



DRAFT

October 27, 2003

**Background Information for 2004-2008 Strategic Plan Internal Scan
Office of Institutional Research
August 2003**

Introduction

This document contains a summary of some key operating characteristics of the College at the present time that may require consideration in the upcoming planning process. The following issues are addressed in this report:

1. Workforce Development
2. Transfer Preparation
3. Student Persistence and Goal Attainment
4. Academic Performance/General Education
5. Community Outreach
6. Financial Resources and Funding
7. Student Satisfaction

Some of the information in this report will be familiar for many readers since the principle resources are IR Reports and In-Briefs, the College Fact Book, College Budgets, and other financial reports. (See Appendix for complete listing of background documents.) This Internal Scan Report is not intended to be a comprehensive assessment of the College, but instead is an attempt to highlight key institutional characteristics that may warrant consideration in the planning process. Copies of many source documents are available through links on the Institutional Research homepage:

<http://www.ccp.edu/VPFIN-PL/ir/index.HTM>

A Brief Summary of Institutional Research Findings

Workforce Development

Institutional and national research has documented the value of an associate's degree, both in terms of increased earnings potential and lower risk of unemployment. CCP alumni are successfully achieving their employment objectives. Employment rates of recent graduates remain high despite the current economic slump. Most graduates who were available to work were doing so shortly after graduation. Of those recent graduates who had located a new job, most were working in a field directly related to their studies. The average salary earned by graduates in the past few years outpaced the increase in the CPI. While not as positive as graduates, former students of the College also experience fairly positive career outcomes shortly after leaving CCP.

- Despite the current economic slump, graduates and former students continue to enjoy fairly positive employment outcomes. Shortly after graduating, 44.5% of 2002 graduates were employed in a job that was related to their academic program. Graduates in 2001 were slightly more likely to have been employed (50.8%) than 2002 graduates. By comparison, recent former students (non-graduates of CCP), were less likely to be employed in a related field (26.5%) than CCP graduates.
- Between 1999 and 2002 the average salary earned by graduates increased by 13.6% from \$30,980 to \$35,200. Former students, on average, earned lower salaries than graduates. While 2002 graduates were earning \$35,200, former students were earning \$33,811.
- 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, 90% of 2002 graduates were working in regional businesses. Recent graduates were slightly more likely to be working locally than were graduates from earlier years.
- Graduates remain positive in their assessment of the preparation for employment they received while at the College. Among 2002 graduates 80.5% rated their preparation for employment as excellent or good. This represents a slight decrease from levels associated with 2001 graduates (85.7%). Levels of satisfaction have been higher for graduates than for former students (70.3%).
- 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 2002, there were 1800 computers available for student use. The number of students per computer in fall 2002 dropped to 10.9.

- Graduates and recent former students feel they have been well-prepared for the computer technology demands in the workplace. Over three quarters (77.6%) of 2002 graduates rated their computer preparation as excellent or good. In 1997, only 54.4% of graduates were as positive in their assessment. Recent former students were slightly less positive than graduates with 63.4% rating their computer technology training as excellent or good.
- The pass rates for CCP graduates on certification exams in the health-care professions continue to exceed national averages. For example, the pass rate for CCP nursing students is 89% while the national pass rate is 86%.
- Career program FTEs have declined in relative importance within the College's total FTEs and the number of degrees awarded in the career programs has decreased in recent year. An important factor contributing to decline has been the decision to develop more transfer program options within the College's career program areas.
- As part of the 2000-2004 Strategic Plan, a concerted effort to strengthen Advisory Committees was undertaken. Currently, 112 different regional employees participate on these committees.
- Approximately 1350 credit students in Spring 2003 had their CCP tuition paid by their employer.
- During the last two years, growth in workforce development has been in the credit as opposed to the noncredit area.
- While the College has many successful partnerships with other workforce training providers and funders (e.g. PWDC), the College has not been as active in this area as other PA Community Colleges.

- **Transfer Preparation**

Preparation of students for successful transfer continues to be an institutional strength. The large numbers of CCP students transferring each year to area four-year colleges and universities make CCP an extremely important contributor to the upper-division enrollment levels of many colleges and universities in the Philadelphia region. Transfer rates for both graduates and former students remain high and the outcomes of CCP transfers at transfer institutions appear to be improving. The number of articulation agreements continues to increase. Despite this, many CCP students transfer prior to earning a degree or certificate from CCP.

- The number of articulation agreements has increased significantly since 1995 when 22 agreements were in place. By 2002, there were 89 articulation agreements with 35 different institutions of higher education.
- Preparation of students for successful transfer continues to be an institutional strength. More than half (53.3%) of 2002 graduates transferred within nine months of commencement. A large percent of former students also transferred (42.4%) shortly after leaving CCP. CCP's short-term transfer rates are comparable with those of Bucks and Montgomery County Community College.
- The cumulative GPAs earned by CCP transfers at State System of Higher Education (SSHE) universities has been fairly positive and stable over time. 31.6% of students enrolled in fall 2001 earned GPAs between 3.0 and 4.0. During spring 2002, 30.5% of CCP transfers earned GPAs in this range. Only 12.8% of CCP transfers to SSHE universities in fall and 11.6% in spring earned GPAs below 2.0.
- The SSHE graduation rates for CCP transfer students have been relatively modest. Only 38.1% of the 63 former CCP students who entered an SSHE university in fall 1997 graduated by fall 2002. Approximately one-quarter of the fall 1998 and fall 1999 cohorts graduated from an SSHE university by fall 2002.
- The Temple University persistence rates of CCP transfers have improved over time. Over three quarters (77.9%) of the CCP transfer students who entered Temple University in fall 2001 reenrolled at Temple for the fall 2002 semester. The persistence rate of CCP transfers in fall 2001 exceeded the rate for all transfers to Temple (75.1%).
- Graduates continue to be extremely positive in their assessment of the overall preparation they received while at CCP for continuing their education elsewhere. Graduates in 2002 were as positive as their predecessors in 2001 with 90.7% of recent graduates rating their preparation as excellent or good. Former students who transferred were slightly less positive than graduates (82.5%).

- 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 among 2002 graduates were slightly more positive than those in earlier years with 78.5% of these graduates rating their preparation as excellent or good. Recent former students were equally satisfied with their preparation (76.4%).
- Large numbers of students transfer to other institutions without earning a degree/certificate at CCP. Forty three percent of recent CCP non-graduates transferred elsewhere shortly after leaving CCP.
- The College has good information concerning the transfer rate of its former students and the institutions they attend, but information on student success at transfer institutions is limited.
- There is a broadly held conception among staff and students that many students do not receive adequate advice concerning transfer.
- Preliminary evidence suggests that the dual admission programs with Drexel and Temple are encouraging student persistence at CCP.
- Incomplete resolution of CCP's general education expectations has impeded articulation of general education requirements with transfer institutions.
- Current state funding provisions for career programs creates an artificial dichotomy of career/transfer programs.

- **Student Persistence and Goal Attainment**

Student persistence continues to be an area where institutional improvement should be pursued. While there has been improvement in the short-term persistence of students, especially for part-time students, long-term persistence indicators continue to decline. The number of degrees awarded annually by the College is relatively modest, even after factoring out students who were not interested in earning a degree at the College, and the five-year graduation rate for full-time CCP students continues to decline. Recent dropouts from the College cited the following as internal and external barriers to their continued persistence: employment and family responsibilities, financial concerns, personal problems, uncooperative/rude/incompetent staff and faculty, and unavailability of courses.

- In 2002, 1250 associate degrees and 134 certificates were awarded by CCP. While these figures represent an increase over earlier years, they are modest compared with headcount enrollments. As the number of General Studies degrees dwindled (the program was discontinued several years ago so the degrees reflect students who were grandfathered in the program), the number of transfer degrees awarded by the College has grown. The opposite has been true for career-related degrees. In 1995, 735 career-related programs were conferred but by 2002, the number of career-related degrees was 577. The number of certificates awarded by the College has also dropped over time from 162 in 1995 to 134 in 2002.
- In order to calculate graduation rates, students who were new to the College and enrolled with a full-time course load have been tracked to determine the percentage who graduate at any time during a five year period. The relatively low graduation rates for these student cohorts and the decline overtime should be cause for concern. While 17% of all first-time, full-time students in fall 1992 had graduated five years after initial enrollment, only 10.9% of the fall 1997 cohort had done so in five years. While 5.2% of all first-time part time students in fall 1992 had graduated five years after initial enrollment, only 4.8% of the fall 1997 cohort had done so in five years.
- 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 five year graduation rates for students in career programs (17.2% of the fall 1997 cohort graduated by 2002), 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, was considerably lower than the career program graduation rate (8.3%).

- 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. Short-term persistence rates based on reenrollment in the second semester for both new full-time and part-time students are modest. Approximately 77% of recent full-time students and 56% of recent part-time students returned for a subsequent spring semester. While low, the retention rate for recent part-time students rebounded significantly from levels associated with earlier student cohorts (47%).
- Approximately 51% of new full-time students in recent fall semesters returned for a second consecutive fall term. Retention improved slightly for full-time cohorts since fall 2000. More significant improvements have occurred for new part-time students since fall 2000. Slightly more than one-third of recent new part-time students in the fall enrolled in a subsequent fall semester.
- The percentage of credit students who totally withdrew from classes between the first day of class and the end of the third week declined slightly in recent semesters. During the first three weeks of the fall 1999 semester, 2.1% dropped out while in spring 2002, the drop-out rate during the first three weeks was 1.7%. The same was true for drop-out rates associated with the end of the term. 8.7% of the fall 1999 semester cohort dropped-out by the end of the term. By spring 2002, the percentage dropped to 7.9%.
- A very small percentage of recent graduates indicated they did not achieve the educational goals they set for themselves (2.1%). By comparison, former students were far more likely to leave CCP prior to completion of their goals (22.0%).
- The following were cited by former students as internal and external barriers to continued enrollment at CCP. They appear in order of importance.

Employment responsibilities; Family responsibilities; Other financial considerations; Personal problems; Course unavailability; Illness; Academic problems; Uncooperative faculty/staff Exhausted my financial aid; Inconvenient class locations; Decided college was not for me.

- Regardless of location, students who enroll at multiple sites are more likely than single site enrollees to persist to subsequent semesters, complete a larger percentage of credits attempted, and graduate.
- Noncredit programs are frequently not entertained as an option for students who experience academic difficulties in the College's credit programs.

- There is frequently a gap between student needs and the support services they use at the College.
- Few individuals who enroll in noncredit programs at CCP eventually enroll in credit programs. For example, approximately 7% of those enrolled in GED programs eventually enrolled in credit programs.

Academic Performance

There appears to have been a slight improvement in the academic performance of most recent new students. Recent students are completing slightly more of the courses they attempt; are slightly less likely to be dropped for poor academics; and are earning slightly higher GPAs than their predecessors. Despite these small improvements, many former students were unsuccessful at the time they departed the College. There is a disparity in the success of students across demographic groups. Black and Latino males are less likely to be successful when they leave CCP than other students.

- Students in recent semesters have been slightly more likely than students in the past in successfully completing their CCP courses. In fall 1997, students completed an average of 84.1% of their semester credits while in spring 2002 the completion rate was 85%.
- In recent semesters, approximately 12% of students were placed on probation or dropped because of academic difficulty or poor progress. This represents a slight decrease from levels in previous semesters.
- Students in recent semesters have been a bit more likely than those in the past to have achieved some level of proficiency in writing skills by the time they reach sophomore status. Sixty-three percent (63%) of the students in the spring 2002 term who completed 18 credits successfully completed English 101 with an A, B, or C grade. This compares with 59.8% of the students in spring 1996.
- Since fall 2001, the distribution of grades awarded in Internet courses have been significantly more positive. During spring 2002, grades in Internet courses approached the College norm. In spring 2002, 57.5% of grades awarded in Internet courses were A, B or C (63.7% for College-wide courses); 26.3% of Internet course grades were D or F (22.3% College-wide); and 15.9% of Internet course grades were a W (13.1% College-wide).
- Off-campus students are more academically successful than on-campus students. The median semester GPA for on-campus students in spring 2002 was 2.67 ($\bar{x} = 2.32$) while for off-campus students the median GPA was 3.0 ($\bar{x} = 2.54$).
- While many non-graduating former CCP students leave under successful circumstances, a significant number do not. Success categories for former CCP students have been defined by a combination of GPA and credit hours accumulated at the time of departure. Definitions of these four categories follow. The values in parentheses after each category are the % of departing students in fall 2001 and spring 2002 who can be described by these conditions.
 - Graduates are students who earned certificates or associates degrees at the College (6.3%; 9.0%).

- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned (30.3%; 34.4%).
 - Short term success is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned (20.6%; 18.0%).
 - The unsuccessful departure group includes all departing students not otherwise classified including students who never completed a college-level course (42.4%; 38.7%).
- Black and Latino males are more likely than other students to have been unsuccessful at departure from CCP. The percentage of unsuccessful students by race categories are as follows: (the first % represents unsuccessful females; the second % unsuccessful males)
 - Asian or Pacific Islander (33.8%; 47.7%);
 - Black, non-Hispanic (46.6%; 56.3%);
 - Hispanic (49.5%; 53.6%);
 - White, non-Hispanic (31.4%; 41.1%).
- Few students who start at the lowest developmental level (CAP A) persist to the point of eligibility for college-level coursework.
- Career program students systematically earn higher grades in their occupational courses than in their academic courses. While 68.4% of career program students earned GPA's of 2.5 or greater in their occupational courses, 51% earned GPA's of at least 2.5 in their academic courses.
- The College has not developed a systematic model for assessing student learning outcomes.

Community Outreach

The College continues to provide a unique educational service in Philadelphia as the City's only public higher education institution. 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. As a large institution, the College's breadth of program offerings, both credit and non-credit is extensive. The College currently offers 76 separate degree programs and 600 different courses in a typical academic year. These credit programs and courses are complemented by a rich mix of non-credit offerings, which in a typical year exceed 300.

- 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, 40% of graduates and 30% of former students would have been unable to participate in higher education if they had not been able to attend the College.
- During the 2001/02 academic year, 4.0% of service area residents were taking a course at the College. This represents an increase over previous years.
- 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. This is especially true for Asian and Hispanics who are over-represented among CCP enrollments.
- The College enrolled 13.7% of 1995 recent Philadelphia public and private high school graduates and nearly 15% of 1998 graduates. The College lost some ground with 1999 high school graduates enrolling at the College but regained most of this loss by 2000. By 2001, 17.4% of high school graduates enrolled at CCP.
- 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. For the past three years credit FTE increases have been greater at the Regional Centers than at the Main Campus. New facilities and degree completion opportunities have positively impacted on Regional Center enrollments.
- The College annually serves large numbers of non-credit students. In the most recent fiscal year over 16,000 students were registered. However many of these students in Adult Literacy programs failed to meet the State's standards for attendance and could not be included in the student numbers claimed for state reimbursement.

- The College has made the delivery of customized education programs to Philadelphia employers a priority. In 2000/2001, approximately 2,529 employees were enrolled in a Business and Industry program. Contract revenues in 2000/2001 amounted to \$2,057,825. While student numbers and the volume of contracts have increased in the two subsequent years, FTEs and net revenues from Business and Industry programs have fallen and budget financial targets have not been met.
- Enrollment in distance education courses between fall 2001 and fall 2002 jumped from 514 to 829. Enrollments in spring 2001 were 692 and 982 in spring 2002. There were 1061 distance education students in spring 2003.
- As of fall 2001, the balance between television and Internet courses changed. While most distance education courses prior to fall 2001 were television courses, by spring 2003 Internet courses (27) outnumbered television courses (22).
- In fall 1998 non-immigrant international students were admitted to the College for the first time. Since that time, international student enrollments have grown. However new Homeland Security Regulations for the 2003-04 are having a significant impact on international student numbers.
- Available information suggests the College's comprehensive mission is not understood in the community.
- The new Center for Business and Industry has not yet reached its potential as a center for business and industry programs.

Financial Resources and Funding

In fiscal years 2001 and 2002 the College received relatively large increases from both the City and State. These increases allowed the College to comfortably balance its budget and keep tuition and fee increases to moderate levels. For fiscal years 2003 and 2004 City increases have been modest (300,000 and 400,000) and there has been no change in the state funding formula amount per FTE. This is placing increasing financial pressure on the College. The 2003 budget was just balanced and a deficit is projected for 2004.

- Longer-term revenue projections for the City and State suggest that the College may experience significant difficulty with under funding for the next few years, similar to that which is being experienced by public colleges and universities throughout the Country.
- New rules for funding non-credit adult literacy programs have greatly diminished the financial support for the College from enrollments in these programs.
- For fiscal years 2003 and 2004 the State has provided no discretionary capital funds. Because students are not permitted to participate in capital expenses, the College has had to fund all capital expenses out of the City allocation. In order to reduce projected budget deficits capital expenditures have been highly restricted. The College has a large backlog of capital needs including some important deferred maintenance issues such as repairing the roofs on several buildings.
- Total program costs per FTE compared with tuition and fees charge for full-time students shows that real expenditures per student continue to fall while real tuition charges have increased moderately over time.

	Total Cost per Student FTE	Real Operating Cost per FTE (1982-84=100)	Tuition and Fees	Real Tuition
1991/92:	3,459	2,460	1,360	967
1999/00:	4,020	2,300	1,992	1,140
2000/01:	4,024	2,248	2,040	1,140
2001/02:	4,087	2,246	2,112	1,160

Average annual increase/decrease:

Operating Cost per FTE -	1.67%
Real Operating Cost per FTE -	-0.90%
Tuition and Fees -	4.50%
Real Tuition and Fees -	1.80%

For the past decade, the College has been reducing the amount of money spent per student in real terms. While in current dollars there has been an average annual increase of cost per student of 1.67 percent, in real terms there has been a decrease per year of 0.9 percent. Tuition and fee increases have modestly outpaced inflation with the average annual real increase averaging 1.8 percent in 2001/02.

- Tuition and fee increases for the last two fiscal years have been greater than in prior years. For both fiscal years 2003 and 2004 tuition and fees were raised by 8 dollars. For fiscal 2004 increases to Pell limits were not as great as the College's tuition and fee increases resulting in slightly smaller balance checks for some students.
- Average credit class size has increased over the past four years but remains below earlier levels.

	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

Throughout the 1990s, average class size decreased moderately. Average class size in Fall 2001 and Fall 2002 was slightly higher than to the average in 1999 and 2000. In the past, the College maintained average class sizes significantly above State averages.

- Over 75 percent of budget is 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%

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. Compared to many peer institutions the College is under spending in facility maintenance and renewal.

- The number of grants and volume of grant dollars has increased significantly in the past few years.

	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

Both the numbers of funded grants and the total dollars received from grants has increased appreciably in recent years. During 2001/2002, 86% of the grant applications that were submitted by the College were funded.

- Average annual percentage increase in tuition and fees and tuition and fees rate increases relative to regional four-year institutions show that the College's increases have been well below those of four year colleges in the State. However in comparison to other Pennsylvania Community College's, tuition increases have been greater. Other Pennsylvania community colleges benefit from expansion into other counties where out-of-district tuition charges apply (typically double the in-district rate) and have a greater dependence on program and course fees as a source of revenue.

	Full-Time Student Cost 1991/92	Full-Time Student Cost 2000/01	Average Annual Dollar Increase	Average Annual Percent Increase
CCP	1,456	2,040	65	3.82%
State Universities	3,028	4,695	185	4.99%
State-Related Commonwealth Universities	4134	6,452	258	5.07%
Private Colleges & Universities	10,167	16,121	662	5.23%

- The College has just completed a new Facilities Master Plan which identifies critical changes and desirable expansions to College facilities. However, there is no apparent source of funding to implement the Plan.

Student Satisfaction

In general, students indicate they are pleased with their educational experiences both in and out of the classroom. In most cases, CCP graduates were more positive about their experiences at the College than were former students. Former students are defined as students who completed at least 12 credits at the College and are no longer enrolled.

- Graduates and recent former students feel they have been well-prepared for the computer technology demands in the workplace. Over three quarters (77.6%) of 2002 graduates rated their computer preparation as excellent or good. In 1997, only 54.4% of graduates were as positive in their assessment. Recent former students were slightly less positive than graduates with 63.4% rating their computer technology training as excellent or good.
- 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 among 2002 graduates were slightly more positive than those in earlier years with 78.5% of these graduates rating their preparation as excellent or good. Recent former students were equally satisfied with their preparation (76.4%).
- Graduates and, to a lesser degree, former students experienced positive levels of academic challenge and student/faculty interaction while at CCP.

% of Students Responding Positively to These Aspects of Their CCP Experience

	<u>2002 Graduates</u>	<u>2002 Non-Graduates</u>
Availability of information about requirements in my major program of study	86.3%	75.8%
Information instructors give regarding course requirements	94.8%	88.3%
Quality of courses with respect to my major program of study	93.3%	85.8%
Overall quality of classroom instruction	92.2%	84.0%

- A majority of graduates and former students were positive about CCP facilities, including cleanliness and the physical attractiveness of the College. There has

been a significant increase in student satisfaction with facilities over the past several years.

% of Students Responding Positively to These Aspects of Their CCP Experience

	<u>2002 Graduates</u>	<u>2002 Non-Graduates</u>
Adequacy of places to rest and relax between classes	79.7%	75.8%
Facility cleanliness	94.8%	88.3%
Physical attractiveness of the campus	93.3%	85.8%

- Former students were less positive than graduates concerning non-academic support experiences at CCP.

% of Students Responding Positively to These Aspects of Their CCP Experience

	<u>2002 Graduates</u>	<u>2002 Non-Graduates</u>
Information and assistance provided by Academic Advising for course planning	81.2 %	66.6%
Information and assistance provided by Student Counseling Services	81.3%	67.2%
Information and assistance provided by the Student Records and Registration Office	71.2%	68.3%
Information and assistance provided by the Financial Aid	92.2%	84.0%

- Graduates and former students were equally positive about their computer-related experiences at CCP (83.9%; 85.9%) both in terms of technology in the classroom and availability of computers for students use.

- Regional Center students were more satisfied than main campus students with the services and activities offered by the College
- Most graduates and former students positively rated the overall CCP culture, which included factors related to the diversity of students and the respect they were afforded while on campus.

% of Students Responding Positively to These Aspects of Their CCP Experience

	<u>2002 Graduates</u>	<u>2002 Non-Graduates</u>
Quality of campus cultural/ co-curricular events and activities	88.3%	87.5%
Opportunity to interact with students of diverse cultural backgrounds	93.4%	90.7%
Being respected and valued as an individual	86.1%	81.5%

- **Background Documents**

- Graduate and Former Student Survey Results
- IR Report 130A: Responses to Middle States Self-Study Current Student Questionnaire
- IR Report 129: Institutional Effectiveness 2002 a College Report Card
- IR Report 128: The Progress of 2001 Graduates of Community College of Philadelphia in Development of General Education Skills and Affective Attributes
- IR Report 127: Transfer Outcomes of Graduates in 2001
- IR Report 126: Career Outcomes for 2001 Career Program Graduates
- IR Report 125: Institutional Effectiveness 2001 – A College Report Card
- IR Report 124: Transfer Outcomes of Graduates in 1999 and 2000
- IR Report 123: Distance Education at the Community College of Philadelphia A Profile of Participants and Course Outcomes Fall 1998 Through Spring 2001
- IR Report 122: Short-Term Transfer and Career Outcomes of Community College of Philadelphia's Graduating Class of 2000
- IR Report 121: Career Outcomes for 2000 Career Program Graduates
- IR Report 120: Student Attrition at CCP – When Students Leave, Why They Leave, and Their Academic Success at Departure
- IR Report 119: Institutional Effectiveness 2000 – A College Report Card
- IR Report 118: Temple University Persistence Rates for the Community College of Philadelphia Transfer Students
- IR Report 117: Impact of the Allied Health Programs on the Philadelphia Region
- IR Report 116: Student Preferences for Alternative Course Delivery Options
- IR Report 115: Career Outcomes for 1999 Career Program Graduates of Community College of Philadelphia
- IR Report 114: A Profile of Summer 2000 Guest Students at Community College of Philadelphia
- IR Report 113: Profiles of Students Who Enroll at Single and Multiple Community College of Philadelphia Sites
- IR Report 112: A Comparison of Community College of Philadelphia Student Outcomes With Those of Other Pennsylvania Community College Students
- IR Report 111: The Economic Impact of Community College of Philadelphia
- IR Report 110: Student Satisfaction with Student Services, Academic Services and Campus Climate 1996 – 1999
- IR Report 108: Why Do Students Drop Out of Community College of Philadelphia? Reasons for the Attrition of Black and White Students
- IR Report 107: Career Outcomes of 1997: Graduates and Former Students
- IR Report 106: Transfer Outcomes of 1997 Graduates and Former Students
- IR Report 105: Barriers to the Persistence of Students with Freshman and Sophomore Status

- IR Report 93: Beating the Odds: Reasons for At-Risk Student Success at Community College of Philadelphia
- IR Report 89: Potential Administrative Barriers to Student Enrollment
- IR Report 69: Middle States Self-Study Survey Results – A Summary of Responses
- IR Report 68: The Community College Goals Inventory – A Summary of Responses
- IR InBrief 93: Student Assessment of CCP’s Environment
- IR InBrief 92: A Profile of Students Who Participated in the Opportunity Now Program During Spring 2002
- IR InBrief 91: Acceptance Outcomes of Former CCP Students Who Applied to Thomas Jefferson University
- IR InBrief 90: West Chester Academic Achievement and Persistence Outcomes Associated with Former CCP Students Who Enrolled at West Chester University in 1999 and 2001
- The Fact Book
- Fiscal Year Budget
- The Community College of Philadelphia’s Financial Statements
- Supplementary Schedules for the Fiscal Year
- Facility Master Plan
- Middle States Drafts
- Strategic Plan Progress Report