

2005-2006 Community College Annual Report

Report to the Governor, Chairmen and Minority Chairmen of the
Appropriations and Education Committee of the Senate and
Chairmen and Minority Chairmen of the
Appropriations and Education Committee of the House of
Representatives

Pennsylvania Department of Education
Harrisburg
August 31, 2006

Community College Annual Report

(Fall 2006)

Introduction

With the enactment of Act 46 of 2005, the General Assembly changed the landscape of funding, auditing and reporting for the Commonwealth's fourteen community colleges. Act 46 also requires that the Department of Education produce an annual report reflecting data collected from the community colleges relevant to the immediately preceding school year. The Department is pleased to provide the first such report required by Act 46.

This report is the product of significant collaboration between the Department and representatives of the community colleges, under the leadership of Dr. Arthur Scott, president of Northampton County Community College. The Department acknowledges and appreciates the cooperation and hard work of many people on all of the college campuses and at the Pennsylvania Commission for Community Colleges.

As reflected at the end of this report, some of the data required by Act 46 is longitudinal in nature and, therefore, could not be submitted by the community colleges for purposes of this initial report. It is expected, however, that the community colleges will provide such information in future years. In other instances, the community colleges have reported to the Department that they cannot collect certain information because it is not under their control. Having discovered this issue in this initial year of data collection, the Department will work with the community colleges to determine how they will begin to collect such information.

This report highlights the most salient information called for in the legislation. The links to the full data book upon which this report is based, containing the reports submitted by each of the fourteen community colleges as well as e-compilations of all of the data elements, are located on this web page.

It is important to be aware that data presented in this report and in the data book may differ from statistics found in other college and state publications. Such variances may result from differences in the source of information used, the date on which the data were generated or the reporting period included. Trends should be tracked using identical data sources over time.

Faculty:

During the 2005-2006 school year, the fourteen community colleges employed 1,883 full-time faculty and 5,792 part-time faculty. The table below identifies the demographics of these faculty:

Faculty by Race/ Ethnicity

2005-2006	White	African American	Native American	Hispanic/ Latino	Asian/ Pacific	Other	Not Reported	Total
Full-time Faculty	1,671	109	6	33	52	0	12	1,883
	88.7%	5.8%	0.3%	1.8%	2.8%	0.0%	0.6%	100.0%
Part-Time Faculty	4,803	267	14	67	89	16	536	5,792
	82.9%	4.6%	0.2%	1.2%	1.5%	0.3%	9.3%	100.0%
Total Faculty	6,474	376	20	100	141	16	548	7,675

For the purposes of this report, faculty are grouped into thirty-five “curriculum areas.” Some of the curriculum areas coincide with traditional collegiate departments, such as Education, while others represent broader groups of related disciplines, such as Health Professions and Related Clinical Sciences. Below is a list of these curriculum areas, along with the numbers of full-time and part-time faculty assigned in each area.

Faculty by Curricular Area

Curricular Area	Full-Time Faculty			Part-Time Faculty		Total Faculty
	Total Full-Time Faculty	Percent of Total Faculty		Total Part-Time Faculty	Percent of Total Faculty	
English Language & Literature/Letters	206	3.04%		559	8.24%	765
Health Professions and Related Clinical Sciences	254	3.75%		431	6.36%	685
Liberal Arts & Sciences, General Studies & Humanities	185	2.73%		472	6.96%	657
Business, Management, Marketing & Related Support Services	164	2.42%		486	7.17%	650
Math and Statistics	173	2.55%		427	6.30%	600
Computer & Information Sciences & Support Services	115	1.70%		256	3.78%	371
Social Sciences	86	1.27%		261	3.85%	347
Biological & Biomedical Sciences	119	1.76%		200	2.95%	319
Visual & Performing Arts	88	1.30%		218	3.22%	306
Psychology	66	0.97%		193	2.85%	259
Education	49	0.72%		180	2.65%	229
Physical Sciences	60	0.89%		130	1.92%	190
Security and Protective Services	32	0.47%		144	2.12%	176
History	44	0.65%		123	1.81%	167
Foreign Languages, Literature, & Linguistics	20	0.30%		106	1.56%	126
Parks, Recreation, Leisure & Fitness Studies	19	0.28%		76	1.12%	95

Curricular Area	Full-Time Faculty			Part-Time Faculty		Total Faculty
	Total Full-Time Faculty	Percent of Total Faculty		Total Part-Time Faculty	Percent of Total Faculty	
Communications, Journalism, and Related Programs	25	0.37%		65	0.96%	90
Public Administration and Social Service Professions	17	0.25%		70	1.03%	87
Mechanic & Repair Technologies/Technicians	37	0.55%		45	0.66%	82
Construction Trades	8	0.12%		60	0.89%	68
Engineering Technologies/Technicians	19	0.28%		48	0.71%	67
Philosophy and Religious Studies	12	0.18%		50	0.74%	62
Legal Professions and Studies	24	0.35%		37	0.55%	61
Communications Technologies/Technicians & Support Services	9	0.13%		46	0.68%	55
Personal & Culinary Services	17	0.25%		34	0.50%	51
Architecture & Related Services	11	0.16%		30	0.44%	41
Family & Consumer Sciences/Human Sciences	10	0.15%		23	0.34%	33
Engineering	9	0.13%		17	0.25%	26
Transportation & Materials Moving	6	0.09%		20	0.30%	26
Precision Production	6	0.09%		16	0.24%	22
Library Science	9	0.13%		11	0.16%	20
Natural Resources & Conservation	0	0.00%		8	0.12%	8
Area, Ethnic, Cultural & Gender Studies	3	0.04%		3	0.04%	6
Agriculture, Agriculture Operations, & Related Sciences	3	0.04%		2	0.03%	5

The ten largest curriculum areas employ 77% of the full-time faculty and 63.5% of the part-time faculty and include:

- English Language & Literature/Letters
- Health Professions and Related Clinical Sciences
- Liberal Arts & Sciences, General Studies & Humanities
- Business, Management, Marketing & Related Support Services
- Math and Statistics
- Computer & Information Sciences & Support Services
- Social Sciences
- Biological & Biomedical Sciences
- Visual & Performing Arts
- Psychology

The average teaching load for a full-time faculty member is 15 credits per term, while the average part-time faculty member teaches 5 credits per term. The student-faculty ratio is 16 to 1.

Student Enrollment in For-Credit Courses

During the fall of 2005 the community colleges enrolled more than 123,000 individual students in for-credit courses, and more than 100,000 in non-credit courses.

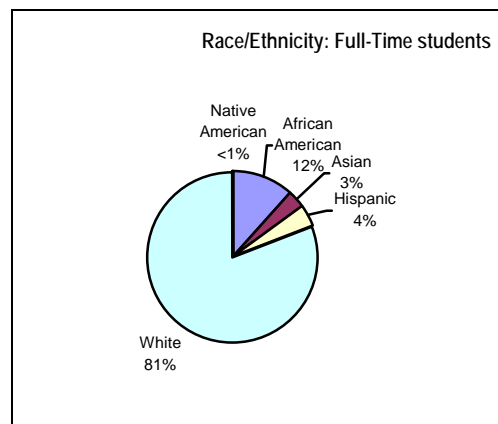
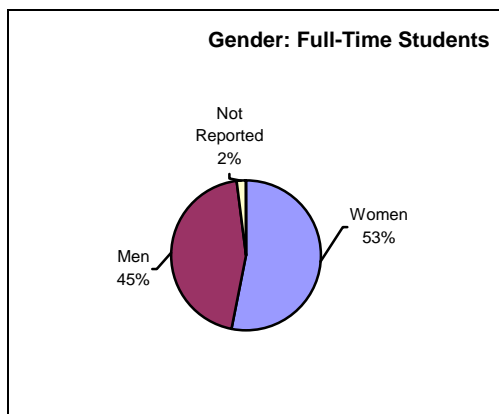
Approximately 43% of those enrolled in for-credit courses were pursuing what the colleges deem “technical/occupational programs,” which are typically completed with a certificate or an associate’s degree. Approximately 56% of students enrolled in for-credit courses were in “transfer programs,” which typically would have the student continue on in a four-year institution for a bachelor’s degree. Perhaps no other numbers in this report vary as widely among the colleges as do these numbers, highlighting the diversity of missions and student expectations among the fourteen community colleges. Examples of this diversity are found in the following examples:

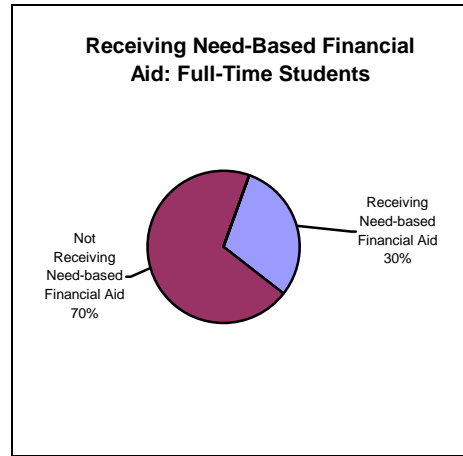
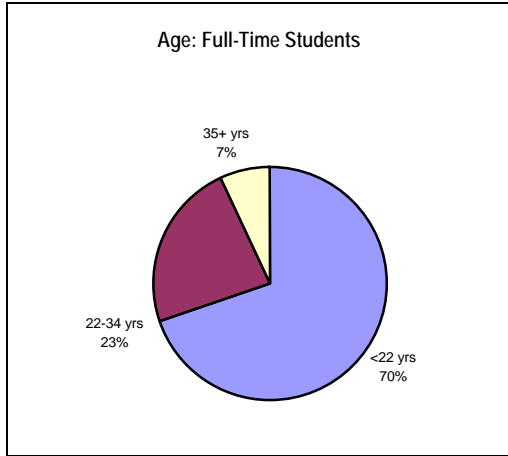
- At Harrisburg Area Community College, 12,035 students, 71% of the total, are enrolled in “technical/occupational” programs, while 4,864, or 29%, are enrolled in “transfer” programs.
- Penn Highlands Community College has a similar division, although the number of their students is much smaller.
- By contrast, at the Community College of Philadelphia, 3,829 students – 23% - are enrolled in “technical/occupational” programs, compared to 13,060 – 77% - in “transfer” programs.
- Bucks County Community College and Reading Area Community College have similar enrollment patterns.
- The other colleges fall in between, with Allegheny, Luzerne and Westmoreland colleges coming closest to balancing the two groups.

There is a significant difference in the demographic makeup of the full-time and part-time student populations of the community colleges.

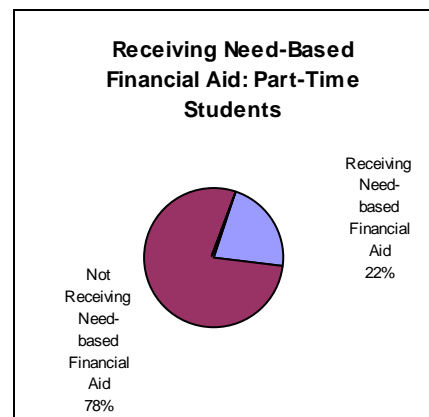
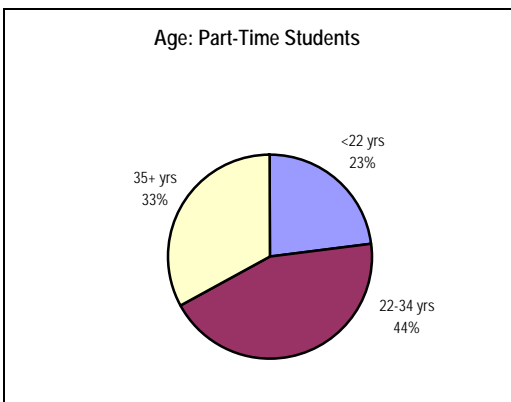
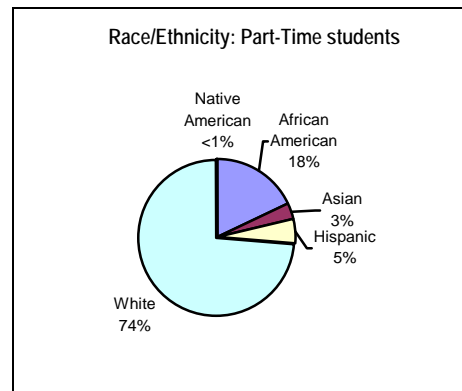
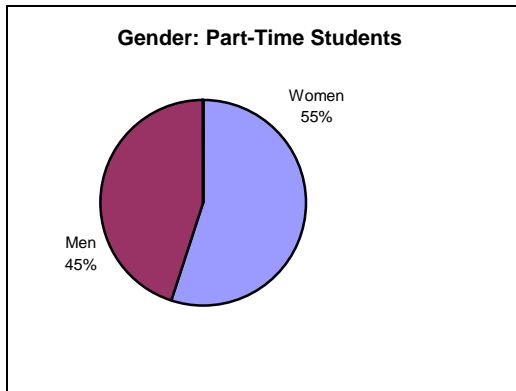
- Only 7% of full-time students are over the age of thirty-five, compared to 33% of part-time students.
- 81% of full-time students are white, compared to 74% of part-time students.

The community colleges reported that 51,681 students were enrolled full-time, taking twelve or more credits. The charts below depict the demographic makeup of these full-time students by gender, race and ethnicity, age, and whether they were receiving need-based financial aid.





Almost 70,000 students were enrolled part-time, taking fewer than twelve credits. Again, the charts below depict the demographic makeup of these part-time students by gender, race and ethnicity, age, and whether they were receiving need-based financial aid.



The charts above particularly show the differential distributions of age and ethnicity based on enrollment status. Most of the part-time students, or 77%, are over the age of 22. This is in contrast to only 30% of the full-time students that are over the age of 22. Further, African

American students account for 12% of the full-time students in comparison to 18% of the part-time students.

The table below identifies the enrollment of full-time and part-time students in the various curriculum areas.

Student Enrollment by Curricular Area

Curricular Area	Full-Time Student Enrollment		Part-Time Student Enrollment		Total Enrollment
	Total Number of Full-Time Students	Percent of All Students	Total Number of Part-Time Students	Percent of All Students	
Liberal Arts & Sciences, General Studies & Humanities	16,275	13.40%	25,907	21.34%	42,182
Health Professions and Related Clinical Sciences	6,724	5.54%	12,498	10.29%	19,222
Business, Mgmt, Marketing & Related Support Services	8,083	6.66%	9,732	8.01%	17,815
Education	4,364	3.59%	3,841	3.16%	8,205
Security and Protective Services	2,615	2.15%	1,724	1.42%	4,339
Computer & Information Sciences & Support Services	1,576	1.30%	2,182	1.80%	3,758
Visual & Performing Arts	1,924	1.58%	1,476	1.22%	3,400
Engineering Technologies/Technicians	1,055	0.87%	1,297	1.07%	2,352
Family & Consumer Sciences/Human Sciences	625	0.52%	1,216	1.00%	1,841
Public Administration and Social Service Professions	663	0.55%	1,174	0.97%	1,837
Psychology	1,020	0.84%	738	0.61%	1,758
Multi/Interdisciplinary Studies	631	0.52%	1,084	0.89%	1,715
Construction Trades	221	0.18%	1,435	1.18%	1,656
Legal Professions and Studies	531	0.44%	870	0.72%	1,401
Mechanic & Repair Technologies/Technicians	647	0.53%	721	0.59%	1,368
Communications, Journalism, and Related Programs	841	0.69%	448	0.37%	1,289
Social Sciences	709	0.58%	525	0.43%	1,234
Biological & Biomedical Sciences	627	0.52%	513	0.42%	1,140
Engineering	459	0.38%	400	0.329	859
Personal & Culinary Services	444	0.37%	357	0.29%	801
Communications Technologies/Technicians & Support Services	466	0.38%	251	0.21%	717
Physical Sciences	239	0.20%	225	0.19%	464
Transportation & Materials Moving	238	0.20%	167	0.14%	405
Precision Production	63	0.05%	316	0.26%	379
Parks, Recreation, Leisure & Fitness Studies	253	0.21%	90	0.07%	343
Math and Statistics	103	0.09%	115	0.10%	218
Science Technologies/Technicians	51	0.04%	101	0.08%	152
English Language & Literature/Letters	53	0.04%	93	0.08%	146
Agriculture, Agriculture Operations, & Related Sciences	58	0.05%	78	0.06%	136
Natural Resources & Conservation	50	0.04%	43	0.04%	93
Area, Ethnic, Cultural & Gender Studies	36	0.03%	24	0.02%	60
Foreign Languages, Literature, & Linguistics	4	0.00%	54	0.04%	58
Library Science	0	0.00%	45	0.04%	45
Architecture & Related Services	33	0.03%	11	0.01%	44

Dual Enrollment

Dual enrollment programs allow a high school student to concurrently enroll in postsecondary courses and to receive both secondary and postsecondary credit for that coursework. The community colleges reported the following data on dual enrollment programs run through partnerships between school entities and the community college that meet the eligibility established in Act 46 of 2005 and are approved and funded by the Pennsylvania Department of Education, as well as non-Act 46 dual enrollment programs run through partnerships between school entities and the community college:

- A total of 3,918 high school students participated in dual enrollment programs in community colleges, earning a total of 12,854 credits.
- The community colleges reported that 2,251 students participated in dual enrollment programs that were funded under Article XVI-B of Act 46 of 2005 earning a total of 7,735 credits, an average of 3.44 credits.
- It was also reported that 1,667 high school students enrolled in dual enrollment offerings that did not receive Act 46 funding, taking 5,119 college credits, an average of 3.07 credits.

The following curricular areas were chosen by dual enrollment students:

- The most popular dual enrollment area was liberal arts and humanities, with 526 students enrolled under Act 46 auspices and an additional 256 in local programs, a total of 20% of all dual enrollment students.
- History, health professions, social sciences, physical sciences, English language and literature were other popular dual enrollment areas under Act 46.
- English language and literature, math and statistics and psychology drew many students in local dual enrollment programs.

Distance Learning

The community colleges offered a total of 1,068 courses wholly through distance learning technologies. There were 20,781 students enrolled in these distance learning courses, some taking more than one course. A total of 88,411 credits were awarded to those who passed these distance courses.

The distance learning courses are offered primarily in what are considered to be transfer disciplines:

- 200 courses were offered via distance technologies in the area of Business, Management, Marketing and Related Support Services.
- 134 courses were offered in Computer and Information Sciences and Support Services.
- 108 were offered in Liberal Arts and Sciences, General Studies and Humanities.
- 74 courses were offered via distance learning in the field of Math and Statistics.

- 70 in Social Sciences.
- 63 in Psychology.
- 59 in Health Professions and Related Clinical Sciences.
- 58 in English Language and Literature/Letters.

At the other end of the spectrum, there was only one distance learning course each offered in the areas of Transportation and Materials Moving, Precision Production, and Mechanic and Repair Technologies, and two distance learning courses on-line in Construction Trades.

Articulation Agreements with Higher Education Institutions

The community colleges reported on their participation in three types of articulation agreements with four-year higher education institutions:

- “Core-to-core” articulation agreements in which the four-year institution agrees to accept the general education courses offered at the community college as fulfilling the general education “core” requirement.
- “Admissions” agreements in which the four-year institution typically agrees that a student who successfully completes an agreed-upon set of sixty credits at the community college will move seamlessly into the institution as a junior.
- “Program-specific” agreements between the academic schools and/or departments of a four-year institution and the community college that indicate which courses students should take during their associate program in order to receive transfer credit and be prepared for the four-year institution’s baccalaureate program into which the students wishes to transfer.

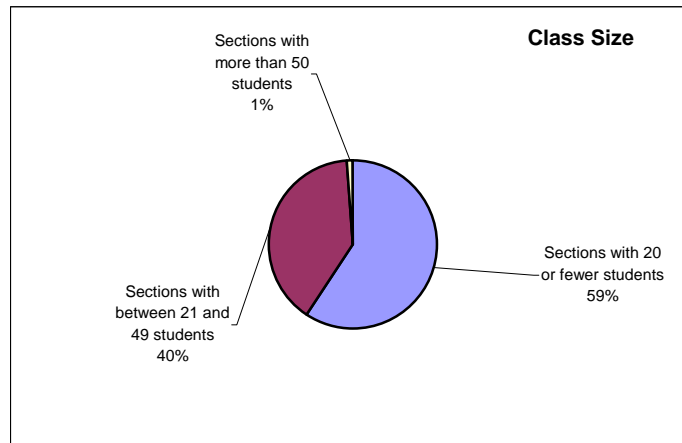
The community colleges reported a total of 644 articulation agreements with four-year higher education institutions. It should be noted, however, that this figure does not represent 644 individual four-year institutions. Rather, a community college might have multiple agreements with an individual university. For example, four separate departments in a university would have separate articulation agreements with a community college for pre-major course offerings. The community colleges reported the following:

- Core-to-Core Agreements: 49
- Admissions Agreements: 69
- Program-Specific Agreements: 543

Class Size

The community colleges provided information on a total of 18,865 class sections with a total of 269,736 students. These data include multiple sections of individual courses, such as introductory math or English, and assume that most of the students are in more than one class. The average number of students per class section was 14. A total of 9,060 sections held 20

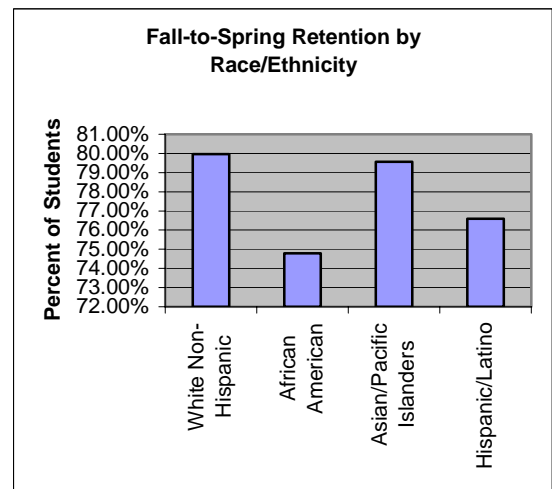
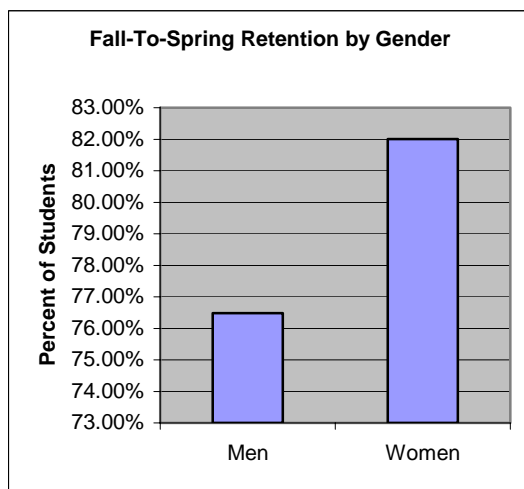
students or fewer, 6,101 sections held between 21 and 49 students, and only 8 held more than 50 students – 3 in the area of Health Professions and Related Clinical Sciences, one in Social Sciences, and 4 in Liberal Arts and Sciences, General Studies and Humanities.

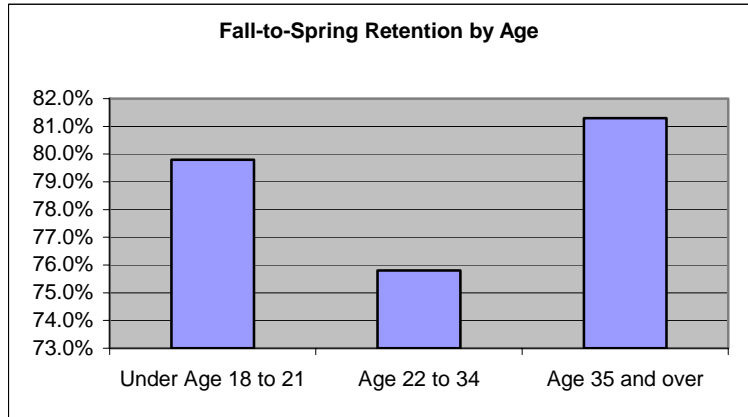


Retention and Graduation Rates

Community colleges track retention of first-time, full-time students at two time-points: fall-to-spring retention, and fall-to-fall retention. Since this first report covers only the period of July 1, 2005 to June 30, 2006, only the fall-to-spring retention rates could be included. Future reports will include both a fall-to-spring and a fall-to-fall retention rate.

The overall fall-to-spring retention rate of first-time, full-time students was 79.35%; that is, 79.35% of students who enrolled in the fall also enrolled in the spring. Below are the retention rates disaggregated by gender, race/ethnicity, and age. Those receiving need-based financial aid had an 80.78% retention rate.





Especially among part-time students there is a phenomenon known as “stopping out.” A student may enroll in the fall semester, then skip the spring semester to save money and enroll again in the summer or the following fall. One year’s retention records cannot isolate that “stopping out” pattern, but as these annual reports continue a clearer picture of retention and persistence over time will emerge.

Customized Job Training Offerings and Businesses and Organizations Served

A total of 1,306 customized job training offerings were reported, and a total of 1,019 businesses and organizations served.

Remediation

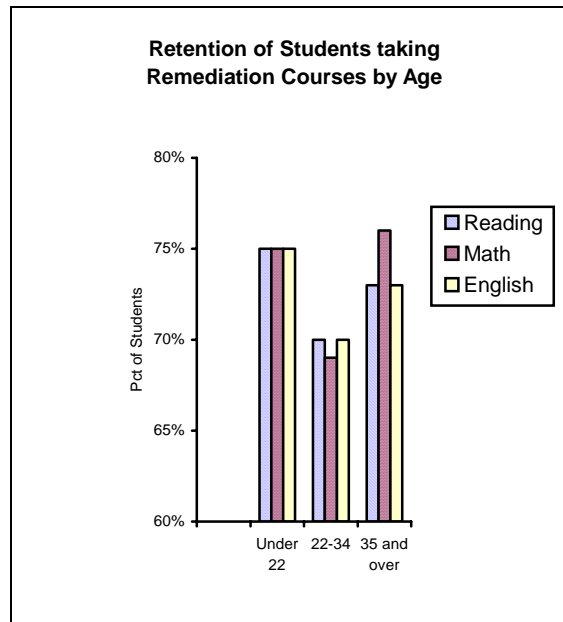
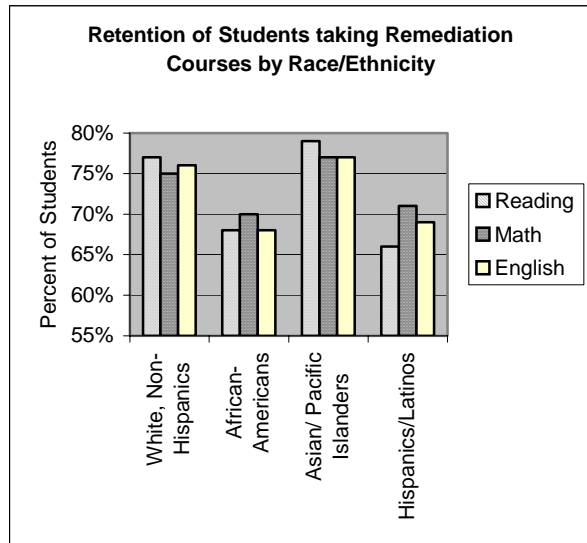
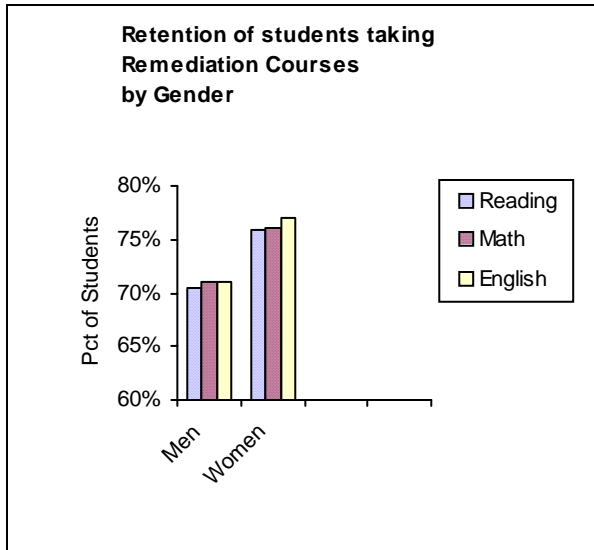
The community colleges reported that at least 18,000 students took remediation courses in 2005-2006. About 7,500, or 6%, of students took remedial courses in reading at community colleges during the fall of 2005. There were approximately 18,000 students, or 15%, who took a remedial course in math. And approximately 12,000 students, or 9%, took remediation in English.

The table below compares the demographic make-up of the students in remedial courses with that of the total student enrollment:

Demographic Category	Remedial Enrollment	Total Enrollment
Male	40%	40%
Female	60%	60%
African American	22%	15%
Asian	3%	3%
Hispanic	7%	5%
White, not Hispanic	68%	77%
Age under 22	66%	42%
Age 22-34	23%	35%
Age 35 and Over	11%	22%

A greater percentage of African American students and students under the age of 22 are placed into remediation courses compared with the percentage within those same categories for the total enrollment.

The charts below depict the **fall 2005 to spring 2006** retention demographic makeup of these students by gender, race and ethnicity, age, and whether they were receiving need-based financial aid. The fall-to-spring retention is the percentage of students enrolled in the fall who reenroll in the spring.



Geographic Representation of Students

Collectively, the community colleges enroll students from every county in the Commonwealth. In the following counties, ranked from highest to lowest, the enrollment percentage for the county is greater than the county's age 18 and over population compared to the state's age 18 and over population:

- Bucks
- Allegheny
- Philadelphia
- Montgomery
- Delaware
- Northampton
- Lehigh
- Dauphin
- Westmoreland
- Luzerne
- Butler
- Berks
- Monroe
- Carbon
- Beaver
- Cumberland
- Perry
- Adams
- McKean
- Lebanon

The location of a community college matters in terms of student access. Counties with a community college, branch campus or one of more sponsoring school districts tend to have a greater percentage of their over 18 population attending a community college. Every county listed above, with the exception of McKean County, has a community college, a branch campus or one or more sponsoring school districts within the county. Students from the remaining Pennsylvania counties accounted for an enrollment percentage that is less than the county's population compared to the state's age 18 and over population.

In addition, there were 858 students enrolled in Pennsylvania community colleges whose residences were in other states and territories of the United States. As would be expected, the majority of these came from states bordering Pennsylvania: 350 from New Jersey, 75 from Ohio, 65 from Maryland and 64 from New York, 55 from Delaware, and 20 from West Virginia. There were also 20 from Louisiana – perhaps Katrina refugees. 23 listed Florida as their home state, 22 were from Virginia, 13 from Texas, 14 from Georgia.

Additionally, 819 students enrolled in Pennsylvania community colleges listed homelands outside the United States.

A Note on Additional Data

Act 46 requires reporting on additional data items that the community colleges have indicated that they cannot report at this time. The Department will continue to solicit this information from the community colleges. Again, there are also additional data elements that are longitudinal in nature, with 2005-2006 as the base year, which are not reported herein.

- The community colleges report that they do not have the ability to track systematically the movement of their students into four-year institutions. They request that those institutions provide them with that information annually or each semester, and some, but by no means all, do. The community colleges state that they request that their graduates

report this information on surveys that are distributed among alumni, but reply rates are low and fragmentary and cannot give a complete picture.

- No graduation rates are included in this first report, because this is the base year from which graduation rates will be calculated. Graduation rates will be included in future reports, with 2005-2006 serving as the base year.
- For the first year of this report there is not sufficient data on passing rates on certification and licensure exams to be meaningful. Not all of the colleges have been tracking the passing rates of their students who take licensure exams in such fields as nursing, dental hygiene, licensed practical nurse, or physical therapy assistant. They have all now begun tracking this information, and this will be reported in future years.
- As is the case with alumni who go on for additional higher education, the community colleges report that they cannot collect information on students employed within one year of 2005-2006 program completion systematically, except through very limited self-reporting on alumni questionnaires. They depend on the voluntary self-reporting of their graduates. PDE is working with the Department of Labor and Industry to determine if there is some other way this information can be collected.
- On employer satisfaction with training, all of the community colleges report that they provide employer-satisfaction surveys to businesses and organizations for which they provide services. But there is not a single, uniform survey that would lend itself to aggregate reporting here. Additionally, the colleges report that response rates to these surveys are extremely low. We will continue to explore ways in which we might be able to draw out employer satisfaction.
- The community colleges have not systematically collected information on the employment status of their students. This information will be gathered for future annual reports.
- Future reports will be able to include longitudinal data that will describe the success rates of students who take remedial courses when they move on to regular college-credit courses, as well as their fall-to-fall retention rates and their graduation rates.