

COMMUNITY COLLEGE OF PHILADELPHIA

**The Impact of Community College of Philadelphia
Transfer Programs on the Philadelphia Region**

OFFICE OF INSTITUTIONAL RESEARCH

Report #142

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Introduction

This is the third report issued within the year by the Office of Institutional Research (IR) that presents Community College of Philadelphia's (CCP) many and varied contributions to the Philadelphia region. IR Report #140, titled, *The Economic Impact of Community College of Philadelphia*, documents important economic impacts the College makes to the Philadelphia region and the State, while IR Report #139, titled *Impact of Community College Allied Health Programs on the Philadelphia Region*, documents many of the economic benefits to the Philadelphia region that can be attributed specifically to the College's Allied Health programs. This third report highlights the multi-dimensional impacts of the College's transfer programs. A few highlights follow:

- During the Fall 2003 semester, nearly 15,000 students were enrolled in a transfer program at CCP.
- Recently, approximately 38% of CCP students had attended other colleges and universities prior to enrolling in courses at the College.
- Since its inception, CCP has awarded 16,181 associate degrees in transfer programs.
- Approximately 69% of CCP's recent transfer program graduates pursued their higher education studies elsewhere within one year of graduation from CCP.
- Approximately 151,000 former CCP students have transferred to other colleges and universities. Seventy-five percent (75%) transfer to an institution that is located within the Philadelphia region.
- Temple University has been the institution most frequently attended by former CCP students. During the 1990s, approximately 34% of the students admitted to Temple with transfer standing were former CCP students.

Transfer Programs at Community College of Philadelphia

Since 1965 CCP has provided the citizens of Philadelphia with an affordable, comprehensive, urban educational experience. Part of the College's diverse mission is to provide its students with '*a coherent foundation for college transfer.*' In support of this aspect of its mission, the College provides an expansive set of academic programs. The College presently offers Associate in Arts (A.A.) and Associate in Science (A.S.) degrees for students who plan to transfer to pursue baccalaureate or professional studies elsewhere. Liberal arts, communications, education, the arts, and business are programmatic areas leading to an A.A. degree, while the A.S. degree is available in the areas of natural, physical, and computer sciences, or engineering.

Transfer Students Served by the College

During the Fall 2003 semester, 14,905 CCP students were enrolled in one of the College's transfer programs. Table 1 contains the numbers of students enrolled in each transfer program during this term.

Table 1
Student Enrollments in Transfer Programs
During the Fall 2003 Semester

Architecture and Interior Design	52
Art	210
Associate in Arts	8
Associate in Science	177
Business	1,315
Communication	309
Computer Science	120
Culture, Science and Technology (CST)	3,452
Education	748
Engineering Science	97
General Studies	947
Liberal Arts	7,310
Music	131
Total	14,905

Sixty- eight percent (68%) of students enrolled in transfer programs during the Fall 2003 semester were females and 32% were males. Students in the transfer programs at the College reflect the racial/ethnic diversity of the City of Philadelphia (Table 2). Over 7,000 students during the term were Black; 1061 were Asian; nearly 800 were Latino; and 4427 were white.

Table 2
Racial/Ethnic Distribution of CCP Students
Enrolled in Transfer Programs
Fall 2003

Race	#	%
American Indian	90	0.6
Black	7022	47.1
Asian	1061	7.1
Latino	797	5.3
White	4427	29.7
Other/ Unknown	1508	10.1

While nearly two-thirds of students enrolled in transfer programs were younger than age 30, students in all age categories were represented in Fall 2003 (Table 3).

Table 3
Age Distribution of CCP Students
Enrolled in Transfer Programs
Fall 2003

Age Group	#	%
Under 20	2673	17.9%
Ages 20-24	4841	32.5%
Ages 25-29	2217	14.9%
Ages 30-39	2641	17.7%
Ages 40-49	1431	9.6%
Ages 50+	663	4.5%
Age Unknown	439	2.9%

Prior to enrolling at CCP, a large number of these students had been enrolled elsewhere in higher education. Approximately 5,660 (38%) students in transfer programs at CCP during the Fall 2003 term were reverse-transfers. While Temple University was the institution reverse-transfers were most likely to have attended prior to CCP, many institutions are located outside of the Philadelphia region (Table 4).

Table 4
Higher Education Institutions That
CCP Students Were Most Likely to Attend¹ Prior to Enrolling at the College
1999 to 2004

Philadelphia Area Colleges²

Temple University
 Peirce College
 Bucks County Community College
 Holy Family College
 Drexel University
 LaSalle University
 West Chester University
 University of Pennsylvania
 Cheyney University
 Montgomery County Community College
 Delaware County Community College
 Harcum University
 Hahnemann University
 Philadelphia University
 Manor Jr. College
 St. Joseph's University
 Art Institute of Philadelphia
 Delaware Valley College
 Villanova University

Pennsylvania Colleges
(Not in the Philadelphia Area)

Penn State University
 Kutztown University
 University of Pittsburgh
 Indiana University of PA
 East Stroudsburg University
 Millersville University

Colleges Not in Pennsylvania

Camden County Community College
 North Virginia Community College
 Atlantic Community College
 Rowan University
 University of Maryland

¹ Institutions are listed by frequency of attendance. Only institutions with three or more reverse transfers have been included in this list.

²The 5 counties that are considered to be the Philadelphia area include: Bucks, Chester, Delaware, Montgomery, and Philadelphia counties.

Student Accomplishments

CCP Graduates

Since its inception, the College has awarded 16,181 associate degrees in transfer programs. Table 5 contains the number of degrees awarded in transfer-related programs since 1967, the first year that transfer degrees were awarded by the College.

Many of these graduates would have been unable to pursue a baccalaureate degree if the opportunities provided by CCP did not exist. In annual surveys, approximately 41 % of transfer program graduates from the last several years indicated they would have been unable to participate in higher education were it not for CCP.

Transfer Rates

Shortly after earning associates degrees at CCP, most transfer program graduates continue their studies elsewhere in higher education. On average, 69 % of the Colleges' recent transfer program graduates pursued their studies at another college or university within one year of graduation from CCP and another 27% reported that they intend to transfer at some point in the future (Table 6A). Additionally, many CCP students transfer prior to earning a CCP degree. In recent semesters, approximately 46% of CCP non-graduates who earned at least 12 credits prior to departure from CCP and were enrolled in transfer programs had enrolled in another college or university shortly after attending CCP. Another 44% intend to transfer at some point in the future. Many of CCP's career program graduates and non-graduates also transfer after leaving the College (Table 6B).

Table 5
Degrees Awarded to Students in Transfer Programs
1967-2004

YEAR	Transfer Programs	General Studies	Total
1967	100	*	100
1968	114	*	114
1969	179	40	219
1970	272	150	422
1971	326	206	532
1972	403	280	683
1973	227	306	533
1974	124	377	501
1975	77	317	394
1976	105	380	485
1977	77	384	461
1978	49	353	402
1979	67	320	387
1980	62	313	375
1981	47	273	320
1982	55	234	289
1983	53	275	328
1984	59	221	280
1985	68	297	365
1986	45	221	266
1987	54	248	302
1988	50	246	296
1989	66	250	316
1990	56	268	324
1991	81	302	383
1992	72	324	396
1993	90	358	448
1994	86	386	472
1995	91	451	542
1996	92	404	496
1997	156	382	538
1998	192	320	512
1999	260	223	483
2000	382	147	529
2001	482	92	574
2002	601	75	676
2003	569	39	608
2004	793	37	830
TOTAL	6682	9499	16181

Table 6A
Transfer Rates of CCP Transfer Program Graduates and Non-Graduates

	Graduates	Non-Graduates
Transferred	69%	46%
Intend to Transfer in Future	27%	44%

Table 6B
Transfer Rates of CCP Career Program Graduates and Non-Graduates

	Graduates	Non-Graduates
Transferred	37%	31%
Intend to Transfer in Future	45%	35%

To date, approximately 151,000 former CCP students and graduates have transferred to other colleges or universities. Many of these students transfer to higher education institutions within the Philadelphia region, thereby continuing to be active contributing members of the regional economy. Temple, Drexel, LaSalle, Peirce, Holy Family, Delaware County Community College, Alvernia, Methodist Hospital, Montgomery County Community College, and Thomas Jefferson were the ten most frequently attended universities/colleges. Table 7 provides an extensive list of the most frequently attended colleges and universities. Seventy-five percent (75%) of students transfer to a college or university within the five county region. Another 13 percent attend a Pennsylvania college outside the metropolitan area, while the remaining 12 percent transfer to a college or university in another state.

Table 7
Higher Education Institutions That
CCP Students Were Most Likely to Attend After Leaving the College
1999 to 2004^{1,2}

Philadelphia Area Colleges³

Temple University
Drexel University
La Salle University
Peirce College
Holy Family University
Delaware County
Community College
Alvernia College
Methodist Hospital School of
Nursing
Montgomery County
Community College
Thomas Jefferson University
Bucks County Community
College
MCP Hahnemann University
St. Joseph's University
Arcadia University
West Chester University
Chestnut Hill College
Cheyney University of
Pennsylvania
University of Pennsylvania
Philadelphia University
Widener University
Northeastern Hospital School
of Nursing
Roxborough Memorial Hospital
School of Nursing
Lincoln University
University of the Sciences in
Philadelphia
Rosemont College
Abington Memorial Hosp. Dixon
School of Nursing
Cabrini College
Center for Arts And
Technology
Delaware County Technical
School
Devry University
Episcopal School of Nursing

Frankford Hospital School of
Nursing
Gwynedd-Mercy College
Immaculata University
Moore College of Art and
Design
Neumann College
Philadelphia Biblical
University
Philadelphia College of
Osteopathic Medicine
Presbyterian Medical Center
Strayer University
University of the Arts
Villanova University

**Pennsylvania Colleges (Outside
Philadelphia Area)**

Pennsylvania State University
Bloomsburg University of
Pennsylvania
California University of
Pennsylvania
Chubb Institute
Community College of
Allegheny County
East Stroudsburg University
Edinboro University of
Pennsylvania
Geneva College
Harrisburg Area Community
College
Indiana University of
Pennsylvania
ITT Technical Institute
Kutztown University
Lock Haven University
Luzerne County Community
College
Mansfield University
Millersville University of

Pennsylvania
Northampton Community
College
Pennsylvania College of
Technology
Reading Area Community
College
Shippensburg University

Colleges Not in Pennsylvania

Anne Arundel Community
College
Arapahoe Community College
Atlantic Cape Community
College
Broward Community College
Burlington County College
Camden County College
Delaware State University
Fashion Institute of Technology
Gloucester County College
Howard University
Mercer County Community
College
Monroe Community College
New York University
Norfolk State University
Rochester Institute of
Technology
Rowan University of New
Jersey
Rutgers University
Springfield College
The City University of New
York
Tidewater Community College
Ultrasound Diagnostic School
University of Delaware
University of Maryland

¹Only institutions with three or more CCP transfers in recent years have been included in this list.

²The 5 counties that are considered to be the Philadelphia area include: Bucks, Chester, Delaware, Montgomery, and Philadelphia counties.

³Schools most frequently attended are listed first. Schools of equal importance are listed alphabetically.

Continued Success in Higher Education- Temple University

Former CCP students and graduates continue to enjoy success in higher education subsequent to their departure from CCP. As noted earlier, many CCP transfer students continue their education at institutions in Philadelphia. Historically, Temple University has been the institution most frequently attended by CCP graduates and former students. Between 1990 and 1998 approximately 7,600 former CCP students transferred to Temple. This represents 34%, of the total transfer students (22,300) enrolling in Temple during the time period.

CCP continues to positively impact Temple enrollments. For the four fall semesters between 2000 and 2003, 1,914 former CCP students were accepted by Temple and 1,536 eventually matriculated in the fall (Table 8)⁴.

A large percentage of CCP applicants are accepted to Temple. For the Fall 2003 semester, 570 former CCP students completed the Temple application process. Nearly 83% (470 students) of CCP applicants were accepted into the University and 384 (82% of those accepted) matriculated at Temple University during the semester. Table 9 contains more detailed information related to the programmatic interests and acceptance rates of Fall 2003 CCP transfers at schools and colleges within Temple University.

⁴This information was not available for spring and summer semesters during this time frame.

Table 8
CCP Transfer Students Who Were
Accepted and Matriculated at Temple University
Fall 2000 through Fall 2003

Semester	Accepted #	Matriculated #	%
Fall 2003	470	384	81.7%
Fall 2002	502	407	81.1%
Fall 2001	463	381	82.3%
Fall 2000	479	391	81.6%
Total	1914	1563	81.7%

Table 9
Fall 2003 CCP Transfer Students Who Were Accepted and
Matriculated at Temple University

Temple University School/ College	Completed Applications		Accepted		Matriculated	
	#	#	%	#	%	
Ambler College	1	1	100%	1	100%	
Boyer College of Music	2	1	50%	0	0%	
Business and Management	115	98	85%	82	84%	
Communications and Theater	47	38	81%	25	66%	
Education	110	88	80%	73	83%	
Engineering	19	17	89%	15	88%	
Health Professions	22	20	91%	18	89%	
Liberal Arts	109	94	86%	82	87%	
Science and Technology	64	53	83%	38	72%	
Social Administration	17	14	82%	12	86%	
Tourism and Hospitality	10	9	90%	8	89%	
Management						
Tyler School of Art	10	9	90%	8	89%	
University Studies	44	28	64%	22	79%	
Totals	570	470	82%	384	82%	

Business and Management, Liberal Arts, and Education were the schools and colleges within Temple that drew the largest number of CCP transfers in fall 2003. Over 85% of applicants were accepted into the following Temple Colleges/Universities: Health Professions, Tourism and Hospitality Management, Tyler School of Art, Engineering, and Business and Management. The lowest acceptance rates were associated with University Studies.

Nearly half (46%) of former CCP students who matriculated to Temple University in fall 2003 transferred 60 or more credit hours thereby achieving a junior status at the time of transfer. Another 40% of Temple matriculants transferred between 30 and 59 credits into Temple, while 13% transferred fewer than 30 credits.

Former CCP students who transfer to Temple have been slightly more persistent than their peers in recent semesters. Nearly 80% of CCP transfers in fall 2002 returned to their Temple University studies in fall 2003. This persistence rate was higher than the rate for all fall 2003 Temple transfers (Table 10). While the Temple persistence rate of CCP transfers was fairly consistent between fall 1999 and fall 2002, the rate of persistence of all transfer students to Temple declined slightly.

Table 10
First Fall Semester to Second Fall Semester Persistence Rates
At Temple University

	% CCP Transfers	% All Temple Transfers
Fall 1999 cohort	77.8	76.0
Fall 2000 cohort	77.0	75.9
Fall 2001 cohort	77.9	75.1
Fall 2002 cohort	77.9	75.0

Most of the CCP transfers who withdrew from their Temple studies did so voluntarily. Few were dropped by Temple University because of poor academic performance. The grade point averages (GPA) based on performance in Temple’s writing courses have been very positive (Table 11). In recent semesters, CCP graduates, as a group, earned an average GPA of 3.01, while CCP non-graduates earned an average GPA of 2.40. Combined, the writing course GPA for all CCP transfers was 2.73.

Table 11
Average Temple Writing Course GPA
Earned by CCP Transfers

	Writing Course GPA
CCP Graduate	3.01
CCP Non-Graduate	2.40
All CCP Transfers	2.73

Three years after matriculating at Temple, 28% of recent CCP transfer students earned a baccalaureate degree (Table 12). By the end of their fourth year at Temple, 45% had earned a degree and at the end of five years the graduation rate climbed to 50.4%. Another interesting bit of information that highlights the contribution that CCP makes to Temple’s enrollment is that in recent years, 12% of Temple graduates were also CCP graduates.

Table 12
Graduation Rates for Recent CCP Transfers to Temple University

Years to Graduation	Graduation Rate
Three Years	27.5%
Four Years	45.0%
Five Years	50.4%

Continued Success in Higher Education- State System of Higher Education

Former CCP students and graduates who transfer within the State System of Higher Education (SSHE) have also experienced success at their transfer institutions. In a recent fall semester, an estimated 270 students who were enrolled at one of the 14 universities that comprise the SSHE had attended or graduated from CCP. Most of these students were attending West Chester or Cheyney Universities.

As a group, CCP transfers to SSHE universities earned a sizable number of CCP credits prior to transfer. Over half (58.8%) transferred more than 24 CCP credits into their transfer university.

The cumulative GPAs earned by CCP transfers at SSHE universities improved in recent semesters (Table 13). By the Fall 2002 and Spring 2003 semesters, greater percentages of CCP transfers earned GPAs above 2.99 and fewer achieved GPAs below 2.0.

Table 13
GPAs earned by former CCP Students
Enrolled at SSHE Universities

	0-1.99	2.0-2.99	3.0-4.0
Fall 1997	17.7%	55.6%	26.8%
Spring 1998	19.7%	56.6%	23.7%
Fall 2002	10.8%	57.3%	31.9%
Spring 2003	11.6%	56.9%	31.5%

CCP transfers to SSHE universities are persistent in their pursuit of a baccalaureate degree. In recent years, 87.7% of students enrolled during a fall semester returned to their studies in the following spring. SSHE graduation rates for CCP transfers are favorable (Table 14). Six years following transfer to a university in the state system, 57% of CCP transfers had earned a baccalaureate degree.

Table 14
Graduation Rates for Recent CCP
Transfers to State System Universities

Years to Graduation	SSHE Universities
Three Years	27.4%
Four Years	33.9%
Five Years	39.0%
Six Years	57.0%

Higher Education Partnerships

The College participates in many collaborative arrangements with other higher education institutions with the goal of encouraging and enabling students to stay in the educational pipeline and realize their goal of earning a baccalaureate degree. Transfer agreements are an example of this type of partnership. At present, students have the option of pursuing three types of transfer agreements; program-to-program, core-to-core, and dual admissions. Program-to-program agreements exist with a wide range of institutions (Table 15), and detailed information concerning these agreements is available at the [Transfer Agreements](#) homepage.

Table 15
Colleges/ Universities Participating in
Program-to-Program Agreements with CCP

Alvernia College	Neumann College
Arcadia University	Peirce College
Cabrini College	Pennsylvania College of Technology
Chest Nut Hill College	Penn State
Cheyney University	Rosemont College
Delaware County Campus	Rowan University
Drexel University	Saint Joseph's University
Eastern University	Springfield College School of Human Services
Holy Family University	Temple University
Immaculata University	Thomas Jefferson University
Kutztown University	Universidad Del Sagrado Corazon
La Salle University	University of Saint Francis
Moore College of Art	University of the Arts
	West Chester University

Both core-to-core and Dual Admissions agreements exist with Cabrini College, Eastern University, La Salle University, and Temple University. Additional Dual Admissions agreements exist with Drexel University and Peirce College.

The agreements with Temple University and Drexel University (Blue-Gold Connection), which have been available to CCP students for several years, have proven to be attractive with students. Between Fall 1997 and Spring 2004, 3,480 students enrolled in these two programs and have demonstrated significant progress in the achievement of a baccalaureate degree.

Table 16 contains information concerning the persistence and academic success of students who discontinued their CCP studies at some point between the Fall 1999 semester and the end of the Spring 2001 term. The information, which is available for both students who participated in a Dual Admissions program while enrolled at CCP and those who did not, shows a greater level of persistence exhibited by program participants. Participants were more than

twice as likely to earn a CCP degree and more likely to complete 24 or more CCP credits prior to discontinuing their studies at the College.

Table 16
Departing Success Rates of Students Who
Discontinued Their CCP Studies Between Fall 1999 and Spring 2001

	% of Departing Dual Admissions Students	% of Departing Non-Dual Admissions Students
Graduated	27.5%	13.0%
GPA 2.0 and Higher and Earned Credits 24 or Greater	26.1%	20.0%
GPA 2.0 and Higher and Earned Credits Less Than 24	19.9%	35.0%

These same students were tracked to determine if they transferred elsewhere subsequent to their CCP studies and this information is also very favorable. Nearly half (47.9%) of the Dual Admissions participants transferred elsewhere in higher education subsequent to their departure from CCP. This compares very favorably with the transfer rate for non-participants (30%).

Additional evidence of the quality of transfer preparation for students in the Dual Admissions program is illustrated in the Table 17. The overall rate of acceptance for all former CCP students at Temple in Fall 2003 was 82.5%, while nearly all (98.3%) of Dual Admissions students were accepted.

Table 17
Temple University Acceptance Rates in Fall 2003

	Completed Application	Applications Accepted	% Accepted
All Transfer Students	570	470	82.5%
Dual Admission Students	116	114	98.3%

Peirce College has also provided several bits of information that demonstrate the success of these types of partnerships. In 2002-2003, 324 former CCP students took classes at Peirce and in 2003-2004 this number was 316.

Between 1991 and 2002, Peirce awarded 175 degrees to former CCP students. In the last two years this number has increased dramatically. One hundred fifty-three (153) of the Peirce College degree recipients in 2003 and 2004 were CCP transfer students. This is approximately 30% of the degrees awarded during this time period.

Table 18 contains a list of additional transfer-related opportunities that are presently available to CCP students.

Table 18
Special Programs, Scholarships, and Opportunities for Transfer Students

Transfer Opportunities Program	TOP is a two-semester option in which faculty teams work closely with students to develop skills critical to a successful transfer experience.
Bridges to Baccalaureate	Bridges to Baccalaureate is a National Institute of Health funded program. The program is designed to improve the profile of minority science students that begin their academic careers at CCP and transfer to Temple University.
Alliance for Minority Participation (AMP)	AMP is a nationwide program started by the NSF in 1993, in an effort to increase the enrollment, retention, and graduation rate of minority students majoring in science, engineering and math disciplines. Community College of Philadelphia is a partner with Temple University and a group of universities around the tristate area.
Independence Foundation Community Nursing Interns	In return for partial tuition at a baccalaureate degree-granting institution, three minority nurse interns develop community-based health promotion/disease prevention initiatives for vulnerable populations.
Secondary Math and Science Teacher Preparation: A Partnership Pipeline	This project is funded by the National Science Foundation. It is designed to strengthen math, science, and technology education for prospective middle and high school teachers, and to enhance the ability of two-year college students to transfer to baccalaureate programs.
Student Support Services – TRIO Program	This program, which is funded by the US Department of Education, is designed to foster the transfer of students from two-year to four-year institutions. Students in the program are low income and first generation college students and individuals with disabilities.
Ruth Holmes Bacon Award of Excellence	A scholarship awarded annually to a graduate of the Early Childhood Education program who demonstrates professional promise and is pursuing their baccalaureate-degree at a transfer institution
Goldschlager Future Teacher Award	This Award is a competitive award to encourage future study in the field of education and teacher preparation.
Terri Lynne Lokoff Foundation Scholarship	This grant provides scholarships for two students to pursue Early Childhood Education studies at a baccalaureate degree-granting institution.
Other Awards	<p>Mathematics Department Award for Outstanding Student Achievement</p> <p>Refinery Scholarship for the Blue Gold Connection Students</p> <p>Thomas R. Scott Mathematics Award</p> <p>Ryan L. Thorne Technical Achievement Scholarship</p> <p>College Scholarship for Academic Excellence</p> <p>Federation Scholarship Award</p> <p>Benita E. Bagby Scholarship</p>

Student Assessment of CCP Educational Experiences As Preparation for Transfer

CCP's Office of Institutional Research undertakes an annual survey of the College's graduates which explores post-CCP transfer experiences and asks respondents to assess their CCP education in light of their transfer experiences.

Most CCP graduates who transferred, were very satisfied with the preparation for transfer they received while at the College. Most transfer graduates who were enrolled in transfer programs at CCP felt they received appropriate and helpful information for transfer while at the College (Table 19).

Table 19
CCP Transfer Program Graduates
Who Felt Transfer Information Received was Excellent or Good

Year	Graduates
1999	87.3%
2000	80.2%
2001	80.9%
2002	73.9%
2003	79.9%

Fifty percent (50%) of transfer program graduates lost credits in the transfer process, while 31% of non-graduates lost CCP credits upon transfer. The median number of credits lost for the former group was nine and six for the latter group.

A great majority of all 2003 transfer program graduates who transferred felt the College did an excellent or good job of preparing them for transfer (Table 20).

Table 20
CCP Transfer Program Graduates
Who Felt Preparation for Transfer was Excellent or Good

Year	Graduates
1999	91.8%
2000	84.3%
2001	91.8%
2002	89.1%
2003	92.7%
