

COMMUNITY COLLEGE OF PHILADELPHIA

**The Next Chapter in Transfer Outcomes**

OFFICE OF INSTITUTIONAL RESEARCH

Report #151

December 2005

This Institutional Research report is the next chapter in the ongoing assessment of institutional effectiveness related to CCP's transfer function. Two reports issued earlier this year explored the effectiveness of this aspect of the College's mission. IR Report #142, titled *Impact of Community College of Philadelphia's Transfer Program on the Philadelphia Region*, documented the importance of CCP to the Philadelphia higher education community. It was noted in this report that during the 1990s, approximately 34% of the students admitted to Temple University with a transfer standing were former CCP students. The report also provided evidence of the quality of transfer preparation as measured by student academic performance and persistence at Temple.

IR Report # 145, titled *Dual Admission Program Transfer Report*, established the effectiveness of the Temple Dual Admissions Program in enabling students to realize their educational objective to pursue a baccalaureate degree. A highlight from this report is that all but two (2) of the 116 Dual Admissions Students who completed an application for admission to Temple University in the Fall 2003 term were accepted.

The nature of the post-CCP student information featured in these reports limited the scope of the effectiveness analyses. Subsequent to publishing these reports, the Institutional Research Office at Temple University provided disaggregated student information related to the academic performance and persistence of CCP transfers to Temple. This new database provided the opportunity to drill down into the data to determine if all CCP students enjoy an equal measure of success upon transfer to Temple.

The College identified the pursuit of parity in student outcomes as an institutional priority and incorporated this goal into the 2004-2008 Strategic Plan; Enrollment Management Plan 2004-2008; and the Academic Affairs Master Plan (in progress) in the hopes of eliminating disparity in student outcomes through the development and

implementation of intervention strategies that promote greater student success. Student characteristics that were used to define student groups that would be the focus of parity efforts include two age groups: 18 to 24 years and 25 years and older and gender within race categories. The transfer outcomes for these student groups will be explored in this report.

### **Report Highlights**

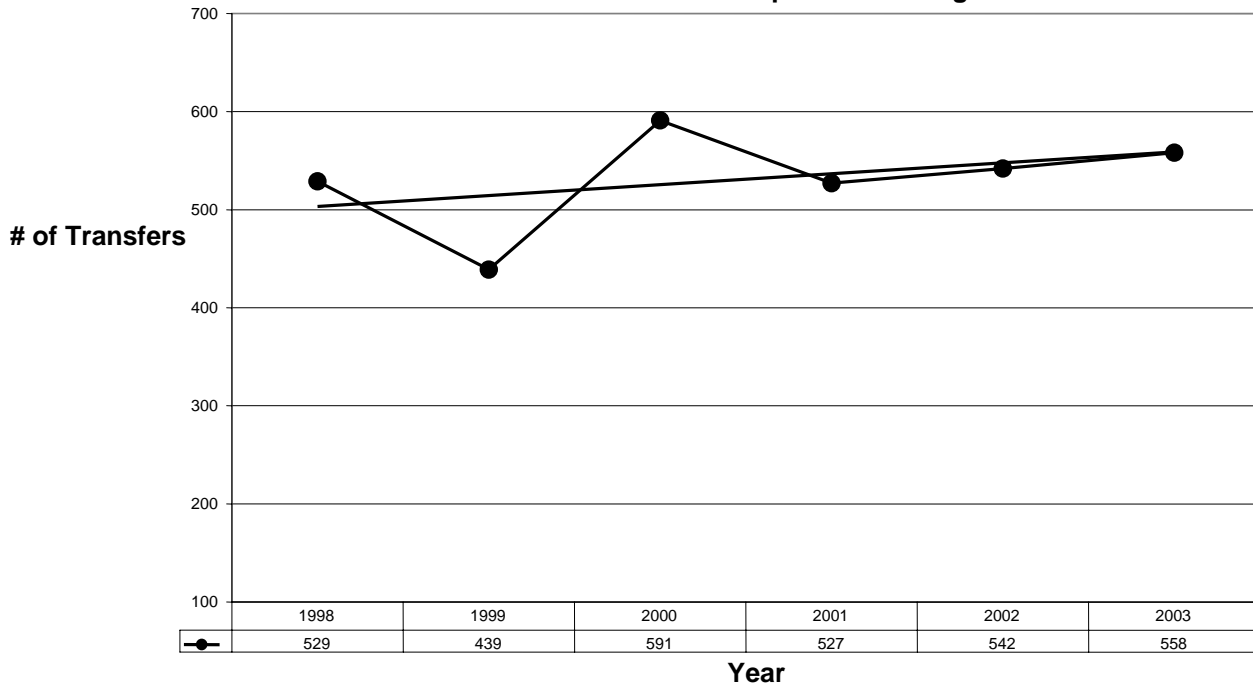
- Between 1998 and 2003, 3,370 CCP students transferred to Temple University.
- On average, students who transferred to Temple earned 55 CCP credits prior to transfer.
- The average cumulative CCP GPA earned by all transfers was 2.41.
- Slightly more than one-third of transfers to Temple had been enrolled in CCP's Liberal Arts curricula prior to transfer. Education, Business, and General Studies students were also well-represented among transfer students.
- CCP transfers enrolled in 109 different curricula at Temple. Education, Human Services, and Business programs attracted significant numbers of former CCP students.
- As a group, CCP transfers appear to have made a successful academic transition to Temple University. The average GPA earned by transfers in their first semester at Temple was 2.56.
- 44% of the CCP transfers between 1998 and 2003 earned a baccalaureate degree at the University.
- Females were more likely than males to earn a Temple degree.

- Younger students were slightly more persistent at Temple than older students and older students were slightly more likely to maintain GPAs above 2.0 at Temple.
- There is not a disparity in the success of students from differing racial backgrounds.
- There is not a relationship between persistence at CCP and success at Temple.
- There is a relationship between academic success at CCP and academic success at Temple.
- Students who were enrolled in General Studies or a curricula associated with CCP's Social and Behavioral Science Division were more likely to graduate from Temple than other students and were also less likely than other students to earn a Temple GPA below a 2.0.

### **Transfers to Temple**

Prior IR Reports have documented the importance of CCP to the Philadelphia higher education community, in particular the importance of CCP to Temple University. Figure 1 provides the number of CCP transfers to Temple University during six academic years; 1998 through 2003. Over these six years, 3,370 CCP students transferred to Temple University. While the overall trend during this time has been upward, there was a significant decline in transfers to Temple in 1999. The transfer losses in 1999 were recovered in the subsequent year.

**Figure 1  
CCP Transfers to Temple 1998 through 2003**



Approximately two-thirds of the students who transferred to Temple were female (Table 1); 39.8% were Black; and 37.7% were White. While the majority of Temple transfers were under the age of 30 years, the age of students at the time they transferred ranged from 18 to 75 years.

**Table 1  
Gender of Students Who Transferred to Temple**

Gender	Count	Percentage
Male	1209	37.6
Female	2003	62.4

**Table 2**  
**Race of Students Who Transferred to Temple**

<b>Race</b>	<b>Count</b>	<b>Percentage</b>
American Indian	8	0.2
Black	1286	39.8
Asian	308	9.5
Hispanic	150	4.6
White	1218	37.7
Other, Unknown	262	8.1

**Table 3**  
**Age of Students Who Transferred to Temple**

<b>Age</b>	<b>Count</b>	<b>Percentage</b>
18 to 24	1719	54.3
Over 24	1446	45.7

CCP's Dual Admissions partnership with Temple University was established in 1998. Included among the 3,370 transfers were 454 students who participated in this partnership. There were also 20 Temple transfer students between 1998 and 2003 who participated in the Drexel Blue and Gold Connection while enrolled at CCP.

On average, students who transferred to Temple earned 55 CCP credits prior to transfer. All but 51 students (1.6%) maintained a CCP cumulative GPA of 2.0 or greater at the time they transferred to Temple (Table 4). The average cumulative GPA for all transfers was 2.41.

**Table 4**  
**CCP Cumulative GPA at Time of Transfer to Temple University**

<b>CCP GPA</b>	<b>Count</b>	<b>Percent</b>
Less than 2.0	51	1.6
2.00 through 2.49	559	17.3
2.50 through 2.99	1135	35.2
3.00 through 3.49	980	30.4
3.50 through 4.00	503	15.6

Students from a variety of CCP curricula transferred. Slightly more than one-third of transfers to Temple had been enrolled in CCP's Liberal Arts curricula prior to transfer (Table 5). Education (11.4%); Business (10.3%); and General Studies students (9.5%) were also well-represented among transfer students.

**Table 5**  
**CCP Curriculum at Time of Transfer**

<b>CCP Curriculum</b>	<b>Count</b>	<b>Percent</b>
Accounting	95	3.0
Architecture & Interior Design	12	0.4
Art	35	1.1
Associate in Science	41	1.3
Automotive Tech	1	0.0
Behavioral Health/Human Services	92	2.9
Business	329	10.3
Chemical Technology	15	0.5
Clinical Laboratory Technician	7	0.2
Communication	99	3.1
Computer Assisted Design Tech	4	0.1
Computer Information Systems (CIS)	41	1.3
Computer Operations Cert	4	0.1
Construction Technology	7	0.2
Culinary Arts	6	0.2
Culture, Science and Technology	138	4.3
Data Processing	22	0.7
Dental Assistant	2	0.1
Dental Hygiene	3	0.1
Diagnostic Medical Imaging	3	0.1
Dietetic Technician	2	0.1
Education	364	11.4
Electronics Engineering Tech	21	0.7
Engineering Science	28	0.9
Environmental Technology	2	0.1
Finance	35	1.1
Fire Science	1	0.0
General Studies	304	9.5
Health Info Tech	3	0.1
Hotel/Rest Mgmt	14	0.4
International Trade	2	0.1
Interpreter Edu	4	0.1
Justice	104	3.3
Leadership Studies Cert	1	0.0
Liberal Arts	1151	36.1

Library Technology	2	0.1
Management	47	1.5
Marketing	26	0.8
Mathematics	5	0.2
Medical Assisting & Office Mgmt	2	0.1
Music	15	0.5
Nursing-Accelerated Opt for LPNs	1	0.0
Nursing	24	0.8
Office Science	5	0.2
Office Technology	1	0.0
Paralegal Studies	31	1.0
Photographic Imaging	14	0.4
Real Estate Management	1	0.0
Respiratory Care	13	0.4
Retail Management-Fashion Buying	4	0.1
Secretarial Science	5	0.2
Sign Language Studies Cert	2	0.1

### Transfer Outcomes at Temple

CCP transfers enrolled in 109 different curricula at Temple (Table in Appendix). Education, Human Services, and Business programs attracted significant numbers of former CCP students. The information in this table represents the last program of study at the University. One-third of CCP transfers changed curricula at least once while enrolled at Temple.

As a group, CCP transfers appear to have made a successful academic transition to Temple University. The average GPA earned by transfers in their first semester at Temple was 2.56. This was higher than the average cumulative CCP GPA earned by transfers at the time they transferred.

By the end of spring 2005, 44% of the CCP transfers between 1998 and 2003 earned a baccalaureate degree at the University. Table 7 contains a distribution of the degrees awarded to these former CCP students. Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science in Education, and Bachelor of Science were the principle degrees earned by these transfers.

**Table 7**  
**Temple Degrees Earned by Former CCP Students**

<b>Degree Type</b>	<b>Count</b>	<b>Percent</b>
Bachelor of Science in Health Information Management	8	0.5
Bachelor of Arts	520	34.6
Bachelor of Business Administration	351	23.4
Bachelor of Fine Arts	19	1.3
Bachelor of Music	1	0.1
Bachelor of Science	140	9.3
Bachelor of Science in Architecture	4	0.3
Bachelor of Science in Civil Engineering	4	0.3
Bachelor of Science in Education	277	18.4
Bachelor of Science in Electrical Engineering	9	0.6
Bachelor of Science in Engineering Technology	8	0.5
Bachelor of Science in Mechanical Engineering	4	0.3
Bachelor of Science in Nursing	46	3.1
Bachelor of Science in Occupational Therapy	3	0.2
Bachelor of Social Work	107	7.1

### **Parity in Transfer Student Outcomes**

An indicator of transfer success that closely parallels success indicators used in other IR reports was built by using a combination of information related to student persistence and academic achievement. This outcome measure defines the following groups:

1. Graduated: Awarded a degree by Temple University
2. Currently enrolled with a cumulative GPA of 2.0 or greater
3. Currently enrolled with a cumulative GPA below 2.0
4. Departed Temple without earning a degree and maintained a cumulative GPA of 2.0 or greater
5. Departed Temple without earning a degree and maintained a cumulative GPA below 2.0

All students who transferred to Temple between fall 1998 and 2003 were defined by one of these five outcomes by the end of the Spring 2005 semester. Table 8 contains the distribution of students across the five transfer outcome categories. Overall, students were quite successful at Temple. This information indicates that 45.9% of students were Temple graduates; 18.2% were in good academic standing and were still enrolled at Temple; 18.5% were not enrolled at the time of the study but were in good academic standing when they departed Temple; 1.1% of students continued to be enrolled at Temple but had an earned cumulative GPA below 2.0; and another 16.3% were no longer at Temple and were not doing well academically when they left their Temple studies.

**Table 8**  
**Percentage of Transfers by Temple Outcome Category**

<b>Transfer Outcome</b>	<b>N</b>	<b>%</b>
Graduated from Temple	1482	45.9
Enrolled with GPA 2.0 or higher	588	18.2
Not enrolled but GPA 2.0 or higher at departure	597	18.5
Enrolled with GPA less than 2.0	34	1.1
Not Enrolled with GPA less than 2.0	527	16.3

Table 9 contains the distribution of traditionally aged and non-traditionally aged students across the five transfer outcome categories. There are very small differences in the success of students in these two age groups. Younger students were slightly more persistent than older students and older students were slightly more likely to maintain GPAs above 2.0.

**Table 9**  
**Success Outcomes by Age at Transfer to Temple University**

<b>Success Outcome</b>	<b>18 to 24 Years</b>		<b>25+ Years</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Graduated from Temple	796	46.3	656	45.4
Enrolled with GPA 2.0 or higher	329	19.1	245	16.9
Not enrolled but GPA 2.0 or higher at departure	285	16.6	301	20.8
Enrolled with GPA less than 2.0	26	1.5	9	0.6
Not Enrolled with GPA less than 2.0	283	16.5	235	16.3

Tables 10 and 11 contain the distribution of students across the five transfer outcome categories. The information in Table 10 is based on male students while the information in Table 11 is based on females. While males from all groups achieved comparable levels of success at Temple, there are subtle differences in the distributions across the student groups in Table 10. While white males were most likely to have graduated from Temple at the time information was collected, Latino males were the most persistent group. A total of 66.2% of Latino males either graduated or were still enrolled at Temple at the end of spring 2005.<sup>1</sup> The comparable figure for white males was 61.6%. Latinos were also the least likely male student group to experience academic difficulty. Thirteen percent of Latino students did not maintain a GPA above a 2.0. This compares with 16.4% for white students; 18.6% for Asian students; and 21.4% for Black students.

**Table 10**  
**Success Outcomes of Males by Race**

Success Outcome	Black		Asian		Latino		White	
	#	%	#	%	#	%	#	%
Graduated from Temple	164	39.8	53	39.6	18	40	235	46.4
Enrolled with GPA 2.0 or higher	85	20.6	34	25.4	10	22.2	77	15.2
Not enrolled but GPA 2.0 or higher at departure	75	18.2	22	16.4	11	24.4	112	22.1
Enrolled with GPA less than 2.0	4	1.0	1	0.7	0	0.0	4	0.8
Not Enrolled with GPA less than 2.0	84	20.4	24	17.9	6	13.3	79	15.6

---

<sup>1</sup> The small number of Latino students who transferred to Temple may contribute to the unreliability of this information.

While females, as a group, outperformed males, differences in the distributions across the female student groups in Table 11 are slightly more pronounced than was true for their male counterparts. Asian females were most likely to have graduated from Temple (53%) at the time information was collected. Asian and white female students were equally likely to persist with a total of 68.6% either graduated or still enrolled at Temple at the end of spring 2005. The comparable figure for Latinas was 64.8% and 61.5% for Black females. White students were the least likely female student group to experience academic difficulty. Thirteen percent of white students did not maintain a GPA above 2.0. This compares with 18.6% for Asian students; 20% for Latina students; and 20.9% for Black students.

**Table 11**  
**Success Outcomes of Females by Race**

Success Outcome	Black		Asian		Latina		White	
	#	%	#	%	#	%	#	%
Graduated from Temple	380	43.9	91	52.9	46	43.8	355	50.3
Enrolled with GPA 2.0 or higher	152	17.6	27	15.7	22	21.0	129	18.3
Not enrolled but GPA 2.0 or higher at departure	152	17.6	22	12.8	16	15.2	132	18.7
Enrolled with GPA less than 2.0	18	2.1	2	1.2	2	1.9	3	0.4
Not Enrolled with GPA less than 2.0	163	18.8	30	17.4	19	18.1	87	12.3

### **Relationship Between Outcomes at CCP and Temple**

One final set of analyses explored the relationship between persistence and academic performance at CCP and student success at Temple University. Table 12, which contains the average (mean) number of credits earned at CCP for each of the five student groups, indicates the lack of a relationship between persistence at CCP and success at Temple University. The average number of CCP credits earned was the same for both students who eventually graduated from Temple and those who dropped out with an earned GPA below 2.0

**Table 12**  
**CCP Cumulative Hours Earned by Success Outcome**

<b>Success Outcome</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Graduated from Temple	1482	55.85	23.631
Enrolled with GPA 2.0 or higher	588	52.77	24.485
Not enrolled but GPA 2.0 or higher at departure	597	52.28	25.977
Enrolled with GPA less than 2.0	34	60.56	22.666
Not Enrolled with GPA less than 2.0	527	55.56	24.703

Academic performance at CCP and eventual success at Temple do appear to be related. Table 13, which contains the average (mean) cumulative GPA at CCP for each of the five student groups, indicates that more successful student groups at Temple earned higher CCP GPAs. Graduates and students with earned Temple GPAs of 2.0 or higher were more likely to earn higher CCP GPAs.

Table 14 contains Temple success outcomes and the division associated with the

**Table 13**  
**CCP Cumulative GPA Earned by Success Outcome**

<b>Success Outcome</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Graduated from Temple	1482	3.0249	0.49638
Enrolled with GPA 2.0 or higher	588	2.9785	0.49045
Not enrolled but GPA 2.0 or higher at departure	597	2.8898	0.55702
Enrolled with GPA less than 2.0	34	2.7153	0.36273
Not Enrolled with GPA less than 2.0	527	2.7551	0.45701

student's last CCP curriculum. Students who were enrolled in General Studies or a curricula associated with CCP's Social and Behavioral Science Division were more likely to graduate from Temple than other students and were also less likely than other students to earn a Temple GPA below a 2.0. Students in CCP's Health Career curricula appear to have met with less success at Temple than other CCP transfers.

**Table 14**  
**Success Outcomes by Division**

Success Outcome	Humanities & the Arts		Social & Behavioral Sciences		Economics & Business Administration		Health Careers		Math, Physical Sciences & Engineering		General Studies	
	#	%	#	%	#	%	#	%	#	%	#	%
Graduated from Temple	567	43.6	333	54.0	295	43.8	45	32.6	82	41.6	157	53.4
Enrolled with GPA 2.0 or higher	254	19.6	105	17.0	145	21.5	15	10.9	37	18.8	32	10.9
Not enrolled but GPA 2.0 or higher at departure	249	19.2	92	14.9	105	15.6	42	30.4	41	20.8	64	21.8
Enrolled with GPA less than 2.0	15	1.2	2	0.3	11	1.6	2	1.4	4	2.0	1	0.3
Not Enrolled with GPA less than 2.0	214	16.5	85	13.8	118	17.5	34	24.6	33	16.8	40	13.6

Earlier in this report it was noted that nearly all CCP students who participated in the Dual Admissions Program were accepted to Temple. Table 15 contains Temple success information

**Table 15**  
**Success Outcomes by Dual Admissions Status**

Success Outcome	Non Dual Admissions		Dual Admissions Temple	
	Count	%	Count	%
Graduated from Temple	1291	45.8%	199	43.8%
Enrolled with GPA 2.0 or higher	472	16.7%	123	27.1%
Not enrolled but GPA 2.0 or higher at departure	562	19.9%	55	12.1%
Enrolled with GPA less than 2.0	23	0.8%	12	2.6%
Not Enrolled with GPA less than 2.0	473	16.8%	65	14.3%

based on participation in the Dual Admissions Program. Based on this information it appears as though students who participated in the Program are more likely to persist at Temple than other students.

## Summary

There is quite a bit of positive news for the College in this report. In general, CCP students who transfer to Temple University are successful. Students did not appear to experience transfer shock in their transition to Temple. Many had earned a Bachelors degree by the end of spring 2005 or were still enrolled at the University with the possibility of degree attainment in a future semester.

As expected, there is a relationship between academic performance across the two institutions. Students who earned higher CCP GPAs were more successful at Temple. As in past research, there was not an apparent relationship between persistence at CCP and eventual success at Temple.

Age at transfer was not related to success at Temple and while small disparities in transfer outcomes were noted across race categories, the larger disparities were between males and females. This finding adds to the growing national data on the declining participation and success of males in higher education.

## APPENDIX

### Last Curriculum of Study at Temple University

<b>Curriculum</b>	<b>Count</b>	<b>Percentage</b>
ACCOUNTING	167	5.1
ACTUARIAL SCIENCE	8	0.2
ADVERTISING	2	0.1
AFRICAN-AMERICAN STD	11	0.3
AM CULT & MEDIA ARTS	1	0.0
AMERICAN STUDIES	5	0.2
ANTHROPOLOGY	24	0.7
APPLIED COMMUNICATIO	2	0.1
ARCHITECTURE	15	0.5
ART	11	0.3
ART EDUCATION	6	0.2
ART HISTORY	14	0.4
ASIAN STUDIES	3	0.1
BCAST-TELECOM-MASS M	67	2.0
BIOCHEMISTRY	10	0.3
BIOLOGY	70	2.1
BUSINESS ADMIN	38	1.2
BUSINESS EDUCATION	8	0.2
BUSINESS MGT	62	1.9
CERAMICS/GLASS	2	0.1
CHEMISTRY	21	0.6
CITE	2	0.1
CIVIL ENGINEERING	19	0.6
COMMUNICATION	39	1.2
COMMUNITY HEALTH ED	3	0.1
COMP + INFO SCI	117	3.5
COUNSELING PSYCHOLOG	4	0.1
CRIMINAL JUSTICE	195	5.9
DANCE	2	0.1
E-MARKETING	1	0.0
ECONOMICS	9	0.3
ED ADMIN	1	0.0
ED PSYCH/ LNG TECH	2	0.1
ELECTRICAL ENGR	42	1.3
ELEM EDU	384	11.7
ENGINEERING TECHNOLO	11	0.3
ENGLISH	65	2.0
ENTREPRENEURSHIP	7	0.2
ENVIRONMENTAL ENG TE	4	0.1
ENVIRONMENTAL STUDIE	10	0.3
FIBERS & FABRIC DESI	1	0.0
FILM AND MEDIA ARTS	45	1.4

FINANCE	166	5.0
FRENCH	1	0.0
GEN + STRATEGIC MGT	3	0.1
GEOGRAPHY/URB STUDIE	8	0.2
GEOLOGY	8	0.2
GRAD CERTIFICATION P	2	0.1
GRADUATE TAX	1	0.0
GRAPHIC DESIGN	17	0.5
HEALTH EDUCATION	1	0.0
HEALTH INFORMATION M	16	0.5
HISTORY	33	1.0
HORTICULTURE	9	0.3
HUMAN RESOURCES	61	1.9
INDUSTRIAL EDUCATION	6	0.2
INFO SCI & TECH	34	1.0
INTERNATIONAL BUSINESS	15	0.5
JOURNALISM	86	2.6
KINESIOLOGY	38	1.2
LANDSCAPE ARCHITECTU	2	0.1
LATIN AMERICAN STUDI	3	0.1
LAW	40	1.2
LIBERAL ARTS	1	0.0
LINGUISTICS	3	0.1
MARKETING	118	3.6
MATHEMATICS	7	0.2
MECHANICAL ENGR	10	0.3
METALSMITHING/JEWELRY	2	0.1
MGMT INFORMATION SYS	48	1.5
MUSIC	10	0.3
NURSING	95	2.9
OCCUPATIONAL THERAPY	7	0.2
ORGANIZATIONAL STUDI	15	0.5
PAINTING	4	0.1
PHARMACY	13	0.4
PHILOSOPHY	6	0.2
PHOTOGRAPHY	3	0.1
PHYSICAL EDUCATION	3	0.1
PHYSICAL THERAPY	2	0.1
PHYSICS	2	0.1
PODIATRIC MEDICINE	1	0.0
POLITICAL SCIENCE	42	1.3
PRE-PHARMACY	14	0.4
PRE HEALTH INFO MGT	1	0.0
PRE NURSING	44	1.3
PRE OCCUPATION THERA	4	0.1
PRINTMAKING	3	0.1
PSYCHOLOGY	178	5.4

PUBLIC HEALTH	13	0.4
QUAL ASSUR / REG AFF	3	0.1
REAL ESTATE	10	0.3
RELIGION	7	0.2
RISK MGT + INSURANCE	18	0.5
SCHOOL HEALTH EDUC	1	0.0
SCHOOL PSYCHOLOGY	1	0.0
SEC EDU	100	3.0
SOCIAL WORK	205	6.2
SOCIOLOGY	17	0.5
SPANISH	7	0.2
SPCH LANG & HEARING	11	0.3
SPEECH COMMUNICATION	6	0.2
SPORTS	23	0.7
STOC/PUBLIC	4	0.1
THEATER	25	0.8
THERAPEUTIC RECREATI	20	0.6
TOURISM & HOSP MGMT	44	1.3
UNDECLARED	83	2.5
WOMENS STUDIES	2	0.1