.99%
State-Related Commonwealth Universities	4134	6,452	258	5.07%
Private Colleges & Universities	10,167	16,121	662	5.23%

Compared to other Pennsylvania institutions, over the past decade the College has had significantly lower average annual increases in tuition.