

HARPER COLLEGE COMMUNITY SCAN MAY 2019

6354 Wayne Road
Alliance, NE 69301

p. 308.762.2565
f. 308.762.2836

claruscorporation.com



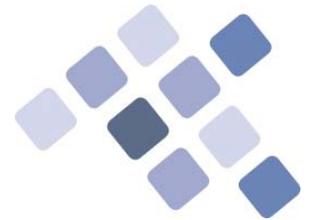


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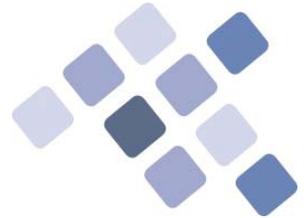
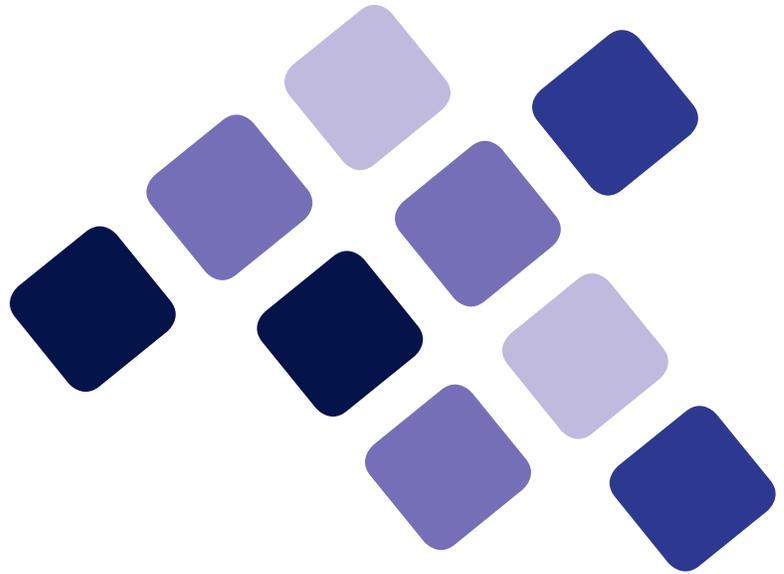


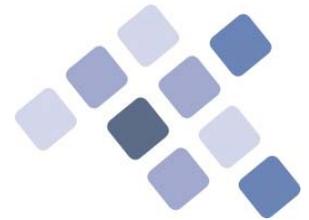
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COMMUNITY SURVEY

Harper College Community Scan 2019



STUDY DESIGN

Harper College, located in Palatine, IL, has fostered a national reputation of excellence as a comprehensive community college, and has been recognized for the ability to partner with its constituents. To remain in sync with the constituents of Harper College, and ensure that their needs are being met and their voices heard, the College conducts a community survey every three years. The last Community Scan was conducted in 2016 – specifically residents in the District. The Community Scan measures the community’s awareness of the College, the importance of specific attributes of the College and its performance on the attributes, as well as the community’s understanding of the strategic partnerships and programs offered by the College.

The Community Scan conducted by Harper College is a longitudinal study in which the District can evaluate changes in the community’s attitudes and opinions over the last three years. This information assists the College in understanding whether changes are needed in communications to ensure its messages are being heard, and that the community understands the initiatives undertaken in the District. To ensure consistency, 75 percent of the survey questions are repeat questions from the previous years to allow for comparisons in attitudes and opinions among District residents, and 25 percent are new questions developed in collaboration with Harper College to address current initiatives.

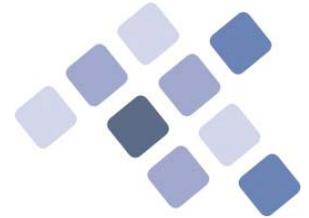
GOALS OF SCAN

To continue to ensure that Harper College meets the needs of the constituents in its District and understands the trends in the District, the research goals for the survey of the community included:

- Measure the awareness and familiarity of the constituents in the District with the College and their knowledge of the programs and services offered by the College
- Assess importance of the College’s programs and services with constituents and their ratings of the College’s performance in providing those programs and services
- Determine the constituents’ current levels of engagement with the College
- Understand how well the College manages its resources for the benefit of its constituents
- Define the needs of the potential adult students in the District
- Demographic characteristics of the constituents

INSTRUMENT DESIGN

To start the 2019 Community Scan, a series of listening sessions were held with personnel at Harper College on October 16 and 17, 2018. A summary was prepared for the listening sessions which outlined the information gathered in the 2016 Community Scan and the participants were asked to indicate what was still relevant from the 2016 survey for replication and what new issues should be addressed in the 2019 Community Scan.



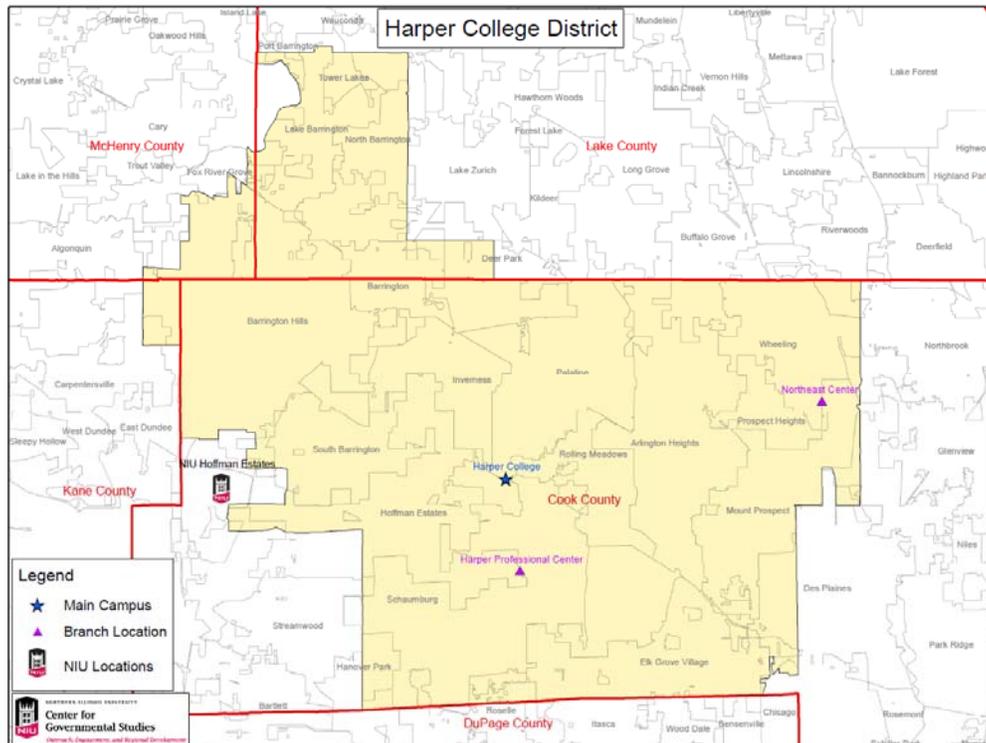
Based on the information gathered in the listening sessions, a draft of the Community Scan was developed and presented to the administrative leadership at Harper College. CLARUS Corporation and Harper College reviewed this draft in detail for additions, deletions, and revisions. Feedback was given by the College and incorporated into the survey. A final copy of the Community Scan questionnaire is presented in Appendix B (Community Scan – Questionnaire).

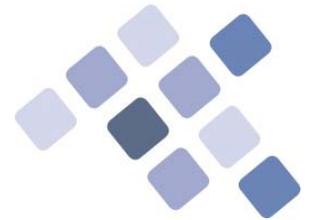
It was the responsibility of CLARUS Corporation to write and sequence the questions in such a way that any respondent bias was minimized and the questions were technically correct. The final survey was pretested to ensure that question wording and sequencing were structured as needed prior to moving to the field. The questionnaire consisted of a few open-ended questions, many multichotomous questions, and rating scales.

REPRESENTATIVE SAMPLING

One of the difficulties in developing a representative sample for a community college in Illinois is because of the way the colleges’ districts were developed – they were defined by school district boundaries and not traditional geographic representations like zip codes or counties, as seen in Exhibit 1 below.

Exhibit 1. Harper College Geographic District



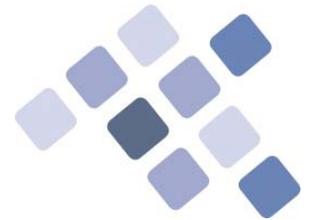


For example as seen in the top right of Exhibit 1 (on previous page), only the lower portion of the zip code which defines Buffalo Grove is in Harper College’s District. This is also the case for several of the zip codes across the District – the entire zip code is not included in the District. Since the majority of sample frames are created by zip code and measured by total households in a zip code for representation, developing a sample frame for the College based on partial zips defined by school boundaries created a challenge.

Working with *Marketing Systems Group*, a global sampling systems firm who has defined the number of households by school district in Illinois, an accurate count of households which are in the school districts in Harper College’s District was obtained and this was used to develop the sample frame for the Community Survey, rather than using the total households numbers for all of the households in the zip code as had been done in the past. The sample frame for the survey of constituents was based on the number of households by zip code in the College’s service area, with quotas set for age and race. The list of households was stratified by zip code within the District, proportionate to the number of households in the District by zip code. This provided stratification of the sample by geographic location and a representative sample of all residents, taxpayers and non-taxpayers, in the District. The sample frame for the Community Scan – the adults in the District – is presented in Exhibit 2 and an * is used for those zip codes which are partial zips (not fully contained in the District).

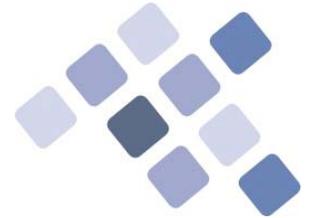
Exhibit 2. Community Scan Sample Frame

Zip Code	City	Total Number Households	Percent	Sample Frame
60004	Arlington Heights	20,177	9.68%	58
60005	Arlington Heights	12,912	6.19%	37
60006	Arlington Heights	135	0.06%	0
60010	Barrington (Barrington Hills, Deer Park*, Inverness, Lake Barrington, North Barrington, South Barrington, Tower Lakes)	15,397	7.38%	44
60011	Barrington	164	0.08%	1
60089	Buffalo Grove*	5,687	2.73%	17
60016	Des Plaines*	3,177	1.52%	9
60017	Des Plaines*	127	0.06%	0
60018	Des Plaines*	2,174	1.04%	6
60007	Elk Grove Village	13,559	6.50%	39
60009	Elk Grove Village	110	0.05%	0
60021	Fox River Grove*	2,139	1.03%	6
60133	Hanover Park*	2,887	1.38%	8
60169	Hoffman Estates*	11,563	5.54%	33



Zip Code	City	Total Number Households	Percent	Sample Frame
60192	Hoffman Estates*	2,746	1.32%	8
60084	Lake Barrington	1,512	0.73%	4
60056	Mount Prospect	20,956	10.05%	60
60062	Northbrook	278	0.13%	1
60067	Palatine (Inverness)	15,846	7.60%	46
60074	Palatine	14,400	6.91%	42
60078	Palatine	178	0.09%	1
60095	Palatine	35	0.02%	0
60070	Prospect Heights	5,949	2.85%	17
60008	Rolling Meadows	8,387	4.02%	24
60172	Roselle*	1,529	0.73%	4
60159	Schaumburg	82	0.04%	0
60168	Schaumburg	117	0.06%	0
60173	Schaumburg	5,752	2.76%	17
60193	Schaumburg	15,499	7.43%	45
60194	Schaumburg	7,736	3.71%	22
60195	Schaumburg	2,340	1.12%	7
60107	Streamwood	541	0.26%	2
60090	Wheeling	14,440	6.92%	42
TOTAL		208,531	100.00%	600

In order to provide correct constituent representation in the Community Scan, quotas were also set for age and race. While adults are typically defined as ages 18 and above, the reality is when pulling a community sample, the actual age range is generally from 25 and above since younger adults may be in group settings (at college or still living at home). The rationale for setting age quotas is to get a representative sample across all ages, and, for example, not have the majority of the surveys be completed by adults over 65 years of age. In the service area of Harper College, 26.9 percent of the population were ages 18 to 34, 26.4 percent were ages 35 to 49, 27 percent were ages 50 to 64, and 19.6 percent were 65 years of age and older. In addition, 61.1 percent of the population in the College’s District were Caucasian, 12.8 percent Asian, 2.5 percent Black or African-American, 2.1 percent two or more races, less than one percent American Indian, and 14.4 percent Hispanic (and can be combined with other races). Qualifiers were used for both age and race during the administration of the online and telephone interviews, and the sample was continuously monitored for accurate representation of age and race in the service area of the College.



RELIABILITY ESTIMATION

The goal of sampling is to create surveys that yield results that are valid and reliable. Validity is concerned with the accuracy of the measurement, and it is often discussed in the context of sample representativeness. Reliability, on the other hand, is concerned with the consistency of the measurement; the degree to which the questions used in a survey elicit the same type of information each time they are used under the same conditions. Reliability and tolerable error are the two concepts used to measure the representativeness of samples. Simply put, reliability describes how sure you can be that your results are accurate, whereas the margin of error shows the range the survey results would fall between if the confidence level held true every time a similar survey was done. The industry standard for reliability is 95 percent with a margin of error of four to eight percent (on average five percent).

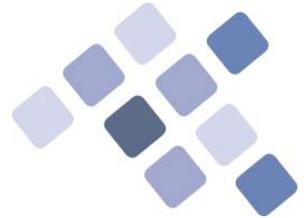
The reliability estimation for the survey of constituents was based on the number of households sampled as a proportion of the total households in Harper College's District. A sample of 600 households provided a reliability of 95 percent and a margin of error of ± 4.0 percent. In other words, if 100 different samples of 600 households in the service area were chosen randomly, 95 times out of 100 the results obtained would vary no more than ± 4.0 percentage points from the results that would be obtained if all of the households in the service area were interviewed.

DATA COLLECTION

Interviews via an online panel and telephone surveys were the primary methods of data collection for the Community Scan. Adults located in Harper College's District, who have agreed to be on an online panel to complete surveys, were emailed an invitation to complete an educational survey. The adults had to live in the zip codes in the service area and meet age and ethnicity quotas. The online interviews with the adults were conducted from January 29 to March 19, 2019, and 589 surveys were completed online. The telephone surveys were conducted February 1 to March 25, 2019, and 11 surveys were completed.

All interviewers conducting the telephone interviews were subjected to rigorous hiring and training procedures before making their first phone call. Before interviewing began, the interviewers went through a thorough question-by-question briefing of the questionnaire. During actual interviewing, each interviewer was monitored for one complete questionnaire and monitored randomly thereafter.

The interviewers are trained to minimize nonresponse errors. The two main sources of nonresponse bias are not-at-homes and refusals. Interviewers tried a phone number three to five times during the course of the week at varying days and times to minimize the not-at-home errors. The introduction was structured to attempt to minimize the refusals and has successfully done so



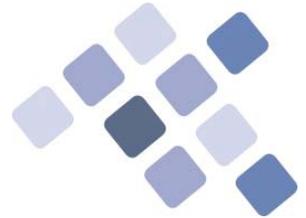
in past educational surveys. Our experience indicates that consumers are more than willing to share their opinions about their local educational institutions.

DATA ANALYSIS

After the data were collected, verification of the data began. The data were examined to ensure that procedures were followed in data collection and checked for internal validity by cross-matching answers per respondent. The data were then coded for processing and analysis. SPSS (Statistical Package for the Social Sciences) was used to analyze the data and the data disks have been made available to the College for additional subset analyses.

REPORT GENERATION

The results of the data are presented in this narrative report using charts and graphs to present the results. This report focuses on the most meaningful findings of the research. Results from the 2010, 2013, and 2016 surveys were compared where applicable. A complete set of tabular results by frequency and percentage for each of the major classifications of the research is provided in Appendix C (Community Scan – Tabular Results). The tabular results should serve as reference materials and should be consulted before important conclusions are made.



CONSTITUENT AWARENESS AND FAMILIARITY

The more aware members of the community are with a college and the more favorable that image, the easier it is for the college to market its programs and services. If consumers are not aware of the college (the college is not held in top-of-the-mind awareness) and is not thought of favorably, the job of marketing the college becomes more difficult.

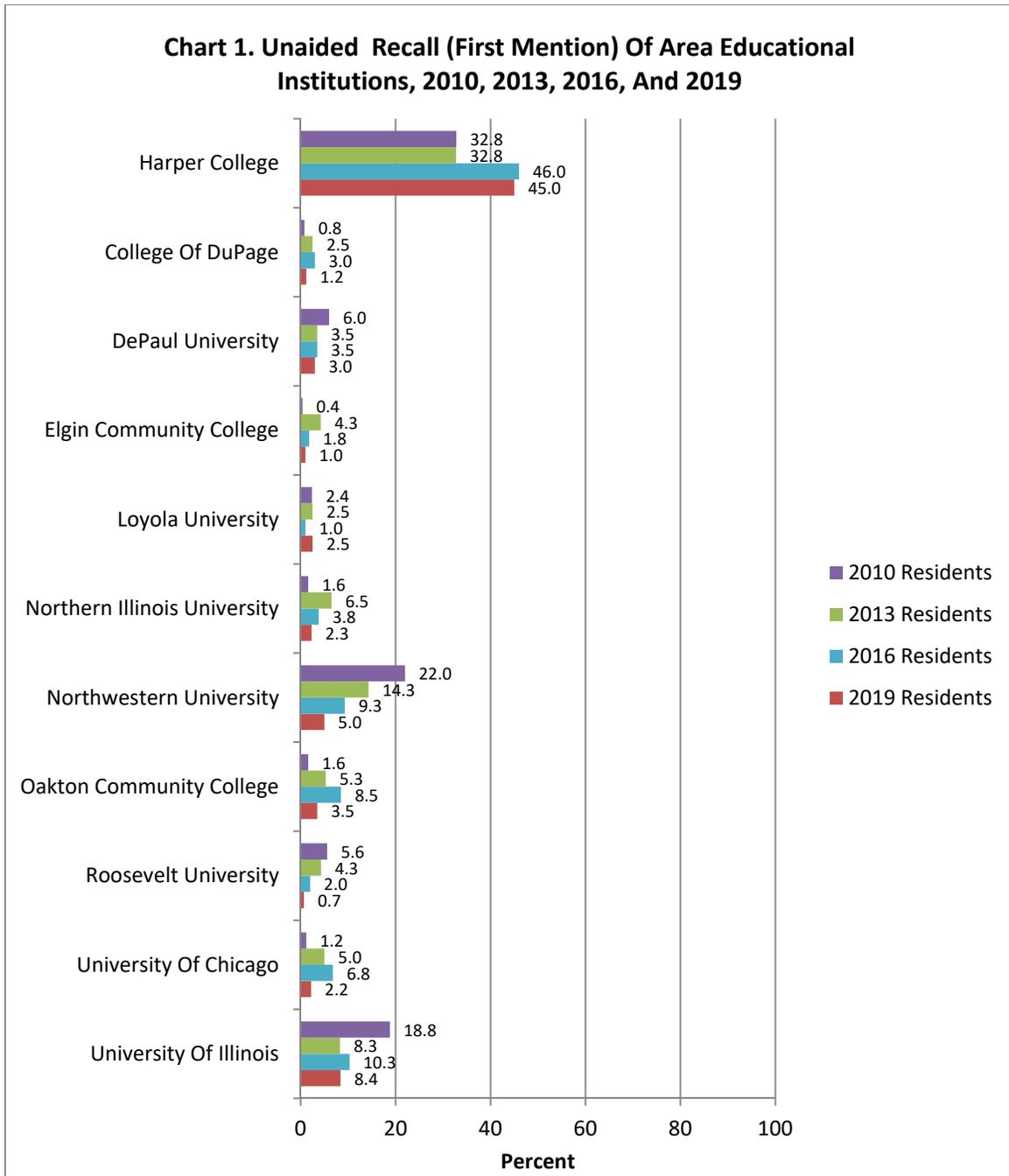
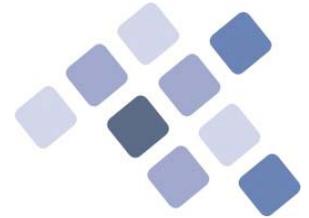
FIRST MENTION

The best test of awareness is a test of unaided awareness – when the respondents are asked to name all the colleges they are familiar with in the area without being prompted with any college names. Immediately after securing permission from the respondents to proceed with the survey, the first question asked was to name the colleges in the area that came to mind.

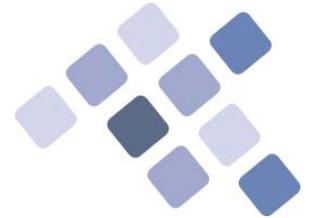
The first college named is defined as the first mention, a measure of top-of-the-mind awareness. Familiarity is defined as a college being on the list of colleges mentioned. Familiarity is tabulated by adding all the mentions of a college name, whether first, second, third, etc. and then dividing by the number of adults surveyed. For the survey of residents, at no time was Harper College identified to bias the initial responses of the residents in the test of unaided awareness.

When you think of colleges in the area, which ones come to mind?

If you were to describe those colleges, what word or phrase would you use?



As seen in Chart 1, 45 percent of the residents in 2019 listed Harper College first as a college in the area as did 46 percent in 2016, a major increase from 33 percent in 2013 and 2010. Other colleges listed by the residents first in 2019 included the University of Illinois (eight percent), Northwestern University (five percent), and Oakton Community College (3.5 percent) – the same



colleges most popular in 2016. The first mention of Oakton Community College dropped from previous years possibly due to the tightening of the service area from which the survey was conducted. Overall, Harper College continues to remain as the top mention in unaided recall for the District while other colleges have been in decline.

FAMILIARITY

Another test of awareness for Harper College is the residents' overall familiarity with the College. Chart 2 (on next page) presents the results of the overall familiarity of the residents in the District, which is tabulated by adding all the mentions of a college name, whether first, second, third, etc. and then dividing by the number of adults surveyed.

As seen in Chart 2 (on next page), residents' overall familiarity with Harper College has continued to rise, from 57 percent in 2010, to 58 percent in 2013, to 59 percent in 2016, to 59.7 percent in 2019. In 2019, 19 percent of the residents were familiar with DePaul University, 16.5 percent with Loyola University, 16 percent with Northwestern University, 15.8 percent with Oakton Community College, 13.7 percent with University of Chicago, and 12.2 percent with University of Illinois. While overall familiarity had decreased for most of the other colleges from 2010 to 2016, there were a few colleges in 2019 in which the overall familiarity had increased – the College of DuPage, DePaul University, Loyola University, and the University of Chicago. Overall, the market in 2019 appeared to be more familiar with colleges in general.

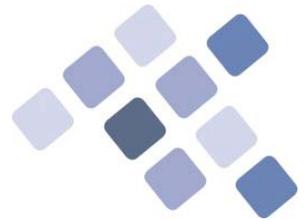
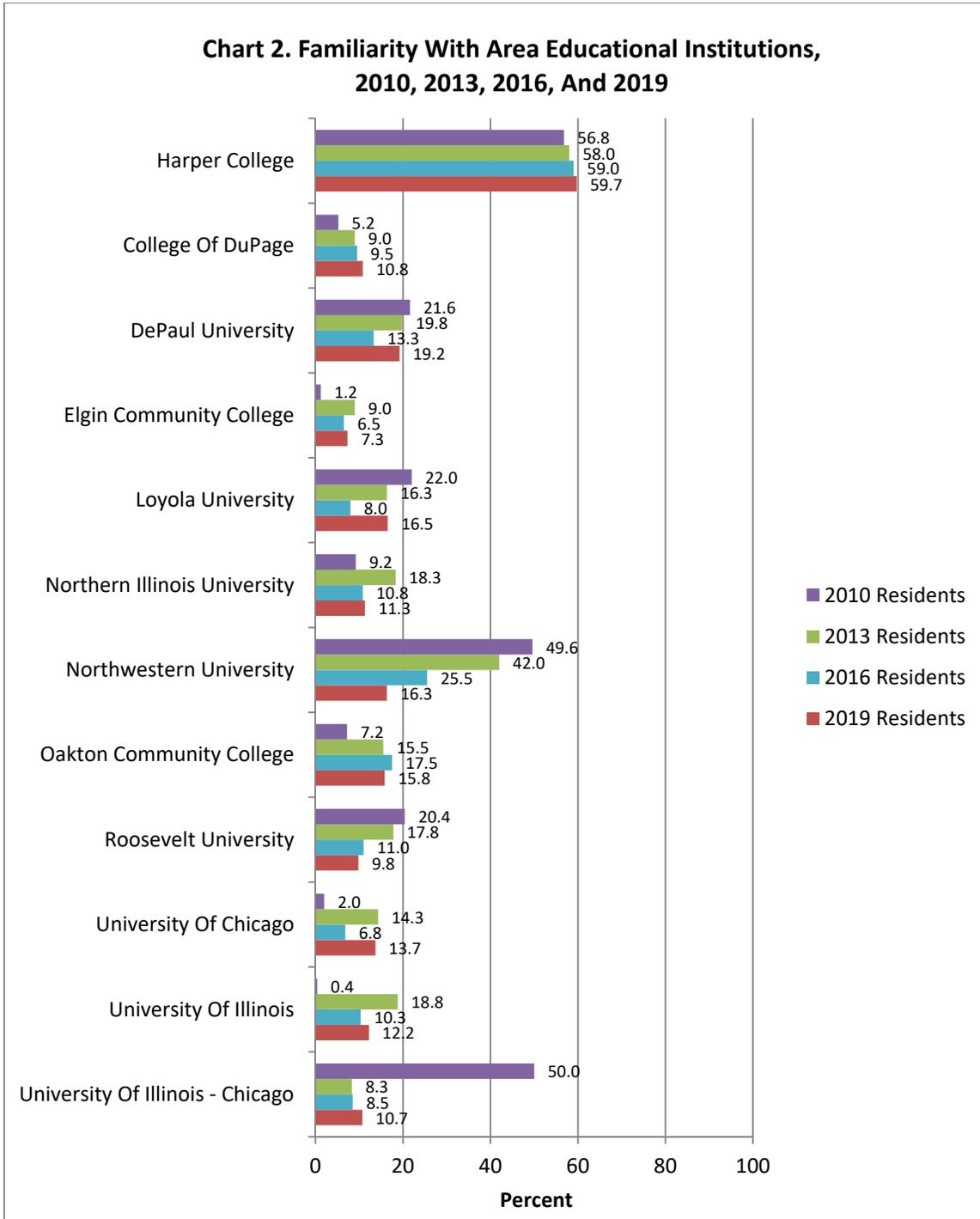
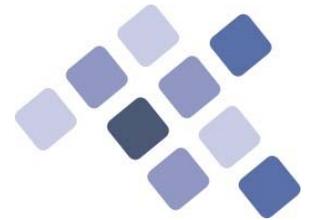


Chart 2. Familiarity With Area Educational Institutions, 2010, 2013, 2016, And 2019



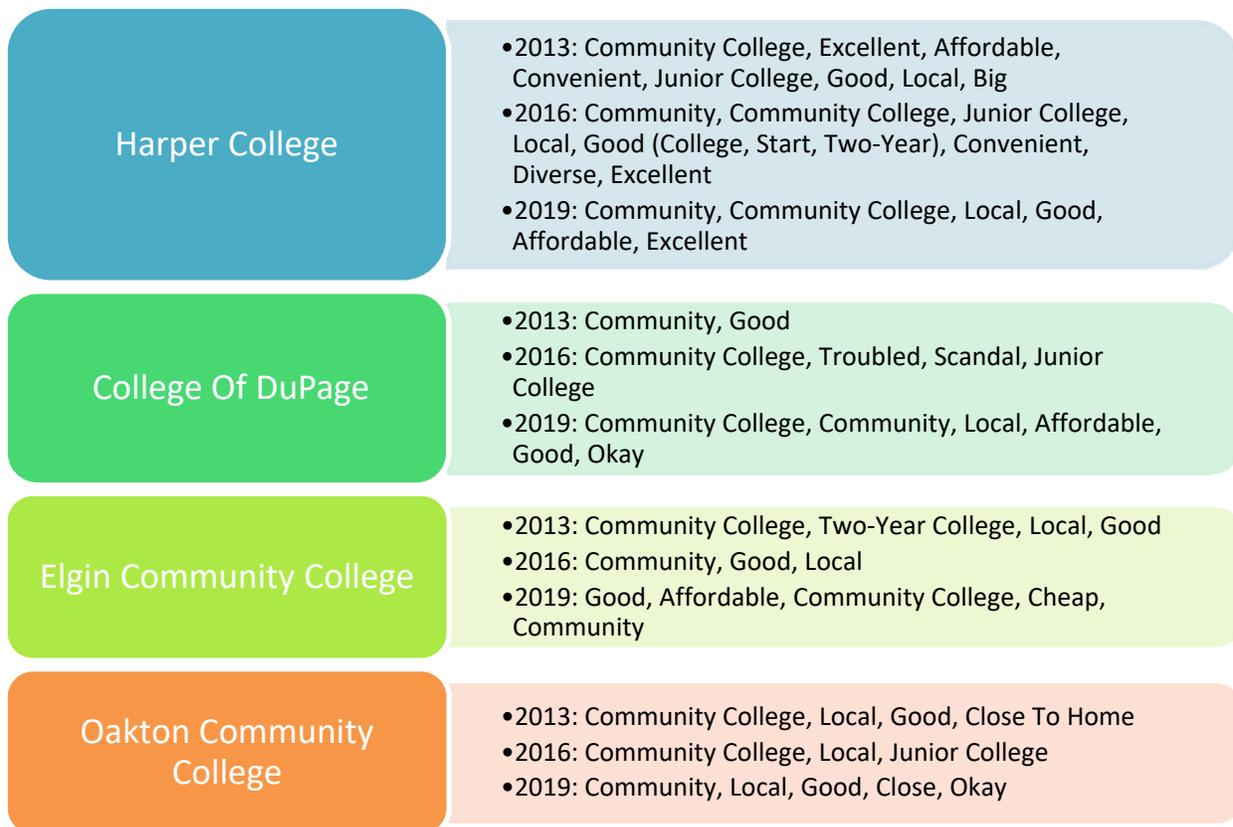


KEYWORD DESCRIPTORS

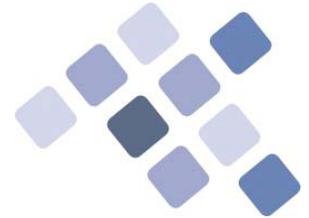
As the adults mentioned colleges in the area, they were also asked what word or phrase they would use to describe each college they mentioned. This provides an excellent overview of how the residents view the colleges mentioned and is an extremely common method of understanding market position for a college. This was not a question asked in the 2010 Community Survey, but was deemed important to ask in 2013, 2016, and 2019.

The results of the keyword descriptors used by the adults are shown in Chart 3 and one should note that the keyword descriptors used by the residents are their “perceptions” and may not be the reality known to educational administrators.

Chart 3. Keyword Image Descriptors Of Area Community Colleges – 2013, 2016, And 2019



As seen in Chart 3, the primary keywords used to describe Harper College have not changed substantially from 2013 to 2019. In 2016, residents described it as a “community” or “junior” college that is “local” and “good” in several areas (start, two-year, college), “convenient” and “excellent.” And a keyword was added by the residents in 2016 – “diverse.” In 2019, the residents



described Harper College as “community,” “community college,” “local,” “good,” “affordable,” and “excellent.” But in 2019, the number of words used to describe Harper College increased and the breadth of the descriptors increased regarding the College – words individuals used to describe the College in 2019 also included: amazing, awesome, convenient, corporate, high-quality, high-ranking, modern, outreaching, popular, quality, successful, and useful.

The negative words used to describe the College of DuPage in 2016 were not present in 2019 – the keywords used to describe the College of DuPage in 2019 included “community college,” “community,” “local,” “affordable,” “good,” and “okay.” In 2019, Elgin Community College was still described as “community,” “community college,” “good,” and “local,” but the residents also noted the college was “affordable.” And almost no differences were found between the 2013 and 2016 ratings for Oakton Community College compared to the 2019 keywords of “community,” “local,” “good,” “close,” and “okay.”

As seen in Chart 4 (on the next page), the tone of the keywords for the area colleges and universities was different than the tone used for the area community colleges – stronger words – generally affording a higher status to the colleges. According to area residents, DePaul University was still “private” and “Catholic” in 2019 as in 2016 but “expensive” was added to the 2019 keywords for the College. The keywords residents used to describe Loyola University in 2019 varied little from those used in 2016 – “prestigious” was still used as was “Catholic” and “Jesuit,” but “expensive” was added in 2019. In 2019, residents still described Northern Illinois as “average,” “affordable,” and “good,” but “party school” was added in 2019 to the keyword descriptors. Northwestern was still known as “expensive,” “excellent,” “elite,” and “prestigious” – nothing had changed over the last nine years for Northwestern University. “Local” and “accessible” were two new keywords used in 2019 to describe Roosevelt University in addition to the previous keywords of “expensive” and “private.” In 2019, more keywords were used to describe the University of Chicago – the same intent as the words used in previous years. In 2019 the keywords used to describe the University of Chicago included “expensive,” “excellent,” “prestigious,” “Chicago,” “elite,” and “business.” And finally, residents described the University of Illinois in 2019 much as they had in previous years, using keywords “big,” “excellent,” “expensive,” “good,” and “state school” but they did not use football as a descriptor in 2019.

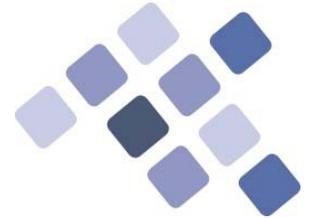
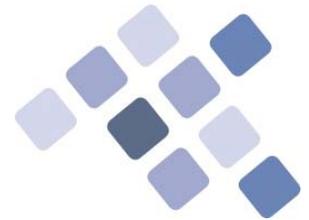


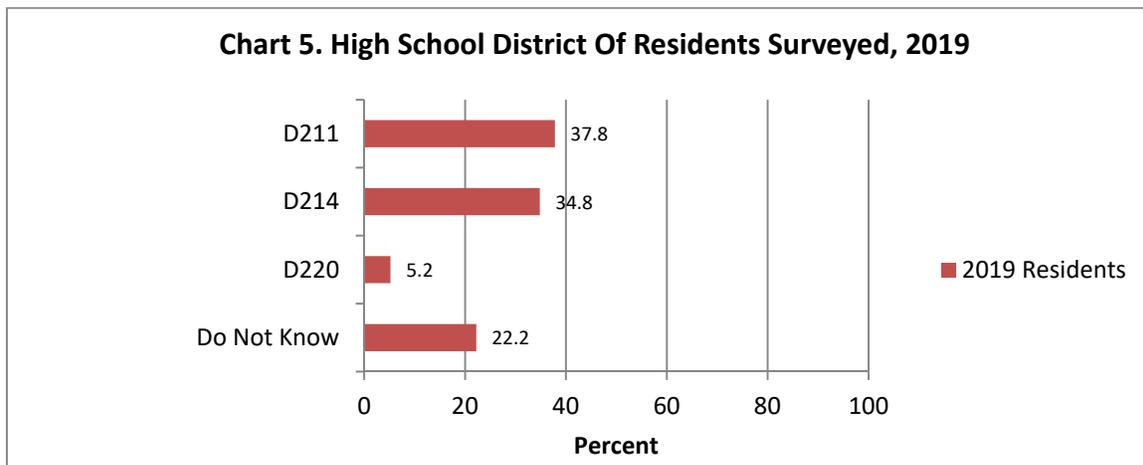
Chart 4. Keyword Image Descriptors Of Area Colleges And Universities – 2013, 2016, And 2019



Overall, few of the keywords used to describe the community colleges and universities have changed dramatically from 2013 to 2019.



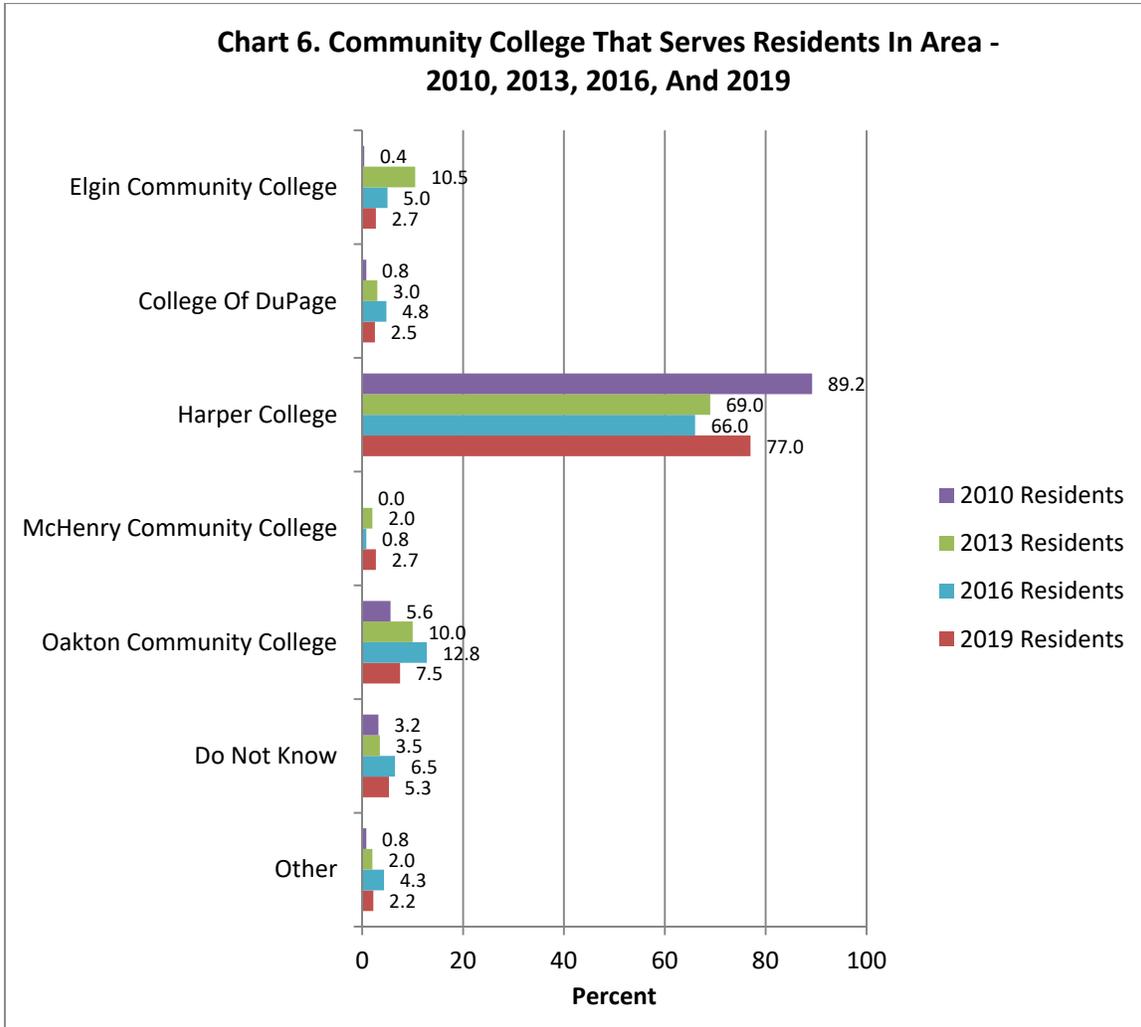
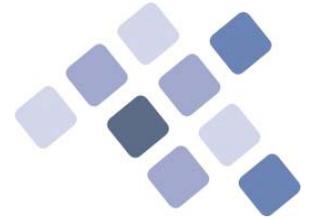
What is your local high school district?



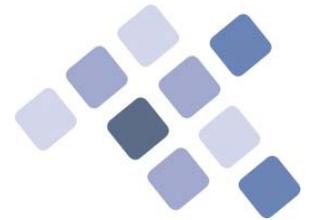
In 2019, to more accurately represent the residents in Harper College’s district, the residents were asked to indicate what their local high school district was and the results are presented in Chart 5. Overall, 38 percent of the residents surveyed reported District 211 was their high school district, 35 percent reported District 214 was their high school district, five percent reported District 220 as their high school district, and 22 percent simply did not know which one was their high school district.

Which community college serves your area?

With community college district boundaries being drawn by school district in Illinois, there is typically some confusion among residents as to which community college is “their” community college – people living across the street from each other can be in different community college districts. The residents in Harper College’s District were asked which community college served their areas in 2010, 2013, 2016, and 2019 and the results are presented in Chart 6 (on the next page). As the sample frame was more precise in 2019, the number of residents reporting another community college other than Harper College as the community college that serves their area declined.



Seventy-seven percent of the respondents knew Harper College served their district in 2019, up from a low of 66 percent in 2016, 69 percent in 2013, and a high of 89 percent in 2010. In 2019, seven percent of the residents reported Oakton Community College was their community college, down from 13 percent in 2016. Less than five percent of the residents in 2019 reported Elgin Community College, College of DuPage, and McHenry Community College was the community college which served them. Less than five percent reported they did not know which community college served them and the majority of the two percent of other responses was College of Lake County.



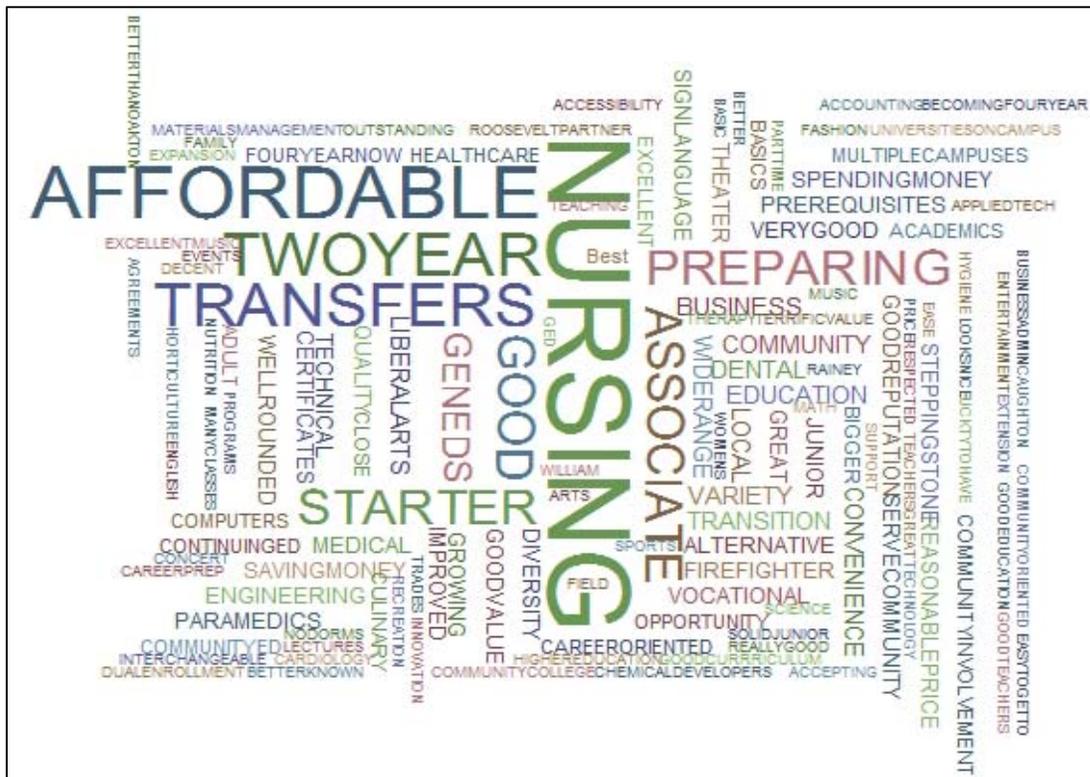
KNOWLEDGE OF PROGRAMS AND SERVICES

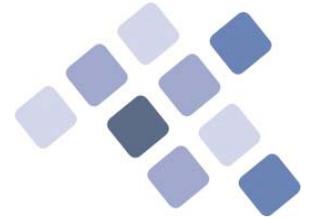
Not only do residents in the District need to be aware of Harper College, it is important for the College to understand the level of knowledge of the constituents about its programs and services.

In your opinion, what is Harper College best known for?

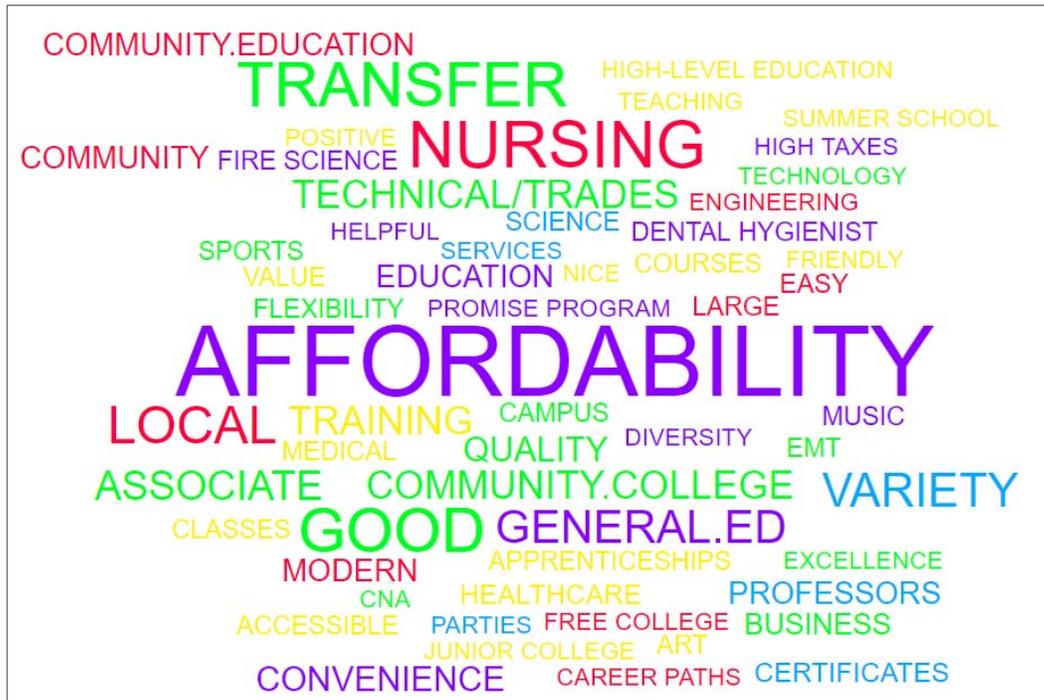
This question was a replication from the 2010 Community Scan, but in 2013 and 2016 the question was asked in a slightly different way to gain a better understanding of the meaning of the concepts reported in the 2010 survey. In the 2010 Community Scan the respondents were asked “What is Harper College best known for?” and the individual answers were matched to a predefined category. This resulted in the richness of the answers being lost. In the 2013 and 2016 Community Scans, the responses to “What is Harper College best known for?” were reported as verbatim responses. As a reminder, the results from the 2013 Community Scan are presented in Word Cloud 1.

Word Cloud 1. Items Best Known At Harper College, 2013





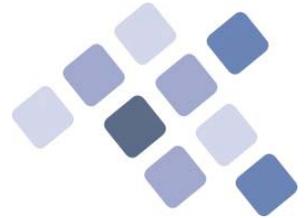
Word Cloud 3. Items Best Known At Harper College, 2019



The messaging that Harper College is affordable carried over from 2016 to 2019. As seen in Word Cloud 3, primary response as to what Harper College was known for in 2019 was affordability. Other primary responses were similar to the previous years – transfer, good, nursing, local, variety, associate, community college, general education, and technical trades. Only 34 percent of the residents surveyed did not know enough to list an area while 66 percent did.

KEY ATTRIBUTES

A list of key attributes for Harper College was developed for the 2013 Community Scan using the list of key attributes tested in the 2010 Community Scan but was not a direct replication of the 2010 attributes. In the 2010 Community Scan, the residents were only asked to indicate how important it was for Harper College to offer a variety of programs and services – it did not measure how well Harper College was delivering these items – i.e., its performance. In order to create measures of accountability for the College, the survey question was altered for the 2013 Community Scan. This alteration allowed for continuity from the 2010 Community Scan (list of attributes was utilized in 2013), but it also allowed for a measure of accountability for the College. The 2016 Community Scan utilized the same set of attributes defined in the 2013 Community Scan, but altered the descriptors slightly to be market current and added a few additional descriptions to the 2016 Community Scan. As seen in the past community scans, the list of



attributes were changed for 2019, incorporating some of the attributes from previous years and adding new attributes as programming and services at the College.

Harper College offers many programs and activities for the residents in the District. Using a 7 point scale, where 7 means Extremely Important, and 1 is Not At All Important, or you can choose any number in between, please indicate how important the following items are to you.

Next, please indicate how well Harper College performs in each of these areas using same 7 point scale, where 7 is Excellent and 1 is Poor, or you can choose any number in between.

Residents were read the list of attributes and were asked to first rate the importance of each item on a scale of 1 = "Not At All Important" to 7 = "Extremely Important." The results are presented in Chart 7 on the next page. Items that were listed in 2013 and 2016 that were not tested in 2019 were removed from the list.

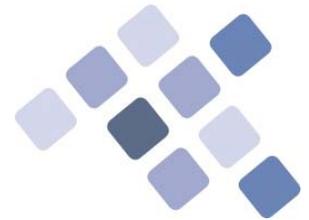
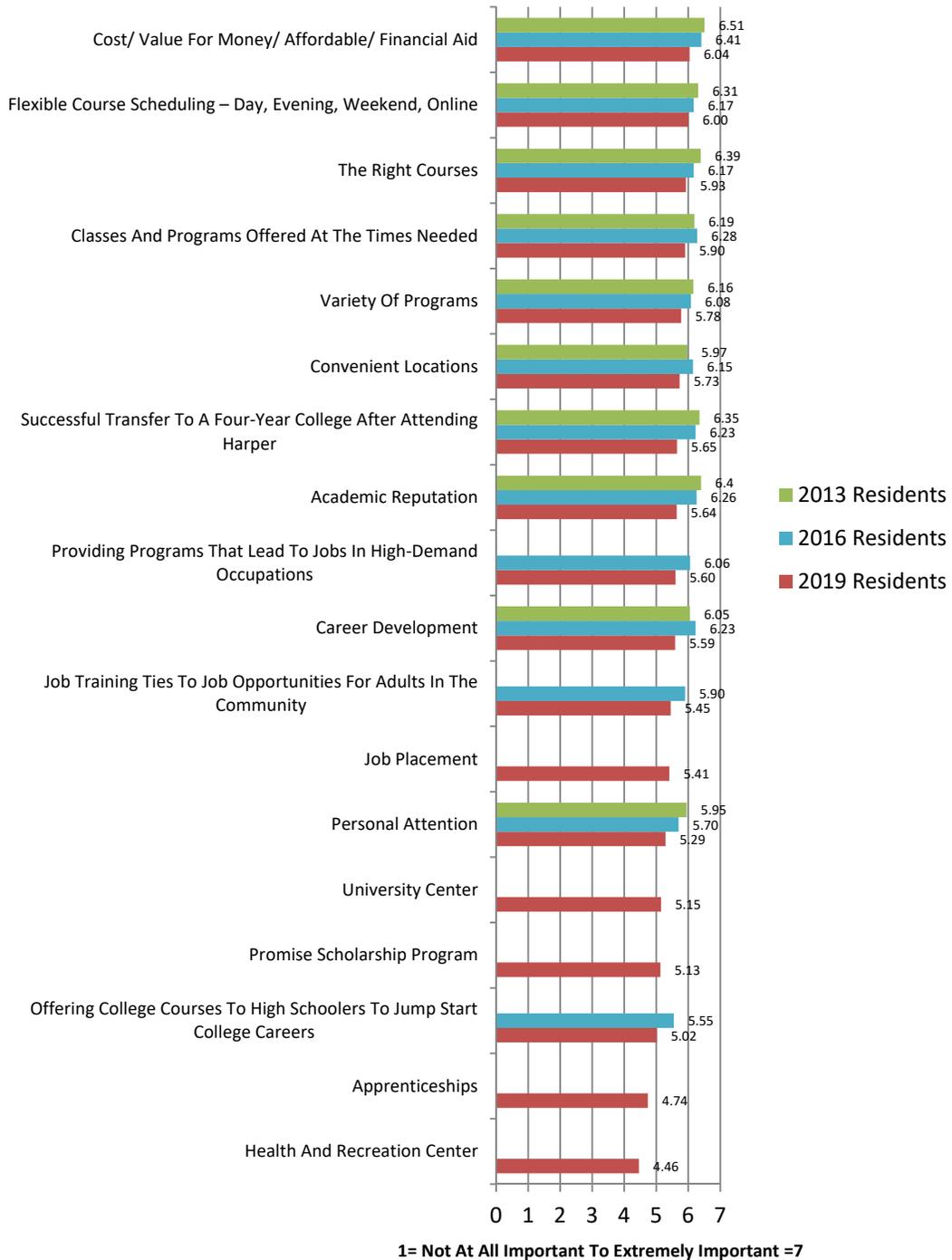
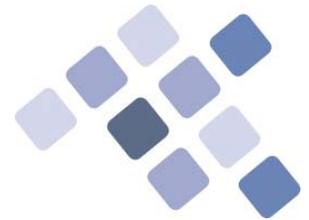


Chart 7. Importance Ratings Of Harper College's Attributes - 2013, 2016, And 2019





As seen in Chart 7 (on the previous page), there were few differences noted in the importance ratings for the attributes between 2016 and 2019 by the residents but for 2019 the majority of the importance ratings were less than those in 2016, but not significantly so. Every attribute in 2019 was rated above the midpoint of the seven point scale (3.5) indicating all of the attributes were important. In 2013, the top 10 most important attributes were cost/ value for money/ affordable/ financial aid (6.51); academic reputation (6.40); the right courses (6.39); successful transfer to a four-year college after attending Harper (6.35); flexible course scheduling – day, evening, weekend, online (6.31); classes and programs offered at the times needed (6.19); academic programs (6.18); variety of programs (6.16); teachers with real world experience (6.12); and computer training (6.08). In 2016, the top 10 most important attributes for the College were cost/ value for money/ affordable/ financial aid (6.41), classes and programs offered at the times needed (6.28), academic reputation (6.26), successful transfer to a four-year college after attending Harper (6.23), career development (6.23), the right courses (6.17), flexible course scheduling – day, evening, weekend, online (6.17), convenient locations (6.15), variety of programs (6.08), and providing programs that lead to jobs in high-demand occupations (6.06).

Comparing the 2019 results for the top 10 most important attributes, there had been some shifting in what was deemed more important today by the residents. The affordable attribute – cost/ value for money/ affordable/ financial aid (6.04) was still the most important attribute in 2019, but the importance of flexible course scheduling – day, evening, and weekend (6.00) increased from 2016 to 2019 for the residents. Academic reputation (5.93) also increased in importance for the residents in the District in 2019, and classes and programs offered at the times needed (5.90) continued to be important to the residents. The fourth most important attribute to the residents in 2019 was the variety of programs offered (5.78) followed by convenient locations (5.73). The sixth most important attribute to the residents in the District was the successful transfer to a four-year college after attending Harper (5.65) followed by academic reputation (5.64). The top two areas rounding out the top 10 important attributes were providing programs that lead to jobs in high demand (5.60) and career development (5.59). The remaining attributes were rated less than 5.5 on a 7 point scale and included the following attributes: job training ties to job opportunities for adults in the community (5.45), job placement (5.41), personal attention (5.29), University Center (5.15), Promise Scholarship Program (5.13), offering college courses to high schoolers to jump start college careers (5.02), apprenticeships (4.74), and Health and Recreation Center (4.46).

After rating the importance of the attributes, the residents were then asked to rate Harper College's performance on the same attributes using a scale of 1 = "Poor" to 7 = "Excellent." Harper College's performance on these attributes is shown in Chart 8 on the next page.

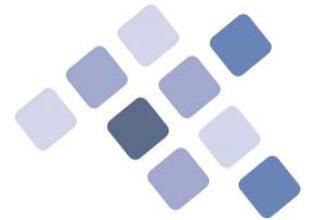
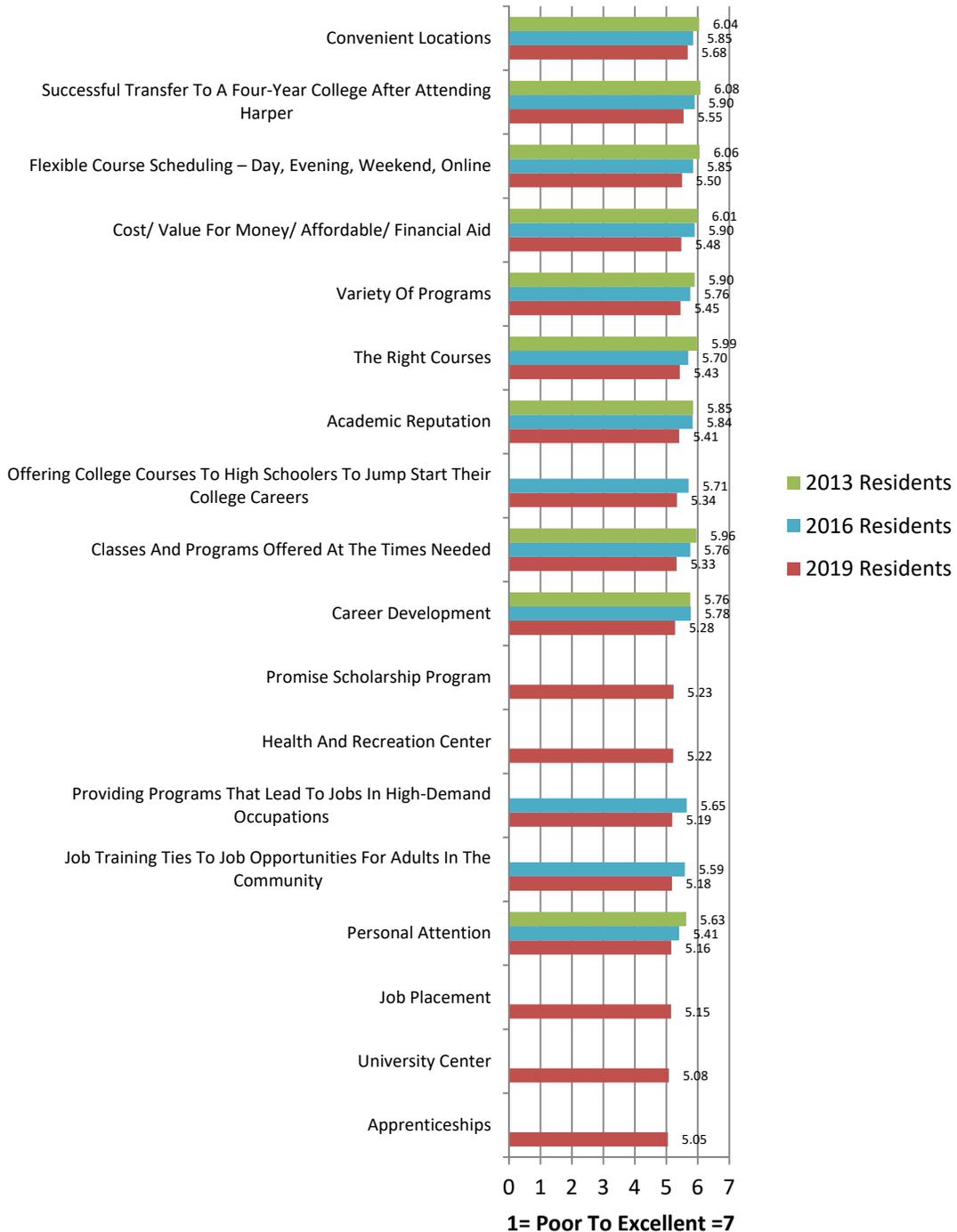
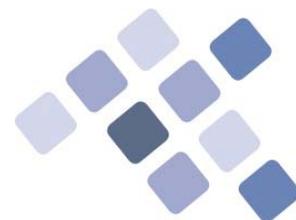


Chart 8. Performance Ratings Of Harper College's Attributes - 2013, 2016, And 2019





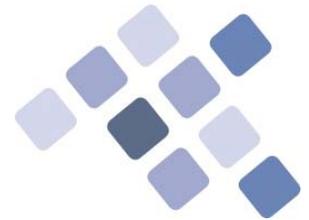
Overall, the residents reported Harper College was doing a good job since all of the performance ratings for the attributes were above 4 on the 7 point scale, and the performance ratings did not dramatically change from 2016 to 2019, as seen in Chart 8 (on the previous page). However, there was an overall drop in the ratings across all attributes tested. In 2013, the top 10 attributes that residents reported Harper College was doing a very good job of delivering included successful transfer to a four-year college after attending Harper College (6.08); flexible course scheduling – day, evening, weekend, online (6.06); convenient locations (6.04); cost/ value for money/ affordable/ financial aid (6.01); the right courses (5.99); computer training (5.96); classes and programs offered at the times needed (5.96); variety of programs (5.90); continuing education (5.88); and academic programs (5.85).

In 2016, the overall ratings for performance on the attributes dropped slightly but were still high for all attributes. The top 10 attributes which the residents noted that the College was doing very well providing included:

- Continuing education (6.05)
- Successful transfer to a four-year college after attending Harper College (5.90)
- Cost/ Value for money/ Affordable/ Financial aid (5.90)
- Flexible course scheduling – day, evening, weekend, online (5.85)
- Convenient locations (5.85)
- Academic reputation (5.84)
- Welcoming to all residents of the District (5.83)
- Academic programs (5.79)
- Career development (5.78)
- Classes and programs offered at the times needed (5.76)

In 2019, the overall ratings for performance on the attributes also dropped slightly from the 2016 ratings but were still high for those respondents who knew enough to provide a rating. The top 10 attributes which the residents noted that the College was doing very well in providing included:

- Convenient locations (5.68)
- Successful transfer to a four-year college after attending Harper (5.55)
- Flexible Course Scheduling – Day, Evening, Weekend, Online (5.50)
- Cost/ value for money/ Affordable/ Financial aid (5.48)
- Variety of programs (5.45)
- The right courses (5.43)
- Academic reputation (5.41)
- Offering college courses to high schoolers to jump start their college careers (5.34)
- Classes and programs offered at the times needed (5.33)



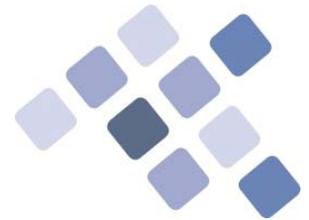
- Career development (5.28)

From 2016 to 2019, the attribute rated highest in performance was not on the 2019 Scan (continuing education) but convenient locations moved to the top spot in the ratings in 2019. The second highest rated attributes remained the same – successful transfer to a four-year college after attending Harper College. The attributes in the 2016 survey flipped places – flexible course scheduling – day, evening, weekend, online was the third highest rated attribute and cost/ value/ affordable/ financial aid was rated as the fourth highest rated attribute in 2019 compared to 2016. New to the top 10 attributes for highest performance in 2019 from 2016 were: variety of programs, the right courses, and offering college courses to high schoolers to jump start their college careers. Rounding out the top 10 attributes for highest performance in 2019 included those that were in the top 10 in 2016: academic reputation, classes and programs offered at the times needed, and career development.

While it is important to understand the individual importance and performance ratings for the attributes, the real issue for the College is to understand how well it is performing on the attributes deemed most important. Numeric rating will change from survey to survey, but the key for the College is to make sure it is doing well on the attributes deemed most important – if not, then that defines an area of importance where the College should expand its efforts.

Table 1. Comparison Of Importance And Performance On Harper College’s Key Attributes, 2019

2019 Importance Rating	Key Attributes	2019 Performance Rating
1	Cost/ Value For Money/ Affordable/ Financial Aid	4
2	Flexible Course Scheduling – Day, Evening, Weekend, Online	3
3	The Right Courses	6
4	Classes And Programs Offered At The Times Needed	9
5	Variety Of Programs	5
6	Convenient Locations	1
7	Successful Transfer To A Four-Year College After Attending Harper	2
8	Academic Reputation	7
9	Providing Programs That Lead To Jobs In High-Demand Occupations	13
10	Career Development	10
11	Job Training Ties To Job Opportunities For Adults In The Community	14



2019 Importance Rating	Key Attributes	2019 Performance Rating
12	Job Placement	16
13	Personal Attention	15
14	University Center	17
15	Promise Scholarship Program	11
16	Offering College Courses To High Schoolers To Jump Start Their College Careers	8
17	Apprenticeships	18
18	Health And Recreation Center	12

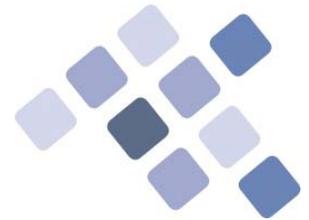
The 18 attributes the residents in the District rated for importance and performance are presented in Table 1 and have been given a ranking from highest importance (1) to lowest (18). The attributes are ordered in Table 1 from **highest to lowest importance**, and comparing the difference in the importance rating with the performance rating provides an easy way to see where the College is doing well (performance rating equivalent or higher to importance rating) and where the College may want to increase its efforts (performance rating lower than importance rating).

The areas that the College should examine its focus are those in which the attributes’ performance rating is lower than the importance rating – in other words, residents believe that the attribute is important but the College may not be performing as well as it should be given the importance. The attributes in which the College has the greatest discrepancies between importance and performance included:

- Classes and programs offered at the times needed (Importance: 4, Performance: 9)
- Providing programs that lead to jobs in high-demand occupations (Importance: 9, Performance: 13)
- Job placement (Importance: 12, Performance: 16)

Other attributes where the College has less discrepancy between the importance and performance rankings included:

- Cost/ Value for money/ Affordable/ Financial aid (Importance: 1, Performance: 4)
- The right courses (Importance: 3, Performance: 6)
- Job training ties to job opportunities for adults in the community (Importance: 11, Performance: 14)
- University Center (Importance: 14, Performance: 17)
- Personal attention (Importance: 13, Performance: 14)
- Flexible course scheduling – day, evening, weekend, online ((Importance: 2, Performance: 3)



- Apprenticeships (Importance: 17, Performance: 18)

Attributes in which the importance ranking is equivalent to the performance rankings, or areas in which the College is meeting expectations of the residents in the District included:

- Variety of programs (Importance: 5, Performance: 5)
- Career development (Importance: 10, Performance: 10)

Attributes in which the performance ranking is actually higher than the importance, or areas that the College is over performing on the attributes, include:

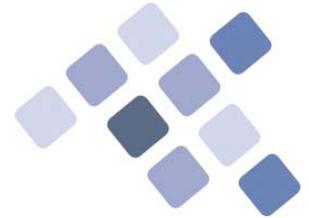
- Offering college courses to high school students to jump start their college careers (Importance: 16, Performance: 8)
- Health and Recreation Center (Importance: 18, Performance: 12)
- Successful transfer to a four-year college after attending Harper (Importance: 7, Performance: 2)
- Convenient locations (Importance: 6, Performance: 1)
- Promise Scholarship Program (Importance: 15, Performance: 11)
- Academic reputation (Importance: 8, Performance: 7)

NEW PROGRAMMING

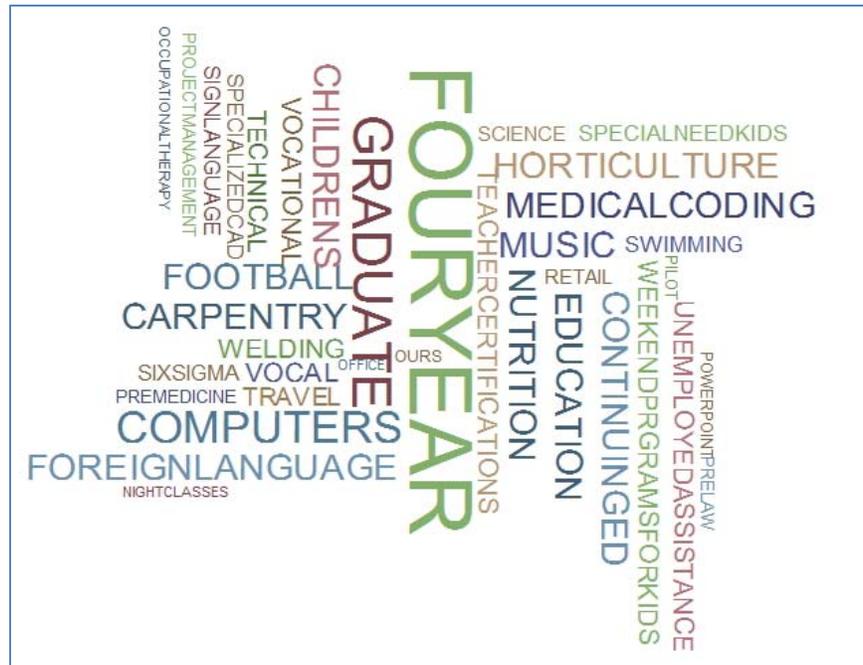
It is important for Harper College to find out from the residents in the District if there is programming needed by the residents that the College is not offering.

Which programs, opportunities, or offerings do you wish were available at Harper College, but are not currently available?

In the 2010 Community Scan, the residents in the District of Harper College were asked what programs, opportunities, or offerings they wished were available at Harper College. The major responses included more four-year degrees, classes for senior citizens, adult foreign languages, adult general interest classes, training and certifications, more credits to transfer to four-year colleges, technology classes, medical classes, and legal/ political science classes. This question was replicated in the 2013 Community Scan, and the results can be seen in Word Cloud 4 (on next page).



Word Cloud 4. Programming Needed At Harper College, 2013

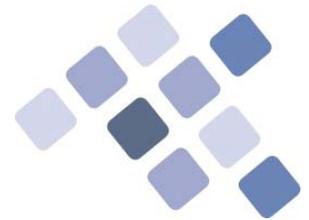


In 2013, many of the respondents expressed a desire for the College to offer four-year and graduate programming, as well as programs in computers, foreign language, medical coding, horticulture, children’s programming, music, continuing education, football, carpentry, and other programming areas.

Word Cloud 5. Programming Needed At Harper College, 2016



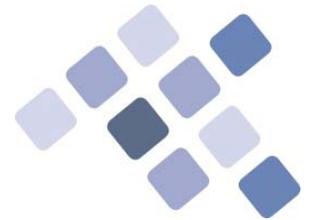
As seen in Word Cloud 5, in 2016 the residents still wanted access to four-year degrees at Harper College with the terminology changing to a need for Bachelor’s degrees. Other programming mentioned as needed included medical programming, pre-med, online classes, business, computers, Master’s degrees, nursing, continuing education, technology, and film.



Word Cloud 6. Programming Needed At Harper College, 2019



In 2019, the residents still wanted Harper College to have four-year degrees (Bachelor’s degrees) as in 2016 but Master’s degrees as well, as seen in Word Cloud 6. Other key areas noted as needed by the residents in 2019 included computer and information technology (IT), languages, health science, writing programs, teaching, art, academy, and tech certificates.



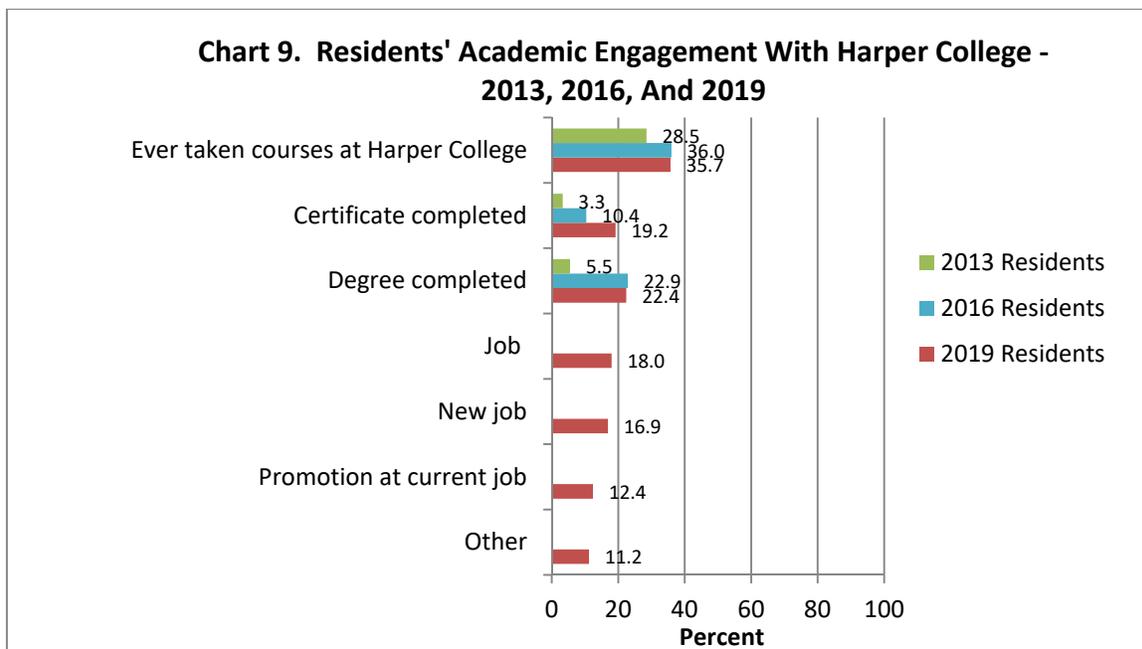
ENGAGEMENT

The more residents interact with a community college, the greater the awareness of the college and its programs and services, and generally the greater the support for the college. Residents typically engage with a community college in multiple ways – they enroll as students, they attend an event, they participate in training classes and programs as employees or through their employers, or they may support the college through fundraising.

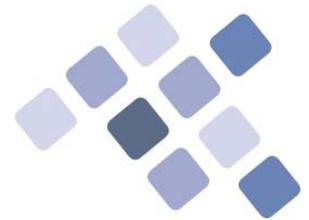
In the 2010 Community Scan, only one question was asked about engagement: “Have you ever been to Harper College?” Eighty-seven percent of the sample frame responded affirmatively in 2010. For the 2013, 2016, and 2019 Community Scans, the College wanted to more fully explore the nature of the engagement of the residents with Harper College; not just whether they had been to the College previously but why they had been to the College.

Have you ever taken courses at Harper College?

At which location(s) of the College? Did you complete a degree or certificate at Harper College? What program area? Did your certificate or degree result in a job, a new job, or a promotion at work?



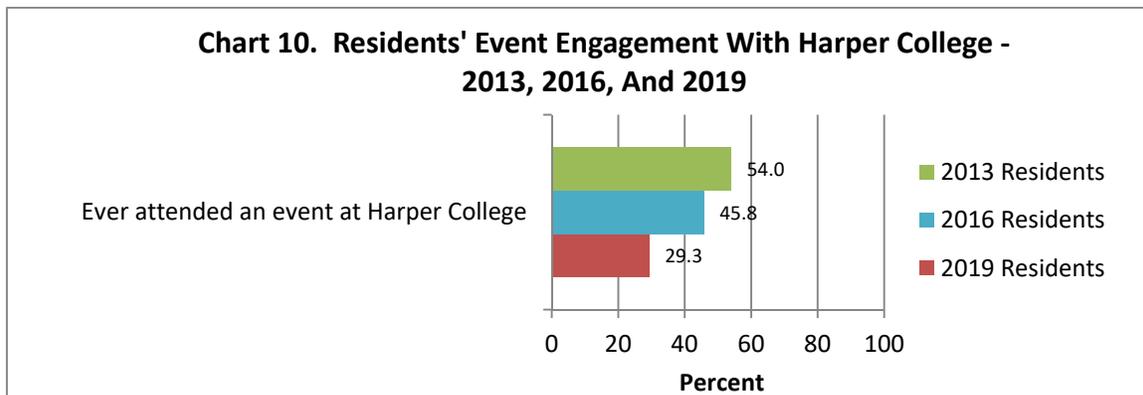
As seen in Chart 9, 36 percent of residents in 2016 and 2019 have at some point in the past taken courses at Harper College, compared to 28 percent of the residents surveyed in 2013. For those

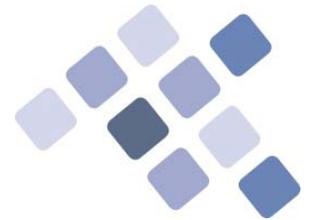


residents who had ever taken a class at Harper College in 2013, three percent completed a certificate and five percent completed a degree. By the 2016 survey, a higher percentage of the residents who had taken a class at Harper College earned degrees – 10 percent completed a certificate and 23 percent completed a degree. And by the 2019 survey, even more had completed degrees – 19 percent a certificate and 22 percent a degree. The program areas in which the residents surveyed in 2019 earned certificates and degrees included associate degrees (AA, AS, AAS, etc.), business, computers, general education, liberal arts, nursing, paralegal, travel, office, CNA, criminal justice, customer service, education, electronic engineering, ESL, event planning, finance, food sanitation, HVAC, interior design, marketing, massage therapy, medical assistant, project management, real estate, sociology, two-wheeler training, web development, and various healthcare programs.

The adults who attended Harper College for classes were also asked which campus they attended and were allowed to provide multiple responses. Ninety percent reported they attended the main campus at Harper College (Palatine), 11.2 percent attended the Learning and Career Center, eight percent the Harper Professional Center, and three percent the Education and Work Center. The educational attendees were also asked in 2019 whether their degree or certificate resulted in jobs and the results are shown in Chart 9 (on previous page). Forty-two percent noted the certificate or degree did not result in a job or promotion, but 18 percent reported it resulted in a job (did not previously have one), 17 percent reported a result of a new job (had a job but resulted in another job), 12 percent received a promotion at their current job, and 11 percent noted another outcome (primarily transferred to a four-year college).

*Have you ever attended an event at Harper College?
What event? At which location(s) of the College?*





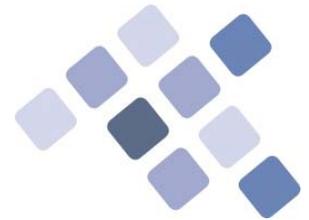
Residents were also asked in the 2013 and 2016 surveys if they had ever attended an event at the College and the results are presented in Chart 10 (on the previous page). Fifty-four percent of the residents interviewed in 2013 had attended an event at the College compared to 46 percent of the residents interviewed in 2016 – a slight drop. But by 2019, only 29 percent of the residents reported attending an event at Harper College. Although the reported attendance had dropped, the types of major events that the adults had attended had not drastically changed from 2013 to 2016. In 2013, the major events ever attended by the residents included: craft show, plays, concerts, job fairs, musicals, graduation, the symphony, theater, sporting events, home show, train show, workshops, and college fairs. In 2016, the types of major events ever attended by the residents surveyed included: concerts, craft show, job fairs, plays, events, theater shows, seminars, college fairs, graduations, astronomy events, home shows, shows, basketball games, cat shows, and train shows.

Word Cloud 7. Events Ever Attended At Harper College, 2019



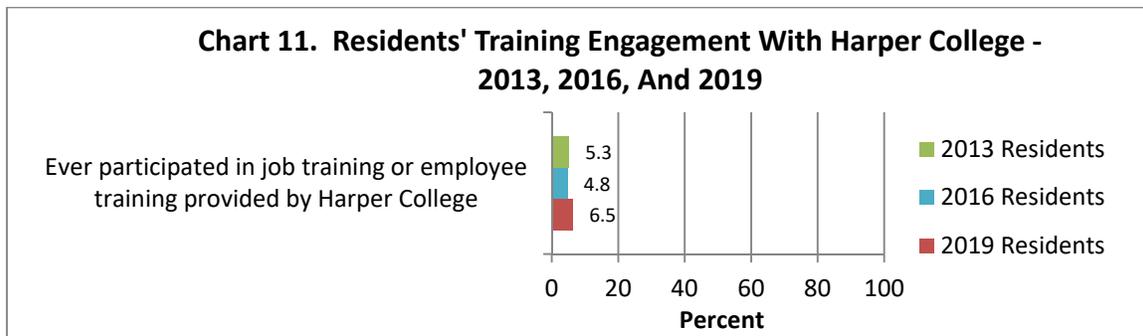
As seen in Word Cloud 7, in 2019 the attendees were more likely to report they had attended athletic events or plays and theater programming, as well as musicals, college fairs, lectures, the arts, and other various events than those attendees in previous years.

The adults were also asked which campus they attended for the events in 2019 and the predominant response was the campus at Palatine – 94 percent. Only six percent attended an



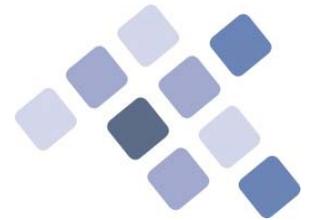
event at the Harper Professional Center, three percent at the Learning and Career Center, less than one percent at the Education and Work Center, and one percent did not recall the location.

*Have you ever participated in a job training program at Harper College for credit or noncredit, or an employee training provided by Harper College at your place of business?
What training? Was it for credit or noncredit? Location for training?
At which location(s) of the College?*

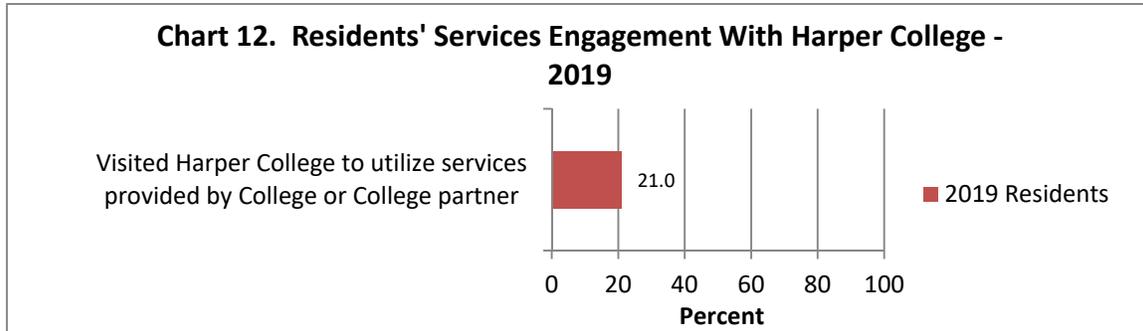


Overall, in the 2013 and 2016 surveys, five percent of the residents in the District noted they had participated in job training provided by the College, but in the 2019 survey almost seven percent reported they had participated in job training at the College. For those residents surveyed in 2019 who had participated in job training at the College, 72 percent attended the training on-site at Harper College and 23 percent attended training provided by Harper College at their place of business (an increase over the 17 percent in 2016). Seventy-one percent attended the campus in Palatine, 29 percent attended the Harper Professional Center, 14 percent the Learning and Career Center, and 11 percent the Education and Work Center.

The major job training programs ever attended by the residents surveyed in 2019 included CNA, ESL, HVAC, engineering training, and real estate. The residents also participated in casual meet, Cisco phone, cleaning after sports, LPN, comedy seminar, computer classes – HTML and Excel, continuing education seminar for teachers, how to do business, grant writing, graphic arts, HR training, Illinois workNet, intern, sports day thing, manufacturing/ operation, medical assistant, molding, orientation, pediatrician/ doctor, software – Microsoft Office, technical program, travel agent, and Zen. Forty-seven percent of the residents surveyed in the 2016 survey who had ever participated in job training in the past received credit for the training and 53 percent took it for noncredit. But by 2019, 56 percent had received credit for the training compared to 36 percent who had not.

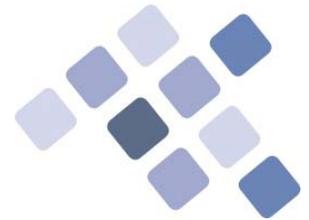


Have you ever visited Harper College to utilize any of the services provided by the College or a partner of the College? What service? At which location(s) of Harper College?



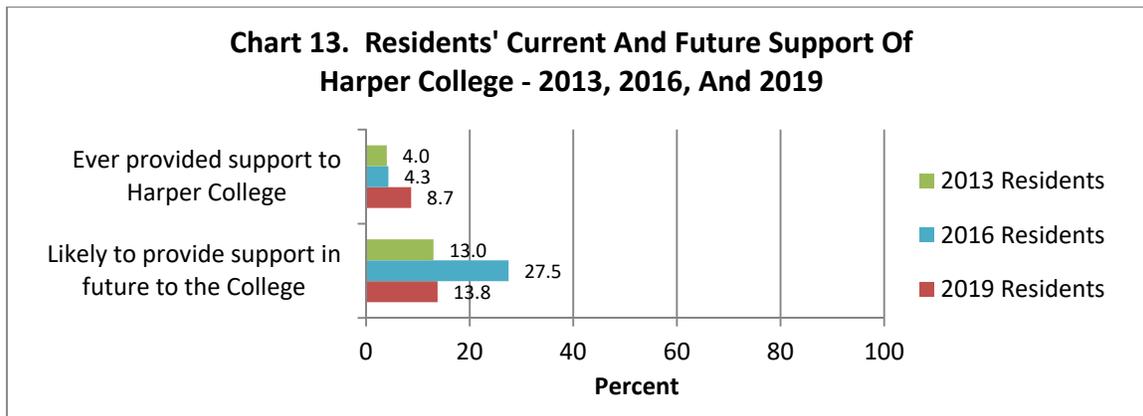
A new question was added to the 2019 survey to assess the usage of services provided by Harper College or a partner of Harper College and the results are presented in Chart 12. Overall, 21 percent of the residents have utilized services at Harper College at some point in the past. The major services utilized included: computer, gym, the Library, swimming pool, health activities, job placement, Learning Center, swimming lessons for my child, tutoring, career counseling and placement, student advisement, continuing education, yoga, and Writing Center. Other services utilized included: grant writing, taking classes in various areas, Astronomy Day, athletic activities, ballfields, childcare, classes for high school students, college nights, Compass testing, getting degrees, seminars, festivals, financial aid, foreign films, graphic arts, test proctored, taught there, volunteered, information technology, Internet, exhibition for science faculty, model show, motorcycle school, orientation for school, resume', Study Abroad, summer InZone program, theater and seminars, computer labs, traffic school, transcript, and writing.

Eight-nine percent of the residents in 2019 reported they had attended the campus in Palatine, 10 percent the Harper Professional Center, three percent the Learning and Career Center, less than one percent the Education and Work Center, and two percent did not recall the location.



Have you ever provided support to Harper College by providing funds for scholarships or giving to the College's foundation?

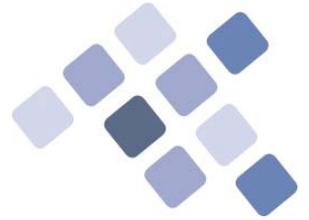
Will you be likely to support the College in the future? What types of programs would you provide support for?



In the 2013, 2016, and 2019 surveys, residents of the District were asked if they had ever provided any support to Harper College, and the results are presented in Chart 13. Overall, there has been a slight change in the reported level of support for the College – four percent of the residents in the 2013 survey had provided support to Harper College as have 4.3 percent of the residents in the 2016 survey but almost nine percent reported they had provided support in the 2019 survey.

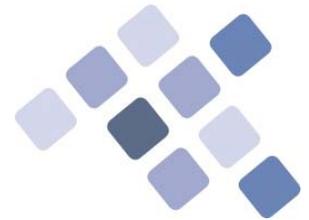
When residents were asked if they would be likely to provide support to the College in the future, the residents in the 2016 survey were more likely to support the College than the residents in the 2013 and 2019 surveys. In the 2013 survey, 13 percent of the residents indicated they would be likely to support the College in the future compared to 28 percent in the 2016 survey but that dropped to 14 percent in the 2019 survey. The type of support that the residents in the 2013 survey indicated they would provide included: support to specific programming: scholarships, general donations, nursing program, technology, academics, athletic, and other unique programs. In the 2016 survey, the programs that residents were likely to provide support for at Harper College included: nursing, scholarships, education, health care, business, academic, accounting, arts, athletics, charity, computer training, computers, financial aid, job training, mathematics, medical, pathways programs, science, taxes, teaching, and trades. By 2019, the type of programming that the residents noted they would support had not substantially changed – only the percentage which would be likely to support the College in the future. In 2019, the items that would be supported by the residents included: any, anything, everything, all, general, scholarships, career changers and development, continuing education, engineering, ESL,

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traditional programs, health, HVAC, internships, minority scholarships, online nursing, psychology, single mothers, space curriculum, arts, Women's Center, on-the-job training, online, and Phi Theta Kappa.

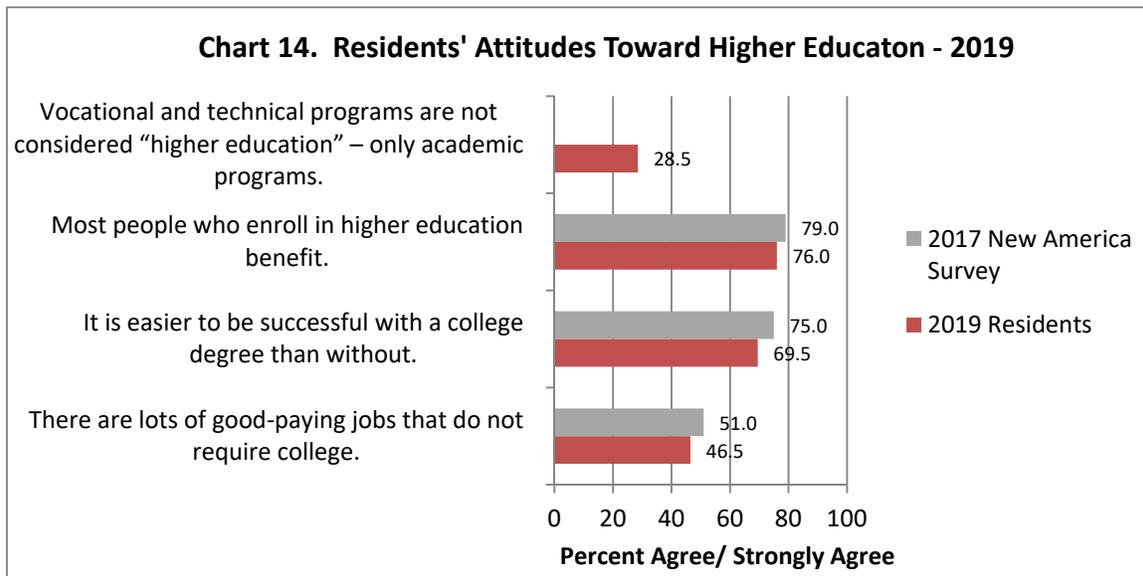
HARPER COLLEGE COMMUNITY SURVEY 2019



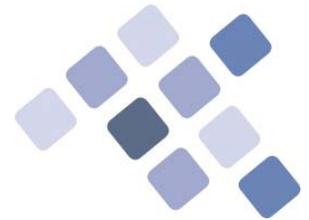
ATTITUDES

The key purpose for surveying community members was to understand their attitudes toward Harper College and ultimately influence those attitudes, especially if they were negative. But first, the audiences’ attitudes have to be understood before they can be altered. Attitudes about Harper College are based on the information that the community members have about the College, their perceptions, past experiences, feelings (liking and disliking), and their intended behavior. There is a belief, rightly so, that attitudes influence behavior. If a prospective student hears positive things about the College, there is a good chance he or she will choose to attend. If an influencer of a prospective student hears something positive about the College, it is likely he or she will pass that on to a prospective student.

Please indicate your agreement with each statement using the scale: Strongly Agree, Agree, About the Same, Disagree, or Strongly Disagree; or do not know.



The residents in the 2019 survey were asked to share their attitudes about the importance of higher education overall and those results were benchmarked against the 2017 New America *Varying Degrees* Study. The residents were asked to agree or disagree with four statements about higher education and the percentage of the adults who agreed or strongly agreed with these statements is presented in Chart 14. Overall, only 28.5 percent of the residents agreed that vocational and technical programs are not considered “higher education” – only academic programs (there was not a benchmark for this question from the national study). But 76 percent of the residents



surveyed in 2019 agreed or strongly agreed that most people who enroll in higher education benefit, as did 79 percent of the residents in the United States who responded to the 2017 *Varying Degrees* Study. Almost 70 percent of the residents in 2019 also agreed or strongly agreed it is easier to be successful with a college degree than without, compared to 75 percent of the respondents in the 2017 *Varying Degrees* Study. And finally the market was split on the last statement – 46 percent agreed or strongly agreed there are a lot of good-paying jobs that do not require a college degree with the balance in disagreement (compared to 51 percent of the residents in the national 2017 *Varying Degrees* Study).

Please indicate your agreement with each statement about public four-year colleges or universities using the scale: Strongly Agree, Agree, About the Same, Disagree, or Strongly Disagree; or do not know.

Please indicate your agreement with each statement about community colleges using the same scale.

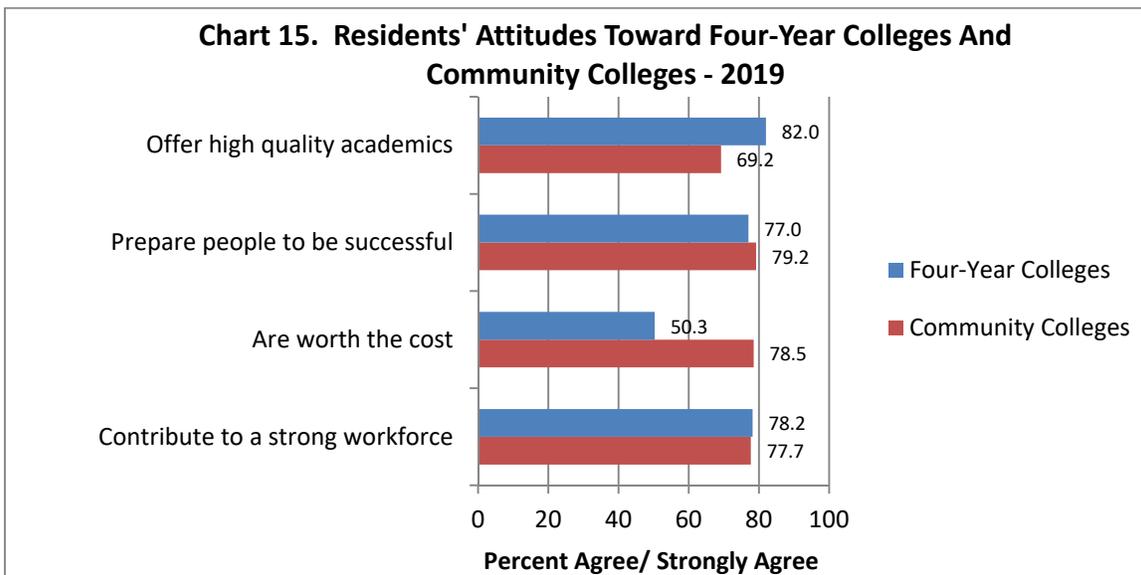
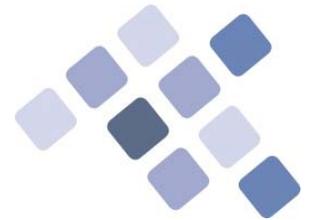
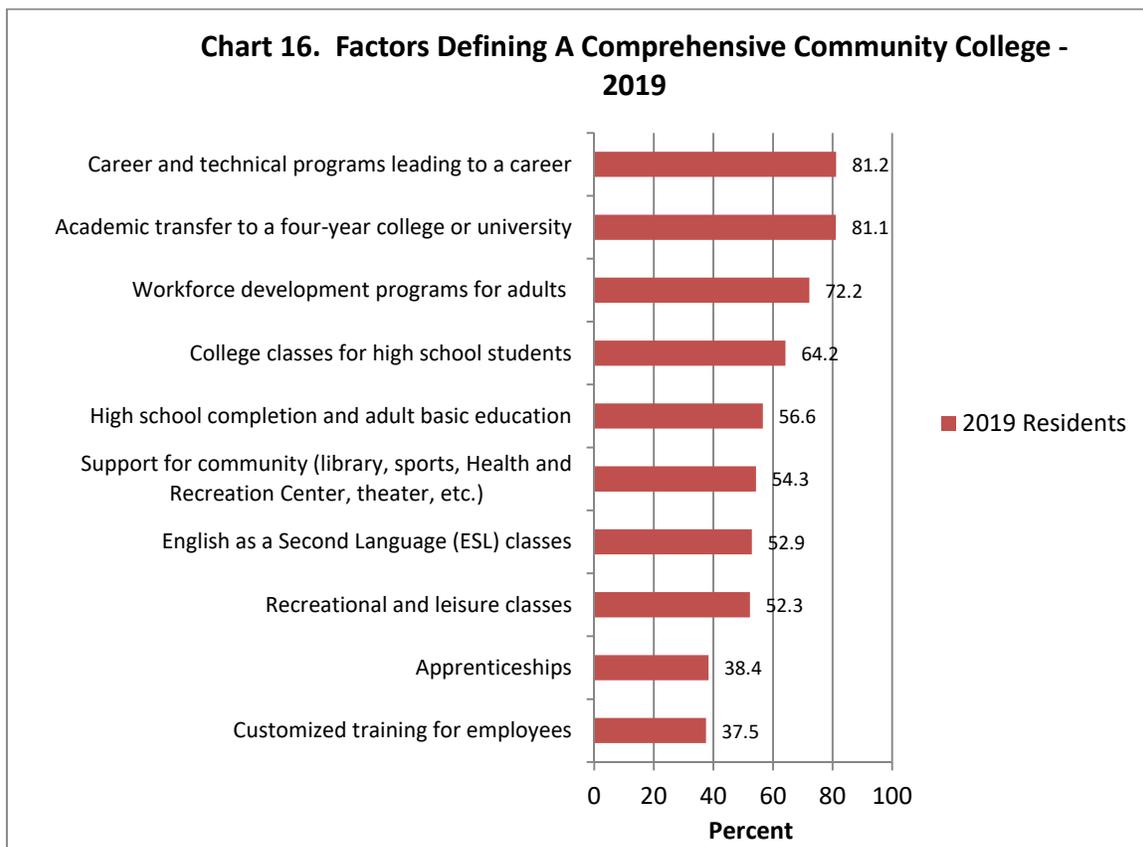


Chart 15 presents the results of the residents’ comparisons of the key attributes of educational institutions comparing community colleges and public four-year colleges and universities. The percentage of the residents who agreed or strongly agreed is presented for each attribute by college type. Eighty-two percent of the residents agreed or strongly agreed that the four-year colleges offer high quality academics compared to 69 percent of the residents who agreed or strongly agreed with the same statement about community colleges. There was little difference in the question of education leading to success by institution type – 77 percent of the residents

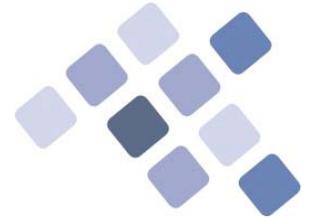


reported four-year colleges prepare people to be successful as did 79 percent of the residents when asked about a community college. Community colleges were the big winners on cost – 78 percent of the residents reported that community colleges were worth the cost compared to only 50 percent of the adults who agreed that four-year colleges were worth the cost. But 78 percent of all residents agreed or strongly agreed that the educational institutions (whether public four-year or community colleges) contributed to a strong workforce.

Which of the following programs and services are considered a part of a comprehensive community college?



Since many community colleges serve so many differing markets, the residents in the 2019 survey were asked what programs and services were considered to be part of a comprehensive community college and the results are presented in Chart 16. Eighty-one percent of the residents reported that career and technical programs leading to jobs and academic transfer were two of the factors defining a community college. Eighty-two percent noted workforce development programs



for adults were also a factor defining a comprehensive community college. Sixty-four percent of the residents reported college classes for high school students were a factor defining a comprehensive community college. Slightly more than half of the residents indicated the following factors were part of a comprehensive community college: high school completion and adult basic education (57 percent), support for the community (54 percent), English as a Second Language classes (53 percent), and recreational and leisure classes (52 percent). Only 38 percent reported apprenticeships and customized training were a part of a comprehensive community college.

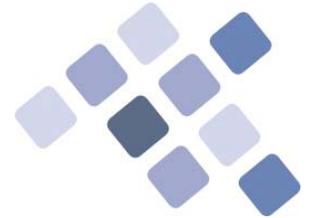
Please indicate your level of agreement with each statement regarding Harper College using the scale: Strongly Agree, Agree, About the Same, Disagree, or Strongly Disagree; or do not know.

To test attitudes toward Harper College, a set of statements was created based on the information gained from the internal constituents in the listening sessions to test both specific attitudes about the College and commonly held community college stereotypes. The residents were asked to indicate their level of agreement with each statement using a scale of Strongly Agree, Agree, About the Same, Disagree, or Strongly Disagree, and if they did not have a enough knowledge to agree or disagree they responded do not know. The percent of the residents in the service area who did not know enough about the College to rate their agreement or disagreement with a specific statement ranged from 21 percent up to almost half of the residents – a high level of do not know. The results of the residents’ agreement with the statements are summarized in Table 2.

Table 2. Agreement With Attitudes About Harper College

	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Do Not Know
Harper College’s credits will transfer to any accredited educational institution – in or out of the state of Illinois.	46.9	6.2	31.7
Anyone can attend Harper College.	61.7	5.0	21.2
Harper College offers courses and programs to help people with limited English skills get a job.	40.0	2.9	38.7
Each year Harper College has scholarship dollars available for high school students and adults that go unused.	32.8	3.7	46.7
The educational quality of classes at Harper College is the same as those classes taken at any public four-year college in Illinois.	39.9	13.2	26.8
Harper College offers technical and career programs that lead to a job but are not college classes.	44.0	5.7	32.7

Overall, 62 percent of the residents agreed that anyone can attend Harper College, with only five percent in disagreement, but 21 percent did not know – the lowest level of do not know for all of the statements. Forty-seven percent of the residents agreed Harper College’s credits will transfer to



any accredited educational institution – in or out of the state of Illinois, but six percent disagreed with the statement and 32 percent reported they did not know. Forty-four percent of the residents in the 2019 survey agreed Harper College offers technical and career programs that lead to a job but are not college classes, with six percent in disagreement, and 33 percent reported they did not know. Forty percent agreed Harper College offers courses and programs to help people with limited English skills get a job with three percent in disagreement and 39 percent reported they did not know. Forty percent of the residents also agreed the educational quality of classes at Harper College is the same as those classes taken at any public four-year college in Illinois, but 13 percent disagreed with the statement and only 27 percent reported they did not know. Only 33 percent of the residents agreed each year Harper College has scholarship dollars available for high school students and adults that go unused, four percent disagreed, and 47 percent had no idea.

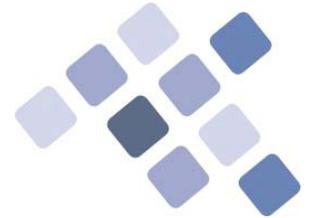
RECOMMENDING THE COLLEGE

The Net Promoter Score (NPS) is a management tool that can be used to gauge the loyalty of a College's relationships. It serves as an alternative to traditional customer satisfaction measures. The Net Promoter Score has been widely adopted by more than two-thirds of the Fortune 1000 companies. The Net Promoter Score is a customer loyalty metric introduced by Reichheld in his 2003 *Harvard Business Review* article "One Number You Need to Grow." A Net Promoter Score that is positive (i.e., higher than zero) is felt to be good, and an NPS of +50 is excellent. The Net Promoter Score (NPS) measures the loyalty that exists between a College and its constituents.

How likely would you be to recommend Harper College to someone you know using a scale of 10 = Very Likely to 0 = Very Unlikely?

To calculate the Net Promoter score for Harper College, residents were asked to rate the College on a 11-point scale from 0 = Very Unlikely to 10 = Very Likely. Based on the scores given, the residents were split into three groups:

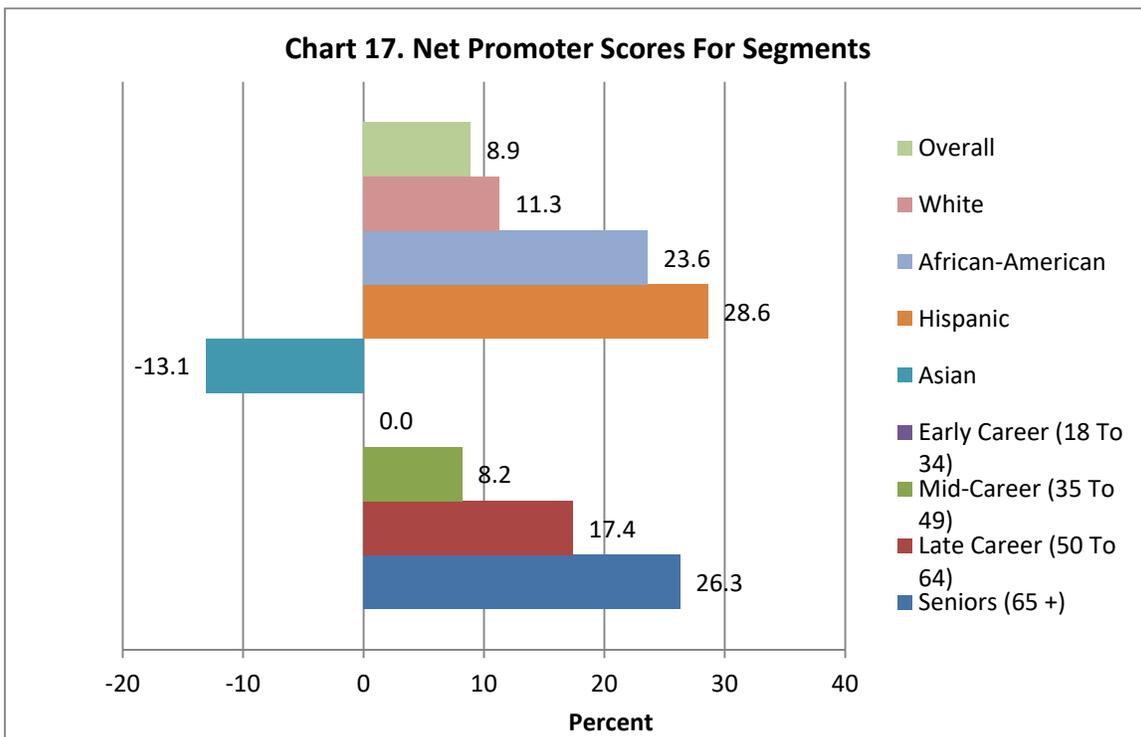
- Detractors (Score 6 or less)
These residents were not particularly thrilled by the College, its programs or services. With all likelihood this group will not attend the College again or interact with the College, and could even potentially damage the College's reputation through negative word of mouth or social media posts.
- Passives (Score 7 or 8)
These residents were somewhat satisfied by the College but could easily switch to another College's programs and services if the right opportunity existed. This group will not necessarily spread negative word of mouth or post on social media, but they were not



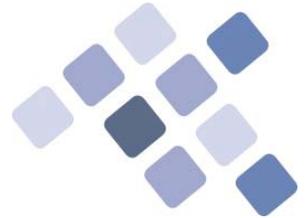
enthusiastic enough about the College and its programs and services to promote them to others.

- Promoters (Score 9 or 10)
 These were the residents who love the College and its programs and services. They generally were the residents who constantly interact with the College and recommend it to others near them. They were likely the ones who will share their great experiences at the College with others through word of mouth or through posts on social media.

The Net Promoter Score was determined by subtracting the percentage of residents who were detractors from the percentage who were promoters. At one end of the spectrum, if when surveyed, all of the residents gave the College a score lower or equal to 6, this would lead to a Net Promoter Score of -100. On the other end of the spectrum, if all of the residents answered the question with a score of 9 or 10, then the total Net Promoter Score would be 100 (everyone loved the College).



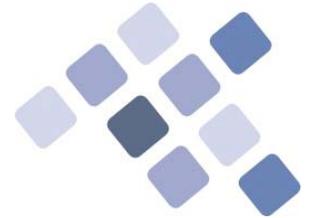
The Net Promoter Scores for age and ethnicity were calculated and are presented in Chart 17. Overall the survey respondents in 2019 gave the College a Net Promoter Score of +8.9 – more promoters than detractors – and the score was positive, but an excellent score is considered to be +50. Examining the results for the ethnicity, the only group which had a negative Net Promoter



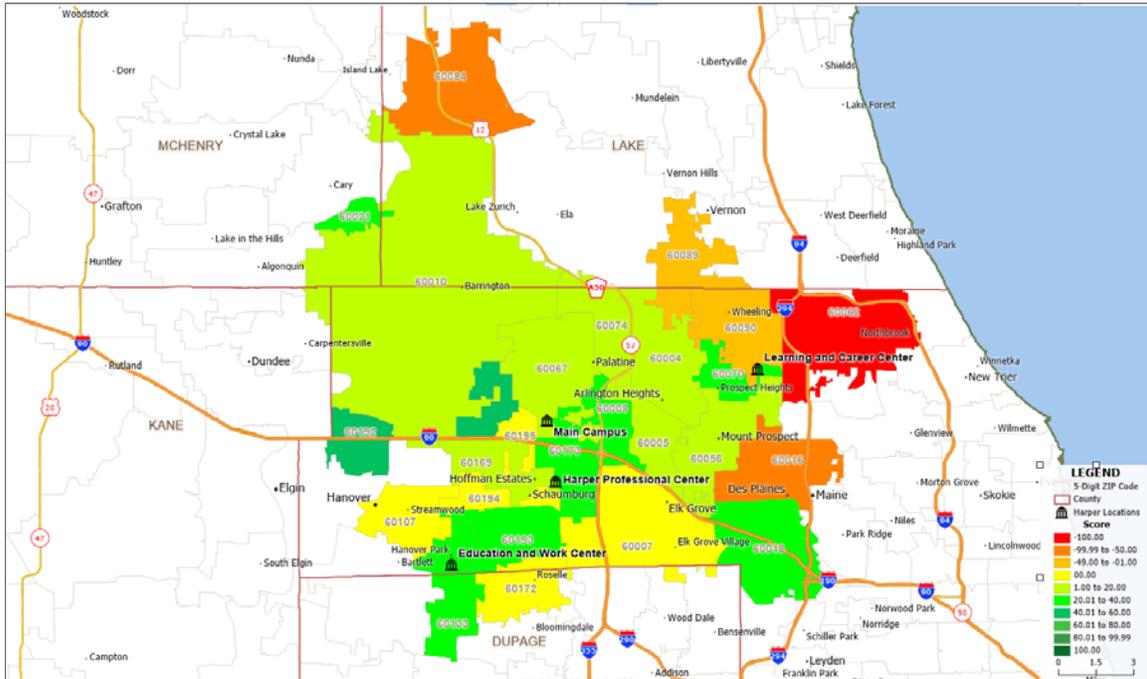
Score for the College was the Asian residents (-13.1). All other ethnic groups had a positive Net Promoter Score for the College, indicating that they would be likely to recommend the College to others – Caucasians (11.3), African-Americans (23.6), and Hispanics (28.6). The Net Promoter Scores were high with the African-American population and the Hispanic population.

Examining the results for the residents by age segment, the segment that the College needs most to recommend it – the youngest segment (Early Career 18 to 34 years of age) – was the least likely. The Net Promoter Score for the Early Career residents was 0, meaning no one would recommend the College. As seen in Chart 17, the older the resident, the higher the Net Promoter Scores – 8.2 for the Mid-Career residents ages 35 to 49, 17.4 for the Late Career residents ages 50 to 64, and 26.3 for the Seniors ages 65 and older.

In the listening session on campus, College personnel were concerned that residents in several zip codes in the College's service area may not be as likely to attend the College or recommend their children attend the College. Net Promoter Scores were calculated for each zip code in the College's service area and the results are presented in Map 1 (on the following page). The respondents to the survey were mapped by zip code and color coded to represent the Net Promoter Score for the zip code. Please note that the mapping software will only map by full zip code and that for those zip codes that are only partially included in the College's District, even if the respondents lived in 60089 (Buffalo Grove) that is in the District, the entire zip code will be shown. Also please note there were a few individuals in the College's service area in pieces of zip codes that are only a small part of the district and the map represents the individuals surveyed, and not the exact representation of the district. For example, when two zip codes have the same name like Lake Barrington and Wauconda, the full 60084 zip code will be shown.

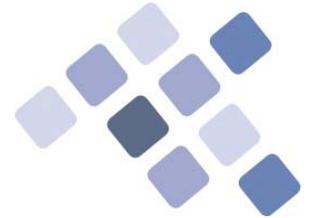


Map 1. Harper College’s Net Promoter Score By Zip Code In College’s Service Area



HARPER COLLEGE COMMUNITY SURVEY 2019

As seen in Map 1, red (-100) and orange shades represented the negative Net Promoter Scores, yellow represented a 0 Net Promoter Score, and from light green to dark green (100) represented a positive Net Promoter Score. The area encompassing the Learning and Career Center had a Net Promoter Score of -100 meaning no one would recommend Harper College. In the areas closest to the Palatine campus, the Net Promoter Scores were all very positive. It appeared the farther away from the Palatine campus, the lower the Net Promoter Scores.



ACCOUNTABILITY

Not only is it important for Harper College to understand the attitudes of the residents toward its programs and services, but given the College is supported by local tax dollars, it is important to understand whether the residents in the District think that the College is a good steward of that investment. These questions were first asked in the 2016 Community Scan and had responses for 2019 as well.

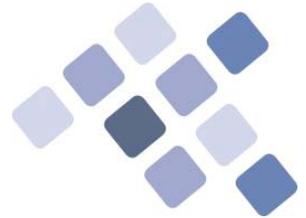
Following are a few statements about Harper College. Please indicate your agreement with each statement.

Table 3. Attitudes Toward Harper College’s Community Interaction And Fiscal Management – 2016 And 2019 (Percent Strongly Agree/ Agree)

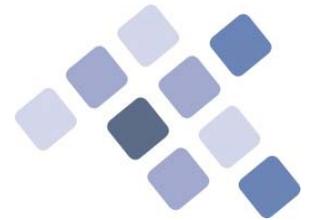
	2016 Residents	2019 Residents
Harper College is an important contributor to the economy of my community.	60.8	63.6
Residents’ opinions are considered important when Harper College makes decisions about new programs and services.	51.3	53.2
Harper College collaborates and coordinates with community organizations regarding allocation of available resources.	50.1	56.4
The financial resources are well managed at Harper College.	47.8	45.6

Residents were read a series of statements about Harper College and asked to indicate their level of agreement using a scale of strongly agree, agree, about the same, disagree, strongly disagree, or do not know. The percentage of the residents who strongly agreed and agreed was combined with the percentage of the residents who reported about the same (split in half) to provide the 2019 agreement as seen in Table 3 since the scale used in 2016 did not include “about the same” as a response. The majority of residents (61 percent) in the District in 2016 agreed that the College is an important contributor to the economy of the community, 5.5 percent disagreed or strongly disagreed, and 34 percent did not know. In 2019, 64 percent agreed with the statement, only 4.3 percent disagreed, and 24 percent did not know. In 2016, 51 percent of the residents agreed their opinions are considered important when Harper College makes decisions on new programs and services, seven percent disagreed or strongly disagreed, and 41 percent did not know. In 2019, 53 percent agreed that residents’ opinions are considered important by the College, eight percent disagreed, and 30 percent reported they did not know.

In 2016, half of the residents agreed or strongly agreed that Harper College collaborates with community organizations regarding allocation of available resources, six percent disagreed or



strongly disagreed, and 44 percent did not know. In 2019, 56 percent of the residents agreed with the statement, four percent disagreed, and 31 percent did not know. And finally in 2016, 48 percent of residents agreed or strongly agreed that the financial resources at Harper College are well managed, six percent disagreed or strongly disagreed, and 46 percent did not know. In 2019, 46 percent agreed Harper College's financial resources are well managed, six percent disagreed, and 38 percent simply did not know.

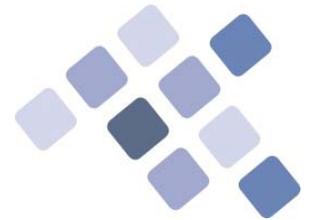


DEMOGRAPHIC CHARACTERISTICS

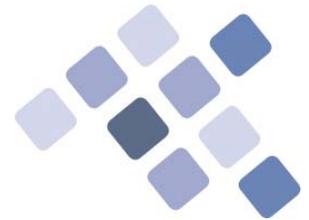
It is important to understand the demographic characteristics of the adults in the District responding to the Community Scan in 2019 and how that sample differed from the 2010, 2013, and 2016 respondents.

Table 4. Demographic Characteristics Of Adults Responding To Community Scan, 2010, 2013, 2016, And 2019

	2010 Residents	2013 Residents	2016 Residents	2019 Residents
Years Lived In District				
Less than five years	3.2	6.5	12.8	15.3
5 to 10 years	8.4	12.0	16.8	16.0
11 to 20 years	22.0	24.0	22.8	20.0
21 years or more	66.4	54.5	41.8	35.7
Age				
18 to 24	0.0	0.8	5.5	15.9
25 to 40	4.8	16.0	29.5	37.6
41 to 54	25.2	30.5	28.3	21.6
55 to 64	25.6	37.8	24.0	15.0
65 and over	44.4	15.0	12.8	10.0
Highest Level Of Education				
Less than high school	0.4	1.0	1.0	1.2
High school graduate	8.0	7.5	7.0	7.7
Some college/ Vocational or technical school	23.6	13.8	16.8	17.8
Associate degree	0.0	6.8	10.3	9.8
College graduate/ Four-year degree	40.0	42.3	39.8	36.5
Post graduate	28.0	28.0	23.8	23.6
Employment Status				
Full-time		46.8	49.5	50.2
Part-time		13.8	12.5	11.5
Self-employed		4.8	5.3	5.3
Not employed, looking for work		3.8	5.3	3.7
Not employed, not looking for work		8.5	4.5	4.3
Student		0.0	3.0	5.8
Retired		21.8	15.5	8.7
Other		0.8	3.3	3.0



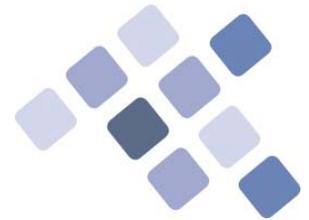
	2010 Residents	2013 Residents	2016 Residents	2019 Residents
Tuition Reimbursement			47.8	42.1
Full reimbursement			13.4	9.7
Partial reimbursement			34.4	32.4
Race Of Respondent				
Caucasian	97.2	87.0	73.5	65.5
African-American	0.0	1.8	1.5	3.0
Hispanic or Latino	0.3	4.3	7.3	9.7
Asian	1.6	5.3	14.6	16.3
American Indian and Alaskan Native				1.2
Native Hawaiian				0.3
Some other race				0.7
Two or more races				2.2
Dominant Language Spoken At Home				
English	99.2	94.0	88.0	83.0
Spanish or Portuguese	0.0	1.0	2.5	2.4
Eastern European language	0.0	1.5	1.3	1.9
Asian language	0.8	2.0	6.3	1.0
Indian	0.0	0.0	0.0	2.0
Annual Family Income				
Under \$30,000	6.0	2.5	9.3	6.8
\$30,000-\$49,000	15.6	6.8	10.3	11.8
\$50,000-\$74,000	18.4	19.3	15.8	16.2
\$75,000-\$99,000	14.8	17.8	18.0	18.5
\$100,000 or over	19.2	38.0	32.8	31.2
Zip Code Of Residence				
60004 Arlington Heights	18.0	8.3	9.0	9.7
60005 Arlington Heights	6.8	4.0	4.5	6.2
60006 Arlington Heights	0.0	0.0	0.0	0.0
60007 Elk Grove Village	6.8	5.5	5.5	6.5
60008 Rolling Meadows	5.2	2.8	2.5	4.0
60009 Elk Grove Village	0.0	0.0	0.0	0.0
60010 Barrington	10.8	7.8	7.8	7.3
60011 Barrington	0.0	0.0	0.3	0.2
60016 Des Plaines	0.0	6.3	7.5	1.5
60017 Des Plaines	0.0	0.0	0.0	0.0
60018 Des Plaines	0.0	8.8	3.5	1.0
60021 Fox River Grove	0.0	0.8	0.5	1.0



	2010 Residents	2013 Residents	2016 Residents	2019 Residents
60056 Mt. Prospect	12.0	7.5	8.0	10.0
60062 Northbrook	0.0	0.0	0.0	0.2
60067 Palatine	8.8	6.0	6.3	7.7
60070 Prospect Heights	2.0	1.8	2.0	2.8
60074 Palatine	8.0	3.8	4.5	7.0
60078 Palatine	0.0	0.0	0.3	0.2
60084 Lake Barrington (Wauconda)	0.0	0.0	2.0	0.7
60089 Buffalo Grove	0.0	6.5	6.8	2.8
60090 Wheeling	4.0	3.8	4.5	7.0
60107 Streamwood	0.0	0.0	0.0	0.3
60133 Hanover Park	0.0	0.0	3.3	1.3
60159 Schaumburg	0.0	0.0	0.3	0.0
60168 Schaumburg	0.0	0.0	0.3	0.0
60169 Hoffman Estates	0.0	3.5	3.5	5.5
60172 Roselle	0.0	3.5	3.8	0.7
60173 Schaumburg	0.0	0.0	0.0	2.8
60192 Hoffman Estates	0.0	0.0	2.5	1.3
60193 Schaumburg	9.2	5.5	5.8	7.5
60194 Schaumburg	5.6	2.3	2.0	3.7
60195 Schaumburg	0.0	0.3	0.3	1.2
Gender Of Respondent				
Male	36.0	34.8	36.8	36.7
Female	64.0	65.0	61.8	55.3

As seen in Table 4, differences were noted demographically between residents in the 2010, 2013, 2016, and 2019 samples. The major differences noted included:

- Residents in the 2019 sample had not lived in the District as long as those in the previous surveys.
- Residents in the 2019 sample were younger and had higher levels of minority participation than those in the previous surveys for 2010, 2013, and 2016. This is due to an improvement in the sampling methods in which younger and minority members were more likely to participate in the panel and the use of cell phone numbers, but it is also due to changing demographics in the service area of the College and the inclusion of all residents and not just taxpayers as was the case in the 2010 and 2013 surveys. The 2016 and 2019 samples more accurately reflected the race composition and changes in the District. Due to the higher level of ethnic diversity in the 2016 and 2019 surveys, more of the residents were likely to speak a language other than English at home.



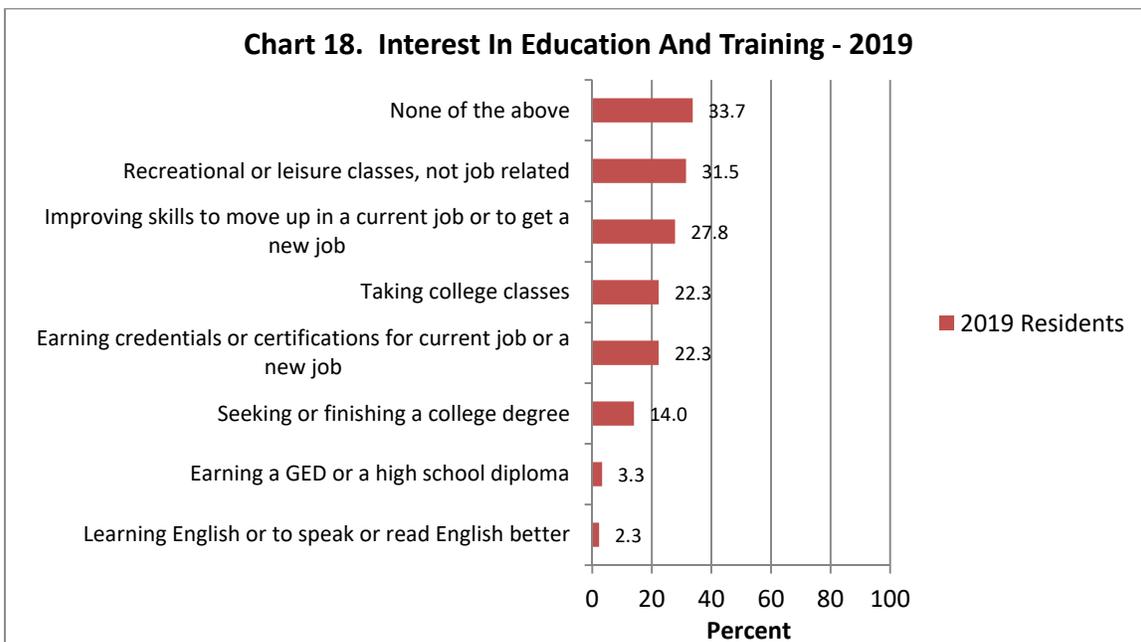
PROFILING THE ADULT STUDENT

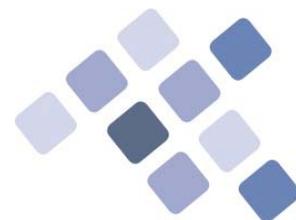
Another goal for the 2016 and 2019 Community Scans was to understand whether adults in the District were interested in attending college or upgrading skills, and of those who were, how they made decisions about what college to attend, what their image was of Harper College, and how the College could successfully market to those adults. During the administration of the Community Scan, adults were asked if they had any interest in education and training in the next year and if so, it branched to more questions about the potential educational enrollment. Longitudinal data was available for 2016 so results will reflect 2016 and 2019 data, where applicable. In the 2019 Community Scan, this section was expanded to include additional questions not asked in the 2016 Community Scan.

INTEREST IN EDUCATION AND TRAINING

Many life issues can stop an adult from attending college – personal issues, financial issues, and academic issues. It is important for Harper College to understand the issues that may affect the adults’ potential college attendance. The adults in the service area for Harper College were asked if they had any interest in education or training in the next year.

In the next year or two, would you have any interest in the following? (Mark all that apply).



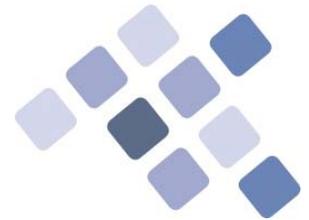


In the 2019 Community Scan, the adults were asked if they had any interest in any area of education and training, and multiple responses were accepted. The results of the adults' interest in education and training are presented in Chart 18 (on the previous page). Overall, 34 percent of the adults surveyed in 2019 did not have any interest in education and training. Those not interested in any education and training were asked if they simply had no interest or if there were barriers facing them – 83 percent simply had no interest but 17 percent noted they did face barriers to education and training. The primary barriers noted by the residents included money (none) and time (not enough), with childcare, family responsibilities, and health issues as other barriers.

Thirty-two percent of the adults in 2019 were interested in taking recreational or leisure classes not job related. Fourteen percent of the residents had an interest in seeking or finishing a college degree and 22 percent were interested in taking college classes. Twenty-two percent were also interested in earning credentials or certifications for a current job or a new job and 28 percent were interested in improving job skills to move up in a current job or to get a new job. Only two percent of the residents were interested in learning English or to speak or read English better and three percent were interested in earning a GED or a high school diploma.

Since the 2019 survey respondents were asked if they were interested in multiple areas, the responses were cross-tabulated by response to provide an indication of the cross interest areas for each group and those results are presented below:

- Learning English or to speak or read English better – 35.7 percent were also interested in improving skills to move up in a current job or to get a new job, 28.6 percent were interested in earning credentials or certifications for a current or new job, 28.6 percent were also interested in recreational or leisure classes not job related, and 21.4 percent were also interested in earning a GED or high school diploma, taking college classes, or seeking or finishing a college degree
- Improving skills to move up in a current job or to get a new job – 49.1 percent were also interested in earning credentials or certifications for a current job or a new job, 40.1 percent were interested in recreational or leisure classes not job related, 38.3 percent were also interested in taking college classes, and 25.7 percent were interested in seeking or finishing a college degree
- Earning credentials or certifications for a current job or a new job – 61 percent were also interested in improving skills to move up in a current job or to get a new job, 43.3 percent were also interested in taking college classes, 37.3 percent were also interested in recreational or leisure classes not job related, and 31.3 percent were also interested in seeking or finishing a degree
- Taking college classes – 47.8 percent were also interested in improving skills to move up in a current job or to get a new job, 43.3 percent were also interested in earning



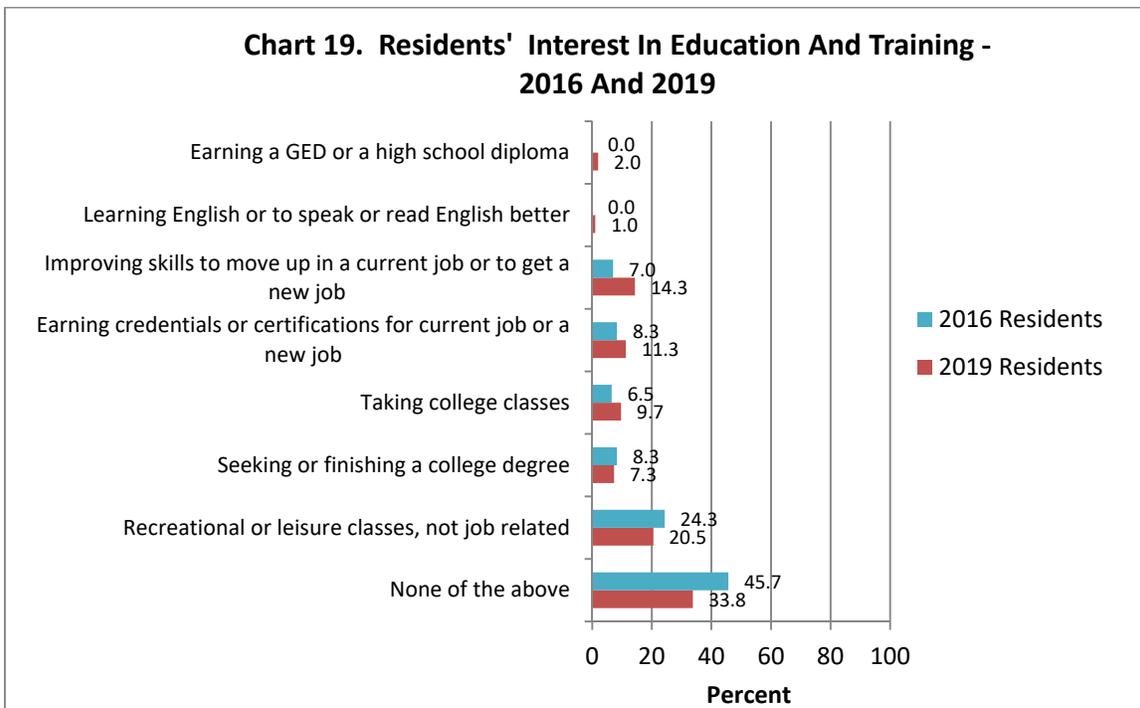
credentials or certifications for a current job or a new job, 38.1 percent were also interested in seeking or finishing a college degree, and 32.1 percent were interested in recreational or leisure classes not job related

- Seeking or finishing a degree – 60.7 percent were also interested in taking college classes, 51.2 percent were also interested in improving skills to move up in a current job or to get a new job, and 50 percent were interested in earning credentials or certifications for a current job or a new job
- Recreational or leisure classes not job related – 35.4 percent were also interested in improving skills to move up in a current job or to get a new job, 26.4 percent were also interested in earning credentials or certifications for a current job or a new job, and 22.8 percent were interested in taking college classes

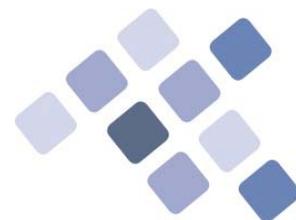
Which would you be most likely to do?

*Why are you interested in pursuing any education or training programs? If not interested, was that due to no interest, or are there barriers to you seeking any education or training?
If interested, what do you consider as barriers or things that are stopping you from attending now?*

Chart 19. Residents' Interest In Education And Training - 2016 And 2019



As seen in Chart 19, more adults in 2019 were interested in seeking education and training than were interested in 2016. In 2016, 46 percent were not interested in seeking any education or



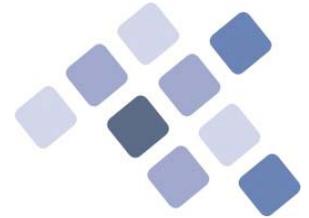
training and in 2019 that decreased to 34 percent. For those not interested in education and training in 2019, they were asked whether that was due to no interest or if there were barriers to them seeking any education or training and 83 percent noted they had no interest but 17 indicated they had barriers preventing their interest – predominantly the cost, time, family obligations, and age (too old).

Two percent were interested in earning a GED or a high school diploma in 2019 and one percent of the adults were interested in learning English to speak or read English better in 2019 (these were not options in 2016). Twice as many adults were interested in improving skills to move up in a current job or get a new job in 2019 (14 percent) as in 2016 (seven percent). Eight percent were interested in earning credentials or certifications in 2016 which increased to 11 percent in 2019. The adults interested in taking college classes in 2019 (10 percent) also increased over those interested in 2016 (6.5 percent). There was a slight reduction in the percentage of adults interested in earning a college degree in 2019 (seven percent) compared to the adults in 2016 (eight percent). The adults interested in recreational or leisure classes in 2016 (24 percent) were greater than those interested in 2019 (20 percent).

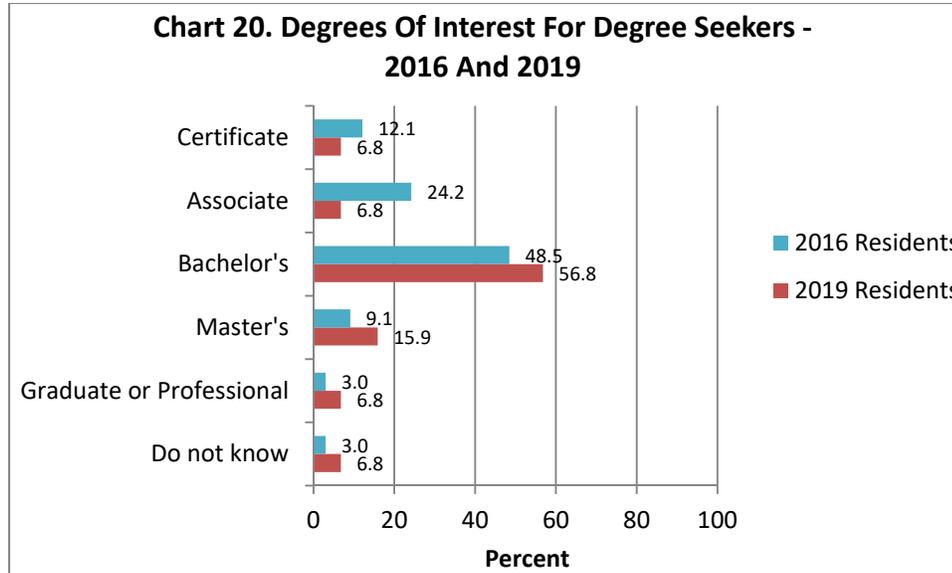
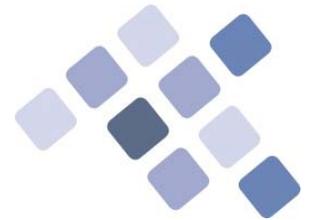
The adults who were interested in pursuing education and training were also asked why they were interested and the answers were as varied as the individual, but several themes emerged in the responses. Advancement of a current career and to move up in a current career were major responses for their interest in education or training programs. A better job was also a key response but also a better life, a better self, and better money the better job would bring to the individual and their family was a key motivator. Other individuals simply wanted to change jobs, change careers, or try something new that was of interest to them. Other individuals noted they simply loved to learn and wanted to be lifetime learners. To have fun, do something challenging, and simply further their knowledge were other reasons for the residents' interest in education and training. And there were other individuals who simply thought their current job was terrible and they hated their jobs so they want the skills to do something else they liked to do.

The individuals who expressed an interest in education and training were also asked what they considered as barriers or things stopping them from attending now and again the answers were as varied as the adults. Money was reported to be the major barrier for the adults from currently attending, as were family and children (time away from them and childcare), a current job and no time for anything other than what they were currently doing.

Residents in each of the specific areas of interest were asked a set of questions in the 2019 Community Scan as to their specific needs for classes and the results of those responses are summarized in the following. Comparisons to 2016 data were noted where applicable:



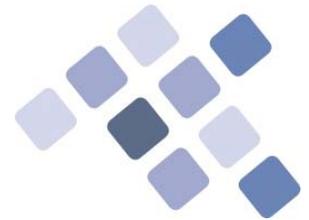
- Earning a GED or high school diploma
 - 25 percent of the residents interested in earning a GED had taken classes previously for a GED and they took them in prison and at MEHS
- Learning English or to speak or read English better
 - English was the native language for 33 percent of the adults interested in learning English or to speak and read English better, and other native languages included French, Hindu, Spanish, and Tamil (17 percent each)
 - 17 percent had taken English classes previously
- Improving skills to move up in a current job or to get a new job
 - Primary classes/ skills reported as needed by the individual to improve their job status included computer classes, business, accounting, graphic design, math, medical, networking, communication, administration, speech, and technical classes.
- Earning credentials or certifications for a current job or a new job
 - The credentials and certifications were as varied as the individuals responding; common areas mentioned for certifications and credentials included: computer credentials (coding, networking, Microsoft, web design), Master's degrees, MBA, CFA, CPA, early childhood, MSL, paralegal, phlebotomy, project management, SHRM, SPHR, teaching certificate, data science, Cisco, surgical technician, forklift, and CNC.
- Taking college classes
 - As for all the other responses, the college classes cited as needed by the adults in the 2019 Scan were as varied as their areas of interest. Common mentions for college classes included: business, biology, economics, history, psychology, math, Spanish, languages, journalism, science, web development, engineering, literature, and medical.
- Seeking or finishing a degree
 - Adults were asked to indicate the degree of interest in both the 2016 and the 2019 Community Scans and the results are shown in Chart 20 on the next page.



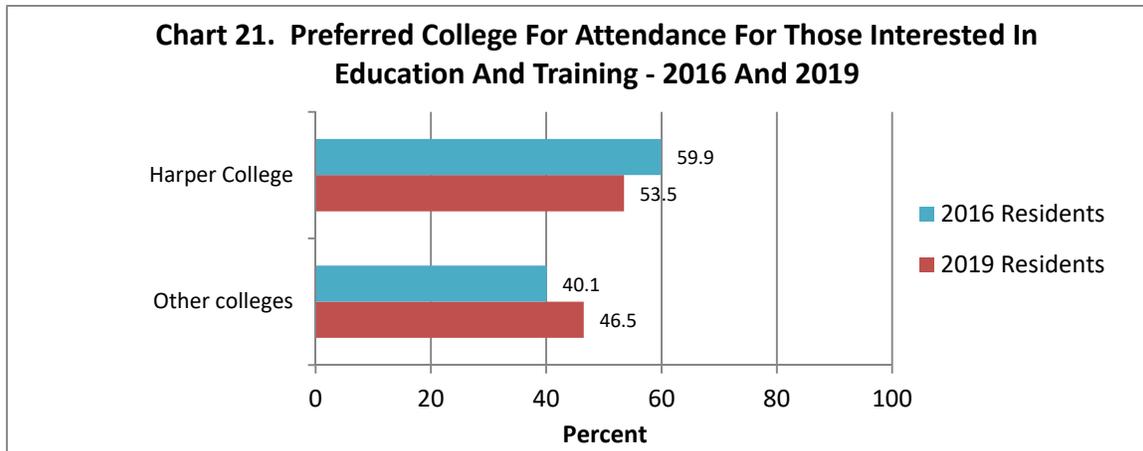
- Overall, as seen in Chart 20, the majority of the individuals seeking or finishing a degree in 2016 (48.5 percent) and in 2019 (56.8 percent) were interested in a Bachelor’s degree. The interest in an associate degree dropped significantly from 2016 (24 percent) to 2019 (6.8 percent). The interest in a certificate also dropped from 12 percent in 2016 to 6.8 percent in 2019. Interest in obtaining a Master’s degree increased from nine percent in 2016 to 16 percent in 2019, as did interest in a graduate or professional degrees (from three percent in 2016 to seven percent in 2019).
- The primary areas of interest for college degrees reported by the adults included: business, engineering, finance, Bachelor’s in Science, and education.
- 64 percent of the individuals interested in a degree had previously earned college credits or a degree to transfer in credits. The credits earned ranged from three credits to 125 credits, with an average of 54.7 credits.
- Recreational or leisure classes not job related
 - The major areas of interest for the adults’ recreational and leisure classes included: art, art history, cooking, baking, computer, exercise/ fitness, languages (French, German, Italian, Japanese, Polish, and Spanish), literature, photography, sign language, writing, and sports.

CHOOSING HARPER COLLEGE

It is important for Harper College to understand where they fit into the adults’ mindset as a college that can deliver education and training opportunities to them. Those adults interested in education and training were asked to indicate what college they planned to attend and why they chose it.



*Where would you seek your education or training of interest?
Which location(s) would be most convenient for you to attend if the programs or services you needed were available?*

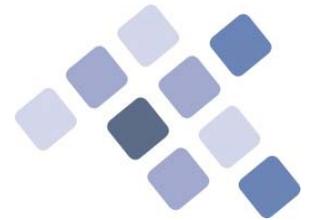


Residents were asked in 2016 and 2019 which college they preferred to attend for their education and training and the results are presented in Chart 21. In 2016, 60 percent preferred to attend Harper College and 40 percent preferred another college (Oakton Community College, College of DuPage, Northwestern University, the University of Illinois – Chicago, DePaul University, Illinois State University, Loyola University, Northern Illinois University, Olivet Nazarene University, Rensselaer Polytechnic Institute, and Roosevelt University), and do not know was not a response. In 2019, 54 percent preferred to attend Harper College and 46 percent preferred to attend another college (College of DuPage, DePaul University, Oakton Community College, Elgin Community College, Northeastern Illinois University, Northern Illinois University, Northwestern University, and various other colleges and universities primarily in Illinois, with a few out of state), as well as do not know.

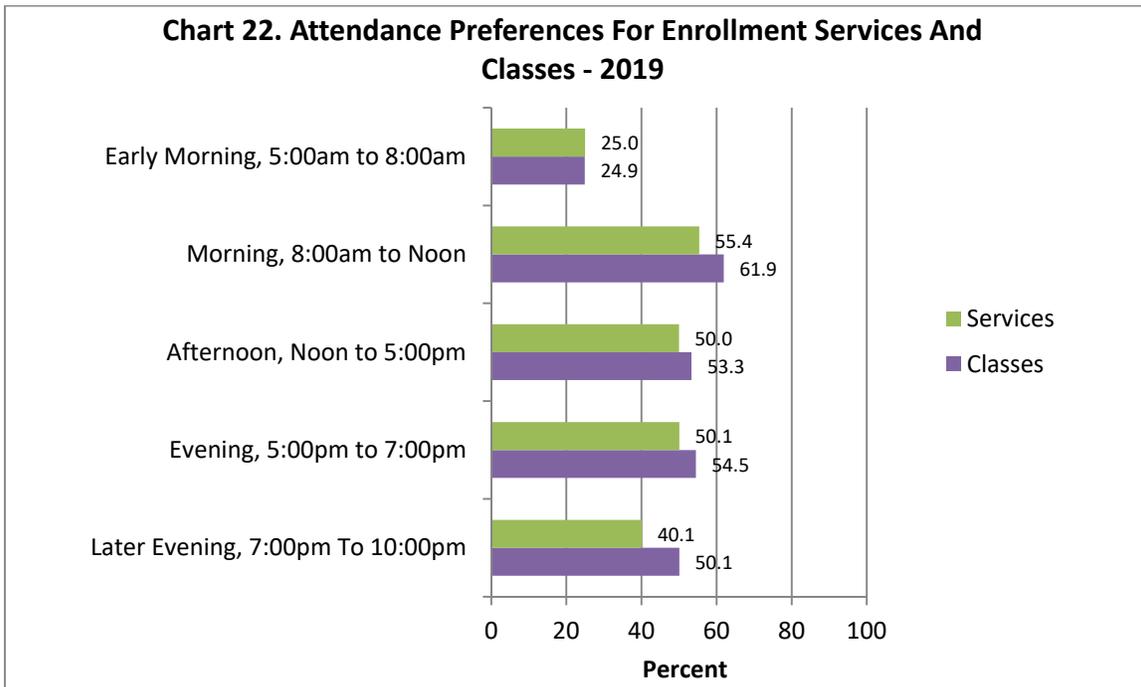
When asked which campus of Harper College the residents interested in attending Harper College would be likely to attend in 2019, the responses were very consistent and the individuals were allowed to choose multiple locations. Eighty percent preferred to attend the campus in Palatine, 26.4 percent would attend the Harper Professional Center, 10.1 percent would attend the Learning and Career Center, and six percent would attend the Education and Work Center.

ATTENDANCE PREFERENCES

When students are interested in attending class should drive the availability of the classes offered. The residents interested in education and training in the 2019 Scan were asked when they

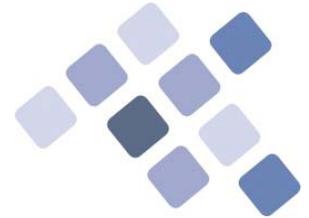


preferred services to be offered and when they would be likely to attend classes. The result of this analysis is presented in Chart 23.



As seen in Chart 22, 25 percent of the adults interested in education and training preferred access to services and would attend classes in the early morning, from 5:00am to 8:00am. The days preferred for services in the early morning included 48 percent Monday, 44 percent Wednesday, 39 percent Thursday, and 34 percent Tuesday and Friday, while 29 percent reported a need for services on Saturday and 21 percent on Sunday. Days preferred for class attendance in the early morning included 50 percent on Monday, 48 percent on Wednesday, and slightly more than one-third on the other weekdays, while 34 percent preferred Saturday and 24 percent preferred Sunday.

Fifty-six percent of the residents interested in education and training reported a need for services in the morning, 8:00am to Noon, and 62 percent of the residents noted they would attend classes during this time frame. More than 40 percent of the residents noted any day from Monday (49 percent) to Thursday would be preferred for services, 39 percent preferred Friday, and 40 percent indicated a need for services on Saturday morning and 26 percent on Sunday morning. Slightly more than 40 percent of the potential morning attendees preferred to attend classes on Monday to Thursday and 36 percent on Friday, while 42 percent preferred Saturday morning and 25 percent preferred Sunday morning.



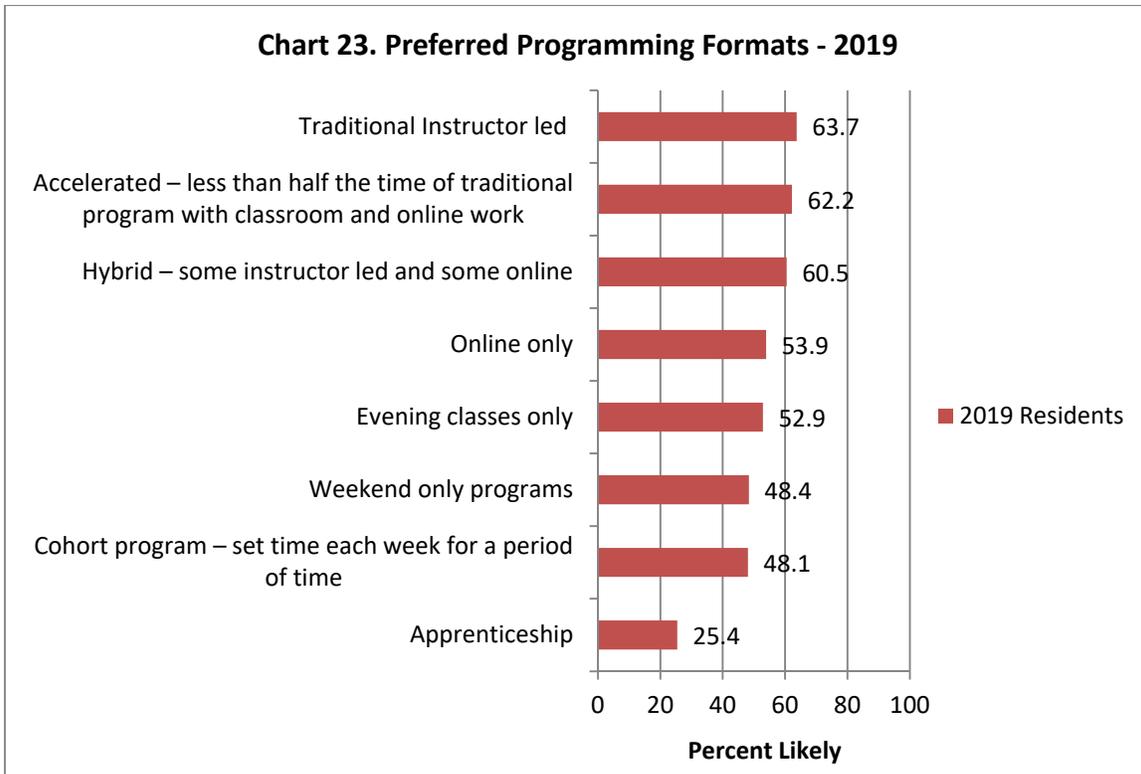
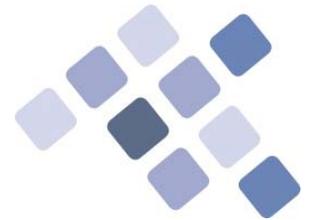
Half of the adults reported a need for services in the afternoon, from Noon to 5:00pm, and 53 percent of the adults noted they would attend classes during that time frame as well. Slightly more than 40 percent noted any day between Monday (48 percent) and Friday would be preferred for services, with 38 percent preferring Saturday and 25 percent Sunday. Slightly more than 40 percent of the potential afternoon attendees preferred to attend classes Monday to Thursday and 38 percent on Friday, while 42 percent preferred Saturday afternoon and 31 percent preferred Sunday afternoon.

Half of the adults reported a need for services in the evening from 5:00pm to 7:00pm and 54 percent noted they would also attend classes during that time frame. More than 60 percent of the adults interested in evening services would prefer services offered Tuesday and Wednesday, 59 percent Monday, 56 percent Thursday, 49 percent Friday, with only 26 preferring Saturday services available and 19 percent Sunday. More than 60 percent of the adults who would attend evenings preferred to attend Monday to Wednesday, 58 percent Thursday, 44 percent Friday, 23 percent on Saturday, and 19 percent on Sunday.

Only 40 percent of the adults reported a need for services during the late evening from 7:00pm to 10:00pm, but half of the residents interested in education and training preferred to attend classes during the late evening. The same pattern for services was seen for the late evening as the evening – more than half of the adults interested in evening services would prefer services offered Monday to Thursday, 49 percent on Friday, with only 26 preferring Saturday services available and 19 percent Sunday. More than 60 percent of the potential late evening enrollees reported they would attend classes on Monday, Wednesday, and Thursday, while 59 percent would attend Tuesday and 52 percent Friday, but only 25 percent would attend late evening on Saturday and 17 percent Sunday late evening.

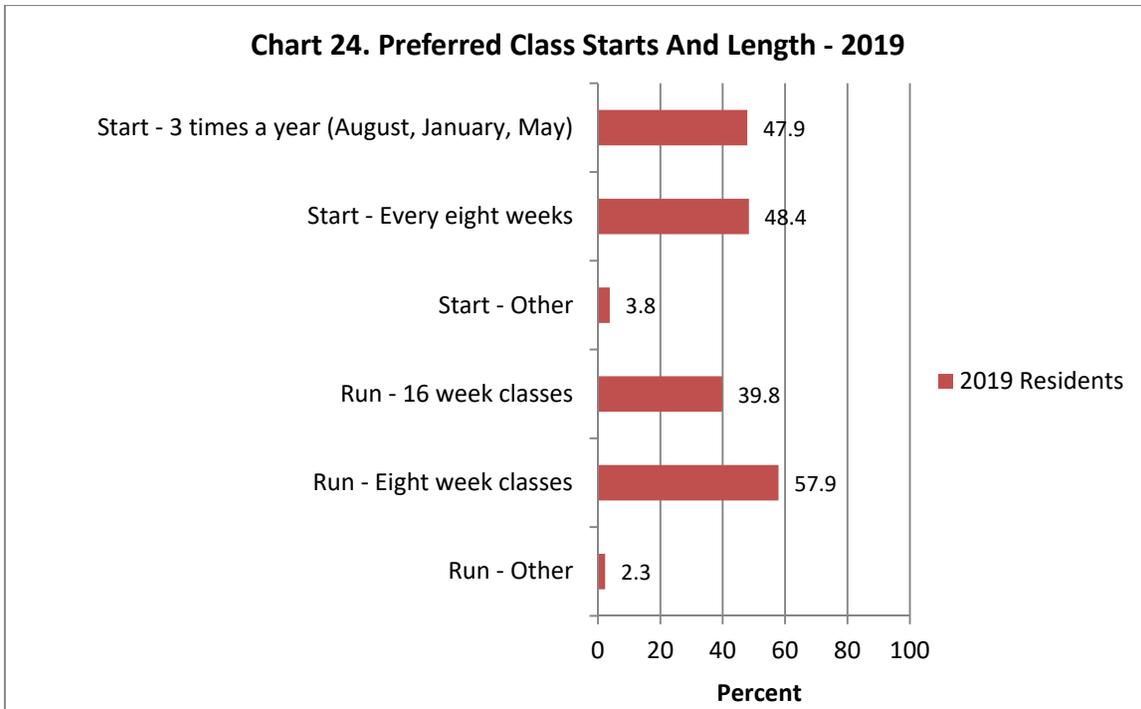
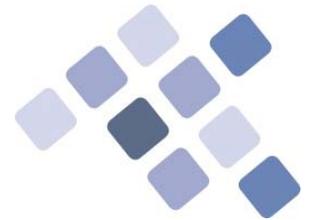
Programming can be delivered in various ways to make it more convenient for you to attend. How likely would you be to enroll in the following delivery formats?

In 2016, the adults interested in education and training who were interested in seeking a degree were asked if alternative delivery formats would make them more likely to attend. For the 2019 Community Scan, this question was expanded and all adults interested in education and training was asked if various programming delivery methods would make them more likely to enroll.



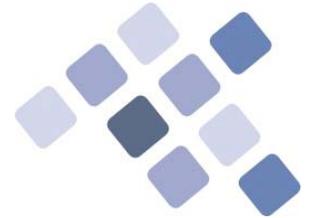
The results for the 2019 preferred programming delivery options are presented in Chart 23. Overall, 64 percent of the adults would be more likely to enroll if the classes were offered in a traditional instructor led delivery. But 62 percent of the adults would be more likely to enroll if accelerated programs were offered and 61 percent would be more likely to enroll in hybrid programs. Fifty-four percent would be more likely to enroll in online only programs and 53 percent would be more likely to enroll in evening only classes. Forty-eight percent of the adults would be more likely to enroll if cohorts or weekend only programs were offered. Only 25 percent would be more likely to enroll in apprenticeships but it may be that the adults were not familiar with the benefits of an apprenticeship program.

*When would you prefer classes to start?
How long do you prefer classes to run?*



Two new questions on the 2019 Community Scan asked the adults interested in education and training when they would like to start classes and how long they preferred the classes to run, and the results are shown in Chart 24. Forty-eight percent of the adults preferred classes start three times a year in August, January, and May (traditional semesters) but 48 percent preferred classes start every eight weeks – in January, March, May, July, September, and November – and four percent preferred another start (depended on the classes, self-paced, no preference, or year-long). Fifty-eight percent of the adults interested in education and training preferred classes to run for eight weeks rather than the traditional 16 week classes (preferred by 40 percent), and two percent preferred another length – they noted it depended on the class or preferred continuous.

Implication: Adults are looking for degree programming that will fit into their lives – but they want them shorter in length and want more frequent beginnings. For many, waiting from January to August to begin a program of interest is simply too long.



*How are you most likely to pay for your education or training?
How do you prefer to get information about classes you are interested in taking?*

Finally, the adults interested in education and training were asked two final questions on the 2019 Community Scan – how they were likely to pay for classes and how they gained information about classes they were interested in. With respect to paying for classes, many of the residents noted they would simply pay by cash/ check or credit card – in other words a majority would be self-pay. Some noted they would apply for loans and scholarships and any financial aid that would be available for them. Others noted that friends and family would help, or their current job and possibly a second job could help pay for their education. But overall, the majority will be paying for college out of their own pockets.

When asked how they preferred to get information, the answers also varied by the individuals who responded. Overall, about half preferred to get electronic communication – email and going online to get information. Some preferred to get something in the mail or in print (brochure, catalog, flyer), and others want to get information in person (visit college, talk to someone, in class, counselor, etc.).

DEMOGRAPHIC CHARACTERISTICS OF POTENTIAL ADULT LEARNERS

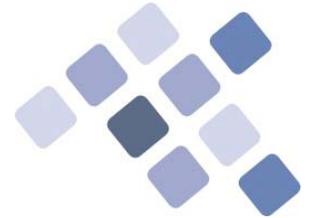
The adults interested in education and training varied demographically depending on their areas of interest. A summary profile of the demographic characteristics for the adult learners by area of interest follows:

- ***Earn A GED Or High School Diploma***

The adults interested in a GED or high school diploma were likely to live in Elk Grove Village, Wheeling, Hoffman Estates, Rolling Meadows, Des Plaines, Prospect Heights, Hanover Park, and Schaumburg. One-third of these residents had lived in the area for less than five years and 25 percent had lived in the area for 5 to 10 years. One third of the residents were White, one-third Hispanic, and one-third Asian. Eighty-three percent of the residents were 18 to 34 years of age. Educational levels for this group included 25 percent each with less than high school, high school, and Bachelor's degree. Twenty-five percent were employed full-time and 17 percent part-time, but only 20 percent had any tuition reimbursement (full). Forty-two percent of the potential enrollees were male.

- ***Learn English Or To Speak Or Read English Better***

The adults interested in learning English were likely to live in Des Plaines, Prospect Heights, Palatine, Hanover Park, Hoffman Estates, and Schaumburg. One-third of these



residents had lived in the area for less than five years and 17 percent had lived in the area for five to 10 years, 11 to 20 years, or 21 years or more, respectively. One-third of the residents were Hispanic and 17 percent Asian. Sixty-seven percent of the residents were 18 to 34 years of age with one-third 50 or older. Educational levels for this group included 50 percent with a Bachelor's degree and 33 percent with an associate degree. One-third were employed full-time and 17 percent part-time, but only 33 percent had any tuition reimbursement (partial). One-third percent of the potential enrollees were male.

- ***Improve Skills To Move Up In A Current Job Or Get A New Job***

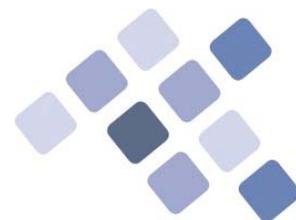
The adults interested in improving skills for a job were likely to live in Mount Prospect, Arlington Heights, Schaumburg, Wheeling, Elk Grove Village, Palatine, and Buffalo Grove. Twenty-six percent of these residents had lived in the area for 21 years or more, 21 percent had lived in the area for five years or less, and 24 percent had lived in the area for 5 to 10 years. Fifty-seven percent of the residents in this group were White, 22 percent Asian, nine percent Hispanic, and six percent African-American. Forty-six percent of the residents were 18 to 34 years of age and 38 percent were 35 to 49 years of age. Educational levels for this group included 46 percent with a Bachelor's degree and 19 percent with a Master's degree. Sixty percent were employed full-time and 14 percent part-time, and of those working 40 percent had tuition reimbursement (nine percent full and 31 percent partial). Thirty-six percent of the potential enrollees were male.

- ***Earn Credentials Or Certifications For Current Job Or New Job***

The adults interested in earning credentials or certifications were likely to live in Arlington Heights, Palatine, Rolling Meadows, Fox River Grove, Wheeling, Schaumburg, and Hoffman Estates. Twenty-four percent of these residents had lived in the area for less than five years, 25 percent had lived in the area for 21 years or more, and 25 percent had lived in the area for 5 to 10 years. Sixty-three percent of the residents in this group were White, 18 percent Asian, and 12 percent Hispanic. Fifty-seven percent of the residents were 18 to 34 years of age and 28 percent were 35 to 49 years of age. Educational levels for this group included 41 percent with a Bachelor's degree and 24 percent with a Master's degree. Sixty-three percent were employed full-time and 10 percent part-time, and of those working 54 percent had tuition reimbursement (18 percent full and 36 percent partial). Thirty-eight percent of the potential enrollees were male.

- ***Take College Classes***

The adults interested in taking college classes were likely to live in Mount Prospect, Wheeling, Arlington Heights, Schaumburg, Hoffman Estates, Arlington Heights, Barrington, and Buffalo Grove. Thirty-four percent of the residents had lived in the area for 11 to 20



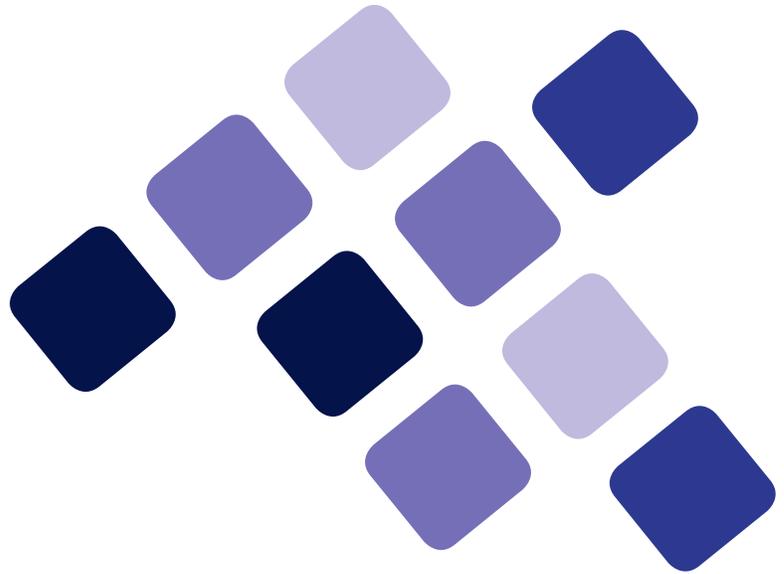
years, 21 percent had lived in the area for 21 years or more, and 17 percent had lived in the area for 5 to 10 years. Fifty-five percent of the residents in this group were White, 12 percent Asian, 17 percent Hispanic, and five percent African-American. Seventy-one percent of the residents were 18 to 34 years of age, 16 percent were 50 to 64 years of age, and 12 percent were 35 to 49 years of age. Educational levels for this group included 26 percent with some college and no degree, 24 percent with a Bachelor's degree, 16 percent with high school only (GED), and 12 percent with an associate degree. Thirty-eight percent were employed full-time, 12 percent part-time, and 24 percent were students, but of those working only 31 percent had tuition reimbursement (10 percent full and 21 percent partial). Forty-one percent of the potential enrollees were male.

- ***Seeking Or Finishing A Degree***

The adults interested in seeking or finishing a degree were likely to live in Arlington Heights, Hoffman Estates, Mount Prospect, Wheeling, and Palatine. Twenty-seven percent of these residents had lived in the area for five to 10 years and another 27 percent had lived in the area for 11 to 20 years. Forty-five percent of the residents in this group were White, 20 percent Asian, and 20 percent Hispanic. Eighty percent of the residents were 18 to 34 years of age and 20 percent were 35 to 49 years of age. Educational levels for this group included 41 percent with some college and no degree, 20 percent with an associate degree, and 18 percent a Bachelor's degree. Forty-two percent were employed full-time, 24 percent part-time, and 24 percent were students, but of those working 40 percent had tuition reimbursement (seven percent full and 33 percent partial). Thirty percent of the potential enrollees were male.

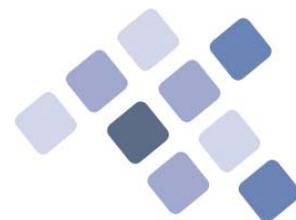
- ***Take Recreational Or Leisure Classes***

The adults interested in taking recreational or leisure classes were likely to live in Palatine, Mount Prospect, Arlington Heights, Barrington, Hoffman Estates, and Schaumburg. Almost half of these residents had lived in the area for 21 years or more. Eighty-one percent of the residents in this group were White and 12 percent Asian. Thirty-four percent of the residents were 35 to 49 years of age, 33 percent were 50 to 64 years of age, and 20 percent were 65 years of age and older. Educational levels for this group included 46 percent with a Bachelor's degree and 33 percent with a Master's degree. Fifty percent were employed full-time and 11 percent part-time while 20 percent were retired, but of those working 47 percent had tuition reimbursement (11 percent full and 36 percent partial). Thirty-seven percent of the potential enrollees were male.



EMPLOYER SURVEY

Harper College Community Scan 2019



STUDY DESIGN

To remain in sync with the constituents of Harper College, and ensure that their needs are being met and their voices heard, the College conducts a community survey every three years. For the 2013 Community Scan, it was important to not only understand the needs of the community, but also the needs of the employers in the District. Harper College knows the value of providing a skilled, well-trained workforce targeted to meet the needs of businesses for its District. However, to meet employers' educational needs, Harper College has to understand employers' educational and training needs. Due to the ever-changing needs of employers in its District, Harper College decided to replicate the Employer Scan in 2016 and 2019, but each time the survey methodology changed as did a number of the questions for the surveys.

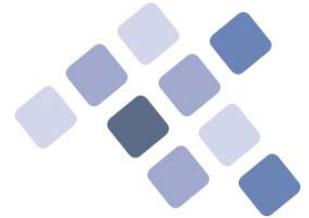
GOALS OF SCAN

In developing the 2019 Employer Scan, several areas of interest were replicated from the 2013 and 2016 Employer Scans, but major changes were made to the 2019 Employer Scan to reflect the current needs of employers in the District. Specifically, the research goals for the survey of employers in the District for 2019 included:

- Employers' difficulty in recruiting applicants or filling positions at their companies in the last year
- Difficulties encountered in filling vacant positions in the last year, educational levels of those positions, as well as skills and credentials needed
- Identifying skills gaps for the employers and their interest in having Harper College conduct a skills gap analysis
- Employer training needs and preferences for delivering that training
- Current levels of college participation by employees and the support employers provide employees to pursue educational opportunities
- Knowledge of Harper College's programming and services available to employers and interest in assistance from the College
- Current usage of Harper College as an educational or training resource by the employers, their satisfaction with the College's services, and their projected use

INSTRUMENT DESIGN

To start the 2019 Employer Scan, a series of listening sessions were held with personnel at Harper College on October 16 and 17, 2018. A summary was prepared for the listening sessions which outlined the information gathered in the 2016 Employer Scan and the participants were asked to indicate what was still relevant from the 2016 Scan for replication and what new issues should be addressed in the 2019 Employer Scan.



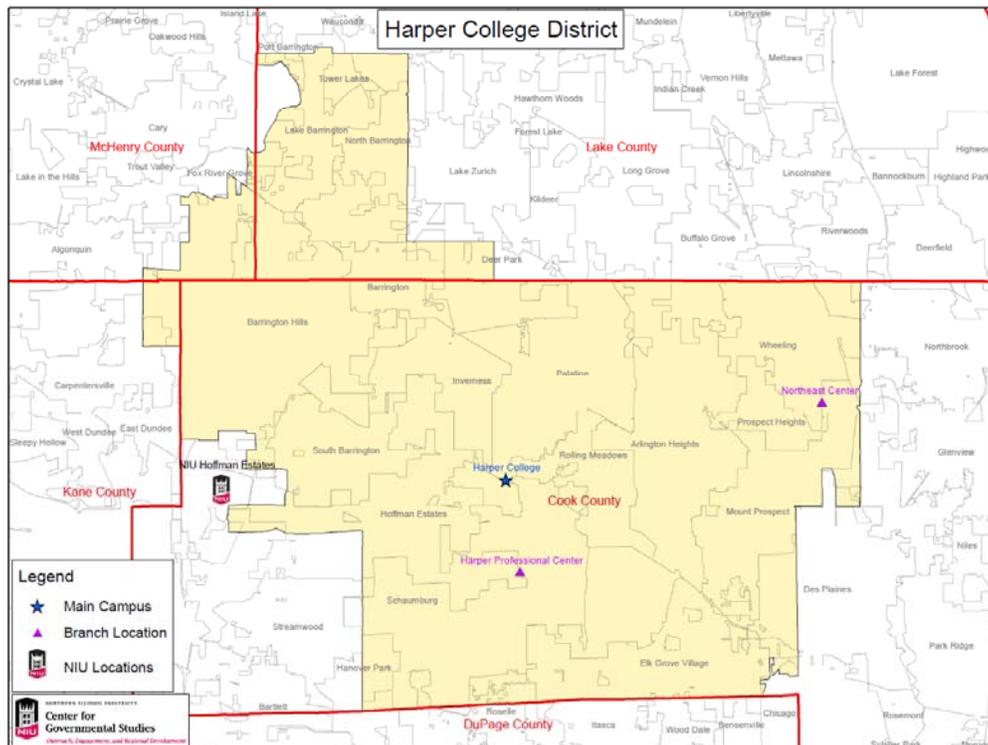
Based on the information gathered in the listening sessions, a draft of the Employer Scan was developed and presented to the administrative leadership at Harper College. CLARUS Corporation and Harper College reviewed this draft in detail for additions, deletions, and revisions. Feedback was given by the College and incorporated into the survey. A final copy of the employer questionnaire is presented in Appendix D (Employer Scan - Questionnaire).

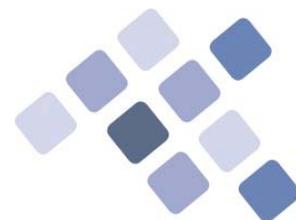
It was the responsibility of CLARUS Corporation to write and sequence the questions in such a way that any respondent bias was minimized and the questions were technically correct. The final survey was pretested to ensure that question wording and sequencing were structured as needed prior to moving to the field. The questionnaire consisted of a few open-ended questions, many multichotomous questions, and rating scales.

SAMPLE FRAME

One of the difficulties in developing a representative sample for a community college in Illinois is because of the way the colleges’ districts were developed – they were defined by school district boundaries and not traditional geographic representations like zip codes or counties, as seen in Exhibit 3 below.

Exhibit 3. Harper College Geographic District

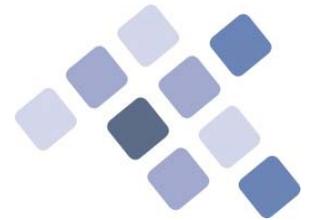




For example as seen in the top right of Exhibit 3 (on previous page), only the lower portion of the zip code which defines Buffalo Grove is in Harper College's District. This is also the case for several of the zip codes across the District – the entire zip code is not included in the District. Since the majority of sample frames are created by zip code and measured by employers in a zip code for representation, developing a sample frame for the College based on partial zips defined by school boundaries created a challenge. Working with *Marketing Systems Group*, a global sampling systems firm who has defined the boundaries of the school districts in Illinois, an attempt was made to include employers in the District when the list of employers was obtained. But please note that employers may have multiple locations and when calling interviewers are redirected to other location or branches for information so it is not a perfect science.

The population of interest for the 2019 Employer Scan was the employers located in the Harper College District. The cities and zip codes defined as the service area for Harper College included the following and an * is used for those zip codes which are partial zips (not fully contained in the District): 60004 (Arlington Heights), 60005 (Arlington Heights), 60006 (Arlington Heights), 60010 (Barrington, Barrington Hills, Deer Park*, Inverness, Lake Barrington, North Barrington, South Barrington, Tower Lakes), 60011 (Barrington), 60089* (Buffalo Grove), 60016* (Des Plaines), 60017* (Des Plaines), 60018* (Des Plaines), 60007 (Elk Grove Village), 60009 (Elk Grove Village), 60021* (Fox River Grove), 60133* (Hanover Park), 60169* (Hoffman Estates), 60192 (Hoffman Estates), 60084 (Lake Barrington), 60056 (Mount Prospect), 60062 (Northbrook), 60067 (Palatine, Inverness), 60074 (Palatine), 60078 (Palatine), 60095 (Palatine), 60070 (Prospect Heights), 60008 (Rolling Meadows), 60172* (Roselle), 60159 (Schaumburg), 60168 (Schaumburg), 60173 (Schaumburg), 60193 (Schaumburg), 60194 (Schaumburg), 60195 (Schaumburg), 60107 (Streamwood), and 60090 (Wheeling). But also note that all employers in the zip codes were not represented due to the District boundaries

In 2018, there are 24,427 employers in the College's service area as defined by the zip codes above. Based on the results of the previous Employer Scans in 2013 and 2016, for the initial proposal a stratified sample of all employers was developed by location and SIC (Standard Industry Classification) Code, the standard used by Federal statistical agencies in classifying businesses. In the 2016, after the listening sessions with the College, the College believed the sample for the 2016 Employer Scan needed to reflect the needs of the largest businesses in the District – those with 25 or more employees. In 2016, there were a total 2,639 employers in the District with 25 or more employees. After the listening sessions for the 2019 Employer Scan, it was determined that the smaller employers – those with 10 or more employees – would be the best group for the 2019 Employer Scan.



A list of employers with 10 or more employees was purchased from a company specializing in business lists for all employers for the zip codes in the District. Quotas were set by SIC Code to develop the sample frame for the Employer Scan and to accurately reflect the types of businesses in the District. The sample frame for the Employer Scan is presented in Exhibit 4.

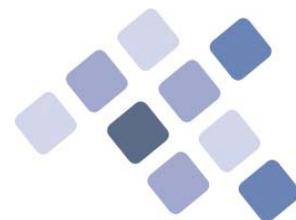
Exhibit 4. Sample Frame For Employer Scan

Industry	SIC Code	Employers With 10+ Employees	Percent	Sample Frame
Agriculture, Forestry, and Fishing/ Mining	01-14	95	1.52%	5
Construction	15-17	347	5.57%	19
Manufacturing	20-39	757	12.15%	42
Transportation, Communications, Electric, Gas, and Sanitary	40-49	261	4.19%	15
Wholesale Trade	50-51	468	7.51%	26
Retail Trade	52-59	1,262	20.25%	71
Finance, Insurance, Real Estate	60-67	405	6.50%	23
Business & Personal Services	70-79	1,043	16.74%	59
Health Services	80	456	7.32%	26
Legal Services	81	27	0.43%	1
Educational/ Social Services	82-83	533	8.55%	30
Art & Membership Services	84-86	91	1.46%	5
Engineering & Accounting & Management Services	87	243	3.90%	14
Miscellaneous Services	88-89	14	0.22%	1
Government	91-97	157	2.52%	9
Nonclassifiable Establishments	91-99	73	1.17%	4
TOTAL		6,232	100.00%	350

Next, the list of employers was sorted by employee size – from largest to smallest employers within each SIC Code. Employers were interviewed starting with the largest employers and moving down the list until the sample quota was completed for each SIC Code. This sample methodology ensures Harper College of successful completion of interviews with a cross-representation of the larger employers across the District.

RELIABILITY ESTIMATION

The reliability estimation for the sample was based on the total number of businesses in the District. The completed sample of 321 employers provided a reliability of 95 percent and a margin of error of ± 5.5 percent. In other words, if 100 different samples of 321 employers in the District



were chosen randomly, 95 times out of 100 the results obtained would vary no more than ± 5.5 percentage points from the results that would be obtained if all of the employers in the District were interviewed.

DATA COLLECTION

Telephone surveys were the primary method of data collection. Each telephone interview lasted approximately 10 to 15 minutes. Employers were first called, told the purpose of the survey, and then asked to set a time convenient for the interview. The interviewers then called the employers back at the appointed time to complete the interview. Three hundred twenty-one surveys were completed from January 25 to April 1, 2019 by CLARUS Corporation interviewers who have previous experience in educational services interviewing with busy business owners and executives. Given the limited size of the sample, all of the 6,232 employers were contacted and the surveys completed reflected those who agreed to participate in the survey.

The interviewers conducting the telephone surveys were subjected to rigorous hiring and training procedures before making their first phone call. Before interviewing began, the interviewers went through a thorough question-by-question briefing of the questionnaire. During actual interviewing, each interviewer was monitored for one complete questionnaire and randomly thereafter.

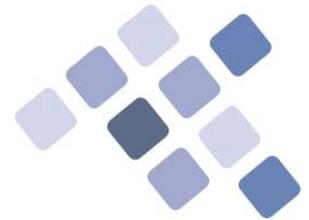
DATA ANALYSIS

After the data were collected, verification of the data began. The data were examined to ensure that procedures were followed in data collection and checked for internal validity by cross-matching answers per respondent. The data were then coded for processing and analysis. SPSS (Statistical Package for the Social Sciences) was used to analyze the data and the data disks will be made available to Harper College for additional subset analyses. In addition, Harper College now has a database, formatted in Excel, which can be used for direct contact with businesses based on their stated needs.

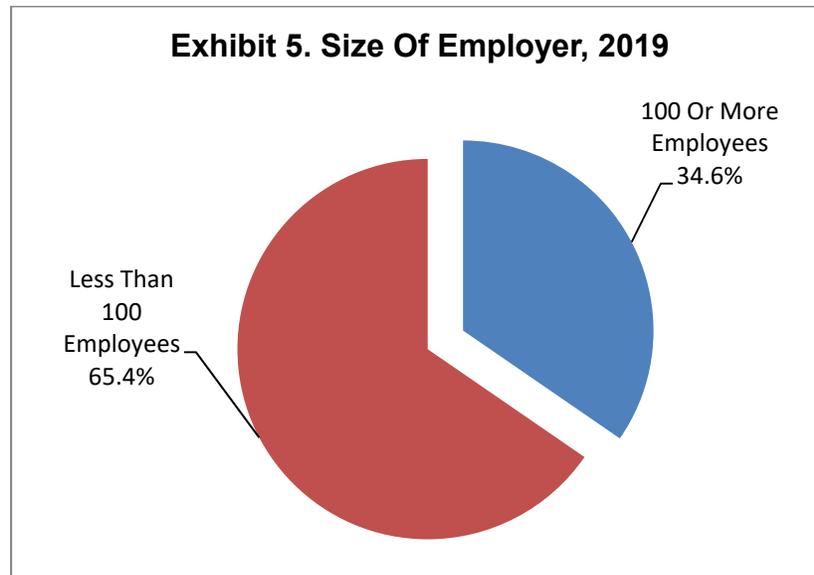
REPORT GENERATION

The results of the data are presented in this narrative report using charts and graphs to present the results. This report focuses on the most meaningful findings of the research. Results from the 2013 and 2016 Employer Scans have been compared where applicable. A complete set of tabular results by frequency and percentage for each of the major classifications of the research is provided in Appendix E (Employer Scan – Tabular Results). The tabular results should serve as reference materials and should be consulted before important conclusions are made.

The results of the data are organized into a graphic and narrative report as well as detailed tabular results. This report focuses on the most meaningful findings of the research. The format used has



the results summarized in a chart or graphic and pertinent comments below. To make reporting the results more meaningful, the results were reported by size of the employer – employers with less than 100 employees and employers with 100 or more employees when replicable data was not available. The number of surveys completed for each group is shown in Exhibit 5.



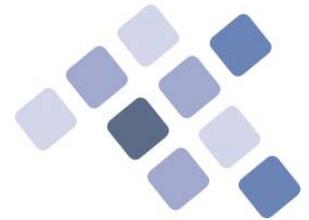
Employers with less than 100 employees:

- Comprised 65.4 percent of the sample representing 210 employers; reliability for this group is 95 percent and the margin of error is ± 6.8 percent.
 - Comparing to the 2016 Employer Survey results, 62.4 percent of the sample was employers with less than 100 employees (194 surveys)

Employers with 100 or more employees:

- Comprised 34.6 percent of the sample representing 111 employers; reliability for this group is 95 percent and the margin of error is ± 9.3 percent.
 - Comparing to the 2016 Employer Survey results, 37.6 percent of the sample was employers with 100 or more employees (117 surveys)

The legends in the charts are titled “Less Than 100 Employees” representing those employers with less than 100 employees, and “100 Or More Employees” representing those employers with 100 or more employees, where applicable. For the longitudinal data, the year of the survey is included in the legend of the charts.

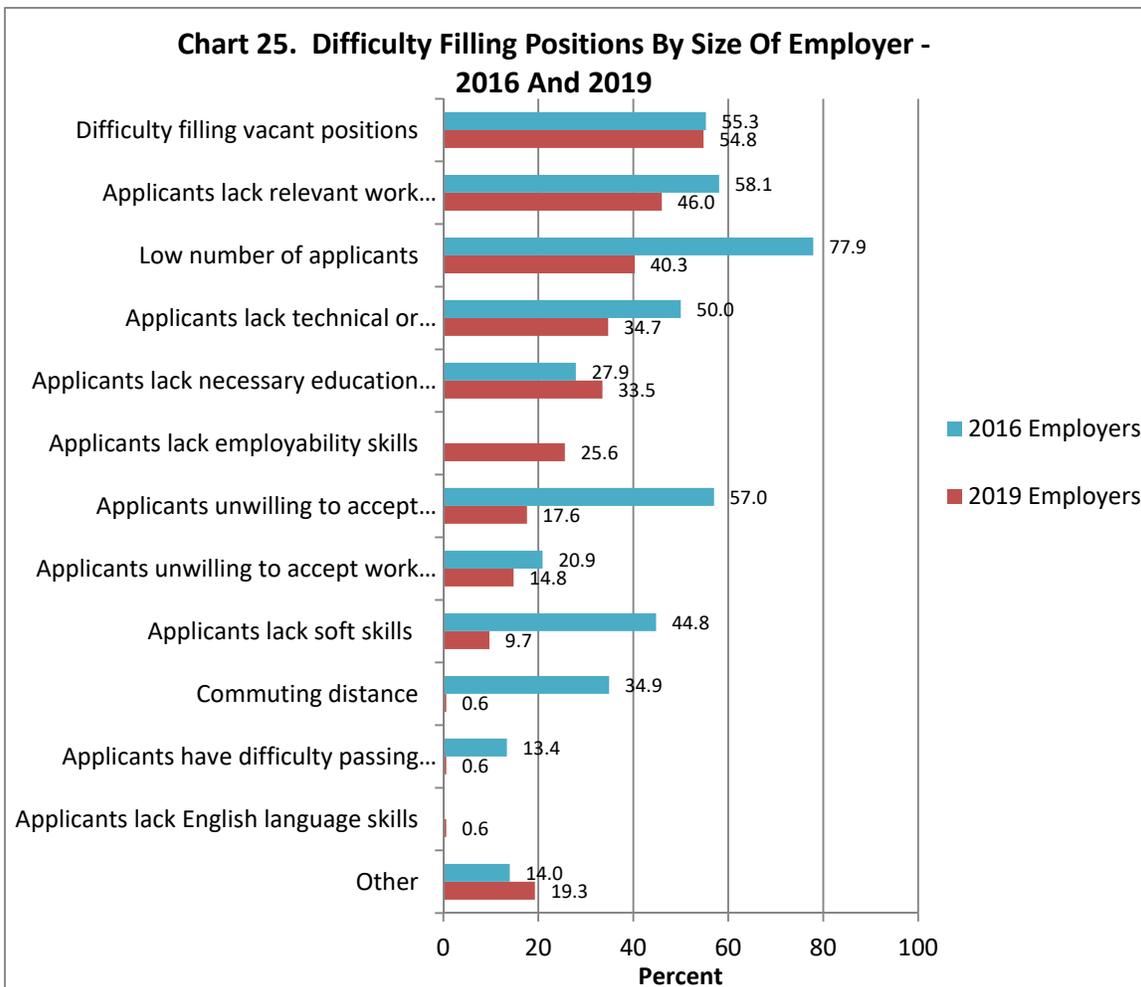


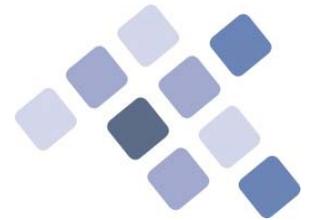
RECRUITMENT AND HIRING

Harper College is interested in understanding the recruitment and hiring challenges facing employers in the District today with respect to growing their businesses and determining if there have been changes since the 2016 Employer Scan.

*Have you had any difficulty in recruiting applicants or filling positions at your company in the last year?
If yes, which of the following are reasons you are having hiring difficulties?*

It is important for Harper College to understand whether the employers in the District are having difficulties in filling positions at their businesses, and whether there are opportunities for Harper College to assist them.

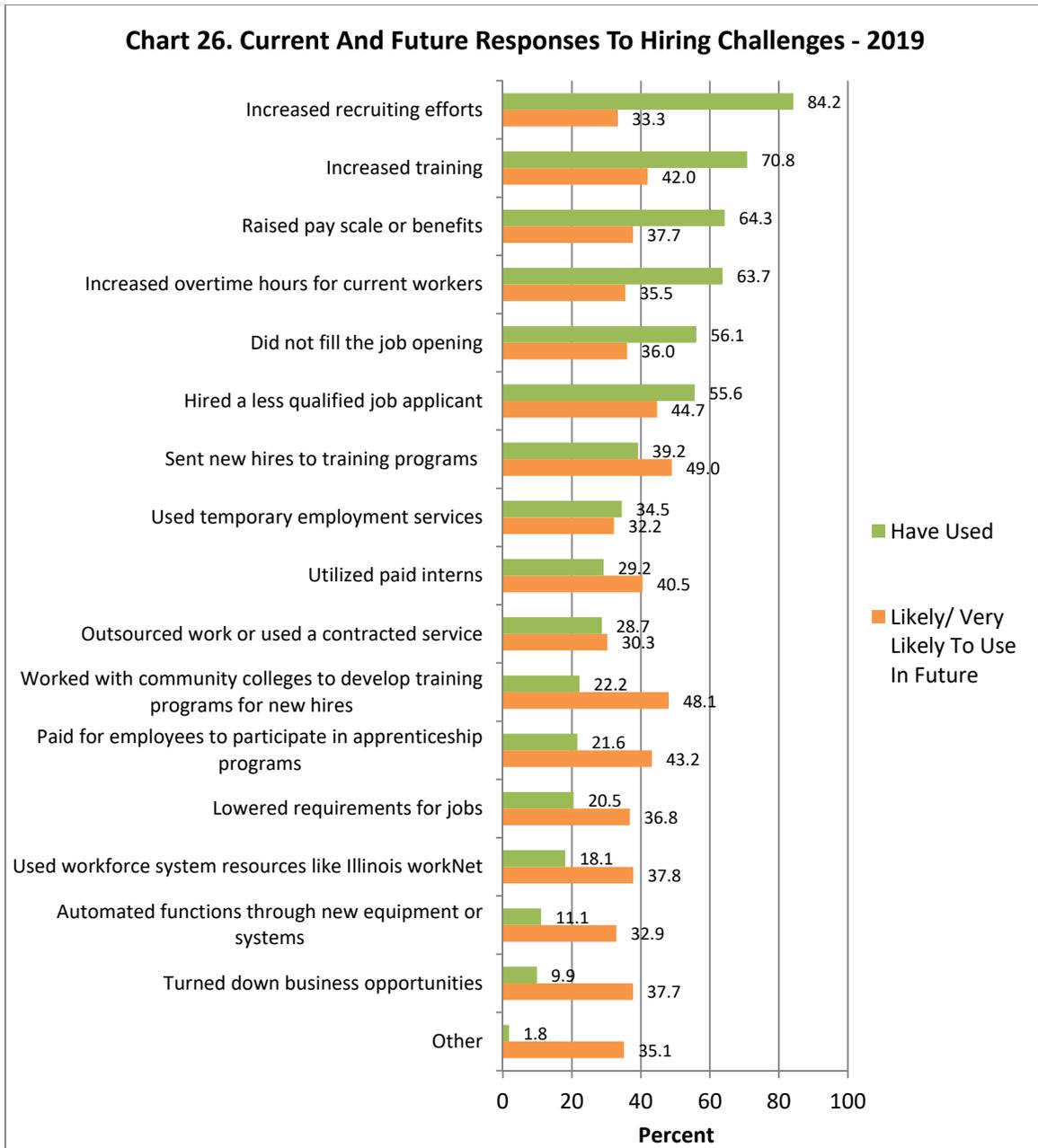
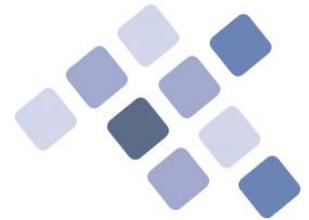




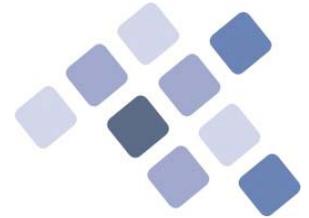
As seen in Chart 25 (on previous page), from the 2016 Employer Scan to the 2019 Employer Scan, difficulty in filling vacant positions had not declined but the reasons for the difficulty had changed. In 2016, 55.3 percent of the employers noted they had difficulty in recruiting applicants or filling positions at their company in the last year compared to 54.8 in 2019. However, the reasons for the reported difficulty in recruiting and hiring have changed since 2016. In 2016, the major reasons the employers were having difficulty recruiting and hiring included: a low number of applicants (78 percent), applicants lacking relevant work experience (58 percent), applicants unwilling to accept offered wages (57 percent), and applicants lacking technical skills (50 percent). By 2019, the major reasons for difficulties in recruiting and hiring cited by the employers included: applicants lacking relevant work experience (46 percent), still a low number of applicants (40 percent) but not as bad as it was three years ago, and applicants lacking the educational level needed (34 percent) and/ or the technical or occupational skills needed (35 percent). A major issue in 2016 which was not as major in 2019 was applicants were unwilling to accept wages offered dropped from 57 percent in 2016 to 18 percent in 2019. Applicants lacking soft skills in 2019 dropped (10 percent) from the high in 2016 (45 percent), and by 2019 commuting distance was a nonfactor in the difficulty in recruiting and hiring employees (only 0.6 percent in 2019 listed it as a difficulty). The statement “applicants lack employability skills” was added in 2019 and 26 percent of the employers noted it was a factor contributing to the difficulty in hiring.

In 2016, 14 percent of the employers cited other reasons for the difficulties in filling vacant positions, primarily competition for applicants as well as bilingual candidates, strict city guidelines, internal growth opportunities are limited, lack of work history, lack of documents to work legally, meeting state requirements, motivation, night shifts hard to fill, part-time versus full-time employment, people don’t stay, right culture fit, seasonal, understand opportunities, compensation package, specialized area, and work ethic. In 2019, the other responses included: competition with other firms, people not wanting to work, many jobs were part-time, jobs were physical, and the scheduling and hours did not work for some applicants.

*In response to your hiring challenges, have you done any of the following?
If not used a solution below, how likely would you be to use this as a response to your workforce challenges using the scale of Very Likely, Likely, Unlikely, Very Unlikely, or do not know?*



The employers were asked to describe what actions they had taken in response to their hiring difficulties and the results are presented in Chart 26. Eighty-four percent of the employers increased their recruiting efforts in response to their hiring difficulties and 71 percent increased training to help offset the hiring difficulties. Sixty-four percent of the employers raised their pay scale or benefits and increased overtime hours for current workers in response to the shortage of



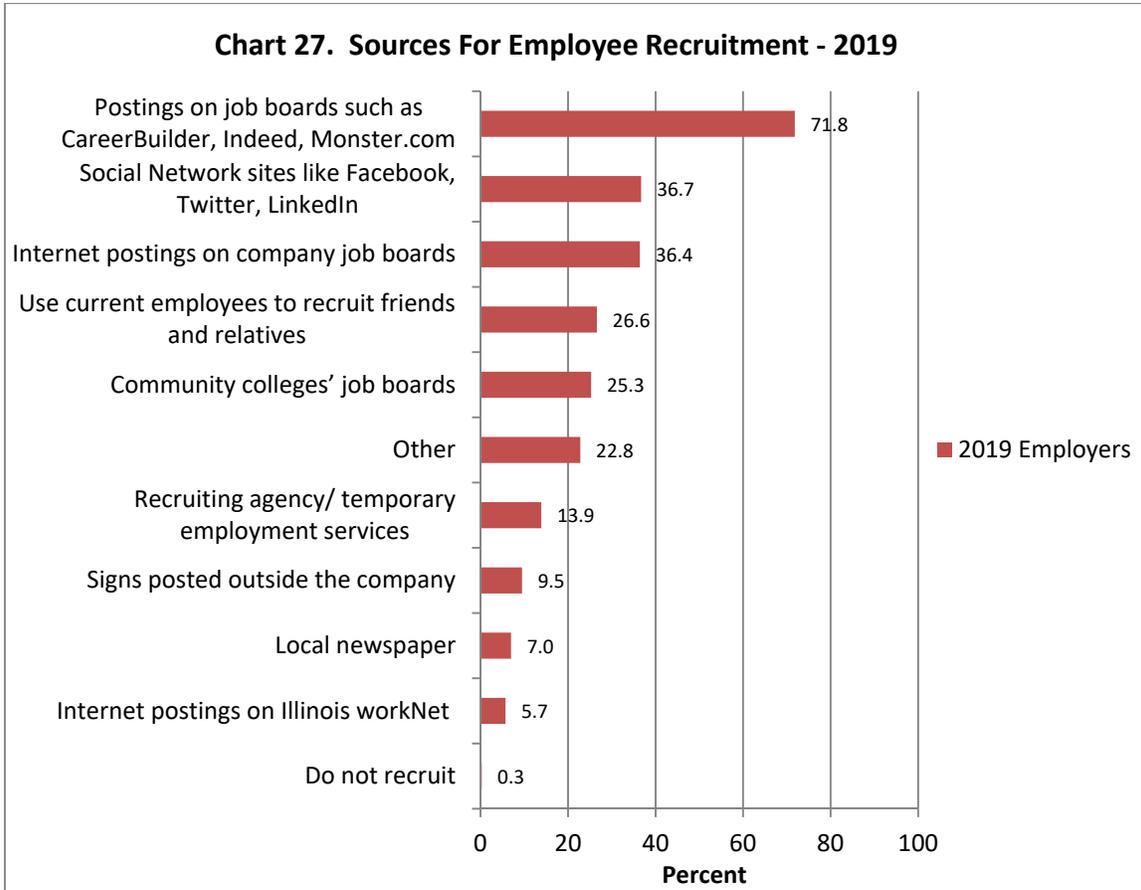
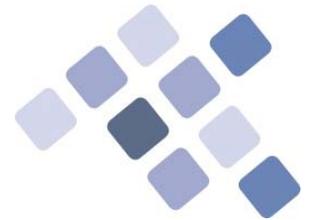
applicants and employees. But unfortunately, more than half of the employers did not fill the job opening or hired a less-qualified job applicant, and slightly more than one-third of the employers sent new hires to training programs and/ or used temporary employment services to solve their employee issues.

Less than 30 percent of the employers utilized paid interns, outsourced work or used a contracted service, worked with community colleges to develop training programs for new hires, paid for employees to participate in apprenticeship programs, lowered requirements for jobs, used workforce system resources like Illinois workNet, and automated functions through new equipment or systems to solve their hiring difficulties. The last resort for all employers was to turn down business due to a shortage of employees, but only two percent have used that as a strategy.

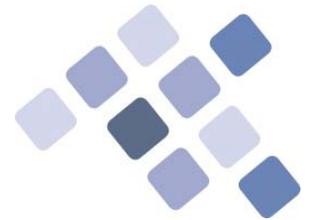
The employers who have not utilized one of the strategies listed in Chart 26 (on previous page) were asked how likely they would be to use those strategies in the future to solve their recruiting and hiring issues. The strategies that more than 40 percent of the employers would be likely or very likely to utilize in the future to solve their hiring issues included: sending new hires to training programs (49 percent), working with community colleges to develop training programs for new hires (48 percent), hiring a less-qualified job applicant (45 percent), paying for employees to participate in apprenticeship programs (43 percent), increasing training (42 percent), and utilizing paid interns (40.5 percent).

Implication: As it continues to be more difficult to hire employees and employers turn to more training opportunities for those they do hire, Harper College has an opportunity to be the major provider of training new hires for the employers in the District.

From where are you most likely to recruit applicants?



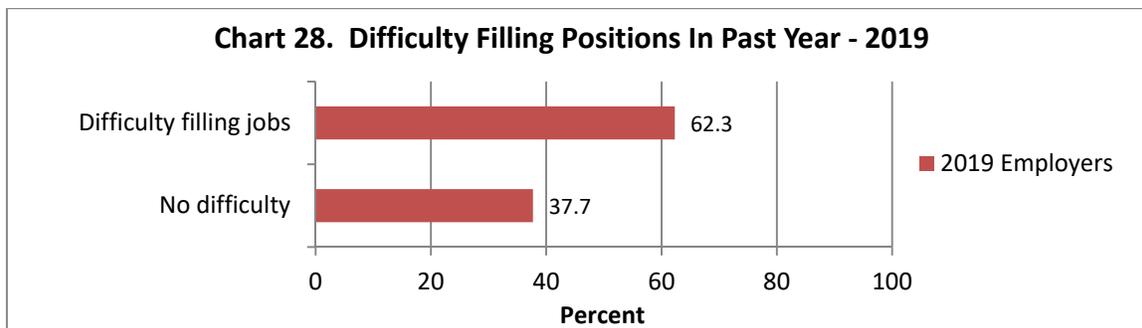
Employers in the 2019 Scan were asked from where they were most likely to recruit applicants, and the results are presented in Chart 27. Seventy-two percent of the employers posted on job boards like CareerBuilder, Indeed, and Monster.com and that was the major source for recruitment for the employers. One-third of the employers also utilized social network sites to recruit employees, as well as internet postings on company job boards. One-fourth of the employers posted on community college job boards and used current employees to recruit friends and relatives. Twenty-three percent of the employers utilized other methods which included a broad range of recruitment activities: churches, career fairs, college fairs, at high schools, associations, radio, unions, and word of mouth. The employers were least likely to have used recruiting agencies, signs posted outside of company, the local newspaper, and internet postings on Illinois workNet.



JOBS NEEDED

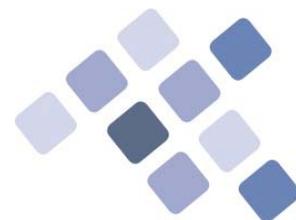
Employers were asked to share in the 2016 and the 2019 Employer Scans the jobs they currently had difficulty filling at their firms or the jobs they have had difficulty filling in the past year. In 2016, the employers were asked about the difficulty in filling jobs in specific job categories such as information technology, management, business or finance, etc. In the 2019 Employer Scan, the employers were not provided job categories but were allowed to provide any jobs they deemed as needed for their firms. Where possible, the 2016 information will be utilized for longitudinal information.

What are the jobs you currently have or have had difficulty filling in the past year? How many are needed now? Is this job needed primarily due to business growth, replacing a retiring worker, or turnover? What is the average hourly rate paid for this position? What is the required education level? What specific degree? What are the key skills or knowledge needed for this job upon hiring, so the employee could start with minimal training? Are there any certifications or industry credentials needed for this job?

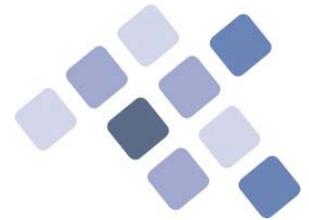


As seen in Chart 28, 62 percent of the employers surveyed reported difficulty in filling positions in the last year, and especially the larger employers. Seventy-three percent of the employers with 100 or more employees reported difficulty filling jobs available in the last year as did 57 percent of the employers with less than 100 employees. The employers listed 294 job titles which were difficult to fill in the last year. The employers were also asked to share the number of positions available for each job title, and the employers reported a need for 1,722 individuals to fill the job positions – 822 vacancies were reported by the employers with less than 100 employees and 900 vacancies were reported by the employers with 100 or more employees. A list of the top 50 job positions employers need to fill with the number of jobs available follows:

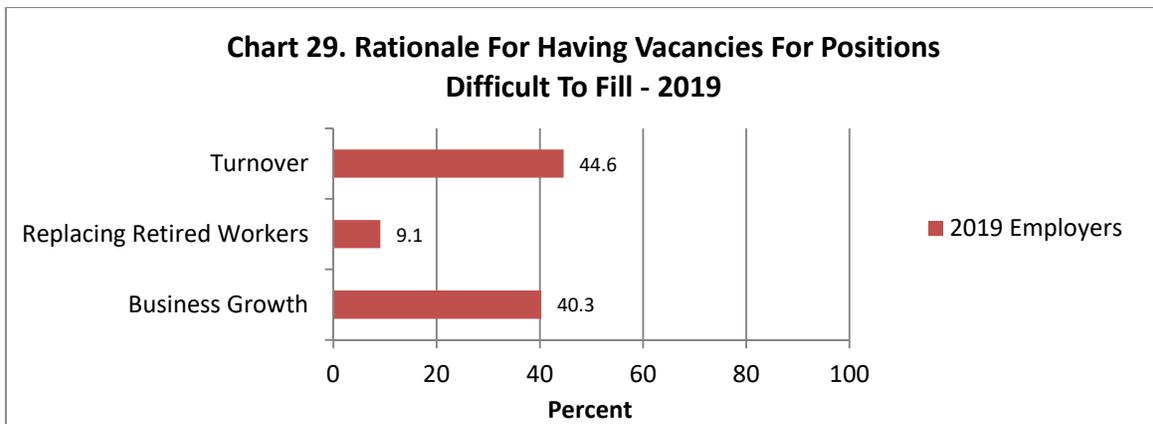
- Nurses (160)
- Lifeguards (105)
- CNA (103)



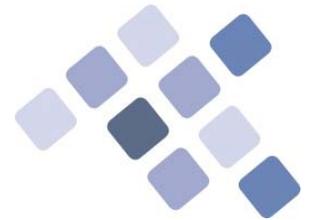
- Environmental services (75)
- Camp counselors (59)
- Direct support professional (50)
- Landscape laborer (40)
- Paraprofessional (40)
- CDL drivers (33)
- Concession stand workers (33)
- Salesperson (25)
- Movers (24)
- Front desk clerk (20)
- Before and after school program (20)
- Nurses – Field (20)
- Head cashiers (20)
- Public health and mosquito control field technician (20)
- Servers (20)
- Grocery bagger (18)
- Counselor Summer Camp (17)
- Banquet facility (15)
- Food server (15)
- Lifeguard/ Swim instructor (15)
- Debt collector (14)
- Housekeeping (14)
- Nurses – LPN (14)
- Deli clerk (13)
- Nurses – RN (13)
- Electrician (12)
- Nurse aides (12)
- Porters (12)
- Packer – Utility clerk (11)
- Caregivers (10)
- Cooks (10)
- Courtesy clerk (10)
- Film crew (10)
- Lifeguard (10)
- Marketing/ Sales (10)
- Net developers (10)



- Package handler (10)
- Packer worker/ Laborer (10)
- Programmers (10)
- Real estate agents (10)
- Web developers (10)
- Wireless cell tower technician (10)
- Line cook (9)
- Cashier (8)
- Customer service representative (8)
- Guest service agent (7)
- Host (7)
- Ice cream scooper (7)
- Line cook (7)
- Machine operator (7)
- Marketing (7)
- Room attendants (7)
- Sales (7)
- Teacher – lead (7)
- Therapist (7)

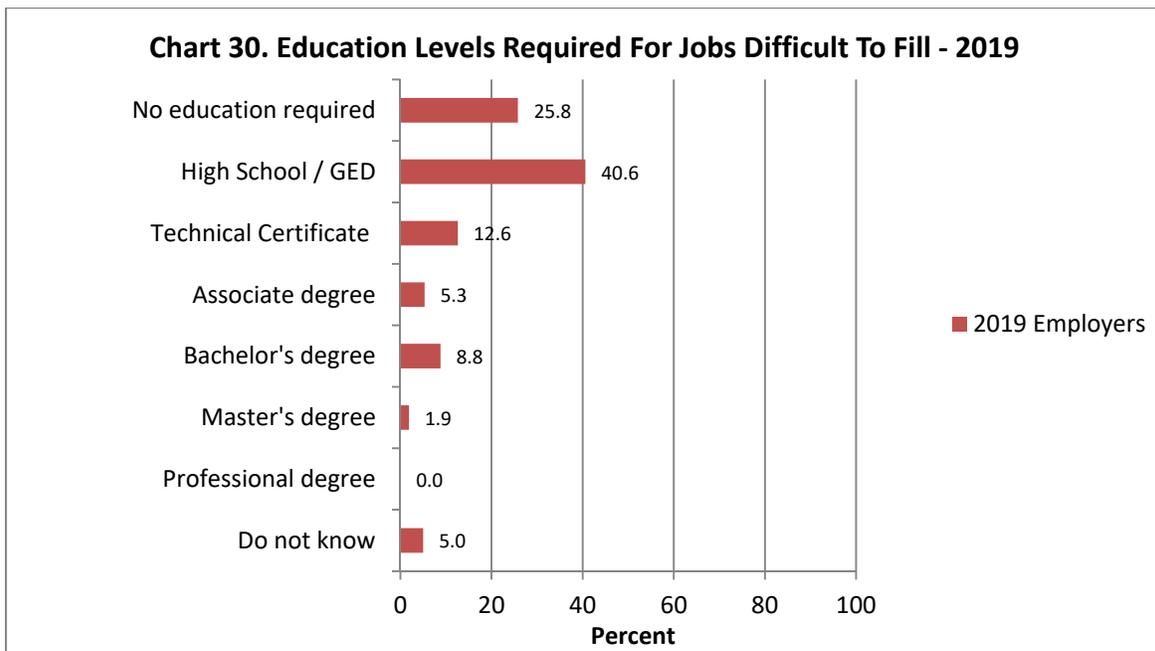


In 2019, the employers who reported difficulty in filling positions were asked why those positions were vacant and the results are shown in Chart 29. For 45 percent of the employers in 2019, turnover was the major reason for having vacant positions – replacing workers who left or were let go. The types of jobs the employers noted were vacant due to turnover was highly concentrated in food service – examples included: nurses – CNA, front desk clerk, servers, cooks, deli clerk,

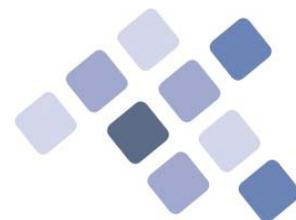


customer service representative, lifeguards, host, line cook, receptionist, bartender, food server, CDL drivers, nurses, and shuttle driver. For 40 percent of the employers, the vacancies were due to business growth or expansion and new personnel were added to the businesses. The types of jobs listed as vacant due to business growth included: Nurses – CNA, front desk clerk, sales – inside representative, accountants, concession workers, customer service representative, estimator, lifeguards, machine operator, nurses, nurses – LPN, nurses – RN, shuttle driver, and welders. Only nine percent of the vacancies were due to retirements or replacing a retired worker and the job vacancies were seen across all jobs listed.

The employers were asked to provide the average hourly wages for the jobs vacant and listed as difficult to fill. The hourly wage ranged from a minimum of \$4.95 per hour to a maximum of \$162.04 per hour with a mean wage of \$19.85. The employers with 100 or more employees had a slightly higher lower average wage per hour at \$17.79 and the average hourly wage for the employers with less than 100 employees was \$21.27.



The employers were also asked for each job they cited as having difficulty in filling the educational levels required for employment and the results are shown in Chart 30. Overall, 41 percent of the employers in 2019 only required a high school diploma or a GED for the vacant positions and 26 percent of the employers did not require any education for the vacant positions – for 67 percent of the positions needed little or no education was needed. For 13 percent of the jobs cited as vacant a technical certificate was required, five percent required an associate degree,



nine percent a Bachelor's degree, and two percent a Master's degree. The degrees cited as required for those jobs which required an educational level higher than a technical certificate included:

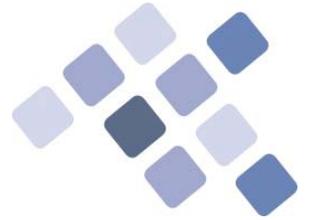
- Primary mentions
 - Nursing, civil engineering, information systems, architecture, business, computer science, LPN/ RN, psychology, social work, business
- Other mentions
 - AAMA, accounting/ finance, agriculture, any degree, biology/ chemistry, CAD/ survey, creative arts, education, electrical engineering, electrical systems, engineering/ structural/ civil, general education, graphic design, hospitality/ business, human resources/ business management with emphasis in human resources, interior design, internal medicine, law enforcement, liberal arts, marketing, nothing specific, occupational therapy, project management, psychology, psychology/ social work, sales/ business/ marketing, science, social services, speech therapy

The employers were also asked for each job cited as needed whether there were any skills needed for the jobs that were vacant and difficult to fill. A summary of the skills cited as needed for the jobs included:

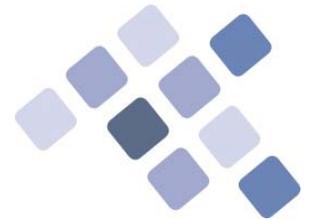
- Customer service skills
- Computer skills/ basic computer/ Excel/ Outlook
- Communication skills
- Attention to detail
- Driver's license
- Experience with ... (job name)
- Math
- Mechanical
- Cash handling
- Accounting
- Bilingual
- Leadership

Finally, the employers were asked for each job cited as needed if there were any certifications or credentials required for the jobs they were having difficulty in filling and the credentials noted included the following:

- Illinois Food Handler/ food handling certificate
- CNA certification



- CDL
- BASSET
- Lifeguard certification
- CPR/ first aid
- Nursing license
- Welding
- HVAC-R
- LPN
- Pharmacy technician
- Real estate license
- ServSafe
- Certified coder



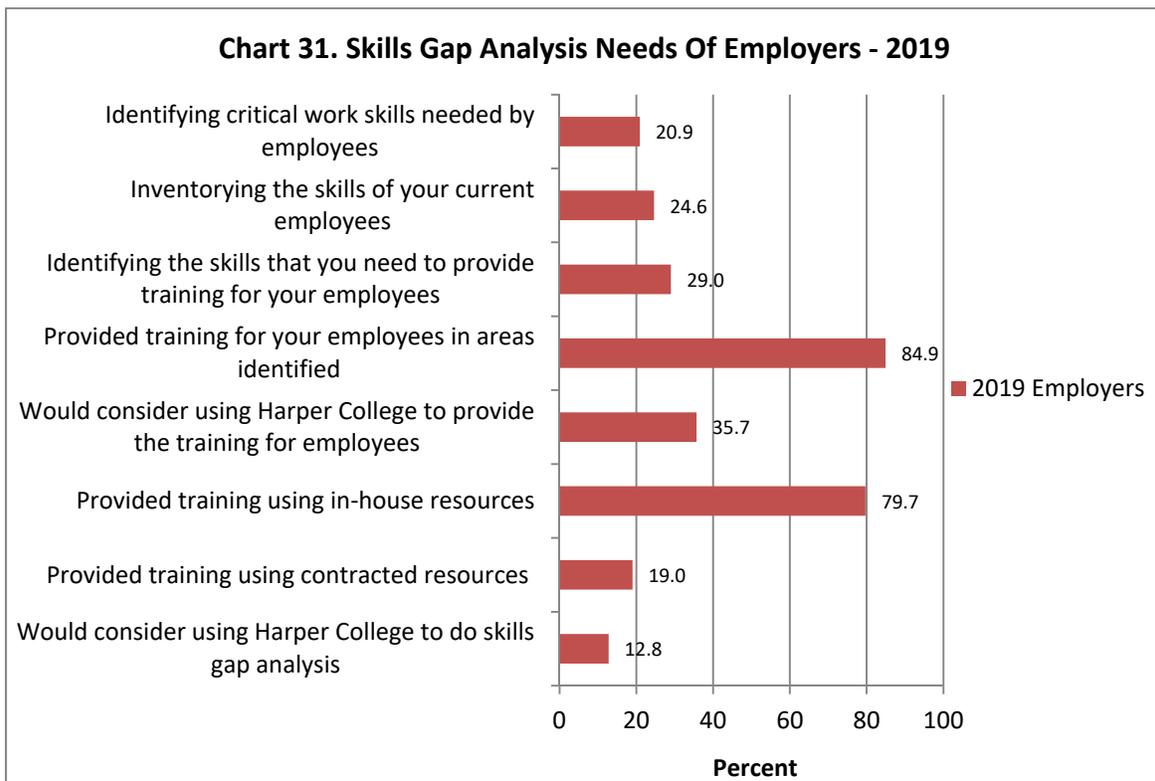
SKILLS GAP

Harper College was interested in 2019 in understanding the needs of the employers in the District for a skills gap analysis – identifying the critical work skills needed by the employees, inventorying the skills of the current employees, and identifying the skills employers need to provide training for current employees.

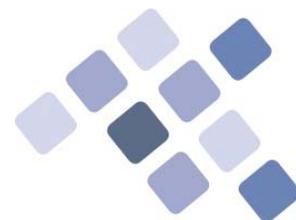
Regarding your current employees, have you ever conducted any of the following components of a skills gap analysis?

What were the primary skills you identified for which you needed to provide training? Have you provided training for your employees in these areas? Would you consider utilizing Harper College to provide the training for your employees? Did you provide the training utilizing in-house resources or contract it out to another firm?

Would you consider utilizing Harper College to conduct a skills gap analysis for your company for a reasonable charge?



The employers in 2019 were asked about their usage of skills gap analysis to identify areas for employee training and their responses are shown in Chart 31. Only 21 percent of the employers

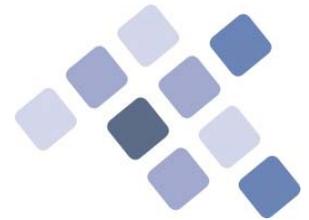


identified critical work skills needed by their employees, 25 percent inventoried the skills of their current employees, and 29 percent identified the skills needed to provide training for their employees. Key skills identified as needed for current employees by the employers included the following, but the majority of the skills listed were very specific to a job:

- Customer Service
- Safety-OSHA 10 And 30
- Communication
- Animal restraint
- AutoCad software
- Drawing blood from animals
- HVAC-R controls training
- Microsoft Office/ Excel
- Computer skills
- Leadership
- Maintenance
- Organizational
- Software training
- Time management
- Accounting systems

Of those employers who identified the skills needed by their current employees, 85 percent provided training to their employees. For the 15 percent of employers who identified skills but have not provided training, 36 percent would consider using Harper College to provide the training. For those employers who would not use Harper College for the training, they noted corporate handles it, is done in-house, Harper does not have the classes needed, and have to meet our custom requirements.

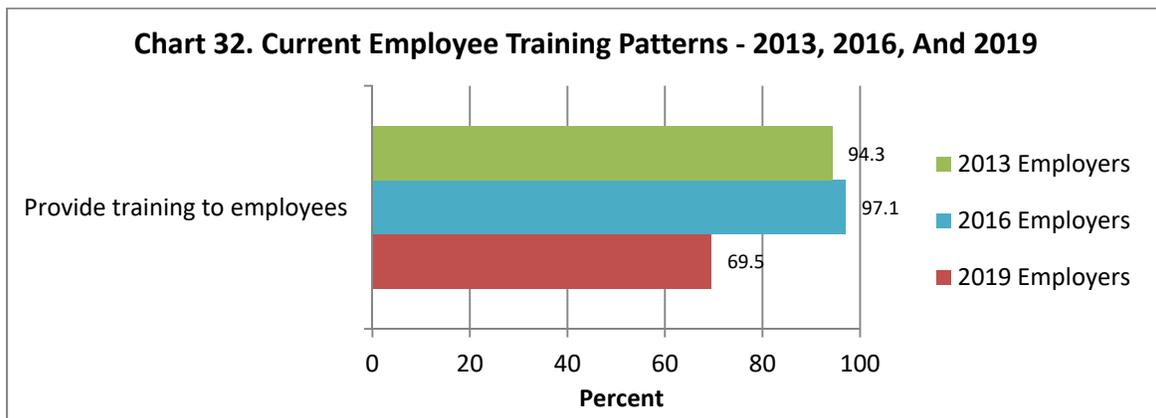
For the 85 percent of employers who identified the skills sets needed by current employees and provided training, 80 percent used in-house resources to provide the training and 19 percent contracted out to a firm. Overall, 13 percent of the employers would consider using Harper College to conduct a skills gap analysis for their companies for a reasonable charge. For the 87 percent of the employers who would not utilize Harper College for a skills gap analysis, the majority noted no need, not necessary, the cost, do in-house, and corporate handles.



EMPLOYER TRAINING

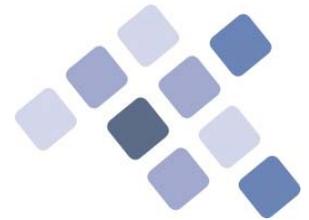
For Harper College to provide training opportunities to the employers in the District, the College has to understand the training needs of the employers in the area as well as their preferences for delivery of that training.

*Did you provide any training programs for your employees last year to improve current skills?
How many individuals do you typically train ... in one year ... in one training?
What were the major training programs offered?*



As seen in Chart 32, 94 percent of the employers in 2013 provided training to their employees as did 97 percent of employers in 2016, but only 70 percent of the employers provided training to their employees in 2019. On average in 2019, the employers typically trained an average of 209 employees per year (ranging from two employees to 15,000 employees) and the average number of individuals trained in one training was 14 (ranging from one to 100 employees). The major areas of training provided to employees in the last year included:

- Safety
- Communications
- Compliance
- Computers/ Excel/ software
- CPR/ first aid
- Customer service
- Forklift safety
- Harassment
- Hazmat
- HIPPA

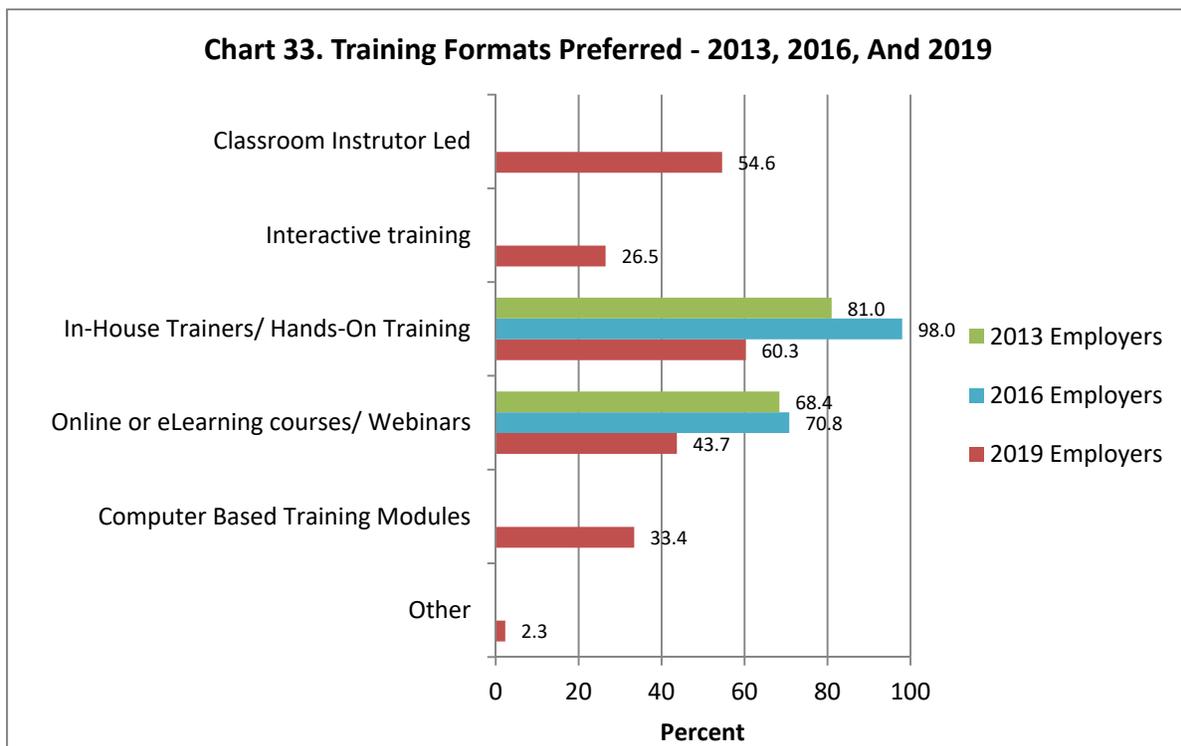


- Leadership
- OSHA 10/ 30
- Policies and procedures
- Product knowledge
- Sales
- Supervisory training

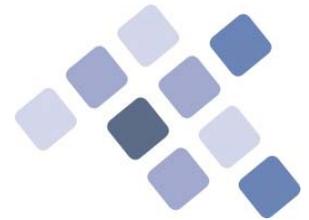
TRAINING DELIVERY PREFERENCES

To assist Harper College in developing training programs for employers, the College needs to understand how the employers want the training delivered.

When conducting a training program to improve skills for employees, what are the preferred delivery methods?

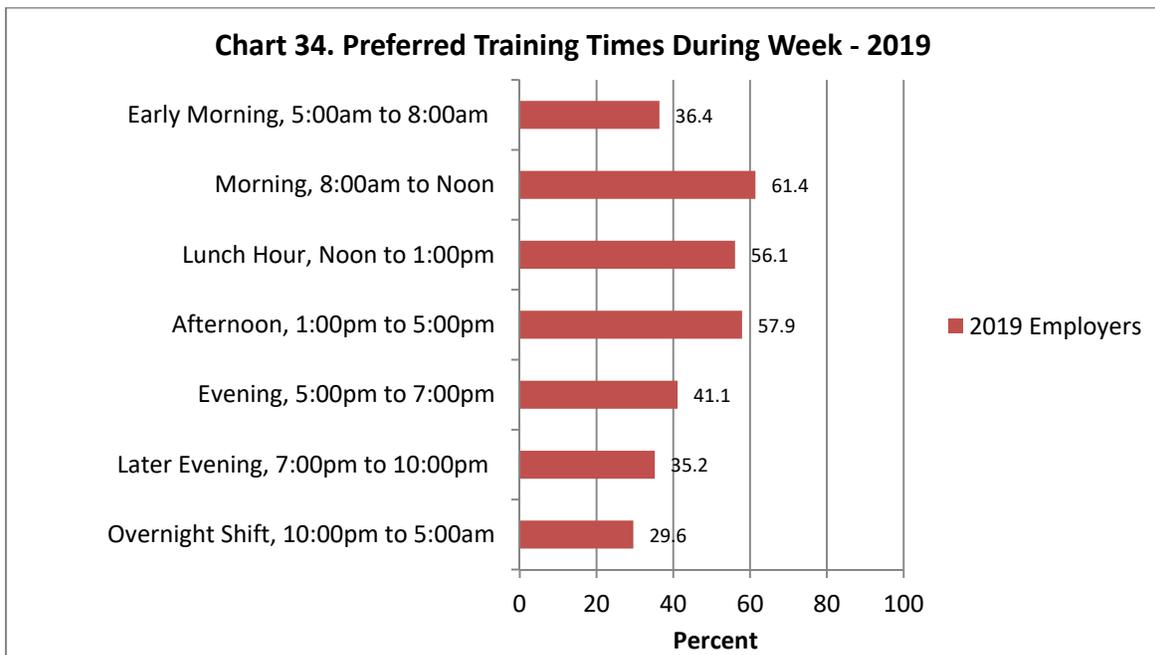


As seen in Chart 33, from 2013 to 2019 there have been some shifts in the way employers in the District have provided training to their employees. In 2013 and 2016, more of the employers were providing in-house training/ hands-on training to employees, 81 percent in 2013 compared to 98

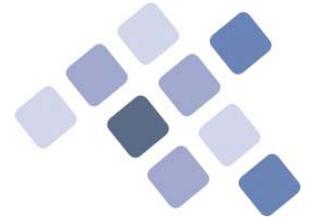


percent in 2016, but that dropped to 60 percent in 2019. The use of online or eLearning courses/webinars also declined over the last three years – 68 percent of the employers used online training in 2013 as did 71 percent in 2016 but that declined to 44 percent in 2019. Three new training delivery methods were added to the 2019 Employer Scan and were favored by the employers. Fifty-five percent of the employers in 2019 preferred to use classroom instructor led training, 33 percent preferred computer-based training modules, and 26 percent preferred interactive training methods. The two percent of the employers in 2019 who noted other delivery methods included one-on-one, outsourced, and seminars.

If you were providing a training for employees, when would be the best times for them to attend?



In 2019, employers were asked to indicate the times during the day and the days of the week that were their preferred delivery times for employee training and the results are presented in Chart 34. Between 8:00am and 5:00pm is still the dominant time preferred for training employees – 61 percent preferred to train employees in the morning from 8:00am to Noon, 56 percent preferred the lunch hour from Noon to 1:00pm, and 58 percent prefer to train employees in the afternoon from 1:00pm to 5:00pm. But 41 percent of the employers also reported a preference for evening training from 5:00pm to 7:00pm, 36 percent preferred training early morning from 5:00am to 8:00am, 35 percent preferred late evening from 7:00pm to 10:00pm, and 30 percent noted a need for training overnight from 10:00pm to 5:00am.



The preferred days for training by the training hours preferred included:

- Early Morning, 5:00am to 8:00am
 - Days preferred included no specific day (90 percent)
- Morning, 8:00am to Noon
 - Days preferred included no specific day (75 percent) and Wednesday (21 percent)
- Lunch Hour, Noon to 1:00pm
 - Days preferred included no specific day (79 percent)
- Afternoon, 1:00pm to 5:00pm
 - Days preferred included no specific day (75 percent) and Wednesday (20 percent)
- Evening, 5:00pm to 7:00pm
 - Days preferred included no specific day (88 percent)
- Later Evening, 7:00pm to 10:00pm
 - Days preferred included no specific day (93 percent)
- Overnight Shift, 10:00pm to 5:00am
 - Days preferred included no specific day (98 percent)

*What is the preferred length of time for a training program to improve skills for employees?
Is there a specific time of year that it works best to provide training to employees?*

The employers in 2019 were asked what their preferred length was for a training which could be done in a day as well as the number of weeks preferred for longer training periods. Overall, the top answer for the number of hours preferred for during a day training was one hour (54 percent), followed by two hours (24 percent), and four hours (eight percent). The number of weeks preferred for long trainings varied greatly among those who responded: 39 percent responded two weeks, 26 percent one week, and 13 percent noted eight weeks.

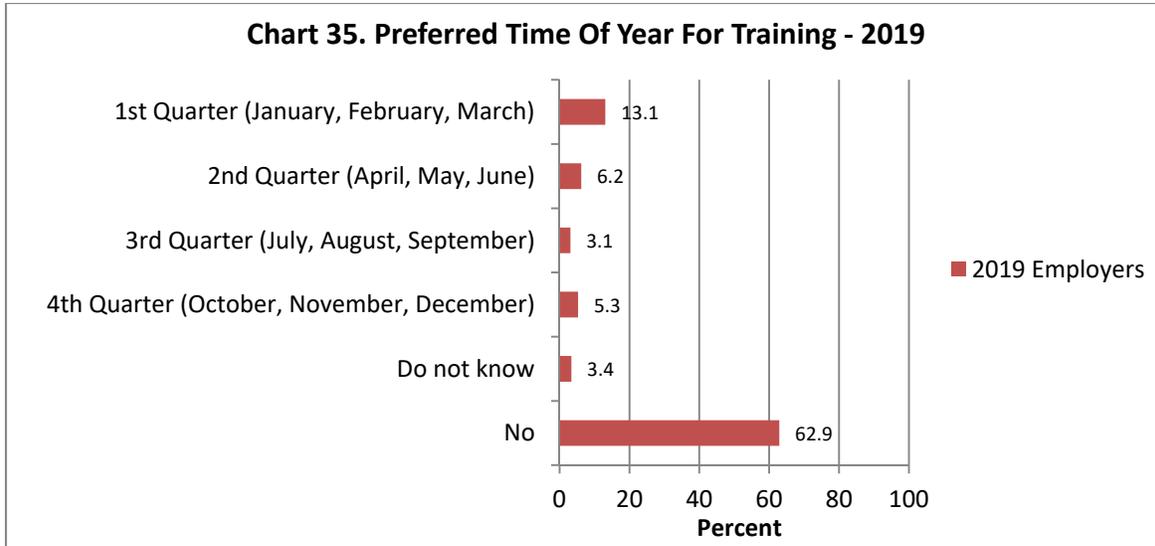
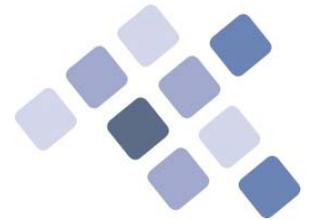
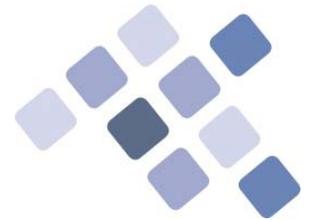


Chart 35 presents the preferred time of the year for training for employees and the majority (two-thirds) reported they did not have a preference for time of the year. For those employees in 2019 who expressed a preference, 13 percent preferred first quarter, six percent second quarter, three percent third quarter, and five percent fourth quarter.



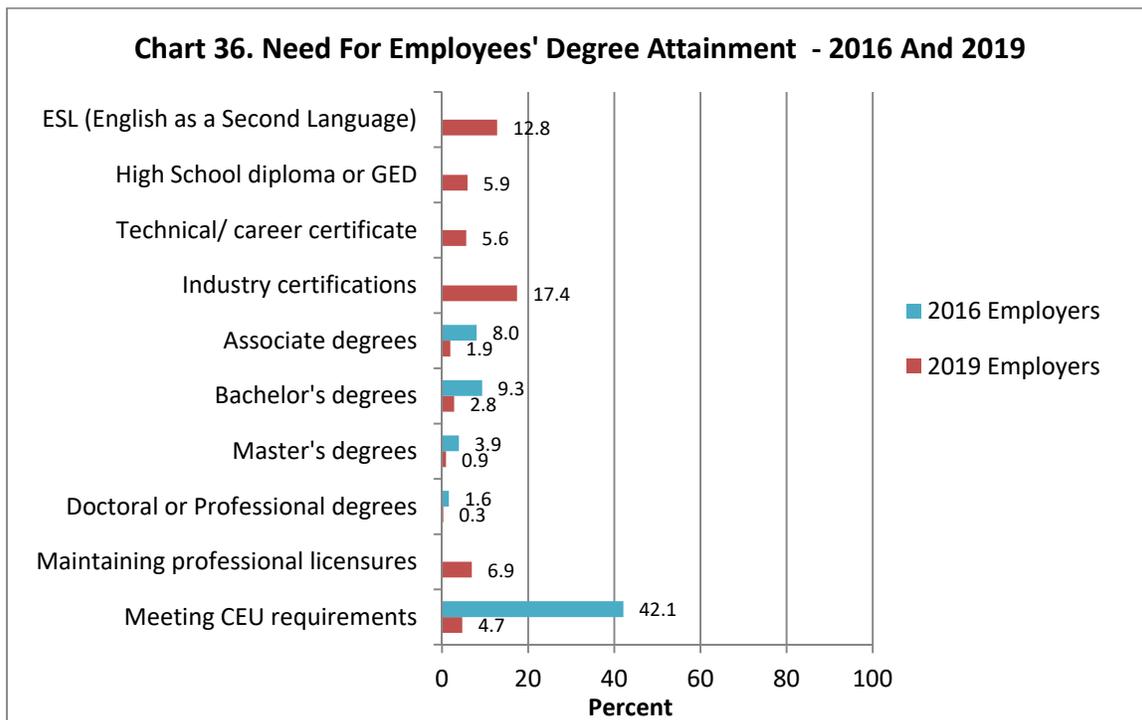
EMPLOYEE DEVELOPMENT

Employees are not likely to continue their educational advancement unless their employers support their progress toward degrees. It is important for Harper College to understand the level of employer support for their employees' educational attainment, and to also understand the employers' needs for increased educational attainment for those employees.

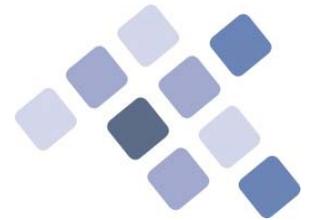
DEGREES NEEDED BY EMPLOYEES

Employers support degree attainment of their employees in many ways. Employers in the 2016 and 2019 Employer Scans were asked whether any of their current employees needed to seek degrees, and if so, what degrees were needed.

Examining your current employees and their educational backgrounds, is there a need for any of your employees to further their education and work on any of the following?



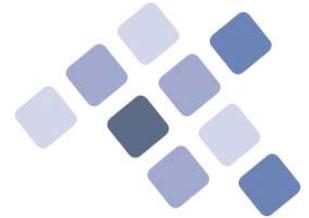
Employers in the 2016 and 2019 Employer Scans were asked if there was a need for any of their employees to further their education and work on attaining college degrees, and if so, what degrees and certifications (new in 2019). The results are presented in Chart 36. Overall in 2016, the majority of the employers (42 percent) noted that their employees had to meet CEU



(Continuing Education Unit) requirements, but in 2019, only five percent of the employers noted any CEU requirements for current employees. Less than 10 percent of the employers in 2016 and 2019 noted a need for their employees to seek any degrees – high school diploma or GED, technical/ career certificate, associate, Bachelor’s, Master’s, or higher. But 17 percent in 2019 did note a need for industry certifications and 13 percent noted a need for ESL (English as a Second Language) for employees.

The specific degrees and certifications mentioned as needed for current employees by area are presented in the following:

- Technical/ Career Certificate
 - Baking/ floral design/ pharmacy technician, certified veterinary technician, CNA, CNC/ electrical, early childhood development, electrical/ HVAC, HP certificate/ notebook/ server/ storage, HVAC/ carpentry/ electrical/ plumbing/ cabinet installation, HVAC/ CPO, information technology, machining/ drafting, management, manufacturing equipment maintenance, medical assisting, nursing CEU's, pharmacy technician, refrigeration
- Industry Certifications
 - Animal anesthesia/ animal dentistry, CAI/ program for managers, CDL, cellular tower climbing and rescue, certified turf specialist, CIMA/ CFP, CNA, CPR, CRP/ GMS, documentation of contract quality, food handler, food safety, food sanitation, food sanitation/ BASSET, food sanitation/ cake decorating/ baking/ floral design, food sanitation/ handling, forklift, fundraising, hospitality programs, HR/ safety, HVAC-R, HVAC/ electrical, IICRC, Illinois food handler/ BASSET, industrial safety/ first aid, interior design, journey electrical, life and health, lifeguard/ AED, NMLS license, OSHA 10 and 30, pharmacy tech, plumbing, QSTI-qualified source test individual and observer, quality control/ forklift, real estate certifications, real estate license/ ABS/ GRI, roofing installation, sanitation, ServSafe, SQF-safe quality food, teacher qualifications, veterinary medicine, water conditioning, water technician, water-fire-mold remediation
- Associate Degree
 - Business, business finance/ admin, business/ construction management, business/ hospitality, insurance license, nothing specific
- Bachelor’s Degree
 - Accounting, business, computer science, construction management, CPAs, education, LPN/ RN
- Master’s Degree
 - Architecture, business management, marketing/ finance

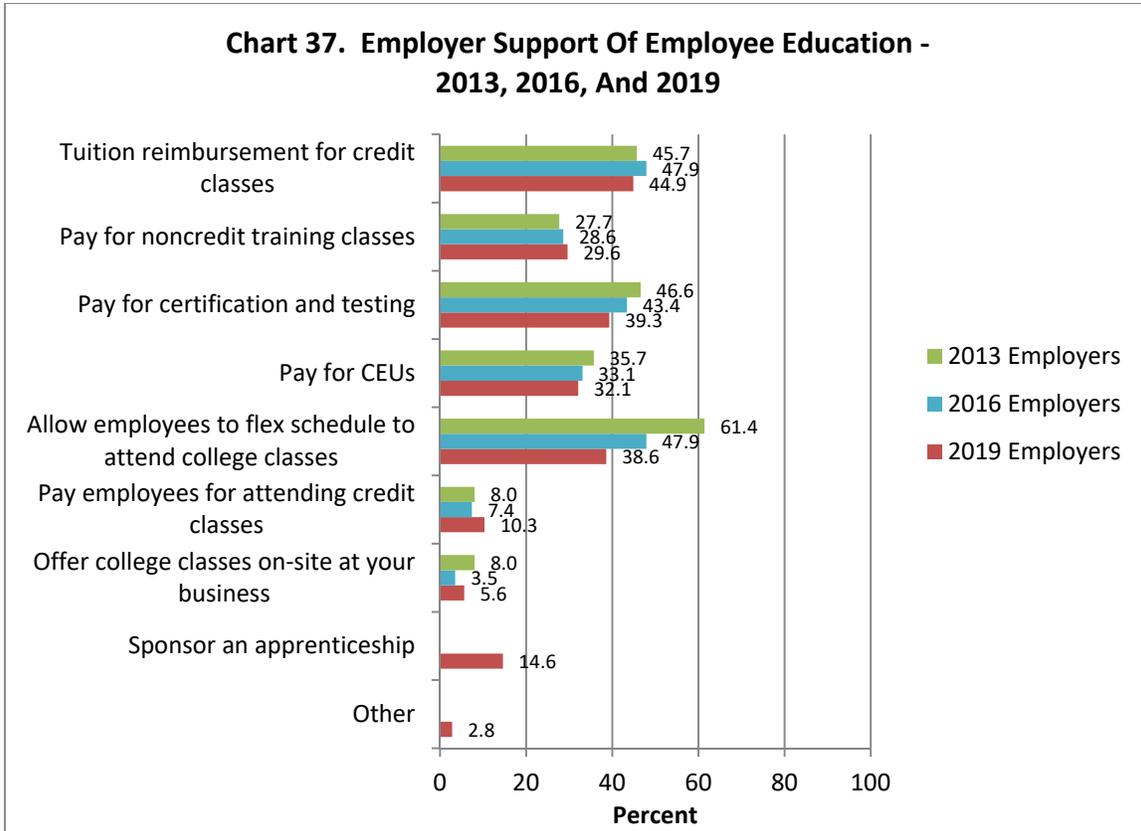
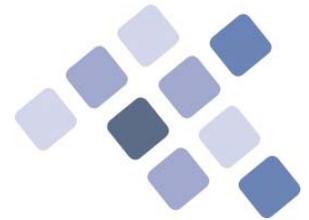


- Doctoral Or Professional Degrees
 - Architecture
- Maintaining Professional Licensures
 - Agriculture-pesticide license, CDL, CDL-C/ CDL-B, CPA, crane operator/ cement mason, finance, food safety/ food sanitation, forklift, freight broker, human resources, Illinois food handler, kitchen design, pharmacy tech, plumbing, polysomnography, professional engineer, safety/ engineering/ human resources, sales/ travel agent, water treatment/ water conditioning, welding
- CEU Requirements
 - Civil engineering, disaster restoration, food sanitation/ pharmacy technician/ management/ liquor training-BASSET, human resources, interior design, OSHA 30/ confined spaces, pharmacy tech, plumbing, polysomnography, safety/ engineering/ human resources, veterinary medicine/ veterinary technician certification, veterinary technician/ veterinary nurse

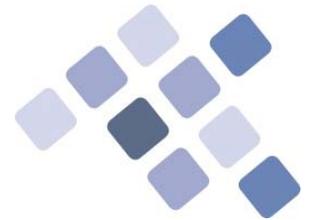
EMPLOYER SUPPORT OF EDUCATION

In the 2013, 2016, and 2019 Employer Scans, employers were asked in what ways they currently support educational attainment of their employees.

Do you offer any of the following incentives to employees to pursue education and training?



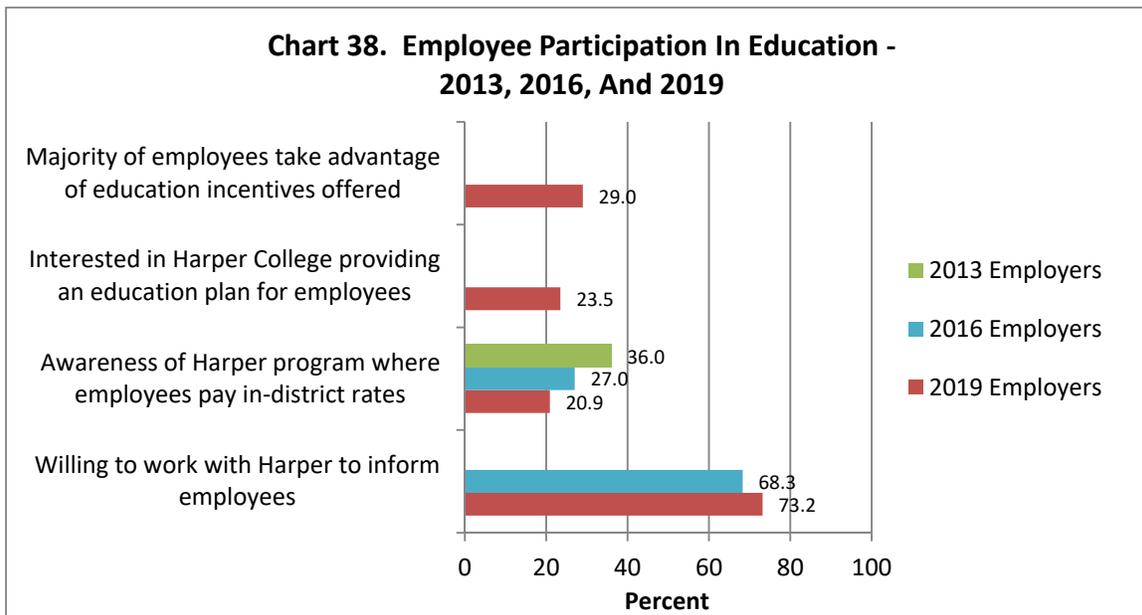
As seen in Chart 37, employer support of employees’ education had not drastically changed since 2013. Slightly less than half of the employers reported they offered tuition reimbursement to employees each year of the Scans, and 45 percent noted they offered it in 2019. Employers were slightly more likely to pay for noncredit training classes in 2019 (30 percent) than in previous years (28 percent in 2013 and 29 percent in 2016). In 2019, employers were slightly less likely to pay for certification and testing (39 percent in 2019 compared to 47 percent in 2013) and were much less likely to allow employees to flex their schedule to attend college classes (down from 61 percent in 2013 to 39 percent in 2019). Approximately one-third of the employers over the last three survey administrations paid for CEUs for their employees. Slightly more employers in 2019 were paying for employees to attend credit classes (10 percent in 2019 compared to eight percent in 2013). Less than 10 percent of employers, regardless of the year of scan administration, offered college classes on-site at their businesses. And new in 2019, 15 percent of the employers reported they would support apprenticeships for employees. Three percent of the employers in 2019 mentioned other incentives and those included paid internships and scholarships.



Do a majority of your employees take advantage of the education incentives you provide? Which of the following are the major barriers you see to employees taking advantage of the education incentives offered?

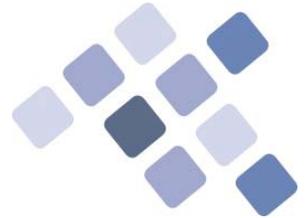
How do you communicate the benefits and education opportunities available to your employees? Would you be interested in Harper College working with you to provide an education plan for your employees interested in advancing their education?

Are your employees aware Harper College has a program where they can pay Harper College’s in-district tuition even if they live outside of the District? Would you be willing to work with Harper College to inform your employees about the program?



Employers were asked if a majority of their employees take advantage of the education incentives offered by the employers and their answers are shown in Chart 38. Overall in 2019, only 29 percent of the employers reported a majority of their employees were taking advantage of the educational incentives offered. The employers were then asked what barriers they saw stopping their employees from participating in education and 20 percent noted work schedules, 22 percent family obligations, 19 percent time away from work, three percent cost, three percent awareness of programs offered, and half noted other barriers – no need, no interest, no incentives offered, and older employees.

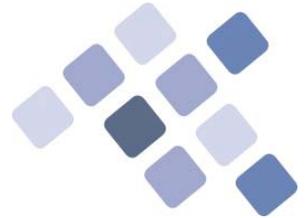
The employers in the 2019 Employer Scan were also asked how they communicated the educational incentives offered to employees and the responses were as varied as the companies –



email, meetings, handbooks, bulletin boards, orientation, policy review, posting on online boards, and many others. The employers were also asked if they were interested in Harper College providing an education plan for their employees and only 24 percent reported they would be interested. For the employers with no interest in an education plan for their employees, they noted there was no need, it was not necessary, did in-house, was too small, and was too busy.

Finally employers were asked about their knowledge of Harper College program that offers in-district tuition to any employee of an employer in Harper College's District, even if they do not live in the District. The College was interested in understanding how well the program was known and understood – the Business Edvantage program. As seen in Chart 38 (see previous page), the awareness of the program continued to decline from 2013. In 2013, 36 percent of the employers were aware of the program but by 2016, only 27 percent of employers noted they were aware of the program and 21 percent were aware of the program in 2019. However, in 2016 another question was asked of the employers: "Would they work with Harper College to inform employees about the program?" and the majority (68 percent) would and 73 percent of employers agreed in 2019.

Implication: Harper College needs to work with employers to inform them and their employees about the Business Edvantage program at the College.



KNOWLEDGE OF PROGRAMMING

It is important for Harper College to understand how well the employers in the District know the programming offered by the College. If the employers are not familiar with the programming, then it is imperative for the College to work with them to provide information. Employers cannot use programs of which they have no knowledge.

Please tell me how familiar you are with the following program and services offered by Harper College, using the scale of 5=Very familiar to 1=Not at all familiar.

And then tell me if you would like additional information or contact from Harper College about any of these programs or services.

In 2016, employers were read a list of programs and services offered by Harper College and were asked to rate each program on a familiarity scale of 1 to 5, where “1 = Not At All Familiar” to “5 = Very Familiar.” The results of the employers’ knowledge of Harper College’s programming are presented in Chart 39 (on the next page). In 2019, additional items were added to the list to determine how familiar the employers were with the newer services offered by the College.

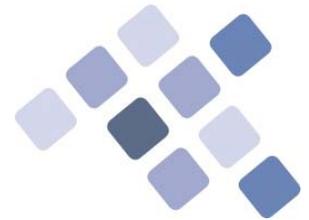
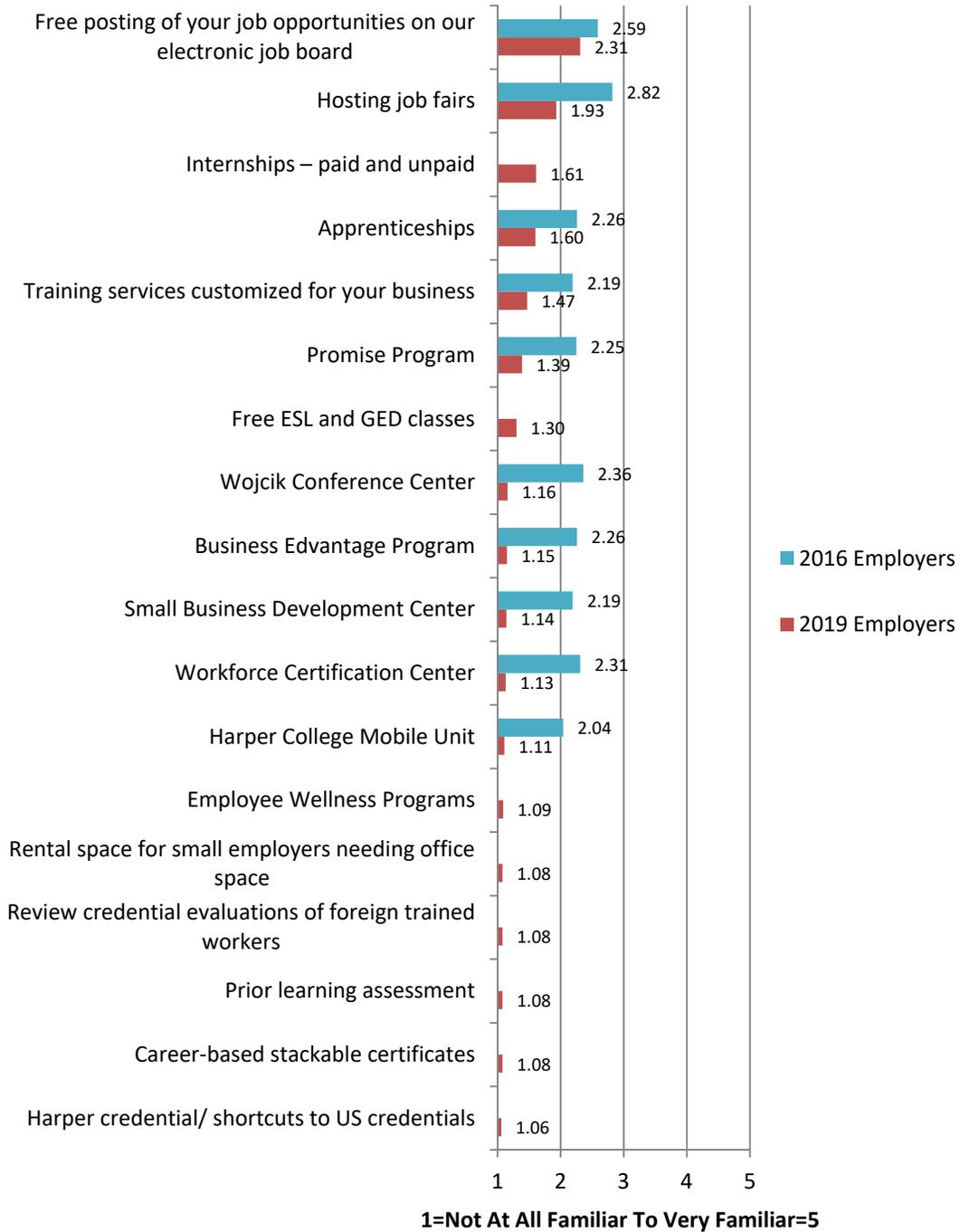
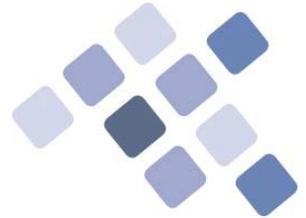


Chart 39. Knowledge Of Harper College's Offerings - 2016 And 2019





Examining the results of the employers' familiarity with the programs and services offered at Harper College, there has been a slight decline in familiarity between 2016 and 2019 on comparable items as seen in Chart 39 (on previous page). While the overall familiarity ratings were lower in 2019, the pattern of familiarity is still the same between 2016 and 2019. In both years, the employers were most familiar with the free posting of job opportunities on the College's electronic job board and Harper College's hosting of job fairs. Overall there is low familiarity of the programs and services that Harper College offers to employers, but it should also be noted that the sample of employers for the Scan in 2019 was comprised of smaller employers who have less chance of interaction with the College than the slightly larger employers in the 2016 Employer Scan.

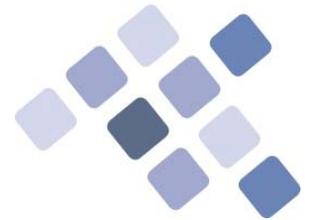
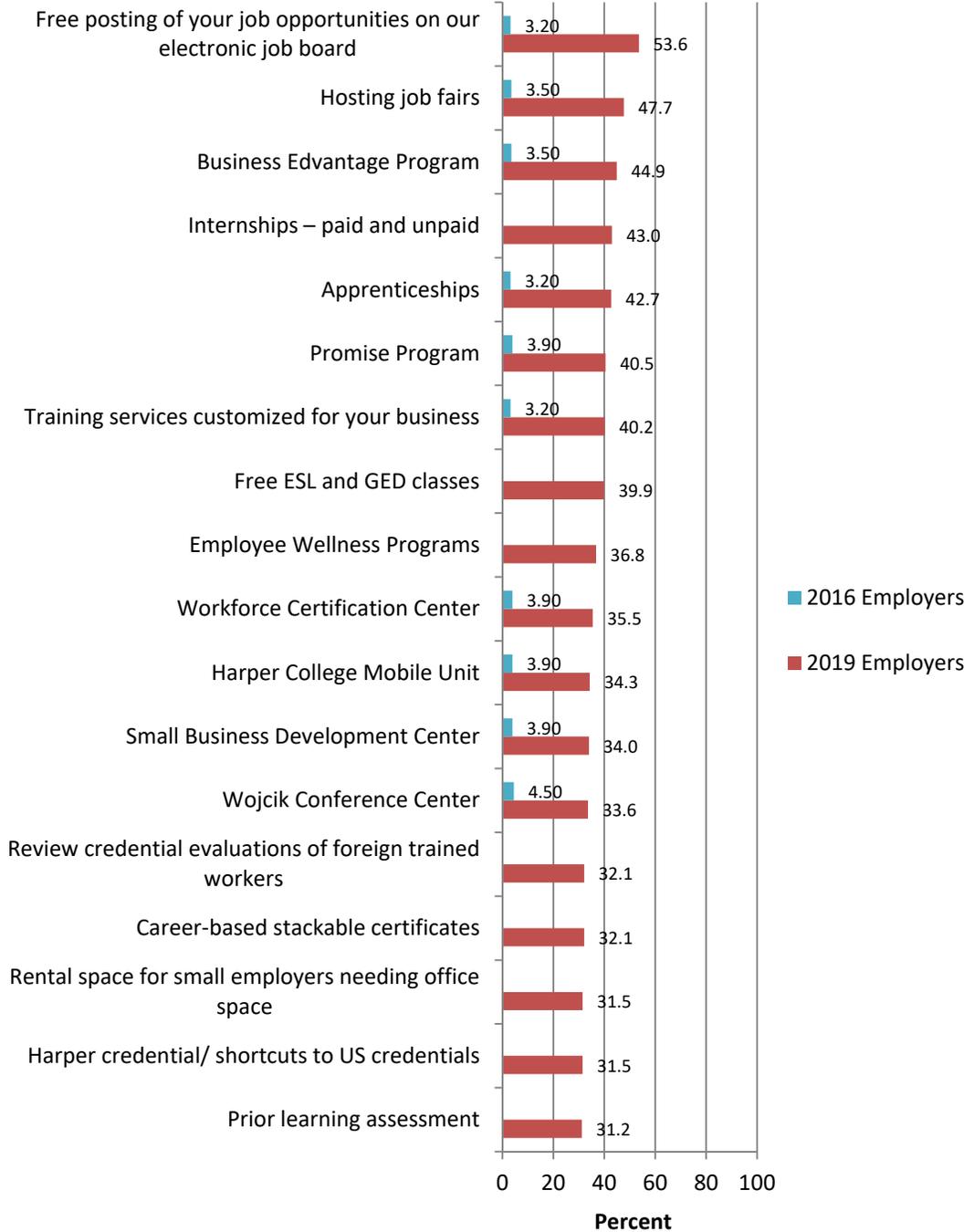
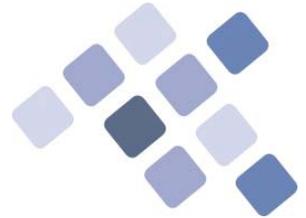


Chart 40. Information Requested About Harper College's Offerings - 2016 And 2019



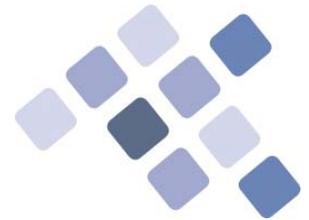


As seen in Chart 40 (on previous page), more employers in 2019 noted they would like information about the programs and services Harper College has to offer than those in 2016. This may be a reflection of the lower initial familiarity in 2019 and more interest by the employers in getting more information about what is available to them. One-third to slightly more than half would like additional information about the programs and services available at the College, specifically information about free posting on the job board, job fairs, and Business Edvantage.

Which location(s) of Harper College would be more convenient for your employees to attend?

The employers were read a list of locations of Harper College in the 2019 Employer Scan and asked to indicate which location would be most convenient for their employees to attend for any needs. The locations noted as most accessible by the employers for the employees included:

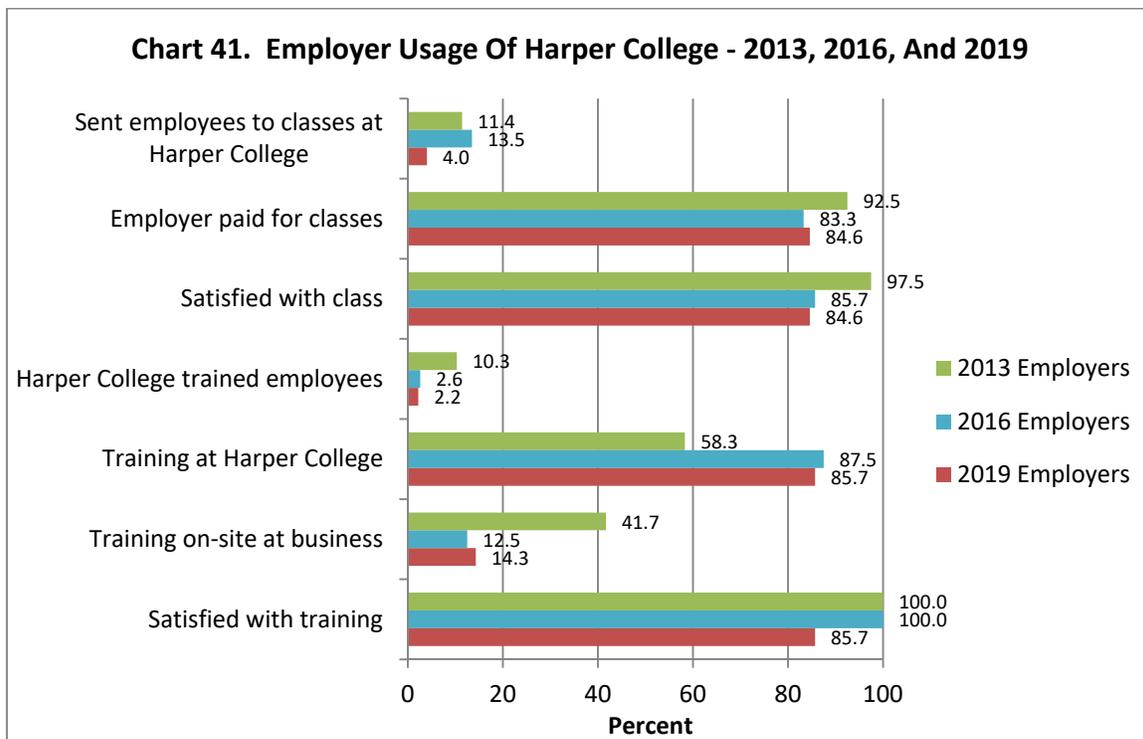
- 54 percent reported the campus in Palatine was the most convenient for their employees
- 35 percent reported the Harper Professional Center would be the most convenient
- 14 percent reported the Learning and Career Center would be the most convenient
- Nine percent reported the Education and Work Center would be the most convenient
- Three percent noted none of the locations were convenient



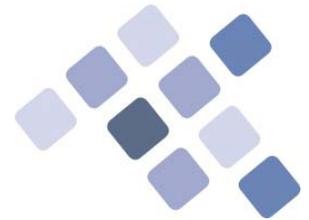
USAGE OF HARPER COLLEGE

At a community college, a major way to keep the academic programming fresh and current is to utilize the workforce development or training arm of the college as an R&D department. But to do that employers have to think about using Harper College – for employee training, for degrees and certificates for their employees, or as a source of employees. If the employers are not using Harper College, then the College is missing opportunities to keep its programming fresh and current. So, are the employers in the District using Harper College as a resource for employer training and employee education?

*Have you ever sent employees to classes at Harper College? Did you pay for the classes?
Have you ever had training provided to your employees by Harper College?*



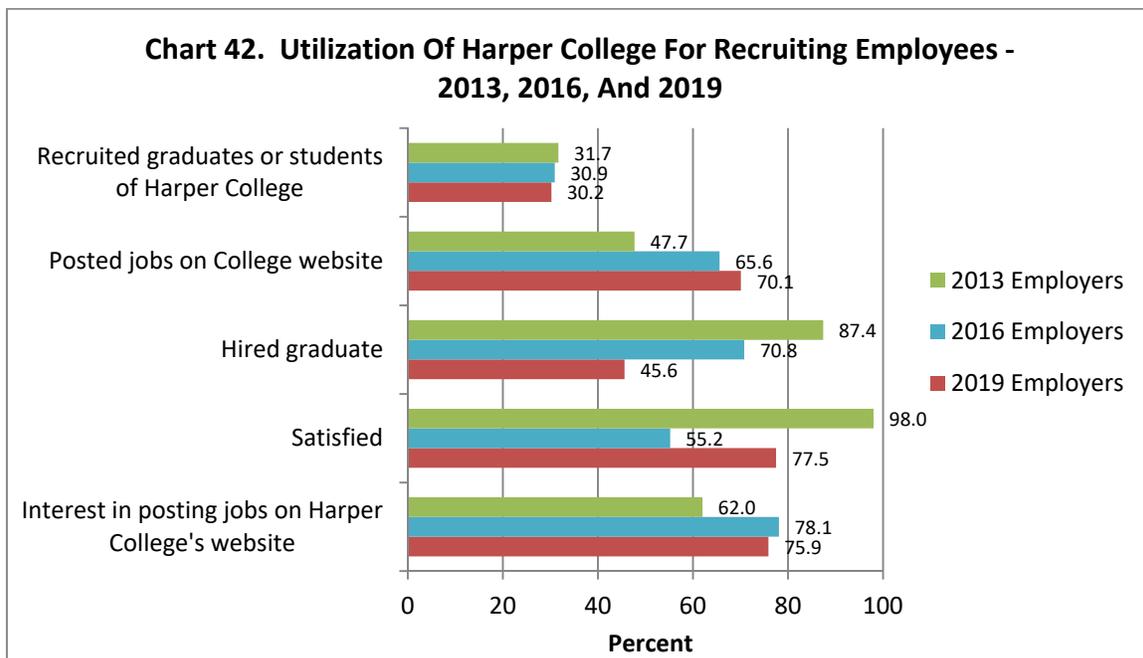
As seen in Chart 41, there was a slight decrease in the percentage of employers sending employees to classes from 2013 and 2016 to 2019 – 14 percent of employers in 2016 sent employees to classes at Harper College as did 11 percent in 2013, compared to only four percent in 2019. It is clear the employers in the 2019 Employer Scan had less interaction with Harper College. But overall, regardless of the year of the Scan, 83 percent or more of the employers paid for the



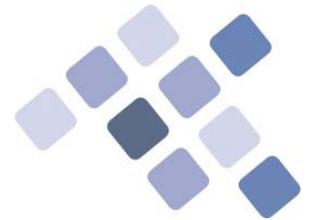
training they sent employees to and were satisfied with the class. The employers who did not send employees to classes in 2019 noted there was no need, not necessary, had no information about it, did not know about it, employees did not know about it, and did in-house.

Even fewer employers reported that Harper College had provided training to their employees in 2016 and 2019; less than three percent of the employers utilized Harper College for employee training in 2016 and 2019 compared to 10 percent in 2013. The 2019 employers who have not used Harper College to train their employees gave the same reasons for not using the College as those employers in 2016 – they noted it was not needed, no need, not necessary, corporate decides, and do their own training. The training offered by the College that the employers did take advantage of included electrician, HVAC, and tape class.

*Have you ever recruited graduates or students from Harper College for employment at your firm?
Did you post the job on Harper College's website? Did you hire the graduate or student?
How satisfied were you with that individual as an employee?*

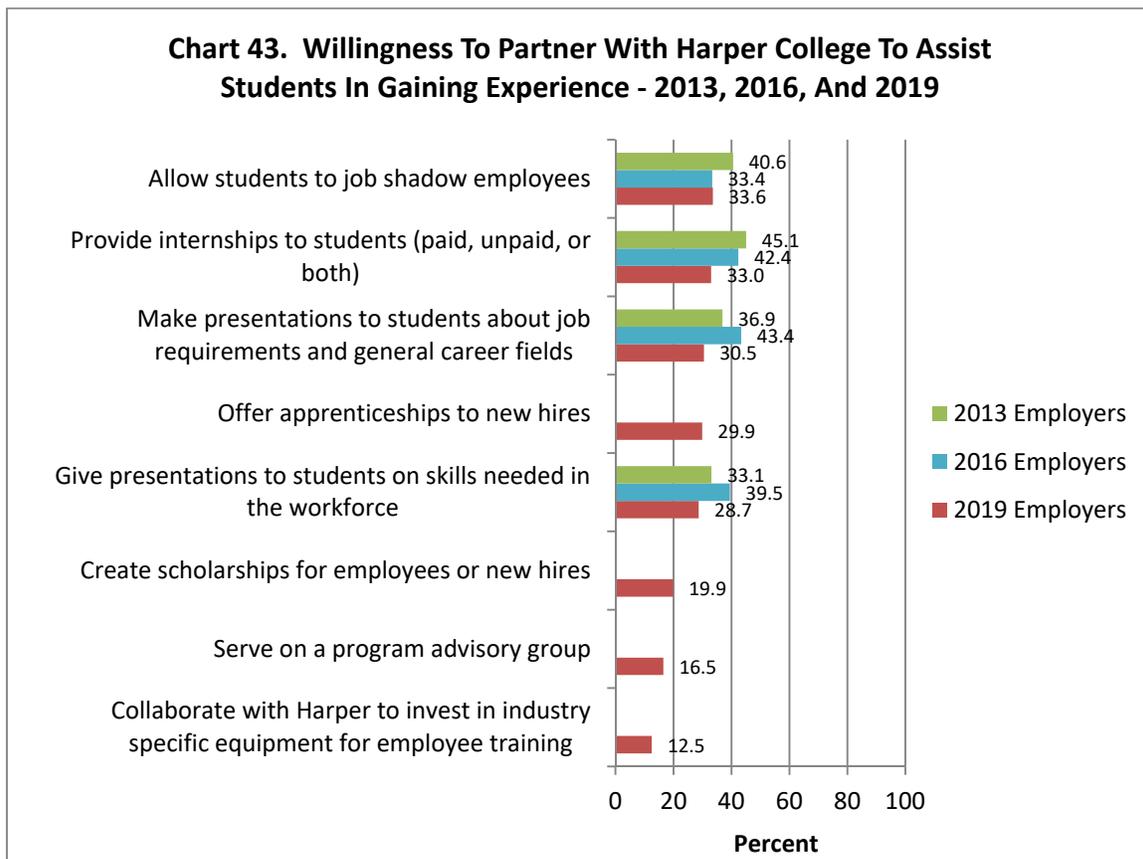


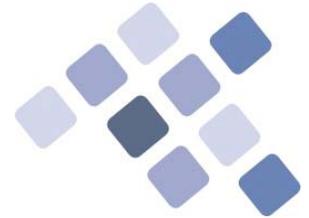
As seen in Chart 42, there was little change from 2013 and 2016 to 2019 with respect to employers recruiting students or graduates from Harper College into positions in their companies. In 2016, 31 percent of the employers had recruited Harper graduates or students for positions in their companies as had 32 percent in 2013, and 30 percent in 2019. In 2019, the employers were



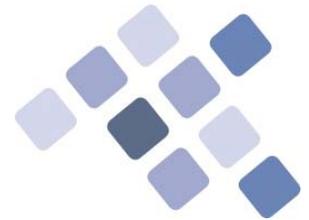
more likely to have posted jobs on the College’s website, especially given the difficulties they were having in recruiting and hiring – 70 percent posted compared to 48 percent in 2013 and 66 percent in 2016. The percentage of the employers who posted and then hired a graduate dropped from 2013 (87 percent) to 2016 (71 percent) to 2019 (46 percent). Employers noted in 2019 their rationale for not hiring a student or graduate included no one responded to the ad or applied (64 percent), did not get strong responses, and responses were not a good fit. The majority of the employers who hired a graduate or student were satisfied – satisfaction was back up to 78 percent in 2019 with only six percent dissatisfied because they did not show up and were not qualified for work. Even though the employers did not get enough applicants in 2019, they still planned to post on the College’s job board (76 percent) in the future.

At what level would you be willing to partner with Harper College to assist students in gaining real work experience?





Employers were asked how willing they would be to partner with Harper College to assist students in gaining real work experience and as seen in Chart 43 (on previous page), employers were slightly more likely to work with the College in 2016 than in 2013 and 2019. Overall, fewer employers were willing to provide internships (paid or unpaid) in 2019 (33 percent) than they were in 2016 (42 percent) and in 2013 (45 percent). Slightly more than 30 percent of the employers in 2013 and 2019 noted they would make presentations to students compared to 40 percent or more of the employers in 2016. Thirty-four percent of the employers in 2019 were willing to allow job shadowing as were the employers in 2016 (33 percent) but not at 2013 levels (41 percent). Four new items were added in 2019 to test the employers' willingness to participate with the College – 30 percent noted they would be willing to offer apprenticeships to new hires, 16 percent would serve on advisory boards, 20 percent would be willing to create scholarships for new hires, and 12 percent would be willing to invest in industry-specific equipment used for employee training.



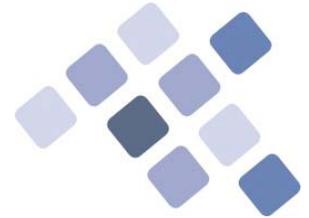
DEMOGRAPHIC CHARACTERISTICS

The demographic characteristics of the employers participating in the Employer Scans in 2013, 2016, and 2019 are presented below.

Table 5. Summary Of Business Characteristics, 2013, 2016, And 2019 (Percent)

	2013 Employers	2016 Employers	2019 Employers
Business Type			
Nonprofit	4.3	7.4	5.6
Government	9.7	10.3	7.5
Sole Proprietorship	7.7	6.4	2.8
Partnership	3.4	2.3	3.7
Corporation	74.9	73.3	70.1
Private	56.8	64.9	74.2
Public	21.4	30.3	21.3
Do Not Know	21.8	4.8	4.4
SIC Code			
01-14 Agriculture, Forestry, And Mining	1.7	1.6	1.9
15-17 Contractors And Construction	8.0	8.0	5.3
20-39 Manufacturing	7.1	13.2	4.7
40-49 Transportation, Communication, And Utilities	5.4	6.1	4.0
50-51 Wholesale Trade	6.9	7.1	4.4
52-59 Retail Trade	18.0	24.4	10.3
60-67 Finance, Insurance, And Real Estate	9.7	5.1	9.7
70-89 Services	38.9	30.9	46.1
91-99 Public Administration, Non-Classifiable	4.3	3.5	4.1
Current And Future Employment			
Current Number of Employees	62,614	50,006	49,074
Percent Forecasting Increase In Employees	38.9	47.9	35.8
Number Of Employees (Increasing)	2,329	2,746	2,977
Percent Forecasting Decrease In Employees	3.1	1.6	0.0
Number Of Employees (Decreasing)	100	128	0

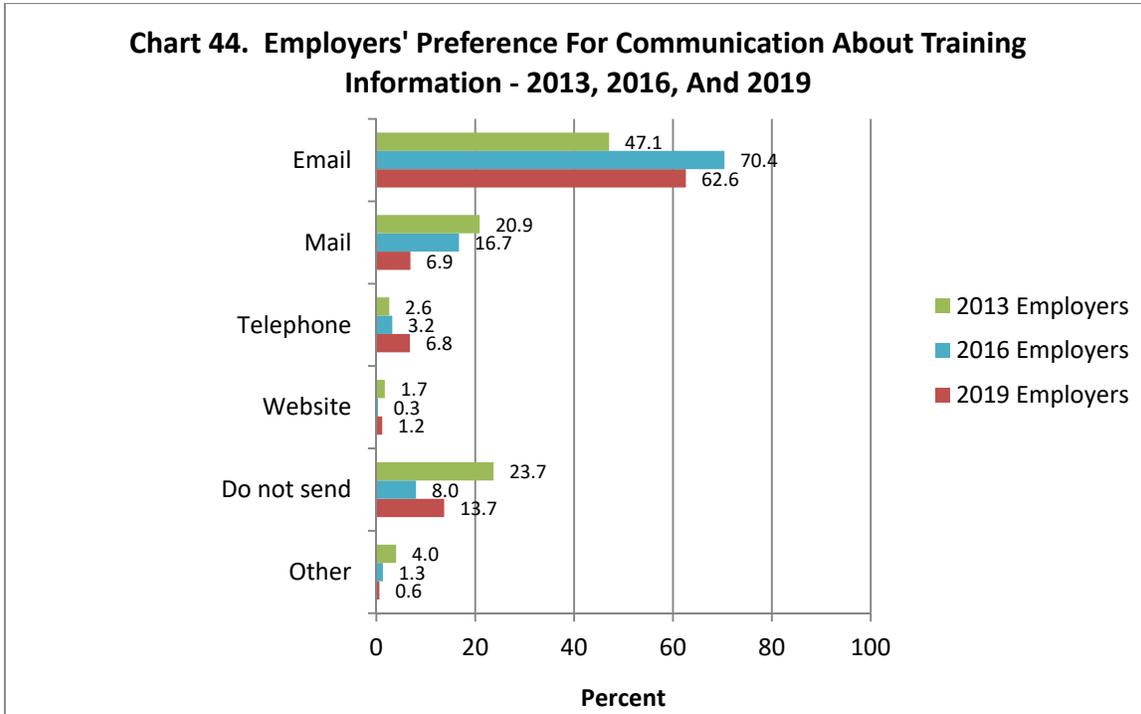
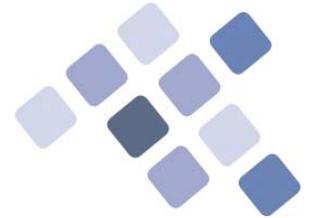
As seen in Table 5, the majority of the employers were legally organized as corporations (75 percent in 2013, 73 percent in 2016, and 70 percent in 2019). But the type of corporation shifted – in 2013, 57 percent were private, 21 percent public, and 22 percent did not know their status. In



2016, 65 percent were private corporations, 30 percent were public, and five percent did not know. By 2019, 74 percent were private, 21 percent public, and four percent did not know. And in 2019, the number of sole proprietorships had declined.

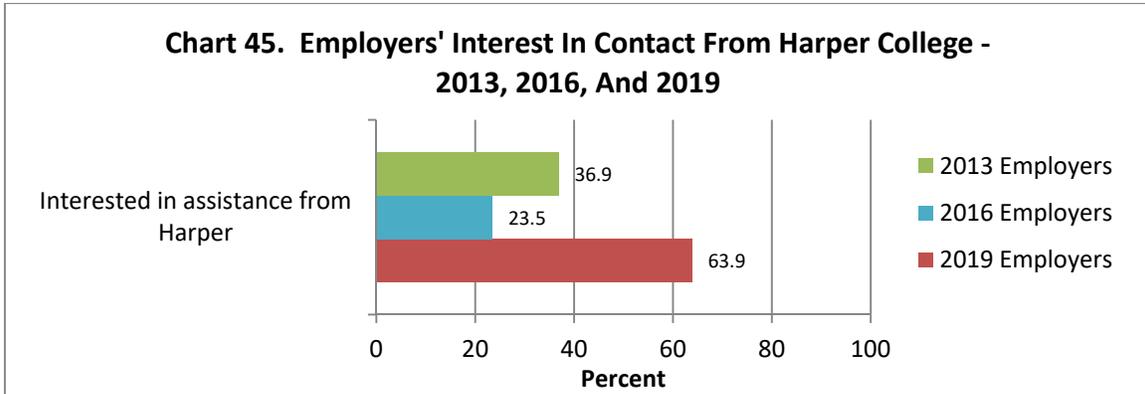
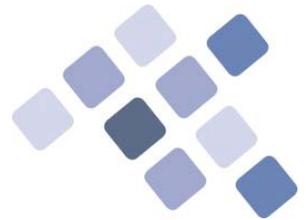
Given the change in the sample frame from 2013 (where a stratified sample of all employers with five or more employees were contacted) to 2016 (where only employers with 25 or more employees were contacted in specific industries) to 2019 where employers with 10 or more employees were contacted, there was also a shift in the type of business interviewed. In the 2013 Scan, 39 percent of the employers were in the service industry; 18 percent in retail trade; 10 percent in finance, insurance, and real estate; eight percent in construction; seven percent in manufacturing; seven percent in wholesale trade; five percent in transportation, communication, and utilities; four percent in public administration; and two percent in agriculture. In 2016, 31 percent of the businesses were services; 24 percent retail trade; 13 percent manufacturing; eight percent construction; seven percent wholesale trade; six percent transportation, communication, and utilities; five percent finance, insurance, and real estate; four percent public administration; and two percent agriculture. In the 2019, 46 percent of the employers were in services (which included healthcare), 10 percent were in retail trade, 10 percent were in finance, insurance, and real estate, five percent were in construction and contractors, and five percent or less were in the remaining SIC codes.

In 2013, the employers surveyed represented 62,614 current employees, and 39 percent forecasted an increase in employees (2,329 new positions). In 2016, the employers surveyed represented 50,006 current employees and almost half of the employers (48 percent) forecasted an increase in employees, for a total of 2,746 new positions. In 2019, the employers surveyed represented 49,074 employees and 36 percent forecasted an increase in employment of 2,977 individuals. Only three percent of employers forecasted a decline in employment in 2013 (100 positions), only two percent forecasted a decline in 2016 (128 positions), and none forecasted a decrease in employment in 2019.



As seen in Chart 44, more of the employers in 2016 and 2019 preferred to be contacted via email (63 percent) than in 2013 (47 percent). Only 21 percent of the employers in 2013 preferred the College contact them about training programs and information using direct mail, 17 percent of the employers still preferred that method in 2016, but only seven percent preferred it in 2019. Less than seven percent of the employers wanted someone calling them (regardless of year except it slightly increased in 2019), and less than two percent said they would go to the College’s website. The major change in communication preferences from 2013 to 2019 was the “do not send” response. In 2013, 24 percent of the employers did not want the College to send them anything and declined to only eight percent in 2016 but increased back to 14 percent in 2019. For the one percent or less in 2016 and 2019 percent who noted they preferred other communication, in 2019 those methods included contact corporate office.

An additional question was added in 2019 which asked the employers if they were interested in using Harper College for any of their workforce needs how they would go about contacting the College. Half of the employers noted that they would call the College for information and one-fourth would email the College.



Finally, the employers were asked if they were interested in contact and assistance from Harper College and the results are presented in Chart 45. In 2016, only 24 percent of the employers were interested in contact from Harper College and 37 percent wanted assistance in 2013, but 64 percent of the 2019 employers noted they wanted assistance from the College.