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

IR Report #166
September 2007
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

<table>
<thead>
<tr>
<th>Number of students enrolled in courses at:</th>
<th>Total Credit Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTANCE ¹</td>
<td>NWRC</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>476</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>380</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>382</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>514</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>1,053</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1,176</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>1,100</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>1,025</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1,515</td>
</tr>
<tr>
<td>Change in Enrollment</td>
<td>218.3%</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Location Only</td>
<td>86.1 %</td>
<td>84.3 %</td>
<td>- 2.1 %</td>
</tr>
<tr>
<td>Enrolled in 2 locations</td>
<td>13.2 %</td>
<td>14.8 %</td>
<td>12.1 %</td>
</tr>
<tr>
<td>Enrolled in 3 or more</td>
<td>.70 %</td>
<td>.90 %</td>
<td>28.6 %</td>
</tr>
</tbody>
</table>

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 the 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

[Bar chart showing the percentage of students who enrolled at single site locations versus multiple site locations.]

- **MAIN**
  - Fall 2005: One Site: 88.0%
  - Fall 2005: Multiple: 12.0%
  - Fall 2006: One Site: 86.4%
  - Fall 2006: Multiple: 13.6%

- **NERC**
  - Fall 2005: One Site: 80.9%
  - Fall 2005: Multiple: 19.1%
  - Fall 2006: One Site: 77.6%
  - Fall 2006: Multiple: 22.4%

- **NWRC**
  - Fall 2005: One Site: 81.7%
  - Fall 2005: Multiple: 18.3%
  - Fall 2006: One Site: 77.9%
  - Fall 2006: Multiple: 22.1%

- **WEST**
  - Fall 2005: One Site: 76.6%
  - Fall 2005: Multiple: 23.4%
  - Fall 2006: One Site: 75.7%
  - Fall 2006: Multiple: 24.3%

- **DISTANCE**
  - Fall 2005: One Site: 75.5%
  - Fall 2005: Multiple: 24.5%
  - Fall 2006: One Site: 72.0%
  - Fall 2006: Multiple: 28.0%

Figure 4

[Bar chart showing the gender percentage of students in Fall 2005 and Fall 2006.]

- **Male**
  - Fall 2005: Single Location: 33.0%
  - Fall 2005: Multiple Location: 27.5%
  - Fall 2006: Single Location: 33.1%
  - Fall 2006: Multiple Location: 27.3%

- **Female**
  - Fall 2005: Single Location: 65.6%
  - Fall 2005: Multiple Location: 71.3%
  - Fall 2006: Single Location: 65.2%
  - Fall 2006: Multiple Location: 71.5%
Figure 5

Median Age
Fall 2005 and Fall 2006

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Location</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Multiple Locations</td>
<td>26</td>
<td>25</td>
</tr>
</tbody>
</table>

Figure 6

Median Registered Credit Hours
Fall 2005 and Fall 2006

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Location</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Multiple Locations</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
Figure 7

Full Time versus Part Time
Fall 2005 and Fall 2006

Figure 8

New versus Continuing Student Status
Fall 2005 and Fall 2006
Figure 9

Median Number of Cumulative Earned Credits
Fall 2005 and Fall 2006

Figure 10

Ratio of Cumulative Credits Earned versus Credits Attempted
Fall 2005 and Fall 2006
Median Cumulative Grade Point Average
Fall 2005 and 2006

Fall 2005
- One Location: 2.63
- Multiple Locations: 2.74

Fall 2006
- One Location: 2.75
- Multiple Locations: 2.75