

COMMUNITY COLLEGE OF PHILADELPHIA



2005 Institutional Effectiveness Report

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Overview

This effectiveness report has been issued annually by the Office of Institutional Research since 2000. The first report in the series, IR Report #119 - *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, IR Report # 156 – *National Community College Benchmark Project*, 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.

In order to provide an understanding of how the College is changing, information for most indicators is provided across several points in time. The following executive summary highlights aspects of the College that appear to have changed, either for the better or worse, over the last year. Detailed information for each indicator starts on page 5 of the report.

Four assessment outcomes are possible based on comparisons with the previous year's value:

Assessment Key

- +** = Positive Change
- = Negative Change
- 0** = No Change
- +/-** = Mixed Results

A large proportion of indicators associated with student persistence, both short- and long-term, (Section 3) changed positively since last year's report was issued. This was especially true for Performance Indicator # 17 which tracks the five year graduation rates for full-time students in CCP's career programs. Several measures of academic performance, such as GPA and student success at departure from CCP, also showed slight improvement over time.

As a group, the workforce development indicators in Section A were also characterized by improvement. Larger proportions of recent CCP graduates were able to locate relevant, well-paying jobs within the Philadelphia region. While the number of articulation agreements and the transfer rate increased since last year's report, student satisfaction with aspects of their transfer preparation diminished a bit (Section B).

A shining light among the Community Outreach indicators (Section D) were the distance education measures which pointed to an improvement in both quantity and quality of Internet offerings. On the other hand, the performance associated with all other enrollment measures was disappointing.

¹ These resources are available on the Institutional Research website http://www.ccp.edu/VPFIN-PL/ir/reports_available_on.htm

A. Workforce Development

<u>Performance Measure #</u>	<u>Assessment</u>
1. Percent of career program graduates who secured employment shortly after graduating (page 5).....	+
2. Percent of recent graduates working in the City and the Philadelphia metropolitan area (page 5).....	+/-
3. Average salary earned by career program graduates (page 6).....	+
4. Percent of working graduates who were satisfied with their preparation for employment (page 6).....	+
5. Rating of graduates with respect to their computer technological preparation for employment (page 7).....	0
6. Number of students per computer (page 7).....	+
7. Pass rates of recent gradates on professional certification exams (page 8).....	+

B. Transfer Preparation

<u>Performance Measure #</u>	<u>Assessment</u>
8. Transfer rates of graduates who graduated from transfer programs (page 9).....	+
9. Number of articulation agreements in existence with four-year colleges and universities (page 9).....	+
12. First Fall semester to second Fall semester persistence rates at Temple University for CCP transfers (page 11).....	0
13. Rating of graduates with respect to the quality of the computer technological preparation for study at a four-year college or University (page 12).....	—
14. Rating of graduates with respect to their preparation for transfer (page 12).....	—

C. Student Persistence, Goal Attainment, and Assessment of Collegiate Experiences

<u>Performance Measure #</u>	<u>Assessment</u>
15. Number of transfer, career, and certificates awarded (page 13).....	+
16. Graduation rates for full-time (in first semester), college ready students after 5 years (page 13).....	+
17. Graduation rates for full-time, college ready students by career and transfer programs after 5 years (page 14).....	+
18. 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 (page 14).....	—

19a.	Percent of new full-time students in the fall who return the subsequent spring semester (page 15).....	+
19b.	Percent of new part-time students in fall who return the subsequent spring semester (page 15).....	+
20a.	Graduation and retention rates for first-time, full-time students (page 16).....	+/-
20b.	Graduation and retention rates for first-time, part-time students (page 16).....	+/-
21.	Fall to spring persistence/attrition outcomes (page 17).....	0
22.	Fall to Fall persistence/attrition outcomes (page 17).....	0
23.	Percentage of students completing the 18 th credit in the semester and successfully completed English 101 (page 17).....	+
24.	Percentage of credit hours earned to credit hours attempted by students enrolled during the semester (page 18).....	+
25.	Average (mean) semester GPA earned by students (page 18).....	+
26.	Percentage of departing students in the semester by success category (page 19).....	+
27.	Percent of graduates who indicate they achieved their goals at the College (page 19).....	0
28.	Rating of graduates with respect to the overall instruction, delivery, and content of Courses (page 20).....	+
29.	Rating of graduates with respect to the cocurricular opportunities and institutional services available at the College (page 20).....	+
30.	Rating of graduates with respect to the College's environment and facilities (page 21).....	+

D. Community Outreach

<u>Performance Measure #</u>	<u>Assessment</u>	
31.	Number of students enrolled in non-credit adult education (page 21).....	—
32.	Credit enrollments at regional centers and other off-campus locations (page 22).....	—
33.	Number of Business and Industry programs and Total Revenue (page 22).....	+
34.	Percent of graduates who would have been unable to attend college had it not been for the College (page 22).....	—
35.	Number and percent of recent Philadelphia public and private high school graduates enrolling at CCP within 1 year of high school graduation (page 23).....	0
36.	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 (page 23).....	+
37.	Percentage of students by racial/ethnic background compared to racial ethnic backgrounds of Philadelphians (page 23).....	0

- 38. Headcount enrollments in distance education courses,
both television and internet (page 24)..... +
- 39. Number of distance education course sections available at the College (page 24)..... +
- 40. Percentage of favorable and unfavorable grades awarded in distance education
courses and all courses (page 25)..... +/-

E. Revenue and Resource Usage Patterns

<u>Performance Measure #</u>	<u>Assessment</u>
41. Total program costs per FTE compared with tuition and fees charge for full-time students (page 26).....	—
42. Average credit class size (page 26).....	—
43. Percent of budget directed to Instructor and Academic and Student Support Services (page 27).....	—
44. Number of grants and size of grant dollars (page 27).....	+
45. Total Revenues from Most Important Funding Sources (page 28).....	—
46. Average annual percentage increase in tuition and fees and tuition and fees rate increases relative to regional four-year institutions (page 28).....	+/-

Workforce Development

1. Percent of career program graduates who secured employment shortly after graduating

	Employment related to Academic Program	Employment not related to Academic Program
1996:	60.7%	NA
1999:	71.6%	16.3%
2000:	63.0%	22.0%
2001:	67.8%	13.0%
2002:	63.1%	18.2%
2003:	55.9%	26.1%
2004:	61.9%	21.1%

2004 graduates met with more success than their immediate predecessors did in locating employment related to their studies shortly after graduating (8 months). Sixty-two percent (62%) of 2004 career program graduates were working in jobs related to their studies and an additional 21.1% of 2004 career program graduates were working in jobs that were unrelated to their studies, elevating the overall employment rate for 2004 graduates to 83%. This latter figure is comparable to 2003 career program graduates.

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%
2003:	87.1%	97.1%
2004:	82.8%	98.4%

Most graduates of the College remain in the City as active contributing members of the local economy. Eighty-three percent (83%) of 2004 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, 98% of 2004 graduates were working in regional businesses.

3. Average salary earned by career program graduates

1996:	\$27,534
1999:	\$30,980
2000:	\$32,189
2001:	\$37,923
2002:	\$38,904
2003:	\$37,103
2004:	\$41,203

The average salary earned by 2004 career program graduates was significantly higher than the average annual salary for their predecessors.

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%
2002:	80.5%	13.4%	6.1%
2003:	79.9%	14.6%	5.5%
2004:	83.2%	14.5%	2.4%

2004 graduates remain positive in their assessment of the preparation for employment they received while at the College. Satisfaction levels increased from previous levels.

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%
2002:	77.3%	18.1%	4.6%
2003:	76.7%	17.9%	5.4%
2004:	75.1%	20.4%	4.5%

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

6. 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
Fall 2004:	10.3
Fall 2005:	8.4

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 2005, there were 1922 computers available for student use. The number of students per computer in fall 2005 was 8.4.

7. Pass rates of recent graduates on professional certification exams

Program	2001		2002		2003		2004		2005	
	Program Average	National Average	Program Average	National Average	Program Average	National Average	Program Average	National Average	Program Average	National Average
Clinical Laboratory Technology	67.0%	63.0%	83.0%	75.0%	75.0%	77.0%	83.0%	75.0%	93.0%	75.0%
Dental Assisting	100.0%	unknown	98.9%	**	100.0%	**	100.0%	**	**	**
Dental Hygiene	94.0%	87.5%	70.5%	74.3%	93.7%	91.2%	89.2%	88.1%	100.0%	89.0%
Diagnostic Medical Imaging	100.0%	76.3%	100.0%	83.0%	100.0%	90.0%	100.0%	90.0%	100.0%	89.0%
Dietetic Technician	100.0%	66.0%	**	**	**	**	**	**	**	**
Health Information Technology	*	unknown	100.0%	73.0%	**	**	100.0%	**	67.0%	73.0%
Medical Assisting Office Management	83.0%	55.0%	100.0%	63.0%	100.0%	67.0%	100.0%	70.0%	67.0%	71.0%
Nursing***	91.7%	86.1%	88.8%	86.3%	**	**	76.9%	87.01%	88.0%	77.0%
Respiratory Care Technology	100.0%	68.7%	100.0%	83.0%	100.0%	76.0%	100.0%	78.0%	100.0%	77.0%
Dietetics Manager-Nutrition	75.0%	71.0%	**	**	70.0%	74.0%	**	**	**	**
Dietetics Manager-Sanitation & Quality Control	57.9%	59.5%	**	**	69.2%	72.1%	**	**	**	**

* no student took test

** not available at the time the report was posted

*** The state average for 2005 was 87.0%. This average was only available during 2005.

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

8. Transfer rates of graduates who graduated from transfer programs

1996: 63.0%

1999: 72.9%

2000: 68.0%

2001: 67.8%

2002: 66.0%

2003: 69.0%

2004: 75.0%

This indicator is based only on graduates of the College's transfer programs. The transfer rate of graduates in these programs has increased significantly from previous years.

9. 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

2003 - 2004: 93

2004 - 2005: 95

The number of articulation agreements has increased since 1995 when 22 agreements were in place. By 2004-2005, there were 95 articulation agreements.

10. 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%
Fall 2003:	11.0%	56.9%	32.1%
Spring 2004:	11.2%	57.3%	31.5%
Fall 2004:	Unavailable at this time		
Spring 2005:	Unavailable at this time		

The information is based on all former CCP students who were enrolled at SSHE universities in the designated semesters. In the most recent fall and spring semesters CCP transfers were more likely than their predecessors to earn GPAs of 3.0 or better.

11. Graduation Rates for CCP Transfers to State System Universities

Year	Entering Cohort #	Graduated by Fall 2001		Graduated by Fall 2002		Graduated by Fall 2003		Graduated by Fall 2004	
		#	%	#	%	#	%	#	%
Fall 1997	63	18	28.6%	24	38.1%	36	57.0%	40	63.5%
Fall 1998	59	4	6.8%	15	25.4%	23	39.0%	32	54.2%
Fall 1999	59	7	11.9%	16	27.1%	20	33.9%	24	40.7%
Fall 2000	62	0	0.0%	6	9.7%	17	27.4%	22	35.5%
Fall 2001	65	NA	NA	0	0.0%	5	7.7%	17	26.2%
Fall 2002	69	NA	NA	NA	NA	0	0.0%	7	10.1%
Fall 2003	Unavailable at this time								

This indicator represents the SSHE graduation rates of former CCP students. Nearly two-thirds (63.5%) of the 63 former CCP students who entered a State System university in fall 1997 graduated by fall 2005.

12. 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%
Fall 2003 cohort:	78.1%	75.2%
Fall 2004 cohort:	77.8%	75.3%

Over three quarters of the CCP transfer students who entered Temple University in fall 2004 reenrolled at Temple for the fall 2005 semester. Since the fall 1999 cohort, the persistence rates of CCP transfers have exceeded the rate for all transfers to Temple.

13. 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%
2003:	80.1%	15.9%	4.0%
2004:	76.6%	19.0%	4.4%

Satisfaction levels associated with preparation to handle the computer technology challenges at the transfer institution dropped among 2004 graduates.

14. 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%
2003:	94.1%	5.3%	0.7%
2004:	86.9%	10.0%	3.1%

While a larger percent of 2004 graduates transferred shortly after leaving the College, fewer felt their preparation at the College was excellent or good.

Student Persistence, Goal Attainment, and Assessment of Collegiate Experiences

15. 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
2004:	1446	793	616	37	160
2005:	1507	825	644	38	154

The number of degrees awarded in 2004 was higher than the number awarded in the preceding year. The General Studies degrees awarded in 2004 reflect students who were grandfathered in the program.

16. 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%
1999:	16.3%
2000:	17.9%

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, Fall 1997, Fall 1998, Fall 1999, and Fall 2000 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 2004. This upward trend continued for the 2000 cohort with 17.9% graduating in five years.

17. 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%
1999:	14.9%	16.6%
2000:	25.6%	16.5%

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 at entry to CCP. Up until 1998 this resulted 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 in 1999 who were enrolled in transfer programs, which are designed to provide opportunities for transfer to baccalaureate degree granting colleges and universities, exceeded the career program graduation rate. The level of degree completion for students in transfer programs was maintained in 2000 which the graduation rate associated with career programs jumped to 25.6% in 2000.

18. 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%
1999:	15.8%
2000:	13.5%

The enrollment patterns of many community college students are 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 # 18 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. The 2000 graduation rate dropped to 13.5%.

19a. 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%
2003:	77.2%
2004:	79.2%

19b. 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%
2003:	55.4%
2004:	58.6%

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 (#19a) and part-time (#19b) students in fall semesters. This short-term persistence rate increased for the most recent student cohorts, full and part-time. More than three quarters (79.2%) of full-time students and 58.6% of part-time students from fall 2004 reenrolled in spring 2005.

20a. 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%	10.7%	7.7%	14.1%
1998	51.1%	16.9%	13.3%	7.0%	15.9%
1999	54.4%	18.6%	13.4%	7.9%	17.2%
2000	54.5%	20.3%	13.7%		
2001	54.6%	18.5%	12.6%		
2002	54.6%				
2003	54.3%				

20b. 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%	6.9%
1998	31.5%	13.3%	4.8%	7.1%	7.1%
1999	30.2%	13.1%	4.2%	6.9%	6.8%
2000	37.8%	16.0%	6.3%		
2001	34.0%	13.7%	6.3%		
2002	34.3%				
2003	35.1%				

Indicators 20a and 20b 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.

21. Fall to spring persistence/attrition outcomes

	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
Enrolled	16212	16242	15797	16346	17775	18354	19458	19238
Returned Same Program	59.5%	55.9%	52.4%	60.5%	62.0%	62.3%	63.1%	63.7%
Returned Different Program	6.7%	9.5%	11.9%	6.4%	5.1%	5.3%	5.3%	5.4%
Graduated Fall	1.4%	1.3%	1.7%	1.5%	1.7%	1.4%	1.3%	1.1%
Did not Return Next Spring	31.4%	33.3%	34.0%	1.7%	31.3%	30.1%	30.3%	29.8%

Indicator 21 provides fall-to-spring persistence/attrition outcomes for all enrolled students in several fall semesters. Sixty-nine percent (69.1%) of fall 2004 students returned in the next spring semester, 63.7% in the same program and 5.4% in a different program.

22. Fall to fall persistence/attrition outcomes

	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03
Enrolled	16212	16242	15797	16346	17775	18354	19458
Returned Same Program	32.4%	29.6%	29.7%	35.0%	35.2%	35.9%	34.9%
Returned Different Program	9.4%	11.5%	12.8%	9.7%	8.5%	9.6%	9.4%
Graduated Fall or Spring	6.8%	6.5%	6.7%	6.5%	6.5%	5.8%	6.4%
Did not Return Next Fall	51.4%	52.4%	50.8%	48.9%	49.8%	48.7%	49.2%

This indicator is an extension of the preceding indicator by considering fall-to-fall reenrollment status. Forty four percent (44.3%) of students in the fall 2003 semester returned in fall 2004; 34.9% to the same program of study and 9.4% to a different program. Attrition rates from fall to fall decreased slightly in the most recent fall cohort.

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

Fall 1995:	62.0%	Spring 2003:	64.5%
Spring 1996:	59.8%	Fall 2003:	67.5%
Fall 2001:	61.3%	Spring 2004:	68.1%
Spring 2002:	64.3%	Fall 2004:	69.4%
Fall 2002:	64.6%	Spring 2005:	68.5%

Students in recent semesters have been more likely than those in the past to have achieved some level of proficiency in writing skills. Sixty-nine percent (69.4%) of the students in the fall 2004 term and 68.5% in the spring 2005 term who completed 18 credits also completed English 101 with an A, B, or C grade. These percentages have been increasing since the fall 2001 term.

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

Fall 1995:	87.1%	Spring 2003:	84.1%
Spring 1996:	86.9%	Fall 2003:	85.0%
Fall 2001:	84.8%	Spring 2004:	84.3%
Spring 2002:	82.9%	Fall 2004:	85.5%
Fall 2002:	84.4%	Spring 2005:	84.7%

Students in the Fall 2004 and Spring 2005 semesters have been slightly more successful than students in the past in successfully completing their courses. In fall 2003, students completed an average of 85.0% of their semester credits while in fall 2004 the completion rate was 85.5%.

25. Average (mean) semester GPA earned by students

Fall 1995:	2.52	Spring 2003:	2.47
Spring 1996:	2.52	Fall 2003:	2.48
Fall 2001:	2.46	Spring 2004:	2.46
Spring 2002:	2.40	Fall 2004:	2.49
Fall 2002:	2.48	Spring 2005:	2.48

Fall 2002 students were slightly more successful than students in the previous fall semester in successfully completing their courses, and this trend continued to fall 2004. In fall 2004, the average semester GPA earned by students was 2.49, slightly higher than it was in fall 2003, while in spring 2005 the average semester GPA was 2.48, which is slightly higher than the previous spring semester GPA of 2.46.

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

	Graduate Success	Long-term Success	Short-term	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%
Fall 2002:	4.7%	31.0%	21.0%	43.3%
Spring 2003:	10.9%	24.0%	19.0%	36.1%
Fall 2003:	5.0%	32.2%	19.6%	43.3%

Large numbers of students are academically unsuccessful when they discontinue their enrollment at the College. Approximately 43% 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.

27. 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%
2003:	79.8%	20.2%	0.0%
2004:	78.9%	20.3%	0.8%

The majority of 2004 graduates indicated that they fully achieved the educational goals they set for themselves. Less than one percent (0.8%) of the graduates indicated that they did not achieve their educational goals.

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. 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%
2003:	83.5%	14.9%	1.6%
2004*:	90.8%	7.2%	2.1%

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

29. 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%
2003:	72.0%	23.9%	4.1%
2004*:	82.2%	12.2%	5.6%

Overall, very few graduates were dissatisfied with their out-of-classroom experiences at the College.

*Measure changed somewhat in 2004 and may have contributed to the spike in Excellent/Good category.

30. 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%
2003:	72.5%	23.1%	4.4%
2004*:	84.4%	10.5%	5.1%

Since 1999, graduates' assessments of the College's environment have improved significantly.

Community Outreach

31. 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
2003/04:	10,066
2004/05:	9,003

Approximately 9,000 non-credit students were enrolled in adult education programs at the College in academic year 2004/05. This represents a decrease of over a thousand students from 2003/04 levels, and reflects several factors including reduced State funding, which has forced the College to limit offerings, and changes in how the programs are offered in order to promote greater student success.

*Measure changed somewhat in 2004 and may have contributed to the spike in Excellent/Good category.

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

	Fall 1995	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Northeast	2,049	2,065	2,334	2,367	2,649	2,594	2,436
West	466	550	774	873	985	896	716
Northwest	482	1,355	1,514	1,741	1,855	1,936	1,670
Other Off-Campus	1,836	1,120	1,483	2,045	2,598	2,649	N/A

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. Fall 2005 enrollments at the Regional Centers were lower than in the previous fall semester.

33. Number of Business and Industry programs and Total Revenue

	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
Number of Programs:	26	41	42	45	34
Total Contract Revenues:	\$945,110	\$876,047	\$802,550	\$1,013,720	\$1,295,310

In 2004/2005 the number of Business and Industry programs decreased to 34, however, revenues increased significantly to \$1,295,310.

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

1996:	38.6%	2001:	42.4%
1997:	44.8%	2002:	39.1%
1998:	42.2%	2003:	38.6%
1999:	35.8%	2004:	36.6%
2000:	37.9%		

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, nearly 37% of graduates would have been unable to participate in higher education if they had not been able to attend the College.

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

Graduating H.S. Class	Spring '99	Spring '00	Spring '01	Spring '02	Spring '03	Spring '04	Spring '05
Enrolled at CCP	1,919 (11.8%)	2,348 (13.9%)	2,369 (13.0%)	1,851 (9.8%)	1,949 (9.9%)	1,963 (9.8%)	Not Available At this time

The College enrolled 11.8% of 1999 Philadelphia public and private high school graduates and nearly 13.9% of 2000 graduates. The overall number of spring 2004 high school graduates who enrolled at CCP was 1,963 or 9.8%.

36. 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	2003/04	2004/05
Course Type:							
Credit	26,696 (2.5%)	25,564 (2.3%)	27,820 (2.5%)	28,763 (2.6%)	29,164 (2.6%)	30,032 (2.7%)	29,269 (2.8 %)
Non-Credit	10,148 (1.0%)	7,296 (0.6%)	11,937 (1.1%)	16,270 (1.4%)	12,813 (1.2%)	9,555 (0.8%)	9,003 (0.9%)
Total	36,844 (3.5%)	32,860 (2.9%)	39,757 (3.5%)	45,033 (4.0%)	41,979 (3.7%)	39,508 (3.6%)	38,272 (3.7%)

During the 2004/05 academic year, 3.7% 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 have fallen since 2002-03.

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

	Phila. Population (2000 Census Data)	CCP 1999/00 Estimates	CCP 2000/01 Estimates	CCP 2001/02 Estimates	CCP 2002/03 Estimates	CCP 2003/04 Estimates	CCP 2004/05 Estimates
Race							
Black	43.2%	49.6%	47.9%	49.8%	49.9%	49.9%	50.1%
White	43.3%	27.7%	26.5%	26.0%	26.3%	26.7%	26.9%
Asian	4.5%	7.0%	7.3%	7.6%	7.1%	6.3%	7.4%
Native American	0.2%	0.6%	0.6%	0.7%	0.6%	0.5%	0.5%
Hispanic	8.6%	15.2%	17.7%	15.9%	16.1%	16.6%	15.1%

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.

38. 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
Fall 2003	1176
Spring 2004	1515
Fall 2004*	1452
Spring 2005	1467

Headcount enrollment in distance education courses has tended to be higher in Spring semesters. In Spring 2005, there were 1467 students in Internet Courses.

39. 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
Fall 2003	11	40
Spring 2004	12	45
Fall 2004*	*	62
Spring 2005	*	64

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. Television courses were phased out in Fall 2004.

* As of fall 2004, television courses have not been offered by the College.

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

	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005
All Courses									
A,B,C	63.7	64.4	63.7	65.7	65.2	67.2	66.5	71.6	70.8
D,F	20.5	21.5	22.3	22.0	21.8	19.2	18.2	17.7	18.0
W	15.8	13.0	13.1	11.8	12.5	13.3	15.3	10.7	11.2
Television*									
Courses									
A,B,C	52.2	52.2	45.9	53.6	46.0	44.7	43.3	*	*
D,F	29.0	28.0	37.7	29.0	29.6	34.7	34.8	*	*
W	19	19.8	15.5	17.4	24.3	19.9	21.9	*	*
Internet Courses									
A,B,C	31.4	47.4	57.5	56.2	58.8	57.8	54.5	57.0	61.4
D,F	40.6	27.8	26.3	20.9	20.1	23.5	22.9	22.7	15.9
W	25.5	24.7	15.9	22.2	20.5	17.9	22.6	20.3	22.7

The distributions of grades awarded in Internet courses in fall 2004 remained very similar to the grades awarded in fall 2003. However, there is an increase in the percent of A, B, and C grades awarded in spring 2005. Withdraw grades from Internet courses continues to be higher than in traditionally taught courses.

Revenue and Resource Usage Patterns

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

	Total Program 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
2003/04:	5,023	2,660	2,496	1,322
2004/05:	5,523	2,813	2,856	1,453

Average annual increase/decrease:

Operating Cost per FTE -	4.48%
Real Operating Cost per FTE -	1.94%
Tuition and Fees -	6.06%
Real Tuition and Fees -	3.47%

Over most of the decade, operating cost per student in real terms has remained relatively stable. In fiscal year 2004 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.

42. 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
Fall 2004:	22.9	Not Available
Fall 2005:	22.4	18.6

Throughout the 1990s, average class size decreased moderately. Class sizes increased slightly from 2002 through 2004. In 2005 average class size of CCP was 22.4, which was higher than the average class size at 11 Pennsylvania community colleges (excludes Community College of Allegheny County).

43. 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%
2003/04:	74.7%
2004/05:	73.0%

The great majority of the College's budget is committed to direct instruction and student/ academic support services.

44. Number of grants and size of grant dollars

	Number of Funded Grants	Dollars Received	Average Dollars Per Grant
1995-1996:	24	\$3,783,537	\$157,647
1999-2000:	46	\$5,262,564	\$114,404
2000-2001:	48	\$5,972,830	\$124,434
2001-2002:	48	\$5,821,478	\$121,281
2002-2003:	58	\$6,192,125	\$106,761
2003-2004:	55	\$5,906,538	\$107,392
2004-2005:	39	\$6,054,529	\$155,244

While the number of funded grants has declined, the size of an average grant has increased to \$155,244 in 2004-2005.

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

Fiscal Year	City	State	Student	Investment Income
2005	\$22,468	\$29,933	\$48,624	\$709
2004	\$22,468	\$31,567	\$43,125	\$343
2003	\$22,068	\$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 from earlier years. Relative stability in City and State funding has forced a growing dependence on student revenues. The 2005 decline in State revenues reflect the fact that FTEs were not fully funded by the state as well as a significant drop in the number of non-credit FTEs taught by the College.

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

	Full-Time Student Cost 1994/95	Full-Time Student Cost 2004/05	Average Annual Dollar Increase	Average Annual Percent Increase
CCP	1,524	2,856	123	6.06%
Community Colleges	1,685	2,635	95	4.58%
State Universities	3,755	6,103	235	5.01%
State-Related Commonwealth Universities	4,853	9,322	447	6.79%
Private Colleges & Universities	12,264	19,985	772	5.02%