

COMMUNITY COLLEGE OF PHILADELPHIA



2003 Institutional Effectiveness Report

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Overview

This is the fourth 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) revenue and resource usage patterns. Since the initial report, a number of additional indicators have been included in the inventory and several have been removed. This report, along with The Fact Book and Performance Measures¹, provide a broad set of assessment data to support evaluation activities at the College. The purpose of this report is to provide a balanced assessment of the College looking at many dimensions of college performance at the same time.

In order to provide some understanding of how the College is changing over time, 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 issued in February 2004. This information will be added to the electronic version of the report as 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 economic slump, CCP graduates continue to enjoy positive employment outcomes. However, some career outcomes for 2002 graduates were less positive than their 2001 predecessors.

- The percentage of 2002 career program graduates who secured employment related to their academic program is less than their most immediate predecessors in 2001.
- Between 1996 and 2002 the average salary earned by graduates increased by 41.3%. This increase outpaced the increase in the CPI during this time period.
- 2001 CCP graduates were earning, on average, \$9,318 (52%) more the year following graduation from CCP.
- The percentage of graduates who contributed to the local economy by working in the metropolitan area has increased over the last several years. Ninety-three percent of the graduating class of 2002 who were working were doing so in the Philadelphia area.
- While the overall satisfaction level for 2002 graduates decreased compared to 2001 graduates, it remains high. Eighty percent of 2002 working graduates reported their CCP preparation for employment was either excellent or good.

Preparation of students for successful transfer continues to be an institutional strength. Transfer effectiveness indicators for 2002 were as positive as those in the past.

- Transfer rates remain high. Sixty-six percent of transfer program graduates in 2002 were taking courses elsewhere shortly after graduating from CCP.

¹ These documents are available on the Institutional Research website.

- The number of articulation agreements continues to increase. By 2003, there were 91 agreements with 35 different colleges and universities.
- 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 2002 and Spring 2003 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.

There has been improvement in the persistence of students both short and long-term. Academic outcomes have also improved. However, student persistence continues to be an area where institutional improvement should be pursued.

- The five-year graduation rate for full-time CCP students has increased to 14.5%.
- The percentage of students in transfer programs who graduate in five years has increased.
- In the short run, persistence has remained unchanged. The percentage of recent full- and part-time students returning in the next spring or fall semester remained constant.
- Recent graduates have been slightly less satisfied than their predecessors with the co-curricular opportunities and institutional services, but slightly more satisfied with 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.

- The percent of graduates who would have been unable to attend college had it not been for CCP remains significant. In 2002, 39% of graduates would have been unable to participate in higher education if they had not been able to attend the College.
- Credit enrollments, both on and off-campus locations in fall 2003 increased from levels in fall 2002.
- Distance education opportunities continue to expand. Consequently, distance education enrolments have increased and student grade performance in Internet courses have improved significantly since Fall 2001.

Several changes are noteworthy in the cost, resource usage, and resource development indicators.

- Average class size in Fall 2003 was higher than in the previous four years.
- Average expenditure per FTE student rose significantly due to increases in credit FTE enrollments and reductions in lower cost non-credit enrollments.
- Limited increases in State and City revenues have forced a growing dependence on student revenues.
- Despite significant increases to tuition and fees, CCP increases in student attendance costs have been less than those put in place at area four-year colleges.

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%

2002: 63.1%

2002 graduates met with less success than their 2001 predecessors did in locating employment related to their studies shortly after graduating (8 months). Sixty three percent (63%) of 2002 career program graduates were working in jobs related to their studies and an additional 18% of 2002 career program graduates were working in jobs that were unrelated to their studies, elevating the overall employment rate for 2002 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%
2002:	75.9%	93.0%

Most graduates of the College remain in the City as active contributing members of the local economy. Approximately three-quarters of 2002 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, 93% of 2002 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 graduates

1996: \$27,534

1999: \$30,980

2000: \$32,189

2001: \$37,923

2002: \$38,904

Between 1996 and 2002 the average salary earned by graduates increased by 41.3 % to \$38,904.

4. Average salary earned by previously working 2001 graduates before and after graduation.

		CCP	State Total
1998:	# of 2001 Students working	604	4,432
	Average Wage (\$)	18,615	19,934
2002:	Average Wage (\$)	29,096	28,582
Net Change:	Average Total Wage Difference 2002-1998 (\$)	10,481	8,529
%Change:	Average Total Wage	56.3%	43.1%

The wages of 604 CCP graduates in 2001 were compared at two points in time, 1998 and 2002. Of all 2001 graduates, 604 (72%) reported wage data in 1998, three years prior to graduation and again during 2002, a year following graduation. The average wage for 2001 graduates jumped 52% pre/post graduation. This reflected a bigger increase than the statewide wage difference.

5. 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%
2002:	80.5%	13.4%	6.1%

While 2002 graduates remain positive in their assessment of the preparation for employment they received while at the College, satisfaction levels dropped from previous years. This may reflect current economic conditions.

6. 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%
2002:	77.3%	18.1%	4.6%

Over the last year, there has been an improvement in the percentage of graduates who feel they have been well-prepared for the computer technology demands in the workplace.

7. Number of students per computer

Spring 1994:	49.6
Fall 2000:	12.1
Fall 2001:	11.6
Fall 2002:	10.9
Fall 2003:	11.8

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 2003, there were 1920 computers available for student use. The number of students per computer in Fall 2003 was 11.8

8. Pass rates of recent graduates on professional certification exams

Program	2000		2001		2002		2003	
	Program Average	National Average	Program Average	National Average	Program Average	National Average	Program Average	National Average
Clinical Laboratory Technology	72.5%	70.0%	67.0%	63.0%	83%	75%	75.0%	77%
Dental Assisting	90.0%	84.0%	100.0%	unknown	98.9%	**	100%	**
Dental Hygiene	95.0%	88.0%	94.0%	87.5%	70.5%	74.3%	93.7%	91.2%
Diagnostic Medical Imaging	100.0%	85.0%	100.0%	76.3%	100.0%	83.0%	100%	**
Dietetic Technician	78.5%	63.0%	100.0%	66.0%	**	**	**	**
Health Information Technology	66.5%	79.7%	*	unknown	100%	73.0%	**	**
Medical Assisting Office Management	100.0%	66.0%	83.0%	55.0%	100%	63.0%	100%	66%
Nursing	90.0%	81.5%	91.7%	86.1%	88.8%	86.3%	**	**
Respiratory Care Technology	92.3%	52.9%	100.0%	68.7%	100.0%	83.0%	100%	70.8%
Dietetics Manager	73.3%	69.0%						
Part 1 (Nutrition)			75.0%	71.0%	**	**	70%	74%
Part 2 (Sanitation & Quality Standards)			57.9%	59.5%	**	**	69.2%	72.1%

* no student took test

** not available at the time the report was posted

The Colleges' graduates have performed well on certification exams. Pass rates for Community College of Philadelphia graduates in certain Allied Health Programs have consistently been higher than national averages.

Transfer Preparation

9. Transfer rates of graduates who graduated from transfer programs

1996: 63.0%

1999: 72.9%

2000: 68.0%

2001: 67.8%

2002: 66.0%

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 is 66% for 2002 graduates. This transfer indicator has fluctuated between 1996 and 2002 ranging from 63% in 1996 and 73% in 1999.

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

1994 - 1995: 22

1999 - 2000: 56

2000 - 2001: 65

2001 - 2002: 89

2002 - 2003: 91

The number of articulation agreements has increased significantly since 1995 when 22 agreements were in place. By 2002-2003, there were 91 articulation agreements with 35 different institutions of higher education.

11. 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%
Fall 2002:	10.8%	57.3%	31.9%
Spring 2003:	11.6%	56.9%	31.5%

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.

12. Graduation Rates for CCP Transfers to State System Universities

Year	Entering Cohort	Graduated by Fall 2001		Graduated by Fall 2002		Graduated by Fall 2003	
	#	#	%	#	%	#	%
Fall 1997	63	18	28.6%	24	38.1%	36	57.0%
Fall 1998	59	4	6.8%	15	25.4%	23	39.0%
Fall 1999	59	7	11.9%	16	27.1%	20	33.9%
Fall 2000	62	0	0.0%	6	9.7%	17	27.4%
Fall 2001	65	NA	NA	0	0.0%	5	7.7%

The SSHE graduation rates of former CCP students have been relatively modest. Only 36 (57%) of the 63 former CCP students who entered a State System university in fall 1997 graduated by fall 2003.

13. 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%
Fall 2002 cohort:	77.9%	75.0%

Over three quarters of the CCP transfer students who entered Temple University in fall 2002 reenrolled at Temple for the fall 2003 semester. Since the fall 1999 cohort, the persistence rates of CCP transfers have exceeded the rate for all transfers to Temple.

14. 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%
2002:	78.8%	18.1%	3.1%

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 2002 were significantly more positive than those in earlier years.

15. 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%
2002:	90.8%	9.2%	0.0%

Graduates continue to be extremely positive in their assessment of the overall preparation they received for continuing their education elsewhere.

Student Persistence, Goal Attainment, and Assessment of Collegiate Experiences

16. 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
2003:	1211	579	593	39	133

The number of degrees awarded in 2003 was slightly lower than the number awarded in the preceding year. The number of General Studies degrees continues to dwindle since the program was discontinued several years ago. The degrees awarded in 2003 reflect students who were grandfathered in the program.

17. 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%

1998: 14.5%

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, fall 1997, and fall 1998 semesters were tracked to determine the percentage who graduated at any time during the next five year period. While 5-year graduation rates are relatively low for these student cohorts, the decline in graduation rates improved for the fall 1998 cohort. While 10.9% of all first-time, full-time students in fall 1997 had graduated within five years, 14.5% of the fall 1998 cohort had done so by 2003.

18. Graduation rates for full-time, college ready students by career and transfer programs 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%
1998:	16.9%	14.0%

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, is slightly lower than the career program graduation rate. While the downturn for this graduation indicator continues for career students, the rate associated with transfer programs has improved over previous levels for the fall 1998 cohort.

19. 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%
1998:	15.9%

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 # 19 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. With the exception of the 1997 graduation rate, this effectiveness indicator has improved since 1992.

20a. 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%

2002: 77.6%

20b. 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%

2002: 56.5%

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 (#20a) and part-time (#20b) students in fall semesters. This short-term persistence rate changed very little for the most recent student cohorts, full or part-time. A little more than three quarters (77.6%) of full-time students and 56.5% of part-time students from fall 2002 reenrolled in spring 2003.

21a. Fall to fall persistence and cumulative graduation rates for first-time, full-time college-level students*

Year Cohort Entered	Continued To Second Year	Continued To Fourth Year	Graduated In 4 Years	Continued To Sixth Year	Graduated In 6 Years
1997	53.7%	17.6%	10.6%	7.7%	14.0%
1998	51.1%	16.9%	12.7%		
1999	54.4%	18.6%	12.6%		
2000	54.5%				
2001	54.6%				

21b. Fall to fall persistence and cumulative graduation rates for first-time, part-time college-level students*

Year Cohort Entered	Continued To Second Year	Continued To Fourth Year	Graduated In 4 Years	Continued To Sixth Year	Graduated In 6 Years
1997	32.4%	11.3%	3.6%	5.9%	6.8%
1998	30.9%	13.3%	4.5%		
1999	30.9%	13.1%	4.1%		
2000	37.8%				
2001	34.0%				

Indicators 21a and 21b provide longer-range persistence information for full and part-time students. A little more than half of recent full-time students continue to be enrolled after their first year at the College. The same is true for slightly more than one-third of part-time students. Thereafter the gap in persistence levels for full and part-time students shrinks while the graduation rate for full-time students exceeds that for part-time students.

* This indicator tracks the persistence of first-time students, enrolled in at least one college level course. First time students enrolled in all developmental courses are excluded.

22. Fall to spring persistence/attrition outcomes

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Enrolled	16212	16242	15797	16346	17775
Returned Same Program	59.5%	55.9%	52.4%	60.5%	62.0%
Returned Different Program	6.7%	9.5%	11.9%	6.4%	5.1%
Graduated Fall	1.4%	1.3%	1.7%	1.5%	1.7%
Did not Return Next Spring	31.4%	33.3%	34.0%	31.7%	31.3%

Indicator 22 provides fall to spring persistence/attrition outcomes for all enrolled students in several fall semesters. Sixty-seven percent (67%) of fall 2001 students returned in the next spring semester, 62.0% in the same program and 5.1% in a different program. Additionally, 1.7% of the fall 2001 students graduated.

23. Fall to fall persistence/attrition outcomes

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Enrolled	16212	16242	15797	16346	17775
Returned Same Program	32.4%	29.6%	29.7%	35.0%	35.2%
Returned Different Program	9.4%	11.5%	12.8%	9.7%	8.5%
Graduated Fall or Spring	6.8%	6.5%	6.7%	6.5%	6.5%
Did not Return Next Fall	51.4%	52.4%	50.8%	48.9%	49.8%

This indicator is an extension of the preceding indicator by considering fall-to-fall reenrollment status. Forty four percent (43.7%) of students in the fall 2001 semester returned in fall 2002; 35.2% to the same program of study and 8.5% to a different program. Recent fall cohorts were less likely than their predecessors to change curricula over fall semesters. Attrition rates from fall to fall increased slightly in the most recent fall cohort.

24. 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: 61.3%

Spring 2002: 64.3%

Fall 2002: 64.6%

Students in recent semesters have been more likely than those in the past to have achieved some level of proficiency in writing skills. Sixty-five percent (64.6%) of the students in the Fall 2002 term who completed 18 credits completed English 101 with an A, B, or C grade.

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

Fall 1995: 87.1%

Spring 1996: 86.9%

Fall 2001: 84.8%

Spring 2002: 82.9%

Fall 2002: 84.4%

Students in recent semesters have been a bit 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 2002 the completion rate was 84.4%. There has been a similar downturn associated with spring semesters.

26. Average (mean) semester GPA earned by students

Fall 1995: 2.52

Spring 1996: 2.52

Fall 2001: 2.46

Spring 2002: 2.40

Fall 2002: 2.48

Fall 2002 students were slightly more successful than students in the previous academic year in successfully completing their courses. In fall 2002, the average semester GPA earned by students was 2.48 while in fall 2001 and spring 2002 the average semester GPAs were 2.46 and 2.40, respectively.

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%

Large percentages of students are academically unsuccessful when they discontinue their enrollment at the College. Approximately 39% of students in recent semesters earned GPAs below 2.0 or never attempted a college-level course at the time they dropped from the College.

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%
2002:	82.7%	15.5%	1.9%

A very small percentage of graduates indicated they did not achieve the educational goals they set for themselves.

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%
2002:	83.6%	14.9%	1.5%

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%
2002:	73.2%	23.0%	3.8%

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%
2002:	72.6%	22.8%	4.6%

2002 graduates' assessments of the College's environment have improved slightly, reflecting aspects of the campus climate that have been targeted for improvement over recent years.

Community Outreach

32. 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
2002/03:	13,156

Close to 13,200 non-credit students were enrolled in adult education programs at the College in academic year 2002/03. This represents a decrease of several thousand students from 2001/02 levels. The decline reflects a deliberate decision to reduce or eliminate services at locations where the College's ability to offer effective services could not be assured.

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

	Fall 1995	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Northeast	2,049	2,065	2,334	2,367	2,649
West	466	550	774	873	985
Northwest	482	1,355	1,514	1,741	1,855
Other Off-Campus	1,836	1,120	1,4831	2,045	2,598

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 2003 were higher than in the previous fall semester.

34. Business and Industry program enrollments

	2000/2001	2001/2002	2002/2003
Number of Programs:	26	41	42
Total Contract Revenues:	\$945,110	\$876,047	\$802,550

While the College's client base has grown, the size of Business and Industry programs and the associated revenues have declined over the past several years.

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

1996: 38.6
 1997: 44.8
 1998: 42.2
 1999: 35.8
 2000: 37.9
 2001: 42.4
 2002: 39.1%

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, 39% of graduates would have been unable to participate in higher education if they had not been able to attend the College.

36. Number and percent of Philadelphia public and private high school graduates enrolling at CCP within one year of high school graduation.

	Spring 1999 H.S. Graduates	Spring 2000 H.S. Graduates	Spring of 2001 H.S. Graduates	Spring of 2002 H.S. Graduates	Spring of 2003 H.S. Graduates
Enrolled at CCP	1,919 (11.8%)	2,348 (13.9%)	2,369(13.0%)	1851 (9.8%)	1949 (9.9%)

The College enrolled 11.8% of 1999 graduates and nearly 13.9% of 2000 graduates. The College lost some ground since 2000. By 2003, 9.9% of high school graduates enrolled at CCP.

37. 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

	1998/99	1999/00	2000/01	2001/02	2002/03
CCP:					
Credit	26,696 (2.5%)	25,564 (2.3%)	27,820 (2.5%)	28,763 (2.6%)	29,164 (2.6%)
Non-Credit	10,148 (1.0%)	7,296 (0.6%)	11,937 (1.1%)	16,270 (1.4%)	12,813 (1.2%)
Total	36,844 (3.5%)	32,860 (2.9%)	39,757 (3.5%)	45,033 (4.0%)	41,979 (3.7%)

During the 2002/03 academic year, 4.1% of Philadelphia residents 18 years or older were taking a course at the College. Participation levels in credit courses continue to exceed those in non-credit courses. Based upon reductions in adult literacy programs, non-credit participation levels fell in 2002-03.

38. 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	CCP 2002/03 estimates
Black	43.2%	49.6%	47.9%	49.8%	52.6%
White	43.3%	27.7%	26.5%	26.0%	27.3%
Asian	4.5%	7.0%	7.3%	7.6%	7.3%
Native American	0.2%	0.6%	0.6%	0.7%	0.6%
Hispanic	8.6%	15.2%	17.7%	15.9%	12.2%

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.

39. Headcount enrollments in distance education courses, both Television and Internet.

	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
Spring 2003	1235

Enrollment in distance education courses doubled between Fall 2001 and Fall 2002 and between Spring 2001 and Spring 2003.

40. 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
Spring 2003	23	28

As of fall 2001, the balance between television and Internet courses started to change. 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.

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

	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003
All Courses							
A,B,C	54.0	62.6	63.7	64.4	63.7	65.7	65.2
D,F	17.7	20.9	20.5	21.5	22.3	22.0	21.8
W	15	16.1	15.8	13.0	13.1	11.8	12.5
Television Courses							
A,B,C	42.9	61.5	52.2	52.2	45.9	53.6	46.0
D,F	31.0	27.9	29.0	28.0	37.7	29.0	29.6
W	24	20.2	19	19.8	15.5	17.4	24.3
Internet Courses							
A,B,C	33.7	0	31.4	47.4	57.5	56.2	58.8
D,F	15.4	0	40.6	27.8	26.3	20.9	20.1
W	44.2	0	25.5	24.7	15.9	22.2	20.5

The distributions of grades awarded in Internet courses have been significantly more positive since Fall 2001. In recent semesters, grades in Internet courses approached the College norm. However, withdrawal rates still remain higher than in traditionally-taught courses.

Revenue and Resource Usage Patterns

42. 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)
1992/93:	3,243	2,212	1,504	1,026
1999/00:	4,020	2,339	1,992	1,159
2000/01:	4,024	2,280	2,040	1,156
2001/02:	4,087	2,254	2,112	1,165
2002/03:	4,750	2,569	2,304	1,246

Average annual increase/decrease:

Operating Cost per FTE -	3.89%
Real Operating Cost per FTE -	0.93%
Tuition and Fees -	4.29%
Real Tuition and Fees -	1.84%

Over most of the past decade, operating cost per student in real terms has remained relatively stable. In fiscal year 2003 there was a jump in average cost per student based upon a change in the mix of students enrolling at the College. Enrollments in the College's relatively low cost non-credit programs were significantly reduced based upon new state funding guidelines, and enrollments in the College's more expensive credit programs grew. Because of relative declines in the levels of support received from the City and State, tuition and fee increases have outpaced changes in operating cost per student over the past decade.

43. 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
Fall 2003:	22.7	Not Available

Throughout the 1990s, average class size decreased moderately. Class sizes have increased in each year beginning in Fall 2000. In the past, the College maintained average class sizes significantly above State averages.

44. 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%
2002/03:	74.5%

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.

45. 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
2002-2003:	58	\$6,192,125

Both the numbers of funded grants and the total dollars received from grants has increased appreciably in recent years. During 2002/2003, the College received over \$6, 000, 000 from these funding sources.

46. Total Revenues from Most Important Funding Sources (in thousands)

Fiscal Year	City	State	Student	Investment Income
2003	\$22,075	\$31,463	\$38,954	\$732
2002	\$21,762	\$28,593	\$34,480	\$919
2001	\$20,768	\$29,867	\$31,024	\$1,734
2000	\$19,868	\$26,259	\$29,394	\$1,185
1996	\$15,505	\$24,333	\$23,683	\$1,331

There has been a significant shift in the relative importance of the College's major funding sources. As a result of declines in interest rates, investment income has declined sharply. Relative stability in City and State funding has forced a growing dependence on student revenues. The 2002 drop in State revenues reflects the decision to write off State revenues for non-credit program funding based upon new State regulations for reimbursement eligibility.

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

	Full-Time Student Cost 1992/93	Full-Time Student Cost 2002/03	Average Annual Dollar Increase	Average Annual Percent Increase
CCP	1,504	2,304	77	4.29%
Community Colleges	1,578	2,371	79	4.16%
State Universities	3,236	5,532	230	5.55%
State-Related Commonwealth Universities	4,483	7,819	334	5.75%
Private Colleges & Universities	10,811	17,999	719	5.23%

Compared to other Pennsylvania four-year colleges and universities, over the past decade the College has had lower average annual increases in tuition.