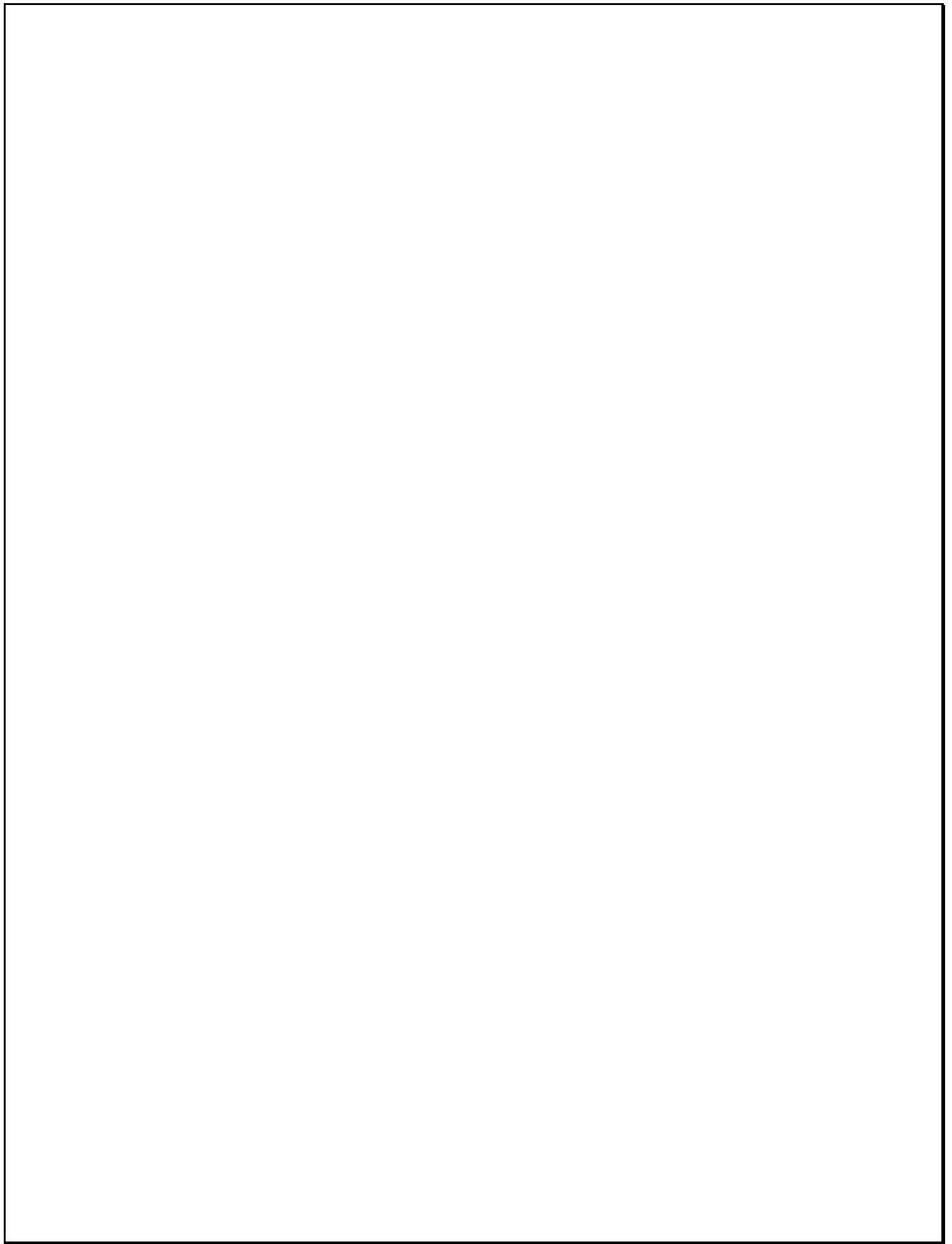


**Tutoring Center
Summary of Enrollment Search Results**

Fall 2006

*Prepared by the Office of Research
Teaming to Serve Research Needs of the College
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Introduction

As part of its ongoing improvement efforts, the Tutoring Center at Harper College was interested in investigating the transfer and graduation rates of its students.

The Tutoring Center provided a list of 1,949 students that had been tutored during the fall and spring of FY01. The report is organized into an Introduction, a Results and Discussion Section that compares transfer and graduation rates between tutored students and students who had not used the Tutoring Center, and a Summary section that highlights key findings.

Results and Discussion

Information on the students' educational institutions and degrees was obtained from the National Student Clearinghouse. The National Student Clearinghouse is a non-profit organization that maintains an electronic registry of post-secondary student degree and enrollment records. Harper's membership in the National Student Clearinghouse allows us to submit a list of students to identify those who had transferred to another school, their dates of enrollment, and their degrees earned. To perform the search, the Clearinghouse needs the students' names, their birthdates, and a search date (typically, the students' last semester at Harper is used as the search date).

The Regent system was used to create a list of all students who had attended credit classes at Harper during the fall or spring of FY01. This list contained 20,779 students; 1,949 of these students had received tutoring services from the Tutoring Center.

The list of students' names was submitted to the National Student Clearinghouse in order to identify those students who had transferred to another school. Of the 20,779 students included in the initial query, 7,183 (34.6%) had transferred to an institution other than Harper College.

Prior research¹ shows that transfer rates can vary from 11.5% to 45.5% depending on how the population is defined (i.e., based on number of credits, student intent, type of school the students transfer into, etc.). It is important to note that Harper has not yet determined an institutional transfer rate. Table 1, below, compares transfer rates for students who had used the Tutoring Center in FY01 with students who had not used the Center.

¹ Boughan, K. (Spring, 2001). Closing the transfer rate gap: Using National Student Clearinghouse data in community college outcomes research. *Journal of Applied Research in the Community College*, 8(2), 107-116.

Table 1: Transfer Rate

Students transferring to a new institution	Tutored in FY01		Not Tutored in FY01	
	N	% ^a	N	%
Yes (have transferred)	1,037	56.1%	6,146	32.5%
No (have not transferred)	811	43.9%	12,785	67.5%

^a Transfer rates were significantly different based on whether students had used the Tutoring Center or not ($\chi^2=416.32$, df=1, p<.01).

As shown in Table 1, transfer rates for FY01 students were significantly higher for those students who had used the Tutoring Center. The students who used Tutoring Center services in FY01 were more likely to transfer than the general student body ($\chi^2=416.32$, df=1, p<.01). It is important to realize, however, that the population of FY01 students includes many students who did not intend to transfer to a different school. As reported in Harper's A1 file for FY01, 79.7% of the student body as a whole indicated that they were not planning to transfer.

Table 2: Graduation Rate

Students completing a degree or certificate	Tutored in FY01		Not Tutored in FY01	
	N	% ^a	N	%
Yes (have completed a degree or certificate at Harper or elsewhere)	548	29.7%	2,390	12.6%
No	1,300	70.3%	16,541	87.4%

^a Graduation rates were significantly different based on whether students had used the Tutoring Center or not ($\chi^2=402.16$, df=1, p<.01).

As shown in Table 2, graduation rates for FY01 students were significantly higher for students who had used the Tutoring Center ($\chi^2=402.16$, df=1, p<.01). Similar to the point noted above, the general population of FY01 students includes many students (67.9%) whose educational goal did not include obtaining a degree.

According to Harper's A1 file submitted to ICCB for FY01, 79.7% of students indicated on their admissions application that they were not planning to transfer and 67.9% indicated that they were not seeking a degree. Students who visited the Tutoring Center in FY01 were more likely to indicate that they were planning to transfer (29.4% vs. 17.8%, $\chi^2=157.52$, df=2, p<.01) and more likely to be seeking a degree (46.9% vs. 26.1%, $\chi^2=369.43$, df=3, p<.01) than students who had not visited the Tutoring Center.

Table 3: Tutored Students' Transfer Destinations (N=1,037)

Institution Name	Number of Students	%
<i>Four-Year Institutions</i>		
UNIVERSITY OF ILLINOIS AT CHICAGO	138	13.3%
ROOSEVELT UNIVERSITY	110	10.6%
NORTHERN ILLINOIS UNIVERSITY	102	9.8%
DEPAUL UNIVERSITY	79	7.6%
NORTHEASTERN ILLINOIS UNIVERSITY	60	5.8%

Table 3: Continued

Institution Name	Number of Students	%
<i>Four-Year Institutions</i>		
ILLINOIS STATE UNIVERSITY	48	4.6%
DEVRY UNIVERSITY - DUPAGE	42	4.1%
UNIVERSITY OF ILLINOIS @ URBANA	38	3.7%
COLUMBIA COLLEGE	19	1.8%
LOYOLA UNIVERSITY CHICAGO	15	1.4%
<i>Two-Year Institutions</i>		
COLLEGE OF DUPAGE	33	3.2%
ELGIN COMMUNITY COLLEGE	20	1.9%
OAKTON COMMUNITY COLLEGE	19	1.8%
COLLEGE OF LAKE COUNTY	16	1.5%
MCHENRY COUNTY COLLEGE	11	1.1%
TRITON COLLEGE	7	0.7%
CITY OF CHICAGO - HAROLD WASHINGTON COLLEGE	4	0.4%
CITY OF CHICAGO - WRIGHT COLLEGE	4	0.4%
PARKLAND COLLEGE	4	0.4%
ITT TECHNICAL INSTITUTE	3	0.3%

Table 3 shows that the University of Illinois at Chicago was the most common transfer destination among students who were tutored during FY01 (138 of 1,037 students, or 13.3%, transferred to UIC). Roosevelt University and Northern Illinois University were also common choices among four-year schools. College of DuPage, Elgin Community College, and Oakton Community College were the most common transfer destinations among two-year schools. Among students who were tutored during FY01, four-year schools were the more common transfer destinations: 82.7% transferred to four-year schools, while 17.3% transferred to two-year schools.

The National Student Clearinghouse lists majors for those students who have completed a degree or certificate (note: some institutions do not report majors to the Clearinghouse). Table 4 shows the ten most common majors for students who had received tutoring services in FY01 and had completed a program of study.

Table 4: Majors (N=495)

Major	N	%
BUSINESS	82	16.6%
GENERAL	50	10.1%
FINANCE	37	7.5%
ENGINEERING	34	6.9%
PSYCHOLOGY	21	4.2%
BIOLOGICAL SCIENCES	20	4.0%
ACCOUNTING	19	3.8%
EDUCATION	18	3.6%
COMPUTER SCIENCE	14	2.8%
ECONOMICS	8	1.6%

The most common major was Business. The second most common major was “General” (i.e., a general Associate degree). There was a great diversity in graduates’ majors; the top ten majors accounted for 61.2% of graduates.

Summary

In fall 2006, a list of 20,779 students who had attended Harper during the fall or spring of FY01 was sent to the National Student Clearinghouse to determine the transfer status and degree attainment of these students. This list included 1,949 students who had received tutoring services during the fall or spring of FY01.

Of the 20,779 students included in the initial query, 7,183 (34.6%) had transferred to an institution other than Harper College. The students who had been served by the Tutoring Center were significantly more likely to transfer than other students: 56.1% of the tutored students had transferred, as compared to 32.5% of the students who had not been tutored. Among the students served by the Tutoring Center, four-year schools were more common transfer destinations than two-year schools: when tutored students transferred, they transferred to four-year schools 82.7% of the time.

Overall, 14.1% of the 20,779 students had graduated from either a two- or four-year institution. Students who had been served by the Tutoring Center were also more likely to have graduated: 29.7% of the tutored students had graduated, while 12.6% of the non-tutored students had graduated. The most common majors among the tutored graduates were Business, a general AA degree, Finance, Engineering, and Psychology.

The transfer and graduation rates for tutored students are notably higher than those for their non-tutored peers. It is important to be aware that Harper students have diverse educational goals and that many students do not plan to transfer, nor do they aspire to attaining an academic degree. Students visiting the Tutoring Center were more likely than the student body as a whole to indicate on their admissions application that they were both seeking a degree and planning to transfer. It is unknown whether this difference in outcomes is driven by a difference in students (i.e., do more “serious” students visit the Tutoring Center?) or by the services offered by the Tutoring Center (i.e., is tutoring more likely to be available in a general education/transfer program than in a career program?).