

COMMUNITY COLLEGE OF PHILADELPHIA

Shifts in the CCP Student Body From Fall 1995 to Fall 2004 Implications for Enrollment Management

OFFICE OF INSTITUTIONAL RESEARCH

Report # 150
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Introduction

The 2004-2008 Enrollment Management Plan states: “*Enrollment planning assists the College as it looks to the future by projecting strategies for recruitment and retention that adapt to the changing environment. Positioning and meeting enrollment goals is crucial to the well being of the Community College of Philadelphia and its ability to fulfill its mission. The number of enrolled students determines budget levels, teaching loads, and infrastructure needs...*”.¹

A step towards achieving the goal of proactive enrollment planning is a good understanding of the historical trends in the College’s enrollment and the opportunities and challenges these trends present. Towards this end, the Office of Institutional Research (IR) undertook a detailed study of CCP Fall semester credit student enrollments between 1995 and 2004.² Enrollments for each Fall semester were disaggregated based on four student characteristics: 1) financial aid/non-financial aid recipient; 2) new/continuing; 3) full-time/part-time; and 4) male/female.

Executive Summary

The following summary contains highlights from the report and also provides discussion points that should be addressed by the Enrollment Management Committee in order to proactively manage enrollment at CCP.

¹ The Plan is available on the CCP Faculty and Staff homepage <http://www.ccp.edu/stafpage/>

² It was a deliberate decision to include semester enrollment data that predates the transition to Banner.

In the Fall 2004 semester, 19,445 credit students enrolled at CCP. This represented an increase of 1,776 students over headcount enrollments in the Fall 1995 semester. New student enrollments remained flat between 1995 and 2004. There were 4,343 new students enrolled in 1995 and 4,341 new students enrolled in 2004. In 1995, 24.6% of the student body was new to the College and by 2004, this percentage shrank to 22.3%. The increase in enrollment in recent semesters has been due to an increase in students persisting at the College rather than the recruitment of new students. Continuing student enrollments increased by 1,768 students between 1995 and 2004. Several enrollment management issues/questions emerge from these trends:

- What is the optimal balance between new/continuing students given the College's student support structures, course offerings, and other human and financial resources?
- Should recruitment and marketing strategies for new students be rethought in light of diminished new student enrollments over time?
- Since new students transition to continuing students, future continuing student enrollments could be jeopardized if the downward trend in new student enrollments continues. Effective student persistence initiatives would buffer the impact of dwindling new student enrollments. How should the College divide its resources between persistence initiatives and new student recruitment and marketing?

Enrollment of male students remained relatively flat during this time period. In 1995, 34% of the student body was male and by 2004, 32.2% of the student body was male. Obviously, female enrollments grew over this time frame. Approximately 46% of the Philadelphia population is male, ergo males are underrepresented in the CCP student body. Several enrollment management issues/questions emerge from this trend:

- Are Philadelphia males an untapped market for CCP? Should recruitment and marketing efforts be designed to increase the number of new male students in the future?
- What new, redesigned, or expanded academic programs would encourage the enrollment of males?
- What types of learning styles, course delivery systems, and non-academic support are unique to male students?

While part-time students continued to outnumber full-time students by more than 2 to 1, the gap between full-time and part-time enrollments closed slightly during this time. In 1995, 29.4% of students were full-time but in 2004, full-time students represented 31% of the student body.

- Has the College provided sufficient course opportunities for students to easily build a meaningful full-time schedule, regardless of their curricular interest or preferred location (main campus or regional centers)?
- Are there course delivery options, such as Internet courses or courses that meet once a week, which could be expanded or initiated to enhance a student's ability to put together a full-time schedule and reduce commuting time to a CCP location?
- Is there a sufficient set of second-level course offerings that appeal to the growing number of continuing students?

The biggest change in the nature of the student body over the ten years was in the balance of students receiving/ not receiving financial aid. In 1995, 43% of the student body was receiving some type of financial assistance while in 2004 the number climbed to 51.4%. Given the enrollment increase over time, this translated into an increase of 2,404 more students receiving aid by the Fall 2004 semester. Most of the significant upward enrollment trends between 1995 and 2004 were continuing students receiving financial aid. Several enrollment management issues/questions emerge from this trend:

- Has the allocation of institutional resources over this time frame been commensurate with the increase in students needing support to execute their financial aid?
- Are there business processes that could be streamlined to better serve financial aid students? Is the process of exercising financial aid different for new and continuing students? What support can be delivered as part of a group process rather than an individual process?
- What are the implications for future enrollments of shifting federal and state financial aid policies?
- Have tuition and fee increases discouraged students not eligible for aid from enrolling at the College?

Continuing/part-time/female students have been a significant enrollment base for CCP. In Fall 2004, approximately 8,000 students (41.1%) were a member of this student group. This represents an increase from Fall 1995 during which 38% of the student body was a continuing/ part-time/ female. Among males, continuing/part-time students had the most significant impact on Fall 2004 enrollments. During this semester, 3,080 male students (15.8%) belonged to this student group.

- Are there types of learning styles, course delivery systems requirements, and non-academic supports that are unique to continuing/part-time/females and continuing/part-time/males?
- How can the College encourage more of these students to persist through to graduation from CCP?

The remainder of this report provides detailed information about changes in the CCP student body between the Fall 1995 and Fall 2004 semesters.

1995 and 2004 Students

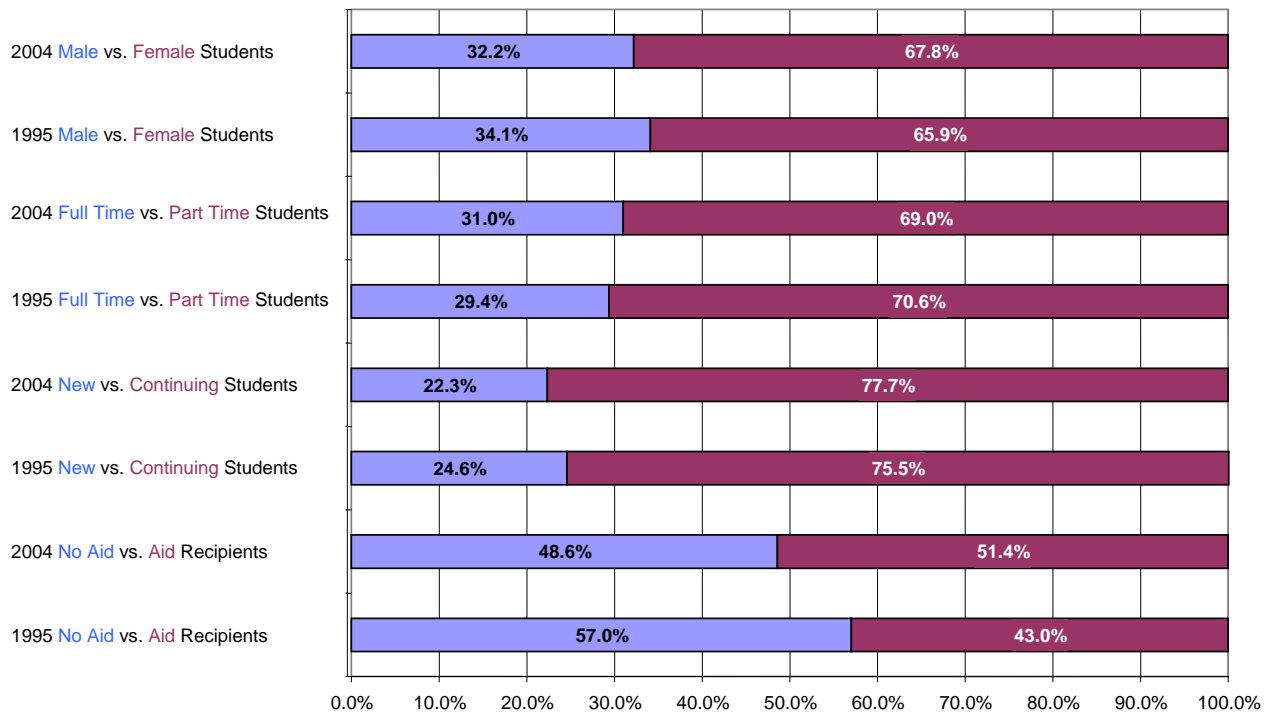
The first pass at reviewing this information was a comparison of enrollments in the anchor years of the 10-year time series. In Fall 1995, 17,669 credit students enrolled at CCP and 19,445 credit students enrolled in Fall 2004 (Table 1). There was a modest increase between 1995 and 2004 in the number of male students (242) while female enrollment increased by 1,534 students. The numbers of both full-time and part-time students increased between 1995 and 2004 while the number of new students was flat. Continuing students, on the other hand, increased appreciably. The most notable change in student characteristics across the two semesters is related to financial aid recipients. In Fall 1995, the number of students who did not receive aid far outnumbered those who did receive some type of financial assistance. By 2004, the tables turned with aid recipients outnumbering students not receiving financial aid. The number of aid recipients increased by 2,404 students.

Table 1
Fall 1995 and Fall 2004 Credit Student Characteristics

Student Characteristic	Fall 1995 # of Students	Fall 2004 # of Students
Total Headcount	17,669	19,445
Female	11,648	13,182
Male	6,021	6,263
Full-Time	5,187	6,025
Part-Time	12,482	13,420
New	4,343	4,341
Continuing	13,336	15,104
Did Not Receive Financial Aid	10,076	9,448
Received Financial Aid	7,593	9,997

The information in Table 2 presents the proportional impact of these student groups on enrollments in the semesters. Between 1995 and 2004, there were proportional increases in female students; full-time students; continuing students; and students receiving financial aid. In Fall 2004, females accounted for two-thirds of credit students at CCP; 70% of the student body were enrolled on a part-time basis; nearly 78% of the student body were continuing students; and more than half (51.4%) received financial assistance.

Table 2:
Percentages of 1995 and 2004 Enrollments by Student Groups



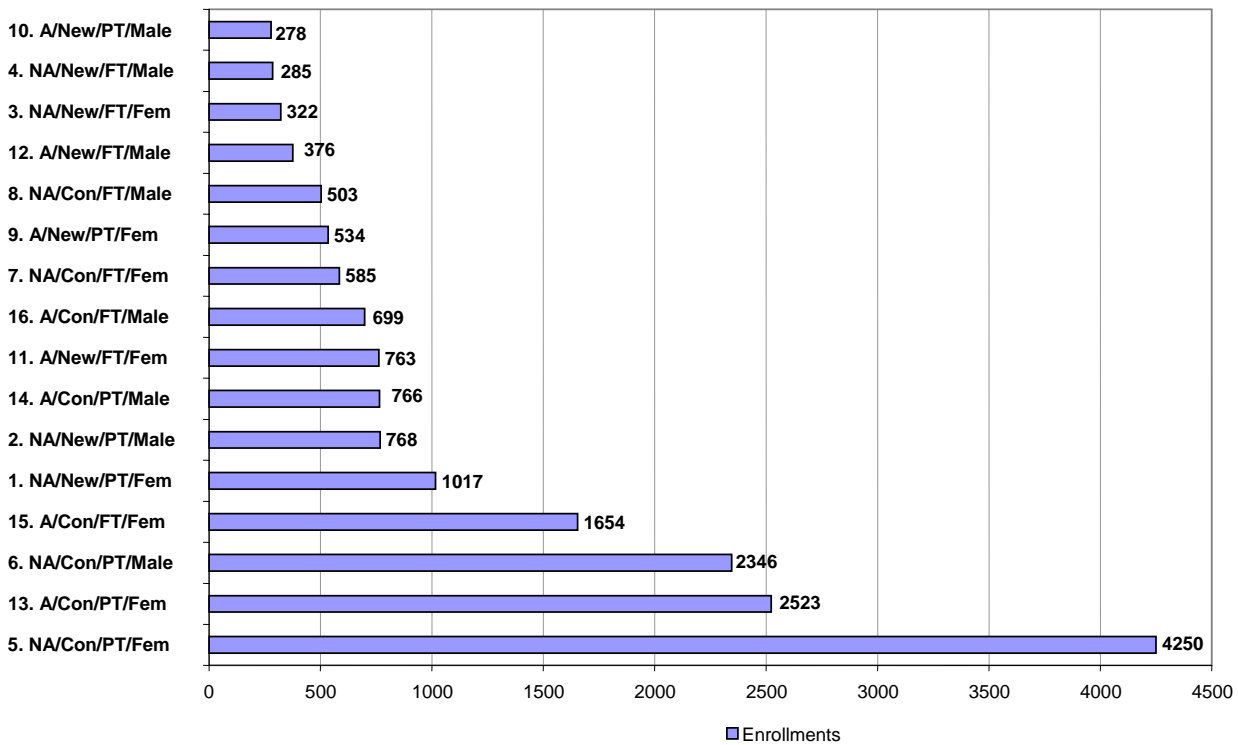
Using these same student characteristics, enrollments in Fall 1995 and 2004 were

disaggregated into the following 16 student groups:

1. No Aid/ New/ Part Time/ Female
2. No Aid/ New/ Part Time /Male
3. No Aid/ New/ Full Time/ Female
4. No Aid/ New/ Full Time/ Male
5. No Aid/ Continuing/ Part Time/Female
6. No Aid/ Continuing/ Part Time/ Male
7. No Aid/ Continuing / Full Time/Female
8. No Aid/ Continuing / Full Time/ Male
9. Aid/ New/ Part Time/ Female
10. Aid/ New/ Part Time/ Male
11. Aid/ New/ Full Time/ Female
12. Aid/ New/ Full Time/ Male
13. Aid/ Continuing/ Part Time/ Female
14. Aid/ Continuing/ Part Time/ Male
15. Aid/ Continuing/ Full Time/ Female
16. Aid/ Continuing/ Full Time/ Male

Table 3 provides Fall 1995 semester enrollments ordered by magnitude for each of these 16 student groups. Continuing/ part-time/ females accounted for large numbers of students in Fall 1995.

**Table 3:
Fall 1995 Enrollments by Student Groups**

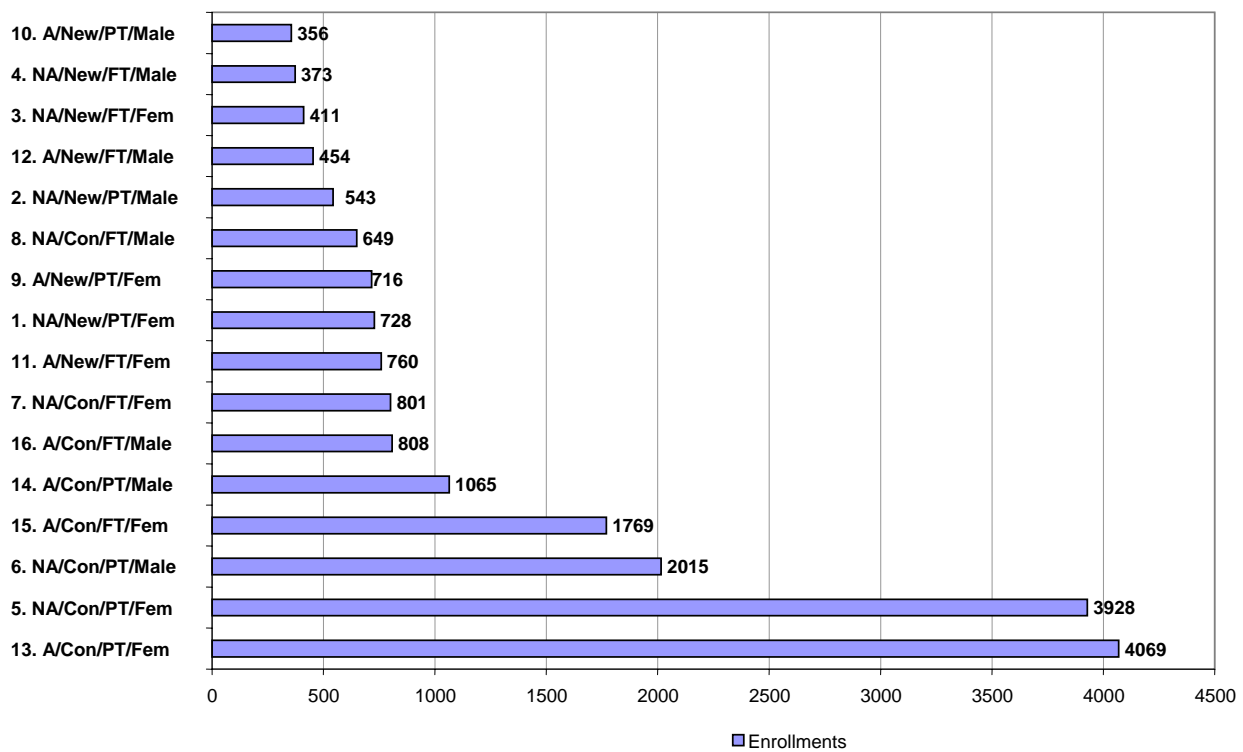


There were 4,250 continuing/ part-time/ females/ who did not receive financial aid in Fall 1995 and 2,523 who did receive aid, totaling 6,773 students. Other student groups in Fall 1995 represented by relatively large enrollments included continuing/ part-time/ males/ who did not receive aid (2,346); continuing/ full-time/ females/ receiving aid (1654); and new/part-time/females/ not receiving aid (1,017).

Table 4 provides Fall 2004 semester enrollments for each of these 16 student groups.

While continuing/ part-time/ females still accounted for large numbers of students in Fall 2004,

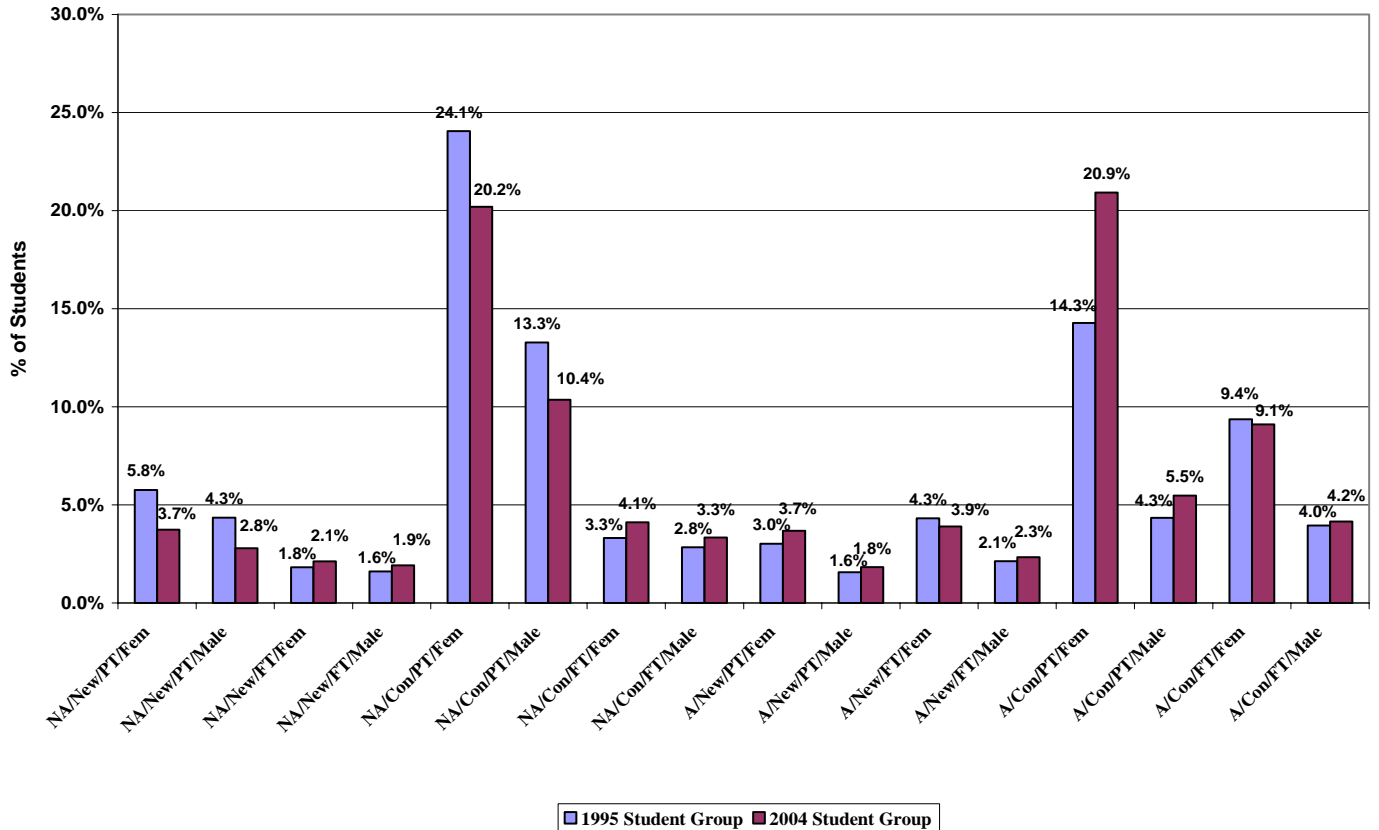
**Table 4:
2004 Enrollments by Student Groups**



enrollments of continuing/ part-time/ females/ receiving financial aid surpassed those not receiving financial aid. There were 3,928 continuing/ part-time/ females/ who did not receive financial aid and 4,069 who did receive aid, totaling 7,997 students. Other students groups in Fall 2004 represented by relatively large enrollments included continuing/ part-time/ males/ who did not receive aid (2,015); continuing/ full-time/ females/ receiving aid (1,769); and continuing/ part-time/ males/ receiving aid (1,065).

The information in Table 5 allows for an easier comparison of the impact of student groups on CCP enrollments over time. The student group that experienced the greatest proportional growth between 1995 and 2004 was continuing/part time/females/receiving aid. Three non-aid groups experienced noticeable proportional declines: continuing/ part time/ males and females; and new/part time/females.

**Table 5:
1995 and 2004 Percentages of Total Enrollment by Student Group**



Enrollments in each Fall Semester 1995 through 2004

The detailed 10-year time series information for each of these 16 student cohorts appear in the Appendix. The trend line that also appears on these graphs provides information about the average direction of enrollments over time. While there have been upward and downward movements in enrollment from semester to semester, an upward trend line indicates that, on average, enrollments grew for the group over the 10 year period while a downward trend indicates an enrollment loss over ten years. Based on this information, enrollments increased for

twelve of the 16 student groups. Three of the four student groups that were characterized by enrollment losses since 1995 included new students while one represented continuing students (Table 6). By contrast, five of the seven student groups that were characterized by large upward enrollment trends were students receiving financial aid.

Table 6: Nature of Enrollment Trend for Student Groups

Student Groups Characterized By Downward Enrollment Trends

- No Aid/ Continuing/ Part Time/ Males
- No Aid/ New/ Part Time/ Males
- No Aid/ New/ Part Time/ Females
- No Aid/ Continuing/ Part Time/ Females
- Aid/ New/ Full Time/ Females

Student Groups Characterized By Modestly Upward Enrollment Trends

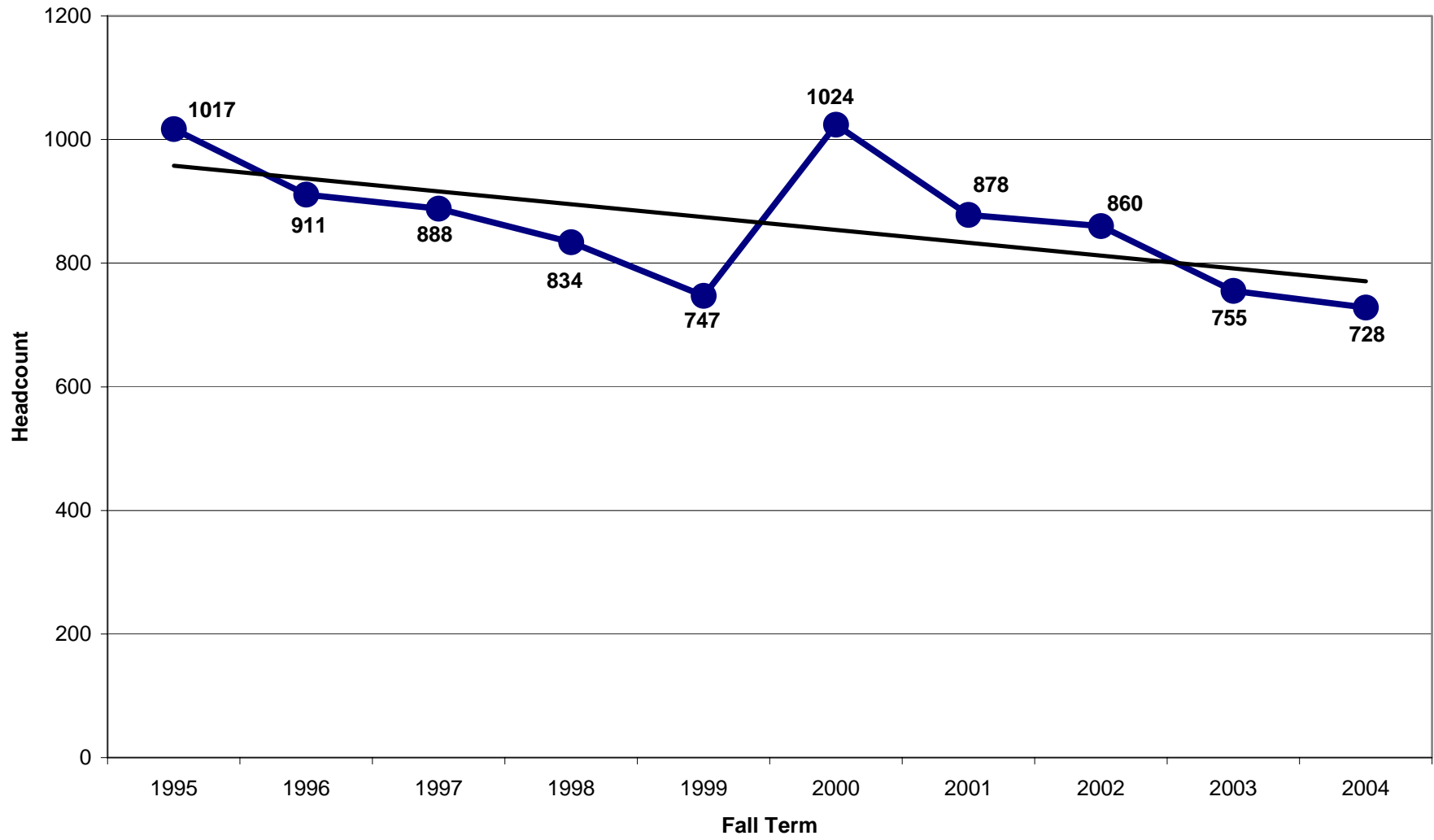
- No Aid/ New/ Full Time/ Male
- No Aid/ New/ Full Time/ Female
- Aid/ New/ Part Time/ Male
- Aid/ New/ Full Time/ Male

Student Groups Characterized By Large Upward Enrollment Trends

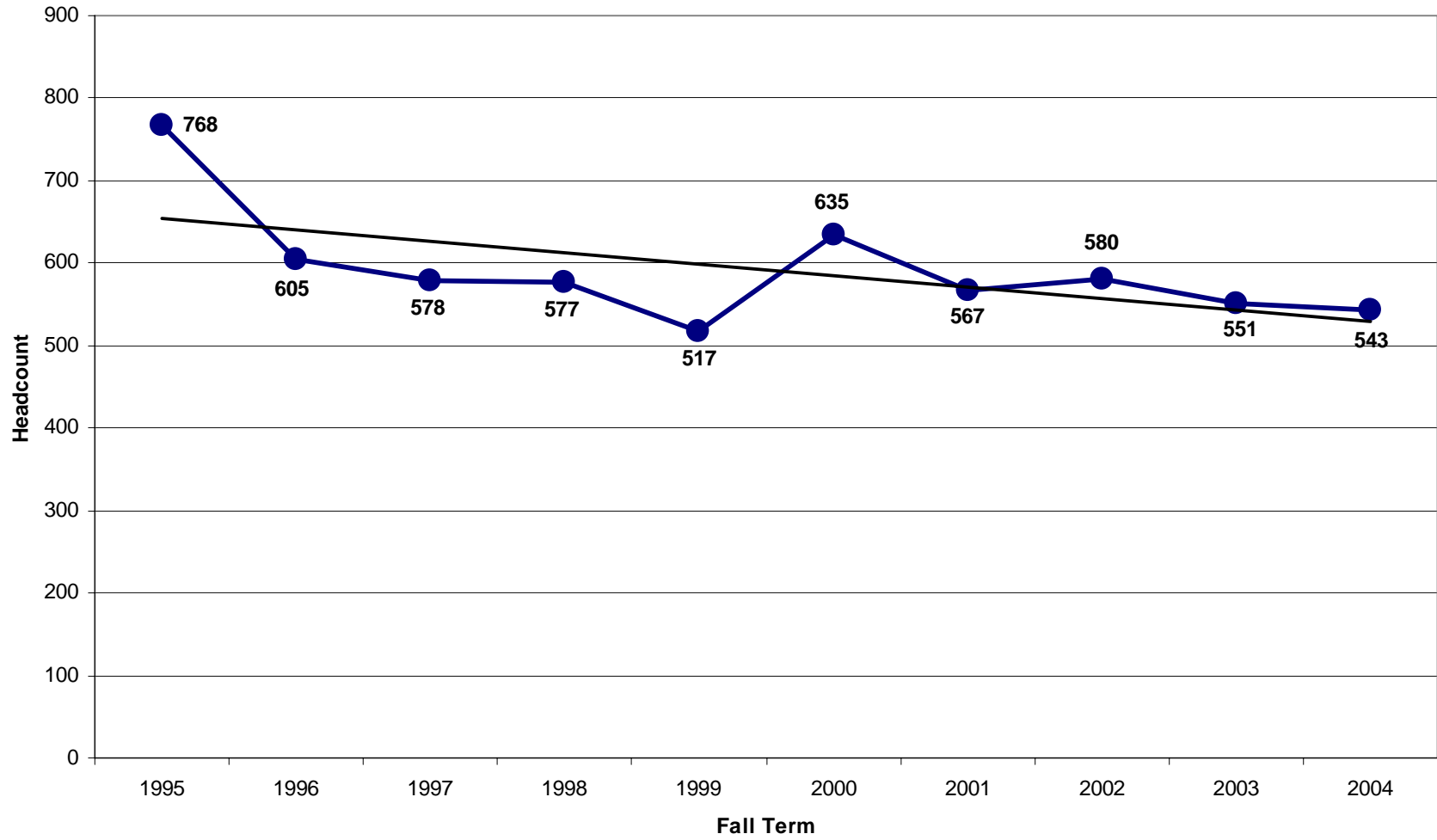
- Aid/ Continuing/ Full Time/ Female
- Aid/ Continuing/ Full Time/ Male
- Aid/ Continuing/ Part Time/ Male
- Aid/ Continuing/ Part Time/ Female
- Aid/ New/ Part Time/ Female
- No Aid/ Continuing/ Full Time/ Female
- No Aid/ Continuing/ Full Time/ Male

Appendix

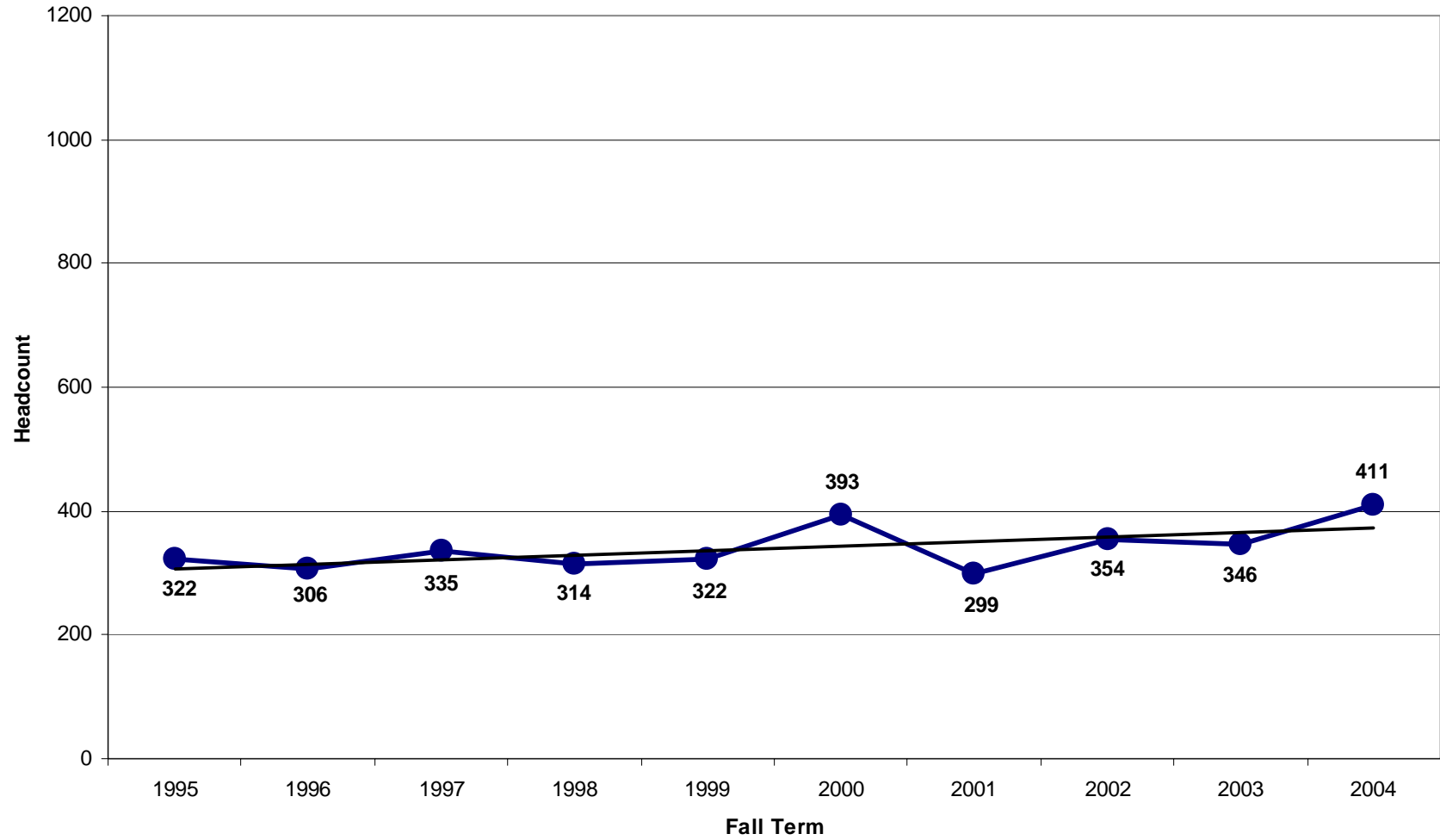
**Appendix 1:
No Financial Aid New Part-Time Female Students**



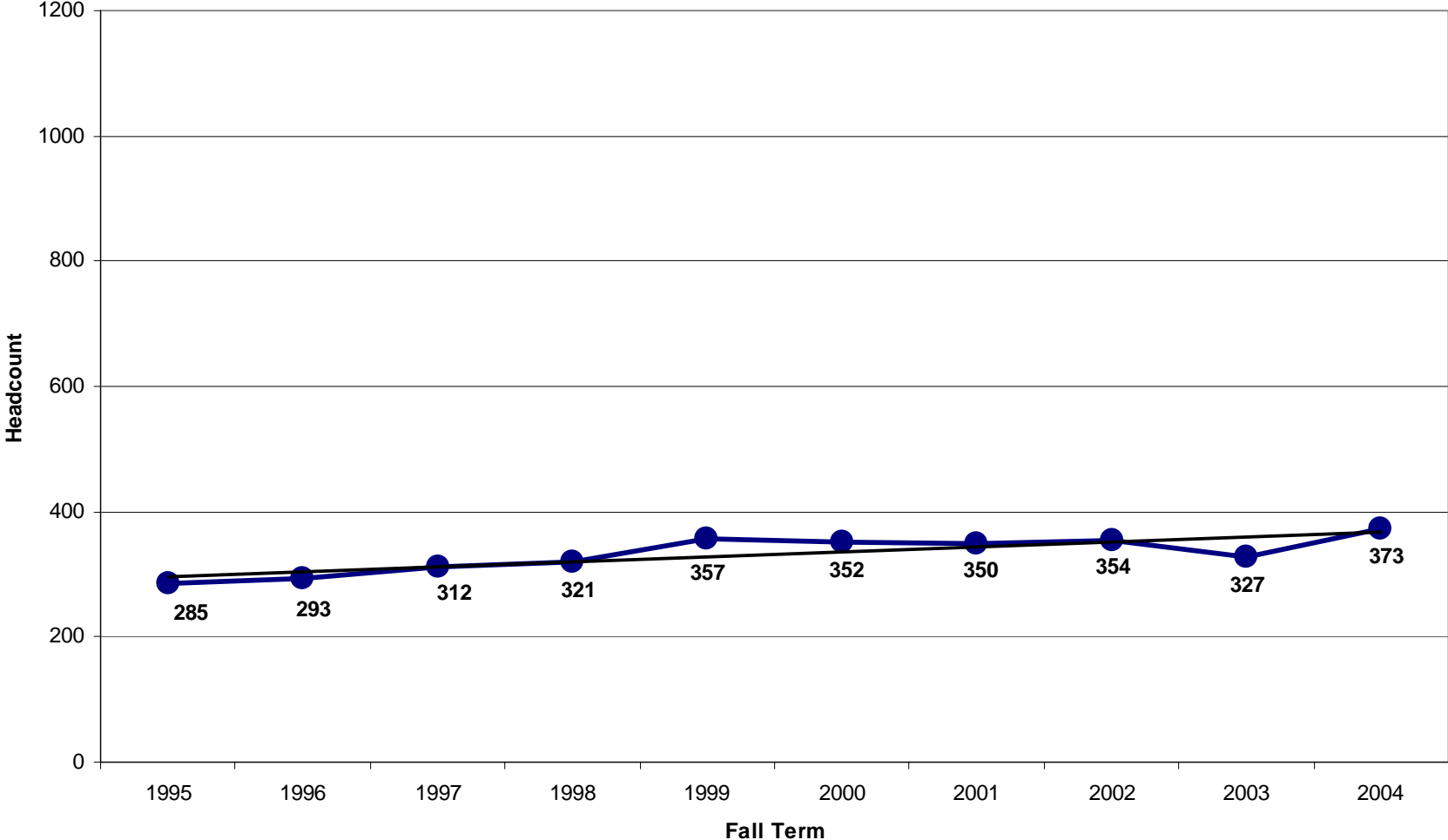
**Appendix 2:
No Financial Aid New Part-Time Male Students**



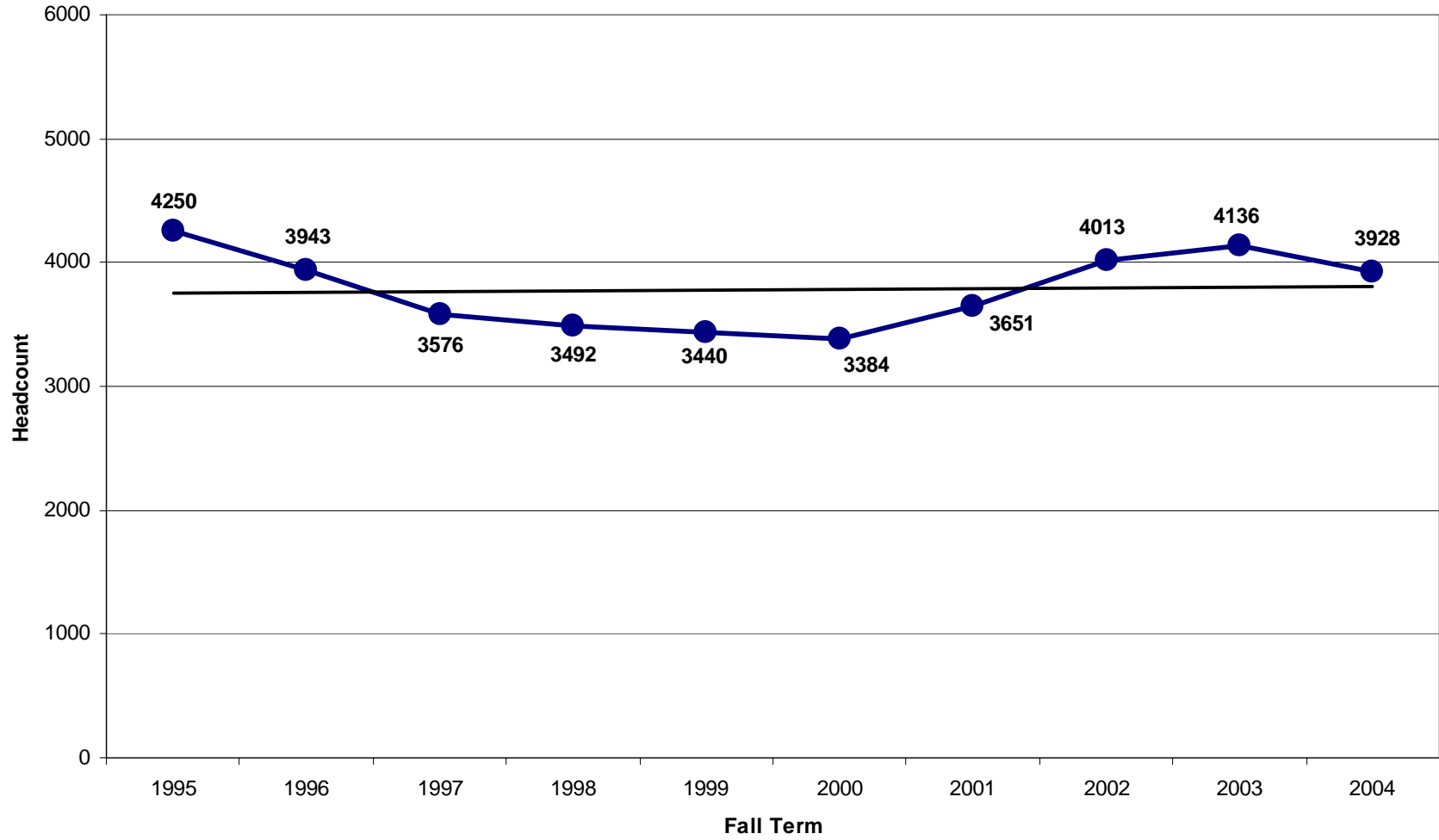
**Appendix 3:
No Financial Aid New Full-Time Female Students**



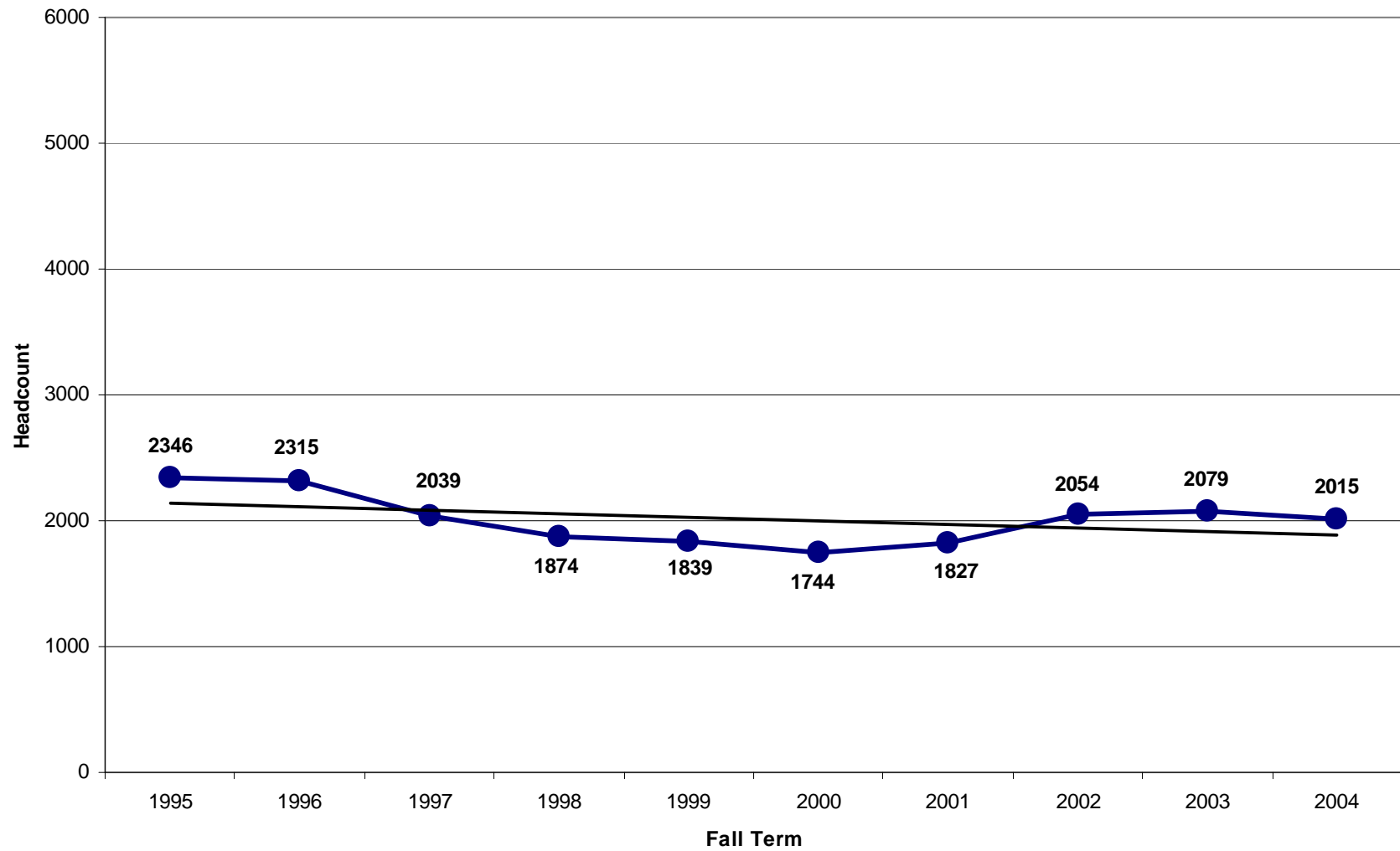
**Appendix 4:
No Financial Aid New Full-Time Male Students**



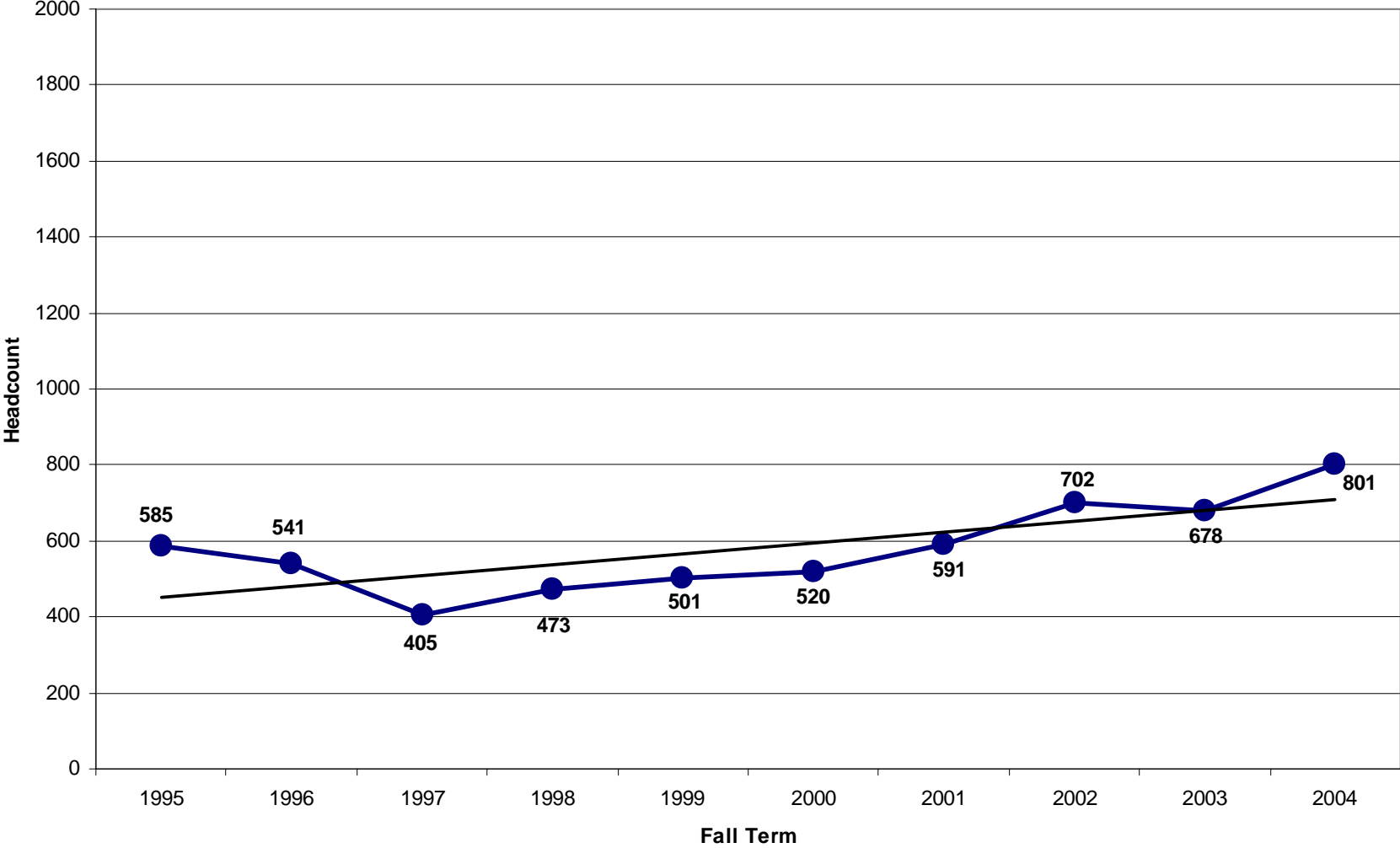
**Appendix 5:
No Financial Aid Continuing Part-Time Female Students**



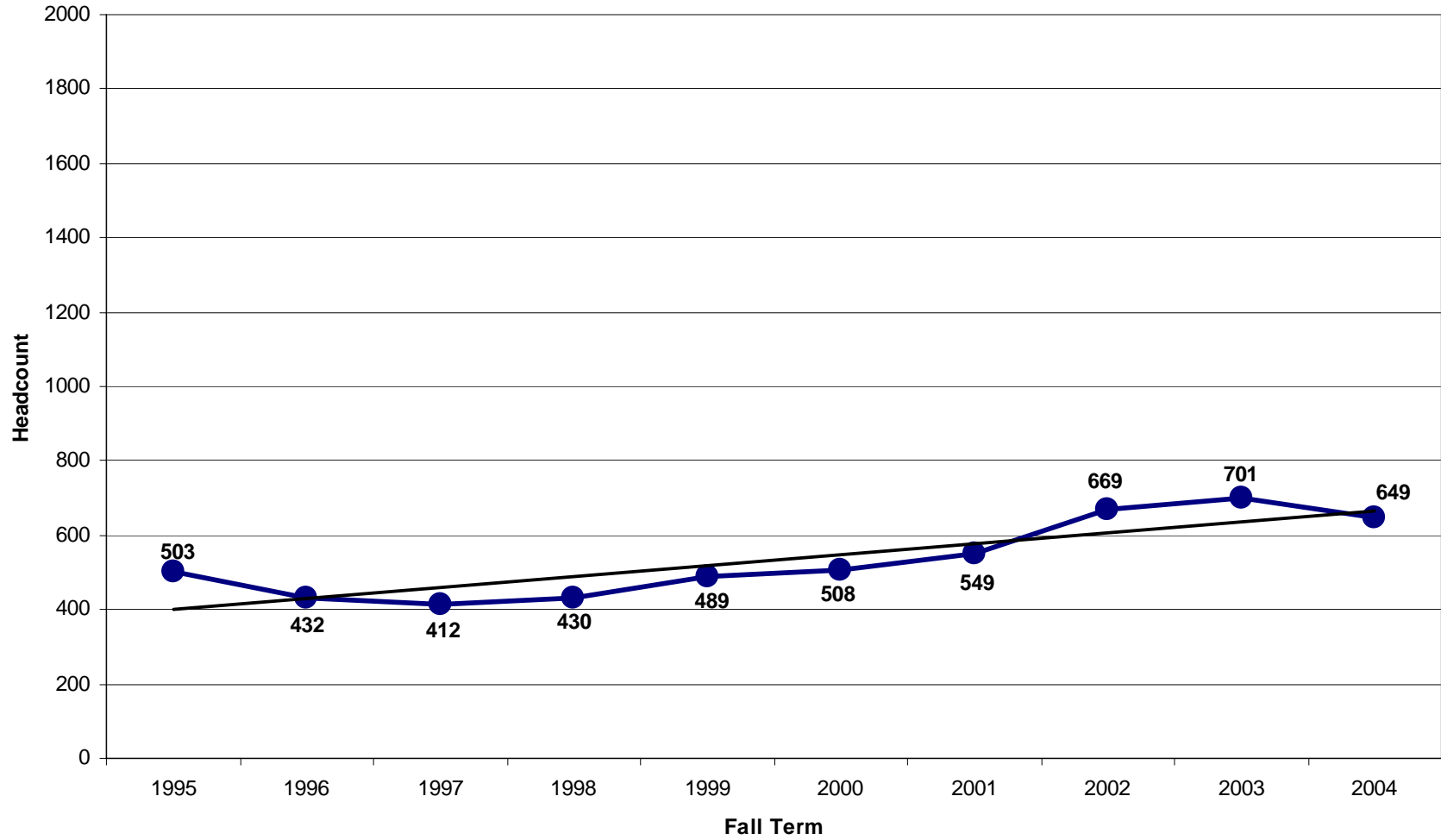
**Appendix 6:
No Financial Aid Continuing Part-Time Male Students**



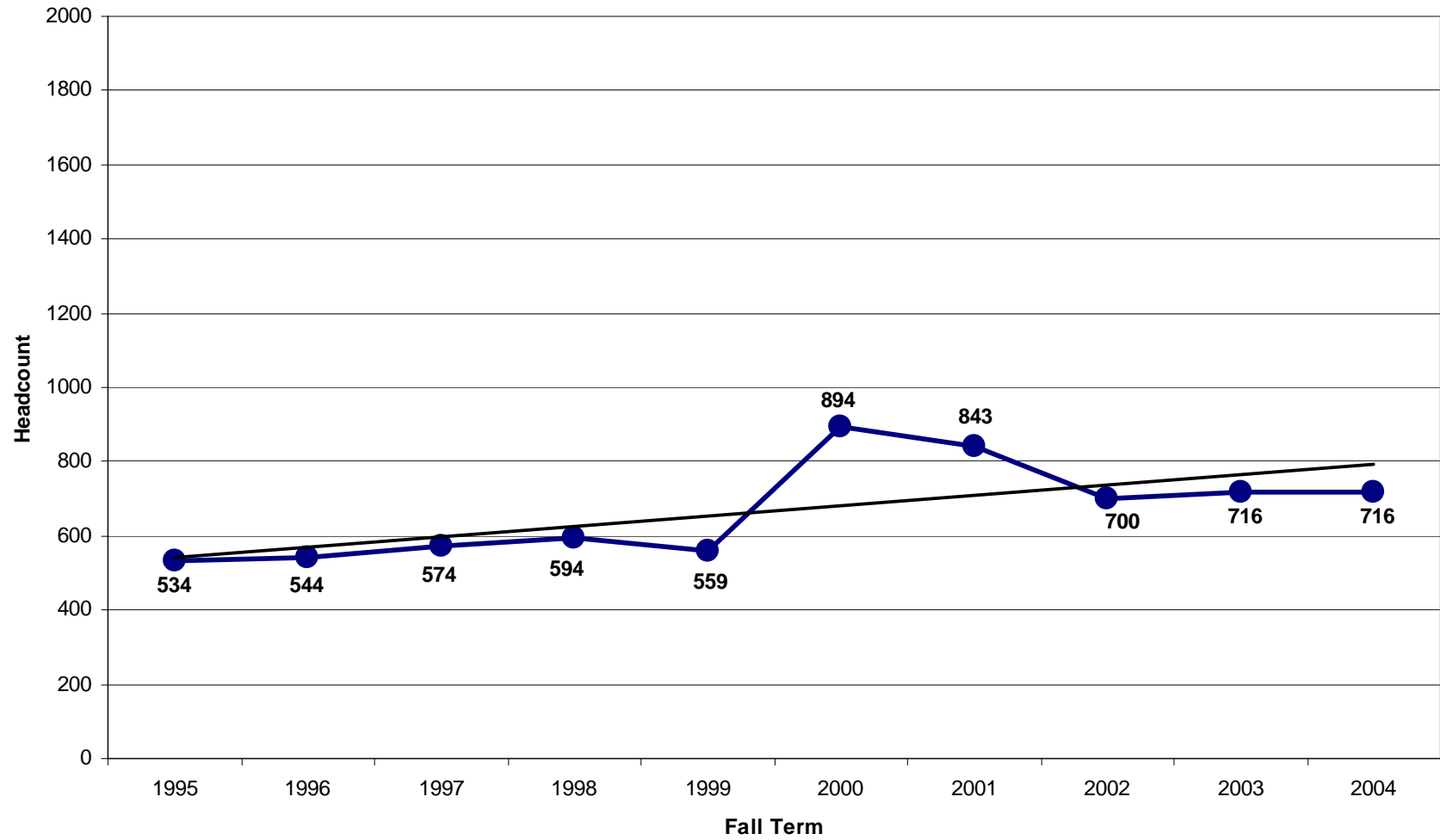
**Appendix 7:
No Financial Aid Continuing Full-Time Female Students**



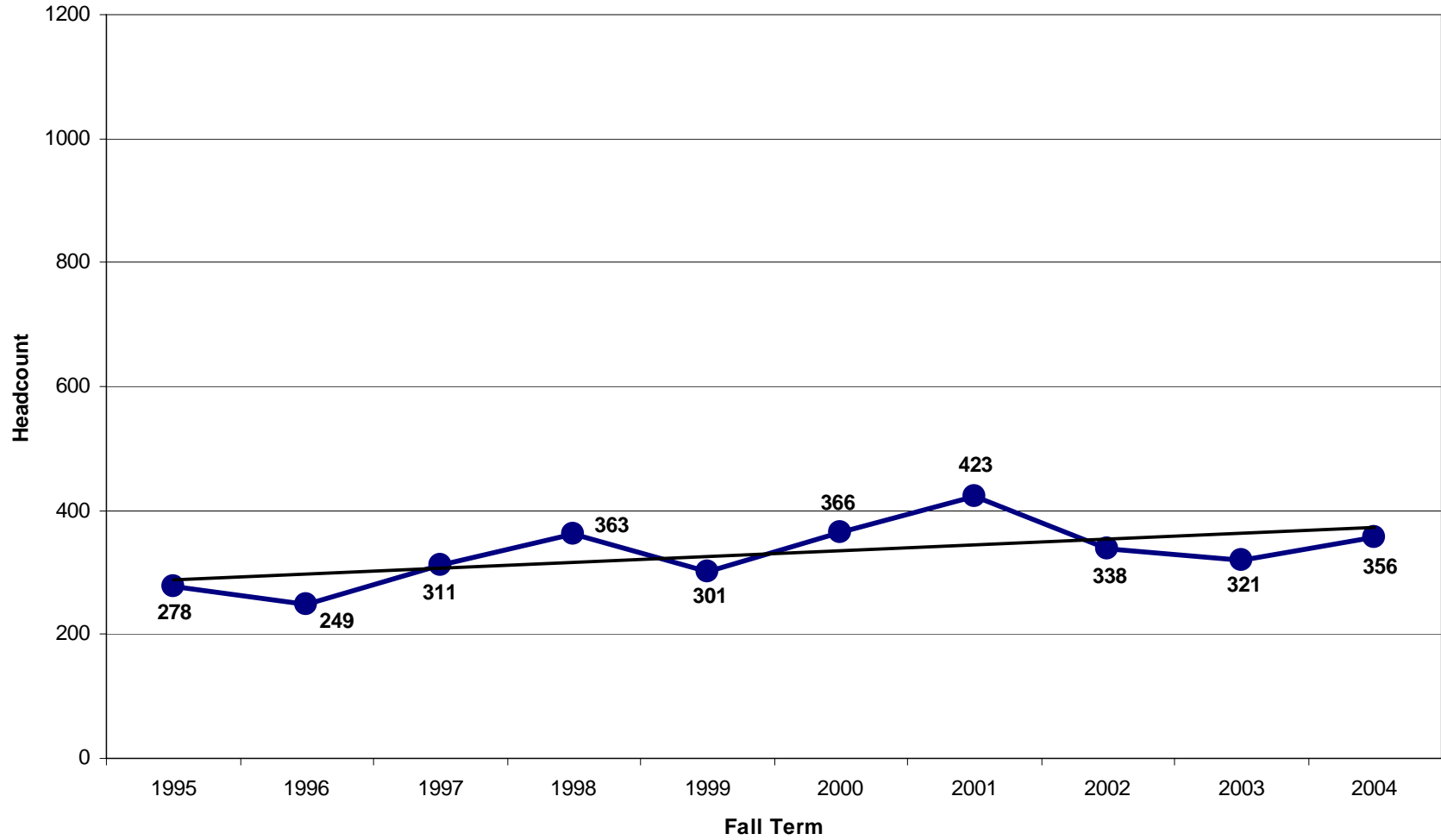
**Appendix 8:
No Financial Aid Continuing Full-Time Male Students**



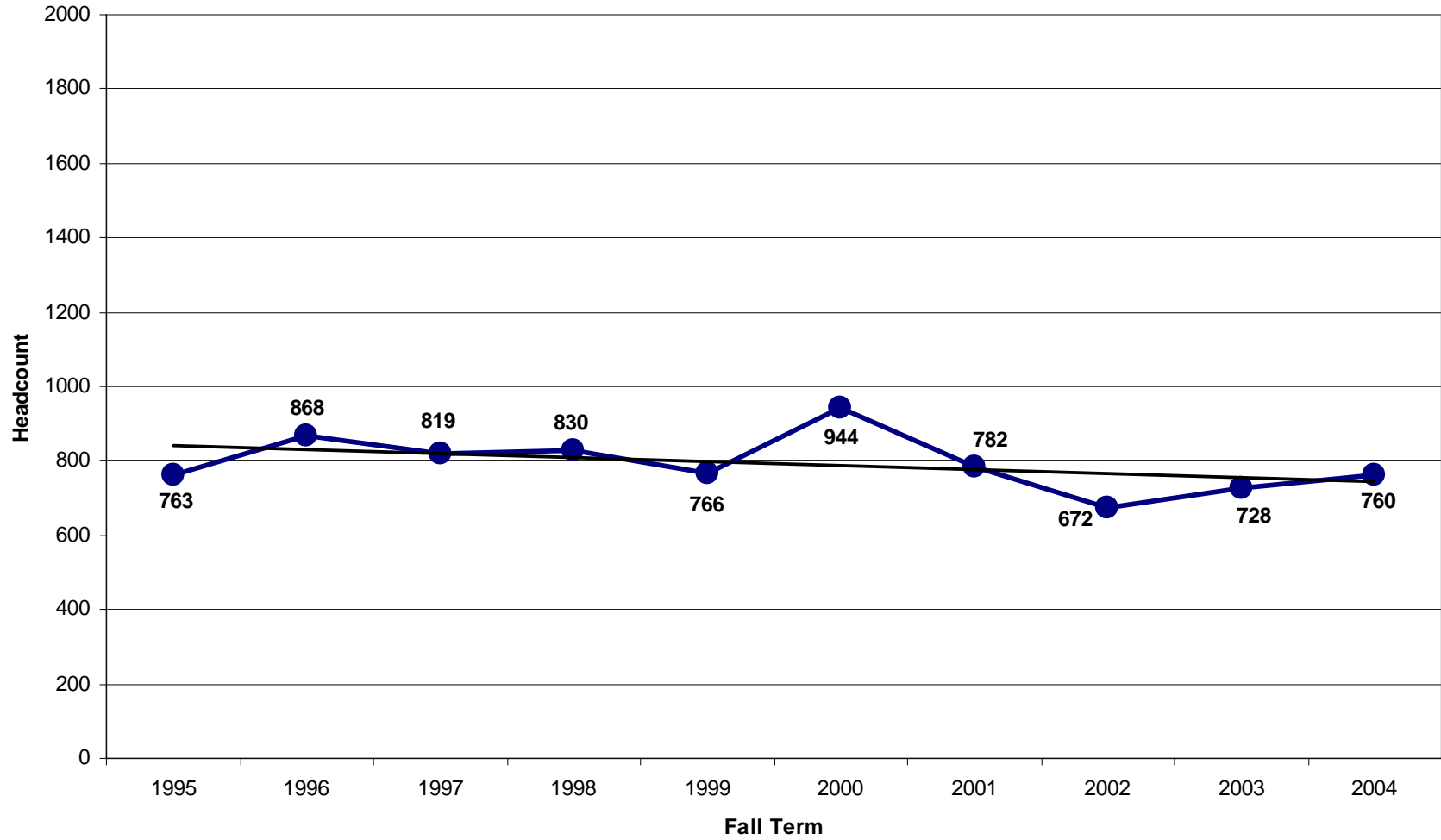
**Appendix 9:
Financial Aid New Part-Time Female Students**



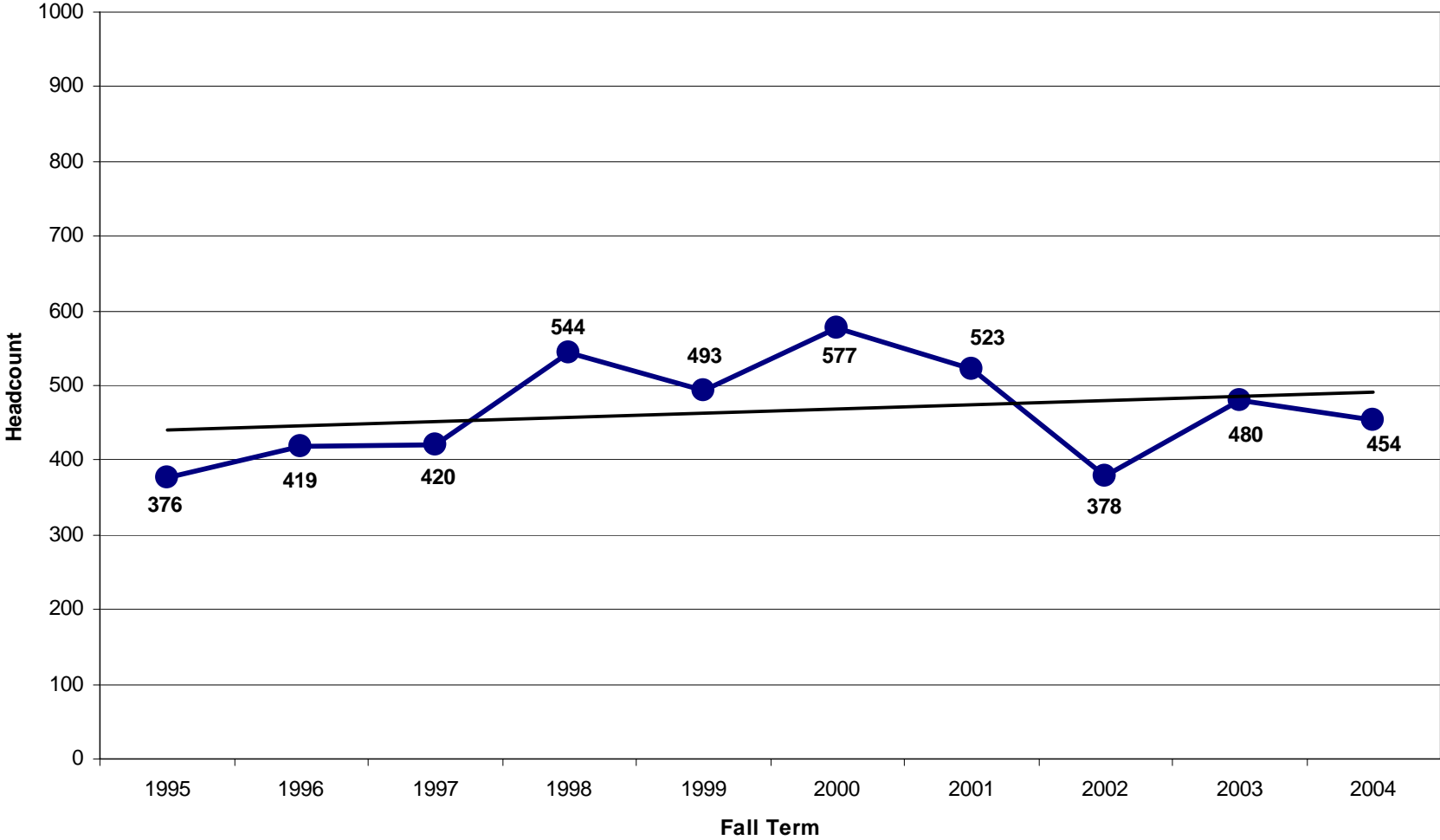
**Appendix 10:
Financial Aid New Part-Time Male Students**



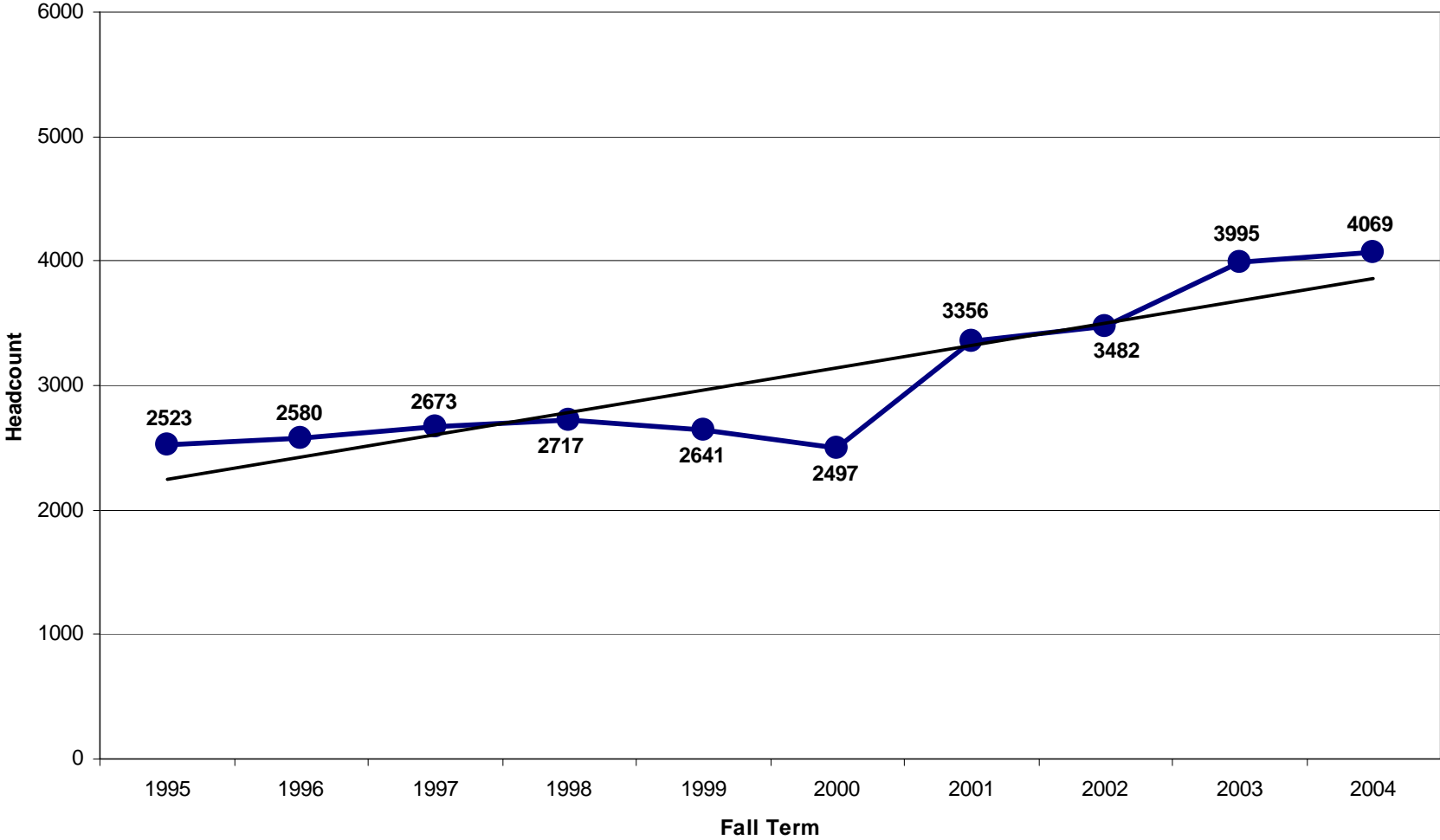
**Appendix 11:
Financial Aid New Full-Time Female Students**



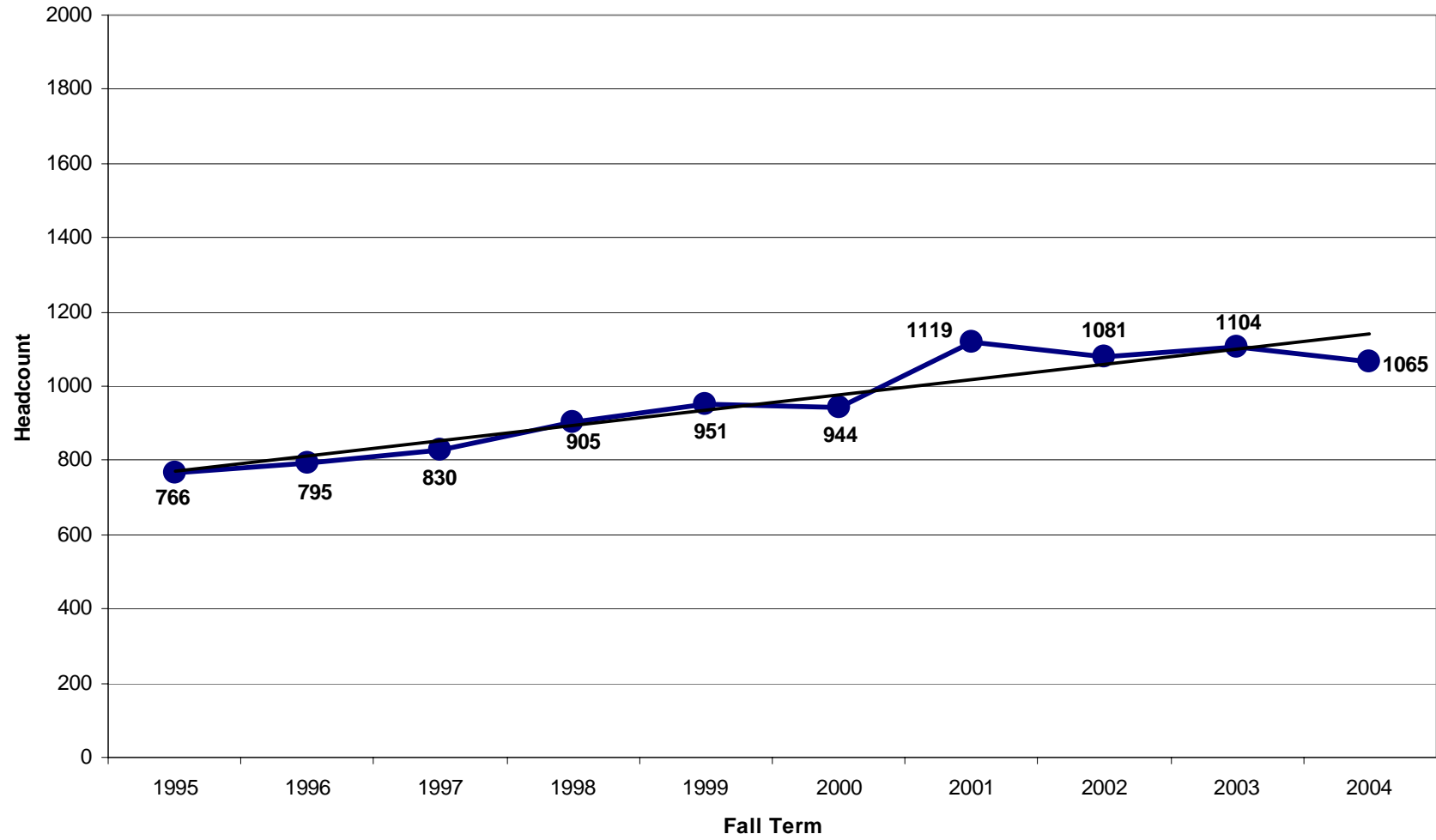
**Appendix 12:
Financial Aid New Full-Time Male Students**



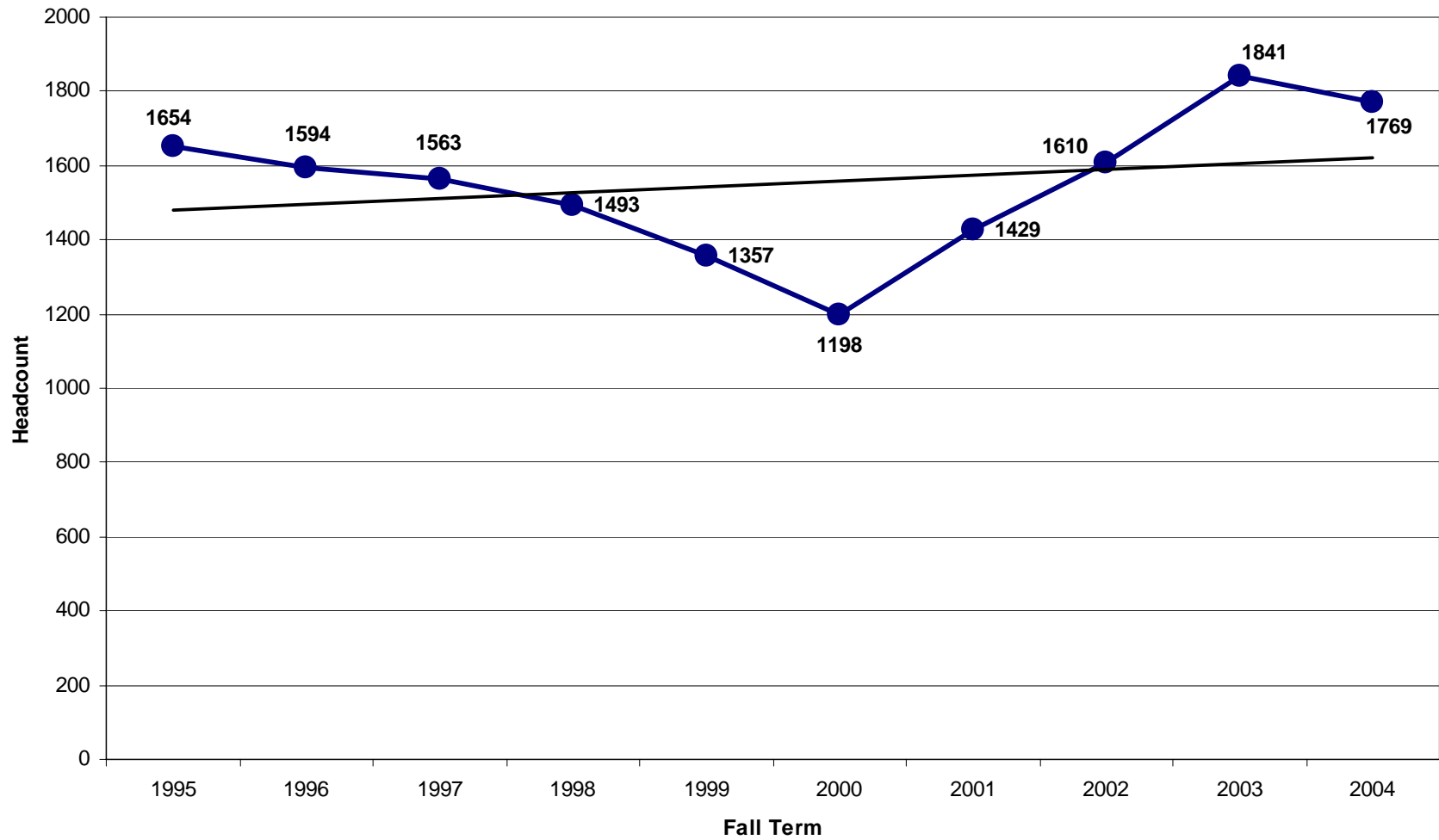
**Appendix 13:
Financial Aid Continuing Part-Time Female Students**



**Appendix 14:
Financial Aid Continuing Part-Time Male Students**



**Appendix 15:
Financial Aid Continuing Full-Time Female Students**



**Appendix 16:
Financial Aid Continuing Full-Time Male Students**

