

COMMUNITY COLLEGE OF PHILADELPHIA

**Transfer Outcomes  
Responses to the 2003 Annual Graduate Survey**

OFFICE OF INSTITUTIONAL RESEARCH

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## **Introduction**

A survey of Community College of Philadelphia's (CCP) 2003 graduates was undertaken starting during the late winter and extending through summer 2004. 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 2003 information, the experiences of CCP graduates from 1999 through 2002 are also presented in some of the subsequent graphs. A parallel IR report which highlights the career experiences of 2003 graduates, titled [\*Career Outcomes for 2003 Career Program Graduates \(November 2004\)\*](#).

## **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 2003, the College awarded a total of 1158 associate degrees. Of the total degrees awarded in 2003, 47.5% were awarded in career- programs; 49% were awarded in transfer- programs; and 3.5% were in General Studies.<sup>1</sup>

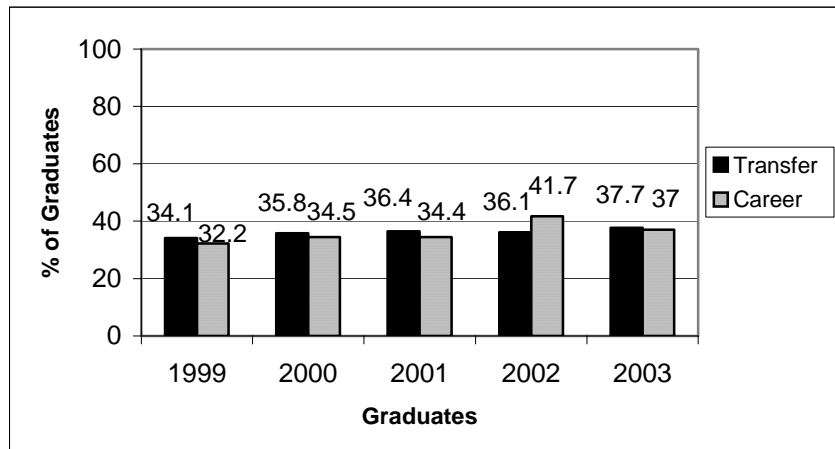
Transfer and career program graduates were both as likely to have attended another institution prior to enrolling at CCP. Thirty-seven percent (37%) of career program graduates who responded to the survey indicated they were reverse-transfers and 38% of transfer program graduates were also reverse-transfers (Figure 1).

Temple University was the institution graduates were most likely to have attended prior to CCP. Incidentally, Temple's Institutional Research Office has indicated that CCP is the top transfer institution for Temple graduates.

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<sup>1</sup> 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.

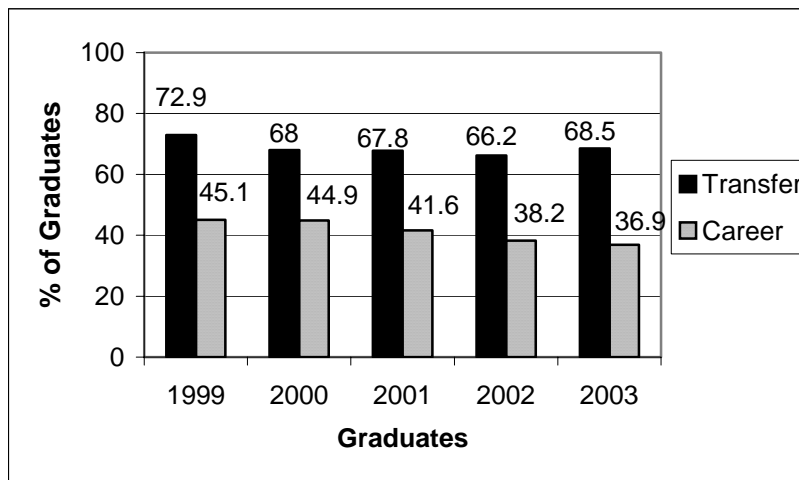
**Figure 1**  
**Graduates Who Attended Another College Prior to CCP**



Subsequent College Experience

The transfer rate for CCP graduates within a year of graduation continues to be relatively high. As expected, the transfer rate for 2003 transfer program graduates (68.5%) was higher than the rate for career program graduates (37%) (Figure 2). The transfer rate for transfer program students in 2003 was slightly higher than the rate for 2002 graduates, while the career program transfer rate continues to decline. Since 1999, the transfer rate for career program graduates has decreased by 8%.

**Figure 2**  
**Graduates Who Transferred After CCP**



As in years past, more CCP graduates continued their education at Temple University than at any other institution (Figure 3). Drexel University, Alvernia College, Thomas Jefferson University, Chestnut Hill College, and Peirce College were other receiving institutions that attracted a number of 2003 CCP graduates.

**Figure 3**  
**Colleges Attended After CCP as Reported by**  
**Respondents to 2003 Graduate Survey**

School	Frequency
Alvernia College	8
Arcadia University	2
Cabrini College	2
Chestnut Hill College	7
Cheyney University	2
Community College of Philadelphia	2
Drexel University	10
Eastern University	4
Hahnemann University	1
Holy Family University	2
LaSalle University	2
Lincoln University	1
Methodist Hospital	1
Mount Holyoke	1
NOW	1
Peirce College	7
Penn State	2
Philadelphia University	2
Rosemont College	1
Rutgers University	1
St. Joseph's University	3
Star Tech Institute	1
Strayer University	1
Temple University	84
Thomas Jefferson University	8
University of Delaware	1
University of Phoenix	1
West Chester University	2
Widener University	1

CCP graduates in 2003 enrolled in a broad range of programs of study at their transfer institutions. While Business Administration/Management, Finance, Behavioral Science, Journalism/Public Relations, and Nursing were the fields of study for a number of 2003 CCP graduates, there were also graduates who continued their studies in a variety of other business, allied health, technical, and social science programs (Figure 4).

**Figure 4****Program of Study in Colleges Attended After CCP**

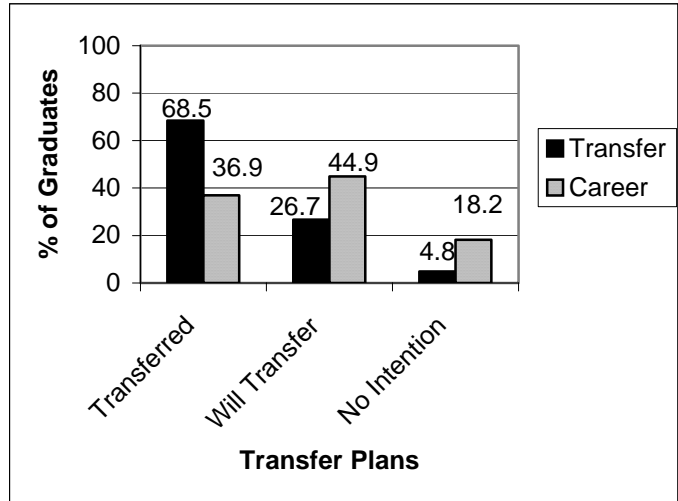
<b>Program</b>	<b>Frequency</b>
Accounting	7
Actuarial Science	1
Addictions Counseling	1
ADP MIS	1
Behavioral Science	11
Biology	1
Broadcasting	1
BSN/Psychology minor	4
BTMM	1
Business-Law	1
Business	2
Business Administration/Management	18
Business Communication	2
Childcare Management	4
Communications	5
Computer Programming	1
Criminal Justice	6
Criminal Justice/Psychology	1
Diagnostic Imaging	1
Early Childhood Education	1
Education	3
Education/Criminal Justice	2
Electrical Engineering	4
Elementary Education	3
English	1
Fashion Industry Management	5
Finance	14
Finance and International Business	1
General Studies	2
Health Care Management	1
Hospitality	3
Human Services	1
Individual and Family Studies	1
Information Technology/Business	3
International Business	4
Journalism, Public Relations	9
Journalism/Hospitality Management	1
Lab Sciences	2
Medical Assisting/Office Management	1
Marketing	2
Math	1
Mechanical Engineering	1
MIS	5

**Figure 4 Continued**  
**Programs in Colleges Attended After CCP**

Program	Frequency
Nursing	9
Nutrition	1
Organizational Management	2
Paramedic Program	1
Political Science	4
Pre-Dental	1
Psychology	5
Psychology/English	1
Psychology/Law	1
Public Health	1
Risk Management	1
Secondary Education - Math	1
Secondary Education	2
Social Work	6
Sociology	1
Speech Communication	1
Teacher Education	1

The preceding transfer rates are based on transfer activities shortly after graduation (6 to 12 months), and therefore do not capture the longer- term transfer activities of CCP graduates. In order to better understand these activities, graduates in 2003 who were not enrolled in higher education at the time of the survey were asked about their future transfer plans. While 31.5% of transfer program graduates had not transferred in the short run, nearly 27% 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 (45%) who also expressed future transfer plans.

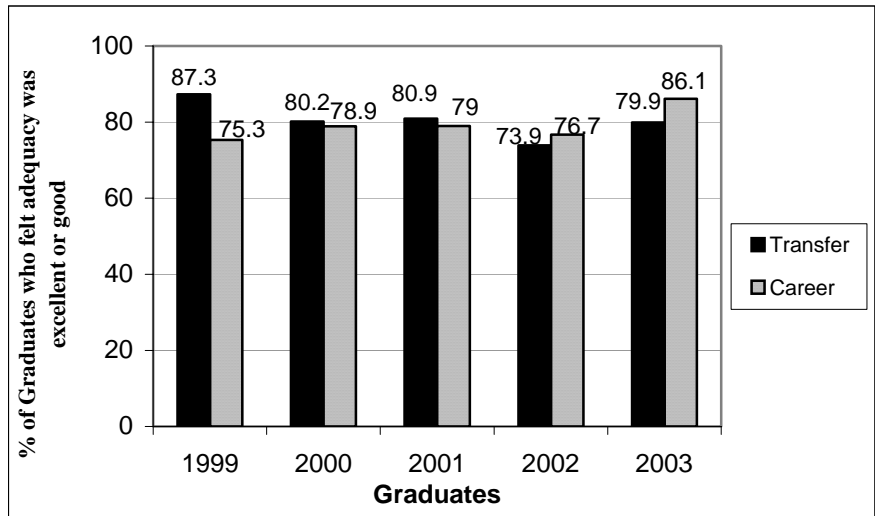
**Figure 5**  
**2003 Graduates Who Intend to Transfer**



Preparation For Transfer

Most graduates who transferred were very satisfied with the preparation for transfer they received while at the College. Most transfer and career program graduates felt they received appropriate and helpful information for transfer while at the College (Figure 6).

**Figure 6**  
**Graduates Who Felt Transfer Information Received was Excellent or Good**

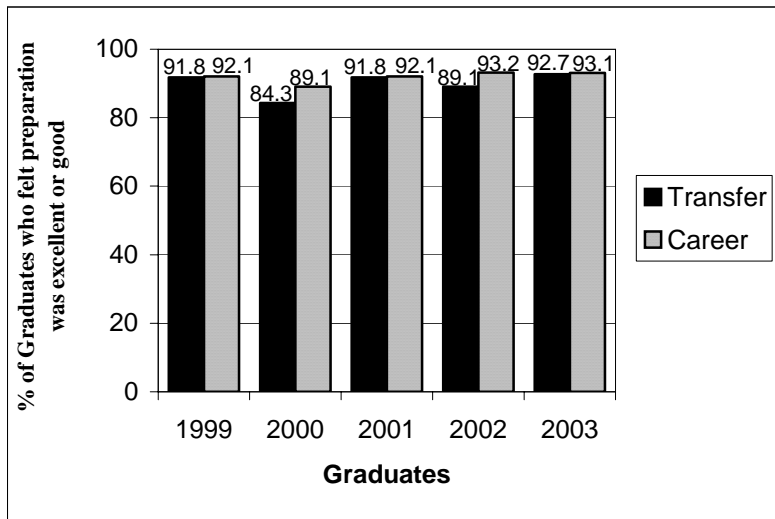


Transfer program graduates were less likely to lose credits in the transfer process than graduates of career programs. Fourteen percent of the former group and 24% of the latter group lost credits. On average, transfer program graduates lost 12.16 credits and career program graduates lost 14.29 credits. The median values for both groups were smaller than the mean; (9) credits for transfer graduates and (10) credits for career graduates.

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.

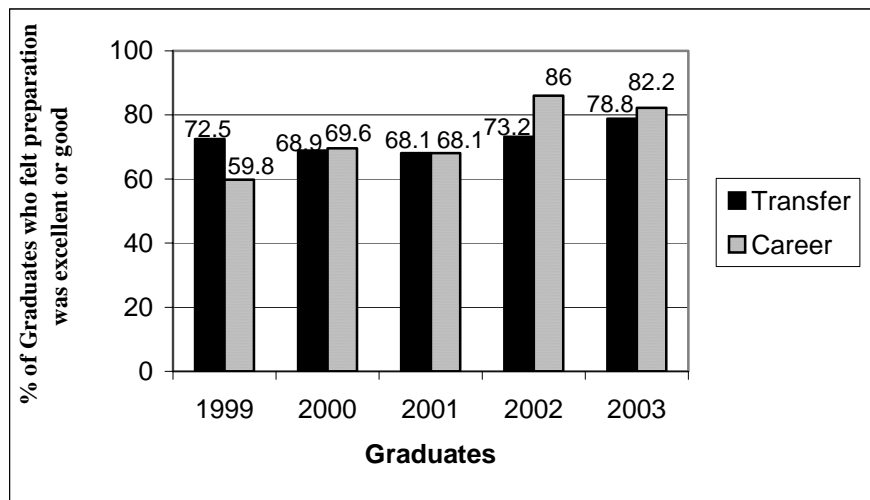
Mostly all 2003 graduates who transferred, regardless of their program of study at CCP, felt the College did an excellent or good job of preparing them for transfer. There was slight improvement in the assessments provided by 2003 transfer program graduates, while the assessments provided by career graduates' was virtually the same as the previous year (Figure 7).

**Figure 7**  
**Graduates Who Felt Preparation for Transfer**  
**was Excellent or Good**



Transfer program graduates in 2003 were more satisfied than their counterparts in 2002 with the computer technology preparation they received at the College, while the assessment of career program graduates in 2003 was slightly lower than the previous graduating class. Eighty-two percent (82%) of career program graduates and 79% of transfer program graduates in 2003 rated their preparation as excellent or good (Figure 8).

**Figure 8**  
**Graduates Who Felt Technological Preparation for Transfer 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 four 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 miscellaneous suggestions.

## APPENDIX

### Courses that did not transfer

Although Child psych does not transfer as a psych class. Those 3 credits became electives
Biology
CIS 100, 103 OA 102
CIS 104
CIS 106
CIS 140 Intro DTP
CIS Courses and Math 121
Classes on ESL level
Computer class- I had a D, others I can't remember, most credits transferred
Computer Courses
Criminal Justice
DMI Classes
Early Childhood Education Practicum II
Econ 114, Acct 103, Fin 151, OA 141
Ed 202 (field experience)
Education 201
Eng 102
Eng 109, Math 017
ENGL 112
Fin 151
Math 161, Math 162, Psych 215
Microbiology, Anatomy, English 102
Microbiology, previous Dental Hygiene classes
OA 161, RE 101, RE 103
Paralegal 101
PC Application, Music, Intro Philosophy, Sociology of Ethnic/Minority Groups, Statistics
Phil 211, Math 118
Psychology, Math courses, Algebra, Sociology
Real Estate 101 and 105
Real Estate, Marketing, Business, Math
Religion
Sociology 101
Sociology and Group Dynamics
Some 200 courses
Some electives
Some paralegal courses
Spanish 101/ US and PA History 103

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

#### Positive comments with no suggestions for change

All of my credits transferred properly, course structures all very similar.
CCP has prepared me well, as well as any other institution would have done.
CCP is great. I see no need for improvement. I did not find any problems and the professors are thorough.
CCP prepared me for my present educational goals.
CCP prepared me for Temple University very well.
CCP prepared me fully for my next college experience.
CCP offers workshops to help students study for tests, taking notes...

CCP was very helpful.
Classes at Temple are similar.
Good evening staff and diversely aged students. Northwest staff were always available.
I am satisfied with the education I received at CCP.
I am very satisfied with my CCP education.
I appreciate the teachers who devoted themselves to my education, it provided me with a firm basis for transferring.
The education and instructors were great.
I don't think you should change anything. CCP was helpful enough.
I had a great experience.
I loved my prep. When I got to my new college I felt over prepared and ready for everything I could handle at all. I didn't appreciate my training then, I really do now. I tell everyone how wonderful it was.
I really have no complaints. Overall the preparation was very helpful.
I think CCP prepared me OK.
I think CCP prepared me pretty well.
I think CCP was helpful in preparing me for a 4 year college.
It was fine the way it was.
I was really blessed at CCP. I was also able to take classes that transferred.
It improved my computer and mathematical skills.
It was helpful.
It was just fine.
It was satisfactory.
It was very helpful!
It was very helpful. CCP taught me discipline and English/Writing skills. I know how to do research papers, which are required at my current college.
It was very helpful. Professors were for the most part good instructors.
I was counseled and advised excellently from the time I entered CCP up until my transfer to Temple University.
Saturday and Sunday courses were so helpful.
There was nothing else that I could think of that CCP should have done.
They have done enough to be helpful in preparing me for my present college studies.
They were very helpful.

### **Counseling/Advising/ Transfer Information suggestions**

A better Financial Aid Department.
Academic advisors should be more aware of Temple's curriculum, but still an overall great education.
Academic counseling to structure goals more often. CCP did the best they could without knowing I'd transfer elsewhere.
Better academic advising throughout.
Better guidance for career objectives.
Core-to-Core agreement still left me with a number of general education classes to complete. It was a waste of time.
Counselor gave me very questionable advice about transferring my major as Liberal Arts instead of Behavioral Health when I was 2 semesters away from graduation.
Counselors could have been more helpful and informative. Each counselor tends to give different information.
Didn't know when updated Core Sheet was printed.
Establishing more clear transfer guidelines for universities such as Temple and Drexel.
Evaluating financial situation and program you wish to enter could ease the transfer transition.
Explain the transfer policy [better]. It has been impossible to attend Temple because what it required was never clearly explained.
Give more info regarding transfer-- had more than 1 person available.
I had trouble coordinating with counselor's schedules. They seemed hard to reach for a working adult and mother, counseling should also be available by phone.
I loved CCP, but the folks at Financial Aid have horrible attitudes and service.

If I had a great counselor from the first day I started at CCP to help better plan to achieve my goal.
If I were given proper transfer information at the time of initial registration, I would have a better transcript with less withdrawals/F's for withdrawing too late (English). I was told I had to take English 101/102, then told I didn't have to by another counselor.
Knowing more about what classes to choose for my studies.
Less distraction from all the paperwork, and time in the Financial Aid Office didn't help.
More academic counselor interaction to avoid taking too many extra/unnecessary classes.
More assuring and stable support from academic advisors.
More education on how to go about preparing for the transition from CCP to Temple.
More help is needed in our regional campuses on terms of guidance counselors and so forth.
More transfer information.
The academic advisors need to be aware of the classes that can be taken at CCP that will transfer to another college.
The counselors should have explained the normal admissions [sic] of colleges, requirements, majors, and different courses.
The only thing that could've been more helpful with is the counseling dept. They, with the exception with a few good ones, are very clueless and give out inaccurate information.
Administration could have been clearer of my major before helping me to choose classes.
To make sure the courses at CCP are transferable and accepted to other colleges.
Was disappointed that I had to retake classes in Temple that I had taken at CCP (ED 202). Finishing the dual-admissions for Temple in education takes 5/6 semesters, not 4 like we are told it would.

### Curriculum and Course suggestions

[It would be better] If I had been able to major in Secondary Education. CCP did not have that curriculum when I was a student there.
A pharmacology class would have been helpful.
Better math professors (algebra).
Better math tutors, and more of them.
By making it mandatory to take Praxis exam. Also not having multiple choice questions on admissions test.
By offering better courses that go more in-depth with their material.
By offering more late night courses especially in subjects such as physics and chemistry.
CCP could have provided more ECE classes, less science classes.
CCP was a little easy; I didn't feel challenged enough.
Classes could have been a little tougher.
Could have been more demanding of my writing skills.
If instructor positions were not filled in last minute with whoever was available. This was the case with 2 classes and the outcome was not nearly as good. It would be better if the class wasn't offered that semester.
Main Campus could be more night class oriented.
More computer classes.
More coordination between dual curriculums so that all or most credits will successfully transfer.
More demanding workload and emphasis on reading.
More education classes.
More neuropharmacology.
More qualified teachers.
More Saturday classes.
More transferable courses for textile and apparel industry.
Professors need to be stricter in making students read the textbook.
Teach better math skills.
Teachers need to be more available, Need more current library info for Interpreting Program.
The courses could be more closely linked to area colleges [especially State schools]. Yet, the education I received at CCP was as excellent or more excellent than some of my Temple classes.
The latest trends in crime could've been discussed.
The math courses could have been more challenging and taught by well spoken English teachers.
Using more computer technology.

## Other

Application and/or prep course for soon to be graduates.
Better parking for handicapped.
I could have done it quicker by taking summer courses and meeting with transfer counselors sooner.
I should have taken Spanish I and II.
I wish I would have taken more writing intensive courses.
If I hadn't wasted time in the Honors Program.
Inform students about the low earning pay on the work field of Early Childhood. I am unable to find a decent paying job with benefits.
Learning Power Point presentations and how to set them up.
Library needs more hours and resources.
More work experience.
Not sure, Algebra and Chemistry 101 were the only subjects extremely hard for me.
Offer more major and degree programs.
Skills to study more effectively.
Skills for test taking, paper writing.