

Harper College

Community Scan Q01068 2022/2023



Comiskey Research, Chicago IL
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Consultants

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Educational background

BA, Marketing, Southern Illinois University – Carbondale
Wright City College – Chicago, 2 years

Experience

President, Comiskey Research Inc. 18 years.

Senior marketing positions at:

Booth Seafood Corporation

Land-O-Frost

Swift-Armour-Eckrich

Teaching/professional activities

Southern Illinois University-Carbondale – Marketing Department Advisory Board

Oakton College – Marketing Research Adjunct Faculty

Oakton College – Marketing Research Lecturer

Southern Illinois University-Carbondale – Marketing Research Lecturer

Columbia College Chicago – Marketing Research Lecturer

Past president, Chicago Chapter of Marketing Research Association

Andrew Mellman

Educational background

JD, Loyola University School of Law, Chicago IL. Member, Illinois Bar.

MBA, University of Chicago. Statistics, Marketing.

AB cum laude, Harvard College. Statistics.

Experience

Managing Director, Scientific Verdicts. 13 years.

Group Director Market Research, Brown & Williamson. 35 person staff with \$14M research budget.

Director, New Products & Corporate Planning, Scholl Division of Schering-Plough.

Teaching/writing related to statistical procedures and research methodologies

University of Chicago School of Business

DePaul University School of Commerce

British American Tobacco, seminars world-wide

Legal journals in US and Canada

Background & Objectives

Every three years since 2004 Harper College has solicited information concerning:

- community needs currently (un)met by the College,
- how the College measures up to fulfilling said needs,
- information sources used by the various Harper communities to learn about the College,
- awareness of and attitudes toward the College,
- the relative success of the College in educating students to maximize employability while at the same time providing a path (if desired) to a bachelor's degree, and
- additional work that would assist area businesses in employing Harper graduates and assist students in career development and job placement.

This work was designed to continue that process. This study was conducted in two sections, one among District residents and the other among District businesses.

Results have been examined stand-alone and in comparison, to prior year(s) findings, at all times measuring statistical validity and reliability.

Included are implications and recommendations for actions Harper can take to meet the identified expectations and needs of the district.

Methodologies

As an initial study phase College Leadership was interviewed in 30-45 minute sessions of one to three respondents. We discussed the overview of the research and focused on identifying specific learning of interest to support the current administration.

The main study was conducted during the final three months of 2022 among:

- 500 residents residing in the Harper District
- 277 companies and agencies with at least 10 employees conducting business within the Harper District were interviewed.

Representative Sampling

Telephone research methodology was utilized for both residents and businesses located within the Harper College district. All data was collected utilizing telephone survey interviewing.

Scientifically structured sampling is the foundation of quantitative research. This Harper College study utilized *stratified random sampling* to ensure that all sectors of the Harper College district were represented proportionate to Harper's district population. For example, Des Plaines a very populated area is located almost entirely within the Oakton College district. Des Plaines residents that did not

reside in Harper’s district were screened out and thus not included in data results. This same process was also utilized for other split zip code communities e.g., Buffalo Grove, Mt. Prospect, Hanover Park et al.

In order to complete 500 resident surveys 40,638 sample telephone numbers were utilized resulting in 81 phone numbers dialed for each completed survey. The average survey length was 17 minutes.

On the business side companies that had 10 or more employees were contacted. We completed 277 surveys from a list of 9,771 for a ratio of 35 to 1. Average survey length was 15 minutes.

The RFP for this project specified that 75% of the prior 2019 survey should be retained. It should be noted that a survey length of 15-17 minutes is too long. This is especially true for businesses. As the survey drags on the quality of response significantly drops. It is recommended that when the study is repeated in approximately three years the survey be shortened to no more than 10 minutes.

Exhibit 1. Harper College District Map.

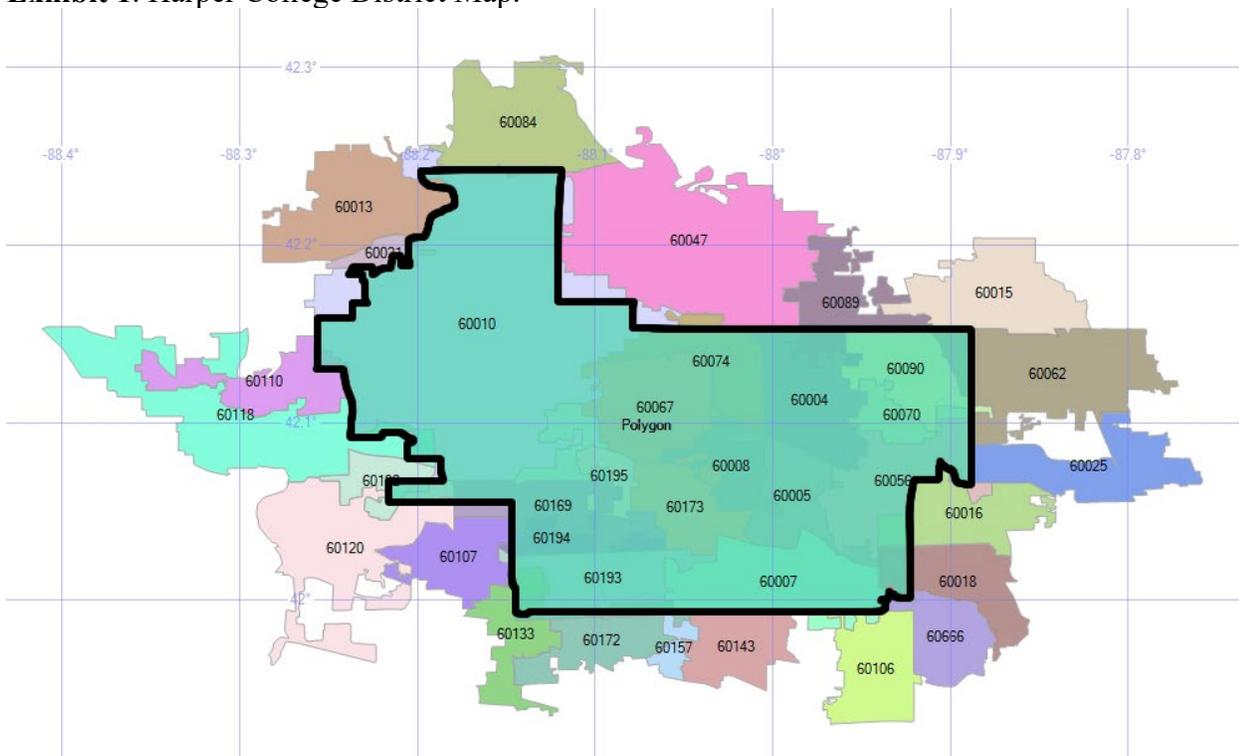


Exhibit 2.

The Harper College district is determined by the high school for the community as seen in the following table:

School District #	School District Name	Public High Schools	City	County
220	Barrington Community Unit School District	Barrington High	Barrington	Cook/Lake/McHenry
211	Township High School District	Hoffman Estates High	Hoffman Estates	Cook
		J.B. Conant High	Hoffman Estates	Cook
		Palatine High	Palatine	Cook

		Schaumburg High	Schaumburg	Cook
		William Fremd High	Palatine	Cook
214	Township High School District	Buffalo Grove High	Buffalo Grove	Cook
		Elk Grove High	Elk Grove Village	Cook
		John Hershey High	Arlington Heights	Cook
		Prospect High	Mt. Prospect	Cook
		Rolling Meadows High	Rolling Meadows	Cook
		Wheeling High	Wheeling	Cook

Source: Illinois Community College Board (ICCB)

The following zip codes were located 100% in the Harper district and thus all residents in said zip codes qualified for the survey.

- 60004 Arlington Heights
- 60005 Arlington Heights
- 60067 Palatine
- 60074 Palatine
- 60070 Prospect Heights
- 60008 Rolling Meadows
- 60173 Schaumburg
- 60193 Schaumburg
- 60194 Schaumburg
- 60195 Schaumburg
- 60090 Wheeling

All remaining zip codes were only partially in Harper’s district. Respondents residing in these zip codes were asked the name of their local high school to determine if they qualified to answer the survey questions. Prior studies asked the high school district number in which the household is located. Many residents do not know the district number but do know the name of their local high school. To eliminate this problem and ensure that respondents do reside in the Harper College district respondents were asked for the name of their high school. If the high school was not known the survey would then ask for the school district number. If neither of these were known or answered incorrectly, the respondent would be thanked for their time and the survey terminated.

The following table indicates which areas/zip codes where the 500 residential surveys were completed.

Exhibit 3

Zip code	City/Village	Completed	
		Surveys	Percent
60004	Arlington Heights*	50	10.0%
60005	Arlington Heights*	36	7.2%
60007	Elk Grove Village	34	6.8%
60008	Rolling Meadows*	18	3.6%
60010	Barrington	29	5.8%
60016	Des Plaines	8	1.6%
60018	Des Plaines	5	1.0%

60021	Fox River Grove	4	0.8%
60056	Mt. Prospect	51	10.2%
60067	Palatine*	39	7.8%
60070	Prospect Heights*	14	2.8%
60074	Palatine*	36	7.2%
60084	Wauconda	0	0.0%
60089	Buffalo Grove	11	2.2%
60090	Wheeling*	36	7.2%
60133	Hanover Park	8	1.6%
60169	Hoffman Estates	33	6.6%
60173	Schaumburg*	14	2.8%
60192	Hoffman Estates	7	1.4%
60193	Schaumburg*	38	7.6%
60194	Schaumburg*	23	4.6%
60195	Schaumburg*	6	1.2%
	Total	500	100.0%

*Zip codes that are entirely located within the Harper College district

Demographics – Resident Survey

In order to achieve a representative sample of the community, quotas were assigned for gender, ethnicity and age. The following chart indicates the percentages achieved along with results for dominant language spoken at home and household income.

Note: na (not applicable) refers to data in prior studies that was recorded differently. For example, in 2022 respondents that refused household income were recorded at 16% while prior studies did not list actual refusal percentages. This recording variation occurred in all demographic groups with the exception of gender.

Exhibit 4

Gender	2016	2019	2022
Male	37%	37%	52%
Female	62%	55%	48%
Total	99%	92%	100%

Ethnicity	2016	2019	2022
Caucasian	74%	66%	73%
African American	2%	3%	3%
Hispanic or Latino	7%	10%	7%
Asian	15%	16%	8%
American Indian	0%	1%	0%
Native Hawaiian	0%	0%	0%
Some other race	0%	1%	1%
Two or more races	0%	2%	3%

Refused	na	na	5%
Total	98%	99%	100%

Age	2016	2019	2022
18-34	6%	16%	23%
35-49	na	na	30%
50-64	na	na	28%
65+	13%	10%	19%
Total	na	na	100%

Dominant Language at

home

	2016	2019	2022
English	88%	83%	89%
Spanish or Portuguese	3%	2%	3%
Eastern European language	1%	2%	2%
Asian language	6%	1%	1%
Indian	0%	2%	1%
Other	na	na	3%
Total	98%	90%	99%

Household income

	2016	2019	2022
Under \$30,000	9%	7%	3%
\$30,000 - \$49,000	10%	12%	9%
\$50,000 - \$74,000	16%	16%	12%
\$75,000 - \$99,000	18%	19%	14%
\$100,000 or over	33%	31%	46%
Don't know/refused	na	na	16%
Total	86%	85%	100%

Resident Survey

Flow of Quantitative Research

The first questionnaire section covers awareness, source(s) of awareness, and general information concerning what is known about the College.

We then move into focusing on key attributes (descriptive phrases and/or programs). For each attribute/program, we determine how important the respondent feels it is for it to be offered at Harper, whether the respondent realizes whether or not Harper offers that attribute/program, and (if Harper is known to offer it) how well does Harper perform.

This aids in prioritizing all recommendations; for example, if a particular attribute or program is deemed not to be important then we would not recommend time, effort, or money be spent in focusing on or improving Harper's response.

Business Survey

The businesses surveyed tend to be more straightforward questionnaires and analyses, focusing on specific programs and ideas through which Harper could work more closely with the local business community.

Demographics – Business Survey

Characteristics of Business Respondents

In this most recent 2022 study Manufacturing companies represented 17% of companies interviewed followed by Hospitality at 8%, Healthcare/Medical/Dentistry 7% and Retail at 6%. There was a good mix of working employees. Companies with 10-20 employees totaled 40% of completed surveyed and organizations with 101+ came in at 19%. Private sector for-profit companies that responded to the telephone survey totaled 238. At 88% they represented the majority of completed business surveys followed by non-profit 6% and government at 7%. The average survey length was 15 minutes.

Industry	Number of employees				Total	Percent
	10-20	21-50	51-100	101+		
Agricultural	1	-	-	-	1	0%
Construction	5	4	4	2	15	5%
Manufacturing	19	19	1	8	47	17%
Transportation, communications, electric, gas	7	1	2	5	15	5%
Retail	6	5	2	4	17	6%
Finance, insurance, real estate	1	1	-	2	4	1%
Public administration	1	0	2	6	9	3%
Automotive	5	2	-	-	7	3%
Childcare	8	5	-	-	13	5%
Education	3	3	2	5	13	5%
Hospitality	7	8	2	5	22	8%
Healthcare, medical, dentistry	7	8	-	3	18	7%
Restaurant, food service	4	7	1	1	13	5%
Landscaping	3	1	1	1	6	2%
Logistics, distribution	2	5	1	-	8	3%
Consulting	2	1	1	1	5	2%
Heating & air conditioning	3	1	-	-	4	1%
Other	27	18	5	9	59	21%
Total	111	89	24	52	276	100%
Profit	107	76	19	36	238	88%
Non-profit	2	8	2	3	15	6%
Government or governmental agency	-	2	4	13	19	7%
Total	109	86	25	52	272	100%

Charting and Statistics

Unless otherwise noted:

- Each chart is based on the total number of respondents for the specific question.
 - In order to keep the total time with each respondent within reasonable limits, not every respondent was asked every question, but rather each respondent addressed a similar number of randomly selected attribute questions.
- Statistics were collected at the 95th and 90th percentiles.
 - If a result is statistically significant (at one of those levels), it is mentioned in the narrative.
 - If a result is interesting but not significant, it is described as “directional.”
 - If results between other variables are not different, the lack of a difference generally is not mentioned.

Harper tends to have a homogeneous district in terms of attitudes, with few outliers holding significantly different opinions.

Point Of View Regarding Attribute Importance

In the 2019 report two key points of view were discussed:

- First, a key is for the College to make sure that it is doing well (Harper performance measurement) among the attributes deemed most important to respondents.
- Second, of lesser importance but still to be examined, is looking at the Harper performance ratings overall, as improving the awareness and judgement of Harper performance will yield directions for Harper improvement overall.

In this current report this focus has been narrowed:

First almost universally respondents are unaware of what Harper does regarding each studied attribute, program, or partnership; in general, those aware of Harper’s offering the program under discussion represent well under half of respondents.

Because of this lack of knowledge, we believe that measuring Harper’s performance rating was likely to yield non-actionable results, and while included we put less importance behind said data.

Finally, when a college with limited resources is faced with a laundry list of attributes, the school must focus investment in those higher-rated important attributes that have been shown to influence resident decisions. One frequently can improve an unimportant attribute easily, but that does not make it into a key decision-point for the respondent.

Executive Summary – District Residents



Unaided Awareness – First Mention

Harper was the most frequently mentioned college or university with 67% of respondents aware of the school on first mention unaided recall. This is a marked improvement from 2019 data results when the number was 45%. Including all mentions, 77% are aware of Harper College.

88% are aware that Harper is their local community college. This again is significantly higher than 2019 when 77% were aware that Harper was their local community college.

These significantly higher scores may be due to utilization of telephone survey methodology that more accurately focuses on the Harper district, along with an increased focus from marketing activities in the past several years.

There were some differences among different groups:

Those living in the district over ten years were significantly more likely to mention Harper College than those living in the district 10 years or fewer; and

Those with incomes over \$50K were significantly more likely to mention Harper than those with lower incomes, approximately 80% versus 65%.

What is Harper Best Known For?

While the most frequent response was “I don’t know” or “nothing,” at 28%, those who were aware gave similar results seen for Harper throughout the past study iterations:

- 13% Academic reputation
- 13 A specific academic program
- 9 Harper offers a transfer path to a four-year college
- 6 Harper offers a good cost/value opportunity
- 5 Harper is convenient to attend

Note that while “cost/value” has jumped around in importance, these same five items usually appear in the top group describing Harper.

While keyword/word-clouds were not utilized in 2022, comparisons to prior years’ charting show that in 2022 respondents appeared more focused on academics (programs and reputation) than seen in 2019 or 2016 when affordability and nebulous “good, exciting, big” and similar comments predominated.

How Important Is It For Harper To Offer: Features

Of 15 features asked, five scored as most important for Harper to offer:

- Offer courses that transfer easily;
- Have affordable tuition and aid packages;
- Offer programs/courses leading to specific area jobs;
- Provide a safe environment for students, faculty, and the community at large; and
- Offer career technical programs designed to meet current area needs.

The other options were rated as less important, and money, time, and effort should be focused on the most important group.

Does Harper Offer Those Programs/Features? How Does Harper Perform?

Two-thirds of respondents (68%) are aware that Harper offers courses and degrees which transfer to four-year schools.

- *A priori* it might have been thought that given the importance and high rating of the programs this would have scored much higher.
- Only from 23-55% of respondents were aware of one or more of the other tested attributes.

As most respondents are not aware whether or not Harper offers the tested attributes (all of which are in fact offered by Harper), and it is implied that even if the offering were known details are not, it is not

unexpected that Harper performance top-2-box ratings hover in the 50% positive ratings among those that are in fact aware that the attributes are offered!

Even some key items such as offering transfer courses and having an affordable tuition rate receive top-2-box performance scores of 59-61.

How Important Is It For Harper to Offer: Local Partnerships

The three highly-rated partnerships carry-back to the traditional role of community colleges, and are higher rated than other partnerships:

- Focus on transfer students, additionally offer college credit to HS students where warranted;
 - Work with local employers to train underemployed workers; and
 - Interact with businesses to identify good jobs for the future.
-
- Lower-rated partnerships likely are seen by some as outside the traditional community college role (including work with unions; train employees for individual companies; and open College facilities to the community at large).

Slightly over half of respondents (55%) are aware that Harper offers college credit courses for local high school students. Also, just over a third (37%) are in fact aware that Harper allows the community to use College facilities (although they do not view this as an important part of the College mission).

Fewer than a quarter of respondents are aware that Harper offers the other partnerships.

As most respondents just are not aware whether or not Harper offers the tested attributes (all of which are in fact offered by Harper), it is not unexpected that Harper performance top-2-box ratings primarily range from 47-60 positive ratings even among those that are aware that the attributes are offered!

Respondent Relationships with Harper

15% of respondents had at least one high school student in their household.

- These respondents were significantly more likely to mention positives about Harper College, while respondents without a high school student were significantly more likely (97%) to say that they were aware of nothing positive about Harper.
- Three-quarters of respondents have visited the campus, primarily to take a course but also for a variety of additional reasons.

These two relationships are important, as directionally those who are familiar with the campus from personal and/or family visits tend to rate the College higher across all features and tend to be aware of more positive attributes higher than those who haven't.

It is interesting that 49% have taken a course at Harper, compared to 36% in 2016 and 2019. Also, it appears that more have attended an on-campus event in 2022 versus 2019.

Importance for Harper to Ease Enrollment Barriers

Discussing all the possible barriers to enrollment, these respondents felt that it was most important for Harper to offer:

- More forms of tuition assistance;
 - Paid mentorships and internships; and
 - More counseling assistance throughout for any student who asks.
-
- It was slightly less important to partner with charities to help students who may be hungry, homeless, or otherwise in need. Note that we do not know if respondents realize the size of this group in the Harper District!

Only 12-43% of respondents are aware that Harper offers programs such as these.

This appears very low, as potential students who come up against these types of barriers are likely not even to attempt to enroll at the school. They just will not know who to talk to or how to work to get around the barriers on their own.

It is not clear whether respondents do not know if Harper offers the tested attributes (all of which are in fact offered by Harper) or if said “charitable-focused” attributes are seen as outside of Harper’s mission (and thus unimportant). Additional research to get to the bottom of this question could assist Harper in promoting the programs.

Again, it is not unexpected that Harper performance top-2-box ratings hover in the 50% positive ratings even among those that are in fact aware that the attributes are offered!

Do Residents Seek Out Local and/or Harper Info?

As has been seen in prior years, respondents are more interested in (or tend to check more frequently) for information about local events than for information about college events.

This implies that events on-campus (useful to drive visitors to campus and project a positive atmosphere about Harper) also should be advertised separately from college events where practical or possible!

Just over half of respondents want to continue to receive all course information and scheduling. Additionally, about one in five also would like to hear about events open to the District.

These imply that course catalogues must include information on upcoming application / financial aid dates, district meetings / lectures at the campus, and any other campus events (from baseball schedules to upcoming art fairs).

Most (44%) say they would like to receive updates quarterly

How Likely Are You To Recommend Harper?

When respondents were asked how likely they would be to recommend a Harper education to a friend or relative, 70% responded with a top-2-box rating of “6” or “7.”

The most frequently mentioned reasons for this high rating were:

- 27% affordable/value
- 20 good start/transfer
- 20 reputation
- 18 (positive) experience
- 12 variety of courses
- 10 quality of professors
- 10 convenient location
- 8 local asset to community

Executive Summary – Businesses



What Is Harper Known For?

Area businesses gave responses similar to those seen for residents, that:

- Harper is most known for academics, including both overall reputation and specific programs.
- Harper is known for transfer programs; and
- Harper has a convenient location.

If anything, businesses were significantly more likely to mention Harper's academic reputation, 29% v 13%.

Companies in construction were significantly more likely to be aware of Harper's transfer program than companies in manufacturing or retail.

Job Openings

89% of companies have had job openings in the past year.

This is due to a combination of Normal turnover (55%); and Business growth (40%).

Significantly more companies in 2022 are increasing their workforce to accommodate growth (52% v 27%).

- For-profit entities are significantly more likely to be growing than governmental agencies (42% v 24%), and
- Construction firms are significantly more likely to be experiencing growth than companies in other industries (91% v 18-36%).

Finding Employees

70% of respondents expressed problems in recruiting qualified applicants. This was especially true in construction, manufacturing, and utility companies.

The most commonly mentioned difficulty in filling an open position was identical to that seen in 2019, “applicants lack relevant work experience” mentioned by 40% in 2022 and by 46% in 2019. In the 2019 study a lack of technical knowledge and necessary education also were important, while in 2022 these were mentioned along with a lack of communication skills (such skills in general and specific English language skills)!

Additionally, in 2022 more applicants were unwilling to accept the compensation offered.

How Would You Recruit Today?

The largest employers would be significantly more likely to utilize Internet sites.

- Professional on-line recruitment (Indeed, ZipRecruiter) is more likely to be used by financial, Insurance, and real estate firms (100%) and public administration (89%).
- Note that there was an “other” response option; the most common response from this was that union shops must recruit through their unions.

These results slightly differ from those seen in 2019; while the top result (utilizing Internet sites) is identical, today there is more of a push to use referrals from current employees to add to the number of applicants (61% today v 27% in 2019).

One in four companies would recruit Harper students or graduates, moving to one in three if one focuses on larger companies. Additionally, government agencies are significantly more likely to recruit from Harper than for-profit companies.

Two-thirds of those who did recruit from Harper were satisfied with the recruits, especially those smaller concerns that did recruit at Harper.

Specific Openings That Proved Tough To Fill

The most commonly mentioned jobs that were difficult to fill were technical trade jobs such as machinists, technicians, and service personnel. In total, approximately 260 different difficult-to-fill-jobs were mentioned.

Most reported openings were at the mid and lower end of the wage/salary range.

About half the jobs had only a high school degree or equivalent requirement, with the other half requiring a mix of degrees and experience (or proof of experience via certifications).

While there were some differences in actual percentages, the overall ordering of the difficulties did not change from 2019.

Employee Training

While 74% of companies offered training for their employees, these companies were significantly more likely to be larger companies with over 50 employees.

- In 2019, a similar number of companies provided training (70%), while in 2016 over 94% provided training.

Overall today most training is hands-on, specific to the equipment used or the company needs, and even specific to individual machines.

- Today most training is within the company location, often hand-on with the specific machinery involved. 62% of training is led by company employees.
- In 2019 and before employers had a greater tendency to utilize classroom, on-line, or computer-based training than today's more hands-on total focus. Additionally, the percentage providing training has declined over the past few studies.

Today employee incentives (in comparison to 2019 and 2016 studies) are less monetary focused (e.g.: tuition reimbursement) and more likely non-monetary (e.g.: courses at the company, time-off to attend).

Only 8% of respondents in the current study have used Harper to provide training, although those who have used Harper appear satisfied.

How Would You Contact Harper? How Should Harper Contact You?

The most frequent means respondents would use to reach out to Harper are to do an Internet search starting at the College website.

- This implies that there must be an easy, one-click means of reaching Harper Business Consulting from the main College website.

Additionally, around one in five expected to use the telephone.

A significant majority of respondents only want Harper to send them targeted e-mails rather than rely on any regular communication.

Expected Change In Number of Employees

These respondents were optimistic for the future, with 97% indicating their employee count will either increase or stay the same over the coming year.

Implications and Recommendations



Implications and Recommendations – I

Problem

Many residents have a lack of detailed knowledge about Harper. . . They do see the school as offering transferable courses, but either do not understand or do not see other Harper activities as fitting in with the mission of the College or understand what having transferable courses actually means.

Tactics

Add highly promoted district-wide meetings (at individual high schools?) to promote additional education, identify barriers, discuss how Harper can break these barriers for students, and tie-together how more education benefits all.

As course catalogue appears to be effective, add inserts/chapters (in color?) to make readers aware of how Harper can assist with a college experience, from breaking barriers to additional personal tutoring, financial aid, et al.

Effect

This will not see results overnight, but over time will draw more district residents into the Harper mindset and will help in improving Harper’s already positive image.

Implications and Recommendations – II

Problem

Harper is a well-known center of learning, but there are questions about Harper's relationship to the district. . . Many Harper activities – from improving area transportation to working with local charities and providing financial and business help – are not mentioned and likely not known. . . No one mentions seeing Harper people out in the community, even though they must be there . . . While they are members of various commissions, committees, Boards, leadership groups unless one is a member of that commission or committee one would never know.

Tactic

Update culture: everyone on campus is a salesperson! Everyone should wear a Harper hat, jacket, sweater, scarf, etc. when at a district event, from little league to local symphony, community meeting to a local casual restaurant to high school orchestra concerts.

Effect

At least intellectually, as residents see Harper as a vibrant, active part of the community, opinions and respect must increase (in any case there is no downside). Additionally, it is easier to ask questions about courses, programs, transfers, tutoring, whatever if you are sitting next to someone at an event than it is to make an appointment and go to campus.

Implications and Recommendations – III

Problem

In today's complex society, people aren't sure what courses to take, what jobs are coming to the area, what careers are growing. . . These questions arise in all groups, whether high schoolers or under-employed workers, or retirees and all in between.

Tactic

Provide a semi-annual conference on careers and education, inviting the community with notices in high schools, elementary schools (to attract parents with children attending school full time for the first time), and mail to new Social Security recipients (for retirees) and those with children 18 years of age (for empty nesters). Do not just advertise such conferences in educational media!

Effect

This will yield an opportunity to "sell" residents on the value of a Harper education, but even if the emphasis turns more to pushing area universities (who should be invited to speak) the carryover will increase the prestige of Harper, and will draw potential students to campus.

Implications and Recommendations – IV

Problem

One-quarter of area residents have never stepped foot on Harper’s main campus, and we know that those who have visited a campus have (frequently significantly) better opinions of the school than those who never visited.

Tactic

There should be two parts to this. First, every effort should be made to increase the number and type of events held on campus, including lectures, symposia, art and craft shows, performances, et al. Second, at every event students (wearing Harper apparel) should at least be present if not handing out information (“wear your Harper jacket and get free/reduced admission”). Events must be promoted in area event notices, not just in educational lists.

Effect

For example, having quarterly lectures with recognizable speakers (from backgrounds if not names) will boost the College reputation with attendees, while at the same time increasing community interaction on campus. Any program demonstrating the campus will boost the reputation and acceptance of the school and its programs.

Implications and Recommendations – V

Problem

The past four years have seen some of the largest changes in businesses, from how they operate to their relationships with colleges and individuals, to how employees interact with the companies. We felt that several of the items surveyed in the past two studies have different meanings and/or different levels of importance than seen in the past.

Tactic

Prior to the next iteration of the study Harper should conduct a detailed study of the Business sector in the District to discover current problems, directions, needs, and options. Optimally this study would have both qualitative and quantitative sections.

Effect

This will allow the next Business survey to be fully actionable, focused on then-current needs of area companies with fully usable results.

Implications and Recommendations – VI

Problem

Businesses have a lack of detailed knowledge about Harper. . . They do see the school as offering transferable courses, but either do not understand or do not see other Harper activities as fitting in with the mission of the College or understand how or why the College works with local businesses.

Tactics

Add highly promoted district-wide business-oriented meetings to promote additional education, identify barriers, discuss how Harper can break these barriers for companies within the District, and tie-together how Harper knowledge and education can be used to benefit businesses.

Perhaps a targeted corporate course catalogue could be used effectively to make readers aware of how Harper can assist with education and training, from breaking employee barriers to assisting companies in everything from strategic planning to utilizing the College in positioning the company to compete in the future.

Effect

This will not be an easy “sell,” but Harper’s low cost together with effective operations (those few who use Harper like the results) will yield an increase in usage.

*Implications and Recommendations – VII***Problem**

Harper communicates with local companies via a ten-sheet assistance catalogue (from providing low-cost office space to an ongoing wellness program); the problem is that area companies are primarily unaware of any of these options, and even if somewhat aware do not understand how these could benefit their business.

Tactic

Utilize the recommended business-focused study to optimize the selling techniques utilized by the College.

Harper has dozens of advisory business groups. As a means of “thanking” these members, have regular quarterly meetings (free food) at which different ways Harper can help them are discussed and examples given.

Effect

If the meetings are open with two-way conversations, Harper will learn if their current ten means of assistance are optimal and learn how to best position the materials to catch the eye and drive businesses to the college.

*Implications and Recommendations – VIII***Problem**

There are defined tactics for residents and prospective students, but reaching businesses is much more difficult.

Tactic

Every recommendation for a resident program – when implemented – should have a business component. Many residents work for local companies, and if residents are told about new programs to “sell” them on Harper at least one new business program should be added to the mix!

Effect

There is no downside to Harper. Having people learn that Harper does work with the local business community regarding jobs is a plus for individual interactions with Harper (to find good jobs) and has the ancillary benefit of knowing that a Harper curriculum is likely to lead to what is important for local companies when a Harper student or graduate is looking for more full-time employment.

Implications and Recommendations – IX**Problem**

Business respondents – if they wanted to contact Harper – expect to conduct an Internet search. Additionally, many volunteer that they want to start by going to the Harper homepage. Finally, a surprising number (about one in five) expect to try phoning someone at the college.

Tactic

There must be an easy, quick, and obvious means of contacting the College by businesses! Rather than having “Business Services” be one of several tabs at the top of the home page, Harper should test on the top line a separated right justified listing for “Harper for Business” followed by a telephone hot line that goes directly to a business specialist; additionally, if anyone were to click on “Harper for Business” they should be directed to the same page as now.

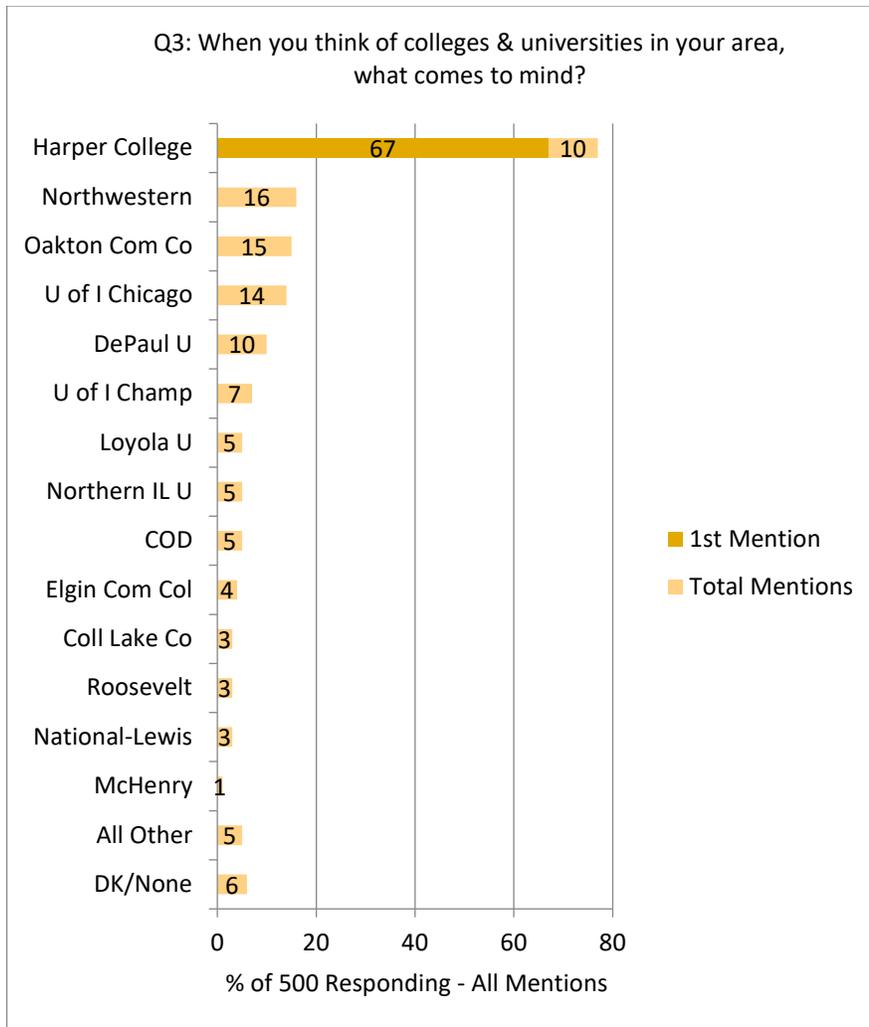
Effect

First, “Business Services” has meanings ranging from document copying and printing to providing consulting and may confuse some; “Harper for Business” is direct and immediately understood. Second, the recommendation would lead companies to an immediate phone number with no searching or additional work required.

Detailed Findings – Quantitative / Residents



Unaided Awareness



Harper was the most frequently mentioned college or university with 77% of respondents aware of the school, 67% giving it a first response.

This is significantly higher than seen in the past study iterations:

- In the 2019 study only 45% of the district mentioned Harper on a first mention unaided recall.

88% are aware that Harper is their local community college.

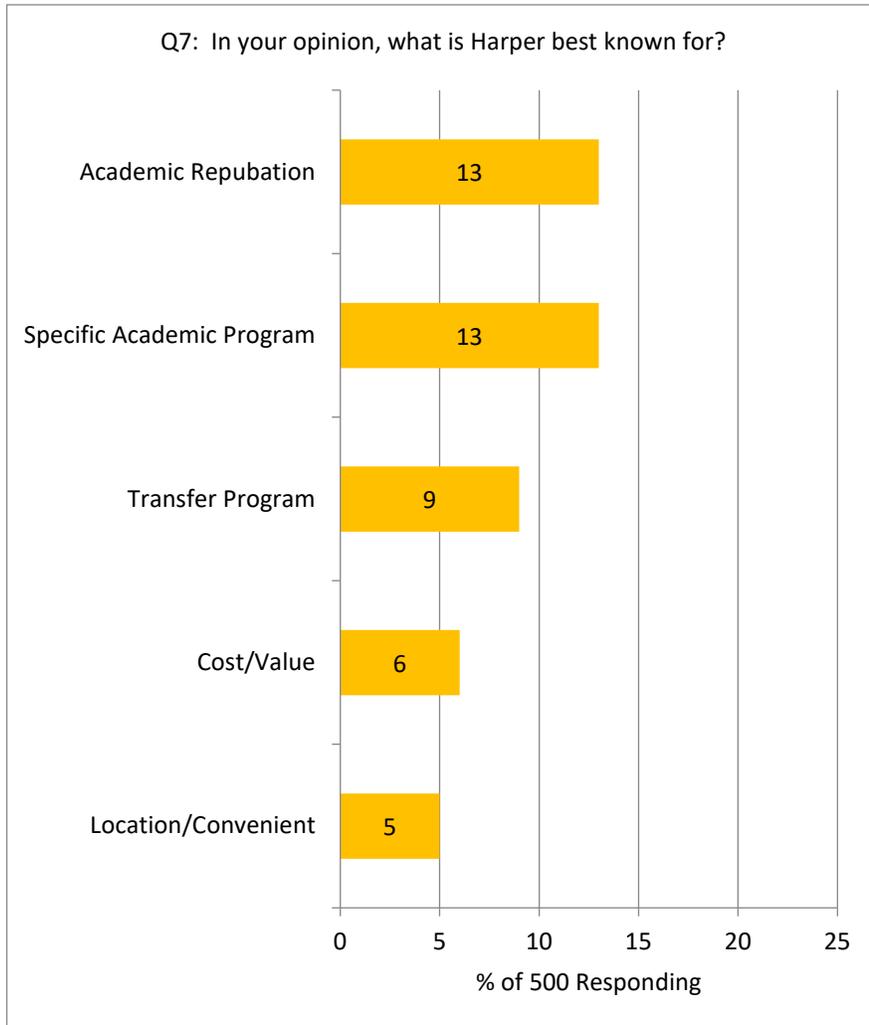
There were some differences when individual groups were examined:

- Those living in the district over ten years were significantly more likely to mention Harper College than those living in the district 10 years or fewer; and
- Those with incomes over \$50K were significantly more likely to mention Harper than those with lower incomes, approximately 80% versus 65%.

Additionally, 100% of bi- or multi-racial residents mentioned Harper, significantly higher than for any individual racial group.

- There were no differences between any other racial groups.
- While Harper was portrayed as being more friendly to multi-racial students than competitive educational providers, this result, while significant, is likely a data artifact.

What is Harper Best Known For?

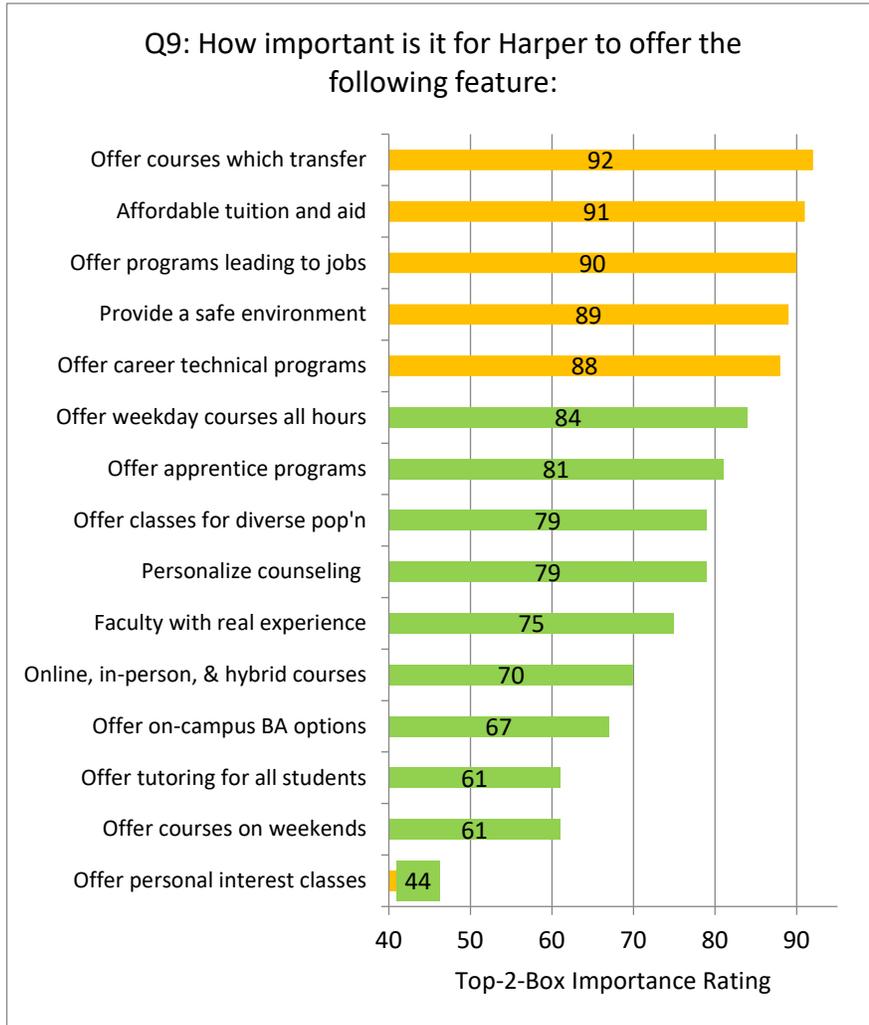


While the most frequent response was “I don’t know” or “nothing,” at 28%, those who were aware gave the same results seen for Harper throughout the past study iterations:

- 13% Academic reputation
- 13 A specific academic program
- 9 Harper offers a transfer path to a four-year college
- 6 Harper offers a good cost/value opportunity
- 5 Harper is convenient to attend

While keywords and word clouds were not developed in 2022 to cut the length of the survey, respondents appeared more focused on academics (programs and reputation) in 2022 than seen in 2016 or 2019 when affordability and nebulous “good” comments were more common.

How Important Is It For Harper To Offer: Features



At least 100 respondents were randomly asked each of the listed potential offerings.

The light-orange bars proved the highest top-2-box importance ratings for these respondents:

- Offer courses that transfer easily
- Have an affordable tuition and aid packages
- Offer programs/courses leading to specific area jobs
- Provide a safe environment for students, faculty, and the community at large; and
- Offer career technical programs designed to meet current area needs

Note that transfer courses and jobs were much more important than convenience in scheduling and location as seen in 2019.

This follows prior study results, as most respondents preferred not attending classes on weekends (although there was limited interest in weekend afternoons by some groups in 2019).

Does Harper Offer Those Programs/Features? How Does Harper Perform?

Two-thirds of respondents (68%) are aware that Harper offers courses and degrees which transfer to four-year schools.

Only from 23-55% of respondents were aware of one or more of the other tested attributes.

With that small of a percentage of respondents even aware that Harper offers a specific program, asking respondents to rate Harper's performance yields nonactionable data and results!

Specifically, as most respondents just are not aware whether or not Harper offers the tested attributes (all of which are in fact offered by Harper), it is not unexpected that Harper performance hovers significantly below importance ratings and seem to stabilize in the 50% performance levels seen in 2019 and before.

These comments will come up frequently, as for every list of programs, features, partnerships, et al at best half of respondents had any idea if Harper offered those programs or not.

How Important Is It For Harper to Offer: Local Partnerships



The three light-orange highly-rated partnerships carry-back to the traditional role of community colleges:

- Educate transfer students, offering college credit where warranted;
- Work with local employers to train underemployed workers; and
- Interact with businesses to identify good jobs for the future.

Lower-rated partnerships likely are seen by some as outside the traditional community college role:

- Work with unions;
- Open College facilities to the community at large.
- All of these are positive partnerships; it is unclear whether their “non-traditional” nature caused them to be downrated.

Slightly over half of respondents (55%) are aware that Harper offers college credit courses for local high school students. Also, just over a third (37%) are in fact aware that Harper allows the community to use College facilities (although they do not view this as an important part of the College mission).

Fewer than a quarter of respondents are aware that Harper offers the other partnerships.

As most respondents just are not aware whether or not Harper offers the tested attributes (all of which are in fact offered by Harper), it is not unexpected that Harper performance top-2-box ratings primarily range from 47-60 positive ratings among those that are in fact aware that the attributes are offered!

Harper performance partnering with businesses to identify career opportunities, and Harper offering college credit where appropriate to high school students are seen as positive performance by two-thirds of respondents, significantly higher but still well below the importance ratings for the partnership.

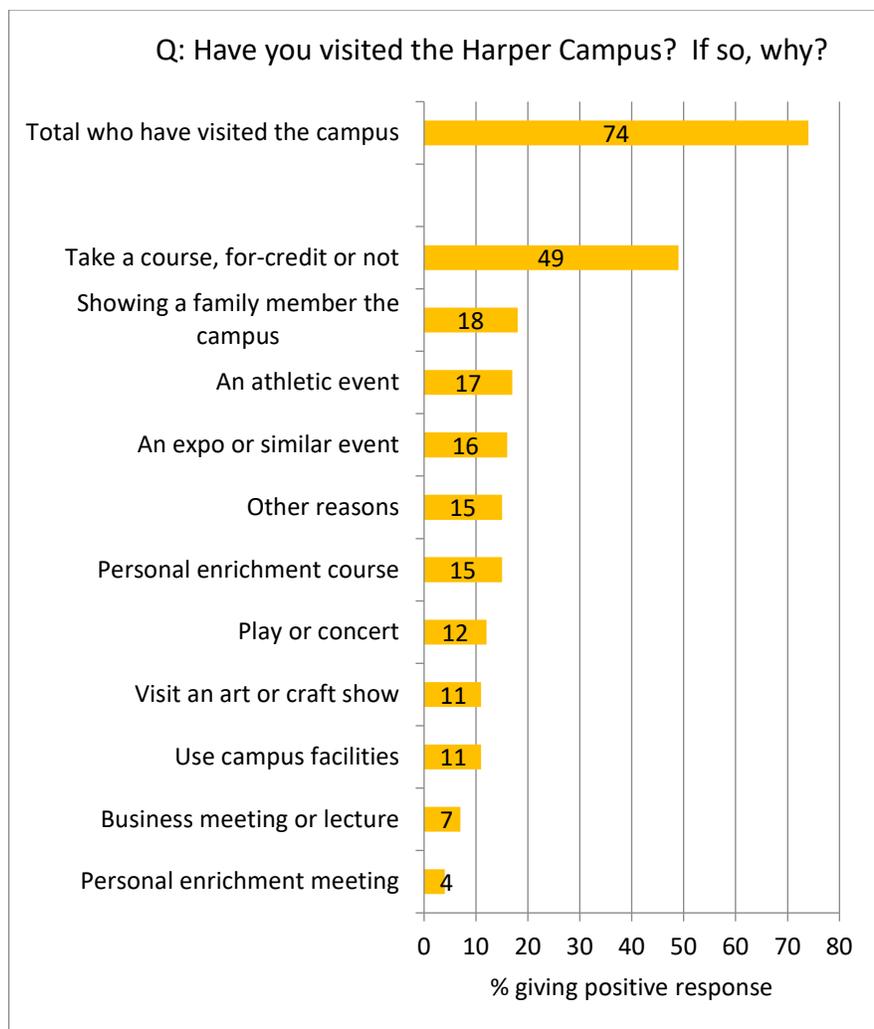
Does The Household Include A High School Student? Have You Visited The Harper Campus

15% of respondents had at least one high school student in their household.

These respondents were significantly more likely to mention positives about Harper College, while respondents without a high school student were significantly more likely to say that they were aware of nothing positive about Harper.

- Harper must not only work on publicizing what they do, they must go outside of traditional means of educating the community at large.

Have Visited Harper College Campus?



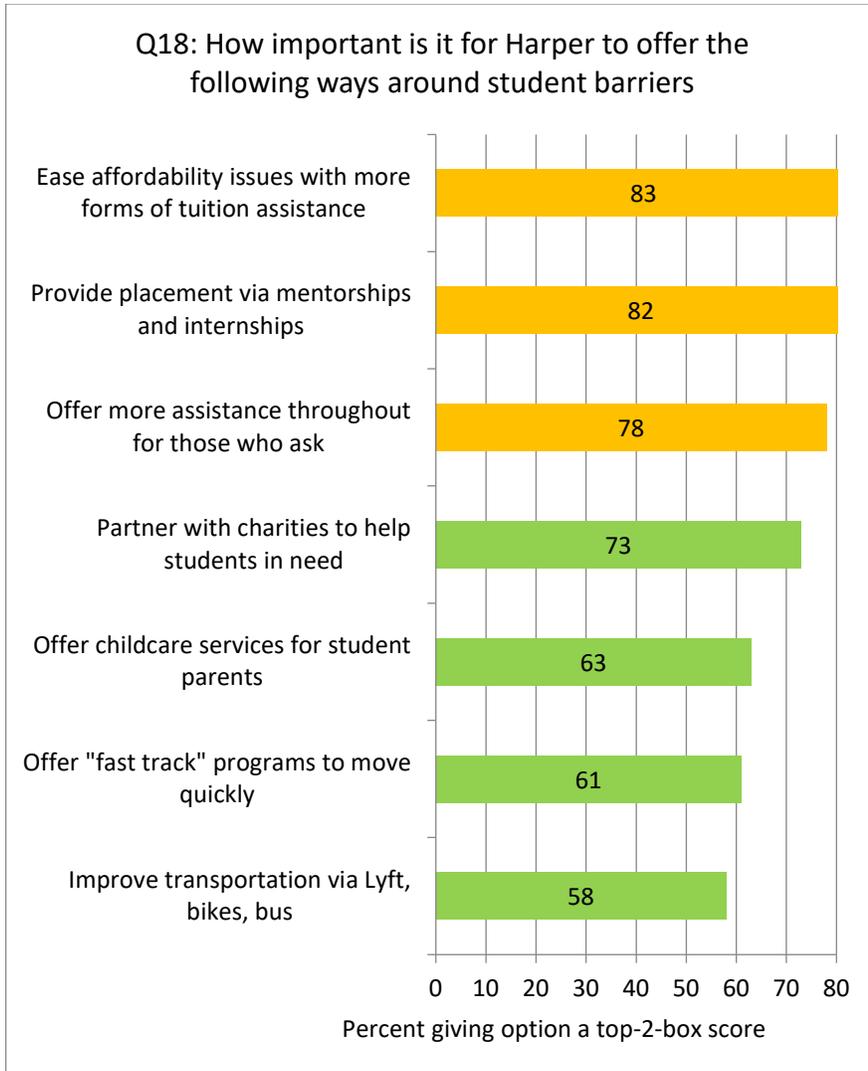
Three-quarters of respondents have visited the campus, primarily to take a course but also for a wide variety of additional reasons.

This is important, as directionally those who are familiar with the campus from personal and/or family visits tend to rate the College higher than those who haven't, and tend to be aware of more positive attributes.

Note that it really makes no difference WHY a respondent visited the campus, as all visitors demonstrated at least a directionally positive response to all aspects of the school.

49% have taken a course at Harper, compared to 36% in 2016 and 2019. Also, in 2019 only 29% had attended an event on-campus, significantly lower than seen in 2022.

Importance For Harper To Ease Enrollment Barriers



Discussing all the possible barriers to entry, these respondents felt that it was most important for Harper to offer the light-orange color-bar items:

- More forms of tuition assistance;
- Offer paid mentorships and internships; and
- Offer more counseling assistance throughout for any student who asks.

It was slightly less important to partner with charities to help students who may be hungry, homeless, or otherwise in need. Note that we do not know if respondents realize the size of this group in the Harper District!

Does Harper Offer Those Programs? How Does Harper Perform?

Only 12-43% of respondents are aware that Harper offers programs to ease enrollment barriers.

This appears too low, as potential students who come up against these types of barriers are likely not to even attempt to enroll at the school.

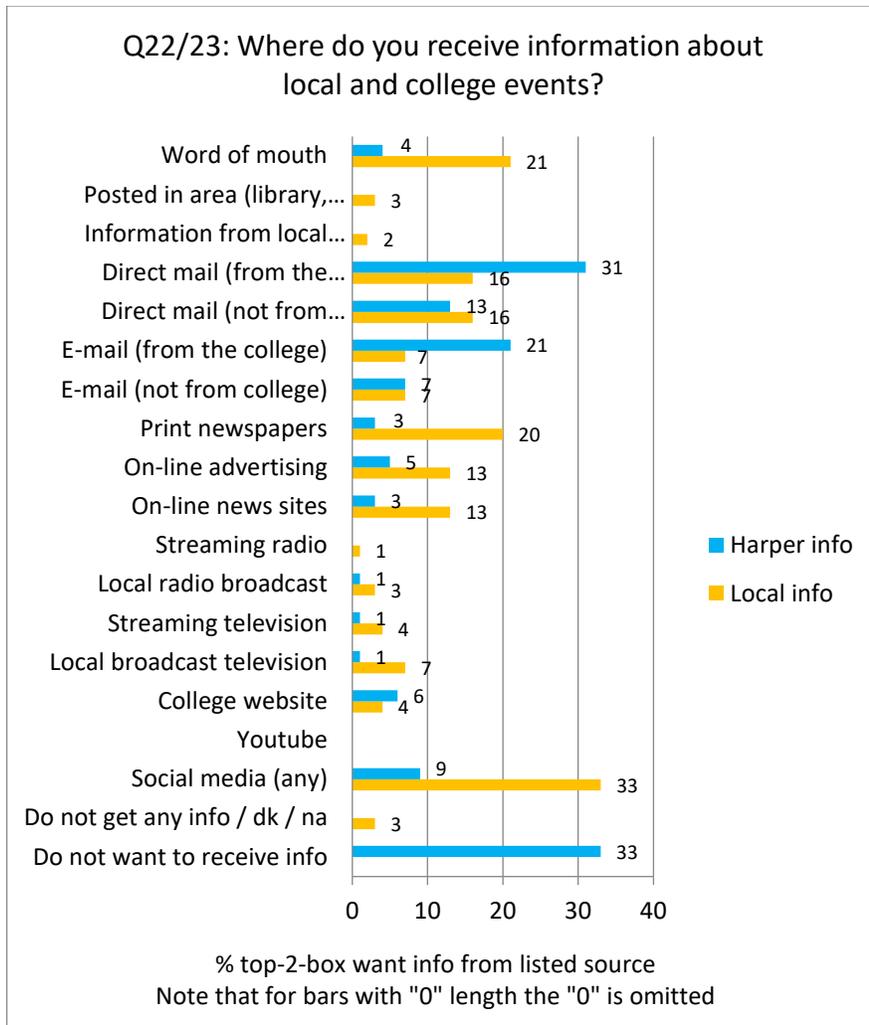
Additionally, they will not know who to talk to or how to work to get around the barriers on their own.

As most respondents just are not aware whether or not Harper offers the tested attributes (all of which are in fact offered by Harper), and few seem to know any details, it is not unexpected that Harper performance top-2-box ratings hover in the 50% positive ratings among those that are in fact aware that the attributes are offered!

Note: there is some question whether respondents are just unaware of such barrier-breaking programs, or whether they do not feel such “charitable” programs are within the Harper mission. Additional research to get to the bottom of this question could assist Harper in promoting the programs.

Note: all 500 respondents were asked what additional programs could be offered to improve student success and completion. Not one suggestion received more than 4% of responses (“offer trade programs”).

Where Do Residents Look For Local Info?

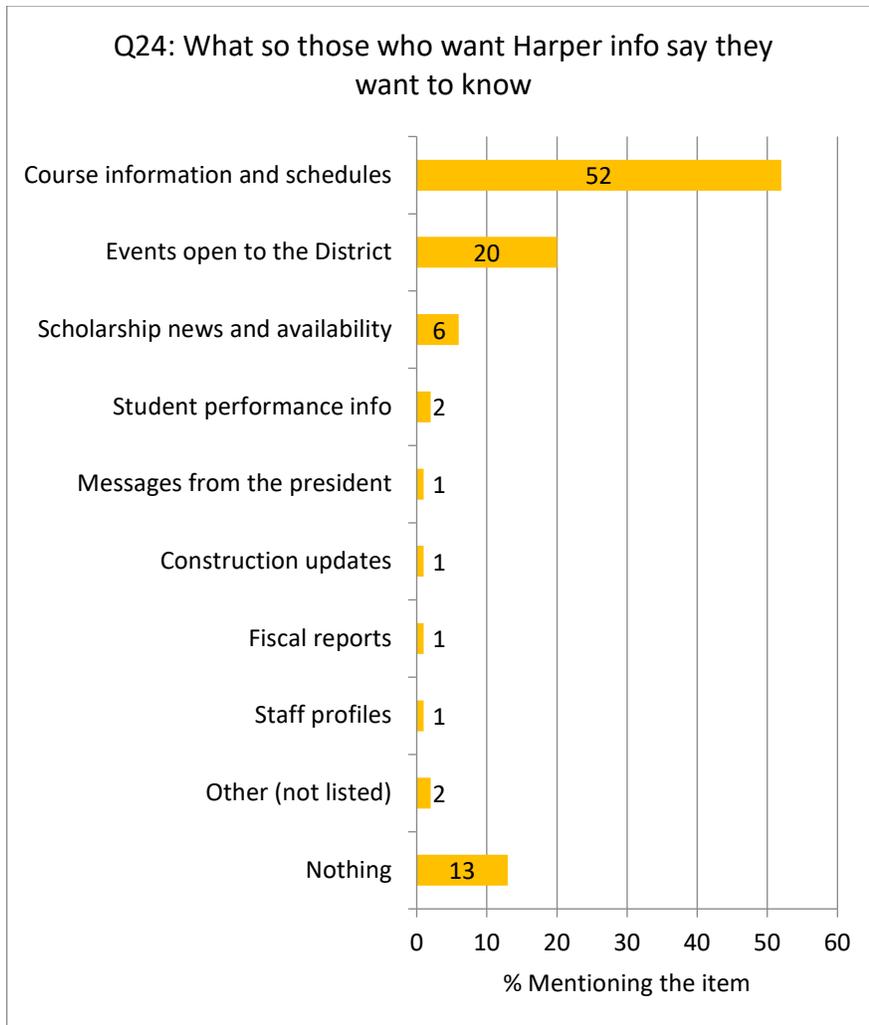


As has been seen in prior studies, respondents are more interested in (or tend to check more frequently) for information about local events than for information about college events.

This implies that events on-campus (useful to drive visitors to campus and project a positive atmosphere about Harper) should be advertised separately from college events where practical or possible!

- For example, a notice about an upcoming art fair should be included in Harper notices, but also in “art” or “gallery” notices in local media and district postings.

What Specifically Do Those Who Want Information About Harper Want?



Half of respondents want to continue to receive all course information and scheduling.

About one in five also would like to hear about events open to the District.

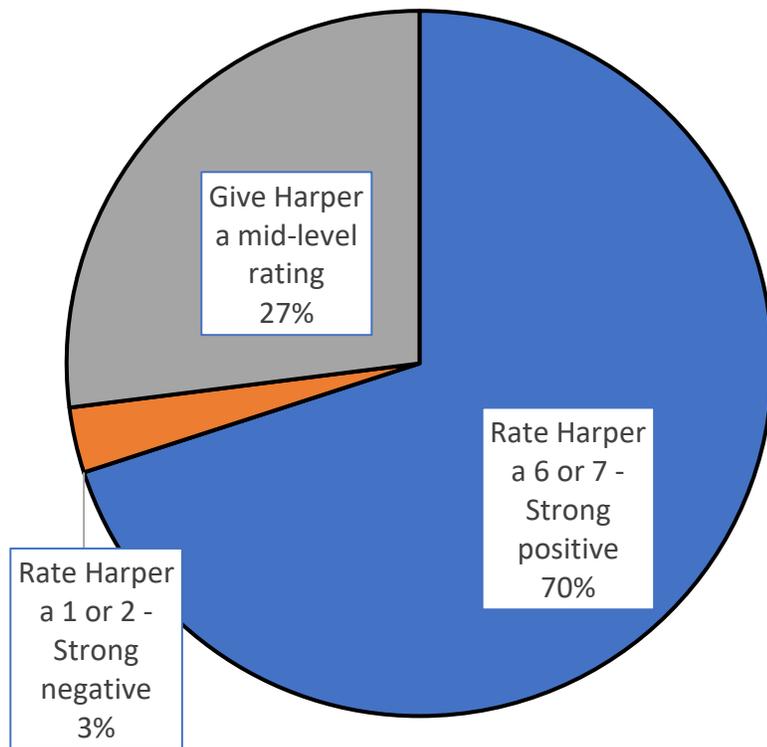
Most say they would like to receive updates quarterly:

- 18% Monthly
- 44 Quarterly
- 20 Twice a year
- 8 Annually
- 10 DK/Prefer no updates

Harper should include upcoming application/financial aid dates, district meetings about higher education, and events on campus as a section within each course catalogue.

How Likely Are You To Recommend Harper?

#31: How likely are you to recommend Harper to a friend or relative



When respondents were asked how likely they would be to recommend a Harper education to a friend or relative, 70 responded with a top-2 box 6 or 7 rating.

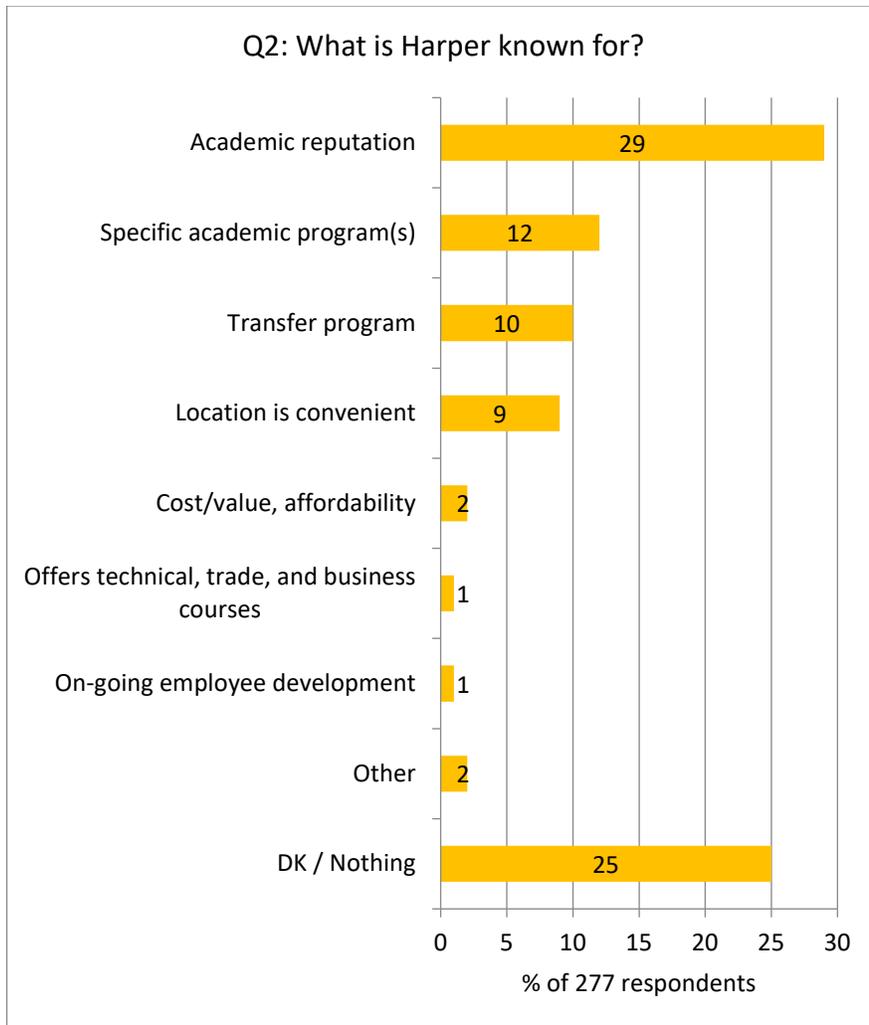
The most frequently mentioned reasons for this high rating were:

- 27% affordable/value
- 20 good start/transfer
- 20 reputation
- 18 (positive) experience
- 12 variety of courses
- 10 quality of professors
- 10 convenient location
- 8 local asset to community

Detailed Findings – Quantitative / Businesses



What Is Harper Known For?



District businesses gave responses similar to those seen for residents:

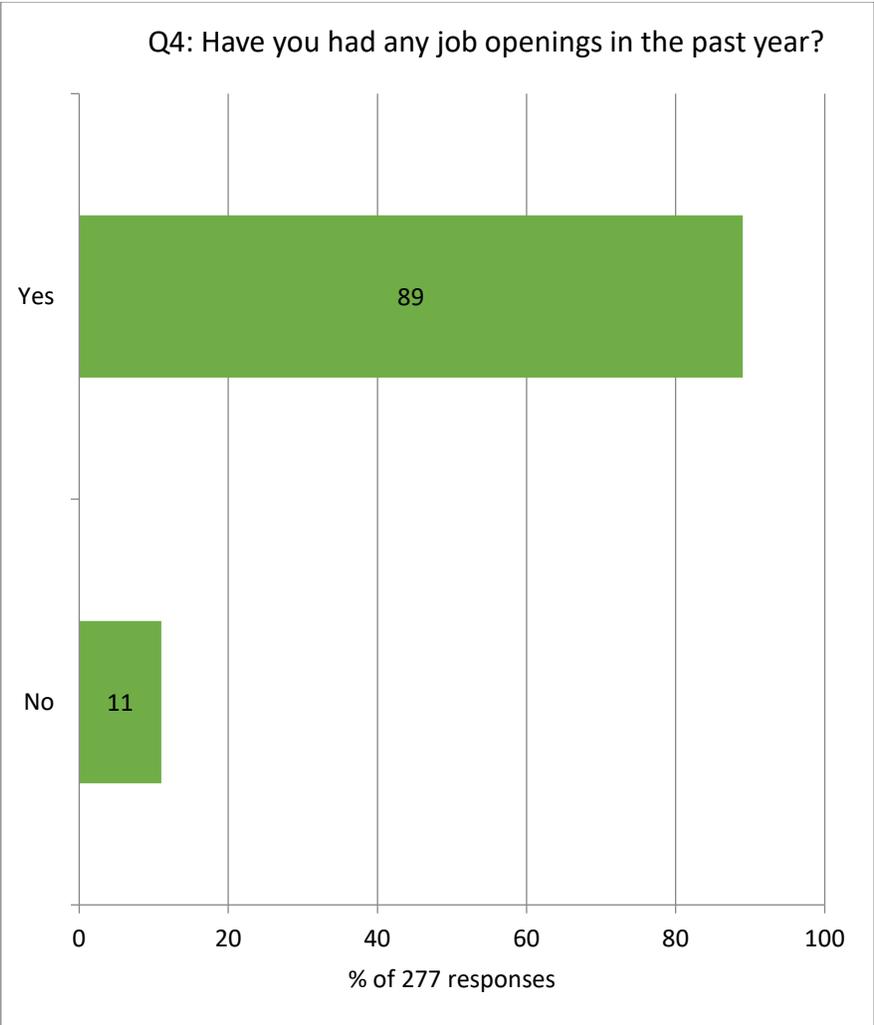
- Harper is most known for academics, including overall reputation and specific programs;
- Transfer programs; and
- A convenient location.

For both businesses and residents, about one-quarter of respondents could think of nothing specific.

Businesses were significantly more likely to mention Harper's academic reputation than were residents (29% v 13%).

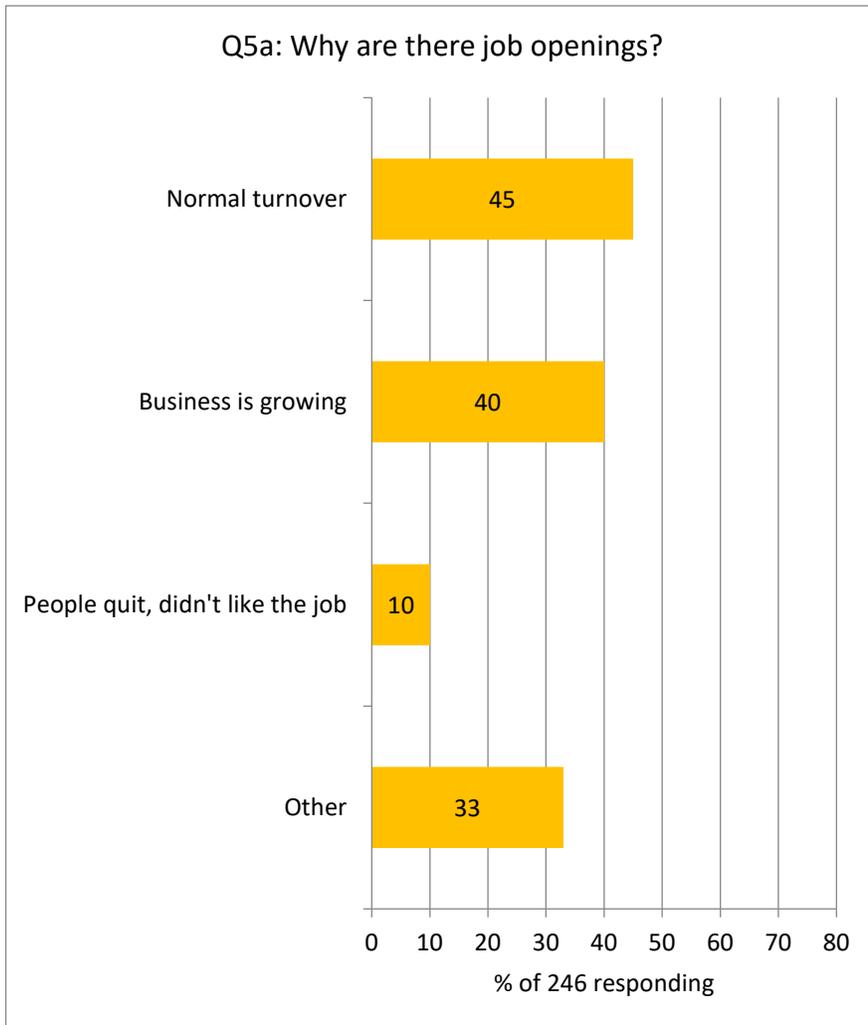
Within categories, companies involved in construction were significantly more likely to be aware of Harper's transfer program than companies in manufacturing or retail, although there appears to be no reason behind this relationship.

Finding Employees / Job Openings



Almost nine out of ten respondent companies have had job openings in the past year.

Finding Employees / Why Openings?



When asked why there were job openings, the most frequent responses were:

- Normal turnover, 45%;
- The business is growing so more employees are needed, 40%; and
- Not everyone likes the job, and turnover is not unusual, 10%.

Note that the “other” category contains all single-mention comments.

When categories are examined,

- Significantly more companies experience job openings because they are increasing their workforce (52% v 27%);
- For-profit entities are significantly more likely to be growing than government agencies (42% v 24%); and
- Again, construction firms are significantly more likely to be experiencing growth than companies in other industries 91% v 18-36%)

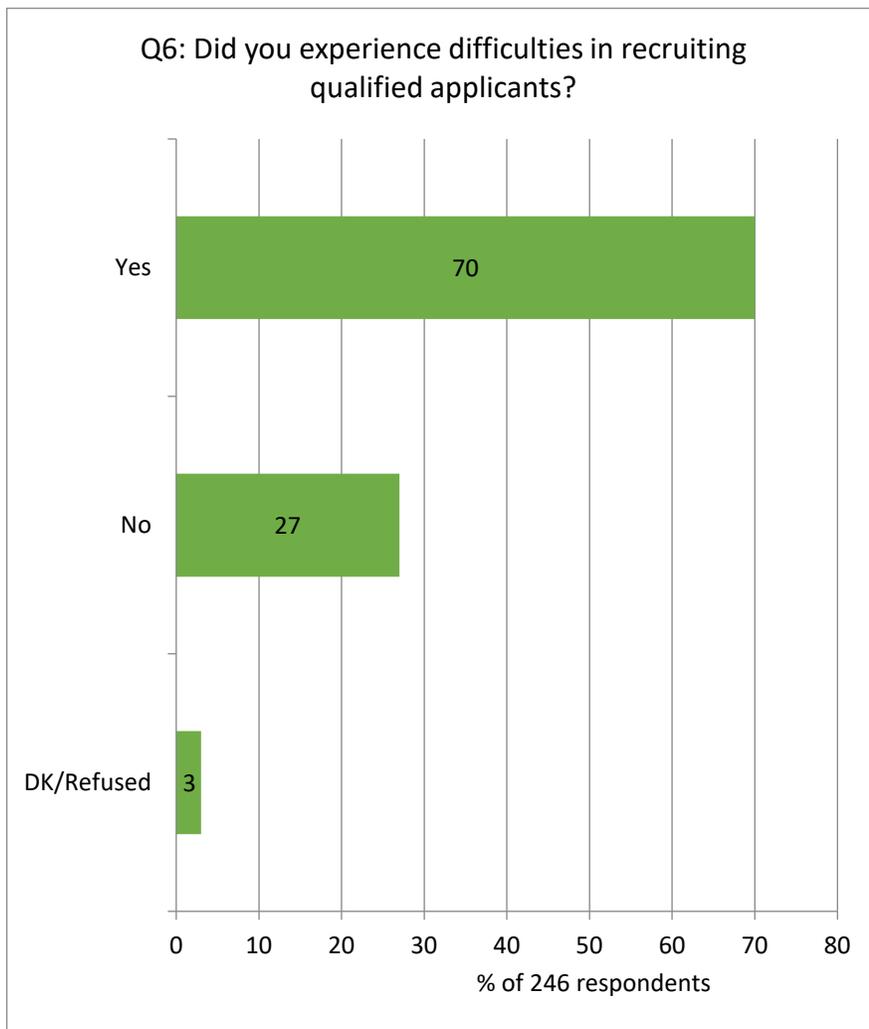
Finding Employees / Why Not Openings?

Those companies who were not adding employees also were asked why they were not adding employees.

There were few responses (not unexpected given only 11% of companies reported no openings), with the most common responses being:

- A general slow down in business / shrinking, 6%; and
- Just normal turnover, or perhaps a tad less than normal, 6%.

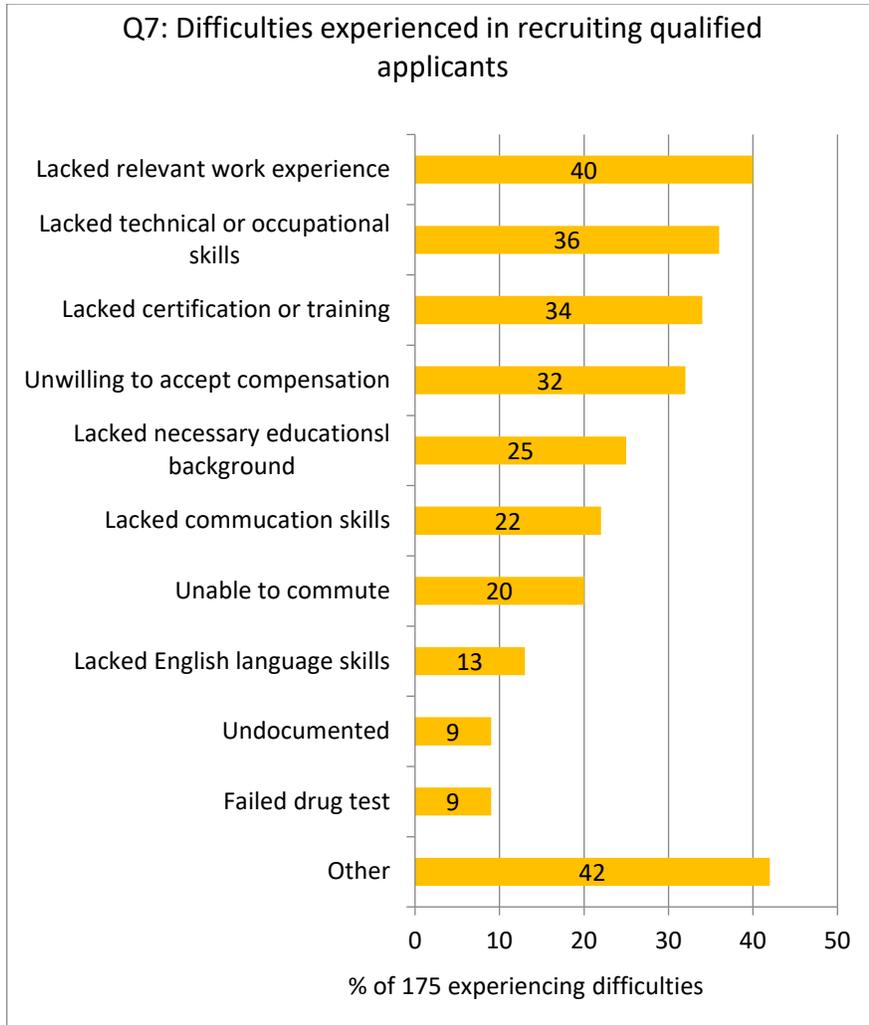
Finding Employees / Were They Hard To Find?



Seven of ten responding companies did have problems in recruiting qualified applicants.

Construction (73%), manufacturing (80%), and utility companies (86%) were significantly more likely to mention difficulties.

Finding Employees / Difficulties Experienced



The most frequently mentioned difficulties involved finding or proving specifically needed skills.

Having relevant work experience was mentioned significantly more often by those who had recruited at Harper (51%).

About one-third mentioned that many applicants lacked communication and/or English language skills.

Applicants unwilling to work for the offered salary was mentioned significantly more frequently by area non-profits (86%) and by retail employers (71%), neither of which is unexpected (as both tend to pay lower than area norms).

This also was mentioned significantly more frequently by those who have recruited from Harper (49%).

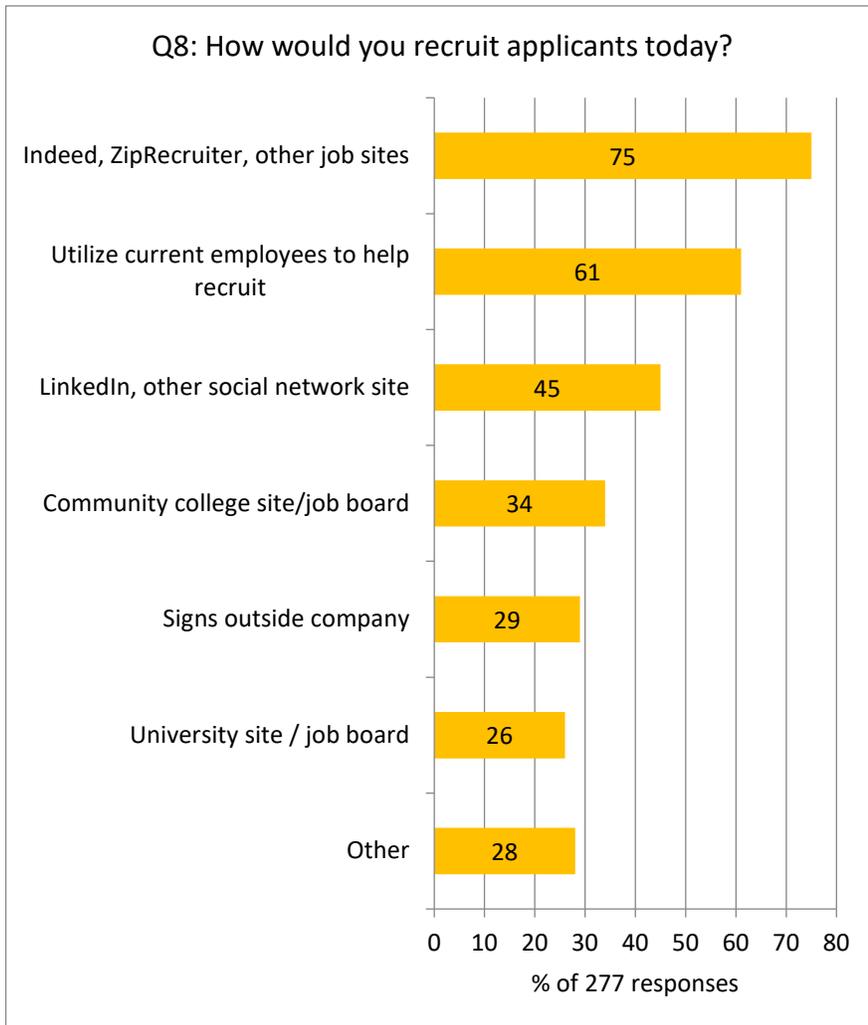
There were a range of “other” reasons ranging from only willing to work at home to availability and people just not applying right now.

The most commonly mentioned difficulty in filling an open position was identical to that seen in 2019, “applicants lack relevant work experience” mentioned by 40% in 2022 and by 46% in 2019.

- In the 2019 study a lack of technical knowledge and necessary education were important, while in 2022 these were mentioned along with a lack of communication skills (such skills in general and specific English language skills)!

Additionally, in 2019 fewer applicants were unwilling to accept the compensation offered.

Finding Employees / How Recruit Today?

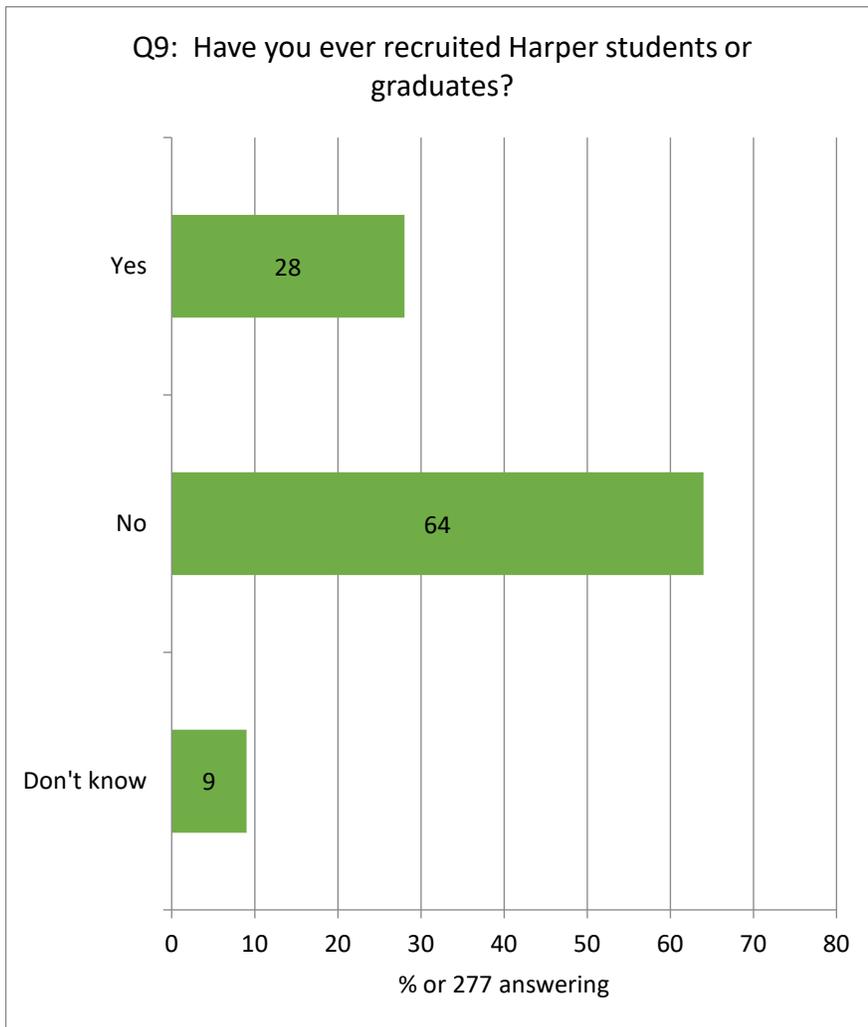


- Larger (over 101 employee) employers are significantly more likely to utilize Internet sites.
- Government agencies are significantly more likely to use social network sites (74%) or educational website job boards (63%).
- Professional on-line recruitment (Indeed, ZipRecruiter) is significantly more likely to be used by financial, insurance, and real estate firms (100%) and public administrations (89%).

- The most common response for “other” was that union shops must recruit through their unions.

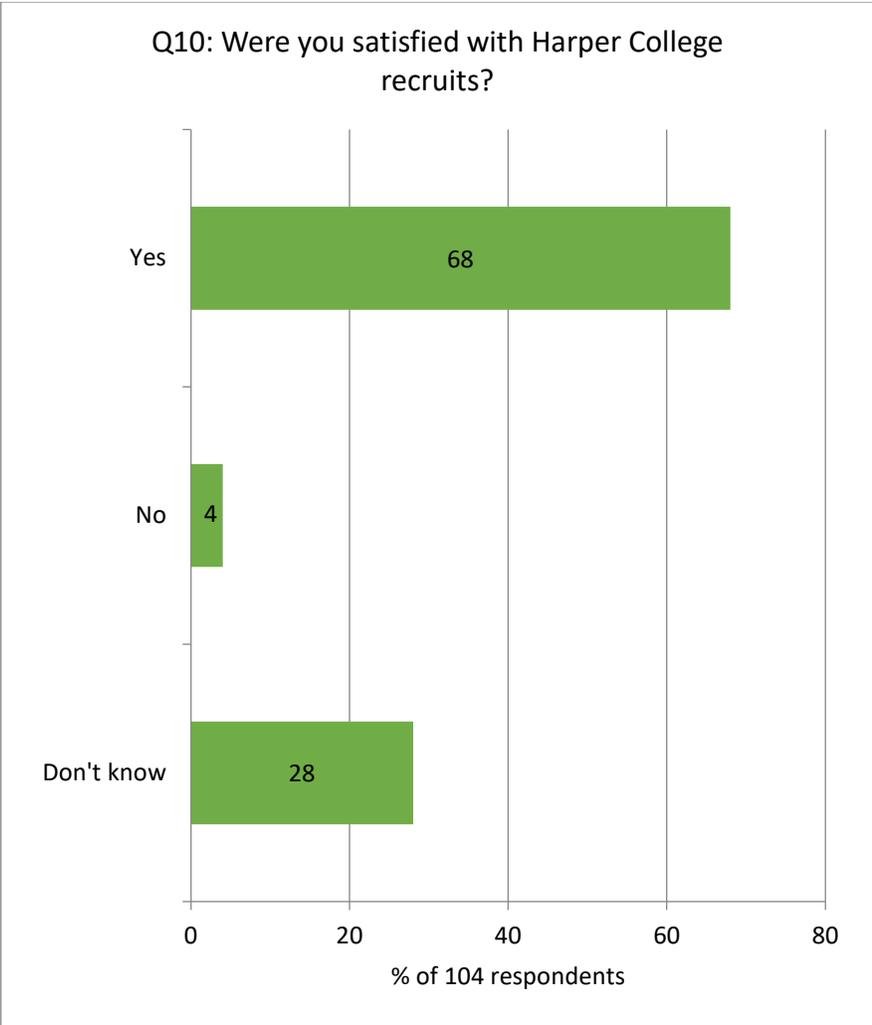
These results slightly differ from those seen in 2019. While the top result is identical, today there is more of a reliance in using current employees to add to the number of applicants (61% today versus 27% in 2019).

Finding Employees / Harper College Recruiting



- Just over one-quarter of respondents have recruited Harper students or graduates.
- The largest (101+) companies were significantly more likely to recruit from Harper than small (<20) companies, 37% v 21%.
- For-profit (26%) companies were significantly less likely to recruit from Harper than were government agencies (58%).

Finding Employees / Harper College Recruits

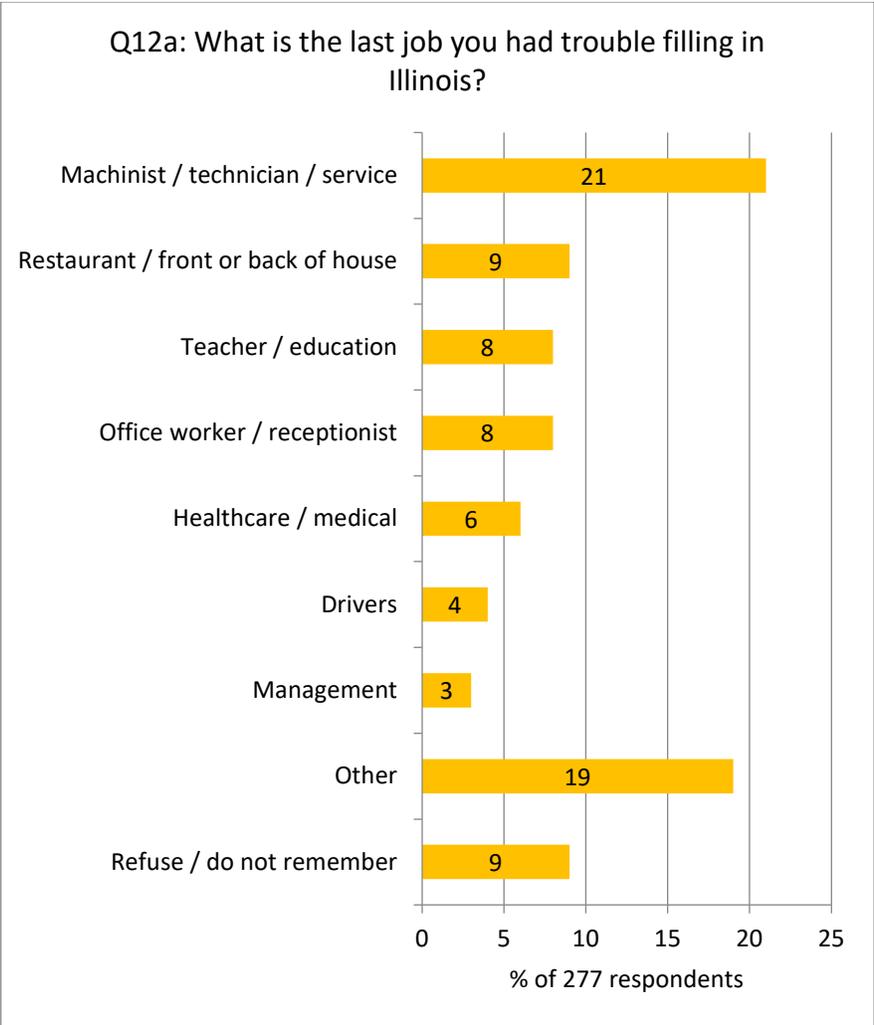


About two-thirds of respondents were satisfied with Harper College recruits.

- Smaller concerns (<50 employees) were significantly more likely to be satisfied (78%).

While those who were not satisfied were asked for specific reasons, only two respondents replied netting too few to read.

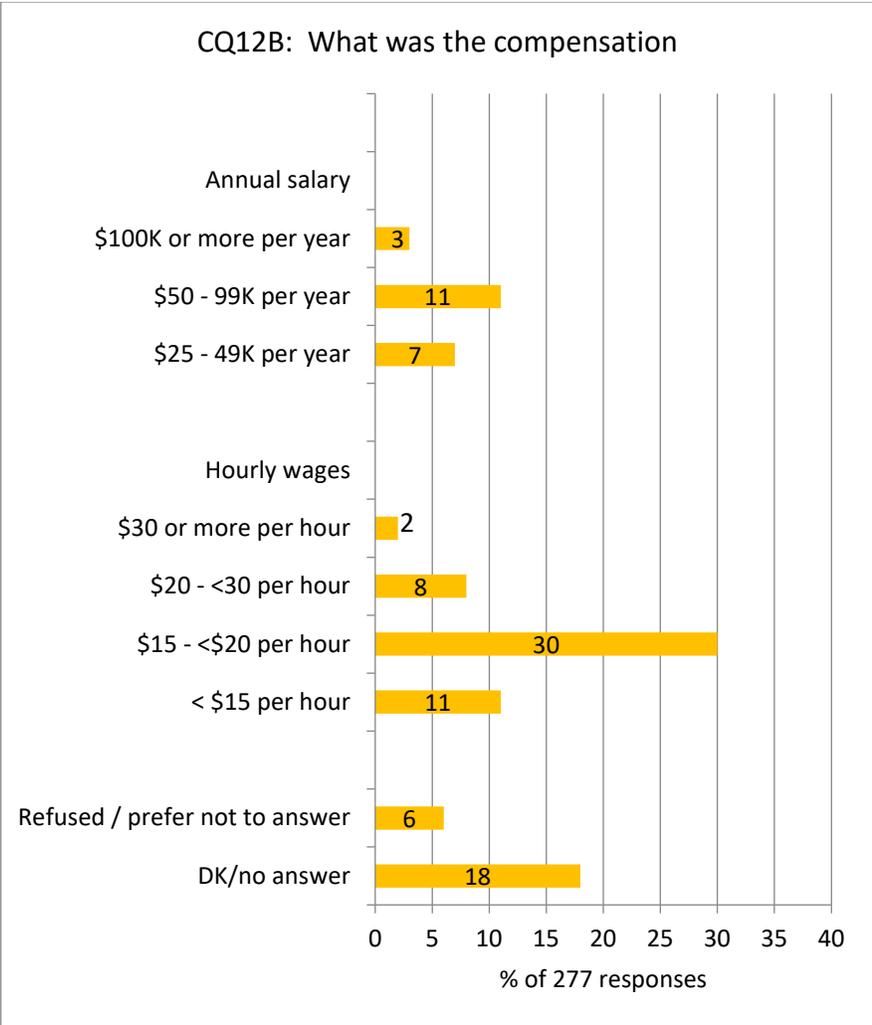
Finding Employees / Specific Openings



The most commonly mentioned last job with trouble filling were technical trades, such as machinists, technicians, and service personnel.

Respondents were encouraged to mention multiple jobs that they had difficulty in filling; the “other” category contains 253 additional responses from the 277 respondents.

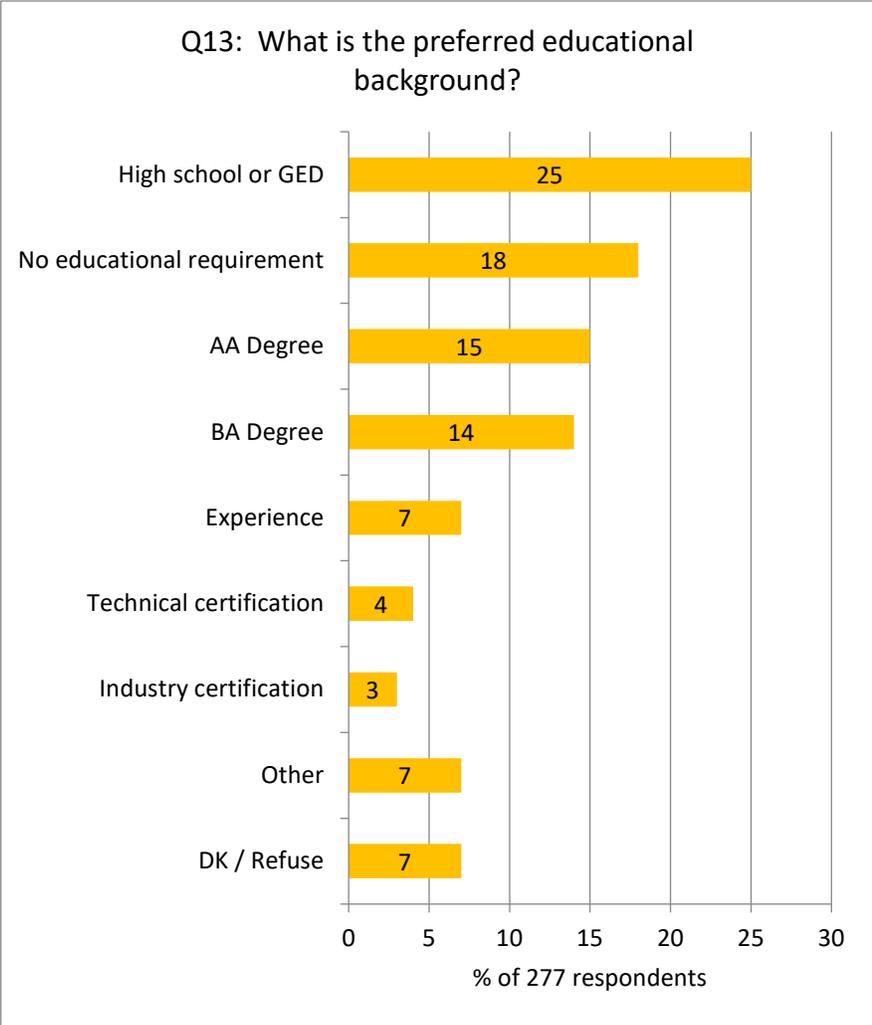
Finding Employees / Specific Compensation



Respondents were permitted to express compensation in hourly rate or annual salary.

For both hourly and annual, there were more reported openings at the mid and lower end of the salary range.

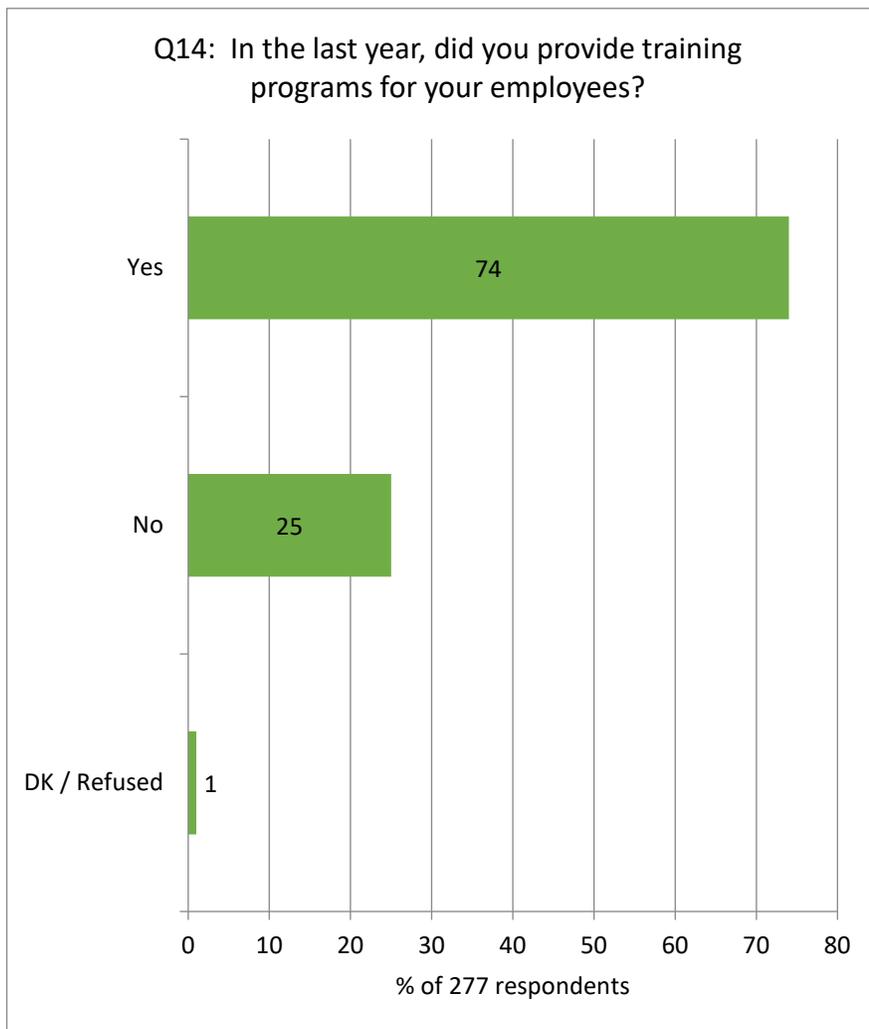
Finding Employees / Specific Education Required



About half of the jobs had only a high school degree or equivalent requirement. The other half required a mix of degrees and/or experience (or proof of experience via certifications).

While there were differences in percentages, the overall ordering of the items did not vary much from 2019.

Employee Training / Did You Provide Training?

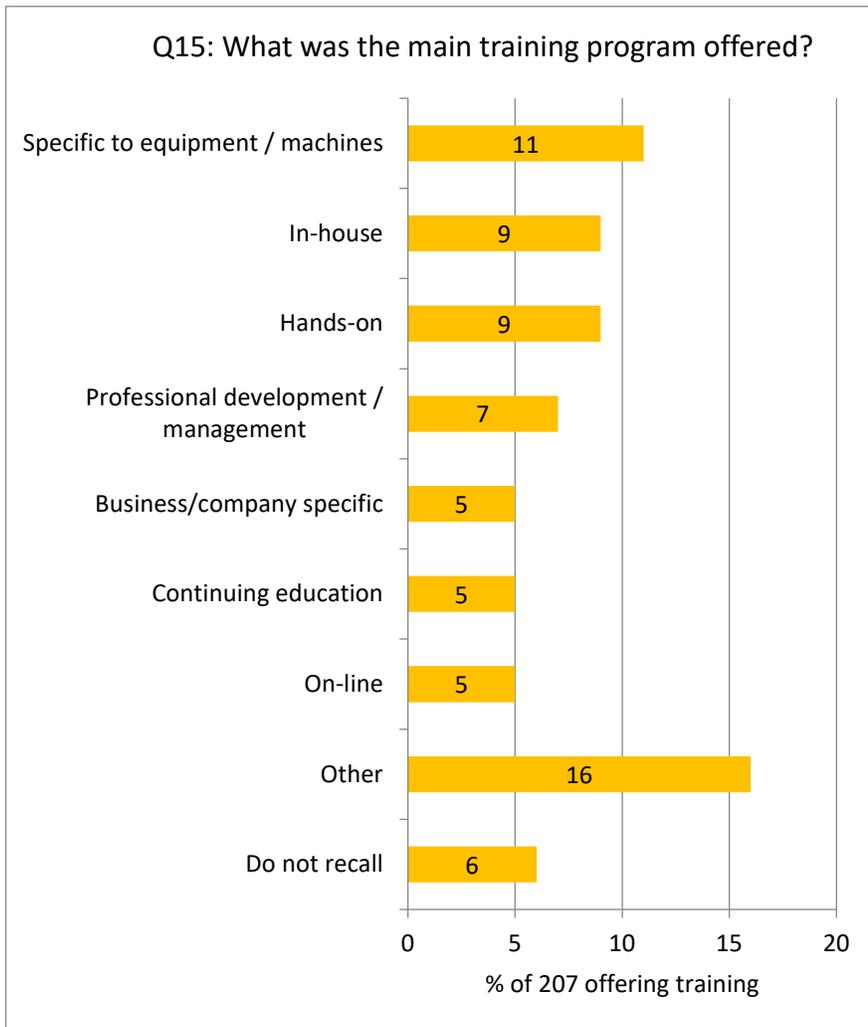


Three-quarters of companies responding offered training for their employees.

- Significantly more larger companies (51+ employees) provided training than did small companies (87% larger provided, vs 12% smaller).

In 2019 70% of companies provided training, while in 2013 and 2016 over 94% provided training.

Employee Training / Main Training Offered



The most frequent response was “other” with just under 200 different programs indicated. Most common of these “other” responses were:

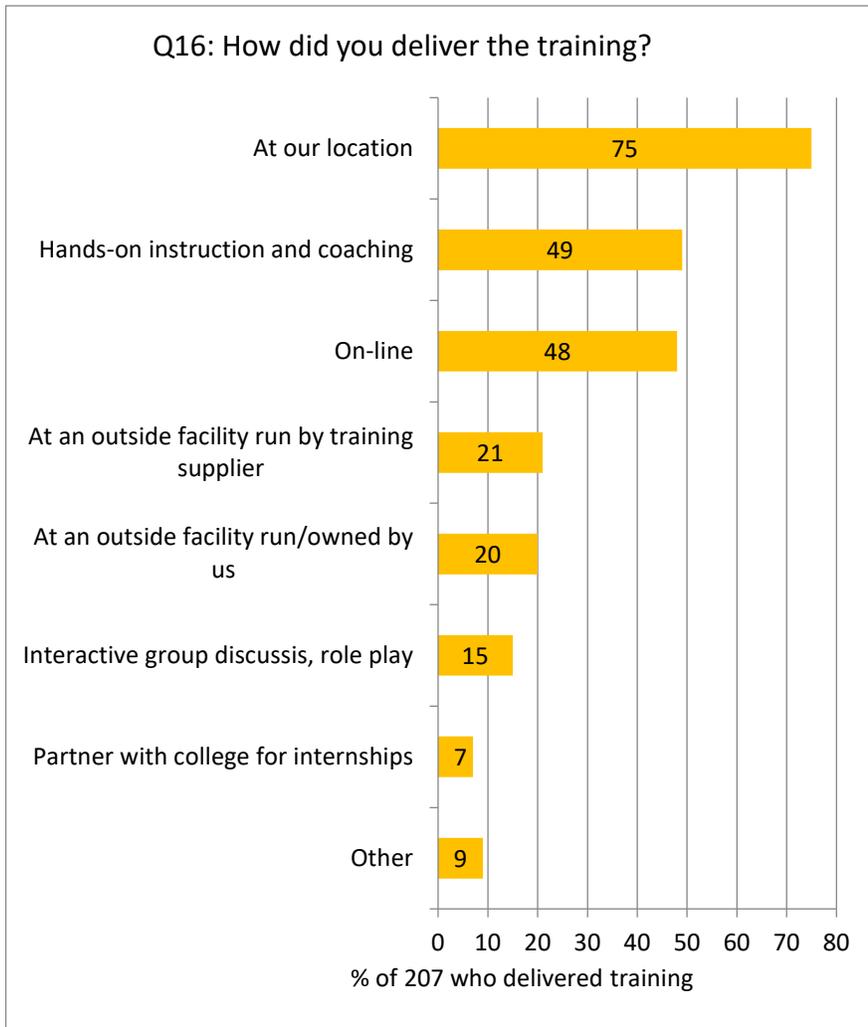
- Safety training;
- Regular monthly training; and
- Sexual harassment to scaffolding (e.g.: wide range indicated in single response).

Overall, the most frequent responses were:

- Hands-on;
- Specific to the equipment used or the company needs; and
- Even specific to individual machines.

Note that in 2019 and before employers had a greater tendency to utilize classroom, on-line, or computer-based training than today’s more hands-on total focus; additionally the percent of companies providing training has declined over the past few studies.

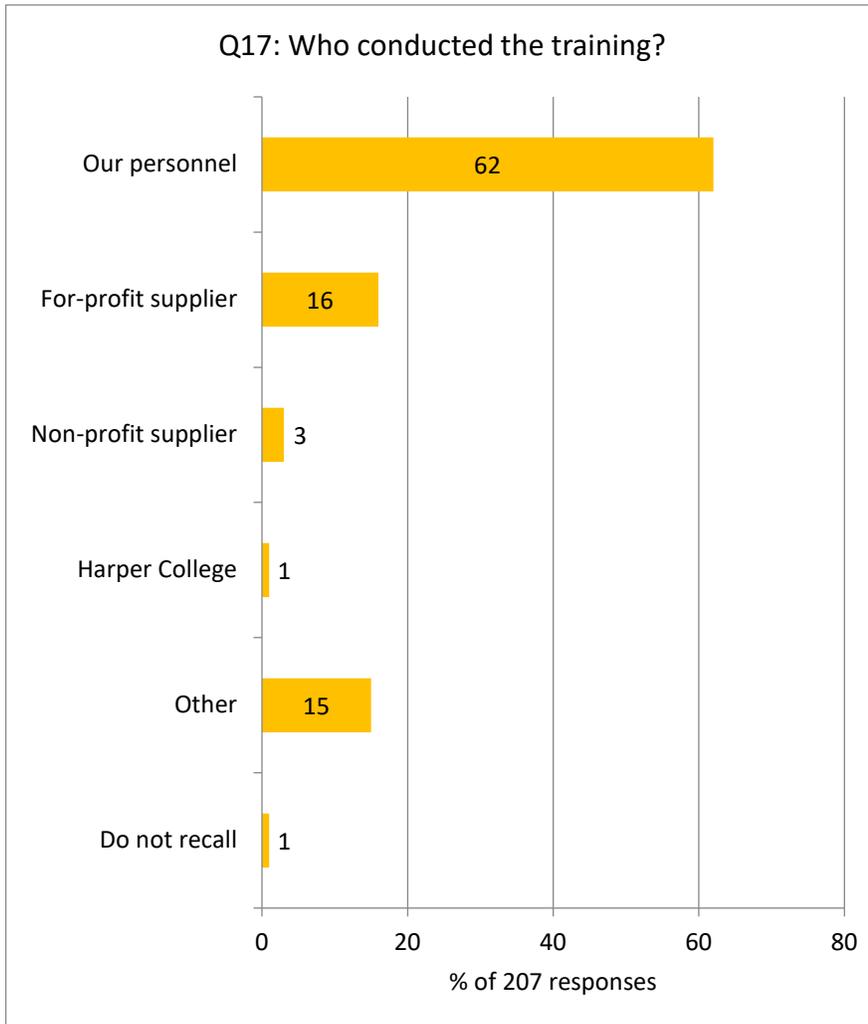
Employee Training / How Was Training Delivered?



As seen for the main training offered, the most frequently given response was to conduct training within a company’s own location, and hands-on with the specific machinery involved.

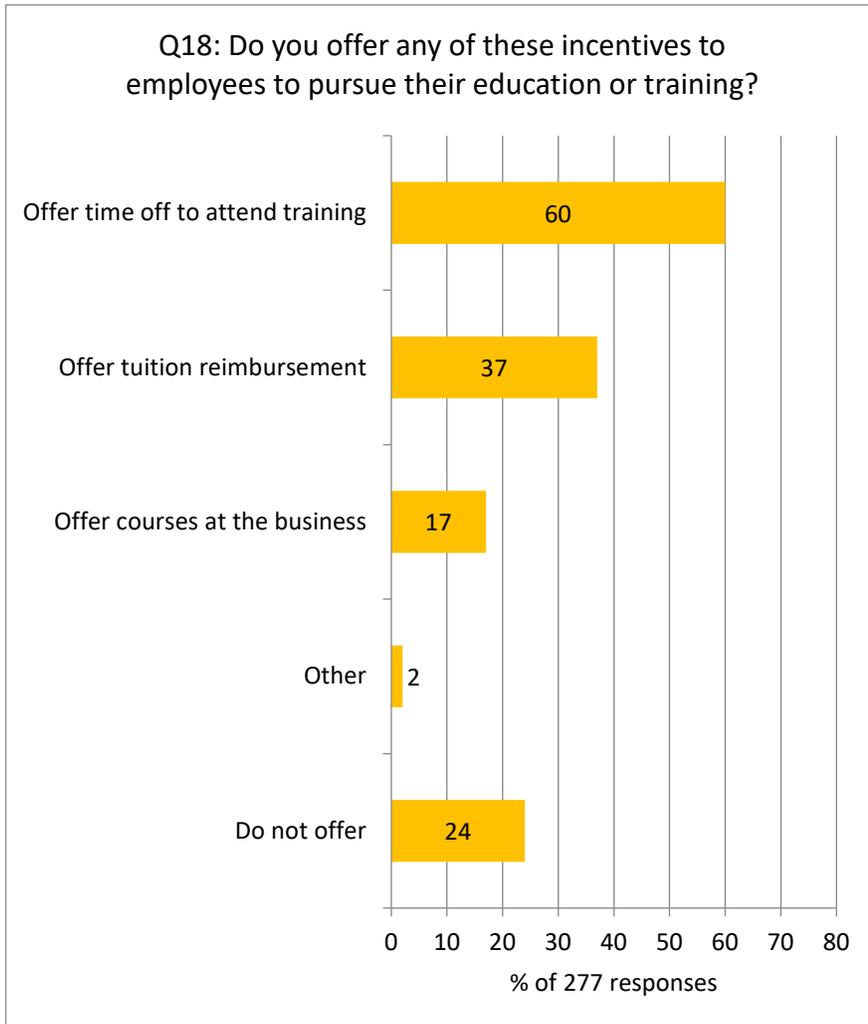
Given the number of responses, it is apparent that many companies have a number of training programs, whether for different levels of employee jobs or different problems that had arisen in the workplace and work environment.

Employee Training / Who Conducted The Training?



Just as the majority of training was reported to be in the company’s location focusing on specific equipment and machinery utilized by the company, so 62% of respondents stated that their personnel conducted the actual training programs.

Employee Training / Did You Offer Employee Incentives For Participating in Training?



The majority of companies do offer some form(s) of incentives to support employees who pursue education or training (on their own). This is especially true for larger (over 100 employee) companies, significantly more of which offer each of the listed incentives.

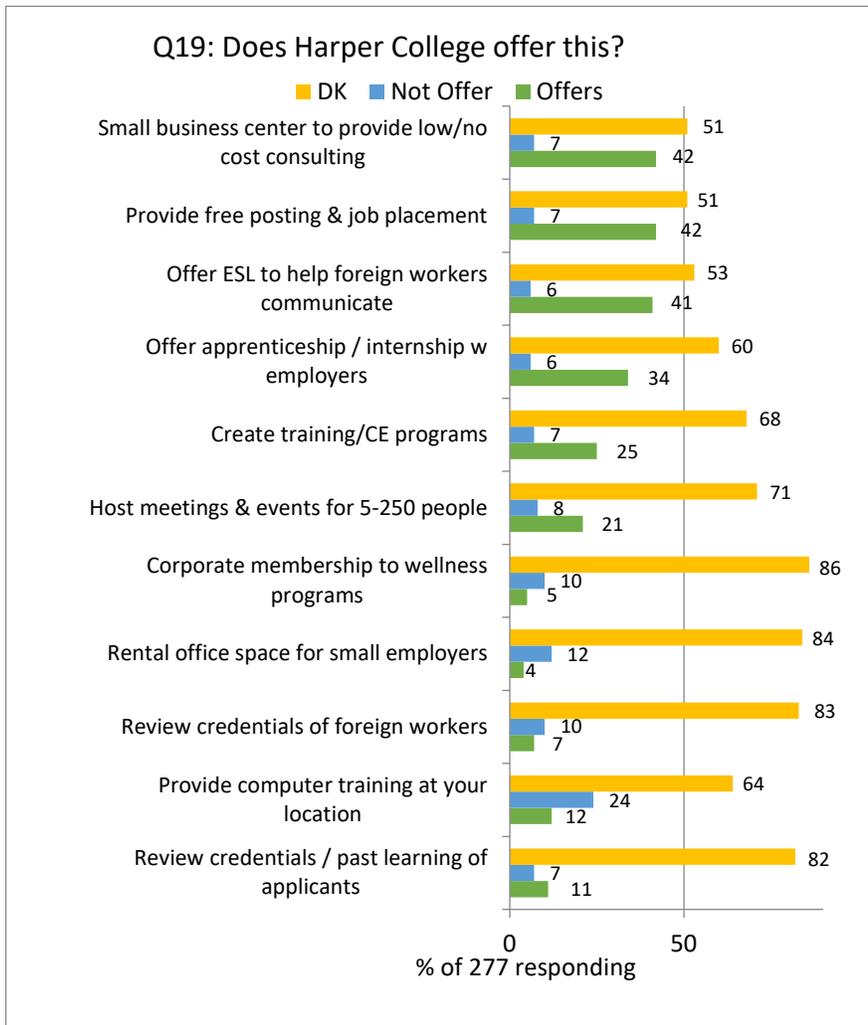
In this 2022 study (compared to the 2019 and 2016 studies) fewer companies gave monetary incentives (tuition reimbursement, 37% in 2022 versus 45% in 2019/2016) while more businesses mention non-monetary incentives (courses at the company, time off to attend, other).

Partnership Programs

Businesses were no more familiar with Harper programs and partnerships than were district residents, as between 51% and 86% of respondents either did not know if Harper offered each of the eleven questioned programs or refused to answer.

Given this, making sense of responses to questions about the specific programs is problematic at best.

To provide conformity with the 2019 study we will provide numerical results but will not give recommended directions resulting from the current study.



More respondents were aware that Harper does offer:

- Low/no cost consulting, 42%
- Job posting and placement, 42% and
- ESL, 41%

Additionally, 34% are aware that Harper offers apprenticeship/internship programs.

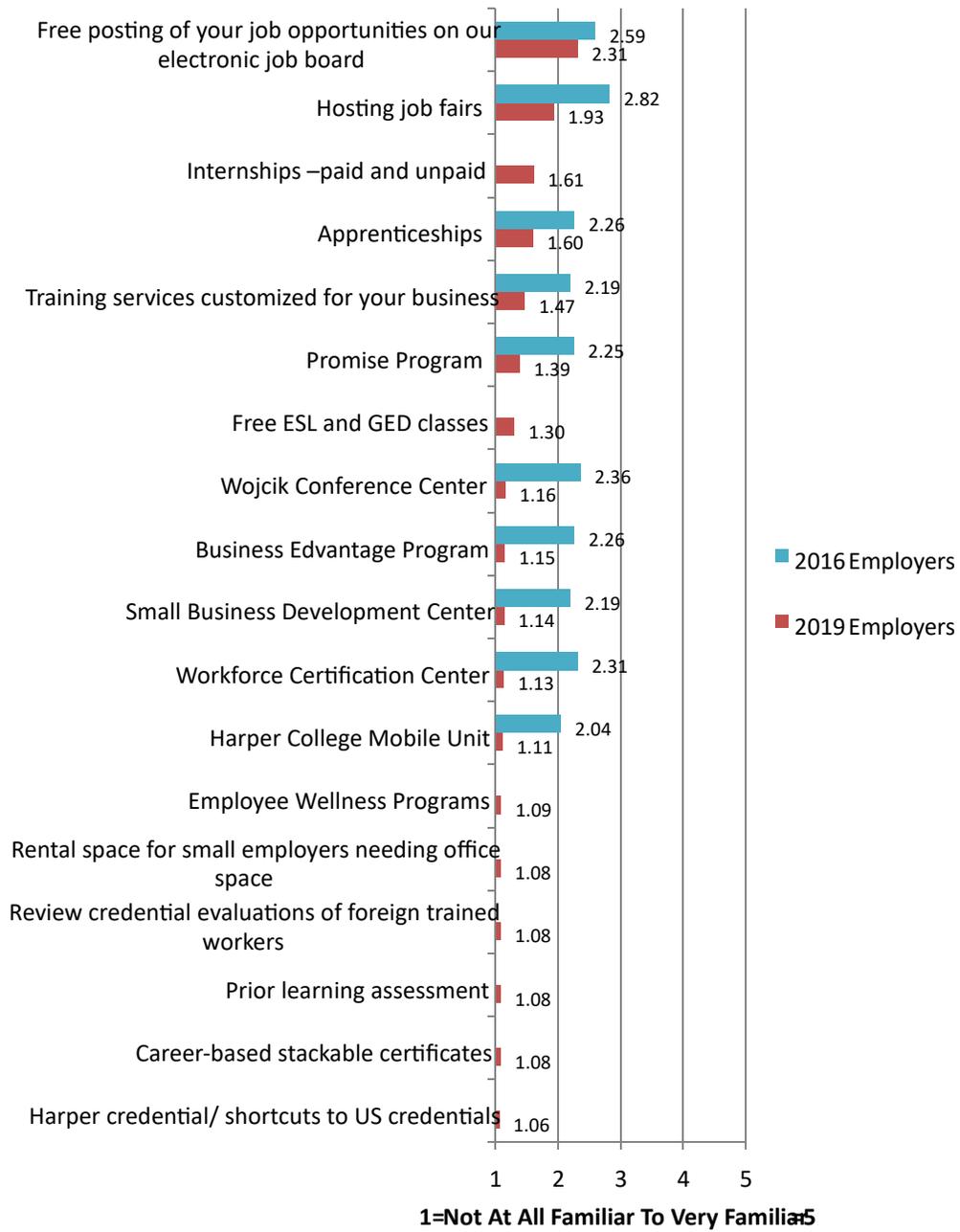
For information, Harper offers all eleven of the partnerships listed.

Partnership Programs / Does Harper Offer This?

This was described as a “slight decline in familiarity” in the 2019 report, and was excused in part for having a sample with smaller employers in 2019. A simple visual examination of the green (2016) versus red (2019) lines in the 2019 chart on the following page emphasizes the significant extent of these declines!

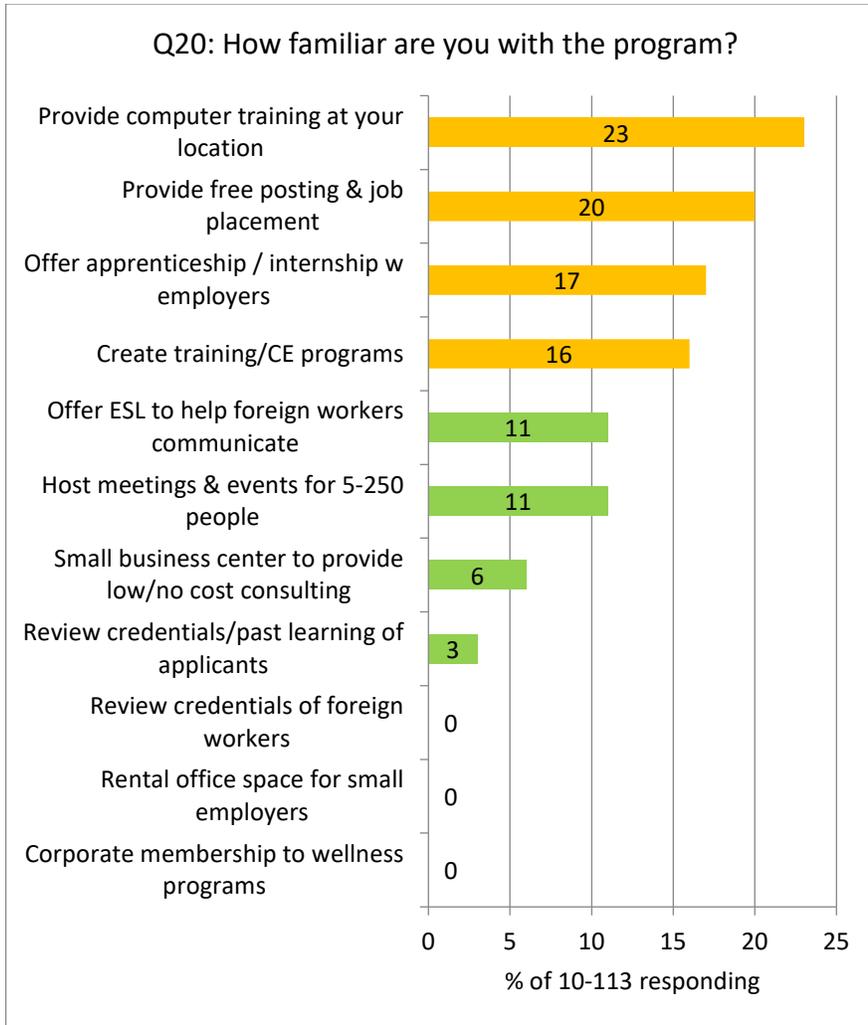
From 2016 to 2019 the number of businesses expressing any knowledge of Harper College offerings dropped precipitously. Different data were collected between the earlier studies and the 2022 study, so those numbers are not directly comparable, but the drop in knowledge in the earlier studies went from an average knowledge score of 2.33 (out of 5.0) in 2016 to 1.40 (out of 5.0) in 2019, or a drop of almost 50%.

Chart 39. Knowledge Of Harper College's Offerings -2016 And 2019



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Partnership Programs / Familiarity With Program

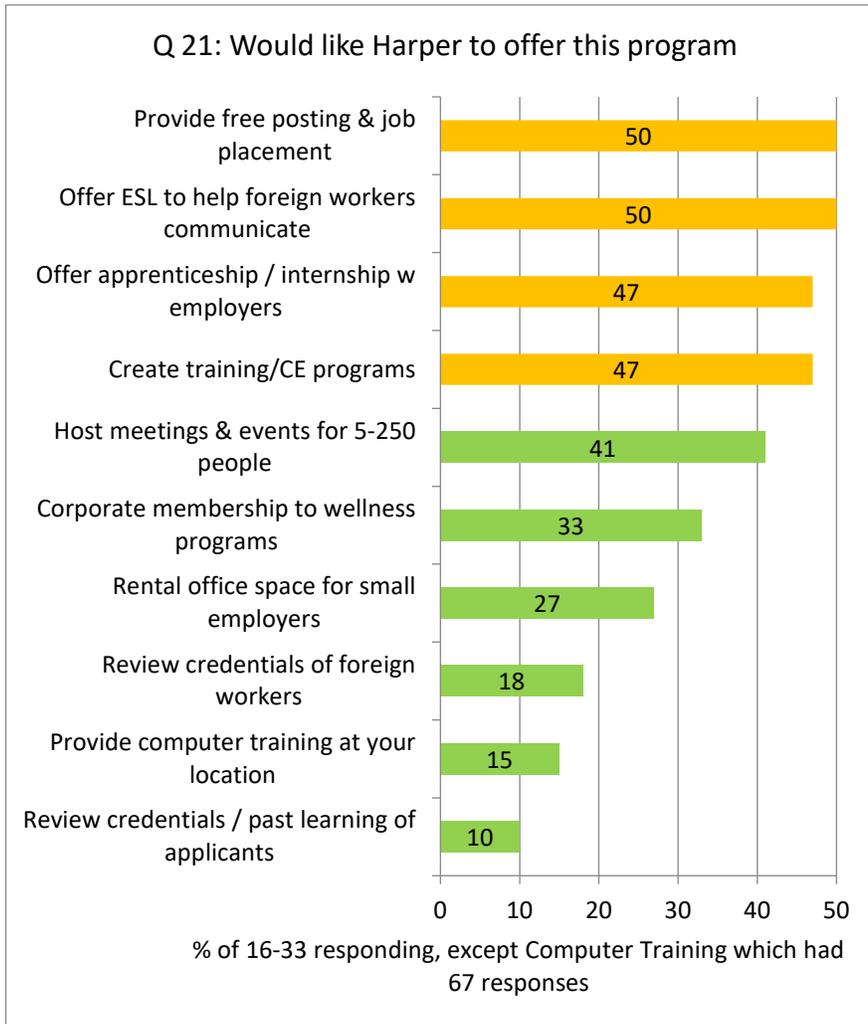


About one in five respondents indicated a familiarity with four partnership programs shown in light-orange above:

- Harper provides computer training at a company's location, 23% of 31 respondents;
- Harper provides job posting and placement assistance, 20% of 115 respondents;
- Harper offers apprenticeship and internship partnerships, 17% of 95 respondents; and
- Harper will create training and continuing education programs for companies, 16% of 63 respondents.

NOTE: these percentages, while appearing reasonable, are based on extremely small bases.

Partnership Programs / Would Like Harper To Offer Program

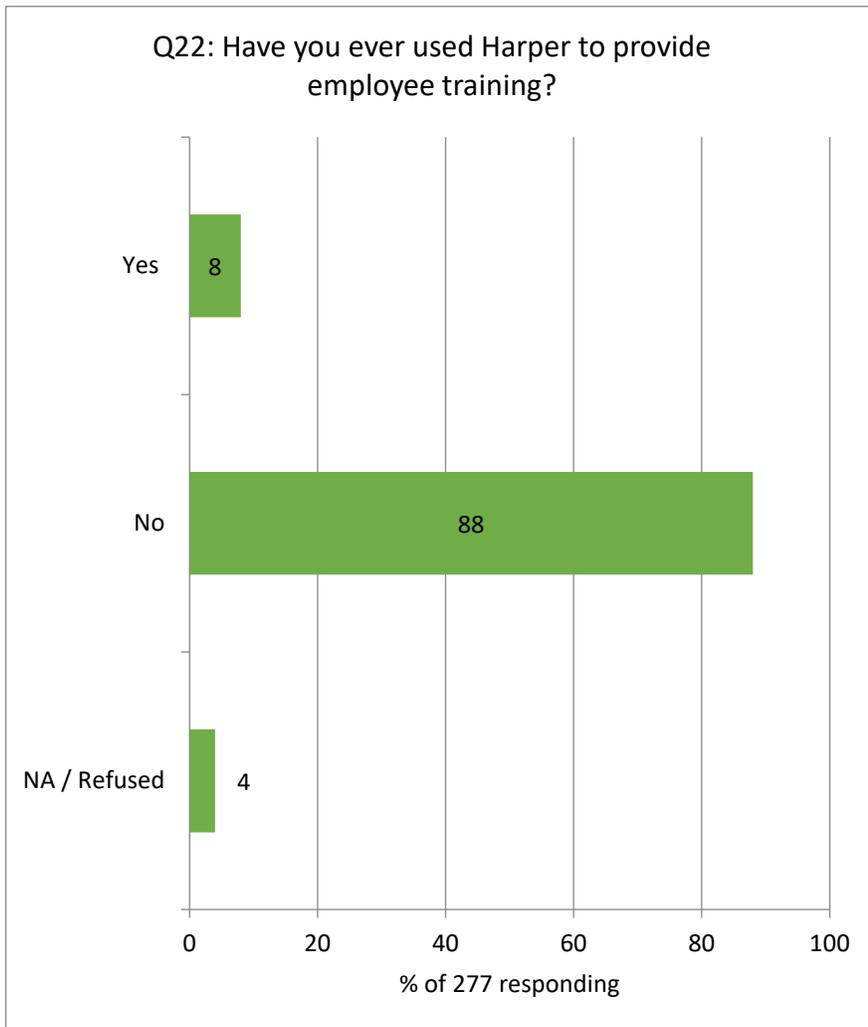


Again, Harper offers all eleven of the partnerships listed.

About half of respondents would like for Harper to offer the items shown in light-orange above:

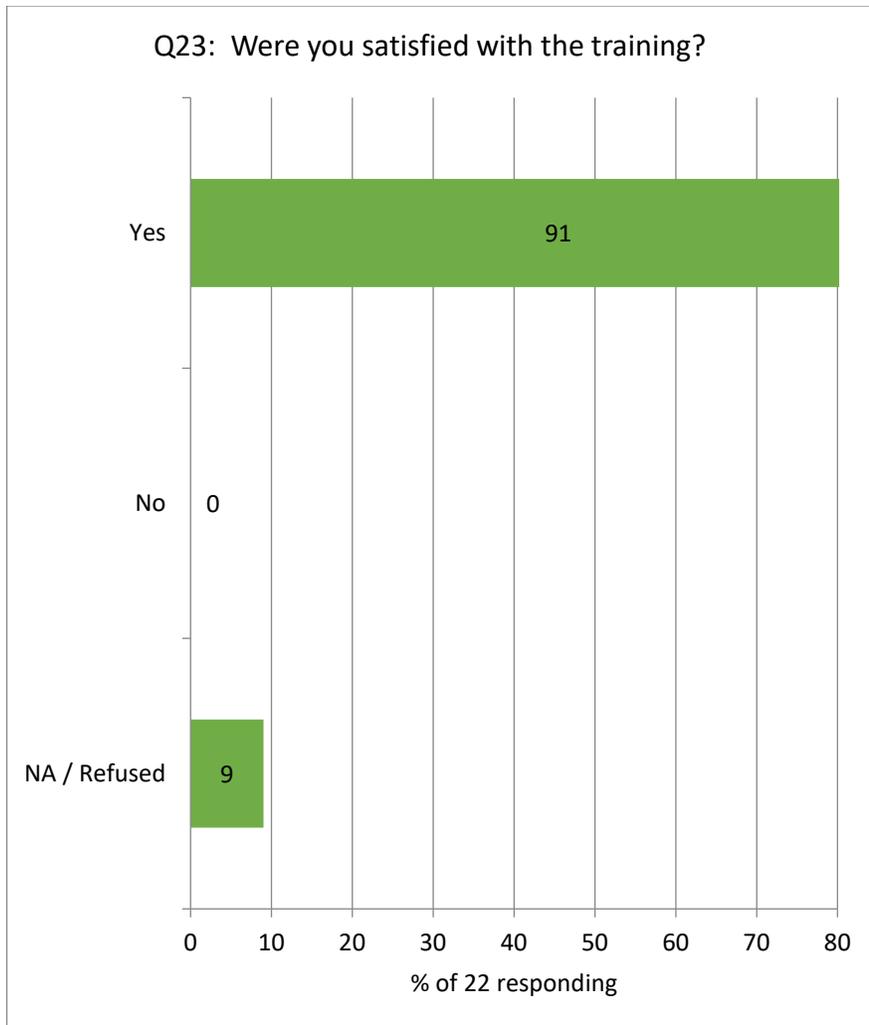
- Provide job posting and placement information, 50% of 20 responses.
- Offer #ESL to help foreign workers communicate, 50% of 16 responses.
- Offer apprenticeship & internships with employers, 47% of 17 responses, and
- Create training and continuing education programs for individual companies, 47% of 19 responses.

Relationship To Harper / Usage In Past



Fewer than one in ten respondents have used Harper College to provide employee training.

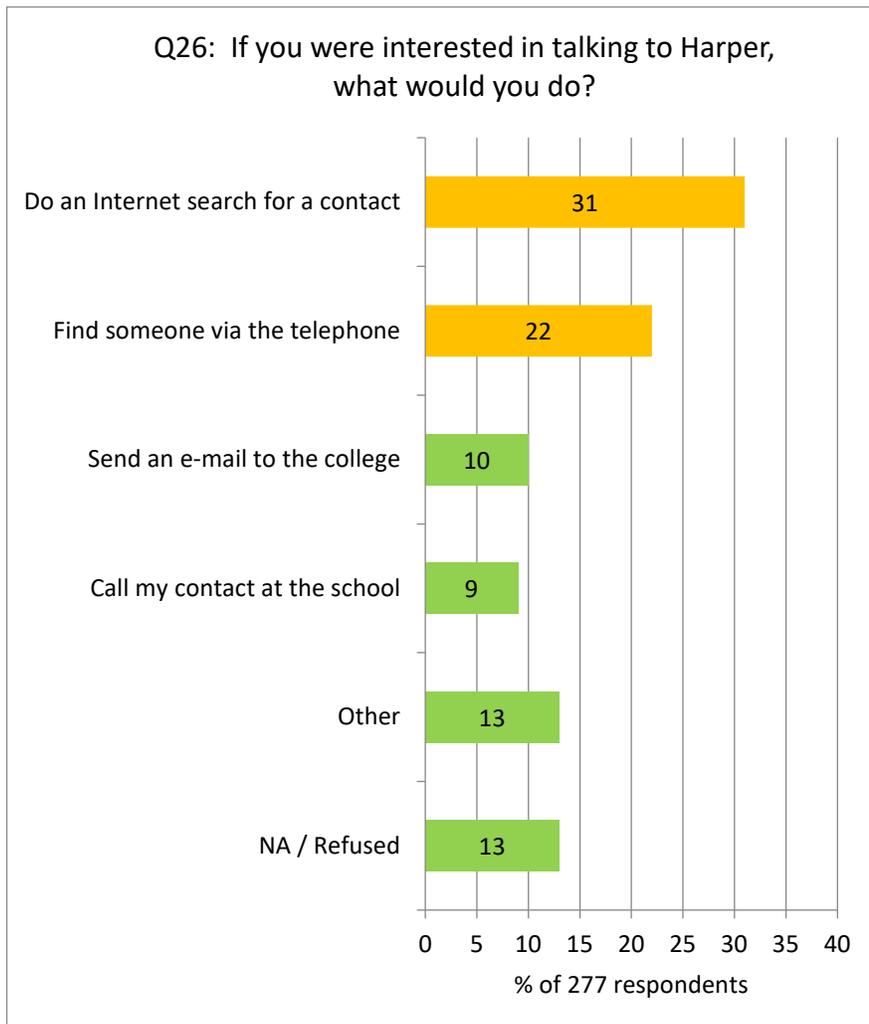
Relationship To Harper / If Used, Satisfied?



The 20 respondents willing to answer the question were unanimous in expressing satisfaction with Harper provided training programs.

Of the 22 specific responses received, the most frequent response was developing paramedic field internships.

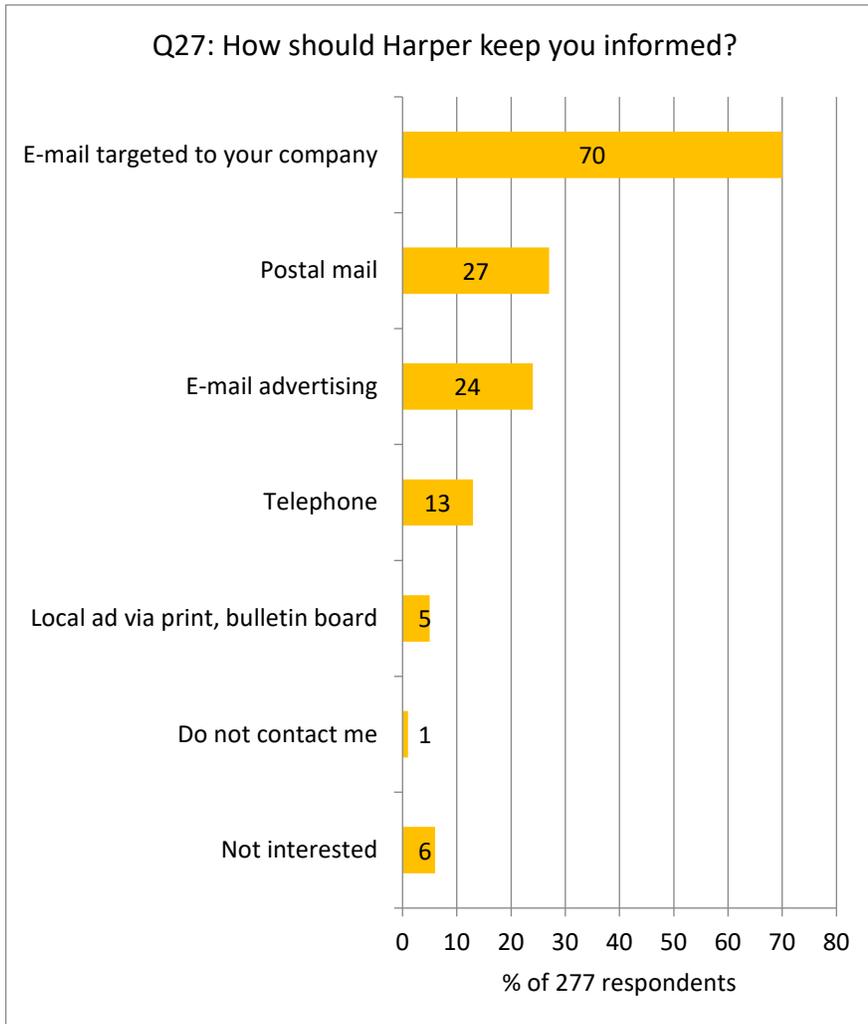
If Wanted To Use Harper In The Future / How Would You Contact Them?



Given the most frequently mentioned response is to do an Internet search (and the most common “other” response is to start at the college website) both shown in light-orange bands, there must be an easy, one-click way to reach Harper Consultants from the main College website.

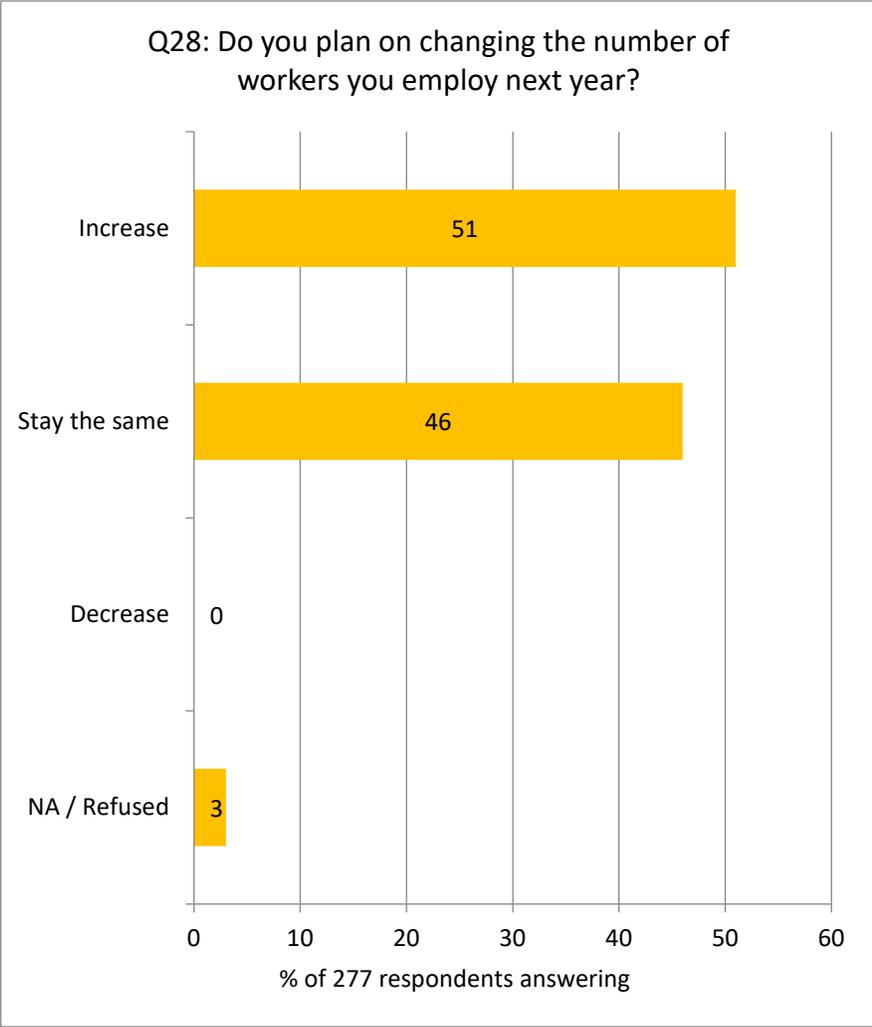
As the second most frequently given response involved a telephone call, there is a strong implication that Harper must implement a “hot line” for assisting businesses.

If Wanted To Use Harper In The Future / How Should Harper Keep You Informed?



A significant majority of respondents only want Harper to send them targeted e-mail.

Change In Number Of Workers In Coming Year



These respondents were optimistic for the future, with 97% indicating their employee count will either increase or stay the same over the coming year.

APPENDIX

Harper College Community Survey

&

Harper College Business Survey

Harper College Community Survey, 13 October – Mod J - FINAL

Hello my name is _____ with _____. We are not selling anything. We're conducting a study about education in your area for a local College and would like to include your opinions. This will only take about 6 minutes. Can we ask you some questions?

Q.1 We want to include all age groups in your area. Is your age:

		QUOTA	
1.	Under 18	0	THANK RESPONDENT FOR THEIR TIME & TERMINATE SURVEY
2.	18-34	130	
3.	35-49	135	
4.	50-64	135	
5.	65+	100	

Q.2a We also want to include all areas of the community. Your zip code of residence is:

ZIP	CITY	QUOTA
60004	Arlington Heights	49
60005	Arlington Heights	32
60007	Elk Grove Village	33
60008	Rolling Meadows	20
60010	Barrington (Barrington Hills, Deer Park, Inverness, Lake Barrington, North Barrington, South Barrington, Tower Lakes)	37
60016	Des Plaines	8
60018	Des Plaines	5
60021	Fox River Grove	5
60056	Mount Prospect	51
60067	Palatine (Inverness)	40
60070	Prospect Heights	14
60074	Palatine	36
60089	Buffalo Grove	14
60090	Wheeling	36
60133	Hanover Park	7
60169	Hoffman Estates	29
60173	Schaumburg	14
60192	Hoffman Estates	7
60193	Schaumburg	38
60194	Schaumburg	19
60195	Schaumburg	6

Q.2b What is the name of your local public high school?

- | | |
|------------------------------|--------------------------------|
| a. Barrington High School | e. Fremd High School |
| b. Buffalo Grove High School | f. Hershey High School |
| c. Conant High School | g. Hoffman Estates High School |
| d. Elk Grove High School | h. Palatine High School |

- i. Prospect High School
- j. Rolling Meadows High School

- k. Schaumburg High School
- l. Wheeling High School

IF DO NOT KNOW ASK:

Q2.1 Are you in:

- a. School District 211
- b. School District 214
- c. School District 220

(IF DO NOT KNOW OR NOT LISTED, THANK RESPONDENT FOR THEIR TIME & TERMINATE SURVEY)

Q3. When you think of colleges and universities in your area, which come to mind? Any others? (DO NOT READ – AFTER THREE MENTIONS, STOP PROBE)

School	First Mention	Other Mentions
01 COD / COLLEGE OF DUPAGE		
02 DEPAUL UNIVERSITY		
03 DEVRY UNIVERSITY		
04 ECC / ELGIN COMMUNITY COLLEGE		
05 HARPER COLLEGE		
06 CLC / COLLEGE OF LAKE COUNTY		
07 MCC / MCHENRY COUNTY COLLEGE		
08 NIU / NORTHERN ILLINOIS UNIVERSITY		
09 LOYOLA UNIVERSITY		
10 NATIONAL-LEWIS		
11 NORTHWESTERN UNIVERSITY		
12 OAKTON COMMUNITY COLLEGE		
13 ROOSEVELT UNIVERSITY		
14 UIC / UNIVERSITY OF ILLINOIS – CHICAGO		
15 U OF I / UNIVERSITY OF ILLINOIS – CHAMPAIGN		
98 OTHER (_____)		
99 DK/NONE		

Q.4 Which community College serves your area? (SELECT ONLY ONE . . . DO NOT READ LIST)

- | | |
|----------------------------|-----------------------------|
| 1. ELGIN COMMUNITY COLLEGE | 5. MCHENRY COUNTY COLLEGE |
| 2. COLLEGE OF DUPAGE | 6. OAKTON COMMUNITY COLLEGE |
| 3. HARPER COLLEGE | 7. DO NOT KNOW |
| 4. COLLEGE OF LAKE COUNTY | 8. OTHER (_____) |

Q.5 THE NAME OF THE COMMUNITY COLLEGE FOR YOUR AREA IS **HARPER COLLEGE**

Q.6 Your race/ethnicity is: (READ OPTIONS)

a.White	318	e.2 or more races	10
b.Black/African American	13	f.Other	1
c.Hispanic/Latino	86	g.Prefer not to answer	
d.Asian	72		

Q.7 In your opinion, what is Harper College best known for? (SEE TABLE – DO NOT READ)

Q.8 Is there anything else it's known for? (PROBE FOR MULTIPLE MENTIONS)

ATTRIBUTE	Q7 – FIRST MENTION	Q8 – ALL OTHER MENTIONS
ACADEMIC REPUTATION	01	01
LOCATION / CONVENIENT LOCATION	02	02
TRANSFER PROGRAM / LEAD TO FOUR-YEAR / START ED.	03	03
OFFERS TECHNICAL AND TRADE PROGRAMS, NOT JUST ACADEMIC	04	04
OFFERS COURSES LEADING TO JOBS / JOB PLACEMENT	05	05
PERSONAL ATTENTION	06	06
THE RIGHT COURSES	07	07
TEACHERS WITH REAL WORLD EXPERIENCE	08	08
WELL-KNOWN FACULTY	09	09
WELL-KNOWN STUDENTS	10	10
SPECIFIC ACADEMIC PROGRAM (_____)	11	11
PROMOTES STUDENT SUCCESS	12	12
EASES BARRIERS TO GETTING AN EDUCATION	13	13
ELITE SCHOOL, NOT FOR ME	14	14
COST/VALUE FOR MONEY/AFFORDABLE/FIN AID	15	15
SCHEDULE FITS	16	16
FOCUS ON ADULTS	17	17
COMPUTER TRAINING	18	18
PROFESSIONAL DEVELOPMENT	19	19
VARIETY OF PROGRAMS / FLEXIBLE HOURS	20	20
CAREER DEVELOPMENT	21	21
CONTINUING EDUCATION	22	22
OFFERS SUMMER CAMP FOR KIDS	23	23
OFFERS LIFE-LONG LEARNING FOR ADULTS / FUN COURSES	24	24
OTHER (_____)	96	96
OTHER (_____)	97	97
OTHER (_____)	98	98

FOR Q9-11, ASK EACH RESPONDENT 8 OF THE 16 FEATURES, CHOSEN AT RANDOM . . . FOR EACH FEATURE ASKED, GO THROUGH Q9-11, AND THEN MOVE TO THE NEXT FEATURE . . . FOR THE FIRST FEATURE ONLY, READ THE FOLLOWING: Now I will ask you several questions about Community Colleges.

Q9. Using a 7 point scale, where 7 means extremely important, and 1 means not at all important, or you can choose any number in between, please tell me how important it is for Harper College, your Community College, to offer the following:

Q.10 Does Harper College currently offer this feature?

1. YES
2. NO
3. DK/UNSURE

Q11. ASK ONLY FOR RESPONDENTS ANSWERING YES TO Q.10. Please tell me how well you think Harper College performs in this area using the 7-point scale where 7 means performs extremely well, 1 means performs very poorly, or you can use any number in between:

	Q9– IMPORTANCE 7-1	Q10 –HARPER OFFERS Y/N/DK	Q11 – HARPER PERFORMS 7-1
<i>ASK EACH RESPONDENT 8 OF THE 16 FEATURES</i>			
a. Offer courses and Associate Degrees which transfer directly to 4-year schools			
b. Offer career technical programs designed to meet current and future community needs			
c. Offer personal interest classes, such as cooking or similar classes			
e. Have an affordable tuition with financial assistance available for all students			
f. Offer programs that lead to jobs in high demand careers			
g. Offer remedial reading, writing, and math assistance for students anticipating difficulty			
h. Offer apprenticeship programs leading to employment			
i. Offer one or more bachelor’s degree programs from 4-year colleges on Harper’s campus			
j. Have a wide variety of classes, programs, & opportunities for diverse populations			
k. Offer courses on a variety of days and times from Monday morning through Friday afternoon year-round			
l. Offer courses on weekends			
m. Offer full array of online, in-person, and hybrid courses			
n. Demonstrate personal attention for counseling, advising, and financial aid assistance			
o. Utilize faculty with real-world experience			
p. Provide a safe environment for students and community members			

FOR Q12-14, ASK EACH RESPONDENT 3 OF THE 6 PARTNERSHIPS, CHOSEN AT RANDOM . . . FOR EACH PARTNERSHIP ASKED, GO THROUGH Q12-14, AND THEN MOVE TO THE NEXT . . . FOR THE FIRST PARTNERSHIP ONLY, READ THE FOLLOWING: . Community Colleges frequently enter into partnerships with different groups or organizations

Q12. Using the same 7 point scale, where 7 means extremely important, and 1 means not at all important, or you can choose any number in between, please tell me how important it is that Harper College, your Community College:

Q13 Does Harper College currently offer this Partnership?

1. YES
2. NO
3. DK/UNSURE

Q14. ASK ONLY FOR RESPONDENTS ANSWERING YES TO Q.13. Please tell me how well you think Harper College performs in this partnership using the 7-point scale where 7 means performs extremely well, 1 means performs very poorly, or you can use any number in between:

	Q12– IMPORTANCE 7-1	Q13 –HARPER OFFERS Y/N/DK	Q14 – HARPER PERFORMS 7-1
<i>ASK EACH RESPONDENT 3 OF THE 6 PARTNERSHIPS Q'S</i>			
a Partner with High Schools, to offer college-credit courses for district high school students			
b. Partner with area businesses, to identify courses for emerging career opportunities			
c. Partner with businesses and governmental bodies, to develop training for underemployed adults			
d Partner with businesses, to train their employees			
e. Partner with local unions, to coordinate career, vocational, and technical training to help graduates get good jobs			
f. Partner with the community for the use of College facilities from meeting rooms to the gym, library, or other facilities or services			

Q. 15 Do you have at least one child attending high school, grades 8 through 12?

a. _____ YES

b. _____ NO

Q. 16 Have you ever visited a Harper College campus, whether to take a class, attend an event, or to use their facilities?

a. _____ YES b. _____ NO (SKIP TO Q18)

Q17. When you visited, was it for (CHECK ALL “YES” RESPONSES)

- a. ___ An art or craft show
- b. ___ An athletic event
- c. ___ An expo or similar event
- d. ___ A business-related meeting or lecture
- e. ___ A personal enrichment meeting or lecture
- f. ___ To take a course or courses for-credit or continuing education
- g. ___ To take a personal enrichment course or courses
- h. ___ To use campus facilities, such as the library or gym
- i. ___ A play or concert
- j. ___ Taking a family member to see the campus

k. ___ A different or additional reason (LIST: _____)

THIS SECTION TARGETED TO ADDRESS STUDENT BARRIERS FOR ENROLLMENT. FOR Q18-20, ASK EACH RESPONDENT 4 OF THE 7 FEATURES, CHOSEN AT RANDOM . . . FOR EACH FEATURE ASKED, GO THROUGH Q18-20, AND THEN MOVE TO THE NEXT FEATURE . . . FOR THE FIRST FEATURE ONLY, READ THE FOLLOWING: Now I will ask you several questions about Community Colleges.

Q18. Using a 7-point scale, where 7 means extremely important, and 1 means not at all important, or you can choose any number in between, please tell me how important it is for Harper College, your Community College, to offer the following:

Q.19 Does Harper College currently offer this?

1. YES
2. NO
3. DK/UNSURE

Q20. ASK ONLY FOR RESPONDENTS ANSWERING YES TO Q.19. Please tell me how well you think Harper College performs in each of these areas using the 7 point scale where 7 means performs extremely well, 1 means performs very poorly, or you can use any number in between:

	Q18– IMPORTANCE 7-1	Q19 – HARPER OFFERS Y/N/DK	Q20 – HARPER PERFORMS 7-1
<i>ASK EACH RESPONDENT 4 OF THE 7 AREAS BELOW</i>			
a. Ease affordability issues with more grants, loans, and other forms of tuition assistance.			
b. Offer transportation to and from campus, using new bus routes, a bike ride program, and/or offering ride service discounts such as Lyft			
c. Offer childcare services for students with children			
d. Provide job placement opportunities via mentorship programs and internships			
e. Offer assistance in enrollment and in registering for, taking, and completing on-line courses for those who ask			
f. Work closer with area charities to assist students who may be hungry and/or homeless			
g. Offer “fast-track” programs with firm schedules and taught over a shorter period of time than standard semesters			

Q21. We have talked about a number of attributes, barriers, and partnerships that could reference Harper College and improve student completion and success. Are there any other programs Harper should offer to assist students and/or community members in achieving success?

Q22. Where do you get most of your information about local events? (DO NOT READ-CHECK ALL THAT APPLY)

Q23. How would you like to receive information about Harper College? (DO NOT READ – CHECK ALL THAT APPLY)

	Q22: Where get local info	Q23: Where like to get re Harper
01 WORD OF MOUTH/FRIENDS/FAMILY		
02 INFORMATION AT LIBRARY OR OTHER COMMUNITY LOCATIONS		
03 INFORMATION FROM LOCAL SCHOOLS		
04 DIRECT MAIL FROM THE COLLEGE		
05 DIRECT MAIL (OTHER THAN FROM THE COLLEGE)		
06 E-MAIL FROM THE COLLEGE		
07 E-MAIL (OTHER THAN FROM THE COLLEE)		
08 PRINT NEWSPAPER		
09 ON-LINE ADVERTISING		
10 COLLEGE WEBSITE		
11 ON-LINE NEWS SITES		
12 RADIO (STREAMING)		
13 RADIO (LOCAL)		
14 TELEVISION (STREAMING)		
15 TELEVISION (LOCAL/BROADCAST)		
16 COLLEGE WEBSITE		
17 YOUTUBE		
18 SOCIAL MEDIA (INSTAGRAM, TIKTOK, FACEBOOK, SNAPCHAT, PINTEREST, TWITTER, ETC)		
19 OTHER (SPECIFY: _____)		
98 DO NOT GET INFORMATION / DK / NA		
99 DO NOT WANT TO RECEIVE INFORMATION SKIP TO Q.24		

(IF Q23 ANSWER WAS “DO NOT WANT TO RECEIVE INFORMATION”, SKIP TO Q26

Q24. What type of information would you like to receive about Harper College as an institution? READ LIST

- a. ___ Course information and schedule
- b. ___ Events open to the District
- c. ___ Fiscal reports
- d. ___ Construction updates
- e. ___ Messages from the President
- f. ___ Awards received by students, faculty, or the school
- g. ___ Scholarship availability

- h. ___ Student performance
- i. ___ Staff profiles
- j. ___ Other information (SPECIFY: _____)
- k. ___ DK/NOTHING

Q25. How often would you like to receive updates? READ LIST

- a. ___ Monthly
- b. ___ Quarterly
- c. ___ Twice a year
- d. ___ Yearly
- e. ___ Other (SPECIFY: _____)
- f. ___ DK/NONE

Q26. We're almost done, but I do have a couple of questions for classification purposes. Approximately how long have you lived in the Harper District? Would you say it has been

- a. ___ Less than 5 years
- b. ___ 5-10 years
- c. ___ 11-20 years
- d. ___ 21 years or more

Q27. Which of these statements best describes your educational background

- a. ___ Less than high school graduate
- b. ___ High school graduate
- c. ___ Some college
- d. ___ College graduate
- e. ___ Advanced degree

Q28. Are you interested in returning to school in the coming five years, whether to improve your work skills, get a new job, or for any other reason?

- a. ___ YES
- b. ___ NO
- c. ___ DK
- d. ___ NA

Q29. Which is the dominant language spoken in your home? (DO NOT READ LIST)

- A. ___ ENGLISH
- B. ___ SPANISH OR PORTUGUESE
- C. ___ OTHER EUROPEAN LANGUAGE, SUCH AS RUSSIAN, CZECH, GERMAN, ROMANIAN, UKRAINIAN, FLEMISH, OR OTHER
- D. ___ INDIAN LANGUAGE SUCH AS HINDI, GUJARATI, PUNJABI, BENGALI, TAMIL, TELUGU, OR OTHER
- E. ___ OTHER ASIAN LANGUAGE, SUCH AS JAPANESE, KOREAN, THAI, CHINESE, VIETNAMESE, LAOTIAN, OR OTHER
- F. ___ OTHER (SPECIFY) _____

Q30. Which of the following best describes your family's household income? (READ LIST)

- a. ___ Under \$30,000
- b. ___ \$30-49,000
- c. ___ \$50-74,000
- d. ___ \$75-99,000
- e. ___ \$100,000 or over
- f. ___ DK/NA

Q31. Using the earlier 7-point scale where "7" means extremely likely, "1" means extremely unlikely, or you can use any number in between, how likely would you be to recommend Harper college to a friend or relative?

Q32. Why do you say that? (PROBE FOR ALL REASONS)

Q33. Do you identify as:

- a. ___ Male
- b. ___ Female
- c. ___ Other
- d. ___ Prefer not to answer

Thank you very much for your help with this survey. The college will use this valuable information to help with their planning process over the next several months.

Harper College Business Survey – Mod V

Hello my name is _____ and I am calling for Harper College to gather information about the business needs of the community. Our survey takes only about 6 or 7 minutes. Can I speak with the CEO or someone qualified to speak for the business?

- 1) For classification purposes, does your company employ:
 - a) Under 10 employees (THANK AND TERMINATE SAYING THAT QUOTA IS FILLED)
 - b) 10-20 employees
 - c) 21-50 employees
 - d) 51-100 employees
 - e) 101+ employees

What we will be asking you about is how Harper may be able to assist with your business needs, along with how best Harper can interact with businesses in the district.

- 2) First, in your opinion, what is Harper College known for? (SEE TABLE – DO NOT READ)
- 3) Is there anything else it’s known for? (PROBE FOR MULTIPLE MENTIONS)

ATTRIBUTE	Q2 – FIRST MENTION	Q3 – ALL OTHER
ACADEMIC REPUTATION	01	01
LOCATION / CONVENIENT LOCATION	02	02
TRANSFER PROGRAM / LEAD TO FOUR-YEAR / START ED.	03	03
OFFERS TECHNICAL, TRADE, AND BUSINESS PROGRAMS, NOT JUST ACADEMIC	04	04
OFFERS INTERVIEWING SKILLS, RESUME DEVELOPMENT	05	05
ASSISTS BUSINESSES WITH HIRING, RECRUITMENT	06	06
TRAINS EMPLOYEES, HELPS BUSINESSES TRAIN EMPLOYEES	07	07
TEACHERS WITH REAL WORLD EXPERIENCE	08	08
WELL-KNOWN FACULTY	09	09
SPECIFIC ACADEMIC PROGRAM (_____)	11	11
ESL, HELPS EMPLOYEES ENTER WORKFORCE	14	14
COST/VALUE FOR MONEY/AFFORDABLE/FIN AID	15	15
SCHEDULE FITS	16	16
FOCUS ON ADULTS	17	17
COMPUTER TRAINING	18	18
PROFESSIONAL DEVELOPMENT	19	19
VARIETY OF PROGRAMS / FLEXIBLE HOURS	20	20
CAREER DEVELOPMENT	21	21
CONTINUING EDUCATION, ON-GOING EMPLOYEE DEVELOPMENT	22	22
HELP BUSINESSES WITH SPECIFIC SKILL TRAINING	23	23
OFFERS LIFE-LONG LEARNING FOR ADULTS / FUN COURSES	24	24
OTHER (_____)	96	96
OTHER (_____)	97	97
DK/NOTHING	99	99

(NOTE: HIGHLIGHTED ITEMS ARE DIFFERENT FROM THE RESIDENT SURVEY; OTHERS ARE THE SAME OR SIMILAR) I will now ask about some business problems mentioned by several companies in this area. The first area involves job openings and finding employees.

- 4) In the past year, has your company had any job openings?
 - a) YES
 - b) NO

- 5) Why is that? (DO NOT READ)
 - a) SHRINKING
 - b) GOOD PAY
 - c) GOOD BENEFITS
 - d) BUSINESS GROWTH
 - e) NORMAL TURNOVER
 - f) NEED FOR SPECIFIC EXPERIENCE
 - g) OTHER (LIST: _____)
 - h) OTHER (LIST: _____)

- 6) (IF Q4 WAS "NO" SKIP TO Q8) Did you experience difficulties in recruiting qualified applicants?
 - a) YES (CONTINUE)
 - b) NO (SKIP TO Q8)

- 7) Which of the following difficulties did you experience in recruiting qualified applicants? Any others?
 - a) applicants lacked relevant work experience
 - b) applicants lacked necessary educational level/background
 - c) applicant lacked certification or training
 - d) applicant lacked technical or occupational skills
 - e) applicant lacked English language skills
 - f) applicants lacked communication abilities
 - g) applicants did not have Visas or were not documented
 - h) applicants unable to pass drug test
 - i) qualified applicants unwilling to accept offered compensation
 - j) commuting (distance) problems
 - k) OTHER (LIST: _____)

- 8) How would you recruit applicants if needed today? Do you use: Any others?
 - a) internet postings such as Indeed or ZipRecruiter
 - b) social network sites such as LinkedIn
 - c) signs posted outside the company
 - d) community college job boards
 - e) community college website
 - f) utilize current employees to recruit friends and relatives
 - g) do not recruit
 - h) OTHER (LIST: _____)

- 9) Have you ever recruited Harper College students or graduates for employment?
 - a) YES
 - b) NO (SKIP TO Q12)
 - c) DK

- 10) Were you satisfied with the Harper College individuals that were recruited?
 - a) YES (SKIP TO Q12)
 - b) NO (CONTINUE)
 - c) DK (SKIP TO Q12)

- 11) Why were you unsatisfied? Any other reasons? (CHECK ALL MENTIONS)
- a) UNSATISFACTORYYY WORK HABITS -
(E.G.: TARDINESS, SKIP WORK, INAPPROPRIATE ATTIRE OR BEHAVIOR)
 - b) KNOWLEDGE INCOMPLETE
 - c) DIDN'T GET ALONG WITH OTHER EMPLOYEES
 - d) OTHER (LIST: _____)
 - e) DO NOT RECALL REASONS
 - f) REFUSED
- 12) What is the last job you had trouble in filling? (IF RESPONDENT REFUSES/DOES NOT REMEMBER, DO NOT PUSH)
- a) JOB NAME: _____
 - b) COMPENSATION: _____ PER HOUR OR _____ PER YEAR
 - c) COMPENSATION: _____ PER YEAR
- 13) What is the preferred educational background for someone in this job?
- a) No educational requirement
 - b) high school or GED
 - c) technical certificate (which certificate: _____)
 - d) associate degree (what concentration: _____)
 - e) bachelor's degree (what concentration: _____)
 - f) master's or other advanced degree
 - g) DK/REFUSE
 - h) OTHER (LIST: _____)
- 14) In the last year, did you provide training programs for your employees either to improve their current skills or to obtain new skills?
- a) YES (CONTINUE)
 - b) NO (SKIP TO Q18)
- 15) What was the main training program offered?
- a) DO NOT RECALL
 - b) (LIST: _____)
- 16) How did you deliver the training? (CHECK ALL MENTIONS – MULTIPLE MENTIONS POSSIBLE)
- a) at our location
 - b) at an outside location run by us
 - c) at an outside location run by the training supplier
 - d) on-line or e-learning
 - e) hands-on instruction and coaching
 - f) partner with a college to offer apprenticeships or internships
 - g) interactive, group discussions, role playing, etc
 - h) OTHER (LIST: _____)
 - i) DO NOT RECALL
- 17) Who conducted the training?
- a) our personnel
 - b) Harper College
 - c) a different non-profit supplier
 - d) a for-profit supplier
 - e) OTHER (LIST: _____)
 - f) DO NOT RECALL

18) Do you offer any of the following incentives to employees to pursue their education or training?

- a) tuition reimbursement
- b) offer courses at your business
- c) allow employees time off or flexible schedules to attend training
- d) OTHER (LIST: _____)
- e) DO NOT OFFER

Looking at other Community Colleges across the country, there are a number of partnerships and programs that join colleges with the business community. FOR EACH, USE TABLE BELOW AND ASK Q19 AND EITHER Q20 OR Q21, AND THEN MOVE TO THE NEXT PROGRAM. The first program or service is:.

19) Does Harper College currently offer this? (RESPONSE IS YES, NO, OR DON'T KNOW)

20) ASK ONLY FOR RESPONDENTS ANSWERING "YES" TO Q19. Using a 7-point scale where 7 means very familiar, 1 means not familiar, or you can use any number in between, how familiar are you with this program:

21) ASK ONLY FOR RESPONDENTS ANSWERING "NO" TO Q19. Using a 7-point scale where 7 means I'd really like Harper to offer this program, 1 means this program is not important to me, or you can use any number in between:

	Q19 – YES/NO/DK	Q20 – FAMILIAR WITH PROGRAM 7-1	Q21 – HAVE HARPER OFFER PROGRAM - 7-1
1 Offer English as a second language courses to help foreign workers communicate			
2 Offer apprenticeships and internships partnering with local businesses			
3 Create training programs and/or continuing education programs with local employers for their employees			
4 Have a small business development center that provides low or no cost training and consulting			
5 Host meetings and events for 5-250 people for local businesses			
6 Rental office space for small employers			
7 Review credentials of foreign trained workers			
8 Corporate memberships to wellness programs for employees of local companies			
9 Review credentials for past learning of prospective employees			
10 Provide computer training at your location			
11 Provide a job placement resource center that includes free posting of job opportunities			

Finally, we will ask about your company's relationship to Harper College in the area of training.

22) Have you ever used Harper College to provide training for your employees?

- a) YES (CONTINUE)
- b) NO (SKIP TO Q26)

23) Were you satisfied with the training provided by Harper?

- a) YES (CONTINUE)
- b) NO (SKIP TO Q25)

24) What was the best thing they did? (AFTER RECORDING RESPONSE SKIP TO Q26)

- 25) What could have been improved?
- 26) If you become interested in investigating using Harper for any of your business, employee recruitment, or training needs, how would you go about contacting the college today? (DO NOT READ)
- CALL MY CONTACT AT THE COLLEGE
 - USE THE TELEPHONE AND FIND SOMEONE
 - DO AN INTERNET SEARCH FOR A CONTACT
 - SEND AN EMAIL TO THE COLLEGE
 - OTHER (LIST: _____)
- 27) What would be the best way for Harper College to keep you informed of available or upcoming educational, training, or consulting programs? (CHECK ALL YES RESPONSES)
- e-mail targeted to your company
 - e-mail advertising
 - postal mail
 - telephone
 - local advertisement via print or notice on community bulletin boards
 - DO NOT SEND
 - NOT INTERESTED
- 28) Do you plan on changing the number of workers you employ over the coming year?
- increase
 - stay the same
 - decrease
- 29) For categorization can you please tell me your company's main business. Is it (CHECK ONLY ONE RESPONSE)
- agriculture
 - mining
 - construction
 - manufacturing
 - transportation, communications, electric, gas, sanitation
 - retail
 - finance, insurance, real estate
 - public administration
 - other (LIST: _____)
- 30) And, is your company a
- for profit
 - non-profit
 - government or governmental agency
 - DK / REFUSE
- 31) May Harper College contact you to discuss programs like the ones we discussed that are designed to meet your educational, training, and consulting needs?
- YES (SKIP TO END)
 - NO (CONTINUE)
- 32) So that Harper may contact you, can I please have a way for then to contact you?
- Name _____
 - Attention e-mail _____
 - Attention phone _____
 - Company name and address _____
 - REFUSE _____

Thank you for your help today