# Community College of Philadelphia

The Path to Possibilities.

#### STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, September 1, 2011 1:30 p.m. – 2:45 p.m. Room M2-34

#### **AGENDA**

(1)	1:30 p.m.	Executive Session	
(2)		Public Session	
		(a) Approval of the Minutes of July 7, 2011	(A)
	1:35 p.m.	(b) Culture, Science and Technology Audit	(A)
		Action: Review and recommend action to the full Board.	
	2:10 p.m.	(c) Quality Viability Index (QVI) Performance Indicators	(1)
	2:30 p.m.	(d) New Financial Aid Regulations	(1)

#### STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

#### MINUTES Thursday, July 7, 2011 1:30 p.m. – M2-34

**Presiding:** Ms. Stacy Holland

**Present:** Ms. Helen Cunningham, Dr. Stephen Curtis, Dr. Judith Gay, Dr. Sam Hirsch, and Ms.Dorothy Sumners Rush

**Guests:** Mr. James Healey, Ms. Marian McGorry, Mr. Maurice Sampson, Dr. Sharon Thompson

(1) <u>Executive Session</u>

There was no executive session.

#### (2) Public Session

(a) Approval of Minutes of June 2, 2011

The minutes were accepted.

#### (b) American Sign Language/English Interpreting Program Audit

Dr. Gay asked to change the order of the audit reviews by starting with American Sign Language/English Interpreting (ASL/EI) Program Audit. She also informed the Committee that Dr. Hansell had resigned from her position so Dr. Thompson would discuss the ASL/EI audit.

Dr. Thompson reviewed highlights of the American Sign Language/English Interpreting Program Audit. She stated that the program is a good, niche program. If the College moves toward adding some baccalaureate programs, she suggested this is a good one to consider. The audit, however, helped point out the direction the program needs to go. The program was larger in the past. As the program size decreased, there were scheduling issues. The program needs to incorporate distance education and may become an evening program only. Also, standards in the field are shifting. The field is moving toward requiring a bachelor's degree. Some of the student concerns identified have already been addressed. For example, the lab was recently updated.

Ms. Holland asked about the timeline for making needed changes and whether there are enough faculty to implement the changes. Dr. Thompson stated that they have set an aggressive timeline and have already begun to work on the changes. The College is in the process of hiring a full-time faculty member who will also serve as coordinator for the program. Committee members discussed demand for the program and employment possibilities for students. Dr. Thompson stated that the interpreter community is a tight-knit one. The program has an advisory committee and many employment opportunities come because of advisory committee member referrals.

Ms. Cunningham commented that the audit was particularly well-written.

# ACTION: The Student Outcomes Committee recommends continuing the American Sign Language/English Interpreting program for five years.

#### (c) Marketing Program Audit and

#### (d) Management Program Audit

Because the full-time faculty for the Marketing and Management Programs are the same, both program audits were included in the discussion. Ms. McGorry made some preliminary comments. She stated that she has been assuming the responsibilities of a department head for the programs. Ms. McGorry stated that for a few years only one faculty member has been doing things for the programs. Others only step in if they are given a specific list. Faculty members in the department recommend continuing the Management Program. Ms. McGorry stated that there was a visit to Montgomery County Community College's Entrepreneurial Center. While it was exciting to see that venture, she is concerned about faculty continuing to be energized enough to make something happen. The graduation rates are poor. For example, the graduation rate for the Finance Program was 8.8 while the rate for Marketing is 3 and for Management is 6. There are only 20-30 students in the 200-level capstone course. There is no good explanation for that.

Ms. Holland commented on the low response rate to the student survey and also said it seems that faculty may not be teaching to the level needed.

Mr. Sampson said it is difficult to fight the facts. He said all of the faculty were surprised by the data and should not have been. He explained his history with the program which he said started 37 years ago. He had successful experiences as an entrepreneur and in the military. He mentioned that when he was the department head in 1979, there were 17 faculty in the department. At that time, he said, there was an anti-administration element in the department and not much cooperation. There were many changes in the programs and in the administration. When the Business Transfer Program was created, many students were sent to Business. There were structural things the department could not do much about, in his opinion. The department was not favored at the input level. They used to get students from the General Studies track and now get students from Liberal Arts. Over time the numbers got smaller. The faculty have been involved with distance education – originally

with the TV courses and now with the online courses. There are fewer faculty on campus now to interact with students and get involved in the school.

Mr. Healey stated that he is sad about the current situation. He said that we can look at the numbers and the hard facts, but that is not the whole story. We should not eliminate possibilities for students.

Ms. Cunningham asked about the response to the prior audit recommendations. Mr. Healey stated that the College should not retreat even if the department came up short. He stated that an educational institution cannot be run like a business with a focus on efficiency reports. The surveys are not significant, he stated.

Ms. Holland stated that since 2002, the programs have not met the value proposition as it has been laid out. Mr. Healy responded that the graduation results are always disappointing. He said they do not have a drop out problem, they have a drop in problem.

Ms. Sumners Rush stated that in real life productivity is the important measure. If not enough students are completing, we need to know what to do and how to get there. She stated that you do not get 9 years to solve the problems.

Mr. Sampson stated that there are different definitions for productivity. Many students come in and take a course for different purposes. The data tells one thing, but there are feelings of the heart. They need to continue and do something different.

Mr. Healey said that a standard is needed for all departments. They need to know when they are falling short. Ms. Sumners Rush stated that is the reason for the audits.

Ms. Holland said the task is to look at the data presented including progress since the last audit; graduation (not just whether students stay); the market; how innovative and entrepreneurial the programs are. She stated that the Committee is interested in progress, not perfection. She expressed appreciation on behalf of the Committee for the faculty members sharing their thoughts.

Mr. Healey stated that the department has led the business division in the development of online courses and was the first department to offer a degree all online.

ACTION: The Student Outcomes Committee of the Board recommends discontinuing the Management and Marketing programs immediately and making arrangements for students who are in the program.

#### (e) Dashboard (Academic Affairs Scorecard)

The Student Outcomes Committee of the Board reviewed the Academic Affairs dashboard information.

The meeting was adjourned.

#### (3) <u>Next Meeting</u>

The next meeting of the Student Outcomes Committee of the Board is proposed for **Thursday**, **September 1**, **2011 at 1:30 p.m. in M2-34**.

#### **Attachments**

Minutes of June 2, 2011 American Sign Language/English Interpreting Program Audit Marketing Academic Program Audit Management Academic Program Audit

# Community College of Philadelphia

Academic Program Audit: Culture, Science and Technology Program

Division of Mathematics, Science and Health Careers

Authors: Laura Davidson Linda Hansell

Contributor: Mary Anne Celenza

August 22, 2011

# Table of Contents

I. Executive Summary	1
II. Program	2
III. Faculty	8
IV. Outcomes and Assessment	9
V. Facilities and Equipment	24
VI. Demand and Need for the Program	24
VII. Operating Costs and Efficiency	26
VIII. Findings and Recommendations	26
IX. Appendix: Student Survey Results	29

# VIII. Executive Summary

The Culture, Science and Technology (CST) Program is housed within the Division of Mathematics, Science and Health Careers. As the name implies, the Culture, Science and Technology Program is a program that has a broad focus. It was designed to be a Science/Technology-rich transfer degree alternative to a Liberal Arts Degree. It is meant to integrate the study of the humanities, sciences and technology, and to allow students to explore the impact of emerging science and technology on society. Students are typically placed into the CST program when admitted to the College based on their interest in either healthcare, mathematics, technology or a science-related field. Thus, the program currently houses a large percentage (28-29%) of the students at the College. It is the curriculum code for 5,744 of the 6,700 (86%) students in the Division of Math, Science, and Health Careers (Fall 2010).

The CST Program is managed by an assigned Curriculum Coordinator who reports directly to the Dean of Mathematics, Science and Health Careers in the absence of a Department Head. The program also does not have designated faculty, a designated budget, or designated space and is not located in a specific department of the College.

While the program is meeting a number of its goals, there may be a disparity between the goals of the program and the goals of many students in the program. Data collected and analyzed for this audit suggests that the program does an excellent job of preparing those students in the program who wish to transfer to a four-year institution, those who gain admittance to a health career program, and those who gain admittance to a select program in engineering, math, science, or technology at CCP. However, the vast majority of the students in the program do not fall into these categories, and there is a concern that the scope of the program may be too broad and the curriculum requirements too general for the majority of students to meet their educational or career objectives.

Recommendations in this audit focus on short term and long term activities. Short term recommendations call for investigating ways to enhance communication to students as well as academic and career advising, gathering more information about students in the program to better inform a direction for the future. Long term recommendations stipulate an exploration of the benefits and ramifications of a revision of the CST program that would enable more students with an interest in careers in health care to meet their educational or career objectives, while still meeting the needs of students interested in pursuing careers in engineering, math, science, or technology either here or at a four year institution.

# II. Program

#### Mission of the program

The Culture, Science and Technology curriculum is designed to provide students with the educational foundation necessary to deal with the complex interrelationships among technical, scientific and societal changes in the modern world. The program was designed primarily as a transfer program.

#### Major goals of the program

The program has the following set of student learning outcomes. Upon completion of this program, graduates will be able to:

- Demonstrate knowledge in mathematics beyond the intermediate level
- Demonstrate a depth of understanding in a scientific or technological discipline
- Demonstrate an understanding of subject matter in the humanities and social sciences
- Transfer successfully to a four-year university or
- Successfully transition to a program in health care or science

These outcomes, while measureable, are very general in scope and lack specific depth. This is intentional given the current design of the Culture, Science and Technology program.

#### History of the Program

The Culture, Science, and Technology (CST) Program was designed in 1995, primarily as a transfer program. It includes courses in the humanities, sciences and technology. The program was originally intended to allow students to explore the impact of emerging scientific and technological advances on society and examine how social factors shape the pursuit and uses of science and technology. The original curriculum proposal states "Through the linkage of science, technology and social science courses in this curriculum, its developers hope to enable the student to see how broad social forces around us shape the social worlds in which we live and influence events in our personal lives."

Since its initial inception, the CST program has served a purpose in addition to the one outlined in its description. Most students are placed in the CST Program upon admission to the College because they express interest in careers in health care, primarily nursing. The program functions as a "pre-health care" curriculum for students who would like to enter a health career program in the following ways:

- 1. Students who would like to apply to a health care program at CCP and are in the CST program taking pre-requisite requirements either at the College or developmental level.
- 2. Students who were interested in a health care program at CCP but were denied admission. Thus the CST program becomes a safety-net for these individuals so

they can graduate with an associate's degree.

3. Students who are taking courses at the College but intend to transfer to a health care program at a four year institution.

#### **Description of the curriculum**

Culture, Science and Technology is a non-select program. To earn the CST degree, students must successfully complete two humanities courses as well as English 101 and 102, three social science courses, two laboratory science courses, each from a different discipline for breadth of scientific study, two mathematics courses, CIS 103, and a concentration elective. Completion of the degree requires 60 credits with a cumulative GPA of 2.0 or higher.

The Culture, Science and Technology degree allows student to select a concentration in either Health Careers or Science/Technology. For the Health Careers concentration, an elective must be chosen from either Allied Health 101: Introduction to the Health Care Professions, Allied Health 103: Medical Terminology or Diet 111: Introduction to Nutrition. The student must also take two additional laboratory science courses in one of the scientific disciplines chosen to add depth to their study of science.

For the Science/Technology concentration, students choose a technology course for their elective and may add depth to their study of either science or technology with two additional courses in either science or technology. Technology courses can be chosen from the following: Architecture Design and Construction (ADC) 103: CAD Basics; ADC 163: Digital Documentation in Architecture and Construction; ADC 263: Digital Animation and Rendering; Paralegal Studies 115: Legal Technology; or a course in Computer Forensics; Geographic Information Systems, Computer Information Systems (besides CIS 103) or Computer Science courses.

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
<u>English 101</u> – English Composition I		3	ENGL 101
Math 118 – Intermediate Algebra or above		3	Mathematics
Social Science Elective		3	Social Sciences
CIS 103 – Applied Computer Technology		3	Tech Comp
Natural Science Course with Lab (breadth requirement)		4	Natural Science

#### CULTURE, SCIENCE AND TECHNOLOGY COURSE SEQUENCE

ъ

• • .

#### SECOND SEMESTER

Second Math or Statistics course <sup>1</sup>	3/4	
English 102 – The Research Paper ENGL 101	3	ENGL 102, Info Lit
Social Science Elective	3	
Natural Science Course with Lab (Breadth Requirement)	4	
Humanities Elective	3	Humanities
THIRD SEMESTER		
Concentration Elective <sup>2</sup>	3	
Natural Science Course with Lab or Technology Requirement (depth req.)	3/4	
Social Science Elective	3	
Humanities Elective	3	
General Elective	3	
FOURTH SEMESTER		
Natural Science Course with Lab or Technology Requirement (depth req.)	3/4	
General Elective	3	
General Elective	3	
General Elective <sup>3</sup>	3	

#### MINIMUM CREDITS NEEDED TO GRADUATE: 60

#### **General Education Requirements**

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement, the **Interpretive Studies** requirement and the **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated **Writing** 

**Intensive**, one course that is designated **Interpretive Studies** and one course that is designated **American/Global Diversity**. The same course may be used to fulfill more than one of these requirements.

<sup>1</sup> Science/Technology concentration: take second math course at <u>MATH 135</u> level or higher. Health Careers concentration: <u>ECON 112</u> or <u>MATH 251</u> is recommended.

<sup>2</sup>Science/Technology concentration: choose elective from list of technological disciplines. Health Career concentration: choose either <u>DIET 111</u> or <u>AH 101</u> or <u>AH 103</u>.

#### Internal program coherence

The CST curriculum was created to offer flexibility to students when designing an academic plan and to promote the integration of information from various fields of study to enable the student to prepare for transfer to a four year institution. The student is able to customize this program, as he/she chooses two Humanities electives, two Math courses, two Laboratory Science courses in different fields, depth courses in either Science or Technology, one health course or technology course, three Social Science electives and three or four general electives. These choices allow the curriculum to be customized to support the student's plan, whether that is to apply for transfer to a four year institution or to enter a health career, mathematics, technology, or science program at Community College of Philadelphia.

The curriculum design of the program is successful in providing flexibility for the student in the selection of certain courses according to specified guidelines. However, providing a series of courses from various disciplines does not guarantee integration of material across the disciplines. In addition, the high degree of choice within the curriculum can lead to a lack of coherence for some students. Since there are only three specific, required courses (ENGL 101, ENGL 102 and CIS 103), the curriculum does not present a focused direction for students who may be lacking appropriate and realistic academic goals. The final product of this high degree of choice may leave weaker student with an educational product that shows little coherence.

As its name implies, the CST Program was designed to be a Science/Technology-rich transfer degree alternative to a Liberal Arts Degree. For students who are mainly interested in transferring to a four-year institution to pursue a degree in a Science/Technology field the curriculum provides an adequate foundation in the appropriate courses. However, for a large number of students the CST program has become a temporary program while they wait to apply to a select health career program, primarily the Nursing program. For these students, there is a strong disconnect between the name of the program and their intended goals. In addition, the CST program offers very few health care related courses despite the fact that the program does offer a health career concentration option. Finally, the program does not articulate well on a program to program level with most health care programs at area four-year colleges and

universities. This last point is particularly important in that many of the students in the CST program are not able to enter a Health Career Program at the College.

#### **Revisions Since Inception of Program**

In February of 2000, an addendum to the curriculum was prepared by the Curriculum Coordinator at that time. The curriculum was revised to add three Medical Assisting and Office Management courses as additional technology courses in the curriculum. The change was approved and hence allowed students to focus on front office skills involving technology.

In October of 2000, another revision was made in which Psychology 215: Developmental Psychology was added as a Society course. This change allowed students to take a course required by most Nursing programs, but also clearly satisfied the requirements of the Society Cluster in the CST curriculum.

In 2002, a minor revision was made to the curriculum to create a health careers concentration within CST for students with an interest in health-related careers.

The proposed Health Careers Concentration requirements approved in this revision were:

- require one health foundation course (either HIT 105 or DIET 111) rather than one technology foundation course
- require one second Math or one Statistics course (ECON 112 or Math 251) instead of only a second mathematics course
- strongly recommend students choose the natural science courses instead of the technology courses as the depth requirement

In addition, this revision recommended Computer Information Systems (CIS) or Computer Science as the technological disciplines of CST for students with a Science/Technology concentration. Architecture, CAD and engineering were recommended as technological disciplines only for students planning to transfer to a curriculum in one of these areas.

Finally, in June of 2010, the CST Curriculum Coordinator proposed a minor revision of the CST curriculum. The newly developed course Allied Health 101: Introduction to the Health Care Professions was added as an option for the health course within the health careers concentration. In addition, the requirement for three courses within the Society Cluster was changed to become three Social Science courses. Approval of the curriculum revision allowed for more student direction on the one hand, by including a course (AH 101) devoted to study of health professions and the required preparation for success. On the other hand, the curriculum became even more flexible, by allowing students to choose any Social Science elective instead of the directed electives in the past curriculum.

#### **Program Enhancements**

There have been many initiatives implemented to increase avenues of communication relating to the way the program is presented to students and in the support services offered to them in the past few years. The current CST Curriculum Coordinator, upon taking the position in 2005, has put a great deal of effort into establishing lines of communication with CST students and providing information so that students can better understand the program and meet their goals. These initiatives have included the following:

- Design and upkeep of a robust website for students and staff at <u>http://faculty.ccp.edu/dept/cst</u> (2005 to the present)
- Weekly electronic messages sent to all CST students to inform them of events, deadlines and opportunities (2007 to the present)
- Redesign of traditional CST orientation program (2009 to the present)
- Redesign of traditional CST handbook (2005 to the present)
- Online Academic Check-up tool sent to students each semester which may be viewed at <a href="http://faculty.ccp.edu/dept/cst/Step1.htm">http://faculty.ccp.edu/dept/cst/Step1.htm</a> (2010 to the present)
- A variety of workshops offered to CST students (2006 to the present)
- An Engineering Science mentoring program for CST students, "Keys to Success" (2006-2007)
- A Scholars Program offered for CST students (2009-2010)
- Establishment of a CST Faculty Network used to send information to students in the classroom (2009 to the present)
- Regular events planned with the Career Services Center for CST students (2008 to the present)
- Development of Student Success Initiatives in coordination with Student Affairs (2008 to the present)
- Recommended development of "Certificates of Completion" which have become "Proficiency Certificates" enabling students to gain job entry skills. These certificates can be viewed at <u>http://faculty.ccp.edu/dept/cst/track2step4.htm</u> (2010 to the present)

#### Future directions in the field/program

Currently there is no science-related career field or field of study known as Culture, Science and Technology. However, the title of the program implies that the intent of this curriculum is to provide an interdisciplinary approach to the study of science and technology. This goal is well supported by current thinking on interdisciplinary undergraduate learning especially in the Science, Technology, Engineering and Mathematics (STEM) fields. For example, research in the STEM disciplines is increasingly crossing traditional disciplinary lines with scientists and engineers collaborating in both basic and applied research (National Academy of Science, 2004, *Facilitating Interdisciplinary Research*). In an attempt to solve current problems, such as the development of economical solar and fusion energy, improving access to clean water, and creating improved medicines, individuals will likely focus on emerging areas of science and technology that represent a blurring of the boundaries between conventional disciplines (Andrew Maynard, *Smart Science for the 21<sup>st</sup> Century*, August 9, 2010, Institute for Ethics and Emerging Technologies).

However, true interdisciplinary learning demands a clear vision and effective institutional communication that can catalyze the integration of disciplines. Currently, the majority of the students in the CST program view this program as a gateway to a Nursing or Allied Health program and career. Given the concern that the current CST program may not be meeting the goals of a large number of students in the program, there has been discussion between the Curriculum Coordinator, the Allied Health Department Head and the Dean about revising the CST program to become a career-focused Health Sciences Program. The Health Sciences Program would be designed for students interested in careers in Health Care. As such, it would be the appropriate curriculum for students interested in applying to the two year Health Career Programs offered at Community College of Philadelphia, as well as for students who plan to transfer to study for a career in Health Care requiring a Bachelor's Degree or higher.

The CST Curriculum Coordinator is also exploring additional ways to communicate with students in order to help them better understand why they were placed into the curriculum and to alert them to both transfer and health care program options. These avenues include expanding the CST Faculty Network initiative, creation of a "Next Step Towards a Health Career" webpage and a flier to better inform CST students of transfer options in Health Care, and the creation of a webpage to inform students of Proficiency Certificate options.

## **III. Faculty**

There are no faculty members specifically designated as "CST faculty." Faculty who teach students enrolled in the various CST courses reside in their appropriate academic department. All full time and part time faculty must meet the minimum educational and experiential requirements defined by the individual department/discipline. The program has a Curriculum Coordinator whose duties include promoting the curriculum, outreach to students and prospective students, advising students on courses at CCP and on transfer possibilities, assessing learning outcomes, and recommending needed changes to the curriculum. The current Curriculum Coordinator is a registered dietitian and teaches courses in the Allied Health Department.

The fact that there are no faculty members specifically designated as CST faculty presents a challenge for the Curriculum Coordinator when attempting to communicate via faculty in the classroom. A "CST Faculty Network" consisting of nineteen faculty volunteers has been established in an attempt to fill this void. These instructors were recruited from the Departments of Chemistry, Biology, Allied Health, Math and English.

The "CST Faculty Network" receives regular updates on CST events and opportunities which they can pass along to students as time in the classroom allows.

#### **IV. Outcomes and Assessment**

#### **Graduates**

The number of graduates in the CST Program has increased each year over the past five years, reflecting the growth in the program's student population. The percentage of students graduating has remained fairly consistent from 2005 to 2009 with an average graduation rate of 4.7% which is below the College average rate of 8.0%.

	2005 2006 2007 2008 2009								
	136	172	212	248	324	313			
Program	4.2	4.6	4.2	5.1	5.3	**			
College	7.7	8.1	8.1	8.3	8.0	* *			

#### Number of program graduates

\*\* Data not available

#### **Enrollment**

The number of students enrolled in the CST program has increased steadily every semester over the last 10 semesters. From Fall 2005 to Spring 2010, the number of students enrolled in the program has increased by 2,464 students, for a 75% increase.

#### Credit Headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	3,266	3,552	3,814	4,026	4,288	4,409	4,435	4,697	5,229	5,730
College- wide	16,236	16,978	16,871	17,019	17,334	17,661	17,327	18,023	19,047	19,965

#### Credit FTE headcount

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Program	2,226	2,360	2,627	2,689	2,976	2,991	3,073	3,176	3,653	3,917
College- wide	11,017	11,329	11,523	11,296	11,881	11,823	11,883	12, 128	13,361	13,784

#### **Student Profile**

The CST Program enrolls a diverse group of students. Enrollment data drawn from the College's Office of Institutional Research indicates that CST students are predominantly female students attending the College part-time.

The following table indicates that the CST program consistently enrolls more female students than male students. On average, there are nearly 4 times as many female students than male students

enrolled in the CST program. There seems to be a slow, but steady increase in the proportion of male students enrolled in the program. In the past nine semesters, the CST program has enrolled an average of 14.5% more female students than the College as a whole.

Gender		Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		2006	2006	2007	2007	2008	2008	2009	2009	2010
Female	Program	82.4	81.0	81.4	81.3	80.5	80.8	80.2	79.3	78.9
	College	66.5	66.5	66.8	66.6	66.4	66.3	65.8	65.3	65.3
Male	Program	17.0	18.5	17.9	17.9	19.0	18.9	19.1	20.1	20.5
	College	32.2	32.3	32.1	32.3	32.7	32.9	33.1	33.8	33.9
Unknown	Program	0.6	0.6	0.7	0.8	0.5	0.4	0.7	0.6	0.6
	College	1.2	1.2	1.1	1.1	.9	.9	1.1	.9	.8

Program Enrollment by Gender as Compared to College-wide Enrollment (Percent)

The following tables show that Black students represent the largest racial/ethnic group in the CST program, followed by white students. In general, the racial/ethnic make-up of the CST program is similar to that of the whole College. However, the CST program enrolls a slightly higher (an average of 4.4% over the last ten semesters) proportion of Black students than the College as a whole.

Race	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer Indian or Alaskan Native	22	19	11	19	12	13	20	13	13
Asian	275	308	317	330	320	292	296	319	351
Black, Non- Hispanic	1,887	1,989	2,096	2,199	2,275	2,229	2,349	2,625	2,961
Hispanic	191	246	249	269	272	301	303	371	401
Other	177	172	189	170	203	190	196	231	248
Unknown	156	185	230	276	309	347	426	459	505
White, Non- Hispanic	844	895	934	1,025	1,018	1,063	1,107	1,211	1,251

Program Enrollment by Racial/Ethnic Background

Program Enrollment b	v Racial/Ethnic	Background as	Compared to Co	ollege-Wide I	Distribution (percent)
	J				

Race		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Amer	Program	0.6	0.6	0.5	0.3	0.4	0.3	0.3	0.4	0.2	0.2
Indian or Alaskan Native	College	.5	.6	.5	.4	.5	.4	.4	.4	.4	.3
Asian	Program	7.7	7.7	8.1	7.9	7.7	7.3	6.6	6.3	6.1	6.1
	College	7.4	7.3	7.7	8.1	8.2	7.8	7.2	7.0	6.8	6.7
Black,	Program	52.7	53.1	52.1	52.1	51.3	51.6	50.3	50.0	50.2	51.7
Non- Hispanic	College	46.7	47.8	46.9	47.4	46.8	47.6	46.4	46.9	46.8	47.6
Hispanic	Program	6.0	5.4	6.4	6.2	6.3	6.2	6.8	6.5	7.1	7.0
	College	5.9	5.8	6.1	6.2	6.5	6.4	7.0	6.6	6.9	7.2

Other	Program	4.8	5.0	4.5	4.7	4.0	4.6	4.3	4.2	4.4	4.3
	College	5.0	4.8	4.6	4.6	4.2	4.4	4.1	3.9	4.2	4.4
Unknown	Program	4.1	4.4	4.9	5.7	6.4	7.0	7.8	9.1	8.8	8.8
	College	6.1	6.5	6.8	6.9	7.8	7.9	9.0	9.9	9.9	9.7
White,	Program	24.2	23.8	23.5	23.2	23.9	23.1	24.0	23.6	23.2	21.8
Non-	College	28.4	27.3	27.4	26.3	26	25.4	25.9	25.3	25.1	24.1
Hispanic											

The age make-up of the CST program is very similar to the College as a whole. On average over the last 10 semesters, about two thirds of the students in the CST program are between the ages of 16 and 29.

Years		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
16-21	Program	32.5	27.1	35.8	29.4	36.4	30.0	35.7	27.7	34.9	28.7
	College	33.8	28.3	35.8	30.0	36.9	30.7	36.6	29.7	35.5	26.9
22-29	Program	31.8	36.3	32.2	36.3	31.9	36.1	33.3	38.8	34.1	37.7
	College	30.2	33.6	30.0	34.2	30.3	35.1	30.7	36.1	33.0	37.3
30-39	Program	22.3	21.8	19.5	21.7	19.1	20.1	18.6	20.7	19.4	21.4
	College	17.2	18.1	16.2	17.4	15.9	16.8	15.9	17.4	16.2	17.8
40+	Program	10.5	11.9	10.2	10.1	10.2	11.6	10.6	10.9	10.5	11.3
	College	14.6	15.6	14.2	14.9	13.8	14.6	14.3	14.6	13.7	14.0
Unknown	Program	2.8	2.9	2.4	2.5	2.4	2.1	1.8	1.8	1.1	0.9
	College	4.1	4.4	3.8	3.6	3.1	2.8	2.5	2.2	1.6	1.3

Enrollment by Age as Compared to College-wide Enrollment (Percent)

The following table indicates that the majority of students enrolled in the CST program are parttime students. Over the last 10 semesters, there is an average of 41.5% more part-time students than full-time students. The ratio of full-time to part-time students is similar to that of the College as a whole.

		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
FT	Program	28.3	26.0	31.5	26.9	32.6	27.9	30.4	28.2	32.1	28.6
	College	31.8	30.0	33.3	29.0	32.8	29.2	32.7	30.0	35.3	32.2
PT	Program	71.7	74.0	68.5	73.1	67.4	72.1	69.6	71.8	67.9	71.4
	College	68.2	70.0	66.7	71.0	67.2	70.8	67.3	70.0	64.7	67.8

Program Full-time/Part-Time Enrollments as Compared to College-wide Enrollments (Percent)

#### **Retention Data**

The following tables indicate that over the past five years, while more than two thirds of CST students enrolled in the Fall semester returned to the same program the subsequent Spring semester, an average of 47% of students in the CST program did not return to the College in the following Fall.

Students who returned to the Same Program or a different program in the subsequent Spring Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same	Program	70.9	68.9	68.7	68.7	71.0

Program	College	65.6	64.3	64.2	64.6	68.4
Returned Different	Program	2.2	2.7	3.1	3.0	2.8
Program	College	3.6	4.1	5.2	5.1	4
Graduated Fall	Program	0.8	1.0	1.2	0.9	1.5
	College	1.9	1.7	2.1	1.8	1.9
Did not return Spring	Program	26.1	27.4	27.1	27.4	24.6
	College	28.9	29.9	28.6	28.5	25.6

Students who returned to the Same Program or a different program in the subsequent Fall Semester (Percentage)

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Returned Same	Program	40.2	40.8	39.9	42.4	42.3
Program	College	36.0	36.0	35.0	37.1	38.5
Returned	Program	7.0	6.9	7.0	7.3	6.5
Different	College	7.2	7.5	8.2	8.5	7.4
Program						
Graduated	Program	4.2	4.6	4.2	5.1	5.3
	College	7.7	8.1	8.1	8.3	8.0
Did not return	Program	48.6	47.7	49.0	45.2	45.8
Fall	College	49.1	48.3	48.8	46.1	45.8

#### Academic Performance

The average percent of college-level credits attempted by CST students that were completed was 88.4% over the last ten semesters. The average GPA of CST students was a 2.6, which is the same as for the College overall. Over 80% of students were in good standing each of the last ten semesters. On average 72.8% of the students in the CST program complete the ENGL 101 requirement by the time they have completed 18 credits as compared to 69.4% college wide average. An average of 55% of students had either long-term or short-term success at departure over the last 6 semesters. The graduation rate for the program, however, has been approximately four percent lower than that of the College rate overall from 2005 to 2009.

		Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010
% of college-	Program	89.6	89.4	86.6	88.6	87.9	90.2	88.9	88.3	86.3	88.5
level credits	College	88.9	88.7	87.1	88.5	87.6	89.4	88.2	87.1	86.7	88.2
attempted/	_										
completed											
Average GPA	Program	2.57	2.58	2.52	2.58	2.58	2.63	2.59	2.53	2.5	3.0
	College	2.64	2.62	2.59	2.64	2.61	2.67	2.65	2.60	2.59	2.6

#### Academic Standing (percent)

		Fall	Spring								
		2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
Good	Program	91.0	88.5	89.4	85.6	83.5	81.9	85.5	82.5	85.7	83.3
Standing	College	90.8	88.1	88.8	86.2	83.8	82.2	85	83.0	85.6	83.2
Dropped	Program	2.9	3.4	2.5	4.6	3.3	5.4	3.8	5.4	1.0	1.7

insufficient	College	2.6	3.8	3.0	4.3	3.4	5.5	3.7	5.7	1.2	1.7
progress/	_										
poor											
scholarship											
Probation	Program	6.2	8.1	8.1	9.7	13.1	12.7	10.8	12.1	13.3	15.0
							10.0			10.0	1 5 1
-FT/PT/	College	6.5	8.2	8.1	9.5	12.7	12.2	11.2	11.5	13.3	15.1

#### Completion of ENGL 101 requirement by completion of 18 credits (percent)

	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Program	73.7	72.9	75.8	71.3	70.9	73.6	67.0	74.5	75.9
College- wide	69.6	71.2	72.5	61.7	69.5	71.5	66.6	71.5	70.8

#### Success at departure (percent)

Status		Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
Graduated	Program	2.0	6.1	2.4	6.7	3.6	7.4
	College	5.8	12.1	5.2	13.9	6.5	14.0
Long term	Program	44.6	44.5	36.8	38.1	32.2	39.0
success	College	38.3	38.4	35.5	35.3	33.6	35.6
Short term	Program	14.0	15.2	17.0	16.7	19.9	14.5
success	College	17.4	16.9	18.1	16.4	19.0	17.1
Unsuccessful	Program	39.4	34.2	43.8	38.6	44.2	39.0
	College	38.4	32.6	41.1	34.4	40.9	33.4

• Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative hours earned

• Short Term success is defined as departure with GPA of 2.0 or greater with 11 or fewer cumulative hours earned.

 Unsuccessful is defined as all departing students not otherwise classified including students who never completed a college-level course.

#### **Transfer Data**

Over the last five years, an average of 72.9% of graduates have transferred, based on the results of the College's annual graduate survey. Over the same time period, an average of 91.7% of graduates felt their CCP preparation for transfer was either excellent or good.

Percentage of Culture Science and Technology Students who transfer shortly after Graduating from the College

2005	2006	2007	2008	2009 (n=53)
71.0	74.2	79.4	62.7	77.4

Percent of Students who Felt Their CCP Preparation for Transfer was either Excellent or Good

2005	2006	2007	2008	2009 (n=40)
94.7	86.4	89.5	90.6	97.5

#### **Transfer to CCP Health Care Programs**

Upon application to the College, students who indicate interest in a career in health care, science, mathematics or technology but without the prerequisites to allow them to move directly into such a program, are placed in the Culture, Science and Technology Program. In addition some select programs only admit students once a year. Thus students entering the College not in sync with a select program admission time frame are also placed into CST. A majority of the students placed into the CST program express an interest in either Nursing or Allied Health. Over the past five years (2005-2009) shows that for all the students placed into CST who indicated a program interest (N = 3,067) on their applications, 89.9% of these students (N = 2,760) indicated an interest in either Nursing or Allied Health programs. An additional 6.1% (N = 187) expressed an interest in engineering, math, science or technology. Almost 65% (N=1988) of those interested in health careers stated an interest specifically in nursing. A review of data from the Banner system for specific academic years as opposed to semesters shows that 95.4% of these students do not move into a select program in one of these fields at CCP. (See table below.)

The table below shows, for the last five years, the number of students who were in the CST program in the Spring, and moved into another program at the College in the subsequent Fall, and how many of those students moved into programs related to health care, math, engineering, science and technology.

	2006	2007	2008	2009	2010
Number of students in the CST program in Spring Semester	3,148	4,090	4,907	5,550	6,751
Percent of CST students who moved into another program at CCP in the subsequent Fall semester	8.4%	7.2%	7.3%	8.7%	9.0%
Percent of CST students who moved into an Allied Health, Nursing, Health-related, Engineering, Math, Science, or Computer Science program at CCP in the subsequent Fall semester	5.3%	4.4%	4.2%	4.4%	4.6%

CST Students who Transferred to Other Programs at CCP

As can be seen from the data, a very small percentage (an average of 4.6% over the last five years) of the overall number of students in the CST program move into the select Health

Careers programs or into programs in Engineering, Mathematics, Science, or Technology. There are a number of reasons that can explain this low transfer rate.

Most of the College's Health Career Programs are select programs, requiring college prerequisites and a minimum GPA for application. The minimum GPA requirement varies by program, but is 2.5 for Diagnostic Medical Imaging, Respiratory Care and Dental Hygiene and 2.75 for Nursing. Since applications to these programs are competitive, many CST students do not meet the requirements for the select programs they intend to enter or fall below students with better GPAs since over the past 10 semesters the average GPA for all CST students is 2.6.

It is also important to note that even for highly qualified students, admissions to CCP's health care programs are limited due to a cap on available seats in most of these programs. In the Spring of 2010, there were 660 students in the Allied Health and Nursing Programs at Community College of Philadelphia.

Finally, many students who are placed into the CST program are working on completing developmental English and Mathematics courses. These academically weaker students may never reach the minimum GPA requirement for the programs mentioned above but are able to graduate with a degree in Culture, Science, and Technology.

Students interested in a Science or Technology field, who are not accepted into a CCP program, but still graduate with a CST degree, will be able to successfully move to a four year institution to continue their education. Likewise, students successfully transferring to other Nursing programs or another allied health program such as Health Services Administration find their CST degree will adequately prepare them for a four year program. However, for the large number of students whose goal was to obtain a degree in a Health Care program that would enable them to work in the healthcare field with an associate degree or for those students who do not successfully transfer to a four year health care program, a CST Degree is not going to sufficiently meet their objectives.

#### **Statistical Summary**

The following points summarize the above key statistical information:

- The CST Program is one of the largest programs at the College, enrolling over 5,700 students.
- The CST Program's enrollment has increased by 75% but the graduation rate remains consistent (average graduation rate = 5.5%). The graduation rate for the program, however, has been approximately an average of 3.3% lower than that of the College rate overall from 2005 to 2009.
- The CST Program enrolls a diverse group of students. CST students are predominantly female students attending the College part-time. On average, there are nearly 4 times as many female students as male students enrolled in the CST program. There seems to be a slow, but steady increase in the proportion of male students enrolled in the program. In the

past nine semesters, the CST program has enrolled an average of 14.5% more female students than the College as a whole

- Over the past five years, while more than two thirds (69.6%) of CST students enrolled in the Fall semester returned to the same program as compared to a rate of 65.4% college-wide. The subsequent Spring semester, an average of 47% of students in the CST program did not return to the College in the following Fall.
- The average GPA of CST students was a 2.6, which is the same as for the College overall. Over 80% of students were in good standing each of the last ten semesters.
- On average 72.8% of the students in the CST program complete the ENGL 101 requirement by the time they have completed 18 credits as compared to 69.4% college wide average.
- An average of 55% of students had either long-term or short-term success at departure over the last 6 semesters. Whereas an average of 39.8% of CST students were unsuccessful as compared to a college-wide average of 36.8%.
- Over the last five years, an average of 72.9% of graduates have transferred, based on the results of the College's annual graduate survey. Over the same time period, an average of 91.7% of graduates felt their CCP preparation for transfer was either excellent or good. Caution should be exercised here in the interpretation of these statistics due to the typically low rate of return for graduate surveys. For example, for the students who graduate in 2009, the percentages (77.4%/transfer and 97.5%/preparation) represent the results of responses from only 16.3% (transfer) and 12.3% (preparation) of the students who graduated from the CST program in 2009.
- Over a five year period, 89.9% of students placed in CST expressed an interest in a health career program that will prepare them to work in the health care field upon graduation from CCP.
- Over a five year period, an average of 4.6% of CST students moved into Allied Health, Nursing, Engineering, Math, Science, or Computer Science programs. Capacity limitations on available seats in the target programs and the academic ineligibility of many CST students who had hoped to enter the programs are two explanations.

#### Summary of Student Survey Results<sup>1</sup>

A survey of 5,744 students currently enrolled in the Culture, Science, and Technology (CST) program and 643 graduates of the program was emailed (via Survey Monkey) or mailed via US mail. A total of 421 of the 5,744 current students responded (7.3% return rate) while 22 of the 643 program graduates (3.4 % return rate) responded. While surveys were also mailed to 345 former students, the number of responses was too low (3) to draw any significant data, so this analysis focuses on the responses from current students and graduates of the CST program.

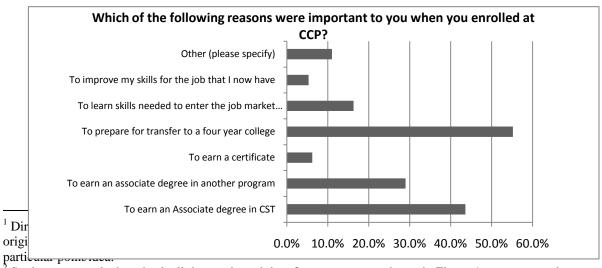
Due to the large size of the program, and concerns that current students may not know that they were enrolled in the CST program, the program curriculum was sent as an attachment with the survey to determine if they were in fact familiar with the curriculum. Forty-four percent of respondents said that they had never seen the curriculum. However, 85% were aware that they were enrolled in the CST program. There are approximately equal numbers of part time and full time students.

# When asked the question, **"Which of the following reasons were important to you when you enrolled at CCP?"** the most frequent responses from <u>current students</u> were as follows:

- 55.1% To prepare for transfer to a four year college
- 43.7% To earn an associate degree in CST
- 29.0% To earn an associate degree in another program at CCP.
- 16.3% To learn skills needed to enter the job market immediately after CCP

For a full list of results see Figure 1 below.





<sup>2</sup> Students were asked to check all that apply and therefore percentages shown in Figure 1 sum to a number higher than 100.

Those who gave the response "To prepare for transfer to a four-year college" were asked to name the field of study they wish to pursue upon transfer. Of those who answered, 76 named nursing, seven named engineering, six named radiology, six named medicine, five named biology, and three named physical therapy. Other fields of study named were chemistry, computer science, forensics, education, and nutrition.

Those who responded "To earn an associate degree in another program" were asked to specify which program. Of those who answered, 67 said nursing, nine said diagnostic medical imaging, three said respiratory therapy, and three said dental hygiene. Other programs mentioned included education, computer science, science, and occupational therapy.

When asked the question, **"How well is the CST Program preparing you for moving into your desired career program at CCP or elsewhere?"** 53% of the <u>current students</u> who responded to this question said the preparation is either excellent or good, 21% said that preparation is fair, 7% said that preparation is not helpful, and 19% are not sure (see Figure 2 below). However, the majority of <u>program graduates</u>, (89%) thought that preparation for transfer to another college was either excellent or good.

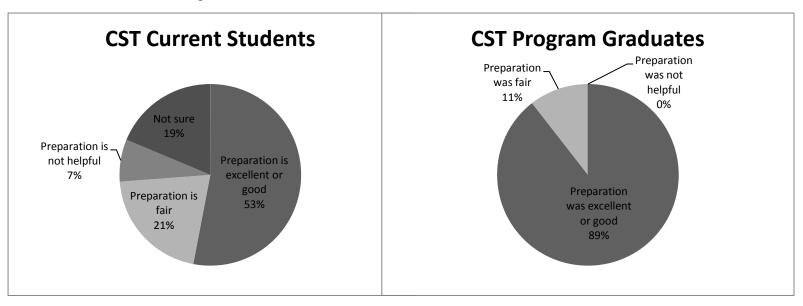


Figure 2

Respondents were also asked to explain their responses. Of the 95 <u>current students</u> choosing to do so, 13 students gave generally positive comments:

- Good course preparation for degree or future courses (4)
- Necessary support to figure out what classes to take in order to go into a particular career program (2)
- Good preparation for transfer institution (2)
- "They gave me English classes that really helped me to write essays much better."

- "I am being challenged in ways that I have never experienced before and I am being given the support and guidance by CCP's staff members."
- "I am learning quite a bit right due to the simple fact I been out of school for almost 19 years"
- "It gives me knowledge to go to my career self-confidently"
- "All of the classes are challenging and interesting"

The remaining 82 responses to this question expressed problems or dissatisfaction with the following: academic advising, program curriculum, and instructors. Sample comments included:

- "There doesn't seem to be no individual guidance. Very impersonal."
- "There is not a lot of information for student when it is time to transfer to another college"
- "I don't know where to go for advice or what to do"
- "I feel a lot of classes are catering to students who are not prepared for college."
- "I don't feel as though the CST program is doing anything for me that I cannot do for myself. I have just been following the prerequisites provided by the nursing programs I am applying for."
- "The degree program has too many natural science course requirement for the real world and not enough room for allied health course work"
- "Most of the teachers I have had have not been very good with a few really fantastic exceptions, I often feel like I am teaching myself with a lot of frustration attached.
- "CIS 103 (computer) teachers need to change their methods of teaching: I still remember Mr. \_\_\_\_\_ used to tell students, "No D. Qs.!" = No Damn Questions! Which meant simply "Don't ask me any questions! And that affected me a lot in computer skills."

<u>Current students</u> were asked the question **"Do you think you are accomplishing the** educational objectives that you set for yourself at Community College of Philadelphia?" Almost half (46.6%) said "Yes, Fully," 48.7% said "Yes, Partly," and 4.8% said "No." Students were also asked to comment on this question. Of the 65

students who chose to do so, five had positive comments. The other 60 comments, however, expressed dissatisfaction with counseling, academic advising, and the required courses. Some sample comments included:

- "I need nursing classes in the evening because I work a full time job and they do not have any." (7)
- Classes not required for nursing/not good preparation for nursing (2)
- "I am on the right track now; however early on I feel I was one of those kids who was lost in the cracks. There weren't counselors there to assist me without me asking."
- "It would have been a much faster process had helpful received true guidance from the college; and having every semester to deal with classes being restricted for their own nursing students prevents us from entering them and prolongs your time at CCP"
- "There is a constant delay in transferring to desire program"

• "Fulfilling prereq requirements with ease but not learning at the level that I would like."

Both current students and program graduates were asked the question, **"What are the strengths of the CST program?"** <u>Current students</u> cited the following specific strengths: Thirty-four students referenced the classes in the CST program, with 16 citing science courses in particular. In addition, 7 students said that the strength of the CST program is that it is flexible and accessible.

Other common responses related to the variety and breadth of the CST program, instructors and Curriculum Coordinator, and the ability of the program to prepare students for their future:

- Good preparation to earn a degree (10)
- Good preparation for a career (9)
- "It gives people a chance to do other things besides nursing"
- "It offers wide array of subjects that can be used in different fields of science"
- "One of the strengths of the CST program is that it fulfills many core requirements of four-year colleges."
- "Excellent instructors and good help with making sure you take the classes needed to reach your desired career goals."
- "I have had better teachers than ever here. I previously went to a state school and transferred back to CCP because the quality of the teachers."
- Prof. \_\_\_\_ (Curriculum Coordinator) is highly active in keeping students informed about the CST variety of options, guiding and orienting them to the right path (that benefited me a lot).

Of the many strengths cited by the <u>program graduates</u>, the most frequent response was related to the excellent preparation for either a career or future schooling. Sample comments included:

- "Prepares students for various careers in science, technology, social infrastructure."
- "It teaches you responsibility and instill the information and skills you will need for a future career and extended education."
- "The ability to mold program and class selections to fit the four year program desired to move on to."
- "Great teachers, program is set for easy transition thru program. Teach future CST students the importance of having high GPA for transfer purposes."
- "Excellent instructors, ability to major in nursing and other healthcare fields as well as cultural diversities/humanities and computer studies."
- "I think it gives you a general foundation for higher education/career in a science based field."
- "Appropriate courses, convenient class times, generally good instructors."

Both current students and program graduates were asked **"What do you think needs to be changed or added to the CST program in order to improve the program?"** Of the 164 <u>current students</u> that responded to this question, 74 students said there was nothing they would change about the program. The remaining responses had to do with academic

advising, counseling, information about the program, and course curriculum. Sample comments included:

- CST program should be expanded through more sections offered of popular classes like biochemistry, more classes offered at the regional centers, and more on-line classes (9)
- Problems with getting into the required classes (3)
- "Better communication with the school to the students. Better hours for help for the students who work."

In addition, some students mentioned the need for more tutors, academic support, or help on passing the test to get into the nursing program:

- More tutoring (CIS class, science, biology, calculus) (6)
- Help to pass the test to get into the nursing program (3)
- "Add a prep class for each of the specific programs that will inform the student of what is necessary to succeed in that major."

Two-thirds (66.7%) of the <u>program graduates</u>, said they were satisfied with the support they received from their instructors. For those who were dissatisfied with the support they received, some cited that there was not enough interaction between instructors and students. Some also cited dissatisfaction with the academic advising and wanted more guidance when choosing classes.

Finally, some students mentioned they would like to see improvements in the instructors. Sample comments included:

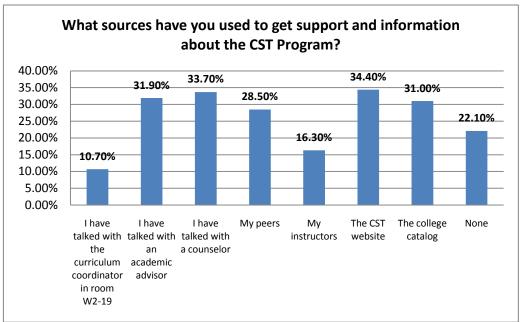
- "Better choices of instructors suited to an urban environment."
- "I think the teacher evaluations should be required and heeded."

Over eighty percent (85.7%) of the <u>program graduates</u> said they were satisfied with the instruction they received. They did, however, have some changes they would like to see implemented. These included:

- "More of a push to give preparation for the job market AND to transfer to a four year college"
- "More preparation for the ASCP certification. Encourage student to take certification right after graduation" (Auditor's note: ASCP stands for the American Society for Clinical Pathology and only students who have completed the Clinical Laboratory Technology program are eligible to sit for the certifying exam.)
- "More information and support when you are entering a program for a particular career path."
- "I think the CST program could be improved if the courses were clearly defined for program in order to avoid taking unnecessary courses."
- "Perhaps if faculty and other CCP employees were more approachable than being less accommodating"

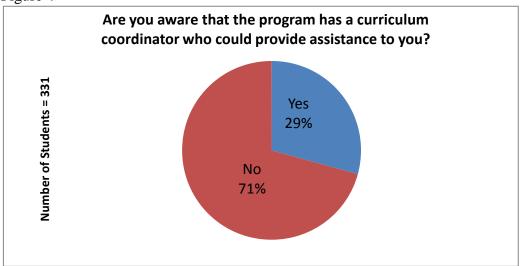
<u>Current students</u> were asked, **"What sources have you used to get support and information about the CST program?"** The most common source was the CST website, followed by counselors, academic advisors, and the college catalog. The least

common source was the Curriculum Coordinator (See Figure 3 below). This may be because 70.7% of survey respondents were not aware that there was a Curriculum Coordinator (See Figure 4 below). Of those who were aware of the Curriculum Coordinator, only 24.7% contacted her for assistance. In addition, only 46.1% of survey respondents were aware of the CST website, but 86.9% of those aware of the website have visited it. This lack of awareness is interesting in light of the effort made by the Curriculum Coordinator to communicate information to students. In fact, for the past five years, all CST students have received announcements from the Curriculum Coordinator weekly, via MyCCP. Each announcement includes a link to the CST website.









#### **Summary of Survey Key Results**

- Forty-four percent of current student respondents said that they had never seen the CST curriculum. However, 85% were aware that they were enrolled in the CST program
- The majority of the current students who responded to the survey stated that the two most important reasons for enrolling in CST were to prepare for transfer and to graduate from the CST program. However, the majority of the students who responded to the question were interested in transferring to a nursing program.
- Over half (53%) of the <u>current students</u> who responded to this question said the preparation is either excellent or good. However, the majority of <u>program</u> respondants, (89%) thought that preparation for transfer to another college was either excellent or good.
- Satisfaction with the program stemmed from the breadth of science courses offered, the quality of the classroom instruction, the acceptance of the courses by the transfer institutions, and the information communicated by the CST Curriculum Coordinator.
- Dissatisfaction with the program centered on areas such as the need for more academic advising and career program information, frustration about the length of time to transfer to a CCP program, lack of allied health courses, and the need for access to more information about the program.
- The most common source of information for current CST students was the CST website, followed by counselors, academic advisors, and the college catalog. The least common source was the Curriculum Coordinator. This may be because 70.7% of survey respondents were not aware that there was a Curriculum Coordinator despite the fact that this information is communicated in their acceptance letter from the College. Of those who were aware of the Curriculum Coordinator, only 24.7% contacted her for assistance. In addition, only 46.1% of survey respondents were aware of the CST website, but 86.9% of those aware of the website have visited it.

# V. Facilities and Equipment

The CST Program has no budget, facilities or equipment assigned to it.

### VI. Demand and Need for the program

The CST Program currently fulfills a need, as shown by enrollment trends, due to the fact that the majority of students are placed in the curriculum at the time of admissions. The number of students enrolled in the CST program has increased steadily every semester for the last ten semesters. Over the last 10 semesters, the number of students enrolled in the program has increased by 2,464 students, for a 75% increase.

Credit Headcount	t
------------------	---

	Fall	Spring								
	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010
Program	3,266	3,552	3,814	4,026	4,288	4,409	4,435	4,697	5,229	5,730

As noted above, the CST Program serves several purposes. The program was designed primarily as a transfer program. In this capacity, the program serves as an important foundational curriculum, similar to the liberal arts curricula, for students interested in pursuing a four year degree in science, mathematics, technology, or a health care field. The program also provides a place for students who are interested in pursuing careers in health care at the Associate Degree level to receive the educational foundation necessary to enter health career programs.

#### **Opportunities in Health Care**

A large number of students in the CST program are interested in pursuing careers in health care, either at the associate, bachelors, or graduate degree level. There is a strong demand in the labor market for jobs in the health care industry. The U.S. Bureau of Labor Statistics (BLS) lists health care as one of the largest industries in 2008, providing 14.3 million jobs. Ten of the 20 fastest growing occupations are healthcare related. It is anticipated that healthcare will generate 3.2 million new jobs between 2008 and 2018, more than any other industry. In addition, most workers have jobs requiring less than four years of education. (http://data.bls.gov/cgi-bin/print/pl/oco/cg/cgs035.htm)

#### Opportunities in Science and Technology

The demand for workers in the Science and Technology fields is also strong. The Occupational Outlook Handbook, published through the BLS, projects that "scientific and medical research—particularly research related to biotechnology—will be the primary driver of employment growth, but the development and production of technical products should also stimulate demand for science technicians in many industries... Job opportunities are expected to be best for graduates of applied science technology

programs who are well trained on equipment used in laboratories or production facilities."<sup>3</sup>

According to Pennsylvania Work Stats (PWS)<sup>4</sup>, there are several occupations that are projected to have total growth in Pennsylvania and nationally by 2016 (see figures in Table IV.1 below), based on 2006 figures. Significant levels of growth are projected for Life Scientists, Biological Technicians and Biomedical Engineers. PWS also projected moderate growth for Chemical Technicians and Chemists. Positions for Biological Scientists were projected to have moderate growth nationally, but see a moderate decline in job creation for the Pennsylvania workforce, due to no job growth and very little job replacement. In terms of Physicists, there are a consistent number of jobs for Pennsylvania residents and moderate growth nationally, also due to issues of replacement occurring rather than new job creation (see table VI.1 for specific values). As reported in the Outcomes and Assessment section above, the program is successful in preparing those students who wish to transfer to four- year institutions for programs in science, technology and health care.

Occupation	Pennsylvania Expected Change; Total Percentage Change 2006- 2016	Nationally Expected Change; Total Percentage Change 2006- 2016
Biological Scientists	Moderate Decline; -3.1 percent	Moderate Growth; 3.7 percent
Biomedical Engineers	Significant Growth; 23.2 percent	Significant Growth; 15.9 percent
Chemists	Moderate Growth; 6.4 percent	Moderate Growth; 9.1 percent
Dentists (General)	Moderate Growth; 8.2 percent	Moderate Growth; 9.2 percent
Life Scientists (various positions)	Significant Growth; 12.5 percent	Significant Growth; 15.3 percent

Table VI.1: PA Work Stats, Occupational Employment and Projects (2006)

Job opportunities in the STEM related fields are still more likely to be defined according to traditional STEM areas (e.g. Biology, Chemistry, Physics, Engineering, etc.). However more employers in those traditional fields are indicating the need for broader preparation at the college level. In a study (2010) conducted by The Conference Board, Corporate Voices for Working Families, Partnership for 21<sup>st</sup> Century Skills and the Society for Human Resource Management the most important skills cited by employers were: 1) Professional Work Ethic, 2) Oral and Written Communication, 3) Teamwork and Collaboration and 4) Critical Thinking and Problem Solving. Thus any program that incorporates interdisciplinary learning and promotes the acquisition of these skills will enhance the graduate's chances for employment. Another example of the role of interdisciplinary learning comes from the study of nanotechnology. Nanotechnology is a

<sup>4</sup> Source: PA Work Stats, 2010, based of figures from the PA Dept of Labor and Industry. "Occupational Employment & Projections." Center for Workforce Information and Analysis. <u>http://www.paworkstats.state.pa.us/analyzer/searchAnalyzer.asp?cat=OCC&session=OCCPROJ&subsession=99&time=&geo=&currsubsessavail=&incsource=&blnStart=True</u>

<sup>&</sup>lt;sup>3</sup> Source: Bureau of Labor Statistics, 2010. "Current Employment Statistics Highlights October 2010." *Bureau of Labor Statistics*, November 5, 2010. <u>http://www.bls.gov/ces/#publications</u>

field that combines elements of Physics and Chemistry. However, there are currently no specific jobs in Nanotechnology but knowledge of Nanotechnology is critical for emerging technological problem solving in areas such as solar cells, access to clean water, and medical treatment and cures.

# VII. Operating Costs and Efficiency

The total annual cost per FTE of the CST Program has been below the College average for the last five years.

	2005-2006	2006-007	2007-2008	2008-2009	2009-2010			
Program	\$6,424.41	\$6,787.45	\$7,190.25	\$7,049.74	\$6,953.17			
College-wide Average	\$6,666.82	\$7,019.64	\$7,486.11	\$7,343.31	\$7,190.51			

#### Annual Total Program Costs Per FTE

Source: Office of Finance and Planning: Table 30

# **VIII. Findings and Recommendations**

The Culture, Science and Technology Program was designed as a transfer program with an intentionally broad focus. There are a number of strengths of the CST program which are detailed as follows:

- The program has a diverse student population
- Enrollment in the program is increasing.
- The program's intentional flexibility serves students who successfully transfer into select programs in health careers, science, engineering, and technology either at CCP or at a four-year institution.
- A large percentage of current CST students are in good academic standing and almost three-fourths of the students in the curriculum successfully move beyond the developmental English level by the accumulation of 18 credits.
- The Curriculum Coordinator has initiated varied strategies to enhance communication to students.
- The CST program provides access to students who are either not yet ready to enter another College program or who are waiting for the next admissions cycle for a select program.

• The majority of the students who have completed the program and responded to the graduate survey or to the survey sent out for the purposes of this audit indicated that their preparation for transfer was either excellent or good.

However, there are also areas of weakness that can be documented from the information contained in this audit. They are as follows:

- From 2005 to 2009, the program has had a very low graduation rate that is on average, approximately 3.3% on average, lower than that of the College rate overall.
- A higher proportion of CST students are unsuccessful in achieving their goals in comparison with the College population in general.
- Some students perceive that the program lacks coherence. This may also prompt their concern about needing more advising and information about the program.
- There is a general lack of knowledge among students about the existence of the availability of the CST Curriculum Coordinator.
- About a half of the current students who responded to the survey indicated that their program preparation was preparing them well for the future.
- The program may not be meeting the educational and career goals of a large number of students in the program. This difficulty in meeting students needs has several causes: 1) the very large number of students in the program, 2) the program is not located within a department and thus has no dedicated program faculty, 3) the fact that the program includes students interested in four broad areas of study: health care, mathematics, science, and technology, and 4) the fact that many of the students cannot meet their goals due to the limited number of spaces in the health career programs and/or due to academic weaknesses.

#### RECOMMENDATIONS

- 1. Work with the Dean of Educational Support Service and the Department Head for Counseling to strategize ways that advising for and communications to CST students could be enhanced. (Fall 2011).
  - a. Prepare a brief report on initiatives that could be implemented and their potential benefit and cost to the College. (Fall 2011).
  - b. Incorporate ideas from the Enrollment Management Student Success Team into the report. (Fall 2011)
  - c. Determine a timeline for any implementable and viable strategies (Fall 2011).
  - d. Stipulate the resources that would be necessary to implement the plan.
  - e. Discuss the report with the Dean of Mathematics, Science and Health Careers to determine next steps (Fall 2011).
- 2. Collect and analyze data which will provide a clearer description of the academic progress of various categories of CST students who are currently in the CST program. (Fall 2011).
- 3. Develop a plan for the future of the CST program. The plan will take into consideration the advantages and disadvantages of various options for the CST program and will indicate recommendations for the future of the program. (Spring 2012).

# IX. APPENDIX

# **Student Survey Results\***

\* Note: Spelling and grammar have not been changed from students' original responses.

#### **Current Students**

Ν	=	421
---	---	-----

1. Did you know you were enrolled in the CST program?						
Answer Options	Response Percent	Response Count				
Yes	85.0%	341				
No	15.0%	60				

2. The CST curriculum is attached. Have you seen this before? (Mark all that apply)							
Answer Options	Response Percent	Response Count					
Yes, I have seen this before in the catalog	35.4%	146					
Yes, I have seen this before on the college website	26.9%	111					
Yes, by talking with the CST Curriculum Coordinator in room W2-19	1.9%	8					
Yes, by talking with a CCP advisor	10.9%	45					
Yes, by talking with a CCP counselor	11.9%	49					
No, I've never seen this	44.3%	183					

3. When d	3. When did you enroll at the college?									
Fall 1976	Fall 1996	Fall 1998	1998	Spring 1999	Fall 2000	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004
1	1	2	1	2	1	2	2	3	1	3
2004	Fall 2005	2005	Spring 2006	Fall 2006	2006	Spring 2007	Summer 2007	Fall 2007	2007	Spring 2008
1	8	1	1	8	2	10	1	10	3	11
Summer 2008	Fall 2008	2008	Spring 2009	Summer 2009	Fall 2009	2009	Spring 2010	Summer 2010	Fall 2010	2010
5	36	7	22	5	61	9	37	22	114	4

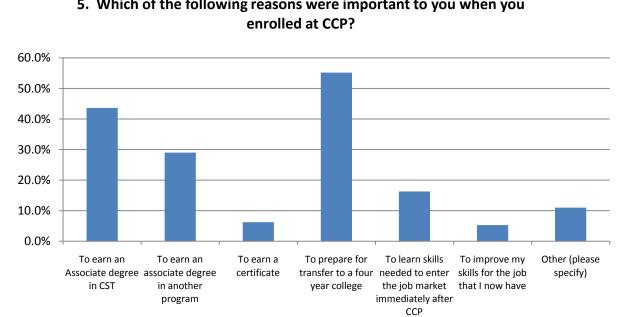
4. Are you currently attending CCP full time or part time?					
Answer Options	Response Percent	Response Count			
Full time	49.3%	205			
Part time	50.7%	211			

**5.** Which of the following reasons were important to you when you enrolled at CCP? (Mark all that apply) [Red: Nursing; Green: other health field]

Answer Options	Response Percent	Response Count
To earn an Associate degree in CST	43.7%	183
To earn an associate degree in another program	29.0%	121
To earn a certificate	6.2%	26
To prepare for transfer to a four year college	55.1%	231
To learn skills needed to enter the job market	16.3%	68

immediate	ely after CCP			
To improve my skills for the job that I now have 5.3% 22			22	
	ease specify) 11.0% 46			
Number	Other (please specify)			
1	To enroll into the RN program			
2	Earn Nursing Degree			
3	To be able to enroll into Nursing program.			
4	Transfer to a Nursing Program			
5	To recieve my BSN in the RN program.			
6	to obtain the pre-requisites I need to get into a	nursing program.		
7	To apply to the nursing program			
8	to transfer to a four year institution to earn a bachelor degree in Nursing. To upgrade from my current status as a Certified Nursing Assistant to a Registered Nurse.			
9	associate degree in nursing			
10	a nursing degree			
11	Applying to nursing programs and need courses to do so.			
12	complete requirements for accelerated nursing program			
13	Nursing program			
14	after cst go into nursing program. work full time so i need to go to school part time and with the cst degree program i will complete a lot of the requirements for nursing school			
15	Nursing			
16	NURSING			
17	To get ino the nursing program at CCP.			
18	Apply for the Nursing Program			
19	Nursing			
20	to become a nurse			
21	to gain skills for another career (nurse practitic	oner)		
22	to complete prerequisite classes for nursing so	chool		
23	Nursing			
24	TO EARN A NURSING DEGREE			
25	For my prerequisite's for nursing.			
26	Nursing program			
27	nursing			
28	NURSING			
29	To acquire certain science prerequisites needed for a health field program at Jefferson			
30	To complete prerequisites for an occupational	To complete prerequisites for an occupational therapy program.		
31	transfering to respiratory therapy			
32	I get into the Diagnostic Imaging program			
33	to obtain my pre req. for PT major.			
34	To take my prerequisites	To take my prerequisites		

35	I haven't decided if I want to transfer to a 4 year college, or do everything at CCP yet.
36	to try new things i have always wanted to learn
37	I would like to take an acting class also. How do I go about?
38	to write and communicate effectively. Meet new people with similar interest.
39	tuition remission
40	To fulfill prerequisite requirements.
41	I am interested in alternative energy innovations and I need to speak with a counselor in regards to my educational path. I feel a little lost.
42	Cost factor
43	To improve my English skills as English as a Second Language Student.
44	No idea.
45	cheap tuition
46	just need pre recs to go to jefferson



5. Which of the following reasons were important to you when you
enrolled at CCP?

If you answered "To earn an associate degree in another program" in question 5, please name which program.		
Number	Response Text	
1	Behavioral	
2	Biology	
3	Chemistry	
4	Computer Forensics	
5	computer information systems	
6	dental hygiene	
7	Dental Hygiene	
8	Dental Hygiene	
9	Diagnostic Imaging	

10	Diagnostic Medical Imaging
11	Diagnostic medical imaging
12	Diagnostic Medical Imaging
13	Diagnostic Medical Imaging
14	DMI
15	DMI
16	DMI
17	Medical Imaging Diagnostic
18	Early Childhood Education
19	education
20	enviromental health
21	health services administration
22	Information Technology
23	nursing
24	Nursing
25	Nursing
26	Nursing
27	nursing
28	Nursing
29	Nursing
30	Nursing
31	Nursing
32	Nursing
33	Nursing
34	Nursing
35	Nursing
36	Nursing
37	Nursing
38	Nursing
39	nursing
40	Nursing
41	NURSING
41	Nursing
42	Nursing
43	nursing
44	Nursing
45	Nursing
40	nursing
47	nursing
48	Nursing
49 50	
50	nursing nursing
52	NURSING
53	Nursing
54	nursing
55	Nursing
56	nursing
57	nursing

58	Nursing
58	nursing
59 60	
61	nursing Nursing
62	
63	Nursing
64	Nursing
65	Nursing
	nursing
66 67	Nursing
	Nursing
68	Nursing
69 70	nursing
	Nursing
71	Nursing
72 73	Nursing
73	Nursing
	nursing
75	nursing
76 77	nursing
77	Nursing
78	nursing Nursing
79 80	Nursing
81	nursing
82	Nursing Program
83	Nursing program
84	Nursing Program
85	Nursing Program
85	Nursing Program
80	R.N. Program
88	registered nurse
89	RN program
90	occapational therapy
91	respiratory
91	respiratory care technician
93	respiratory thrapy
94	Science (Chemistry)
94	unknown
30	

5b. If you answered "to earn a certificate" in question 5, please name certificate.		
Number	Response Text	
1	REgistered nurse certification	
2	certificate	
3	associate	
4	Computer Technology	
5	Medical Insurance Specilist	
6	Biomedical Laboratory Technician	
7	Registered Nurse	

8	Biomedical Technician Training Program
9	Radiology
10	Radiology
11	occapational therapy

	nswered "To prepare for transfer to a four year college" in question 5, the field of study.
Number	Response Text
1	biology
2	Biology
3	Biology
4	Biology
5	Biology
6	Biomedical - Physician Scientist
7	chemical technology
8	chemistry
9	Chemistry/Bio science
10	communication public relations
11	Crime Scene Forensics
12	Forensics or Computer Security
13	Computer Science
14	criminal justice
15	education
16	Middle Grades Science Education
17	Electrical Engineering
18	Electrical Engineering
19	electrical engineering
20	Electronic and Computer Engineering
21	Engineering
22	Engineering
23	enginnering
24	Film/Media
25	gynecological physician assistant
26	health care
27	Information Technology
28	Mechanical Engineering
29	medical
30	Medical
	medicine
32	Medicine
33	Medicine
34	pre-med
35	Nurisng
36	Nursing
37	Nursing
38	Nursing
39	Nursing
40	Nursing

44	
41	Nursing
42	Nursing
43	Nursing
44	NURSING
45	Nursing
46	Nursing
47	nursing
48	Nursing
49	Nursing
50	Nursing
51	Nursing
52	Nursing
53	Nursing
54	nursing
55	Nursing
56	nursing
57	Nursing
58	nursing
59	nursing
60	nursing
61	Nursing
62	Nursing
63	nursing
64	nursing
65	nursing
66	Nursing
67	nursing
68	Nursing
69	nursing
70	Nursing
71	Nursing
72	Nursing
73	nursing
74	Nursing
75	Nursing
76	nursing
77	nursing
78	Nursing
79	Nursing
80	Nursing
81	Nursing
82	Nursing
83	nursing
84	Nursing
85	Nursing
86	Nursing
87	Nursing
88	Nursing
00	างนาวแหน

89	nursing
90	nursing
90 91	Nursing
91	Nursing
92	
	nursing
94	Nursing
95	nursing
96	nursing
97	nursing
98	Nursing
99	nursing
100	Nursing(RN)
101	Nursing, BSN
102	BSN in Nursing
103	Registered nurse
104	Regristered Nurse
105	RN, BSN
106	R.N. B.S.N program
107	BSN
108	BSN
109	BSN -> nurse practitioner
110	bsn in nursing
111	Nutrition
112	Nutrition
113	occupational safety,health
114	Pharmacist
115	physical therapist
116	physical therapy
117	Doctor of Physical Therapy
118	physicians assistant
119	Physics
120	Public Health
121	Radiologic Sciences
122	Radiologic sciences
123	Radiologic Sciences
124	Radiology
125	radiology
126	Radiology/Medicine
127	social work

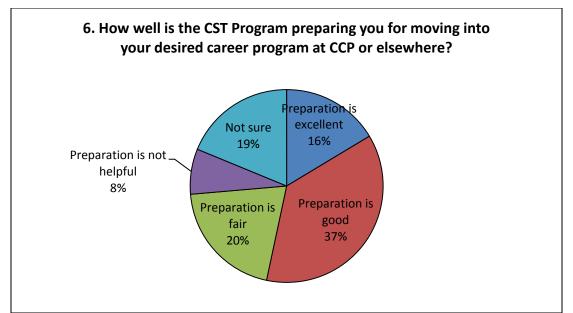
6. How well is the CST Program preparing you for moving into your desired career program at CCP or elsewhere? [Red: too early to tell; blue: issues with academic advising/lack of support and help regarding what classes to take/how to transfer; orange: issues with classes/curriculum; green: issues with professors; purple: general positive comments; black: miscellaneous comments.]

Answer Options	Response Percent	Response Count
Preparation is excellent	16.3%	54
Preparation is good	36.7%	122

Preparation is fair		20.8%	69
Preparation is not helpful		7.5%	25
Not sure		18.7%	62
Please exp	Please explain 95		
Number	Please explain		
1	I just started so I am still prep	aring.	
2	I am just taking basic courses	as of right now.	
3	It is only my second semester	r	
4	My first semester here		
5	I'm only taking my basic class	ses so I really haven't been expe	rienced to anything.
6	have not really gotten the exp	perience to the program	·
7		ist strated the program on Septer	mber 7th I think in the firture it
8	Have not really started with a	nything other than Computer App	plications that would help me
9	i just started, so far its going of		•
10	It is too early to really tell.		
11	I have only been enrolled for	a few weeks	
12	received no info whatsoever r		
13		individual guidance. Very impers	sonal.
		Ik to about taking the next step. I	
		should already be applying for th	e nursing program. I feel like i
14	am wasting my time.	program offere I am just nicking	and chaosing my own closes
15	<ul> <li>I do not even know what this program offers. I am just picking and choosing my own</li> <li>There is no help from the college.</li> </ul>		and choosing my own classes.
	Academic advisors in particular do not take the time to throughly explain. They also seem to		
16	be in a rush.	-	
47		as far as what the program has t	o offer is through other
17	students and not through CS	P it is basically a self service po	sition you are in Vou must
		you need yourself by researchin	
18	with other students.		3
19	I haven't had much help at all		
20	There is not a lot of infromation	on for student when it is time to tr	ansfer to another college
		lase I'm not 100% sure of how ar	nd which classes to take for my
21	Career.	cracks somewhere. When I hav	e questions regarding my
22		ke I get very little consistent, use	
23	I don't know where to go for advice or what to do		
24	Academic advisor are advicin		
	was not told buy advisor that	i need cem110 before spring to e	enter the program. so ill have
25	to whait 2years before i can a		
		program is doing anything for more prerequisites provided by the numerical	
26	for.		ang programs i ani appiying
27	I dont like math or CIS103		
_/		Ild be easier if there was just a g	eneral Biology program. Also
28	there is not as many options f	for classes at the NERC as there	are others.
29	Computers do not work in my at all.	CIS class at St. Huberts. I have	no idea what I am paying for
30	Some of the classes thats rec	uired i feel their unnecessary.	

31	CST program is having technology clases i dont really need.
32	I feel a lot of classes are catering to students who are not prepared for college.
	I do get emails about the Diagnostic Imaging program from time to time just not sure how
33	CST curriculun relates to the Diagnostic Imaging curriculum.
34	In Biology it is excellent. Math its ok.
35	Classes I needed to complete this term were canceled three days before the start of class
	The degree program has to many natural science course requirement for the real world and
36	not enough room for allied health course work
37	The classes that i have to take i don't feel is really has anything to do with nursing.
38	Most science classes (Bio, Chem, Micro, etc.) are available at the main campus in all schedules. But at the other campuses they're limited.
	I wish some of the classes were slower, maybe broken up into 2 courses. eg. algebra,
39	chem.
40	A LOT OF THE SCHOOLS REQUIRE MORE CLASSES THAT MUST BE TAKEN
41	Some of the teachers know the material but can not convey the material
	Biology faculty are weak. My current anatomy professor is disorganized, inefficient and not
42	knowledgeable.
	Most of the teachers I have had have not been very good - with a few really fantastic
43	exceptions, I often feel like I am teaching myself with a lot of frustration attached.
44	101/108 instructor needs more skills teaching in urban envirnment (J. Banks)
45	I feel some of my professors teach the class based on how the best student does, not how
40	the student who is struggling does. CIS 103 (computer) teachers need to change their methods of teaching: I still remember Mr.
	Baker used to tell students, "No D. Qs.!" = No Damm Questions! which meant simplly "Don't
46	ask me any questions ! And that affected me a lot in computer skills.
	I felt cheated in my nutrient class because it was during the summer and we did not have a
47	professor and the person who filled in for her came in late and I felt like most of the work was to fast to learn from it.
4/	Some of the instrutors are not the greatest. I find myself teaching the subject more so than
48	the instructor.
	they helped me figure out what classes i needed in order to get into the ccp program and
49	any other nursing program in any school if i wanted
50	Guides you through what classes have to be taken in order to go into the career you want to
50	go to.
51	It's getting me ready for my other courses that are needed for my degree.
52	They gave me english classes that really helped me to write essays much better.
53	I'm able to get alot of help from the school advisors on preparing for my courses
54	I am being challenged in ways that I have never experienced before and I am being given the support and guidance by ccp's staff members.
	I plan start a Nursing Program Fall 2011. The CST Program allowed me to take all the
55	prerequisites for Nursing including the Humanity, Sociology and Psychology requirements.
56	Many of the prerequisite required by my transfer school are offered here
57	Allows me to comlete genera courses before transferring to a four year institution
58	I am learning quite a bit right due to the simple fact I been out of school for almost 19 years.
59	the program allow me to take the clsses that will go towards my degree.
60	It gives me knowledge to go to my career self-confidently
61	All of the classes are challenging and interesting
	It's taking me a while just to get into the nursing program by the time I get out of here, I may
62	have already did 4 years in a 2 year college.
63	Dont want to transfer, no evening program for Nursing.

64	I think the preparation is good but won't know for sure until I get to the next phase
65	I don't know what I'll need to be ready for yet, so I can't know whether I'm ready.
	I am taking prerequisites i want to do diagnostic medical imaging but i have not started the
66	classes yet
67	I have been taking classes that you need to complete for the nursing program.
	I am following the CCP and Dixon nursing program requirements in hopes of getting into one
68	of the two programs next year.
69	bcoz its connected wid nursing
70	I really don't know what the program is.
71	I thought I could get a job with an associates in cst degree after leaving community
72	I am not current enrolled in the program
73	i don't see how i am getting any preparation
74	explains clear what need to be in order to get in the program
75	to really outcome the needs of teaching from great worked instructors.
	Unfortunately it is not fair if you attended here in your younger days, and re-enroll as a more
	mature prospective student that they keep them on academic probation even if they are a
76	continuing student and passing your classes.
77	Well, right now I am retaking an English course over again. I don' feel to good about it, but I'd rather take it again then to fail in 101
	I am currently taking Chemistry and biology which are the courses necessary for applying to
78	the nursing program
79	I DO NOTKNOW ABOUT IT
	Because before entering into a CST program I believe it is important that students take basic
	education classes, so they can have more knowledge before entering themselves in a
	program that will lead them to the success in their career. More knowledge equals to a
80	successful career.
81	Spoke to a counselor oncehaven't reached out for help
82	I have not talked to anyone in regards to what i need to take.
83	n/a
84	It could be better!
85	I havent spoken to anyone in the program
86	At first I wanted to go into radiology, then I changed my mind to do nursing instead. It's no big deal though because I needed to take the same classes anyway.
87	Never Attended my first year in the college i had no idea what program i was in until an advisor told me after
88	applying for my classes one semester
	I AM TAKING MY CLASSES AT MY OWN PASTE WITH THE ADVISE OF A FRIEND WHO
89	IS A NURSE.
90	Now that I am aware of it.
	Unsure; this is the program my advisor moved me to when I told her about my interest in
91	nutrition
92	not expensive
93	Already had most of the core classes done
94	I don't see need to attend this program before going to main major
95	ill see how prepared I am when I get to jefferson



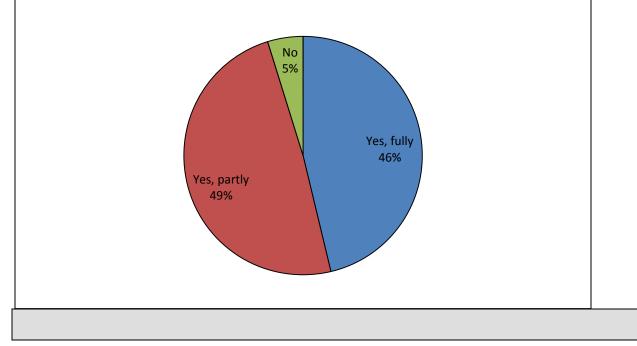
7. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia? [Red: issues with lack of support/help with academic advising/counselors/financial aid; blue: dissatisfaction with courses/professors; green: positive comments toward the program/professors/classes; black: miscellaneous comments.]

Answer Options		Response Percent	Response Count
Yes, fully		46.6%	156
Yes, partly		48.7%	163
No		4.8%	16
Please co	mment:		65
Number	Please comment:		
1	I am on the right track now however early on I feel I was one of those kids who was lost in The cracks. There weren't counselors there to assist me without me asking when the college notices that some students aren't doing well or tree is an issue with withdrawing from classes they should notice this and bring it to the students attention. I stopped coming to class and did not enroll for 5 years and no one said a peep!		
2	because I do not even know what semester I'm. what I mean is I do not know if I'm a		
3	It would have been a much faster process had helpful received true guidance from the college and having every semester to deal with classes being restricted for their own nursing students prevents us from entering them and prolongs your time at CCP		
4	I feel I could benefit from some couns	eling	
5	There is a constant delay in transferri	ng to desire program	
6	classes are fine just difficulties with F	inancial Aid	
7	I think a lot of the classes I am taking	are not required for the nursi	ng major.
8	I'm having a very difficult time trying to pass my math class.		
9	Fulfilling prereq requirements with east		el that I would like.
10	I feel the Spanish classes to not prepa they cater more to the students who a speak Spanish more fluently in the cla teachers other than that.	are you enough for speaking are not prepared for college le	fluent Spanish because evel Spanish. They should
11	I need nursing classes in the evening	because I work a full time jol	and they do not have any.

12	I need assistance in additional Math, and would hope i can receive the guidance I require
	im not in the program yet. Im trying to get into it but they told me not to bother . my gpa isn't
13	at the level yet even tho helpful have all the classes and credits to get into the program.
14	having hard time in 101/108
15	I had to take course that don't count toward my degree but that are very important and need to be able to sit for the Medical Coder certificate exam. Example CPT-4
	I feel like my Biology teacher is figuring things out as she goes along this semester. I feel like
	I am being punished for her mistakes. All but 5 people failed her first two tests, I have an 88
	average in her class and she is making me retake the test anyway. I am concerned that if I do worse on the makeup test that I passed the first time she said she will hold the second test
16	
	I'm a part time student. I'm really not sure if the classes that lhave taken are preparing me for
17	nursing.
18	I think the teachers are not good
	yes, some of the teachers are more challenging and not will to work with you so some
19	classes I excelled in and others i didn't or dropped
20	I feel that I need to put more time into the more challenging courses.
21	I am learning a lot at the college especially in math
	Yes life could never be better than an affordable education, and excellent professors and
22	instructors that are willing to help succeed.
23	I used all the resource that the college offer and they have been very helpful for.
24	i learned a lot and classes were helpful but im off track
25	CCP is a great resource
26	earning gen ed credits
27	Hopefully!
28	n/a
29	I feel that I am reaching my goal faster than I thought I would.
30	I know what I want to study and ready to take on whatever challenges it brings.
31	n/a
32	think soo
33	I am maintaining excellent grades.
34	I didn't knoe what I was searching for until last semester
35	It will help me to achieve my professional goals.
	For the CAP program that I in presently I am doing everything possible to move to the next
36	step.
37	I was withdraw from college.
38	Yes, I am taking courses that hopefully will qualify me to enter the Diagnostic Imaging
30	program. When I first started my work was a little more manageable but there was three years I
	couldn't take any classes. Now that I am back on pace my schedule appears to be changing
39	again in January, hopefully it will not hinder my school too much
40	I have not taken advantage of the tutoring and resources that are available
	I feel I can do better but I have not been properly prepared in high school and will take
41	advantage of the learning labs provided to me.
42	
	I'm trying!!! Lol
43	Again, I am taking the required courses for the program of my interest
43 44	Again, I am taking the required courses for the program of my interest Slowly
	Again, I am taking the required courses for the program of my interest

	I have no choice but to work 40hrs a week to keep a roof over my head. This night only
47	availability makes scheduling difficult.
48	I have completed 23 credits thus far ,and will add another 6 by the end of the fall semester.
49	I said partly because one of my courses for 2010 fall semester was dropped mistakenly.
50	n/a
51	I appreciate the STS 101 class offered. That allows me to meet the deadline for applying to specific allied health programs.
52	Im not focused
53	I am currently in my first coarse and haven't had time to access.
54	I have completed 53 credits so far, but I am trying to get into Nursing program (RN). I am applying this year (the 2 <sup>nd</sup> time applying for nursing).
55	I'm doing my the best I can
56	I would love to be full-time so I can get more classes in.
57	I had to change my field because of the sudden death of my parents died late last year. I just don't want to deal directly with any thing to remind me of that moment right know, so I am doing some culinary classes.
58	I initially enrolled in CST with the intentions to be able to apply for the nursing program. I had several set backs and now I decided to enroll in the DMI program then pick up nursing later on.
59	I don't know how to say, but I feel I am
60	It is very difficult trying to raise children, work and go to school full-time and maintain good grades. I was doing excellent when I first started but I have recently slacked somewhat.
61	finish two year college
62	Have not yet been accepted to the major program
63	Hope to get into the nursing program next fall.
64	I get just enough, no more than I can handle, but it is enough. For me.
65	I'LL FIND OUT MORE AFTER SPEAKING TO A COUNSELOR

## 7. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia?



**8. What do you think are the strengths of the CST Program?** [Red: satisfaction with the courses; purple: like the variety/broadness of CST; blue: preparation for future career/academics; green: good teachers; orange: advising/help/information given; yellow: flexibility/accessibility; brown: not sure/none; black: miscellaneous responses.]

	Response Text
1	The science classes
	science
	The science classes and the extracurricular programs.
	My Sociology and Psych class.
	Good classes, great professors, great location (NERC) with free parking.
	smaller more engaged classes
	Classes Availability, Caring Professors
	I think the program requires most of the prerequisite classes needed to transfer into a nursing
	program and earn an associate degree at the same time.
9 1	the classes are easy transferable to 4 years college
10	the flexibility and options in class choosing
11	Science courses
12	The CST program has helped me get through the courses needed for the specific program.
13	the courses
14	science
15	That the classes are very informative.
	I helps you to get the classes that you need to move forward in a career that you are looking
	into.
	There are so many different classes, math science ect., that your interest keeps up with the
	variety of claases. It is not like business when most of the classes blend together and it is too easy to get bored. With cst, if your strenghths are in science you can mix it in with the other
	classes you may not care as much for.
	sciences and the math are the 43nglish43s of cst.
	science and psych
	the science I
	science cources
	the chemistry department is strong, it's easy to follow the curriculum
	Straightforward classes. Very enriching mentally
	easy to follow curriculum
	Math
	The natural sciences offered
	The 43nglish43site courses provide a better unstanding to to our courses. I do not see these
	prequsite courses as a waste of time.
28	Sciences
29	science
30	Science classes
31	The 43nglish, math and technology classes.
32	Science classes
33	The science courses are challenging
34	Science classes are competitive.
35	its gives people a chance to do other things besides nursing
36	The opportunity to move into a science or medical field career path.
37	It offers wide array of subjects that can be used in diifferent fields of science
38	the variety of fields within the program

39	OPEN DOORS FOR PLENTY OF CAREERS
40	I like that it has a liberal arts feel with a science focus.
	Ability to work in different areas of study while trying to determine a major or while working
41	toward your desired major.
42	You can have a career in science, technology, or healthcare.
43	There sure a lot of choices you can choose from
44	I feel the strenghts are its diverse classes i can take.
45	plenty programs to choose from
	A strength about the CST program that i think is helpful is you get to learn different areas of
46	subjects that will help broaden your search on finding a career.
47	Allowing you to earn a degree that works toward earning a degree in a specific field.
48	That you prepare students to achieve a degree
40	It is geared around being flexible to better suit peoples lives and schedules while also
49	continuing to challenge them so that they are properly prepared for the profession they seak.
50	to prepare me to obtain my degree
51	solid preparation for a specific program choice
52	It helps me be prepare for the degree I want to get
53	knowledge of science i can use later
54	One of the strengths of the CST program is that it fulfills many core requirements of four-year colleges.
55	It provides information on specific career choices
56	
50	To have a perfect education for me and others that have help me prepare for a degree. Helping prepare for hands on works, building a lot of skills, and helping on education for the
57	program
	the strenghts of this program is to prepare you for your career and get ready for the work
58	force.
59	Preparing me for a career in health.
60	This program helps you to prepare for what you want to lead into.
61	It helps prepare students for programs they may like to enter.
62	To get you where you need to be so you can transfer to a 4 year university.
63	to help people become better in cst programs and afterwards.
64	Getting me ready for my healthcare career
65	To help student get and manage the skills need in their major to pbtain a career in that field.
66	preparing student that want to become nurses
67	its a challenge and gets you prepared
	I think the strength is that it has enough basic knowledge for the future career, it helps
68	students not only be a good worker but also a good co-worker
69	to get in to the nursing program
70	allow me to work towards a specific degree if I do not get into the nursing program
71	good teaching
	I have had better teachers than ever here. I previously went to a state school and transfered
72	back to CCP because the quality of the teachers.
72	Excellent instructors and good help with making sure you take the classes needed to reach
73	your desired career goals.
74	English teachers and Science teachers they are excellent. Biology Professor is great answers all questions n is very helpful in making you understand.
75	Some of the topics I had prior knowledge of.
76	the learning lab, the friendly professors, the study groups
70	Broad array of instructions who bring different studying techniques to the classes.
78	Great Biology and Nutriotion professors.Great labs!
78	I personally believed that the strength of the CST program is that the program has a group of
/9	r personany believed that the sitength of the CST program is that the program has a group of

	professors that are calculy committed to masting the people of students both coordamic and
	professors that are solely committed to meeting the needs of students both academic and social well being.
80	The majority of teachers are very helpful, and make the material very interesting
81	The professors
82	There are lots of good instructors.
83	good teachers
84	Advisor, Laura Davidson, is very nice and willing to help
85	The guidelines
86	They is a lot of help if any is needed.
87	Their strength is that they helped the students as much as they can.
88	Good communication, you guys always inform us for the up coming important events.
89	The program advise you if your going the right way or not.
90	The website links in the emails have job descriptions and salary information attached.
91	i like the fact that the counselors are thorough and help with any questions plus they give you further information.
92	the communication about the various opportunities in the program
93	Advisors
	Prof. Laura Davidson is highly active in keeping students informed about the CST varity of
94	options, guiding and orienting them to the right path (that benefited me a lot).
95	flexibility
96	me being able to work and attend school
97	Convenient, affordable, and great hours
98	flexibility
99	
<u>100</u> 101	it allows me to go at my own pace because i work full-time
101	A person can take as much time needed in order to finish getting their credits. I'm not aware of any.
102	Not sure
103	no idea
104	I'm not sureI've never looked at it as a program.
105	could not say as I have yet to learn what the program has to offer
107	Not sure. I don't follow the programs curriculum.
107	I have not explored them so I do not feel like I can answer this question.
109	Not sure, I never spoke with a counselor about until this year
110	i really dont know
111	I dont know
112	I don't know.
113	I do not know
114	??
115	i don't know.
116	I do not know for now
117	not sure
118	I'm not sure, but I've heard the program is very good but I don't know first hand.
119	I don't know.
120	I'm not sure of the strenghts because i just started so i can't explain at this time.
121	I don't know
122	idk
122 123	idk Not so certain

125	I dont know
125	im not sure
120	
127	NONE
	Unknown - only taking small amount thats applicable
129	I don't think I know enough to comment on this.
130	no comment
	i have no idea
132	I'm not really sure
133	NOT SURE
134	unsure haven't heard anything about it.
135	n/a
136	Not sure
137	Not sure
138	not sure
139	n/a
140	no comment
141	I don't know
142	I'm not really sure?
143	Not known
144	Havent been at the college long enough to notice
145	i dnt have any
146	Not sure yet
147	Not sure, maybe the technology segment
148	no comment
149	Just began do not have an opinion
150	None
151	Have not started the program yet so I'm not sure.
152	NOT SURE
153	unsureits all still new.
154	not giving up
155	Good
	I think it could be better in offering more helpful information to students who my not know
	where to turn after completing the program, for instance the student's who want to transfer to
156	other nurshing programs to receive their degree in it, what schools can they look into.
157	Everything except math.
158	It help students to get their prerequesits for their differe majors(maths, nursing etc)
159	Understanding the work
160	good
161	It is being advertised on the web
162	be positive and being decaded to what your career is and working hard at it
163	It is inexpensive.
164	I have no idea what this program offers. I simply needed to take science courses.
	My strength would be making sure that I complete each task on time and try my best to do all
165	that I can on my own. My motivation to complete the program would be my strength.
100	Im not familiar with the criteria of the CST program, im just trying to finish up at CCP, at
166	recieve my degree somewhere else.
167	As I mentioned I am retaking reading
168	networking & people person.
169	have not really gotten into my course classes yet!

170	DOing what I need to do to at least keep a 3.5 GPA	
171	hard work and patience	
	The CST program do have a good well rounded structe, outside of too many lab sciences, which are not needed in the allied health work world or transfer to 4 years in most allied	
172	2   health programs.	
	i think u need better teachers that teach right	
1/5	I am a Natural health consultant and know alot about vitamins and vegetarian cooking. I also	
174	know a little about reflexology.	
175	My strengths are English and Math but also the help and advise from advisory.	
176	language program	
	The knowledge that I'm going to gain from it.	
178	information	
9. What do	you think needs to be changed or added to the CST Program in order to improve the	
program?	[Red: related to the coursework/classes; blue: more night classes; purple: better	
counselin	g/academic advising/more information about program available to students; green:	
more acad	lemic support (tutoring, one-on-one help); orange: related to the professors; pink:	
	the nursing program; gray: more classes/make program bigger; yellow:	
	atisfied with the program; brown: not applicable/not sure/no comment; black:	
-	eous comments.]	
Number	Response Text	
1	Math bein a requirement	
2	More classes during the summer I and summer II.	
3	less electives	
4	More Classes, esp. Bio 110- also know ahead who the teacher would be.	
5	More biology, math, and chemistry class options!	
6	More weekend science classes	
7	more classes	
8	the curriculum	
	I think English 101 and 102 need to be completed before any writing intensive courses are	
9	available for students. Also, I think in the workshops that are offered need an addition "How	
-	If someone is taken a language class, for the 1 <sup>st</sup> time, and it is called elementary then it	
	should be explain in English and in the language so people can understand it and grasp it	
10	faster.	
11	have courses available to the medical side of the degree you are seeking	
	I think that the students in the CST program should have access to all of the science courses jus as well as the students who are already in the Nursing program since that is their goal in	
12	the end anyway.	
	More of the classes should be available at the regional centers. I live in the northeast and	
	try to take as many classes there, not looking forward to going to center city at all. May look	
	out of city instead. Languages are so important maybe add more for a requirement instead	
13	of just 1 semester.	
	To me work is better explained in the lab classes, I feel that they should make the lab classes after attending the regular classes needed so that if you didn't get the hang of	
14	something then you would have a chance to do so after class.	
	In Math there needs to be more reviewing and all of the homework should be gone over.	
15	When something is repetitive it helps to remember it more.	
16	Some of the classes I take I feel is not needed	
17	math	
18	Not Clinical work but more hands on material for the students. We pay a lot of money for our	
18	Not Clinical work but more hands on material for the students. We pay a lot of money for our	

	courses and all we have are books and lectures. Except for our science courses which require a lab.
19	I think that certain hard to get biology 109/110/ Microbiology /chemistry 110 classes should be reserved for CST students!
20	There I needs to be more classes for each subject available. For instance bio classes.
21	I think all teachers should have the same curriculum. I have friends that take the "easier" teachers and don't have the same amount of work that I do and are going to pass with the same amount of credits for doing half of the work. Completely unfair. All teachers should require the same amount of papers and tests.
	The CIS 103 course should be optional - meaning if you can pass a test you should not be
22	forced to take it.
23	opening other classes to students that want to take class outside of the cst program
	the classes that I need conflict with all the other classes I need. You I have trig, which I
	need. And you need to offer the same classes down town up in North East, Downtown is a
24	nightmare and disgustingly ghetto. Why are the classes that are at NE campus all at night??
25	give more time for the courses
26	To offer workshops for PM students
	Perhaps starting a nursing school in the evenings would be better suited to those of us who
27	desire to change career paths.
28	Have more opportunities for nursing and other medical related fields. (Night Program)
	A night time nursing program. And any other medical field program that's only offered in the
	morning should also be available at night. A lot of people cant get to school in the morning,
29	but they want to complete the career that they have choose.
	The program itself is great, just need to add a nursing program for people like me that need
30	evening classes to I the career that they are long to move into (Nursing)
31	There are not many options available for night students.
	The ability to attend classes in the evening for specified programs currently only offered
32	during the day such as nursing.
	There needs to be more counselors who know what they are talking about. I've found it
33	easier learning the next step by talking to students vs counselors. Sometimes I ask the same
	question to 2 different counselors and get different answers. More personalized instruction for how to go about choosing major and what I as a student
34	need to do so succeed or be accepted to these programs.
01	Let students know more about what you have to offer. As a new student I was not aware that
	I had a Curriculum Coordinator I could meet with. I am glad to know now that there is one
35	because I don't know which classes to schedule in the Spring.
	I wish I had been aware of the certificates that could have been earned with the proper
36	selection of classes.
	They need more counselors to talk to the students in the program so that students can be
37	more prepared to transfer or continue their career in another field.
20	I think there should be more counseling and people to talk to at the northeast campus about
38	the nursing program. I can never get a hold of anyone. Better communication with the school to the students. Better hours for help for the students
39	who work.
40	More interaction with students and teachers and the counselor's.
41	
	Send more information out when informing students that are accepted into the program.
42	More information about what the program is offering
43	Explanation of the program and guidance with choosing the appropriate classes.
	better understanding on what the program really is and what the student can get out of being
44	a part of the program
	to at least mail something to the students that are enrolled in the course because a lot of students do not check their con website often enough and when they do find out its through
45	students do not check their ccp website often enough and when they do find out its through word of mouth from another student not staff.
40	word of modult normaliourier student hot stall.

46	Nothing I think as long as information about that program is presented in a way that makes it easy for people to find out about it I all that I could think needs to be done right now.
47	More access to counselors. They are hard to reach.
48	The counselors need to be more active when helping out students. Personally I had a very bad experience with an admission counselor who was pretty inexperienced when helping me select courses for the program. Since then I have been enrolling in my classes alone without much guidance and plan to transfer out shortly.
49	Who is available to talk to make sure I am on target
50	Currently, when a student is enrolled into this program, it seems they are left to figure out their way until they possible get accepted into a program. I'm new to the school and curriculum. The emails have been helpful, and exposed me to the other programs offered. For some reason however, I have spoken to some of my peers who apparently didn't know about the other programs offered and they have been students much longer. It would be nice if maybe once a semester there was a "fair" type of workshop just for this curriculum. Giving students a better idea of the other allied health paths offered. Some of the links from the CST bulletin have no information. This may however be an error of the specific website.
	A broader spectrum of information provided to CST students considering furthering their
51	education , and what additional classes they should take to do so. Better guidance , and more availability to non nursing students for classes, and the
52	professors name being posted when registration begins not the week classes start.
	maybe orientations or workshops that give students applied knowledge on what this
53	program is and how this program will benefit us in the future.
54	More counselor/advisor involvement and contact. More help selecting a major or transferring to another institute.
55	Good counselors to tell you what class you have to take to get into the nursing program
56	I think the program should have its own counsellors who will actually direct or help students register for pre-rep courses that are related to their major. I personally feel that sometimes students take courses that are related to their major at all.
57	More information to the new students
58	Recognition of the program could be improved. For instance, the catalog doesn't express CST as a specific degree. Upon graduation, still one is offered a AA in Liberal Arts degree.
59	More information on website.
60	I think have more of a detailed description of course or classes that should be taken in your field.
61	more knowledge of what the program is and what it has to offer.
62	More people helping students in the Program
63	tell advisor what you plan to do and he tells you what you must do to reach your goal
64	Letting us know which classes are really needed over the internet registration.
65	more access to nursing counselors
66	meeting with a real person besides a counselor who is familiar with ONLY this program. That would be really helpful.
67	Just more help on the test to get into the nursing program
68	More learning labs, extending tutoring hours
69	More educational support
70	More tutoring
71	I there are lots of people that start at ccp cst programs with the intention of getting their nursing degree from ccp, however we (others) wind up getting their rn degree from other 4yr or diploma programs because I believe that there isn't enuff prep for the allied health exam. For me lots of the classes ive taken were early in the years of starting back to school and testing with timing can be very intimidating and I think there should be a 6 week prep course with brief coverage of all subjects that the exam covers. Most people that I know have taken the exam havent done so well then they move on to other school to earn their degree, when their first choice was to get their rn degree from ccp. Maybe this 6 week brief prep course
/1	and more more was to get their in degree non-cep. Maybe this o week blief prep course

· · · · · · · · · · · · · · · · · · ·	
	maybe with a fee that will help those people that have problems with testing. So if this can be implimented that would help. Even myself
72	I think there really needs to be tutoring for cis classes.
	Some of the CIS 103 need to communicate better with students who need help, or at least
73	send them to learning lab.
74	more one on one help
75	More tutoring in the science program. (open lab in all campuses)
76	To make it a little easier to enter another program and to make the test a little less difficult.
77	A lot more help and tutoring for Biology
78	Add a prep class for each of the specific programs that will inform the student of what is necessary to succeed in that major.
78	The college needs more calculus tutors.
/0	More one to one bases with students, get to know each student find their weakness and
80	strengths in each of their courses. More interviews with other schools should be made.
81	Better instructors in the night classes off campus. And computers that are functional.
82	Better biology faculty and more accountability for professors to meet standards.
83	I think the teacher evaluations should be required and heeded.
84	Higher level of teaching in the Spanish classes.
85	better choices of instructors suited to in urban environment.
86	Better understanding your professors in their way of teaching and testing.
87	better teachers that teach
	The way most of the instructors talk to older students or students from other countries, is not
	too good. I think that is one thing that need to be change in order to improve the program, or
88	for this program to be the best.
	For the nursing program, it takes too long just to get in and you do all the requirements and it might not even happen, but I have to think positive to keep going to reach my goal at the end
89	of the day.
	Though I always knew before starting college that I wanted to become a nurse; and was
	then told my major should be CST since that closely resembles classes at a 4 year institute.
00	I was closely shocked now years later after working so hard not being able to put the CST
90	degree to use in the work world while Im pursuing my bSN>
91	preparations needed to get into the nursing program
92	STOP MAKING STUDENTS TAKE AN ENTRANCE EXAM TO THE NURSING PROGRAM I think the program should allow a certain amount of minimum scored students to attend the
	nursing program. The best of the best is always good however, we all can learn from each
93	other.
94	Offer different nursing programs besides Allied Health Nurse program.
95	A day nursing program
	they recently not accepting students to the nursing program to temple anymore. They need
96	to change that.
97	By making the program a bigger program could help.
98	MORE PROGRAMS WEB BASED
99	the competativeness and the limited amount of space, people pay to go to school so allow
99	them to try and get what they paid for . I make them pay just to tell them no Continue to ensure that classes are equally available at satellite locations (NERC, NWC,
100	etc) as they are at main campus.
101	Some classes like biochemistry have a very limited number of sections.
	As a student working a full time job, I wild love more flexibility for scheduling classes with
	different labs as opposed to being restricted to the lab sections linked to the lecture I
102	choose.
103	more programs

	more publicate to register for the places that have to be fulfilled instead of having
104	more available seats to register for the classes that have to be fulfilled instead of having them reserved for other programs
105	provide alternatives to taking certain courses.
106	I think its already too much so I don't need any thing else in it
107	Nothin really
108	I'm not aware of anything.
109	nothing.
110	nothing comes to mind I rely like it
111	Nothing.
112	Nothing
113	Nothing
114	Nothing at the moment
115	Nothing
	This being my first time, the program is okay to me because I really don't know what else to
116	expect.
117	It is working out well for me the way it is.
118	you have the learning lab, you offer tutoring
119	I can't think of anything else currently.
120	It's fine.
121	nothing improvement upon anything is always great.
122	Nothing
123	None
124	Nothing
125	Nothing
126	nothing yet
127	noting really.
128	Nothing
129	Nothing
130	nothing right now everything is going fine
131	everything is fine
132	everything is good as it is.
133	It's working well as it is now
134 135	Nothing. not much
135	None
130	not sure
137	don't know
139	Not sure.
140	I do not know.
140	N/a
142	none
143	I I know
144	??
	Until I can start the program I do not have any idea on what it is that needs improvement or
145	change
146	not sure
147	Unknown

148	n/a
149	I couldn't tell you.
150	I don't know
151	When I get to that point of the program I'll let you know.
152	I'm not sure at this point because I am not there yet.
153	idk
154	im not sure
155	n/a
156	Nothing I just haven't really looked about CST
157	no comment
158	I really I know
159	I'm not really sure.
160	NOT SURE
161	n/
162	n
163	Not sure
164	not sure
165	Not sure
166	Can't say haven't had a chance to become fully aware of all that it has to offer.
167	no comment
168	n/a
169	Until now, I have not realized what needs to be changed
170	Unknown
171	Havent been at the college long enough to notice strengths or weaknesses
172	don't know
173	Not sure yet
174	no comment
175	not sure at this time
176	Unsure
177	n/a
178	n/a
179	No comment
180	Students shouldn't be limited to applying only once a year for the allied health programs.
181	more freshman involvement
	There should be more than one application process for the DMI program. Their isn't enough
182	information pertaining to this. I am somehow not able to able for another year and have a waiting year. That is odd.
102	Almost everything more workshops and help to help people focus and zero in on strengths
183	and what is needed of them. Most people in the program are entering into the medical field and need to understand how competitive it is early on. CCP does nothing to facilitate this
184	CIS requirement???
185	Dissections should not be required.
186	Speed up the hands on part.
	I think that the cst program needs to pick students within the semester not pick students and
187	then they have to wait until the following semester to enter in to the programs.
188	Attendance documentation.
189	That old grades from 2002 should be dropped so your gpa can be a lot higher

190	students should not be railroaded into the program		
	The biology department seems to lack funding but has some great professors-ex Renna and		
191	Avart.		
	since we do not earn a AS and it is an AA	at least one if not two of t	he science should not
192	have to be natural science with a lab.		
	Update the website(s). Nearly half the link		g information that is
193	several years old. This is not very encoura		
194	internships for the Health Service Manage	ement program	
195	Pschology		
	I personally wish it was more hands on, I I	beleieve people learn fast	er, with the hands on
196	experience.		
197	More enrollment dates to apply to DMI.		
198	let students register online		
199	more agreements with other colleges and universities		
10. What s	ources have you used to get support and in	formation about the CST	Program?
Answer Op	Answer Options Response Percent Response Count		Response Count
I have talked with the Curriculum Coordinator in room W2-19		10.7%	35
I have talke	ed with an academic advisor	31.9%	104
I have talke	ed with a counselor	33.7%	110
My peers		28.5%	93
My instructors		16.3%	53
The CST w	vebsite	34.4%	112
The college	e catalog	31.0%	101
None		22.1%	72

11. Are you aware that the program has a Curriculum Coordinator who could provide assistance to you?		
Answer Options	Response Percent	Response Count
Yes	29.3%	97
No	70.7%	234

11a. If you are aware of the CST Curriculum Coordinator, did you ever contact her for information or advice?		
Answer Options	Response Percent	Response Count
Yes	24.7%	24
No	75.3%	73

12. Are you aware that there is a CST website?		
Answer Options	Response Percent	Response Count
Yes	46.1%	152
No	53.9%	178

12a. If you are aware that there is a CST website, did you ever visit it?		
Answer Options	Response Percent	Response Count
Yes	86.9%	133
No	13.1%	20

13. What would be the best way for the CST Curriculum Coordinator to contact you with program information?

Answer Options	Response Percent	Response Count
My CCP email	68.9%	226
Messages on MyCCP home page	2.1%	7
My personal email	11.3%	37
A letter mailed to my home	17.7%	58
Other (please specify)		23

13. Have you applied to any programs at Community College of Philadelphia?		
Answer Options	Response Percent	Response Count
Yes	16.0%	52
No	84.0%	273

13a. If you have applied to a program at Community College of Philadelphia, what is the name of the program?		
Number	Response Text	
1	A.A.S.	
2	AA Culture, Science and Technology	
3	Computer Information Services 1	
4	CST	
5	dmi	
6	DMI	
7	DMI	
8	DMI	
9	DMIP	
10	Engineering	
11	ESL	
12	general courses	
13	Health Service Management	
14	I will be appling this month for the Nursing Program	
15	Nano fabrication	
16	Nursing	
17	Nursing	
18	Nursing	
19	Nursing	
20	Nursing	
21	Nursing	
22	NURSING	
23	Nursing	
24	nursing	
25	nursing	
26	nursing	
27	Nursing	
28	Nursing	
29	Nursing	

30	Nursing
31	nursing
32	Nursing
33	nursing
34	nursing
35	Nursing Program
36	Nursing Program
37	nursing program
38	nursing program
39	Nursing, RT
40	Nusring Program
41	peer group for cst
42	Radiology
43	respiratory care technician
44	Respiratory care technology
45	RN
46	RN Nursing Program
47	Student Ambassador
48	Student ambassador
49	track

13b. If you have applied to a program at Community College of Philadelphia, were you accepted into the program?		
Answer Options	Response Percent	Response Count
Yes 34.9% 15		15
No	65.1%	28

**14.** If you are currently working, what is your current job title and what type of work do you do in your primary job? Red: nursing, blue: work in medical field, purple: administrative work in medical field, orange: dental field (including administrative work), black: miscellaneous

Number	Job Title	Describe work
1	Certified nursing Assistant	pre-step to nursing
2	CNA	perform basic patient care and assist with activities of daily living; such as bathing, feeding, toileting, vital signs ext.
3	CNA	Nursing Assistant
4	Certified Nursing Assistant	take care of people love ones.
5	certified nursing assistant	helping the elderly get through their day
6	Certified Nursing Assistant	Assisting patients with activities of Daily living. Helping with the progress and recovery of patients on a Thoracic and Neuro Surgery step down unit. Take vitals sign and perform other needed test such as ekg's bladder scans etc.
7	Certified Nursing Assistant	Long term care setting
8	CNA	i work in a nursing home, assisting the elderly
9	CNA	Caring for elderly people
10	CNA	Patient Care
11	CNA	I WORK WITH CANCER PATIENTS
12	nursing assistant	home care
13	cctv supervisor, cna	monitor security cameras, provide assistance to elderly

14	emergency room tech	nursing duties
15	CNA	help encourage independence to the elderly and disabled
16	Nursing assistant	
17	nursing assistant	
		physical care, personal hygiene, vital signs, blood glucose
18	Nurse's Aide	monitoring, specimen collection, etc.
19	Certified Nursing Assistant and Nursing Unit Secretary	Activities of Daily Living with my residents.
20	CNA	Vital signs, bathpeople, feed them
21	Certified Nursing Assitant	Home Care
22	CNA	assist and care for patients in a hospital
23	Citerfied Nursing Assistant	I take care for cancer patients
24	CNA	providing hand on care to patients
25	Nursing Assistant	patient care
26	Home Health Aide	Nurse assistant
		HPI, vitals, injections, minor surgeries, research, physical
27	medical assistant	exam
28	Third Shift Aide	Assist people with mental health or mental retardation in a community based home
29	medical assistant	clinical duties, treating patients and helping doctors
		Clinical work: injection, phlebotomy,ekg,vital signs,health
30	Medical Assistant	history,medications
31	Rehab tech	Patient care
32	home health aid	meeting people needs,
33	was a surgical technician but because I needed light duty, I am now a Telemetry technician(but not currently working due to an injury)	Surgical techs pass instruments during surgery and sometimes assist the surgeons.Telemetry techs watch monitor to keep track of the patients heart rates and they take vitals
34	Medical Assistant	Greet and triage patients in a professional manner
35	medical assistant	vitals, blood pressure, injections, phlebotomy, intake
36	medical Assistant	Office work, assist patients
37	Surgical Tech	assist in the operating room for the heart team
38	emergency room tech unit clerk	emergency medicine
	Data Coordinator / Medical	Monitor ICU patients by way of telemedcine in the University
39	Assistant	of PA health system.
40	pca	in home care
41	medical assistant	medical assistant Albert Einstein Medical Center
42	patient care associate	
43	EKG Technician	Perform and interpret Ekg reading.
44	Surgical Technician Gi Technician	I give the instruments to the surgeon.
45 46	gi tech	Consistent aid to doctors, nurses and patients
40 47	•	work with gi doctors asisting with gi procedures care for individuals with cronic kidney disease
47	dialysis technician Medical Assistant	To assist the doctors in patient care.
40	พเธนเปล่า กออเอเล่ไไเ	Out Patient Chemoptherapy center. Taking vitals, ordering
49	Medical assistant	supplies providing empergent care during code calls

50	Surgical Technician	Pass the instruments to the doctor during surgery
	Surgical Tech, Patient Care	I get injured at work on I was put on light duty and get injured
51	Services Associate, Telemetry Tech	I got injured at work so I was put on light duty and got injured again so I am now out of work until further notice
52	Medical Assisting	draw blood, give injections, schedule appt., take vitals
53	dialysis tech	
54	Home Support Aide	Provide daily activities for the elderly.
		I draw patients blood and send it to the correct labs for
55	Phlebotomist	trained technicians to perform the specified tests on them.
		Front desk, Filing, Putting patients in the exam rooms, depensing meds with doctors approval and many more other
56	Registered Medical Asst.	responsibilities
	Admin coordinator UPENN	
57	and Transcriptionist CHOP (Neonatology)	coordinate salary ltrs. run reports according to proposals and awards, transcribe notes etc for neonatology drs
		awards, transcribe notes etc for neonatology dis
58	Medical Recork Clerk	Dessive incoming calls for innotions and cut notions convice
59	Preccert Representative	Receive incoming calls for inpatient and out patient services.
60	Claims Payment Adjuster	Adjust medical claim
61 62	unit secretary	hospital secretarial work
63	Medical Case Manager	I am a case manager for HIV positive adults
64	Customer Support Tech III File Clerk Team Leader 1	Hospital Application Security Analyst order and file records of patients
65	Medical Records Clerk	filling and scanning records
00	X-ray Licensed Dental	
66	Assistant	Aiding the Dentist in the Operatory
67	dental hygienist	clinical care of patients
68	Secretary in dental office	
69	dental assistant	dental assistant
70	togo Girl	Chili's togo girl for take out
71	booth attendant	we collect money for parking
72	Administrative Coordinator	Secretarial Work
73	Dept Supervior	Customer Service
74	Target - Team Member	I run a photo lab
75	Office Administrative Associate A	Support of the Pathways out of Poverty Project Director
76	Monitor	Work Study
77	Customer Service Associate	Call center
78	tutor	tutoring in the West Science Lab at CCP
79	Charge Manager	review and audit charges for clinical trials
80	LPN	
81	Mother, Temp Labor	
	student tutor in the Learning	
82	Lab	helping other students with psychology and sociology
83	supervisor	data entry
84	package handler	lifting boxes up to 70lbs
85	Program Coordinator	Drug and Alcohol treatment center for women
86	Automotive Service	l enjoy my work.

	Technician	
87	Program Supervisor	Mental Health
88	Shift manager at wawa	prepare meals, make coffee
89	sale associate	help customer
90	Steve Steins Famous Deli	Cashier
	Income Maintenance	
91	Caseworker	determine clients eligible for welfare benefits
92	Membership Representative	secretary work such filing, customer service, and computer skills
93	Bookseller	cashier/bookseller/customer service
94	Driver	Paratransit
95	Pharmacy Cashier	Cashier in the pharmacy
96	Parking Enforcement	
97	Legal Secretary	Work for attorneys
98	Supervisor	Customer Service
99	Cash Control Manager	my duties are to handle cash, and end of he reports
		Care giver for special needs children between the ages of 3
100	Teacher assistant	to 6.
101	Data Entry	Records Management
		Apply electronic based theories in repairing equipment highly
102	Electronics Technician	sophisticated military equipment
103	Data Processor	Data entry, general office work
104	CCR Water Revenue Bureau (City of Phila.)	Computer work (train people in our new billing system)
104	APCS CLERK	CHECK PROCESSING
106	Contractor - work from home	Book Dining reservations for Disney from home
107	Cashier	
108	OTC Manager	Pharmacy Manager at Walmart
109	Supervisor	clerical
110	Cocktail Waitress	
111	representative	billing
112	House manager	M.R. Supervisor
113	Food Service	Prepare Dietary Foods, And
114	hostess	hospitality industry
115	Nanny	
116	Office Manager	Filing answering phones type letters bank deposits
117	admissions counselor	screen and place psychiatric patients
	Employment/Training	
118	Specialist	Case management and job development
119	PSR	CUSTOMER SERVICE
120	Accounting Assistance at a law firm	Bookkeeping, handling fees incoming and outgoing
120	Technical Lead Collaborative	bookkeeping, nanaling lees neetining and outgoing
121	Technologies	Support Infracstructure Technologies
122	Police Sergeant	police work, over nights
123	shift manager	run shifts inventory
124	intern	help the needy

125	chickie and petes	food runner
126	cashier	cashier
127	(H.a.b.a.e) Associat	pack out products such as hair products, skin products. etc, obtain a clean department.
128	Sears- Fine Jewlery	I sell real jewlery but everything is real not fake
129	Adm Asst	admissions adm asst
130	Transporter	Helth Care setting with direct patient contact
131	Court Representative	Working directly in a courtroom assisting a First Judical Judge.
132	Work Study	Assistant
133	Night Auditor	<ul> <li>Daily accounting data entry and reconcile</li> </ul>
134	Team Member	Mcdonalds
135	housekeeper	cleaning, dusting, mopping
136	server	given the elder their food at a nursing home
137	Home Health Care	In home care! feed bathe, cook, clean, wash clothes, Dr. appts, errands, ect
138	Administrative Assistant	
139	co-owner salon	hair stylist
140	Aftercare Specialist	I work with the mental health population
141	sales ass.	automotive parts , taking orders for parts & stocking parts, cashier. a little of everything
142	cashier	ring up customers
143	doula; freelance writer/editor	I support women throughout labor and birth as well as postpartum; I have freelance clients who I write and/or edit for.
144	Assembler	Labor
145	communications technian	
146	Accounting Assistant	Everything the accountants and auditors do plus data entry, filing, inventory and distributing materials to field staff
147	Housekeeping	cleaning
148	Customer service	receptionist
149	Banker	I work in retail banking. I provide customers world class service and look for opportunities to deepen the banking relationship through cross sell of loans, mortgages, checking and savings accounts.
150	Residential Counselor	Providing direct care for th disable
151	Police Detective	Sexual Assault investigations
152	Daycare	watching children
153	n/a	city of phila
154	Admin. Assistant	Office Work
155	Bartender	
156	Legal Secretay	Secretarial
157	Desktop Support Technician	Support, Fix, hardware and software in educational setting
158	Cashier, Salad bar attendant, GM Stocker	Acme Markets
159	Phila Taxi Driver	
160	Work-study student	library

161	Teller	handling members transactions
162	unit secretary	secretarial
163	Security Officer	Asset and client protection, also work closely with patients in the crisis response center, customer service.
164	server	server
165	Sales Associate	Stock, Straighten and cashier
166	Willie Wee Learning Center	Group Supervisor
167	Customer Service Representative	Setting customers up with accounts, answering questions, phones, etc.
168	Adult service.	I give personal and adminster medications.
169	Lead Pre-school Teacher	
170	Cashier (Rite Aid)	Distributing of money and products of the rite aid brand.
171	Work studies in the admission dept. at NWRC	I do a float in and out the office
172	unemployed right now	when i was working i was into retail
173	Mail Handler	Mail Plant Distrubition
174		LAW ENFORCEMENT
175	Sales Rep	Sales and customer service
176	Delivery manager	
177	teacher's assistant	teach emotional intelligence at private school
170	Secretary and Office	
178	Manager	Secretarial, Bookkeeping, Office Manager responsibilities
179	childcare	
180	Asst. Retail Business Manager	Retail Sales, Inventory, Team Mgmt
181	ITS Department	work study student
182	associate	customer service
183	Accounts recievable representative	research outstanding AR for medical claims
184	Admin Asst.	Office work
185	Head of childrens department at tommy hilfiger	running section of store, markdowns, floor sets, customer service
186	softlines team memeber	work with cloths
187	PI Associate	Public information and Customer service
188	Adminstrative Assistant	Assist Tech Ops Manager
189	3-1-1 call agent	customer service
190	Computer Lab Monitor	Help students with computer applications, word processing and electronic information technology (e-mail etc.)
101	Staff Assistant at a Title	Computer work
191 192	Company	Computer work. Answer phones
	Receptionist	
193	CRS	Group leader at day care center currently working with one
194	Group leader/ part timer	year olds
195	Community Health Care Worker for the Dept. of Public Health	Outreach and Educator of Lead Poison and Prevention, Diet and nutrients and how that effects Lead. I express the importance of being an advocate for theirselves and their children. I also explain the cause and effects of lead and

how it harms the body.

Red: nursing, blue: work in medical field, purple: administrative work in medical field, orange: dental field (including administrative work), black: miscellaneous

15. How many hours per week on average do you work in this job?	
Number	Response Text
1	11 hrs approx
2	40
3	45-50
4	40
5	40
6	27
7	37.5
8	15
9	50
10	40
11	9
12	40
13	20
14	15
15	10
16	28
17	12
18	40
19	40
20	52
21	37.5 plus
22	35-40
23	12
24	40
25	40 -42
26	30
27	37.5
28	34
29	40
30	It varies i am temp worker
31	30
32	32
33	16
34	40 h/week
35	40
36	40
37	45
38	40
39	40
40	30
41	13
42	40
43	24

44	40 hours
44	40 hours
45	40
46	40-50 hrs
47	40
48	8
49	40
50	Full time 40 hours a week
51	30
52	40
53	40
54	15
55	40-45
56	40
57	16
58	40
59	20
60	40
61	48
62	40
63	45
64	45
65	36
66	35
67	40
68	13
	40-50
70	72HRS
71	36-40
72	21
73	40
74	35 to 40
75	40 hours
76	
77	20
78	30 hrs
79	40
80	30
81	40 hrs wkly
82	24hrs
83	15
84	37.5
85	40 hours
86	28-40
80	20
88	20
89	36
90	30
91	40

00	25
92	35
93	20
94	40
95	30
96	40
97	32
98	40
99	20-40
100	30
101	forty
102	40
103	40
104	35
105	40
106	40
107	40
108	36
109	40
110	40
111	25-30
112	40
113	40
114	12
115	varies.
116	15
117	35
118	full time for now
119	40-45
120	32@1 job and pool @ the other job
121	45
122	24 hours
123	40
124	40
125	40
126	40
127	40 hours a week
128	40-50 hrs
129	55
130	15
131	32
132	20
133	40
134	40 or more
135	23
136	30-45
137	40-45
138	25
139	44

140	40
140	40
141	20-30
142	40
143	20-30
144	70
145	13
146	16 hr/week
147	37.5
148	40 hours
149	25
150	48
151	20
152	20
153	37
154	30
155	20
156	40 hours.
157	35-40
158	40 or more
159	20hrs
160	40
161	50
162	40
163	50
164	36
165	40
166	32
167	45
168	20
169	45
170	14 1/2
171	20
172	40
173	40
174	42
175	30-35
176	25
177	75
178	32
179	20
180	40
181	35
182	varies
183	37.5
183	10
185	25-30
185	27
180	10
10/	IV

188	40 hrs
189	40
190	20
191	2.5
192	40hrs.

16. If you are not employed now, is this employment status by your choice?					
Answer Options	Response Percent	Response Count			
Yes	39.5%	66			
No	60.5%	101			

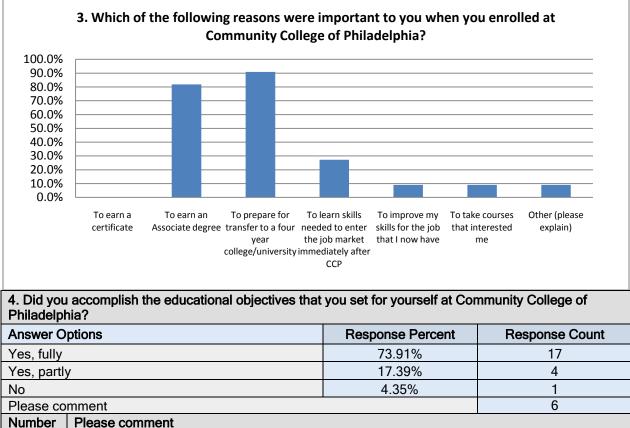
Survey Results – Program Graduates

N = 22

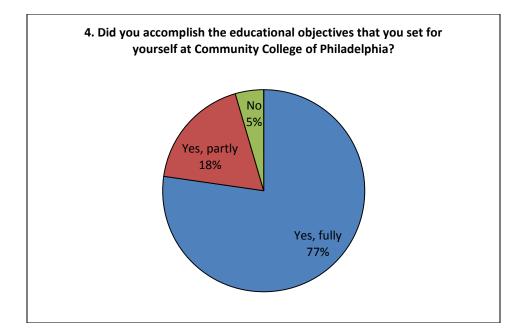
	-						
1. When did you enter the CST Program?							
Fall 1993	Fall 1997	Fall 1998	Fall 1999	2001	Spring 2002	Spring 2003	Spring 2004
1	1	2	2	1	1	1	1
Fall 2004	2004	Spring 2005	Summer 2005	Fall 2005	Fall 2006	Spring 2007	
2	2	3	1	1	1	1	

2. When did you graduate from the CST Program?											
Sprin g 2000	Summe r 2003	Sprin g 2006	200 6	Sprin g 2007	Fall 200 7	Sprin g 2008	Summe r 2008	200 8	Sprin g 2009	Fall 200 9	Sprin g 2010
1	1	1	2	2	1	5	2	1	2	1	3

3. Which of the following reasons were important to you when you enrolled at Community College of Philadelphia?							
Answer Op	tions	Response Percent	Response Count				
To earn a c	ertificate	0.00%	0				
To earn an	Associate degree	81.82%	18				
To prepare college/univ	for transfer to a four year versity	90.91%	20				
To learn sk immediatel	ills needed to enter the job market y after CCP	27.27%	6				
To improve	my skills for the job that I now have	9.09%	2				
To take cou	irses that interested me	9.09%	2				
Other (plea	se explain)	9.09%	2				
Number	Other (please specify)						
1	To find a major that suited me.						
2	Improve quality of life						

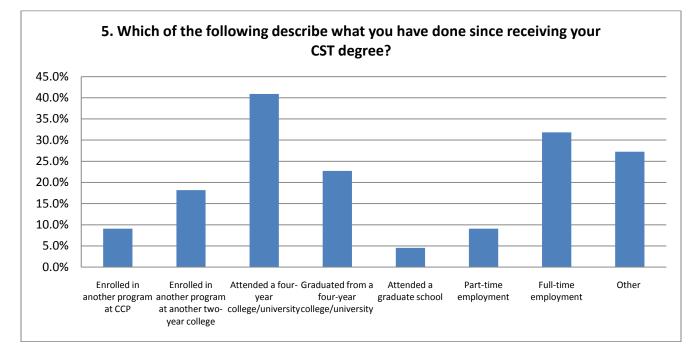


Number	Please comment	
1	Needed one more class to fulfill requirements; class to be enrolled at current university	
2	Well the plan was to get the credits needed to enter into nursing school and become a nurse.	
	I came to Community to take prerequsites for nursing school but I stayed to continue studies	
3	so I can receive an associate's degree.	
4	Have not entered a 4-year college/university	
	I entered CCP with hopes of obtaining an ASN degree but I was not able to enter the nursing	
5	program due to limited space and a lot of students enrolling	
6	I was able to complete my prerequisites to prepare me for the nursing program I entered into.	



5. Which of the following describe what you have done since receiving your CST degree? (Mark all that apply)			
Answer Options		Response Percent	Response Count
Enrolled i	n another program at CCP	9.09%	2
Enrolled i	n another program at another two-year college	18.18%	4
Attended	a four-year college/university	40.91%	9
Graduated from a four-year college/university		22.73%	5
Attended a graduate school		4.55%	1
Part-time employment		9.09%	2
Full-time employment		31.82%	7
Other		27.27%	6
Number	Other		
1	Obtained Nursing Diploma at Nursing School; currently in BSN program at 4-year college		
2	Entered nursing school in 2007 and graduated in 2009 and now back in school for my bachelor's		ool for my

3	Attending Harcum College (Nursing)
4	Nothing
5	Prepare to transfer to a four-year institution
6	Nursing School - 2 yr program



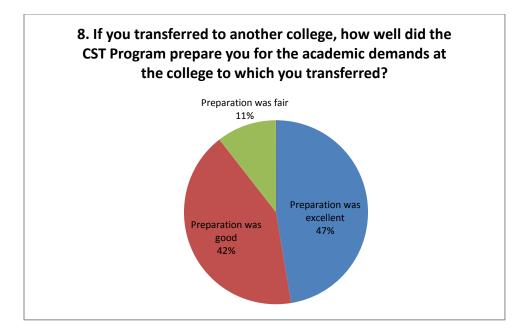
6. What is	6. What is the name of your most recently attended college?				
Number Name Date Started Major			Major		
1	Lasalle University	08/01/2009	Nursing		
2	Eastern University	9/27/2010	MBA in Health Administration		
3	Lincoln University	2006	psychology		
4	thomas jefferson university	fall 2009	biotechnology		
5	Holy Family University	Fall 2010	Nursing		
6	Chamberlain College of Nursing	March 2010	Nursing		
7	LaSalle University	08/2010	BSN - Nursing		
8	Northeastern School of Nursing	9/08	Nursing		
9	CCP				
10	Drexel University	Sept 2006	Health Science		
	Abington Memorial Hospital Dixon	September			
11	School of Nursing	2009	Nursing R.N. (Diploma)		
12	Temple University	2001	Biology		

			Computer Security and
13	Drexel University	09/2008	Technology
14	LaSalle University	Fall 2008	Nursing
15	Harum College	May 2009	Nursing
16	Roxborough School of Nursing	8/1/09	Nursing
17	Chamberlain University	Aug 30, 2010	BSN
18	LaSalle University	9/06	Nursing

7. What is y	7. What is your present enrollment status at the college listed in Question 6?		
Answer Options Respons		Response Percent	Response Count
Still attendi	ng	50.00%	9
Stopped att	ending before graduating	5.56%	1
Graduated		44.44%	8
If graduated	d, what is your degree and date of graduation? 8		8
Number	If graduated, what is your degree and date of graduation?		
1	2008, bs		
2	Nursing, 5/2/10		
3	CST, May 2010		
4	Health Science, March 2010		
5	Biology, 2003		
6	CST, 03/2011		
7	Nursing, May 2010		
8	Nursing, May 2008		

9 If you transformed to enother college, how well did the CCT Dreamon property you for the coordenie
8. If you transferred to another college, how well did the CST Program prepare you for the academic
demands at the college to which you transferred?

Answer O	ptions	Response Percent	Response Count
Preparation was excellent		47.37%	9
Preparatio	on was good	42.11%	8
Preparatio	on was fair	10.53%	2
Preparation was not helpful		0.00%	0
Please explain 2		2	
Number	Please explain		
1	Preparatory courses were superior in obtaining knowledge in comparing other students coursework in same/similar prerequisites.		
2	Science foundation was great Bio 109, 110; Chem and Micro		



9. Were you satisfied with the instruction you received at the College while you were a CST student?			
Answer Options Response Percent Response Court			Response Count
Yes		85.71%	18
No		14.29%	3
Please ex	plain		4
Number	Please explain		
1	Overall experience was wonderful. Most of my teachers were very good, had just a few difficulties		
2	The financial aid department was very unorganized and staff had an unpleasant attitude. My classes were continuously dropped at the beginning of each semester because CCP took so long to sign for my loan so it was never processed until after school started and my courses were dropped.		
3	At times, CCP and the CST program, in general, should reach out and prepare their students		
4	No completely satisfied.		
5	Excellent, professional, knowledgeable faculty at CCP		
6	The experience was worthwhile considering t	the many lifestyle changes	s I had encountered.
7	7 Science instructors are great, specifically and		

10. Were you satisfied with the support you received from program faculty?			
Answer Options	Response Percent	Response Count	
Yes	66.7%	14	
No	33.3%	7	

10a. If yes, please give an example of the type of support you received.		
Number	lumber Response Text	
1	Support form Financial Aid in providing information on the cost of my AA degree.	
2	individual tutoring	
3	3 Guidance counselor very informative. Dual admissions transaction - ok	
4	4 Learning lab, math lab, tutors were very helpful thru-out my time at CCP	

5	The professors most of the time were very good, especially my A + P instructors.	
6	6 Resume assistance	
	(Name of Curriculum Coordinator), coordinator at the time I attended CCP, was a	
7	7 mentor and excellent instructor. She helped get me on the path I belonged.	
8	8 Academic advisors @ NE campus are fantastic!	

10b. If no, what type of support were you looking for and did not receive?		
Number	Response Text	
	With students who were obtaining credits PAST the associate degree mark, there should	
	have been better support, even when we choose to return. When I returned, I had had better	
1	support, based on me and my experiences, not from the support of CCP.	
	Well I was looking for someone to guide me through the different steps towards a nursing	
	degree but got the information when it was to late or just as i was about to change major for	
2	me to improve my changes of getting a better job in the health field. example respiratory care	
	I didn't really need the support only during the time we had a chemistry class and the	
	instructor was horrible and me and half of the class filed a complaint against him and nothing	
3	was done.	
	I can't say I came in direct contact with any program faculty, directly connected with the CST	
4	program.	
5	None in particular, my needs are quite unique	
	Advisors were not help full with picking necessary classes for degree. I was given wrong	
6	information regarding classes needed to graduated.	
7	There needs to be more interaction between teachers and students.	

11. What do you think are the strengths of the CST Program?		
Number	Response Text	
1	Prepares students for various careers in science, technology, social infrastructure.	
2	Providing low cost for students to attend college and earn a degree.	
3	Well it is good if you are really going to transfer to a four year program and if u really just want to come out with a degree.	
4	prepare well for job	
5	Small class rooms and great faculty support	
6	It teaches you responsibility and instill the information and skills you will need for a future career and extended education.	
7	The ability to mold program and class selections to fit the four year program desired to move on to	
8	Great teachers, program is set for easy transition thru program. Teach future CST students the importance of having high GPA for transfer purposes.	
9	There are a lot of caring teachers in this program.	
10	It prepares students for any potential position or profession in the medical field.	
11	Excellent instructors, ability to major in nursing and other healthcare fields as well as cultural diversities/humanities and computer studies.	
12	I think it gives you a general foundation for higher education/career in a science based field.	
13	A professional and very knowledgeable staff.	
14	Flexibility of faculty and its resources.	
15	Appropriate courses, convenient class times, generally good instructors.	

12. What program?	do you think needs to be changed or added to the CST Program in order to improve the
Number	Response Text
	More of a push to give preparation for the job market AND to transfer to a 4-year college.
	sometimes there is a push for students, such as myself, to go into the nursing program, and if
	they are not prepared or amke the grade, there should be a push into another program, such as the reasearch bioethics program, since Philadelphia has a great job market in this realm,
	and have it more available to students-and/or give students the correct classes for
	transferribility into BSN programs-I did this all on my own AND became and LPN-no help from
1	CCP.
	The limited number of seats for the Nursing Program. ALso, the requirements of having a
2	high score on entrance exam verses having excellent grades.
	Well if I am not mistaken the program has changed from since I graduated because I think
	you can take a state exam or something like that to qualify for a good job in the health
3	system.
	more preparation for the ASCP certification. Encourage student to take certification right after
4	graduation
5	More information and support when you are entering a program for a particular career path.
_	Priority given to CST students who plan on going onto BSN programs, as it relates to science
6	courses and registration.
_	I think the CST program could be improved if the courses were clearly defined for program in
7	order to avoid taking unnecessary courses.
	I think it's important to inform the student ahead of time what classes they need if they wish to
8	enroll into the Nursing program.
	A medication course teaching about the trade and brand names of drugs. That will be helpful
9	if students are interested in the nursing profession.
40	Perhaps if faculty and other CCP employees were more approachable than being less
10	accommodating

13. If you transferred to another college, did your transfer institution accept your CCP courses?			
Answer Options Response Perc			Response Count
Yes, all o	Yes, all of them 66.67%		12
Yes, som	Yes, some of them 33.33% 6		
None of t	None of them 0.00% 0		
Please lis	Please list the courses that did not transfer: 3		
Number	Please list the courses that did not transfer:		
1	Sociology due to the grade of a C- and a few more that I cannot remember at this time.		
2	all CLT courses		
3	Humanities, cultural traditions		
4	4 Math 118- Intermediate Algebra		

14. What is your current job title and type of work you do in your primary job?			
Number	Job title	Describe work	
1	LPN (Nurse)	Nurse employed with non-profit company	
	Retirement Plan		
2	Associate	Financial/Accounting	
3	social work	social services	
	Customer Service		
	Agent and Home Providing the best service and personal care to our customers and		
4	Health Aide	patients	
5	medical laboratory	work in clinical lab hospital setting	

	technician	
	Police Officer, City of	
6	Philadelphia	law enforcement
0	MLT (Medical	
7	Laboratory Technician	
/		
	Nursing Supervisor,	
8	Nursing (RN)	
	<b>N A I <b>A I <b>A I A A I A I A A I <b>A I A I <b>A I A I A I A I <b>A A I <b>A A A A A</b> </b></b></b></b></b></b>	I provide supportive care for nurses who take care of patients on a
9	Nurse Assistant	medical surgery floor of a local hospital
10	Registered Nurse	
	SSA Worker and Bus	
	Attendant for the school	Working on the bus as a monitor and the cross with children who
11	District of Philadelphia	have autism.
12	RN, BSN	
	Certified Surgical	
13	Technologist	Assist surgeons during operations
		Assist therapist with group therapy, prepare and perform activities
		in some sessions, coordinate with clients family about medical,
		medication, and transport concern, ensure the safety and
	Intensive Outpatient	well0being of patients is maintained, obtain and monitor vital signs
14	Assistant (IOP)	when needed.
15	Kmart clerk	
		Monitor and interpret electrocardiogram readings on a 32 patient
16	Heart Monitor Tech	neuro telemetry floor at Aria Health
17	Registered Nurse	Medical surgical nurse, home health nurse

15. Were you employed in this job prior to enrolling in the CST Program at CCP?			
Answer Options Response Percent Response Count			
Yes	31.3%	5	
No	68.8%	11	

16. If no, was your enrollment in the CST Program helpful to you in getting this job?			
Answer Options Response Percent Response Count			
Yes	30.0%	3	
No	70.0%	7	

17. How many hours per week on average do you work in this job?			
Number	Response Text		
1	20-30hrs		
2	37.5		
3	40		
4	60hrs and per diem		
5	20		
6	40		
7	40		
8	37		
9	36-40		
10	32		

11	32
12	40
13	36
14	40
15	34
16	32
17	20
18	48

18. If you are not employed now, is this employment status by your choice?		
Answer Options Response Percent Response Count		
Yes	71.4%	5
No	28.6%	2

19. While you were in the CST program were you aware that the program had a Curriculum Coordinator who could provide assistance to you?			
Answer Options Response Percent Response Count			
Yes	33.33%	7	
No	66.67%	14	

20. If you were aware of the CST Curriculum Coordinator, did you ever contact her for information or advice?		
Answer Options Response Percent Response Count		
Yes	45.5%	5
No	54.5%	6

21. Were you aware that there was a CST website?		
Answer Options	Response Percent	Response Count
Yes	68.18%	15
No	31.81%	7

22. If you were aware that there was a CST website, did you ever visit it?		
Answer Options Response Percent Response Count		Response Count
Yes	84.6%	11
No	15.4%	2

23. What would have been the best way for the CST Curriculum Coordinator to contact you with program information?		to contact you with	
Answer Options Response Percent Response Count			Response Count
My CCP email 45.45% 10		10	
Messages on MyCCP home page 22.72% 5			5
My personal email 54.54% 12		12	
A letter mai	A letter mailed to my home 40.9% 9		9
Other (plea	Other (please specify) 4.54% 1		1
Number	mber Other (please specify)		
1			

Survey Results – Former Students N =		
1. When did you enter the Fire Science Program at CCP?		
2003 Summer 2009 Summer 2010		Summer 2010
1	1	1

	2. Which of the following reasons were important to you when you enrolled in the CST Program at CCP? (Mark all that apply)		
Answer O	ptions	Response Percent	Response Count
To earn a	certificate	33.3%	1
To earn a Program:	n Associate Degree in another	0%	0
To earn a	certificate in	33.3%	1
To prepar field of	re for transfer to a four year college in	66.7%	2
	skills needed to enter the job market ely after CCP	0%	0
To improve my skills for the job that I now have 33.3%		1	
Other (Ple	ease explain):	33.3%	1
Number	Number Response Text		
1	Earn a certificate in Net Plus		
2	2 Transfer to a four year college in field of Nursing		
3	3 Transfer to a four year college in field of Information Technology		
4	4 Other: Prerequisites needed to apply for another program.		

3. If you planned to enroll in another career program, were you accepted into your program of choice?		
Answer Options	Response Percent	Response Count
Yes	66.7%	2
No	33.3%	1

3a. If yes	3a. If yes, where and what is the program you were accepted into?		
Answer Options Response Percent Response Co		Response Count	
At Comm	At Community College of Philadelphia 0.0% 0		0
At anothe	ther institution 100.0% 2		2
Number	Number Please name program/certificate		
1	1 Radiology Tech program at Albert Einstein		
2	2 Drexel iSchool		

3b. Did you complete this other program?		
Answer Options	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	2

4. What factors led you to leave CST Program before completing it? (Check as many as appropriate)		
Answer Options	Response Percent	Response Count
Was not accepted into my program of choice	0.0%	0
Changed my major/program at CCP	0.0%	0
I learned the skills that I wanted to know	0.0%	0
Conflict with work schedule	33.3%	1
Conflict with family responsibilities	33.3%	1
Transferred to another college	66.7%	2
Financial reasons	0.0%	0
Problems with Financial Aid	0.0%	0
Personal reasons/illness	0.0%	0
Academic difficulties	0.0%	0
Courses that I needed were not offered when I needed them	0.0%	0
Courses were not required at transfer institution	0.0%	0
Did not like the program (please explain below)	0.0%	0
Other (Please explain)	0.0%	0

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)		
Answer Options	Response Percent	Response Count
Part-time employment	33.3%	1
Full-time employment	0.0%	0
Currently enrolled in another program at CCP: program	0.0%	0
Completed another program at CCP: program	0.0%	0
Left the College before completing the program	0.0%	0
Currently attend another 2-year college	33.3%	1
Completed a degree at another 2-year college	0.0%	0
Currently attend a four-year college	33.3%	1
Graduated from a four-year college	0.0%	0
Attended graduate school	0.0%	0
Other	0.0%	0

6. What do you feel are the strengths if the CST Program?		
Number	Response Text	
1	I had a teacher named Mr.	who I would come back to take any class he taught.

7. Did you use any of the following sources to get support and information about the CST program?		
Answer Options	Response Percent	Response Count
I talked with the Curriculum Coordinator in room W2-19	0.0%	0
I talked with an academic advisor	33.3%	1

I talked with a counselor	66.7%	2
My instructors	33.3%	1
My peers	33.3%	1
The CST website	33.3%	1
The college catalog	0.0%	0
None	33.3%	1

8. When you left CCP did you have an understanding of the purpose of the CST program?		
Answer Options	Response Percent	Response Count
Yes	66.7%	2
No	33.3%	1

9. While you were in the CST program were you aware that the program had a Curriculum Coordinator who could provide assistance to you?		
Answer Options	Response Percent	Response Count
Yes	33.3%	1
No	66.7%	2

10. If you were aware of the CST Curriculum Coordinator, did you ever contact her for information or advice?		
Answer Options	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0

11. Were you aware that there was a CST website?		
Answer Options	Response Percent	Response Count
Yes	33.3%	1
No	66.7%	2

12. If you were aware that there was a CST website, did you ever visit it?		
Answer Options	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0

13. What would have been the best way for the CST Curriculum Coordinator to contact you with program information?		
Answer Options	Response Percent	Response Count
My CCP email	66.7%	2
Messages on MyCCP home page	33.3%	1
My personal email	33.3%	2
A letter mailed to my home	0.0%	0
Other (please specify)	0.0%	0