

COMMUNITY COLLEGE OF PHILADELPHIA

Career Outcomes for 2002 Career Program Graduates

OFFICE OF INSTITUTIONAL RESEARCH

Report #133

October 2003

Career Outcomes for 2002 Career Program Graduates

October 2003

In 2002, the Community College of Philadelphia (CCP) awarded 576 associate degrees and 134 certificates in career-related programs. Compared with 2001, there were 7 more associate degrees awarded and 28 fewer certificates awarded in 2002 (Figure 1).

Figure 1

Number of Associate Degrees and Certificates Awarded in Career-related Programs Academic Years 1997-2002

Type of Award	1997	1998	1999	2000	2001	2002
Associate Degrees	742	671	699	636	569	576
Certificates	181	199	175	188	162	134

Over the last several years, the Office of Institutional Research has included a standard set of employment-related items on the questionnaire that is used to survey the College's recent graduates. This survey, which is typically undertaken eight to nine months after commencement, gathers information concerning the graduate's employment status, the relationship of the graduate's job to their program of study, annual salary, and the graduate's assessment of the technological preparation they received while at the College. This report presents this

information for 2002 graduates and the same information for career-program graduates from 1997 through 2002.

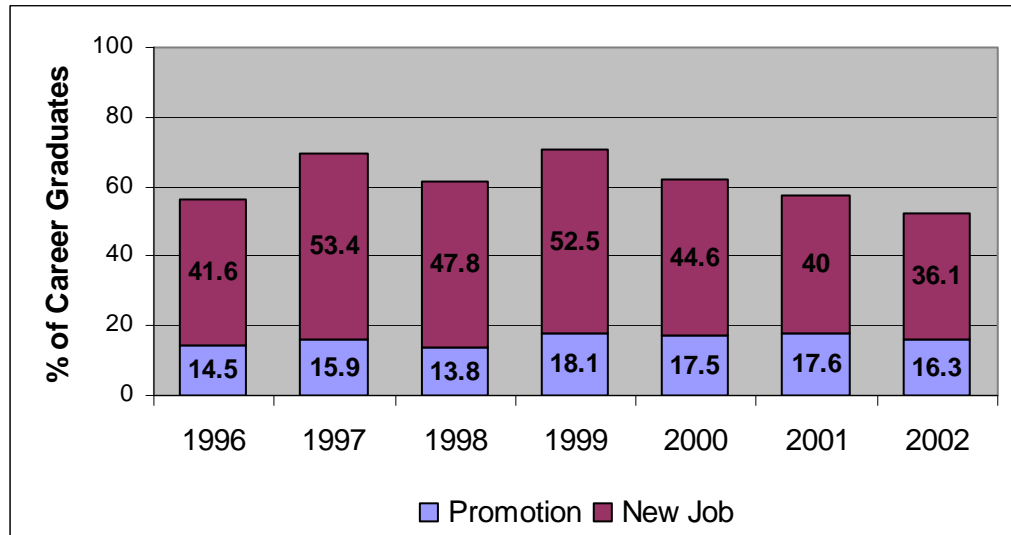
As of October 2003, 160 career program graduates from 2002 returned useable questionnaires. For many of these students, the motivation to participate in higher education was a concern about the lack of future employability. Forty-six percent (46%) of these graduates initially enrolled at the College because of potential or actual loss of a job or concerns about the lack of future job opportunities in their field of employment.

Given the continued economic slump and its projected negative impact on the employment outcomes of recent higher education graduates, it is not surprising that several of the short-term employment-related outcomes experienced by 2002 graduates were less positive than the outcomes of their immediate predecessors. However, it was surprising to learn that in several respects the employment outlook improved for 2002 graduates.

Compared with prior CCP graduates, a smaller percentage of 2002 graduates were working in a new job with a new employer. While 40% of 2001 career graduates were working in a new job at the time of the survey, 36% of 2002 career graduates were doing so (Figure 2). The percentage of graduates who received promotions subsequent to graduating has decreased slightly across the last two years. Eighteen percent (18%) of career graduates received promotions in 2001 compared to 16.3% in 2002. In combination, nearly 52% of 2002 career graduates were working in a new job a short time after graduation. In 2001 this figure was 57.6%.

Figure 2

**Percentage of Career Graduates Who Were Working in a New Job or Received a Promotion Shortly After Graduation
1996 – 2002**



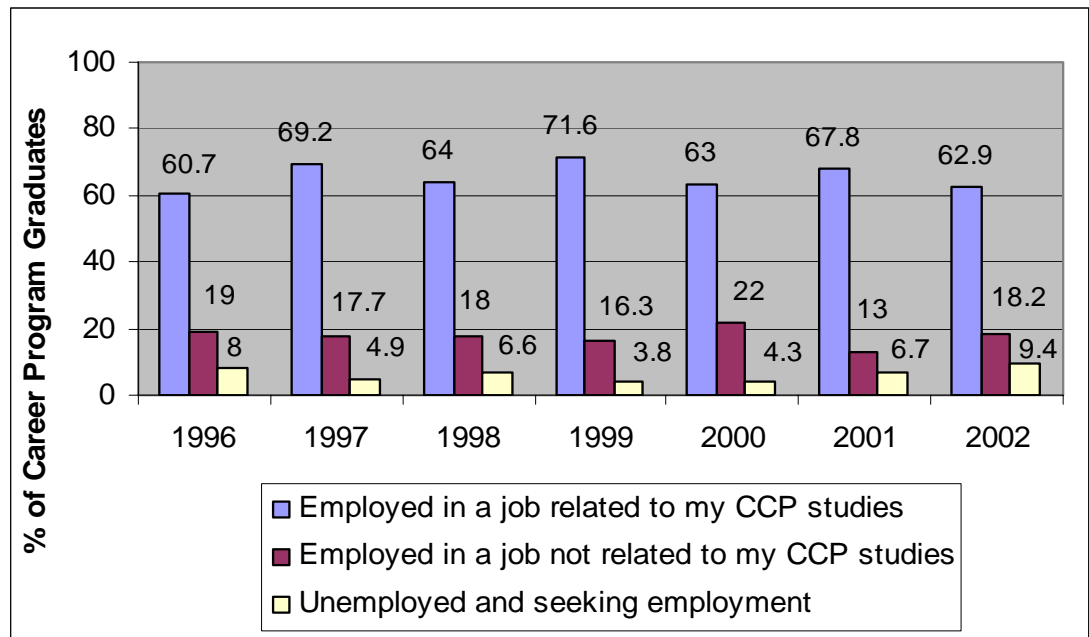
Graduates of career programs in 2002 were less likely (63%) than graduates in 2001 (68%) to be working in jobs that were related to their programs of study (Figure 3). Graduates in 2002 were more likely than their predecessors to be working in an unrelated job and to have been actively looking for employment at the time of the survey. Eighteen percent (18%) of career graduates were employed in a job not related to their CCP studies and 9% were unemployed, but seeking employment.

To this point, the employment outcomes of 2002 career program graduates have not been as positive as those of their immediate predecessors. Despite this, average annual salaries continue to increase. The average annual salary earned by 2002 career program graduates shortly after graduation was nearly \$39,000 (Figure

4). This represented an increase of \$980 over the average annual earnings reported by 2001 graduates.

Figure 3

**Relationship of Job to Program of Study and Unemployment Status
1996 - 2002**



Annual average salaries for 2002, 2001 and 2000 graduates were calculated separately for graduates of three program clusters: 1) Allied Health, 2) Behavioral Sciences, and 3) Business. The data in Figure 5 indicate that, on average, Allied Health program graduates earned the highest salaries across the program clusters, followed in magnitude by graduates of Behavioral Science and Business programs.

Figure 4
Annual Salaries of Graduates Working in Full-Time¹ Jobs
1996 - 2002

Grad Year	Mean
1996	\$27,534
1997	\$26,402
1998	\$30,592
1999	\$30,980
2000	\$32,189
2001	\$37,923
2002	\$38,903

Figure 5
Annual Salaries of 2002, 2001 and 2000 Graduates by Program Cluster

Program Cluster Graduation Year	Mean	Minimum	Maximum
Allied Health			
2002	\$48,750	\$28,000	\$77,000
2001	\$40,528	\$20,800	\$66,000
2000	\$37,636	\$15,400	\$72,800
Behavioral Science			
2002	\$36,000	\$19,000	\$78,000
2001	\$35,185	\$12,000	\$58,500
2000	\$31,702	\$10,400	\$80,000
Business			
2002	\$33,130	\$23,000	\$65,000
2001	\$37,290	\$20,800	\$61,000
2000	\$34,620	\$14,180	\$59,600

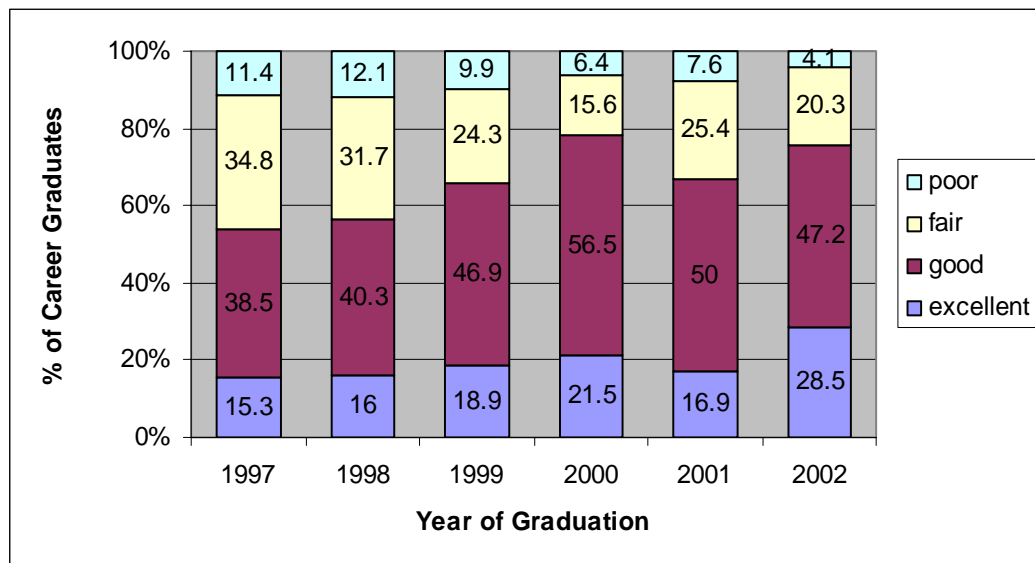
¹ Full time employment was defined as 30 hours or more per week.

Overall, most graduates value the career preparation they received while at the College. Only four 2002 graduates felt their career preparation at the College was poor.

When asked specifically about their computer technology preparation, three-fourths of 2002 career program graduates were very positive in their assessment of the College (Figure 6). Forty-seven percent felt the College did a “good” job in providing them with the computer skills required for their job. Another 29% felt their preparation was “excellent”. These numbers represent an increase from the levels associated with CCP graduates in prior years.

Figure 6

**Career Program Graduates Assessment of their Computer Technology Preparation for the Workplace
1997 - 2002**



Several career program graduates provided thoughtful suggestions for improving the job preparation experience for future students. These comments, which appear in the Appendix, can be categorized into four general types: 1)

affirmations of the College's efforts in the area of career preparation; 2) suggestions related to the quality and quantity of internship and clinical experiences available to students; 3) suggestions related to curricular or course improvements; and 4) suggestions related to technological improvements.

Appendix

How could your CCP education have been more helpful to you in preparation for your current job?

Positive comments with no suggestions for change

At the time it was extremely helpful. I left to focus on family and school.
CCP gave me a good learning experience in preparation to do my present job.
CCP offered me the adequate knowledge needed for an entry level position. The rest came with hands on experience and guidance from the supervisor.
CCP prepared me for the directorship on my job.
CCP provided all the education needed but the employees are not willing to offer me a change of career.
Dental Hygiene program adequately prepared me to competently provide care for my patients.
Environment at CCP believes in God and prayer. In confronting negative, weak areas of a person's personal life in education professors help.
Excellent Program. A+
Given me more computer skills, and directed me towards high education even connected me to a college of high education.
I feel confident with the preparation I received.
I give God the praise for allowing me to attend Community College. It was a good thing. The best for me. Great job, professors, God bless.
I had the best nursing education.
I was well prepared, but I had to learn hands on at my practicums, which I found to mix well with my classroom studies.
It could not have been any more helpful. The education I received in the Paralegal Studies Program was excellent and on point.
It is very very helpful. I would like to write THANK YOU very much CCP, and I also thank instructors.
It prepared me to deal with the society and helping them to serve better.
It was excellent. I am grateful and so happy with the many opportunities opening up to me.
It was more helpful than I could have thought since at the time I didn't know I would be where I am today in the Real Estate Industry.
It was the best education available to me.
My education prepared me adequately for my current job.
No problems. CCP prepared me fine.
Paid off my hard work in school.
Was very helpful.

Suggestions related to internship/clinical experiences

Co-op, internship
I believe the nursing program set up to handle what was to be expected of our first assignment as RNs. Possibly more clinical experience.
If they could incorporate an internship class as part of the curriculum so first time professionals such as myself could be a little familiar in a professional work atmosphere
More clinical time.

More real work place experience, i.e. internships.
Offer more clinical hours.
More supervised clinical experience.
Since I was in the nursing program, I felt that I needed more hands on experience in the clinical setting.

Suggestions related to curriculum/course improvements

Behavioral Health/Human Services needs to prepare students extensively in case management and child psychopathology.
Better prepare for running a business - skills learned at CCP, but learning how to market and secure work was lacking.
Helping more with studies on mental illnesses associated with drugs and alcohol addictions.
Offered a prep course for boards at a cheaper price than those elsewhere.
I wish I would have had more ECE courses instead of courses that did not or will not pertain to my field.
I wish there were more competent accounting teachers at CCP.
Learning more about drafting different types of forms.
Courses in Payroll Management.
More innovative techniques taught.
More training on writing DAP notes and the importance of maintaining files.
My preparation was excellent. I could have learned more about methadone maintenance in my D&A courses.
Need more help with job opportunity and placement. Classes are too large to be thorough.

Suggestions related to technological issues

The use of more accounting programs other than Peach Tree & Quick Books.
CCP courses are not current with the computer market. They need to adjust and flex with the computer fields market.

Other

Having more advisors, I would have been enrolled in classes that would have put me in a better position in terms of credit hours for transfer.
I did not really intertwine with professors/students unless it involved class work or group projects.
It would have helped if I took business courses
Stress oral and written skills, computer literacy.
Providing jobs information in the field through counseling.
Provide job search skills.
The teachers need to be more nurturing rather than beat the students down. What happened to the philosophy of "if you have a question, just ask, there's never a wrong or stupid question"? The teachers intimidate many of the students and they are afraid.
They could offer job placement opportunities.
Job Fairs.