

COMMUNITY COLLEGE OF PHILADELPHIA

**Transfer Outcomes of
Graduates in 2002**

OFFICE OF INSTITUTIONAL RESEARCH

Report #132

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Introduction

A survey of Community College of Philadelphia's (CCP) 2002 graduates was undertaken starting during the late winter and extending through summer 2003. The survey questionnaire contained a variety of items related specifically to transfer experiences and this report provides a summary of these outcomes. As a point of comparison for the 2002 information, the transfer experiences of 1999, 2000 and 2001 CCP graduates are also presented in some of the subsequent graphs. A parallel IR report which highlights the career experiences of 2002 graduates, titled *Career Outcomes for 2002 Career Program Graduates (October 2003)*, is available on the IR website (<http://inet.ccp.cc.pa.us/VPFIN-PL/ir/>).

Prior College Attendance

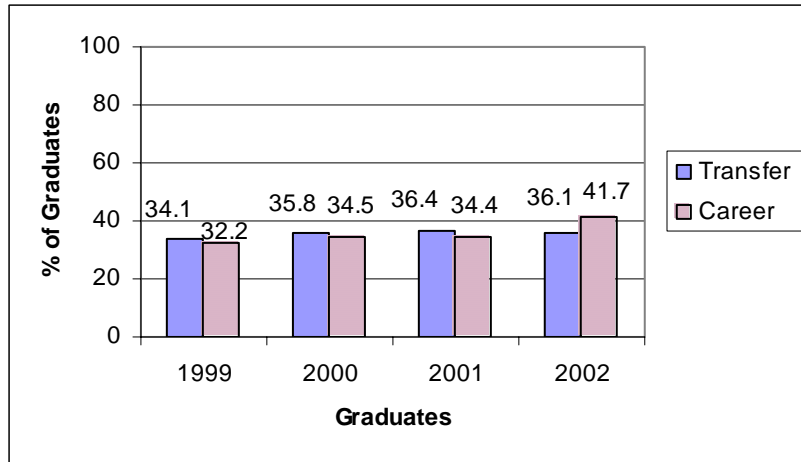
Prior to data analysis, respondents were divided into two curricular clusters (career and transfer) based on their program of study at the College. In 2002, the College awarded a total of 1252 associate degrees. Of the total degrees awarded in 2002, 46% were awarded in career- programs; 48% were awarded in transfer- programs; and 6% were in General Studies.¹

Forty-two percent (42%) of career program graduates who responded to the survey indicated they were reverse-transfers since they had attended college prior to CCP (Figure 1). This represents an increase in the percentage of graduates in prior years. Thirty-six percent (36%) of 2002 graduates of transfer programs were reverse-transfers which is comparable to graduates in the previous year.

Temple University was the institution graduates were most likely to have attended prior to CCP. Penn State University, Kutztown University, Drexel University, and West Chester University ran a distant second to Temple University.

¹ See Tables 81 and 82 in the College Fact Book available on the Institutional Research website for the number of degrees and certificates awarded by program.

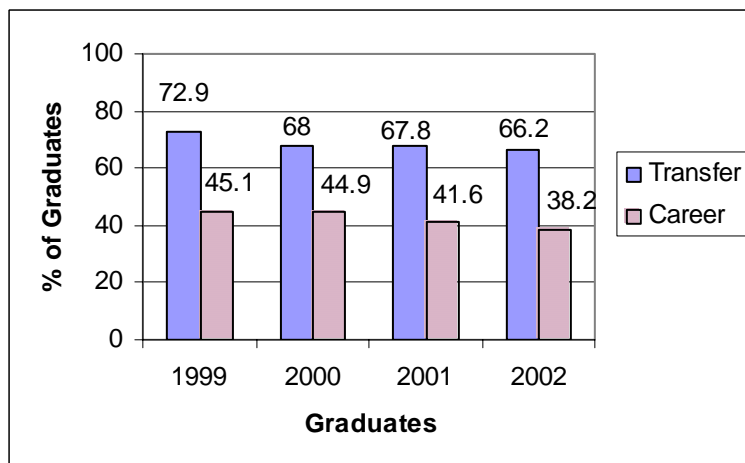
Figure 1
Percentage of Graduates Who Attended Another College Before CCP



Subsequent College Experience

The transfer rate for CCP graduates within a year of graduation continues to be relatively high. As expected, a larger percentage of transfer-program graduates in 2002 (66%) continued their education than did career-program graduates (38%) (Figure 2). The transfer rates for both groups were slightly lower for their predecessors.

Figure 2
Percentage of Graduates Who Attended College After CCP



More CCP graduates continued their education at Temple University than at any other institution (Figure 3). Drexel University and Alvernia College were other receiving institutions that attracted a fair number of CCP graduates.

Figure 3
Colleges Attended After CCP as Reported by
Respondents to 2002 Graduate Survey

School	Frequency
Alvernia College	13
Art Institute of Philadelphia	1
Burlington Community College	1
Camden County Community College	1
Chestnut Hill College	5
Cheyney University of Pennsylvania	1
Columbia College	1
Community College N.W.	1
Cooper School of Rad.	1
Drexel University	14
Eastern University	2
Gwynedd-Mercy College	1
Holy Family College	7
Immaculata University	1
John Jay College of Criminal Justice	1
LaSalle University	1
Mercer County Community College	1
Millersville University	2
New England University, Biddleford, Maine	1
Penn State University	2
Pierce College	4
Richmond College of Dallas, TX	1
Rosemont College	1
Roxborough Memorial School of Nursing	1
St. Joseph's University	6
Temple University	73
The Restaurant School	1
Thomas Jefferson University	6
TJU	1
University of Pennsylvania	3
University of Phoenix	3
West Chester University	1
York College of Pennsylvania	1

CCP graduates in 2002 enrolled in a broad range of programs of study at their transfer institutions. While Accounting, Nursing, and Education were the fields of study for a large number of 2002 CCP graduates, there were also graduates who continued their studies in a variety of business, social and behavioral science, technical and allied health programs (Figure 4).

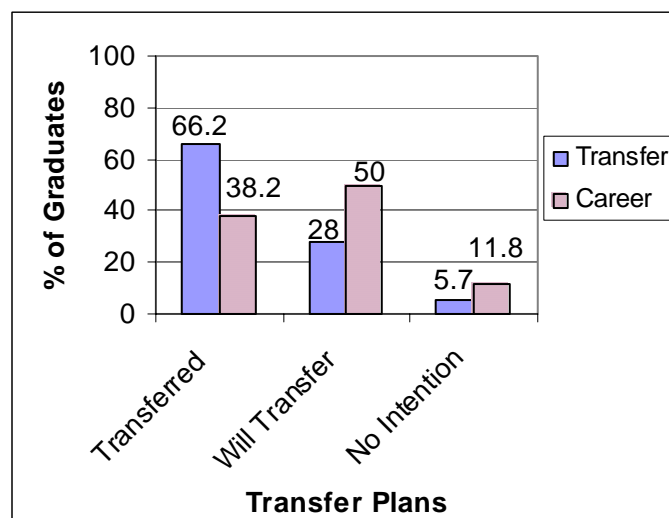
Figure 4
Programs in Colleges Attended After CCP

Program	Frequency
Accounting	7
Actuarial Science	1
Addictions	1
Art History	1
B.I.S.	1
Behavioral Health	8
Biochemistry	1
Biology	2
Broadcasting Television Mass Media	1
BS – MIS	1
BTMM	1
Business Administration	4
Business Ed	1
CIS Applications	1
CIT	1
Communications	1
Computer Science and Technology	5
Criminal Justice	6
Early Childhood / Elementary Ed.	2
Education	7
Electrical Engineering	1
Elementary Ed/Special Ed.	4
English	2
Environmental	1
Fire Science/Public Safety	4
Forensic Psychology	1
Funeral Service	1
Health	1
Human Resources/Management	3
Human Services	2
Information System Technology	4
Legal Studies	3
Liberal Arts/Psychology	1
Management	3
Marketing	5
Math	1
MBA	1
MIS	1
Nursing	12
Nutrition	1
Pastry Arts	1
Pharm D.	1
PhD Chemical and Biomolecular Engineering	1
Philosophy - Pre-Law	1

Photography	1
Political Science	1
PR/Journalism	2
Psychology	4
RN-BSN Nursing Program	3
Social Administration	6
Sociology - Major/Biology - minor	1
Spanish/Political Science	1
Theater	1

Since the preceding transfer rates are based on transfer activities shortly after graduation (6 to 12 months), they do not capture the longer-term transfer activities of CCP graduates. In order to better understand these activities, graduates in 2002 who were not enrolled in higher education at the time of the survey were asked about their future transfer plans. While 34% of transfer-program graduates had not transferred in the short run, nearly 28% of them intended to do so at some point in the future (Figure 5). It is interesting to note the large percentage of career-program graduates who also expressed future transfer plans.

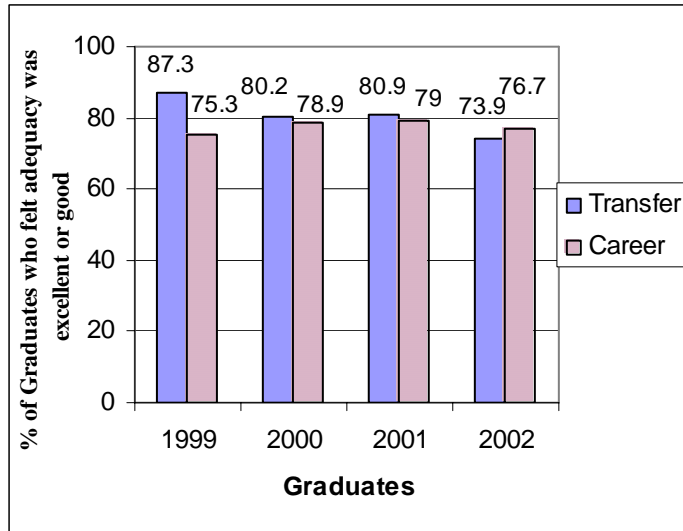
Figure 5
Percentage of 2002 Graduates Who Intend to Transfer



Preparation For Transfer

Most graduates who transferred were very satisfied with several aspects of the preparation for transfer they received while at the College. Most transfer-program and career-program graduates felt they received adequate information and support for transfer while at the College (Figure 6).

Figure 6
% of Graduates Who Felt Transfer Information and Staff Support Received was Excellent or Good



Transfer-program graduates were less likely to lose credits in the transfer process than graduates of career-programs. Among 2002 graduates, 56% of the former group and 62% of the latter group reported loss of credits. On average, transfer-program graduates in 2002 lost 6.2 credits and career-program graduates lost 7.8 credits (Figure 7).

Figure 7
Credits Lost by 2002 Graduates in Transfer Process

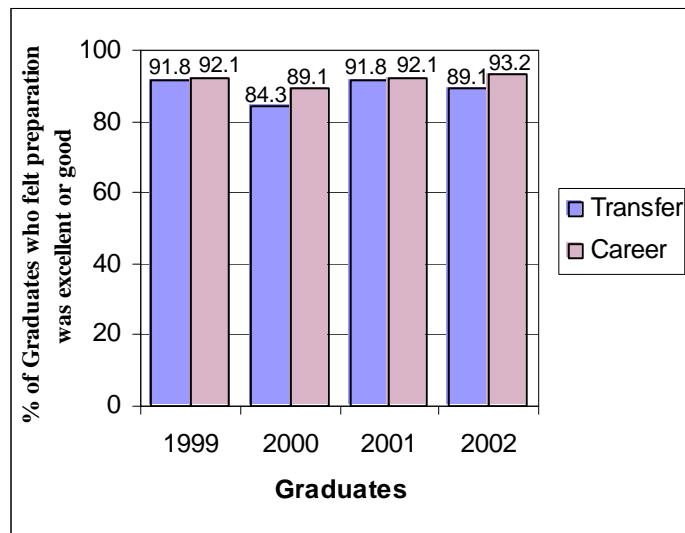
	Transfer	Career
Mean	6.2	7.8
Minimum	0	0
Maximum	40	44

The Appendix contains a list of courses that respondents indicated did not transfer. On the survey, graduates were specifically asked not to list developmental courses or courses in which they received a grade of less than a C. Several graduates noted that changing majors contributed to their loss of credits

and some graduates made a distinction between courses that were accepted as electives rather than core courses.

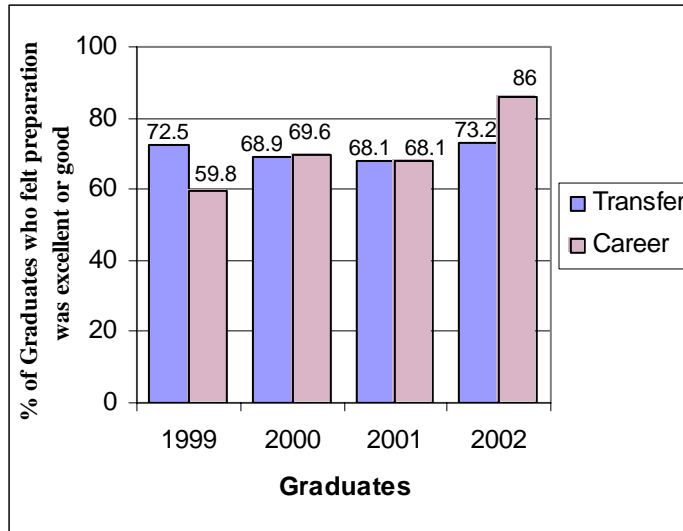
Mostly all 2002 graduates who transferred, regardless of their program of study at CCP, felt the College did an excellent or good job of preparing them for transfer. There was slight improvement in the assessments provided by 2002 career graduates. While the assessments provided by transfer graduates' decreased slightly. (Figure 8).

Figure 8
% of Graduates Who Felt Assessment of Preparation for Transfer
2002 Graduates was Excellent or Good



Graduates in 2002 who transferred were more satisfied than their counterparts in 2001 with the computer technology preparation they received at the College. Eighty-six percent (86%) of career-program graduates and 73% of transfer-program graduates in 2002 rated their preparation as excellent or good (Figure 9).

Figure 9
% of Graduates Who Felt Assessment of Technological Preparation of
Transfer 2002 Graduates was Excellent or Good



Summary

The rate of transfer of CCP graduates shortly after graduation, regardless of program of study, remains high. Most graduates who subsequently continued their education were pleased with the staff support and course preparation for transfer they received at the College. To some extent, this may be due to institutional partnership efforts over the last few years that have focused on enhancing articulation with four- year colleges/ universities.

Several graduates provided thoughtful suggestions for improving the transfer preparation experience for future students. These comments, which appear in the Appendix, can be categorized into five clusters: 1) affirmation of the College’s efforts in the area of transfer preparation; 2) suggestions related to counseling and advising; 3) suggestions related to curricular or course improvements; and 4) other suggestions.

APPENDIX

Courses that did not transfer

1 Fire Science Course, Math 118, Mngt 261
Accounting
All 200 level
All accounting. CIS 103
All Math, some Statistics, Intermediate Accounting 1, 2
All nursing
Bio 109 & 110
Biology, Spanish
CIS130, Math118, DP104, Abnormal Psych
Computer courses
Computer Math and Windows Applications
Eng 108
Keyboard typing 102, CIS 100
Math 118, Geog 101, DP 103, CIS 106
Math 118, Mgt 261, FSCI 142, FSCI 100
Med Term
Mgmt 141
Psych 101, Typing, Anthro 101
PSYCH 115, STS 101
Psychology + science (changed major)
Rel, Org. Crime, Anthro.
Soc 101
Typing class

How could CCP education be more helpful in preparation for studies after transfer?

Positive comments with no suggestions for change

Actually, CCP provided me with every tool that I needed to transfer to Temple. Very thorough.
Actually, I think CCP was as helpful as they could be.
Although some courses were not transferable, I believe they rounded out my education.
At this time I feel well equipped concerning my education at CCP, and feel I have been provided with a strong foundation.
CCP covers everything
CCP prepared me fully for my present college studies. I though CCP provided a wonderful curriculum and the professors were excellent.
CCP set the ground work for further schooling.
CCP was great. I could not have asked for any more preparation.
Courses were informative and sometimes entertaining to a point. Instructors were well prepared and classes flowed smoothly. Gave a good understanding of where I was heading.
Given me basic understanding of college concepts through explaining and in learning how the real world concepts work to better my future experiences with other career development/colleges.
Helped me to attend 3 four-year institutions of higher learning. Praise God. I could never repay CCP or State of Pennsylvania.
I am doing very well at my present college and CCP adequately prepared me for this.
I am more than satisfied with my preparation that I obtained at CCP.
I changed my major anyway CCP guided me in the right direction for a flexible career.
I feel that my CCP education was excellent.
I have no problem with the way CCP prepared me for my skills in a four year college.
I loved my time at CCP.

I think CCP is a good college and works well with the different times + schedules, but my only regret is that I would have majored in what I am going to school for now.
I was very satisfied with my CCP education and I recommend it to every one especially high school students who are not sure of what to do after graduation.
In no way - it was extremely helpful. Great teachers + courses
It already helped me with preparing for other institutions.
It could not have been any better, CCP was very helpful.
It gave me the foundation in which to build on.
It guided me for what I need for my real career.
It prepared me for my present studies.
It prepared me for the rigors of college education, but also cooperation between students and teacher, the flexibility and availability of the courses were also crucial in achieving the 2 year degree.
My CCP education prepared me well for continuing my education.
My CCP education provides my good basic transfer credits to continue to get education.
No way because I was fully prepared by all the facts at CCP from faculty/courses on line to computer application.
Not only was I well prepared but in fact I had more lab skills than some of my Temple counterparts.
Preparation was excellent overall.
There is no other way because CCP was extremely helpful in preparation for harder classes.
There was nothing else you could add to my college career!

Curriculum and Course suggestions

Another practicum and another computer class.
By my major classes being more strict when it came to turning in and doing homework. My CCP teachers just suggested we did homework and now my Temple teacher makes us do and turn in homework every other class or points are taken from your grade.
By updating the information in the field experience class in education.
CCP should offer a curriculum for students who plan to be directors and go to medical school.
Concentrating more on business related courses by offering more business elective classes in computer technology, human resources, etc.
Curriculum could have been more intense.
Exams can be formatted differently, i.e. More detailed analysis in multiple choice type questions.
Harder classes.
Have more courses acceptable to transfer to a four-year college.
Having more classes available in the communications (arts) field would have been more helpful.
I would hope that for the future more classes were transferable in the core to core transfer.
There should be more interaction from professors in encouragement and help.
If it had more technical/hands on learning classes.
If the classes were more than an hour and a half long.
If there were even more particular courses towards the field of my major that I was looking into then I'd feel more focused now.
It could have dealt more with business practices, how to get work, etc.
It should be required to take the workshop course for all students e.g. test taking/note taking workshop.
Maintained more order in classrooms. Use of more current texts.
Math should be mandatory in all associate degrees.
MLT program and Science program need up-to-date equipment
More courses leading to a medical or social pursuit that were open to all students, i.e. death + dying, pre-pharmacy, etc.
More explanation of methods of design and presentation. Oral presentation and concept ideals.
More focus on work/study ethics.
More science and Math would've been very helpful
More tutoring in Math.
Offer more Philosophy courses (and courses in general) at the regional centers.
Stronger math dept that interacts with students studying math.
Stronger writing skills - emphasis on grammar and clarity in writing.
The French courses offered at CCP are not at same level (academically) as Temple and if that difference was fixed I would be able to take the third level of the classes.

They could have offered a special education course.
Tougher teachers, more work assigned, no time to slack.
Was given classes that I really didn't need to pursue my nursing career.
Tutoring could have been more intense.

Counseling/Advising/ Transfer Information suggestions

100 % transferrable credits = all courses.
Academic advisor could have been more helpful.
Advise how much harder other colleges are.
Advisors more knowledgeable on credits that can be used for the Associates and Bachelor's programs.
Advisors should have encouraged me to take history, literature, philosophy courses to get them out of the way.
Better advising.
Better/more tutors with availability, more advisors available.
By information being openly available for those wishing to transfer. Possibly having an informative meeting for the class graduating on transfer opportunities.
CCP could have been more informative about what classes could be taken at CCP before transfer, like science.
CCP faculty needs to inform more students about the transfer programs.
Could hold a seminar on what to expect when you enroll in a four year college.
Help to guide me in transferring.
I could have been advised better to select classes that would fit better at another institution.
I think the counselors should have been able to help with employment.
I wish I had been informed earlier about the transfer program at CCP.
If I didn't have to wait in such long lines to access the staff. Also maybe a single counselor that could have helped me to plan my course of study + help more with process of transferring & applications.
If someone would have told me that some of the classes that I took weren't transferrable.
It could help to inform students that take evening and weekend classes with more transfer info at the times they are attending classes.
It would have been helpful to have transfer and scholarship information earlier (after one year of studies).
More academic resources at West Regional Centers.
Proper counseling at time of enrollment
When graduation was approaching a counselor should have contacted me about transfer information.
Make sure credits are accepted at State Universities. I am using the same books for the accounting classes that I have to take again.

Other

By giving students an estimated salary of every curriculum that CCP offers.
Financial Aid office was untimely, causes deadline for admission to other colleges.
I wanted to attend West Chester University or Temple but WCU would not accept 10 classes which is 30 credits, that I would have to retake at their college so I decided to go to HFC.
I went to a previous school before attending CCP and I found the experience at CCP to be degrading because of the attitudes of most of the teachers to the students.
More services available to your students that do not live in Philadelphia.
Organization as a whole was a little annoying.
The library at N.E. campus could have been better.