

# COMMUNITY COLLEGE OF PHILADELPHIA

*Reasons for Student Attrition at  
Community College of Philadelphia*

OFFICE OF INSTITUTIONAL RESEARCH

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## **Introduction**

The College routinely monitors student persistence patterns along a number of dimensions. IR Report #136, titled 2003 Institutional Effectiveness Report, The College Fact Book, and the Academic Program Effectiveness reports are annual reports<sup>1</sup> that document both short-term and long-term student persistence rates over time. Rather than describing the extent of student attrition, the focus of the present report is to summarize the reasons why students, past and present, have discontinued their enrollment at the College. It seems appropriate to begin this report with a brief summary of past institutional research findings prior to presenting information concerning recent CCP non-persisters.

## **Review of CCP Persistence Research**

The study of student persistence in higher education is not lacking for models that seek to explain why students drop out of college. Based on their focus, these models can generally be classified into three broad types: 1) psychological, 2) societal, and 3) institution-specific. Psychological models associate the personality and motivation of a student in determining if they will persist in a college setting. Along with psychological models are societal theories that describe how factors of society like the economy and social stratification play a part in the reasons students succeed or depart from school. There are also institution-specific models that suggest it is the experiences a student has

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<sup>1</sup> All of these reports are available at the Institutional Research web site <http://www.ccp.edu/VPFIN-PL/ir/index.HTM>

while in college that determines their success and persistence in college. The persistence research conducted at the College has borrowed from all of these perspectives.

### **Relationships Among Psychological Variables and Student Persistence**

At the heart of psychological models is the assumption that certain personality characteristics determine if a student persists. Traits such as confidence, determination, discipline, diligence, and perseverance have been empirically linked to student success. Research has also found that students who have clearly defined goals for their future employment or education plans do better while in college since they are more likely to understand the value of their education than students with unclear educational objectives.

Persistence research at CCP has provided empirical support for the relationships between certain personality traits and student persistence. For example, in the study described in Institutional Research (IR) Report # 93 - [Beating the Odds: Reasons for At-Risk Student Success at Community College of Philadelphia \(September, 1997\)](#) it was learned that successful academically at-risk students, in this case students who entered CCP in CAP and earned a degree, were confident and determined, possessed clearly defined goals, and a strong desire to complete college and earn a degree.

CCP research has also repeatedly demonstrated that students with degree intentions and clearly formulated educational objectives are more likely to persist than those with no degree intentions or unclear plans (IR Reports # 45, 46, 47, 60, 93, 108). In these reports, goal commitment and goal clarity have been directly linked with positive persistence outcomes for many student groups at CCP including younger and older students; students enrolled in business-related programs; and African American students.

## **Relationships Among Socioeconomic Variables and Student Persistence**

Societal theories of student persistence emphasize factors such as financial concerns; family and employment responsibilities; and absence of encouragement and support of friends and family for educational pursuits as pivotal in impacting student persistence behavior.

Many of these factors have been identified by CCP students as potential barriers to their continued enrollment at the College. In IR Report # 108, [Why Do Students Drop Out of Community College of Philadelphia? Reasons for the Attrition of Black and White Students \(September 1999\)](#), Black and white students cited financial issues to be a major concern as well as employment and family responsibilities. Often time family responsibilities included parenting demands related to the care of children. When this information was analyzed from a different perspective (IR Report #105 [Barriers to the Persistence of Students with Freshman and Sophomore Status \(July, 1999\)](#)) it was learned financial concerns and personal problems were most likely to affect persistence in the initial semesters of matriculation at the College.

In a study referenced earlier in (IR Report # 93 - [Beating the Odds: Reasons for At-Risk Student Success at Community College of Philadelphia \(September, 1997\)](#)), academically at-risk students identified having no financial concerns, support from families and friends in the form of encouragement, a desire to improve socio-economic status for themselves and/or their family, a demand from employers for education, and availability of financial aid as important factors that contributed to their successful completion of their studies at CCP.

## **Relationships Among Student Integration Variables and Student Persistence**

In the higher education literature there are many studies that document the importance of student integration and engagement to persistence. At the heart of the research is the assumption that the decision to dropout of higher education results from a longitudinal process of interaction between a student and other members of the academic and social systems of a college. Positive interactions and experiences foster student engagement and continued enrollment while negative interactions and experiences foster disengagement and eventual withdrawal from the College.

Institutional research at CCP has consistently documented the importance of the relationship between student integration and persistence. Classroom experiences that have proven to be strong predictors of student persistence are student interest in course content, intellectual stimulation, and classroom participation. Non-classroom experiences that have encouraged student persistence include positive interactions with faculty, staff and advisors outside of the class; students' perceptions of the faculty concern for teaching, students, and in providing opportunities for students to grow and develop; positive peer relationships; an inviting institutional culture and facilities; and strong support services such as the library, learning lab services, tutoring and workshops, counseling, computer labs, and internships. The quality of institutional experiences has been more important to student persistence than the quantity of experiences (IR Repots # 120, 108, 105, 93, 89, 77, 60 @ <http://www.ccp.edu/VPFIN-PL/ir/reports.htm>).

While the research indicates these factors impact the persistence decisions of all students there was an interesting distinction that emerged when freshmen/sophomore differences were explored. It was noted earlier in this report that freshmen were more

likely than sophomores to cite financial worries as a barrier to their continued enrollment at CCP. Sophomores, on the other hand, were more likely to be affected by negative institutional experiences such as teachers who the students judged ineffective in their teaching styles; unpleasant faculty and staff; courses that were not available or were too easy or too hard; poor course advising; and other classroom-based issues such as the maturity level of peers.

## **Recent Persistence Research**

### **All Former Students**

Given past persistence research at CCP, it is important to consider the day-to-day nuances of the college experience that might make a difference in student integration/engagement when exploring student persistence. The questionnaire that was used to survey recent former students<sup>2</sup> requested that respondents indicate their level of satisfaction/dissatisfaction with 23 aspects of the College's academic and social environment. For analytical purposes, these items were clustered into four categories: 1) academic services; 2) student services; 3) support services; and 4) campus culture. Average satisfaction levels (mean values) were calculated for each of the 23 experiences<sup>3</sup> and the cluster as a whole. In each case, higher mean values indicate a greater satisfaction with the experience.

Given the individual nature of students' educational objectives, a question on the survey asked students: "Did you accomplish the educational objectives you set for yourself at CCP?" The responses associated with this question defined three groups of

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<sup>2</sup> Students who did not graduate from CCP and earned at least 12 CCP credits prior to leaving.

<sup>3</sup> The means were calculated based on the following responses to each question: 4 = very satisfied, 3 = somewhat satisfied, 2 = somewhat unsatisfied, 1 = very unsatisfied.

former students who were compared in subsequent analyses. These groups were: 1) students who completed their objectives fully; 2) students who completed their objectives partly; and 3) students who reported that they did not complete their objectives at CCP.

Table 1 contains the mean values for the three student groups for each of the 23 CCP experiences and an overall average for the four broader categories. Additionally, analysis of variance statistics were calculated to determine if there were significant differences across the three groups defined by level of completion of educational objectives. A significance (Sig.) of 0.05 or less indicates the presence of significant group differences.

This information clearly points to the continued relevance of the relationship between college experiences and student persistence. The most striking finding in Table 1 is the consistency of the relationship between increased satisfaction level and accomplishment of educational objectives. Former students who completed their educational objectives were more satisfied with all 23 aspects of their CCP experience than were the other two former student groups. In turn, former students who made partial progress on the completion of their educational objectives were more satisfied with all 23 aspects of their CCP experience than were former students who did not report progress on their educational objectives while enrolled at CCP.

As a group, the most significant differences across groups were related to academic service experiences suggesting that academic integration/engagement continues to be most strongly associated with student goal completion.

As a group, aspects of the campus culture were second in importance to goal accomplishment. The most important experiences in this category were feelings of being

respected and the diversity on campus. The adequacy of facilities to rest and relax between classes was also important to accomplishment of goals.

Student services that appear to make a difference in student persistence to goal completion are the quality of campus cultural and co-curricular activities, good counseling, and registration processes.

As a group, support services were not as uniformly important as the other types of experiences explored by the survey. The exceptions were learning lab services, access to computers, and assessment services.

**Table 1**  
**Mean Levels of Satisfaction With CCP Experiences**  
**by Accomplishment of Educational Objectives**  
**All Former Students**

CCP is trying to create a welcoming and supportive environment. The following are characteristics of such an environment. Please rate how satisfied you have been at CCP with the following <sup>4</sup> :		Did you accomplish the educational objectives you set for yourself at CCP?			
		No	Yes, Partly	Yes, Fully	Sig.
<b>Academic Services</b>					
a	Availability of information about requirements in my major program of study	2.57	3.11	3.36	0.000
b	Information instructors give regarding course requirements	3.09	3.35	3.56	0.000
c	Availability of courses at times convenient for my schedule	2.73	2.88	3.52	0.000
d	Quality of courses with respect to my major program of study	2.87	3.24	3.59	0.000
e	Overall quality of classroom instruction	3.01	3.29	3.58	0.000
f	Availability of faculty outside of class	2.96	3.13	3.39	0.001
g	Information and assistance provided by Academic Advising for course planning	2.44	2.84	3.24	0.000
	<b>Overall Score</b>	<b>2.85</b>	<b>3.15</b>	<b>3.50</b>	<b>0.000</b>
<b>Student Services</b>					
h	Quality of campus cultural/co-curricular events and activities	2.86	3.20	3.38	0.000
i	Quality of athletic programs and facilities	2.90	3.05	3.11	0.507
j	Information and assistance provided by Student Counseling Services	2.38	2.87	3.18	0.000
k	Information and assistance provided by the Student Records and Registration Office	2.51	2.78	2.96	0.010
l	Information and assistance provided by the Financial Aid Office	2.31	2.56	2.72	0.086
	<b>Overall Score</b>	<b>2.70</b>	<b>2.95</b>	<b>3.13</b>	<b>0.078</b>
<b>Support Services</b>					
m	Use of technology in the classroom	3.07	3.08	3.21	0.284
n	Availability of computers for student use	3.10	3.31	3.44	0.022
o	Information and services provided by the college learning labs	2.95	3.18	3.44	0.000
p	Assistance in the development of library usage skills	2.98	3.11	3.22	0.236
q	Information and assistance provided by Assessment/Testing Center Office	2.81	3.12	3.18	0.045
r	Responsiveness of College staff to safety issues	3.03	3.16	3.27	0.294
	<b>Overall Score</b>	<b>3.07</b>	<b>3.20</b>	<b>3.32</b>	<b>0.206</b>
<b>Campus Culture</b>					
s	Opportunity to interact with students of diverse cultural backgrounds	3.08	3.45	3.58	0.000
t	Being respected and valued as an individual	2.57	3.22	3.42	0.000
u	Adequacy of places to rest and relax between classes	2.79	3.08	3.15	0.020
v	Facility cleanliness	2.85	3.01	3.08	0.166
w	Physical attractiveness of campus	3.00	3.13	3.19	0.230
	<b>Overall Score</b>	<b>2.91</b>	<b>3.22</b>	<b>3.28</b>	<b>0.000</b>

<sup>4</sup> The mean values were calculated based on responses given to each question where a score of 4 = very satisfied, 3 = somewhat satisfied, 2 = somewhat unsatisfied, 1 = very unsatisfied.

## **Former Students Preparing to Transfer**

In the next level of analysis, survey respondents were further categorized into groups based on a survey question that asked students for their primary reason for enrolling at CCP. Respondents were categorized according to their responses:

1) Prepare for transfer, 2) Prepare for a new job, and 3) Personal enrichment.

The information for former students whose primary reason for enrolling at CCP was to prepare for transfer resembles the same pattern as found in Table 1. Former students who made progress on their educational objectives were more satisfied with 22 out of 23 aspects of the college's environment (Table 2).

As a group, academic services were most significant. All areas within the academic services had a significant effect on goal completion for students whose primary reason for enrolling at CCP was to prepare for transfer. Student services and campus culture were second in importance. Specifically, student services that were important to student persistence include information and assistance provided by Counseling Services, Records and Registration Office, and the Financial Aid Office. The most important campus culture experiences were being respected and valued as an individual; facility cleanliness; and the physical attractiveness of the campus.

Support service experiences, as a group, were least significantly related to student goal completion. Some factors within this category that were important were learning lab services and the availability of computers for student use.

**Table 2**  
**Mean Levels of Satisfaction With CCP Experiences**  
**by Accomplishment of Educational Objectives**  
**Former Students Whose Primary Reason for Enrolling at CCP was to Prepare for Transfer**

CCP is trying to create a welcoming and supportive environment. The following are characteristics of such an environment. Please rate how satisfied you have been at CCP with the following <sup>5</sup> :		Did you accomplish the educational objectives you set for yourself at CCP?			
		No	Yes, Partly	Yes, Fully	Sig.
<b>Academic Services</b>					
a	Availability of information about requirements in my major program of study	2.28	3.15	3.60	0.000
b	Information instructors give regarding course requirements	3.00	3.31	3.58	0.003
c	Availability of courses at times convenient for my schedule	2.39	3.00	3.60	0.000
d	Quality of courses with respect to my major program of study	2.80	3.15	3.60	0.000
e	Overall quality of classroom instruction	2.94	3.18	3.60	0.000
f	Availability of faculty outside of class	2.79	3.14	3.37	0.021
g	Information and assistance provided by Academic Advising for course planning	2.17	2.84	3.30	0.000
<b>Overall Score</b>		<b>2.67</b>	<b>3.14</b>	<b>3.48</b>	<b>0.000</b>
<b>Student Services</b>					
h	Quality of campus cultural/co-curricular events and activities	2.80	3.15	3.37	0.022
i	Quality of athletic programs and facilities	2.67	2.97	3.02	0.514
j	Information and assistance provided by Student Counseling Services	1.73	2.9	3.2	0.000
k	Information and assistance provided by the Student Records and Registration Office	1.81	2.73	2.94	0.000
l	Information and assistance provided by the Financial Aid Office	1.47	2.38	2.67	0.000
<b>Overall Score</b>		<b>2.23</b>	<b>2.97</b>	<b>3.16</b>	<b>0.015</b>
<b>Support Services</b>					
m	Use of technology in the classroom	3.27	3.08	3.18	0.653
n	Availability of computers for student use	3.00	3.32	3.51	0.040
o	Information and services provided by the college learning labs	2.83	3.22	3.48	0.014
p	Assistance in the development of library usage skills	2.67	3.02	3.22	0.097
q	Information and assistance provided by Assessment/Testing Center Office	2.64	3.11	3.22	0.078
r	Responsiveness of College staff to safety issues	2.86	3.00	3.20	0.337
<b>Overall Score</b>		<b>3.00</b>	<b>3.14</b>	<b>3.32</b>	<b>0.308</b>
<b>Campus Culture</b>					
s	Opportunity to interact with students of diverse cultural backgrounds	3.14	3.48	3.58	0.079
t	Being respected and valued as an individual	2.67	3.16	3.45	0.001
u	Adequacy of places to rest and relax between classes	2.65	3.02	3.10	0.157
v	Facility cleanliness	2.67	3.04	3.13	0.060
w	Physical attractiveness of campus	2.47	3.17	3.24	0.000
<b>Overall Score</b>		<b>2.83</b>	<b>3.22</b>	<b>3.28</b>	<b>0.016</b>

<sup>5</sup> The mean values were calculated based on responses given to each question where a score of 4 = very satisfied, 3 = somewhat satisfied, 2 = somewhat unsatisfied, 1 = very unsatisfied.

### **Former Students Preparing for a New Job**

The relationship between satisfaction and goal accomplishment was not as consistent for students whose primary reason for enrolling at CCP was to prepare for a new job (Table 3). Campus culture and academic experiences had the strongest relationship with persistence. Within these areas, the most important factors were the students' feelings of being respected and valued as an individual and the quality of courses with respect to the student's major program of study. Student services were next in importance. The quality of campus cultural and co-curricular events and activities were the most significant issues in terms of students completing their objectives. Of least importance was the area of support services. None of the characteristics within this area had a significant impact on goal completion.

**Table 3**  
**Mean Levels of Satisfaction With CCP Experiences**  
**by Accomplishment of Educational Objectives**  
**Former Students Whose Primary Reason for Enrolling at CCP was to Prepare for a New Job**

CCP is trying to create a welcoming and supportive environment. The following are characteristics of such an environment. Please rate how satisfied you have been at CCP with the following <sup>6</sup> :		Did you accomplish the educational objectives you set for yourself at CCP?			
		No	Yes, Partly	Yes, Fully	Sig.
<b>Academic Services</b>					
a	Availability of information about requirements in my major program of study	2.71	3.10	3.14	0.319
b	Information instructors give regarding course requirements	3.29	3.40	3.75	0.356
c	Availability of courses at times convenient for my schedule	2.81	2.97	3.38	0.439
d	Quality of courses with respect to my major program of study	2.90	3.43	3.50	0.055
e	Overall quality of classroom instruction	3.00	3.26	3.50	0.272
f	Availability of faculty outside of class	2.95	3.03	3.13	0.876
g	Information and assistance provided by Academic Advising for course planning	2.75	2.89	3.33	0.509
<b>Overall Score</b>		<b>2.95</b>	<b>3.22</b>	<b>3.48</b>	<b>0.211</b>
<b>Student Services</b>					
h	Quality of campus cultural/co-curricular events and activities	2.76	3.33	3.50	0.020
i	Quality of athletic programs and facilities	2.90	3.08	3.25	0.779
j	Information and assistance provided by Student Counseling Services	2.63	3.00	3.50	0.171
k	Information and assistance provided by the Student Records and Registration Office	2.81	2.97	2.80	0.797
l	Information and assistance provided by the Financial Aid Office	2.35	2.77	3.20	0.304
<b>Overall Score</b>		<b>2.64</b>	<b>3.10</b>	<b>2.93</b>	<b>0.467</b>
<b>Support Services</b>					
m	Use of technology in the classroom	3.11	3.17	3.25	0.898
n	Availability of computers for student use	3.28	3.44	3.13	0.567
o	Information and services provided by the college learning labs	3.28	3.09	3.50	0.437
p	Assistance in the development of library usage skills	3.41	3.13	3.33	0.528
q	Information and assistance provided by Assessment/Testing Center Office	2.93	3.33	3.00	0.336
r	Responsiveness of College staff to safety issues	3.07	3.41	3.00	0.364
<b>Overall Score</b>		<b>3.21</b>	<b>3.32</b>	<b>3.29</b>	<b>0.923</b>
<b>Campus Culture</b>					
s	Opportunity to interact with students of diverse cultural backgrounds	3.17	3.29	3.57	0.453
t	Being respected and valued as an individual	2.29	3.15	3.13	0.006
u	Adequacy of places to rest and relax between classes	2.74	3.05	3.00	0.549
v	Facility cleanliness	3.10	2.90	3.13	0.634
w	Physical attractiveness of campus	3.25	3.18	3.13	0.917
<b>Overall Score</b>		<b>2.90</b>	<b>3.19</b>	<b>3.40</b>	<b>0.190</b>

<sup>6</sup> The mean values were calculated based on responses given to each question where a score of 4 = very satisfied, 3 = somewhat satisfied, 2 = somewhat unsatisfied, 1 = very unsatisfied.

### **Former Students Enrolled for Personal Enrichment**

Information concerning non-graduating students whose primary reason for enrolling at CCP was personal enrichment appears in Table 4. The two experiences that were most significant in terms of goal accomplishment were having the opportunity to interact with students of diverse cultural backgrounds and being respected and valued as an individual. Both of these were under campus culture. The only other statistically significant difference across groups was related to the quality of the assistance received in developing library usage skills. Two academic service experiences that approached significance were the quality of classroom instruction and the availability of faculty outside of class.

**Table 4**  
**Mean Levels of Satisfaction With CCP Experiences**  
**by Accomplishment of Educational Objectives**  
**Former Students Whose Primary Reason for Enrolling at CCP was to Prepare for Personal**  
**Enrichment**

CCP is trying to create a welcoming and supportive environment. The following are characteristics of such an environment. Please rate how satisfied you have been at CCP with the following <sup>7</sup> :		Did you accomplish the educational objectives you set for yourself at CCP?			
		No	Yes, Partly	Yes, Fully	Sig.
<b>Academic Services</b>					
a	Availability of information about requirements in my major program of study	3.00	3.28	3.31	0.509
b	Information instructors give regarding course requirements	3.06	3.36	3.44	0.305
c	Availability of courses at times convenient for my schedule	2.78	2.79	3.28	0.126
d	Quality of courses with respect to my major program of study	3.13	3.10	3.40	0.513
e	Overall quality of classroom instruction	2.94	3.39	3.56	0.052
f	Availability of faculty outside of class	3.13	3.26	3.71	0.069
g	Information and assistance provided by Academic Advising for course planning	2.67	2.86	2.75	0.817
<b>Overall Score</b>		<b>3.07</b>	<b>3.19</b>	<b>3.47</b>	<b>0.335</b>
<b>Student Services</b>					
h	Quality of campus cultural/co-curricular events and activities	3.00	3.19	3.29	0.625
i	Quality of athletic programs and facilities	3.11	3.21	2.89	0.630
j	Information and assistance provided by Student Counseling Services	2.54	2.88	2.70	0.691
k	Information and assistance provided by the Student Records and Registration Office	2.73	2.82	2.94	0.857
l	Information and assistance provided by the Financial Aid Office	3.09	3.00	2.21	0.085
<b>Overall Score</b>		<b>3.14</b>	<b>3.15</b>	<b>2.57</b>	<b>0.382</b>
<b>Support Services</b>					
m	Use of technology in the classroom	3.18	3.13	3.31	0.688
n	Availability of computers for student use	3.06	3.26	3.21	0.708
o	Information and services provided by the college learning labs	3.00	3.23	3.23	0.629
p	Assistance in the development of library usage skills	2.62	3.30	3.00	0.017
q	Information and assistance provided by Assessment/Testing Center Office	2.75	3.07	2.83	0.550
r	Responsiveness of College staff to safety issues	2.82	3.13	3.30	0.483
<b>Overall Score</b>		<b>2.81</b>	<b>3.23</b>	<b>3.04</b>	<b>0.373</b>
<b>Campus Culture</b>					
s	Opportunity to interact with students of diverse cultural backgrounds	2.89	3.56	3.53	0.003
t	Being respected and valued as an individual	2.56	3.27	3.39	0.005
u	Adequacy of places to rest and relax between classes	2.88	3.23	3.25	0.320
v	Facility cleanliness	2.83	2.95	3.11	0.662
w	Physical attractiveness of campus	3.06	3.09	3.22	0.801
<b>Overall Score</b>		<b>2.90</b>	<b>3.28</b>	<b>3.31</b>	<b>0.120</b>

<sup>7</sup> The mean values were calculated based on responses given to each question where a score of 4 = very satisfied, 3 = somewhat satisfied, 2 = somewhat unsatisfied, 1 = very unsatisfied.

## **Student Suggestions for Improvement**

In the Survey of Former Students, students were asked to describe what the College could have done to encourage them to continue their education at CCP. Listed in Appendix A are the responses that students provided. In analyzing their comments, the most prevalent concerns had to do with financial aid and financial planning. Students want better assistance, more scholarships, and more aid in general. Another area for improvement suggested by students had to do with course availability, course selection, and scheduling problems. Some students were more concerned that their course credits did not transfer or that CCP did not offer the degree or program in which that they were interested.

Another area that students had concerns about was customer service. Students would have liked the College faculty and staff to be more proactive about helping students and providing assistance. Counseling and student advising was another area that students suggested strengthening. Some students suggested more effective teaching styles and smaller class sizes and other suggested that CCP provide assistance in helping them find jobs so that they could possibly continue enrollment at the College

A number of students took the opportunity to mention how the College has been helpful and made positive comments about their experiences at CCP.

### **Implications**

Based on theoretical models of student persistence, the strongest associations with persistence were expected for integration/engagement experiences. While this

relationship was most apparent for students who enrolled at CCP with transfer intentions, it is likely that improving these experiences would benefit most students.

Given the most recent research findings and those from the past several suggestions regarding institutional functioning can be posited. The pervasive importance of the perceived quality of CCP experiences, especially for transfer students, underscores the importance of all staff, individual faculty, and personnel associated with institutional support services need to take in considering their impact on student persistence. Institutional policies, procedures, and communications should stress a student-centered environment. Procedures and attitudes that may result in the nonpersistence of students need to be recognized and remediated.

A persistent challenge to student persistence to goal completion occurs within the classroom; the academic integration of the student into the mainstream educational experiences offered by the College. Student interest in course content, intellectual stimulation, and classroom participation should be encouraged. The classroom can also be used as a vehicle for social engagement by enhancing interaction in this setting. The role of other students in the learning process should be encouraged through group projects and study groups. This is especially important for part-time students who spend limited nonclassroom time on campus.

Faculty should build bridges between the classroom and out-of-classroom support for students who experience academic or personal difficulties. Referrals to counseling or other student support services should be routine.

Improved educational planning would also improve student persistence. This could be accomplished, in part, by providing all new students early in the enrollment

process with orientation programs that make them aware of program possibilities, course selection, registration procedures and available support services.

Beyond this general orientation, individual counseling and advising sessions should focus on student short- and long-term educational goals. Students with undefined educational objectives should be provided with advising that translates their nonspecific educational goals into programs of study where coursework and desired outcomes are clearly linked.

## APPENDIX A

### What could the College have done to encourage you to continue your education at CCP?

A financial aid office that knew what they were doing.
Assisted in better or more resources for scholarships/grants
Better financial aid staff
Better payment plan
Better service @ Financial Aid office
Change the financial aid dept.
Cheaper costs
Continue to correspond, offer more payment options.
Continue to use "AMS" for a payment plan.
Financial aid
Friendlier financial aid stuff
Help me to receive financial aid.
Help with Financial aid
Help with financial situations towards classes.
Help with finding financial aid.
Inform me of grant information
Less wait time at financial aid line.
Lower tuition for non-residents
Made it easier to get financial aid
More financial aid
More pleasant people working in financial aid.
New financial aid lines so people don't have to stay in line all day.
Offer discounts on courses, if one was enrolled in prior courses. Or maybe a point system + the more classes you take you would become eligible for a free course.
Offer financial aid.
Offer me a scholarship of some kind.
Offer more aid for students.
Offered better financial assistance.
Offered scholarship
Paid me for attending so that I could quit work
Seminar in alternative financial aid regularly
Shorter lines for financial aid.
They could try to help me with financial problems I'm having with the college.
Work more efficiently with financial paper work
Work study program; new location

### What could the College have done to encourage you to continue your education at CCP?

Add more classes
Better class time and more choices.
Better course selection.
Course choices
Easier ways of enrolling
Given me another course
Have a shorter waiting period for certain courses.
Have an online course of my choice
Have more classes at NERC
Have more English labs for CAP students
Have more of the courses I need available to me at this location (NERC)
Higher level Spanish courses

I needed to attend a nursing program on nights/weekends due to work schedule.
If the college had classes to take from home.
Make class hours more convenient.
Make registration easy
More courses available on Saturday & online.
Offer advanced classes
Offer Internet course during summer 1 and 2 sessions.
Offer more accounting classes at Northwest center.
Offer more Anatomy & Physiology science labs at Northeast
Offer more of a choice on class schedule.
Offer more transitional courses for LPN -> RN; and an evening RN class.
Offer nursing classes more frequently. I had to wait for following Sept. to continue.
Offered courses in horticulture.
Offered less advance classes at a slower pace.
Offered more classes that a lot of students need to have to get degrees. And have teachers that give the correct grades instead of made up ones!
Telecourses - video, on at a reasonable time and instructor better able to assist.
They could have made it a lot easier to register for classes.
Update the course offerings in technology courses.
Weekend classes - business courses

**What could the College have done to encourage you to continue your education at CCP?**

4-year degree in Computer Science
Accept my 5 English classes from a 4-year university. Could not graduate without Basic English 101.
Allow incomplete courses to be retaken without affecting average
Develop more programs to make sure students take correct classes to transfer to the school of their choice.
Enroll me in the nursing program
Explain Nursing Program. I was unaware of this program.
Gave me a test out for Pre-req.
Have an Occupational Therapy Assistant program
Have computer degree programs at Northeast campus
Have more slots for nursing program
I planned to transfer from the beginning b/c CCP doesn't offer BA degree.
I transferred to a 4-year college
I transferred to a senior institution.
If there was a bachelor degree available, I would stay.
Let me forgo taking Biology. I could have gotten my associates because I took everything I needed for Psychology.
Make the honors program 2 years instead of one.
More info about how a degree @ CCP can help me transfer into work @ another University/College
Offer degrees (Bachelors, Masters)
Provide BS degrees
Put in the nursing program right away, instead of list
Taken my transfer credits
They could have accepted me into RN program because I met or exceeded all of the requirements.
Transfer my credits to universities.
Work accept experience for college credits

**What could the College have done to encourage you to continue your education at CCP?**

Ask to talk to me!
Be more helpful
Be more helpful as to what I need to get my assoc. degree.
Be more helpful with classes + support.
Better understanding of older students needs
Contact adult students who drop classes; offer support
Could have helped me instead of dropping me for the semester
Follow up consultations
Help me get into a program with goals. Most CCP students from High school don't set goals.
Help me with my problem that was under my control after I've given them proof.
Help that's needed for adults who work
I need a better network to assist my needs.
Inform me when academic probation was near.
Keep in touch!
Let me know how many more credits necessary for Associates, w/o seeing a counselor. Just send a form.
Made me feel assured that the classes I was taking would save me in the long run for a BA
Open the door for more support to single parents, academic problems.
Personal contact
Reminders of semester enrollment dates
Responded to my inquiry
The College had no communication/ care to involve itself with its students.

**What could the College have done to encourage you to continue your education at CCP?**

Advisor was not willing to work with me on schedule adjustments & independent study.
Ask counselors and staff to be a little courteous. Very rude counselors & staff.
Attention for a private mentor/counselor.
Better academic counselors.
Better counselor
Better staff... The staff members are insensitive.
Could have helped me by having tutors for the courses I was having problems with.
Counselors could have tried to set up a game plan with me to reach my goals
Counseling
Had a counselor call me.
Have more organization & knowledge in offices.
Maybe advise me about your new telecourses / internet courses
Provide a mentor
More effective staff
More helpful staff to direct your college and career moves.
Never could get academic advisor to evaluate credits
Offered adequate tutoring for stats
Personal counsel when I don't register
Sending encouragement correspondence, via counselors, etc.
Staff could have been more accessible.

**What could the College have done to encourage you to continue your education at CCP?**

Better teaching
Better teachers
Better teachers in some classes
Employ instructors who will not grade subjectively.
Employ teachers (instructors) that have concern for the successful completion of courses (teachers who care about their students)
Had smaller class sizes.
Instead of teaching theory teach hands-on real world experience.
Issues with technical problems Re: online courses - one whole grade lost.
More African American teachers in my field/major
More class opportunities
Present better math teachers.
Smaller classes, class involvement.
Supply better instructors.
Teacher wasn't helpful.
The college is fine with the exception of the sitting area in the classrooms which is very uncomfortable. The chairs are uncomfortable.
The professors could be more helpful because of hearing loss. But I don't use sign language so I was lost at times, even when I asked for help.

**What could the College have done to encourage you to continue your education at CCP?**

I plan to attend in the fall 03.
I plan to come back.
I plan to continue as soon as net school year.
I plan to continue my education in the near future.
I plan to return for summer and fall classes before continuing any further education
I still plan to get Assoc from CCP
I still take classes on & off at CCP.
I will be re-enrolling for the summer 2003 semester.
I will continue
I will continue as soon as they offer the program again.
I will continue at a later date, when able as per job status.
Nothing - I will most likely re-enroll soon.
Nothing, I'll return
Returning fall 2003
Will enroll in the future. College plans on hold.

**What could the College have done to encourage you to continue your education at CCP?**

A job nearby
More job opportunities for people without financial aid. They need help too!!
More understanding of job responsibility & of illness of students
My job was too demanding and I was exhausted most days from stress.
Nothing- now working for city at Police Dept.
The nursing college could have a track that allows Part Time work.

**What could the College have done to encourage you to continue your education at CCP?**

Accepting applications from mail.
Become a four-year University
Been a 4-year college
Called me to see if I was satisfied with the instructor and the course I took at CCP and to see why I did not return to CCP.
Daycare
Get health care treatment from CCP.
I completed the requirements at CCP with a 3.21 Adv. But, because the waiver (1988) was never forwarded... I graduated, but without a degree.
I don't know
I graduated or anticipated degree after practicum completion.
I have to complete some courses at another university because of the reasons above.
I should have applied to Nursing.
If college wasn't such a fast pace setting. People learn on different levels.
Learning lab of CCP
Leave of absence with a return to program where I left off from.
More outside parking for the handicap and extra time between classes
No, I specifically set aside 1 year @ CCP
Not be put on academic probation.
Offer cheap day care on other campuses.
Permit me to stay in Nursing!
Stop treating me so poorly, and all over remember that I am paying you for service and stop making everything such a hassle.
To keep going for greater my goals, for as a better job.
Too many things to list here.
Treated me fairly

**What could the College have done to encourage you to continue your education at CCP?**

CCP encourage me a great deal.
CCP was great! I am transferring due to relocation.
Great place for education
I am continuing my education. I attended Summer I.
I am still continuing my education yet I decided to finish @ Temple, in order to achieve a Bachelor's.
I feel the college did all that it could for me + it definitely aided in furthering my education.
I intend to finish my education at CCP; CCP has worked well for me
I was very pleased @ CCP
In my situation, the college has always been helpful. I just needed time off.
It was great - Thanks. I got all the electives I needed (at a bargain too) to go from Catholic U, Engineering to LaSalle U., Accounting
My reasons had nothing to do with the College. I love CCP and plan to continue with my curriculum, graduate, then maybe reenroll in another major.
Nothing at this time. I am a retired person, and hope to return to CCP in the future. My experience at CCP was a rewarding one. I am more knowledgeable about the computer.
Nothing, you're great. Keep campus at Eye Institute location.
They did encourage me. I just needed to get on track.
They have a good (excellent!) teacher in English courses.