

Harper College
Findings and Trends from 2011 Career Graduate Survey

*Prepared by the Office of Research
Teaming to serve research needs of the College
October 3, 2012*

Executive Summary

Background: Students who come to Harper College to prepare for a career graduate with certificates and/or Associates of Applied Science degrees. Every year the Office of Institutional Research administers the career survey to the previous year's graduates. The questions on the survey include both locally developed items as well the items required by the Illinois Community College Board's Occupational Follow-Up Survey. The goal of this combined survey of ICCB and Harper questions is to ascertain the current employment and educational status of Harper career graduates, their satisfaction with academic experiences and services, their views on the extent to which Harper influenced their views on cultural diversity, if they would recommend Harper to others, and if they would be willing to return to Harper in the future for additional educational experiences.

Response rate: In fiscal year 2011 (Summer 2010-Spring 2011), Harper College produced a total of 3,826 graduates. Of those graduates, 2,333 were identified as graduates from a career program. The data presented in this report is from the 1,061 career graduates who responded in the late fall of 2011 and winter of 2012. The response rate to the survey was 45%.

Employment status: Half of the 2011 Career Graduate Survey respondents reported themselves as employed full-time and another one-fourth indicated that they were employed part-time. This is a 4% improvement in the employment rates reported in the 2010 survey and 3% above the 2009 but still 7% below what the 2008 career graduates reported. Full-time employment of 2011 respondents was 49%, an improvement over the 40% reported in 2010 and even exceeded slightly the 47% reported by 2009 respondents. However, the 49% full-employment rate in 2011 is still below the 60% rate reported by survey respondents in 2008.

Unemployment status: Some 12% of the 2011 graduates reported themselves as unemployed but seeking employment, a slight increase from 11% in 2010 but down from 15% in 2009. In 2008 10% of the survey respondents said they were unemployed and seeking employment. Those who indicated they were unemployed and **not** seeking employment has ranged from a low of 7% in 2008 to a high of 17% in 2010. The 11% rate for unemployed and **not** seeking employment for 2011 graduates is the same as in 2009.

Average hourly wages: The average earned by career graduates in 2008 was the highest in the four-year period analyzed at \$19.22 per hour. Wages decreased in 2009 to \$18.54 and decreased again in 2010 to \$16.62. The 2011 respondents reported an average of \$16.94

Job satisfaction: As was the case with increased employment rates and wages, a higher proportion (47%) of the 2011 graduates reported they were "*Very satisfied*" in their present jobs, an increase from 40% who were "*Very satisfied*" in 2010 but still below the 48% and 54% rates for "*Very satisfied*" in 2009 and 2008 respectively. The proportion of "*Somewhat Dissatisfied*" and "*Very dissatisfied*" respondents has decreased from a four-year high of 23% in 2010 to 17% in 2011, still above the 12% of 2008 respondents who were not satisfied with their jobs.

Course satisfaction: Between 2008 and 2010, those respondents who were "*Very satisfied*" with the content of their courses ranged from 62% to 67%, and by 2011, 73% gave their courses this highest rating. Over the four-year period analyzed, the 2011 career graduates had the most "*Very satisfied*" responses to survey questions about various aspects of the courses in their fields of study. The lowest levels of satisfaction to these questions were reported by the 2010 respondents. The biggest gains in "*Very satisfied*" over the period analyzed were with respect to satisfaction with lectures, lab exercises, and projects. The same increased satisfaction ratings

G:\Institutional Projects\Graduate Survey (by year of graduation)\FY2012 for 2011 Grads\2011 Career Grads\FINAL 2011 Career graduate report for portal posting.doc

were found as well regarding instruction. Such items as quality of instruction and faculty teaching ability showed consistently improved satisfaction over the past four years. This was also true for items such as ‘faculty concerns for students (+15.8 points since 2008) and faculty availability (+10.7 points since 2008).

Satisfaction with student services: Overall satisfaction with services has been positive among Career Graduate Survey respondents from 2008 through 2011. There has been a notable improvement with regard to registration procedures and out-of-class availability of computers. Though the combination of “*Very satisfied*” and “*Somewhat satisfied*” responses for career planning consistently remained positive, this service received the lowest proportion of “*Very satisfied*” responses of all student services over this time period despite somewhat of a rebound between 2010 and 2011.

Recommending Harper to others and returning to Harper for further education: The proportion of graduates who responded with “Definitely Yes” to these two questions with respect to recommending or returning to Harper has declined from 2008 to 2011. It’s important to note that the combined proportion of those selecting either “Yes” or “Definitely Yes” hasn’t fluctuated much, but over time, career graduates were less enthusiastic about recommending or returning to Harper.

A possible explanation for these shifts in recommending/returning even when there were increases in satisfaction with instruction and services may be a consequence of the Completion Concierge initiative that impacted 2010 and 2011 graduates. The Concierge reaches out to those with partially completed certificates or degrees no longer enrolled at Harper in an effort to assist them with returning to complete their intended credential. Students returning after an absence to complete a previously initiated program may be satisfied with programs and services but less “bonded” with Harper College than graduates who completed their programs of study in a more timely manner and thus possibly less likely to choose the most positive responses to questions about recommending or returning to Harper. This “cooling” trend toward recommending and/or returning to the College is a trend that should be monitored over time.

Comparison between Career Graduates and Transfer Graduates: Each year Harper also conducts a separate survey of students who complete its so-called “transfer: degrees (Associate in Arts, Associate of Arts in Teaching, Associate in Science, Associate in Engineering Science, and Associate in Fine Art). There is some overlap in the categories and questions between the two surveys. Notable comparisons include:

- Instruction: The transfer graduates responded more positively regarding class size while career graduates responded more positively to course content, fairness of grading, and faculty teaching ability. With regard to quality of instruction and faculty concern of students, both groups were similar until 2011, when careers were 8% more positive.
- Student services: Transfer graduates responded more positively with respect to financial aid (62% vs 58%), career planning (49% vs. 37%), and college transfer planning (56% vs. 41%) than career graduates.
- Appreciation for cultural diversity: Both groups responded positively to this question, but over time, roughly 20% of career graduates responded with a “No” or “Definitely No” whereas 10% of transfer graduates offered that negative rating.

- Recommending Harper to others and return to Harper in the future: Responses from both groups have been overwhelmingly positive, with “Definitely Yes” increasing from 2008 to 2010. Both groups experienced a noticeable drop of “Definitely Yes” responses in 2011.

The *Findings and Trends from the 2011 Harper College Transfer Graduates Survey* is available as a separate report at:

https://myharper.harpercollege.edu/pls/portal/docs/PAGE/MY_HARPER/PLANNING_AND_INSTITUTIONAL_HOME_PAGE/INSTITUTIONAL_RESEARCH/INSTITUTIONAL_RESEARCH_REPORTS/GRADUATES_REPORTS/TRANSFER%20GRADS%202010_FINAL.PDF

Introduction

Every fall semester, Harper College administers the career graduate survey to the graduates of its career programs from the preceding spring semester. The questions on the survey include locally developed items as well the items required for the Occupational Follow-Up Survey by the Illinois Community College Board for career programs undergoing program review. The goal of this survey is to ascertain the current employment and educational status of Harper career graduates, their satisfaction with academic experiences and services, their views on cultural diversity, and the extent to which they would recommend Harper to others and would be willing to return to Harper in the future.

Students who come to Harper College to prepare for a career graduate with certificates and/or Associates of Applied Science degrees. Each year Harper surveys those who have completed these credentials from its career programs to determine the extent to which they have found employments and to learn how well they are satisfied with their experience at Harper.

For the fiscal year of 2011 (Summer 2010-Spring 2011), Harper College produced a total of 3,826 graduates. Of this graduating class, 2,333 were identified as graduates from a career program. The data presented in this report consist of responses from 1,061 graduates from career programs to Career Graduate Survey, thus yielding a response rate of 45%. These respondents represent 28% of all 2011 Harper graduates. This report offers the findings of the survey of 2011 graduates from Harper College's career programs as well as comparisons with the findings from previous surveys of career graduates dating back to 2008. Comparisons to similar items from Harper's annual Transfer Graduate Survey are also briefly noted.

The findings presented throughout this report are based on the responses from the 1,061 completed surveys. Not every question was answered by every respondent, so the findings only display the total responses for each question and the distribution for that question. For example only 1,056 responses were collected regarding educational status, so only the valid responses are reported. All percentages are rounded and may not add up to be exactly 100%.

Findings and Discussion

Demographics

Tables 1 and 2 show two sets of demographic breakouts of all graduates of Harper College from 2008 to 2011. Generally, the demographics of Harper College graduates have remained fairly static with little difference between the career and transfer graduates from the overall graduate population or from the overall respondents to the graduate surveys and the overall graduate population. Graduates were predominantly 19-24 year old white females. Somewhat more than one-third of the graduates were in the 25-40 age group over this period.

Table 1: Racial/Ethnic Group								
	Asian/ Pacific Islander	American Indian/ Alaskan Native*	African American	Hispanic	White	Other/ Unknown	Male	Female
2008	9%	<1%	4%	10%	69%	9%	38%	62%
2009	9%	1%	3%	9%	69%	9%	36%	64%
2010	10%	<1%	4%	11%	66%	9%	35%	65%
2011	9%	<1%	4%	11%	69%	8%	39%	61%

*For 2011 data, the responses, "Asian or Pacific Islander" was combined with "Native Hawaiian/Pacific Island

Table 2: Age Group				
	18 & Under	19-24	25-40	Over 40
2008	4%	46%	34%	16%
2009	1%	45%	38%	16%
2010	2%	47%	31%	19%
2011	2%	42%	38%	18%

Response Rates

Career graduates consist of those graduating with Associate of Applied Science degree or a certificate. Below is a graph that illustrates the total number of career graduates, the number of career graduates who responded to the survey, and the resulting response rate. In the spring of 2011, 2,333 students graduated and 1,061 of those responded to the survey for a response rate of 45%. This is a sufficiently large enough sample from which to generalize conclusions about the overall 2011 Harper career graduates. The exact figures for each year can be found in Table 3.

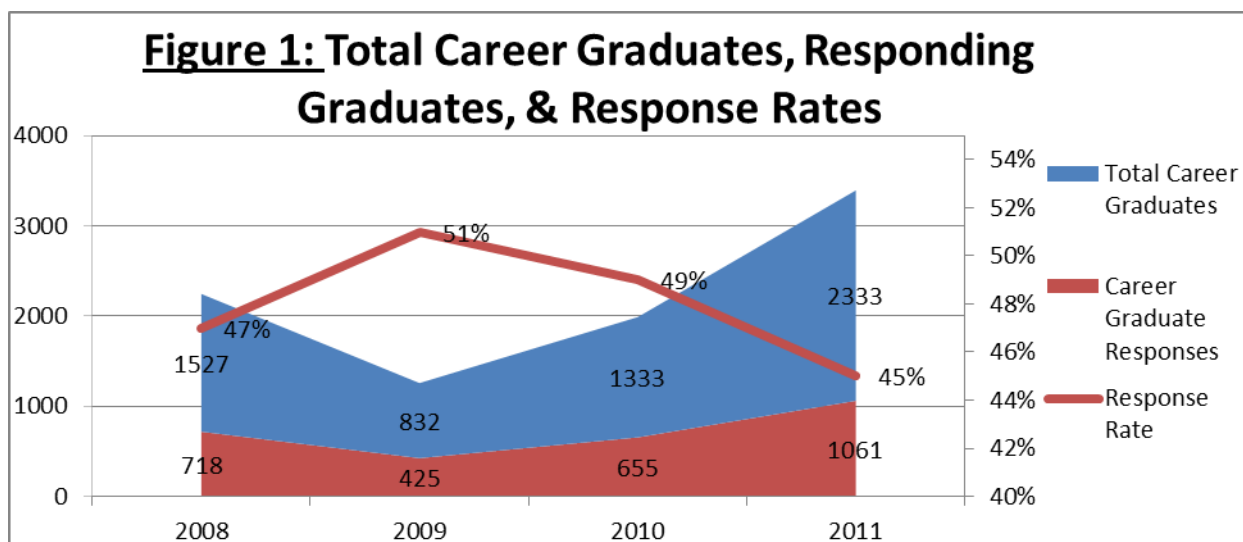


Table 3: Career Graduate Survey Response Rates

	Response Rate	Responses	Total Career Graduates
2008	47%	718	1,527
2009	51%	425	832
2010	49%	655	1,333
2011	45%	1,061	2,333

The increase in the number of graduates is possibly due to the impact of the Completion Concierge initiative that began in 2010, which facilitated completion of credentials for students who were no longer enrolled but near completion of graduation requirements. That increase in graduates may in turn have led to an increase in the number of respondents to the Career Graduate Survey. However, since survey responses are anonymous and those impacted by the Concierge were not separately coded from the other respondents, the responses of that Concierge group cannot be separated from those of all 2011 career graduates.

Student Intent

In table 4, the findings show that of those who graduated from Harper College's career programs, the majority (64%) attended with the intent to obtain skills to enter into a new or different job. Since 2009, over 60% of career graduates selected this as their main objective in attending Harper College. The next most selected objective was to take coursework to transfer to another institution of higher education. Interestingly, the percentage of career graduates who attended Harper in order to transfer to another college decreased from 28% in 2008 to 13% in 2011.

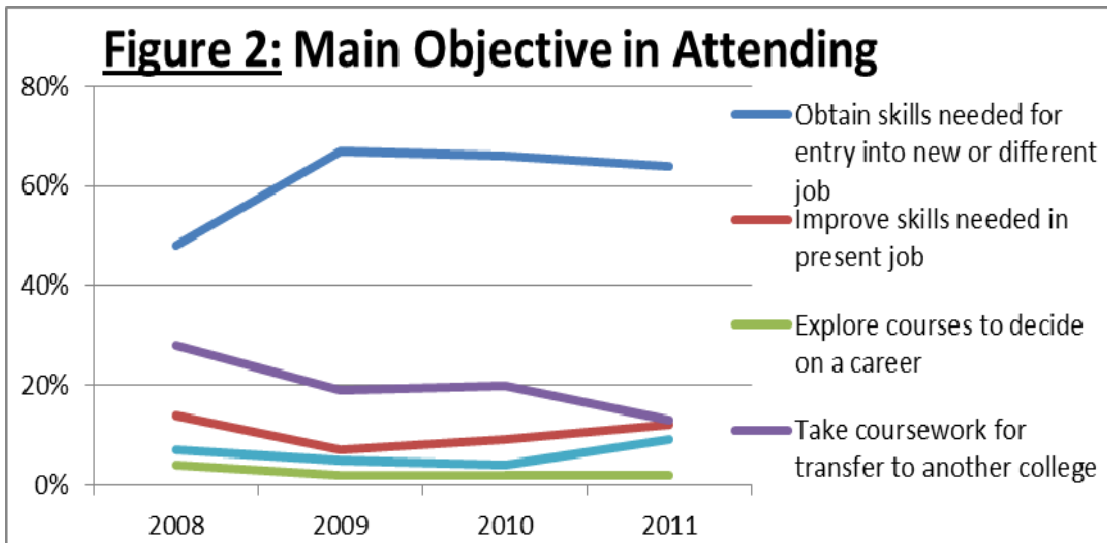


Table 4: What was your main objective in attending Harper College?

	N	Obtain skills needed for entry into new or different job	Improve skills needed in present job	Explore courses to decide on a career	Take coursework for transfer to another college	Personal interest or self-improvement
2008	718	48%	14%	4%	28%	7%
2009	425	67%	7%	2%	19%	5%
2010	655	66%	9%	2%	20%	4%
2011	1,061	64%	12%	2%	13%	9%

Educational Status

Table 5 shows graduates' current educational status. While the majority of graduates haven't enrolled in another educational program since leaving Harper, more than a third is currently enrolled in an educational program in a related field of study. Looking back to 2008, there has been a trend toward more graduates enrolling in other educational programs after leaving Harper, whether in similar field or in an unrelated field.

Table 5: What is your educational status?

	N	Have not been enrolled in a college/university since leaving Harper	Have been enrolled in another college/university since leaving this college but not currently enrolled	Currently enrolled in a field of study related to previous community college program	Currently enrolled in a field of study unrelated to previous community college program
2008	716	67%	3%	25%	6%
2009	425	61%	2%	33%	4%
2010	649	52%	4%	33%	10%
2011	1056	53%	5%	36%	6%

Employment Status

Table 6 shows that the majority of 2011 survey respondents (76%) were working after they left Harper either full-time (49%) or part-time (27%). The proportion of respondents who were unemployed and not seeking employment decreased by 6% between 2010 and 2011. Among the 2011 respondents who self-reported that they were unemployed and seeking employment, 59% were full-time students, an 8% increase from 2010. While the proportion of graduates who reported themselves as employed full- or part-time has increased since 2010, the 76% employment rate is still below the 83% employment rate of 2008 respondents to this survey.

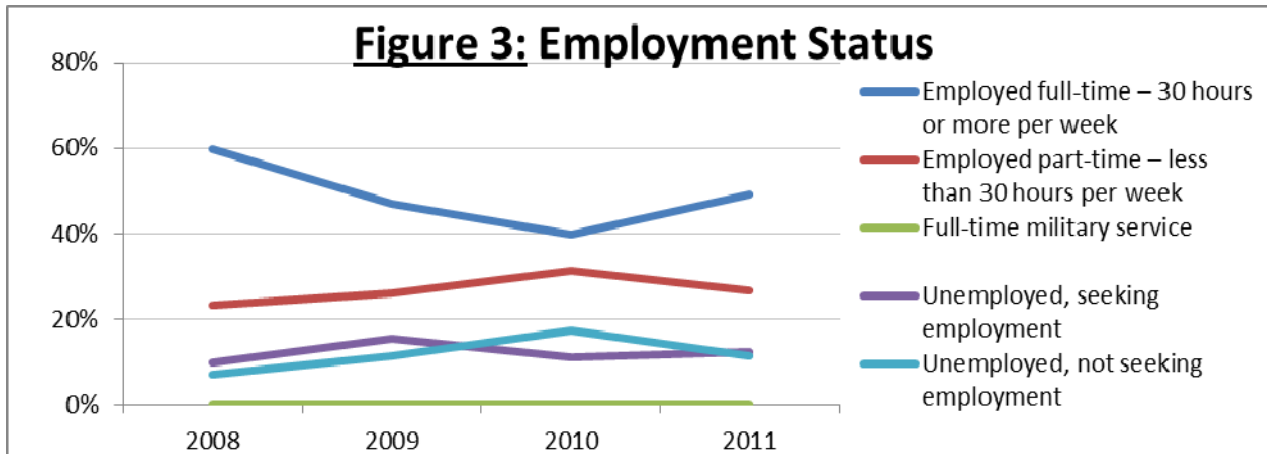


Table 6: What is your present employment status?

	N	Employed full-time – 30 hours or more per week	Employed part-time – less than 30 hours per week	Full-time military service	Unemployed, seeking employment	Unemployed, not seeking employment
2008	714	60%	23%	0%	10%	7%
2009	425	47%	26%	0%	15%	11%
2010	652	40%	32%	0%	11%	17%
2011	1056	49%	27%	<1%	12%	11%

Of those unemployed and not seeking employment :						
	N	Full-time student	Full-time homemaker	Health disability	Family responsibilities	Other
2008	79	46%	18%	4%	8%	25%
2009	49	61%	10%	6%	10%	12%
2010	85	51%	6%	5%	13%	26%
2011	125	59%	10%	8%	6%	16%

Job Relatedness

Table 7 shows differences in response options regarding job relatedness to the graduates' programs of study at Harper. In 2011, the option "Related" was broken down into two levels of relatedness consisting of "Somewhat" and "Very". Despite the difference response options, the data show that the same proportion of graduates (63%) in 2011 deem their current job to be at least somewhat related to their educational program at Harper as in 2009 and 2010. In the 2008 survey 71% of respondents reported their jobs as related to what they studied at Harper.

If career graduates responded that their job is not related, they were presented with options to best describe their current position. The most selected option was "Temporary job while in transition..." (35%). This

G:\Institutional Projects\Graduate Survey (by year of graduation)\FY2012 for 2011 Grads\2011 Career Grads\FINAL 2011 Career graduate report for portal posting.doc

option included some examples such as “between jobs, or summer employment”. Since the data were collected in the fall of 2012, it is possible that those working in an unrelated job were working in a summer position. The biggest change in 2011 from 2010 shows that 6% more graduates would prefer working in a different field unrelated to their program. Since 2008, the proportion of career graduates who, upon graduating, prefer to work in another field has doubled. There were fewer instances of graduates finding a better paying job in another field and more reported not finding a job in their current field of preparation. Overall, these results show that those working in an unrelated field are in a temporary position, could not find a job in their field of preparation, or preferred to work in another field

Table 7: How closely is your present job related to your former community college program?					
	N	Related	Not related	Somewhat Related	Very Related
2008	594	71%	29%	--	--
2009	308	63%	37%	--	--
2010	474	63%	37%	--	--
2011	806		37%	13%	50%

Of those whose present jobs not related to their former community college program:				
2008	2009	2010	2011	
N=138	N=100	N=176	N=292	
9%	11%	14%	20%	Preferred to work in another field
9%	5%	7%	4%	Found better paying job in another field
31%	1%	25%	27%	Could not find a job in my field of preparation
1%	24%	2%	<1%	Worked previously in my field of preparation, but changed
0%	1%	0%	<1%	Preferred not to move to new locality
46%	0%	37%	35%	Temporary job while in transition – either in college, between jobs, or summer employment
2%	57%	2%	<1%	Took job in order to get preferred working hours
3%	0%	2%	1%	Did not complete program or pass licensing test to be eligible to work in my field
0%	1%	1%	<1%	Health problems prevented me from working in my field of preparation
0%	0%	11%	11%	Other

Work Hours and Wages

The hourly wage question offers an open box for inputting wage information. In 2011, the response options regarding the number of hours changed from an open box to providing intervals of hours work. This change is why Figure 4 excludes data for average hours worked for the 2011 year. Wages have declined from 2008 through 2010 with a slight increase in 2011.

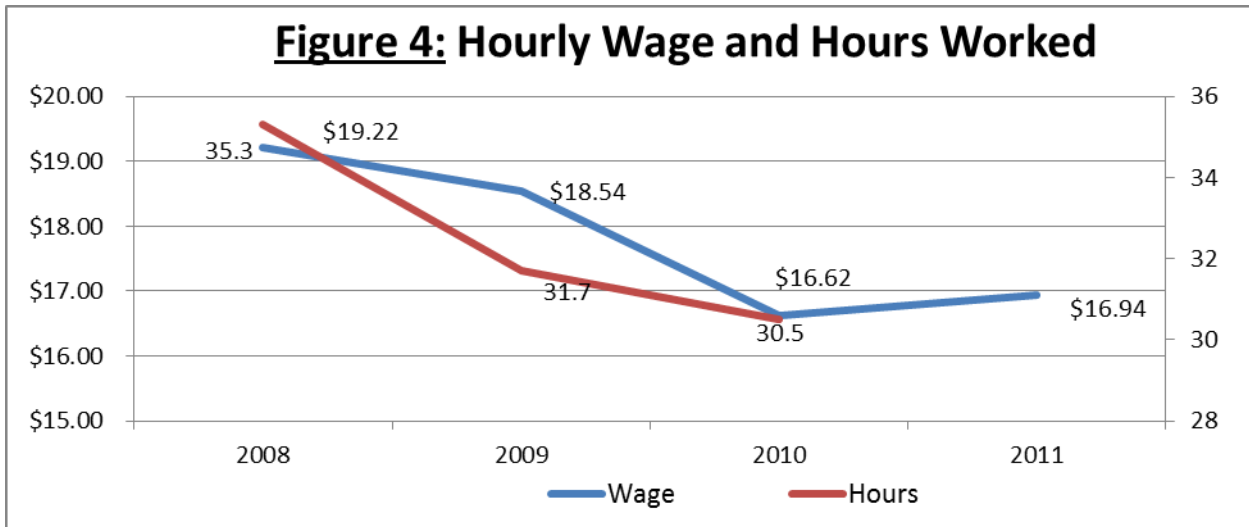


Table 8.a:			
What is your present hourly salary before deductions?			
On the average, how many hours do you work each week?			
	N	Wage	Hours
2008	355	\$ 19.22	35.3
2009	117	\$ 18.54	31.7
2010	277	\$ 16.62	30.5
2011	287	\$ 16.94	--

Table 8.b: Hours worked each week for 2011 Graduates						
N	0 - 10	21 - 30	31 - 40	41 - 50	51 - 60	61+
796	3%	20%	47%	13%	4%	13%

Job Satisfaction

Figure 5 and Table 9 show the extent respondents were satisfied with their present job. There was a 7 point increase in 2011 from 2010 in respondents selecting “*Very Satisfied*,” and an overall increase in satisfaction by 5 points. Overall, higher levels of satisfaction were achieved in 2011 compared to 2010 and 2009 but are still below the 54% satisfaction level expressed by 2008 career graduates.

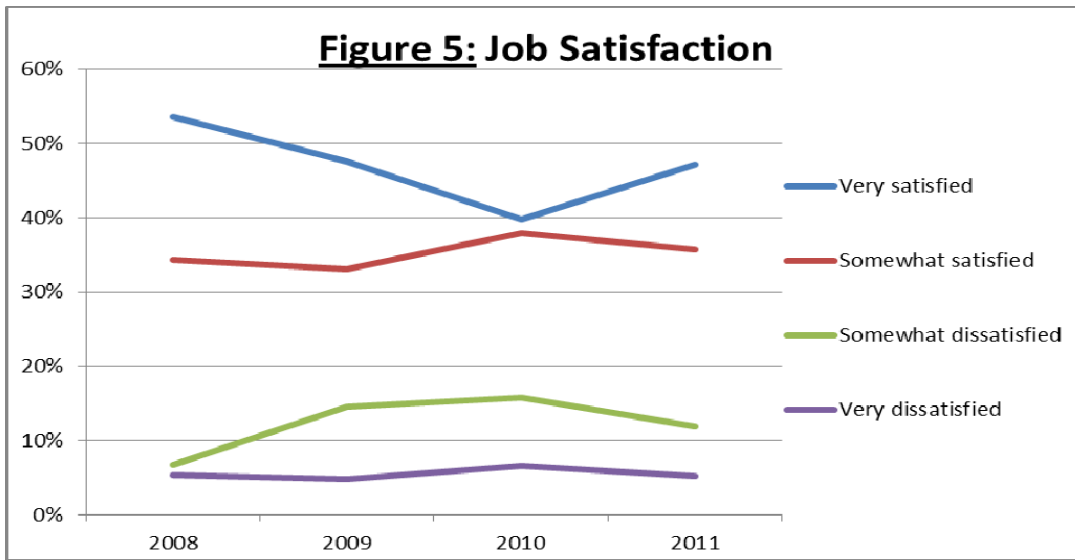


Table 9:
In general, how satisfied are you with your present job?

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
2008	591	54%	34%	7%	5%
2009	311	48%	33%	15%	5%
2010	468	40%	38%	16%	7%
2011	781	47%	36%	12%	5%

When Graduates Began Working

In Figure 6 and Table 10 note that from 2008 to 2010, the proportion of respondents began working before graduation and after graduation remained very similar. However, in 2011, a noticeable spike occurred for those who began working after graduation and a noticeable drop in respondents who began working while enrolled. The data suggest that 2011 graduates were 16% more likely to start working after graduation than those in 2010 and 11% more likely than in 2008 and 2009.

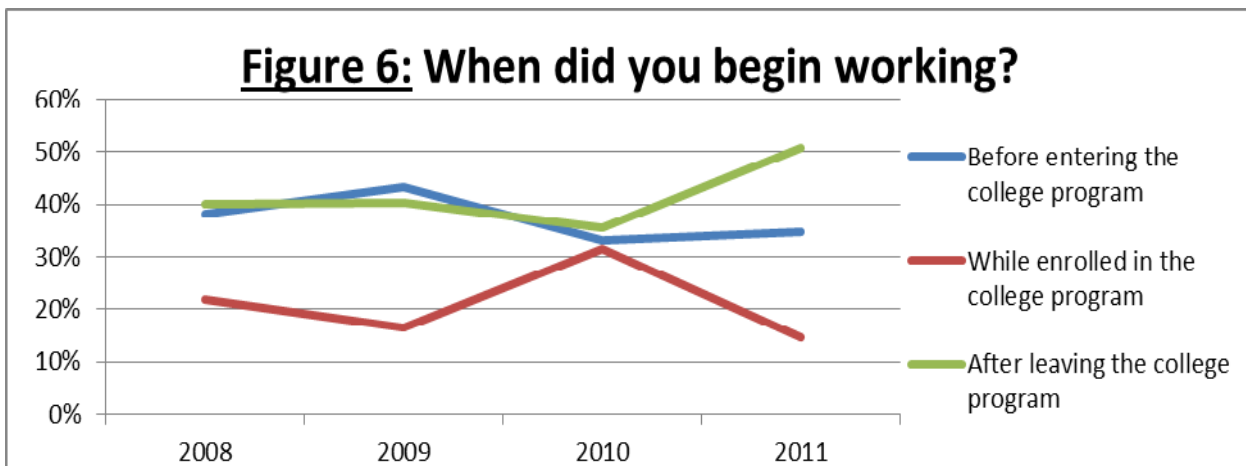


Table 10: When did you begin working in your present job?				
	N	Before entering the college program	While enrolled in the college program	After leaving the college program
2008	593	38%	22%	40%
2009	311	43%	16%	40%
2010	469	33%	32%	35%
2011	799	35%	15%	51%

Location of Employment

Table 11 shows that there was relatively no change in regard to the location of respondents' employment location, with the majority working within the Harper College district. However, given that many graduates are unlikely to be familiar with the actual boundaries of Harper's district, responses to this item must be viewed with some skepticism.

Table 11: Where is the location of your primary place of employment?				
	N	Within Harper College district	Outside Harper College district, but in Illinois	Outside Illinois
2008	584	56%	40%	3%
2009	311	57%	42%	1%
2010	470	56%	43%	2%
2011	796	56%	42%	3%

Satisfaction with Harper Experience

Figure 7 and Table 12 shows the findings for **program of study specific survey items** for gauging satisfaction with the content of courses and the extent to which programs of study provided with the skills needed for a jobs. The Figure 7 below plots the percentages of "Very Satisfied" across all items related to the program in which the graduates as enrolled. The items with the highest rates of "Very Satisfied" were equipment, facilities, and materials, and content of courses, where 73% of the respondents were very satisfied. The item with the lowest number of "Very Satisfied" respondents was information on employment opportunities, where 40% or fewer of the respondents were "Very Satisfied". The second lowest item amongst the "Very Satisfied" responses was job preparation at 60%. Overall, these findings suggest that students are satisfied regarding the courses and facilities, but are less enthusiastic about job related information and preparation.

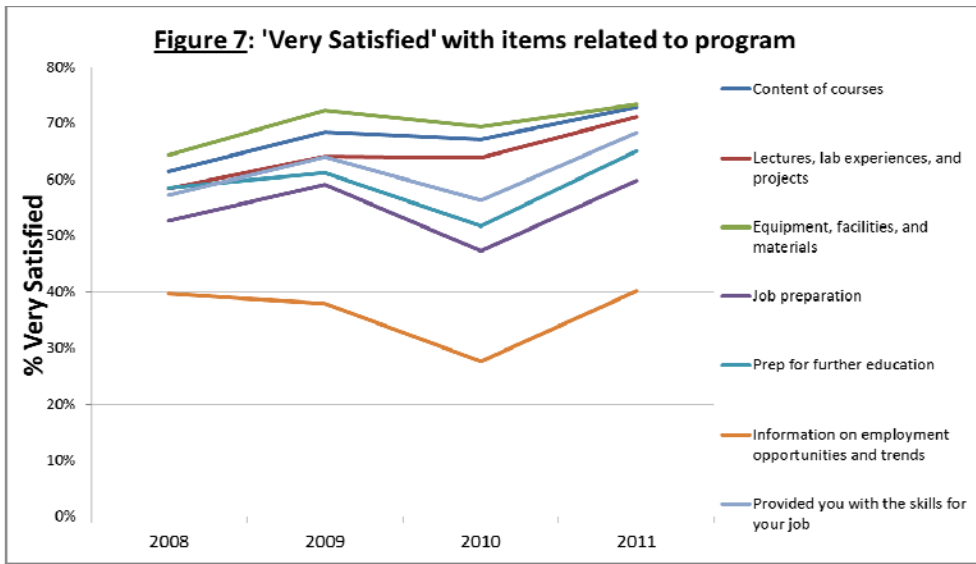


Table 12:					
Rate your satisfaction with the following items as they pertain to skill courses in your major program of study.					
	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Content of courses in your program					
2008	714	62%	33%	5%	1%
2009	423	69%	27%	5%	1%
2010	643	67%	30%	2%	0%
2011	1,059	73%	23%	4%	1%
Lectures, lab experiences, and group and individual projects					
2008	706	58%	34%	7%	1%
2009	421	64%	30%	5%	1%
2010	642	64%	30%	5%	1%
2011	1,058	71%	25%	4%	1%
Equipment, facilities, and materials					
2008	706	64%	27%	7%	2%
2009	421	72%	23%	4%	0%
2010	643	69%	26%	4%	0%
2011	1,053	73%	22%	4%	1%
Job preparation					
2008	649	53%	33%	11%	3%
2009	362	59%	30%	9%	2%
2010	628	47%	36%	14%	4%
2011	967	60%	28%	9%	3%
Preparation for further education					
2008	656	59%	33%	8%	1%
2009	387	61%	31%	7%	1%
2010	632	52%	36%	10%	2%
2011	1,024	65%	26%	7%	2%
Information on current employment opportunities and trends					
2008	607	40%	31%	20%	9%
2009	311	38%	33%	21%	8%
2010	607	28%	36%	23%	13%
2011	841	40%	32%	18%	9%
Overall, how satisfied are you that your program provided you with the skills for your job?					
2008	630	57%	35%	6%	2%
2009	368	64%	30%	5%	1%
2010	616	56%	34%	6%	3%
2011	958	68%	24%	5%	2%

While Table 12 is related to the items specific to the program, Figure 8 and Table 13 shows findings for items related to the **Harper experience outside of the program of study**. Of those items, the one with the most “*Very Satisfied*” responses is equipment, facilities, and materials with 64%. The item with the least “*Very Satisfied*” responses is job preparation with 43%. Whether looking at the program itself or the broader educational experience, graduates are pleased with course-related aspects and less pleased with job preparation.

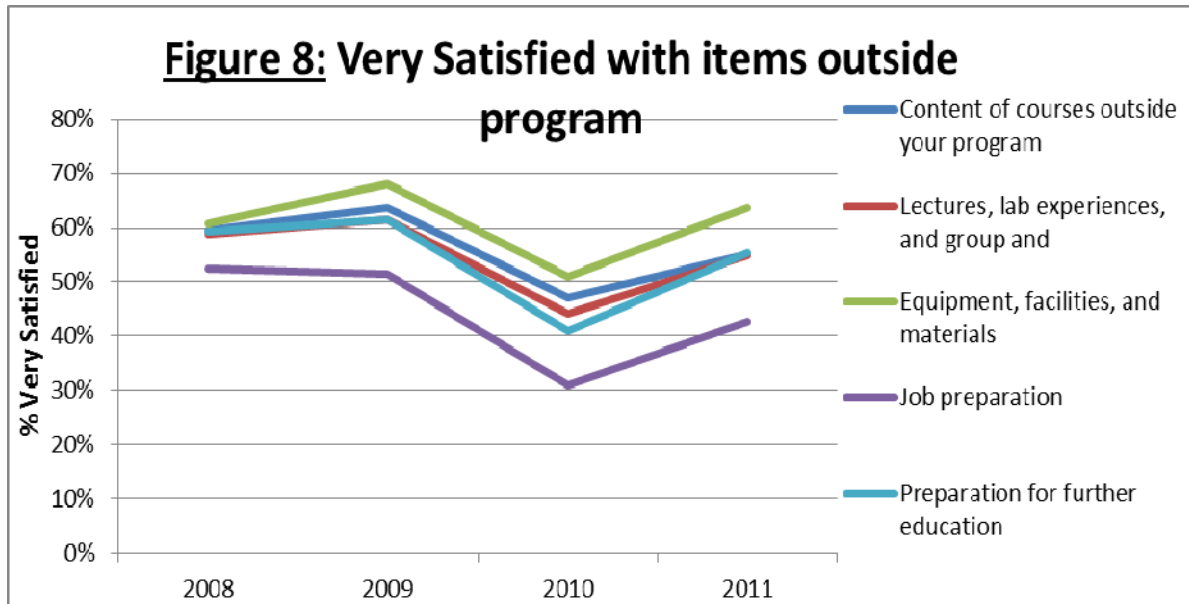


Table 13:						
Rate your satisfaction with the following items as they pertain to skill courses outside your major program of study.						
	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	
Content of courses outside your program						
2008	322	60%	35%	4%	1%	
2009	130	64%	30%	5%	1%	
2010	377	47%	35%	15%	3%	
2011	402	55%	36%	7%	2%	
Lectures, lab experiences, and group and individual projects						
2008	318	59%	36%	4%	1%	
2009	127	61%	34%	4%	1%	
2010	376	44%	35%	17%	4%	
2011	400	55%	37%	6%	2%	
Equipment, facilities, and materials						
2008	321	61%	34%	4%	1%	
2009	128	68%	28%	3%	1%	
2010	377	51%	30%	16%	3%	
2011	400	64%	30%	5%	1%	
Job preparation						
2008	250	52%	34%	9%	4%	
2009	74	51%	26%	19%	4%	
2010	365	31%	36%	24%	9%	
2011	329	43%	37%	15%	6%	
Preparation for further education						
2008	302	59%	35%	4%	2%	
2009	91	62%	23%	12%	3%	
2010	372	41%	35%	19%	6%	
2011	385	55%	32%	9%	3%	

Figure 9 and Table 14 show the findings of items related to **instruction** at Harper College. The item with the most “*Excellent*” responses is course content with 72%. The item with the least “*Excellent*” responses is faculty availability with 66%. As the graph below shows, no single aspect of instruction stands apart, but all together, the instruction at Harper has shown a strong spike in satisfaction.

Comparison to Respondents Transfer Graduates Survey: The transfer graduates responded more positively regarding class size while career graduates responded more positively to course content, fairness of grading, and faculty teaching ability. With regard to quality of instruction and faculty concern of students, both groups of graduates were similar until 2011, when career graduates were 8% more positive.

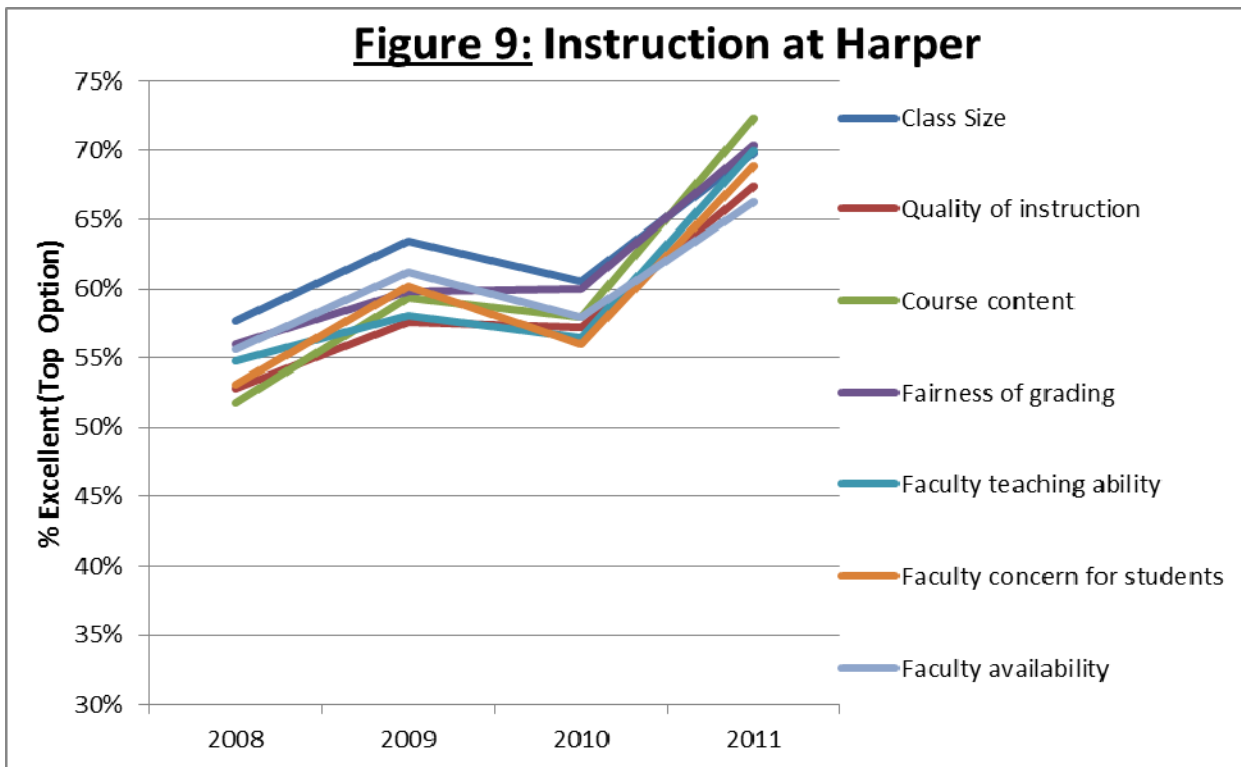


Table 14: Rate the instruction at Harper College.						
		N	Excellent	Good	Average	Poor
Class Size						
	2008	710	58%	33%	8%	1%
	2009	424	64%	28%	8%	1%
	2010	650	61%	32%	6%	0%
	2011	1050	70%	24%	5%	1%
Quality of instruction						
	2008	714	53%	36%	10%	1%
	2009	423	58%	33%	8%	1%
	2010	651	57%	36%	6%	1%
	2011	1055	67%	26%	6%	1%
Course content						
	2008	714	52%	42%	6%	1%
	2009	424	59%	36%	5%	0%
	2010	650	58%	37%	5%	0%
	2011	1055	72%	23%	4%	1%
Fairness of grading						
	2008	710	56%	35%	7%	1%
	2009	425	60%	33%	6%	1%
	2010	649	60%	33%	6%	2%
	2011	1054	70%	23%	6%	1%
Faculty teaching ability						
	2008	712	55%	34%	10%	1%
	2009	425	58%	33%	8%	1%
	2010	650	57%	34%	7%	2%
	2011	1056	70%	22%	7%	1%
Faculty concern for students						
	2008	710	53%	33%	11%	3%
	2009	425	60%	30%	8%	2%
	2010	648	56%	32%	10%	3%
	2011	1051	69%	23%	6%	2%
Faculty availability						
	2008	708	56%	33%	9%	2%
	2009	423	61%	30%	7%	1%
	2010	641	58%	31%	9%	2%
	2011	1052	66%	25%	7%	2%

As to be expected, the **location** with the most responses was Harper’s main campus, which was also rated as the most convenient. Web-based instruction was rated as the second most convenient.

Table 15: Rate the location of the courses taken in terms of convenience.					
	N	Very convenient	Convenient	Not convenient	
Harper main campus – Palatine					
2008	685	81%	16%	3%	
2009	415	84%	14%	2%	
2010	633	72%	25%	3%	
2011	951	76%	22%	3%	
Northeast Center – Wheeling					
2008	93	59%	17%	24%	
2009	78	56%	31%	13%	
2010	151	46%	30%	25%	
2011	185	54%	27%	19%	
WEB or Internet based – from home or office					
2008	282	72%	22%	6%	
2009	203	80%	18%	2%	
2010	311	71%	23%	7%	
2011	250	66%	26%	8%	
Harper Professional Center – Schaumburg					
2008	71	61%	25%	14%	
2009	13	85%	15%	0%	
2010	62	55%	39%	6%	
2011	84	57%	36%	7%	
Other					
2008	29	69%	28%	3%	
2009	11	55%	36%	9%	
2010	0	0%	0%	0%	
2011	61	43%	43%	15%	

Figure 10 and Table 16 shows the offices or **services available for student use**. The most used service (as indicated by number of respondents) is registration procedures (N=1023) followed by out-of-class availability of computers (N=733). The least used service is student activities (N=165). The services with the most “*Very Satisfied*” responses are library/ audio-visual services and computer availability for out of class use, each with 74% selecting “*Very Satisfied*”. The service with the least amount of “*Very Satisfied*” responses is career planning with 37%, although that is an increase from the 24% from the 2010 career graduates. The most improved service is registration procedures with an increase of 30 points.

Comparison to Respondents to Transfer Graduates Survey: Transfer graduates responded more positively to financial aid (62% vs. 58%) as well as career (49% vs. 37%) and college transfer planning (56% vs. 41%) than career graduates.

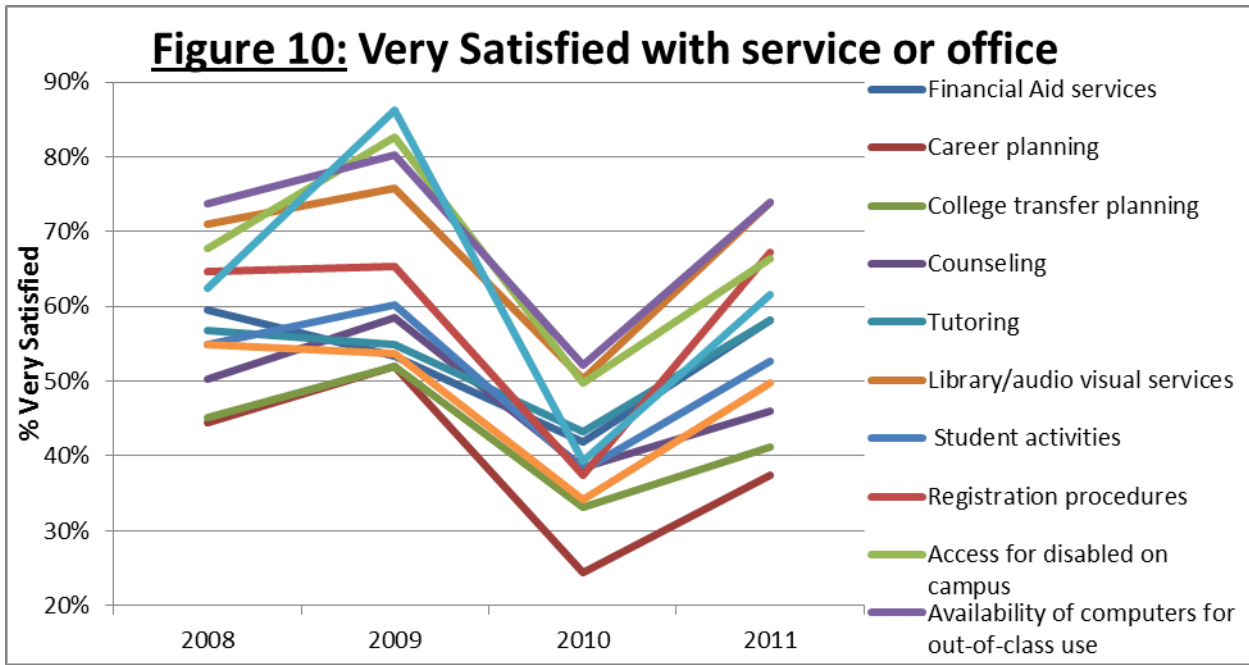


Table 16: Rate your satisfaction with each office or service listed below.

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Financial Aid services					
2008	195	59%	24%	10%	7%
2009	146	53%	24%	13%	10%
2010	272	42%	30%	16%	13%
2011	353	58%	27%	9%	5%
Career planning					
2008	214	44%	34%	14%	8%
2009	121	52%	31%	7%	9%
2010	304	24%	39%	22%	14%
2011	570	37%	37%	17%	8%
College transfer planning					
2008	153	45%	35%	12%	8%
2009	100	52%	29%	13%	6%
2010	241	33%	32%	23%	12%
2011	283	41%	36%	16%	7%
Counseling					
2008	221	50%	31%	13%	6%
2009	94	59%	30%	6%	5%
2010	315	38%	35%	17%	10%
2011	211	46%	33%	14%	7%

Table 16 Continued: Rate your satisfaction with each office or service listed below.						
		N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Tutoring	2008	201	57%	30%	9%	4%
	2009	111	55%	32%	6%	6%
	2010	238	43%	33%	15%	9%
	2011	189	58%	30%	9%	3%
Library/audio visual services	2008	466	71%	24%	4%	2%
	2009	272	76%	21%	3%	0%
	2010	481	50%	39%	9%	1%
	2011	270	74%	22%	4%	0%
Student activities	2008	155	55%	35%	8%	3%
	2009	73	60%	30%	7%	3%
	2010	181	38%	40%	17%	5%
	2011	635	53%	38%	8%	2%
Registration procedures	2008	686	65%	26%	6%	3%
	2009	418	65%	24%	7%	4%
	2010	634	37%	41%	15%	7%
	2011	1023	67%	25%	6%	1%
Access for disabled on campus	2008	93	68%	24%	6%	2%
	2009	127	83%	13%	3%	1%
	2010	165	50%	36%	10%	4%
	2011	122	66%	27%	3%	3%
Availability of computers for out-of-class use	2008	492	74%	22%	3%	1%
	2009	313	80%	18%	1%	0%
	2010	515	52%	32%	12%	3%
	2011	733	74%	22%	4%	0%
Career Center	2008	213	62%	27%	8%	3%
	2009	333	86%	12%	2%	0%
	2010	242	39%	43%	12%	6%
	2011	312	62%	29%	7%	3%
Academic Advising	2008	379	55%	30%	11%	4%
	2009	248	54%	26%	13%	7%
	2010	453	34%	33%	21%	11%
	2011	570	50%	30%	13%	7%

Figure 11 and Table 17 shows the findings regarding the graduates' **appreciation for diversity**. While approximately the same proportion of respondents answered "No" and "Definitely No", there was a sharp shift from "Definitely Yes" to "Yes". Graduates are still viewing their experience at Harper as a positive influence with regard to diversity; however, it appears to have had less of an impact on the 2011 graduates.

G:\Institutional Projects\Graduate Survey (by year of graduation)\FY2012 for 2011 Grads\2011 Career Grads\FINAL 2011Career graduate report for portal posting.doc

Comparison to Respondents to Transfer Graduates Survey: Both groups responded positively to this question, but over time, roughly 20% of career graduates responded with a “No” or “Definitely No” whereas 10% of transfer graduates offered those negative ratings.

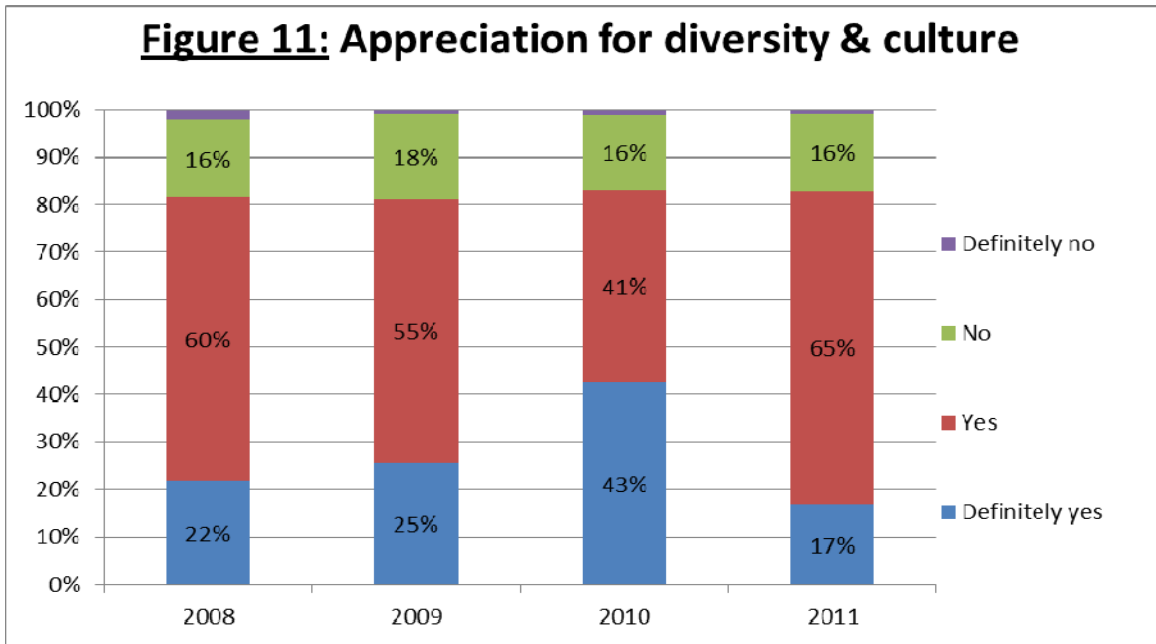


Table 17: As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values?

	N	Definitely Yes	Yes	No	Definitely No
2008	703	22%	60%	16%	2%
2009	421	25%	55%	18%	1%
2010	648	43%	41%	16%	1%
2011	1054	17%	65%	16%	1%

Tables 18 and 19 show findings regarding **recommending Harper and returning to Harper**. Overall, a slightly higher proportion of respondents selected “*Definitely Yes*” or “*Yes*” (+.25%) in 2011 over 2010. However, there was a distinct shift from “*Definitely Yes*” to “*Yes*” indicating perhaps somewhat less enthusiasm from career graduates for recommending Harper to others.

Comparison to Respondents to Transfer Graduates Survey: Responses from both groups have been overwhelmingly positive, with “*Definitely Yes*” increasing from 2008 to 2010. Both groups experienced a noticeable drop of “*Definitely Yes*” responses in 2011.

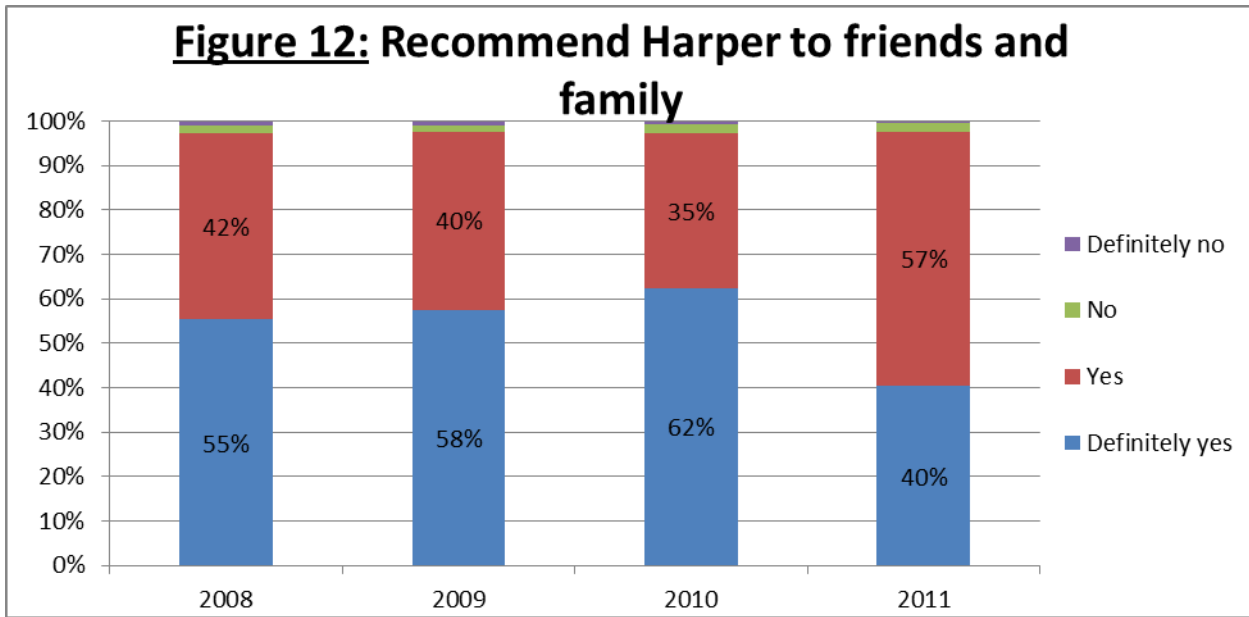


Table 18: Would you recommend Harper College to your friends and family?

	N	Definitely Yes	Yes	No	Definitely No
2008	713	55%	42%	2%	1%
2009	424	58%	40%	1%	1%
2010	652	62%	35%	2%	1%
2011	1056	40%	57%	2%	0%

The findings displayed in Figure 13 and Table 19 are very similar to the findings in Figure 12 and Table 18. While more respondents selected “*Definitely Yes*” or “*Yes*”, there was a shift away from “*Definitely Yes*” by the 2011 career graduates.

Comparison to Respondents to Transfer Graduates Survey: Responses from both groups have been overwhelmingly positive, with “*Definitely Yes*” increasing from 2008 to 2010. Both groups experienced a noticeable drop of “*Definitely Yes*” responses in 2011.

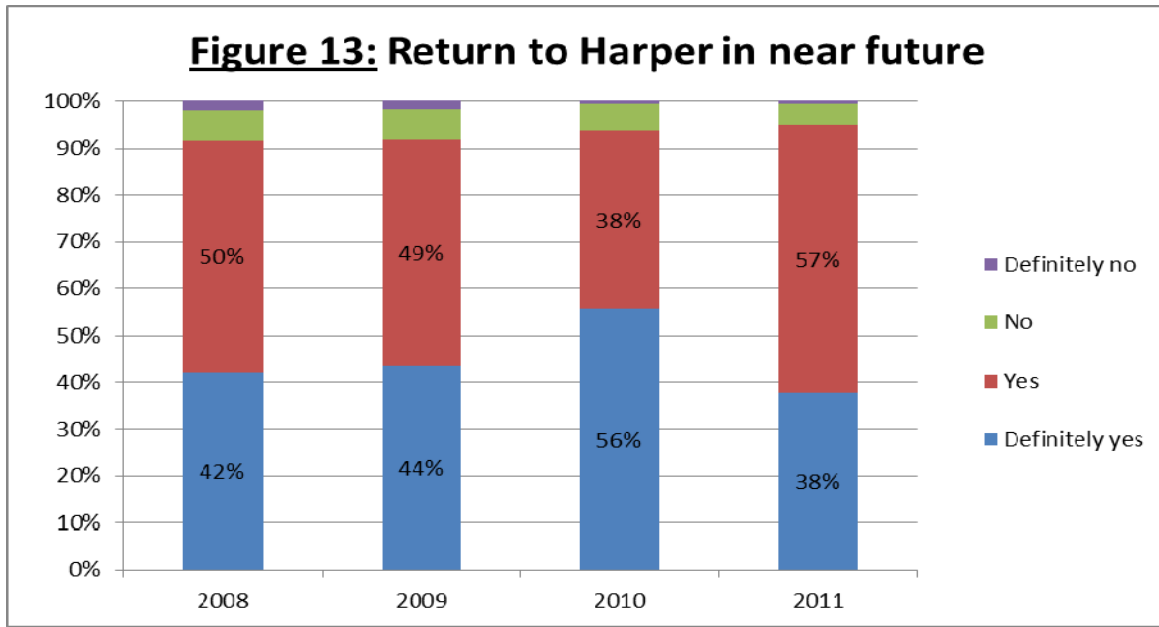


Table 19: Would you return to Harper for educational or personal enrichment courses in the near future?

	N	Definitely Yes	Yes	No	Definitely No
2008	713	42%	50%	6%	2%
2009	425	44%	49%	6%	2%
2010	652	56%	38%	6%	1%
2011	1043	38%	57%	5%	1%

A possible explanation for these shifts in the level of enthusiasm with respect to recommending and returning might include the initiation of the Completion Concierge. The Completion Concierge reaches out to students who are not currently enrolled but have completed a portion of their certificate or degree to generate interest in completing their intended credential. While this initiative resulted in an increase in career graduates, some of those may have been less “bonded” to Harper College than those who completed in a more timely manner and therefore less enthusiastic about recommending or returning. However, since survey responses are anonymous and those impacted by the Concierge were not separately coded from the other respondents, the responses of that Concierge group cannot be separated from those of all 2011 career graduates.

Conclusion and Recommendation

Overall, the graduates of career programs in the spring of 2011 are more satisfied with the course content, instruction, and many services offered compared to the previous year. The lowest rated items focused on employment, including employment trends and job preparation.

The majority of graduates from Spring 2011 are employed either full-time (49%) or part-time (27%). Just under half (47%) of the respondents reported being “*Very Satisfied*” with their present job and an additional third (36%) are “*Somewhat Satisfied*”. Sixty-three percent of respondents are working in a position that is at least somewhat related to their former community college program. Those not working in a related field reported being in a temporary job while in transition (35%) or could not find a job in their field (27%).

Respondents reported high satisfaction with regard to the course content and facilities both within their program and beyond their program of study. The areas of lower satisfaction focus on job preparation and information on employment opportunities and trends. This *may* shed light onto the reduced levels of enthusiasm for recommending and returning to Harper in the future. Both of these questions saw notable shifts from “*Definitely Yes*” to “*Yes*” from 2010 to 2011.

Going forward it is recommended that Harper continue to document the trend in levels of “*Very Satisfied*” responses expressed by its career graduates to determine if the shifts that appeared among the more recent groups are indicative of a long-term issue or a short-lived phenomenon. Over the years Harper has experienced high levels of satisfaction from its graduates and should seek to maintain those levels even as conditions influencing those responses change.

APPENDIX: 2011 Harper College Career Graduate Survey instrument

Congratulations on your graduation from Harper College. In order to improve programs and services, we need your feedback concerning the time you spent at Harper. Your responses will be kept confidential. Please take a few moments to complete the following survey. Thank you!

1. What was your **MAIN** objective in attending Harper College?

- Obtain skills needed for entry into new or different job
- Improve skills needed in present job
- Explore courses to decide on a career
- Take coursework for transfer to another college
- Personal interest or self-improvement

2. To what extent were you successful in achieving your educational objectives?

- Not at all successful
- Somewhat successful
- Successful
- Very successful

3. What is your educational status?

- Have not been enrolled in a college/university since leaving Harper
- Have been enrolled in another college/university since leaving this college, but am not currently enrolled
- Currently enrolled in field of study related to previous community college program
- Currently enrolled in field of study unrelated to previous community college program

4. What is your present employment status?

- Employed full-time - 30 hours or more per week (please skip to question 6)
- Employed part-time - less than 30 hours per week (please skip to question 6)
- Full-time military service (please skip to question 6)
- Unemployed, seeking employment (please skip to question 13)
- Unemployed, not seeking employment (please continue to question 5)

5. If you are unemployed and **NOT** seeking employment, please choose the **ONE BEST** reason below, then skip to question 13.

- Full-time student
- Full-time homemaker
- Health disability
- Family responsibility
- Other reason, please specify:

5

6

6. How closely is your present job related to your former community college program?

- Very related - am working in exact field of study (please skip to question 8)
- Somewhat related (please skip to question 8)
- Not related (continue to question 7)

7. If your present job is **NOT** related to your college program, what is the **ONE BEST** reason why?


- Preferred to work in another field
- Found better paying job in another field
- Could not find a job in my field of preparation
- Worked previously in my field of preparation, but changed
- Preferred not to move to new locality
- Temporary job while in transition - either in college, between jobs or summer employment
- Took job in order to get preferred working hours
- Did not complete program or pass licensing test to be eligible to work in my field
- Health problems prevented me from working in my field of preparation
- Other reason, please specify:


5


6


8. On an average, how many hours do you work each week? Do not include overtime


hours. 60 hours **MAXIMUM.**


 0 - 10

 11 - 20

 21 - 30

 31 - 40

 41 - 50

 51 - 60

9. What is your **present** hourly salary before deductions, including commission, but not overtime pay? (Example \$_. _hourly salary)

(Note: If employed full-time and do not know the hourly salary, use the following guide to convert the salary: Weeklysalary divided by 40 = salary per hour, monthllysalary divided by 173 = salary per hour and annualsalary divided by 2,080 = salary per hour)

10. In general, how satisfied are you with your present job?

- Very dissatisfied
 Somewhat dissatisfied
 Somewhat satisfied
 Very satisfied

11. When did you begin working in your present job?

- Before entering the college program
 While enrolled in the college program
 After leaving the college program

12. Where is the location of your primary place of employment?

- Within Harper College district
 Outside Harper College district, but in Illinois
 Outside Illinois

13. Please rate your satisfaction with the following items as they pertain to skill courses in your major program of study: Choose the **ONE**, answer that most clearly represents the opinion.

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Content of courses in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lectures, lab experiences and group and individual projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment, facilities and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for further education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on current employment opportunities and trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, how satisfied are you that your program provided you with the skills required for your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please rate your satisfaction with the following items as they pertain to general education or other courses outside your major program of study: Choose the **ONE** answer that clearly represents the opinion.

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Content of courses outside of your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lectures, lab experiences and group and individual projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment, facilities and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for further education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please rate the instruction in general in each of the following:

	Excellent	Good	Average	Poor	N/A
Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness of grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty teaching ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty concern for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please rate the location of the courses taken in terms of convenience:

	Very convenient	Convenient	Not convenient	N/A
Harper main campus in Palatine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Northeast Center in Wheeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WEB or Internet based from home or office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harper Professional Center in Schaumburg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other location:

17. Please rate your satisfaction with each office or service listed below: Choose the **ONE** answer that most clearly represents the opinion.

	Did not use	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Financial Aid services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College transfer planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/audio visual services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access for disabled on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of computers for out-of-class use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. As a result of your experiences at Harper, would you say you have a better appreciation for diversity and different cultures and values?

- Definitely no
 No
 Yes
 Definitely yes

19. Would you recommend Harper College to your friends and family?

- Definitely no
 No
 Yes
 Definitely yes

20. Would you return to Harper for educational or personal enrichment courses in the near future?

- Definitely no
 No
 Yes
 Definitely yes

21. What did you like best about Harper?

22. How can the College improve in its instruction?

23. How can the College improve in its services?

5

24. General comments:

6

25. May we have your permission to send your supervisor a questionnaire regarding how well graduates of Harper College perform on the job? (If so, please fill in information below.)

Supervisor name:

Title:

Name of company:

Company address:

City/Town:

State:

ZIP:

Your email Address: