



**Office of
Institutional
Research**

**A Profile of CCP Students Who Enrolled at
Single and Multiple Locations
Fall 2005 and Fall 2006**

IR Report #166

September 2007

**Community
College
of Philadelphia**

Community College of Philadelphia
A Profile of CCP Students Who Enrolled at Single and Multiple Locations
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As Community College of Philadelphia (CCP) continues to expand the scope of programs, services, and courses available to students at the Regional Centers and through distance education, course enrollment patterns appear to demonstrate students' receptiveness to these expanded educational opportunities. **Figure 1** shows that although institutional enrollments experienced a spike between fall 2001 and fall 2003 overall, college-wide headcount enrollment remained stable between fall 1998 and fall 2006 with 1.5 % overall enrollment growth. During this same period of time course enrollment patterns by location varied significantly with distance education experiencing an increase in course enrollments of more than 200 % while Main Campus course enrollments decreased by almost 6.0 %.

Figure 1

	Number of students enrolled in courses at:					Total Credit Head- count
	DISTANCE ¹	NWRC	NERC	WEST	MAIN	
Fall 1998	476	552	1,983	622	13,366	16,629
Fall 1999	380	1,179 ²	2,018	551	12,594	16,220
Fall 2000	382	1,353	2,066	550	12,841	16,813
Fall 2001	514	1,512	2,333	774	13,809	18,178
Fall 2002	1,053	1,738	2,368	876	14,034	18,871
Fall 2003	1,176	1,856	2,649	984	14,609	19,894
Fall 2004	1,100	1,936	2,549	896	14,514	19,853
Fall 2005	1,025	1,617	2,390	685	12,619	16,912
Fall 2006	1,515	1,526	2,333	642	12,589	16,871
Change in Enrollment	218.3%	176.4%	17.7%	3.2%	-5.8%	1.5%

¹ Prior to fall 2004, the distance education headcount includes students enrolled in television courses offered by the College. Television courses are no longer offered

² This jump in enrollments is reflective of an expansion program at the NWRC

These variations in course enrollments by locations indicate that the number of students enrolling in courses at more than one location is increasing. **Figure 2** demonstrates that between fall 2005 and fall 2006 the number of students taking classes at a single location decreased by 2.1 % while the students enrolled in two locations increased by 12.1 %

Figure 2

**Single and Multiple Site Course Registration Patterns
By % of Unduplicated Headcount**

	Fall 2005	Fall 2006	% Change
One Location Only	86.1 %	84.3 %	- 2.1 %
Enrolled in 2 locations	13.2 %	14.8 %	12.1 %
Enrolled in 3 or more	.70 %	.90 %	28.6 %

The August 2000 Institutional Research Report # 113, *Profiles of Students Who Enroll at Single and Multiple Community College of Philadelphia Sites*, found that multiple site course registrations appeared to be a growing phenomenon that was also strongly associated with greater levels of persistence, both short and long term. This review of current enrollment data confirms that the upward trend in multiple site course registrations is continuing. Taking a closer look at the growing trend, this report presents a profile of students taking courses at a single location and students taking courses at multiple sites during the fall 2005 and fall 2006 semesters.

In preparing the data for this report, students were categorized as single or multiple location students as well as by primary campus. The primary campus indicator was determined by the location at which students attended the greatest percentage of their courses. This report provides a profile of student characteristics between single and multiple location students. For additional detail, corresponding In-Brief # 166 breaks out these characteristics by primary location. The following summarizes observed differences in the characteristics between single-location and multiple location student groups.

Definition of Terms

Single location students were identified as taking classes in only one location or one instructional method as in the case of distance education students.

Mixed location students were identified as taking classes in more than one location or enrolled in traditional courses as-well-as distance education courses.

Primary Campus

- Each student has been identified by a primary campus indicator.
- The primary campus indicator was determined by the location at which the student enrolled in the greatest percentage of their semester credit hours.
- Distance education was treated as a location.
- For the purposes of this summary, Business & Industry and Neighborhood Sites were not included.

Campus Locations:

- Main Campus
- North East Regional Center (NERC)
- North West Regional Center (NWRC)
- West Regional Center (WEST)
- Distance Education

Credit Hours reflect the total number of enrolled credit hours at a referenced location.

Profile of CCP Students who Enrolled at Single and Multiple Locations

- The Main campus had the largest percentage of students (88% in Fall 2005, and 86.4% in Fall 2006) taking classes at a single location (**Figure 3**). Nearly three-quarters of students taking Distance Education courses were not taking classroom-based courses in the same semester. Decreasing Single location enrollments are balanced by an increase in multiple site enrollments, see in Figure 3.
- Students were more likely to attempt a higher number of registered hours if they took classes at multiple locations (**Figure 6**). In Fall 2006, the median registered credits hours for students who took courses at a single location was 7, while the median was 10 for students taking courses in multiple locations.
- **Figure 7** provides student enrollment information based on full-time versus part-time status. Multiple location students were more likely to register as full-time students compared to single location students who were more likely to register as part-time students..
- **Figure 8** compares new and continuing students. The percentage of both new and continuing students enrolled in multiple locations increased between Fall 2005 and Fall 2006
- **Figure 9** shows students cumulative earned credits with little difference between Fall 2005 and Fall 2006. The data shows that students who attended multiple locations enrolled in a considerably higher number of credits on average.

- **Figure 10** compares the ratio of cumulative credits earned versus credits attempted during the Fall 2005 and Fall 2006 semesters. Multiple location students demonstrated similar success in this course completion ratio.
- **Figure 11** shows the median cumulative GPA for students at single locations and multiple locations. For Fall 2005, the data indicates that multiple location students had a higher GPA in comparison to single location students. In Fall 2006 there was no difference in GPAs between single and multiple location students at the college.

Figure 3

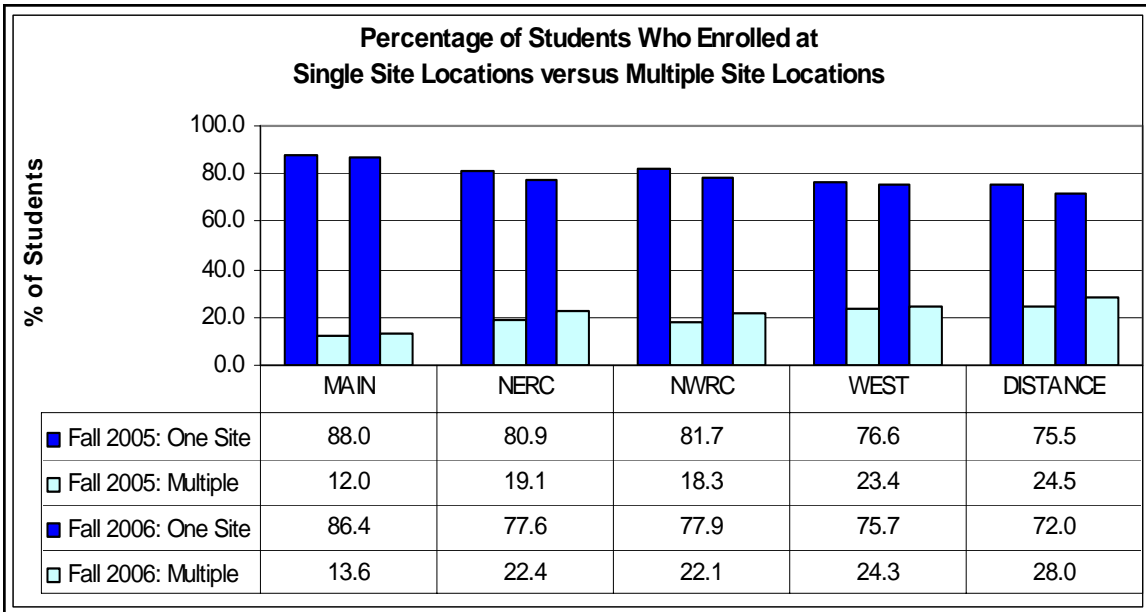


Figure 4

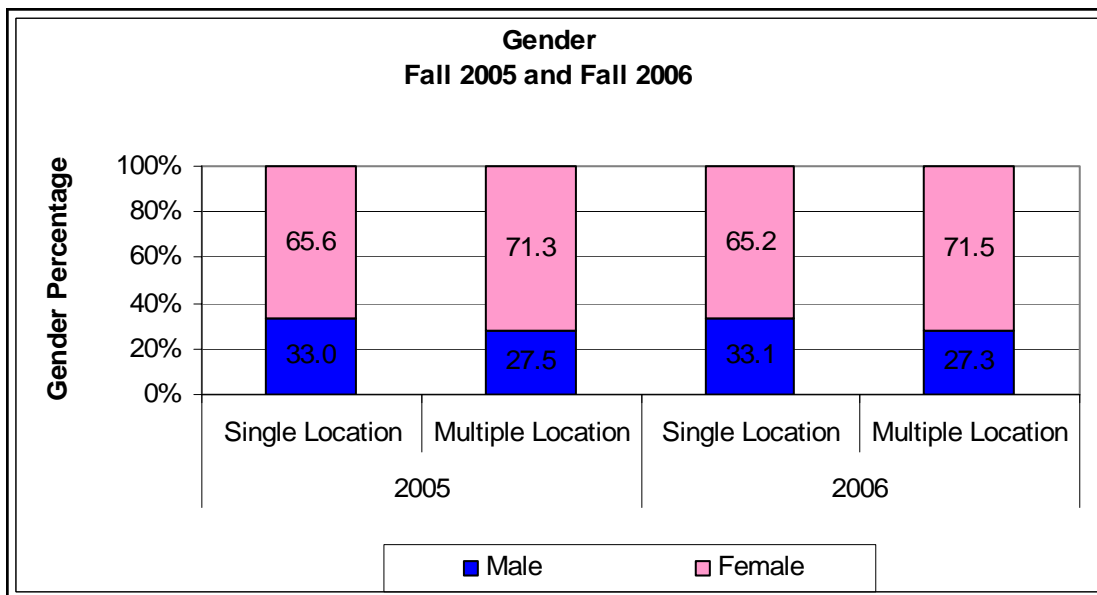


Figure 5

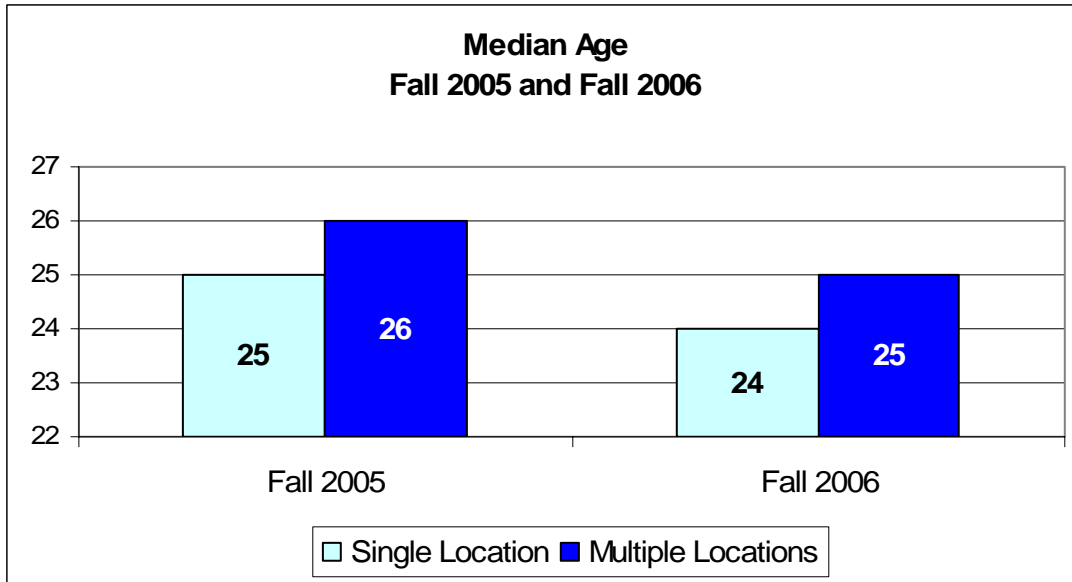


Figure 6

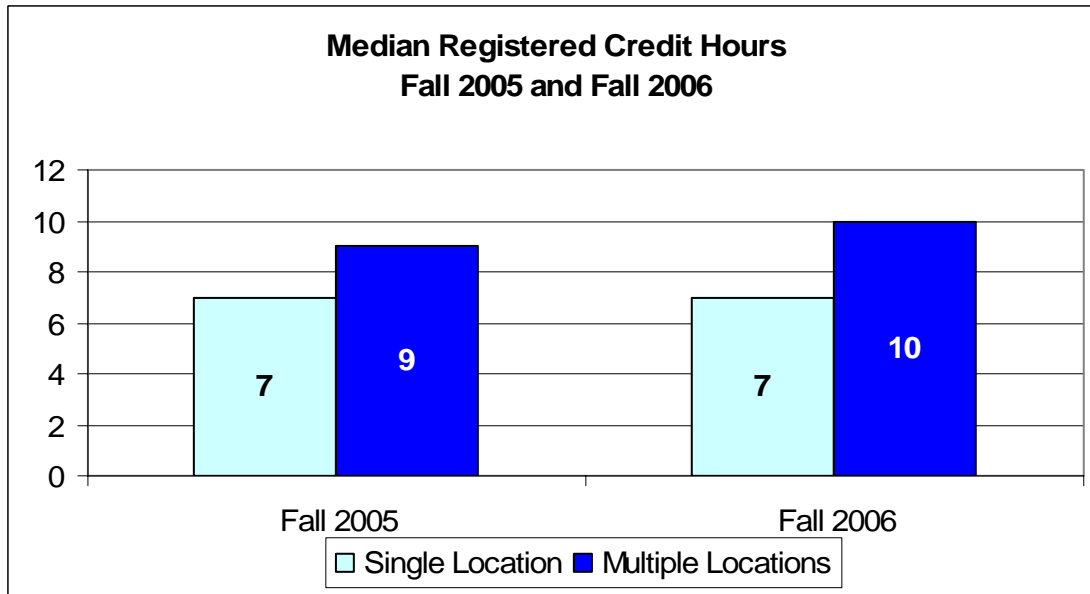


Figure 7

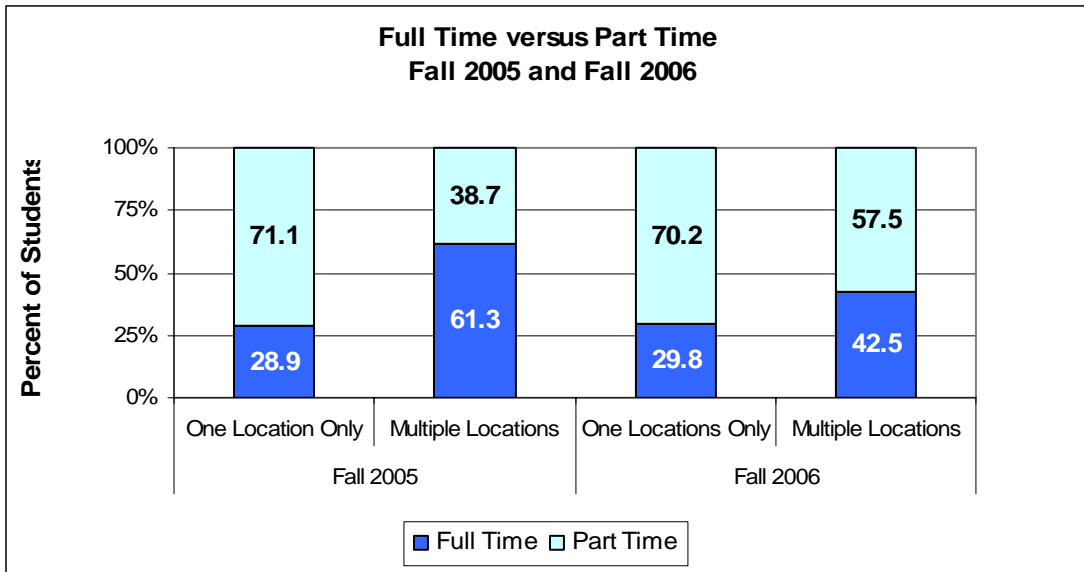


Figure 8

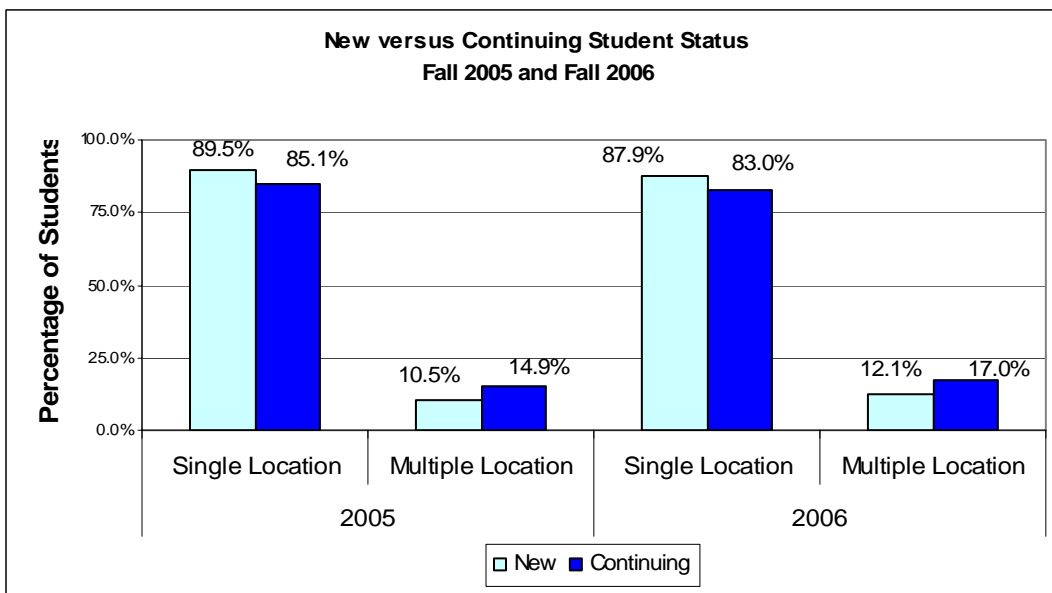


Figure 9

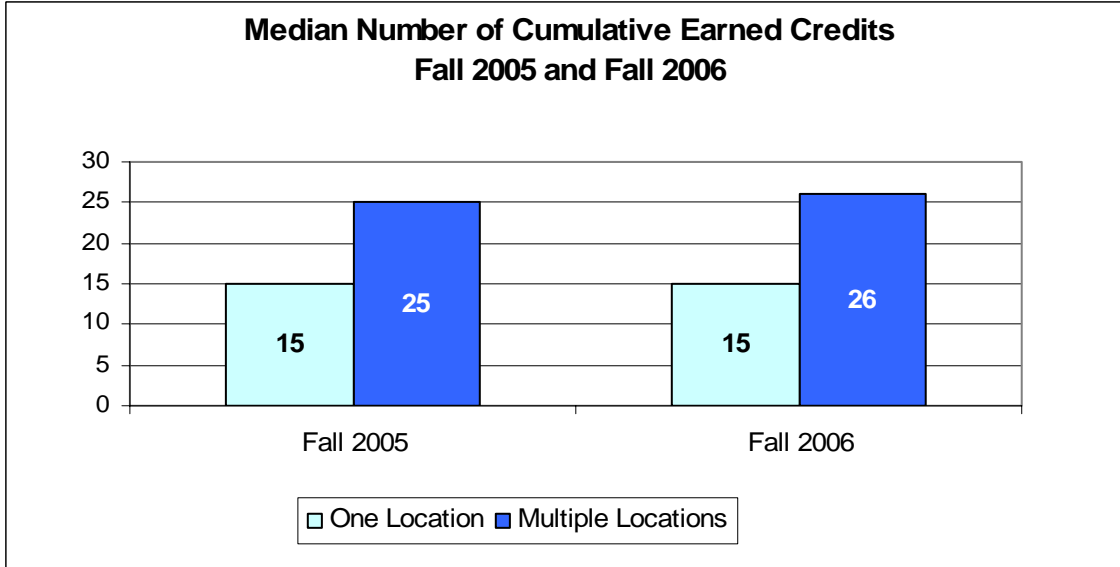


Figure 10

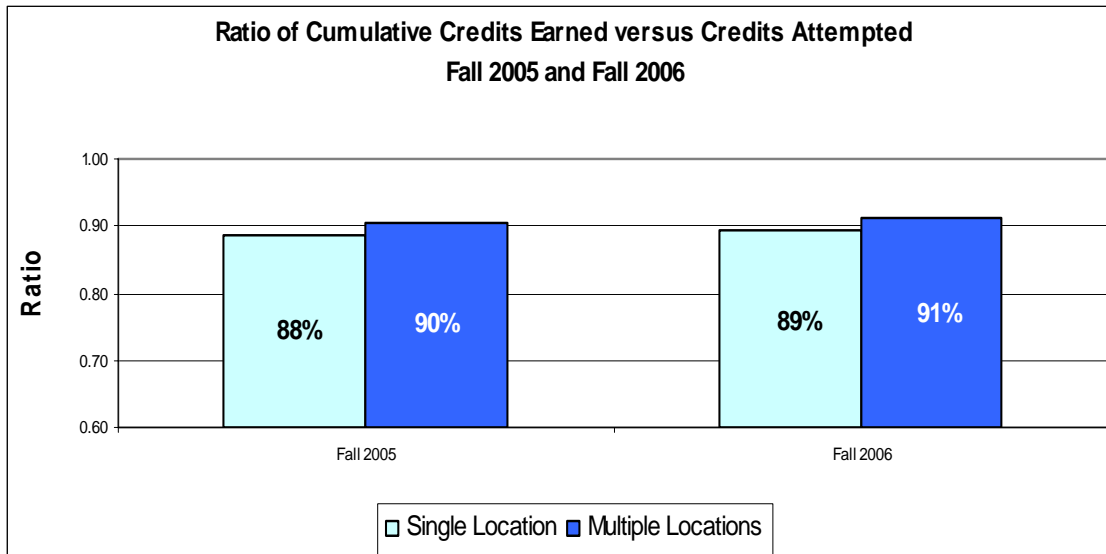


Figure 11

