

Harper College
Findings and Trends from 2012 Career Graduate Survey

*Prepared by the Office of Institutional Research
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Executive Summary

Background: Every year the Office of Institutional Research administers the Career Graduate Survey to graduates from the previous year. 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. Graduates who are administered this survey are students who come to Harper College to prepare for a career graduate with certificates and/or Associate of Applied Science degrees. The goal of this combined survey of ICCB and Harper questions survey 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 2012 (Summer 2011-Spring 2012), Harper College produced a total of 3,822 graduates. Of those graduates, 2,780 were identified as graduates from a career program. The data presented in this report is from the 1,351 career graduates who responded in the late fall of 2012 and winter of 2013. The response rate to the survey was 49 percent.

Employment status: Roughly half of the 2012 Career Graduate Survey respondents reported themselves as employed full-time and another 30 percent indicated that they were employed part-time, which are both roughly the same employment rates reported by respondents to this survey from 2009 through 2011. Full-time employment of 2012 respondents was 47 percent, which is slightly lower than the 49 percent reported by 2011 respondents but still an increase from 2010 respondents where 40 percent reported being employed full-time.

Unemployment status: Fifteen percent of the 2012 graduates reported themselves as unemployed but seeking employment, a slight increase from 12 percent in 2011. Those who indicated they were unemployed and **not** seeking employment was 9 percent in 2012, which is the lowest rate for this category in four years.

Average hourly wages: The average earned by career graduates in 2012 was \$17.99 per hour, which is the highest wage rate since 2009 when graduates earned \$18.54 per hour. This would indicate that graduates are currently able to earn more wages that would not normally have been available in past years, possibly due to the previous recession.

Job satisfaction: Forty-two percent of the 2012 respondents reported they were “*Very satisfied*” in their present jobs, a decrease from 47 percent who were “*Very satisfied*” in 2011 but still higher than 40 percent in 2010 that indicated being “*Very satisfied*” with their employment. The proportion of “*Somewhat dissatisfied*” and “*Very dissatisfied*” respondents has increased from 17 percent in 2011 to 21 percent in 2012.

Course satisfaction: Between 2009 and 2011, those respondents who were “*Very satisfied*” with the content of their courses ranged from 67 and 73 percent, and by 2012 70 percent of respondents gave their courses the highest rating. Even though there were decreases in satisfaction from 2011 to 2012, these levels of satisfaction are still higher than the lowest satisfaction levels reported by the 2010 graduates. The biggest decrease in “*Very satisfied*” was with respect to satisfaction with preparation for further education (from 65% in 2011 to 57% in 2012).

There was also fluctuation with regards to rating instruction at Harper, with decreases in rating quality of instruction as “*Excellent*” from 67 percent in 2011 to 60 percent in 2012. Both years, though, were still higher than in 2010 when 57 percent of respondents rated quality of instruction as “*Excellent*”.

Satisfaction with student services: Overall while satisfaction with services has been positive among Career Graduate Survey respondents in the past four years, there has been a notable improvement in rating registration procedures (from 37% in 2010 to 64% in 2012) and out-of-class availability of computers (from 52% in 2010 to 73% in 2012). 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 compared to all student services in the past four years despite a rebound from 24 percent in 2010 to 40 percent in 2012.

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 fluctuated from 2009 to 2012 (from a low of 40% in 2011 to a high of 64% in 2012.) It is important to note that the combined proportion of those selecting either “*Yes*” or “*Definitely Yes*” has not fluctuated much and remained highly positive throughout the four-year period (either 97% or 98% during this time period).

Comparison between Career Graduates and Transfer Graduates: Each year Harper also conducts a separate survey of students who complete its career Associate of Applied Science degree and certificate programs. Some categories and questions were offered to both Career graduates and Transfer graduates. Notable comparisons of responses between those two surveys of 2012 graduates include:

- **Instruction:** The transfer graduates responded more positively regarding class size (70% for transfer vs. 65% for career) while career graduates responded more positively to all other aspects of instruction at Harper, especially faculty concern for students (63% for career vs. 52% for transfer).
- **Student services:** Transfer graduates responded more positively with respect to college transfer planning (52% for transfer vs. 43% for career) and tutoring (60% for transfer vs. 54% for career) while career graduates responded more positively to student activities (53% for career vs. 47% for transfer) and library/audio visual services (72% for career vs. 66% for transfer).
- **Appreciation for cultural diversity:** Both groups responded positively to this question, but over time, 21 percent of career graduates responded with a “*No*” or “*Definitely No*” whereas 14 percent 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 considerably from 2011 to 2012; for recommending Harper, transfer graduates have consistently been more positive (76% for transfer vs. 64% for career), whereas for returning to Harper career graduates were more positive in 2012 (60% for career vs. 51% for transfer).

Introduction

Every fall semester, Harper College administers, with the assistance of Comiskey Research who administer phone surveying, 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 diversity, and their extent to which they would recommend Harper to others and if they 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 our career programs to determine the extent to which they have found employments and to learn how well they are satisfied with their experience at here.

For the fiscal year of 2012 (Summer 2011-Spring 2012), Harper College produced a total of 3,822 graduates. Of this graduating class, 2,780 were identified as graduates from a career program. The data presented in this report consist of responses from 1,351 graduates from career programs to the Career Graduate Survey, thus yielding a response rate of 49 percent which is an increase from 45 percent of 2011 grads. The 2012 graduate survey respondents represent 35 percent of all 2012 Harper graduates. This report offers the findings of the survey of 2012 graduates from Harper College's career programs as well as comparisons with the findings from previous surveys of career graduates dating back to 2009.

The findings presented throughout this report are based on the responses from the 1,351 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 1,341 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 percent.

Findings and Discussion

Demographics

Tables 1 and 2 show the demographics of all career graduates of Harper College from 2009 to 2012. Generally, the demographics of Harper College graduates have remained fairly static. 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 and Gender of Career Graduates								
	Asian/ Pacific Islander*	American Indian/ Alaskan Native	African American	Hispanic	White	Other/ Unknown	Male	Female
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%
2012	10%	<1%	4%	13%	66%	8%	39%	61%

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

Table 2: Age Group of Career Graduates				
	18 & Under	19-24	25-40	Over 40
2009	1%	45%	38%	16%
2010	2%	47%	31%	19%
2011	2%	42%	38%	18%
2012	3%	44%	36%	17%

Response Rates

Career graduates consist of those graduating with Associates of Applied Science degrees or a certificate. Below is a graph that illustrates the total number of career graduates, the number of responding career graduates and the resulting response rate. In the spring of 2012, 2,780 career students graduated, with 1,351 responding to the survey resulting in a 49 percent response rate. The exact figures for each year can be found in Table 3.

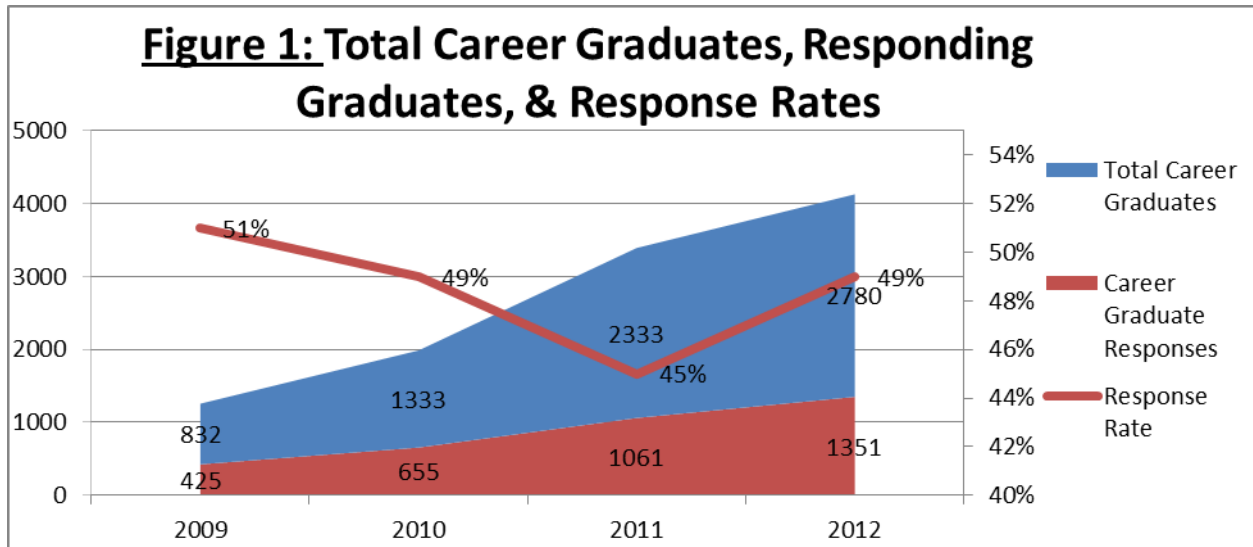


Table 3: Response Rates			
	Response Rate	Responses	Total Career Graduates
2009	51%	425	832
2010	49%	655	1333
2011	45%	1061	2333
2012	49%	1351	2780

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, the responses of those impacted by the Completion Concierge cannot be separated from those of all 2012 career graduates.

Student Intent

In table 4, the findings show that of those who graduated from Harper College, the majority (55%) attended with the intent to obtain skills to enter into a new or different job, which is a 9 to 12 decrease over the previous three years. The next most selected objective was to take coursework to transfer to another college (17%), and 16 percent indicated personal interest or self-improvement as their objective.

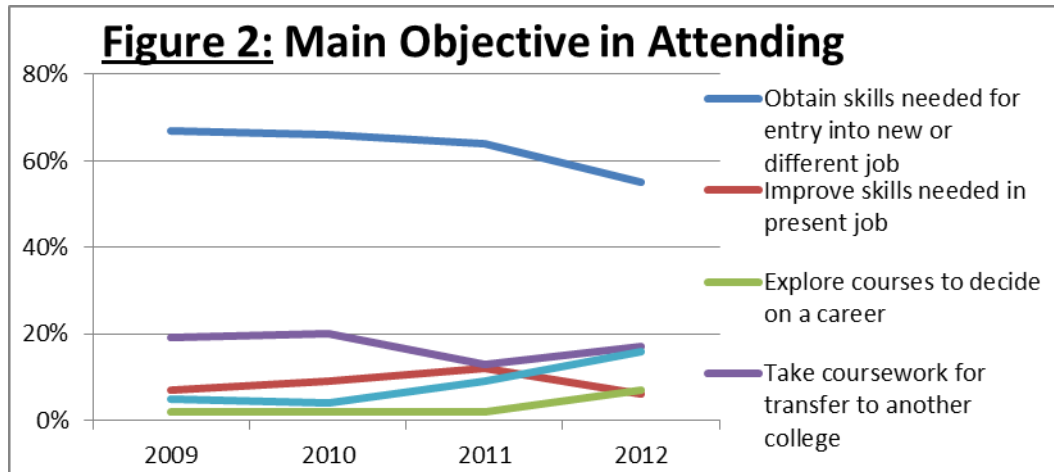


Table 4: What was your main objective in attending Harper College?

	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
2009	425	67%	7%	2%	19%	5%
2010	655	66%	9%	2%	20%	4%
2011	1061	64%	12%	2%	13%	9%
2012	1343	55%	6%	7%	17%	16%

Educational Status

Table 5 shows graduates' current educational status. While the majority of graduates have not enrolled in another educational program since leaving Harper, more than a third are currently enrolled in a program in a related field of study. Looking back to 2009, there has been a trend toward more graduates enrolling in other educational programs after leaving Harper, whether in a similar field or in an unrelated field. Over the period analyzed, roughly one-third of the respondents were enrolled in a field of study related to their community college program.

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
2009	425	61%	2%	33%	4%
2010	649	52%	4%	33%	10%
2011	1056	53%	5%	36%	6%
2012	1341	51%	5%	34%	10%

Employment Status

Table 6 shows that the majority of 2012 survey respondents (76%) were working after they left Harper, either full-time (47%) or part-time (29%). The proportion of respondents who were unemployed and not seeking employment decreased by 8 percent between 2010 and 2012. Table 7 shows that among the 2012 respondents who self-reported that they were unemployed and not seeking employment, 63 percent were full-time students, a 12 percent increase from 2010.

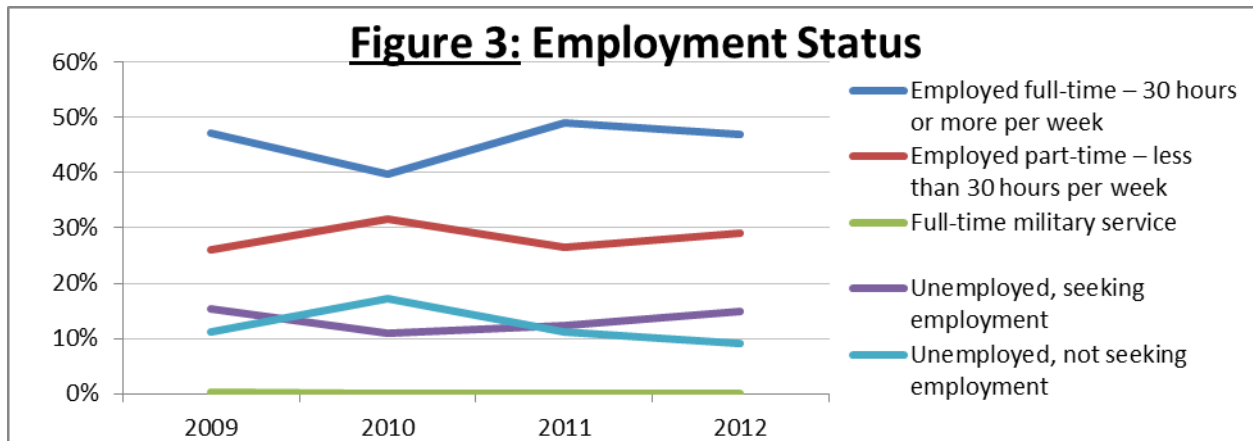


Table 6: What is your present employment status?						
	N	Employed full-time – 30 hours or more per week	Employed part-time – less than 30 hours per week	Full-time military service	Unemployed, seeking employment	Unemployed, not seeking employment
2009	425	47%	26%	0%	15%	11%
2010	652	40%	32%	0%	11%	17%
2011	1056	49%	27%	<1%	12%	11%
2012	1343	47%	29%	<1%	15%	9%

Table 7: Of those unemployed and not seeking employment :						
	N	Full-time student	Full-time homemaker	Health disability	Family responsibilities	Other
2009	49	61%	10%	6%	10%	12%
2010	85	51%	6%	5%	13%	26%
2011	125	59%	10%	8%	6%	16%
2012	133	63%	17%	4%	8%	9%

Job Relatedness

Table 8 shows differences in response options regarding job relatedness. Starting in 2011, the option “*Related*” was broken down into two levels of relatedness consisting of “*Somewhat*” and “*Very*”. Despite the different response options, the data show that around the same proportion of graduates (61%) in 2012 indicated their current job to be at least somewhat related to their educational program at Harper as in 2011.

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...” (48%). This option included some examples such as “between jobs, or summer employment”. Since the data was collected through the fall of 2013, it is possible that those working in an unrelated job were working in a summer position, yet it is still important to note that graduates indicating employment in a temporary job increased 13 percent from 2011 to 2012. There were fewer instances of graduates finding a better paying job in another field as well as fewer instances of graduates indicating they did not find 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 8: How closely is your present job related to your former community college program?					
	N	Related	Not related	Somewhat Related	Very Related
2009	308	63%	37%	-	-
2010	474	63%	37%	-	-
2011	806	-	37%	13%	50%
2012	1025	-	39%	15%	46%

Table 9: Of those present jobs not related:

2009 N=100	2010 N=176	2011 N=292	2012 N=373	
11%	14%	20%	16%	Preferred to work in another field
5%	7%	4%	3%	Found better paying job in another field
1%	25%	27%	19%	Could not find a job in my field of preparation
24%	2%	<1%	2%	Worked previously in my field of preparation, but changed
1%	0%	<1%	<1%	Preferred not to move to new locality
0%	37%	35%	48%	Temporary job while in transition – either in college, between jobs, or summer employment
57%	2%	<1%	<1%	Took job in order to get preferred working hours
0%	2%	1%	2%	Did not complete program or pass licensing test to be eligible to work in my field
1%	1%	<1%	1%	Health problems prevented me from working in my field of preparation
0%	11%	11%	8%	Other

Work Hours and Wages

The hourly wage question offers an open box for inputting wage information. Starting 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 2011 and 2012.

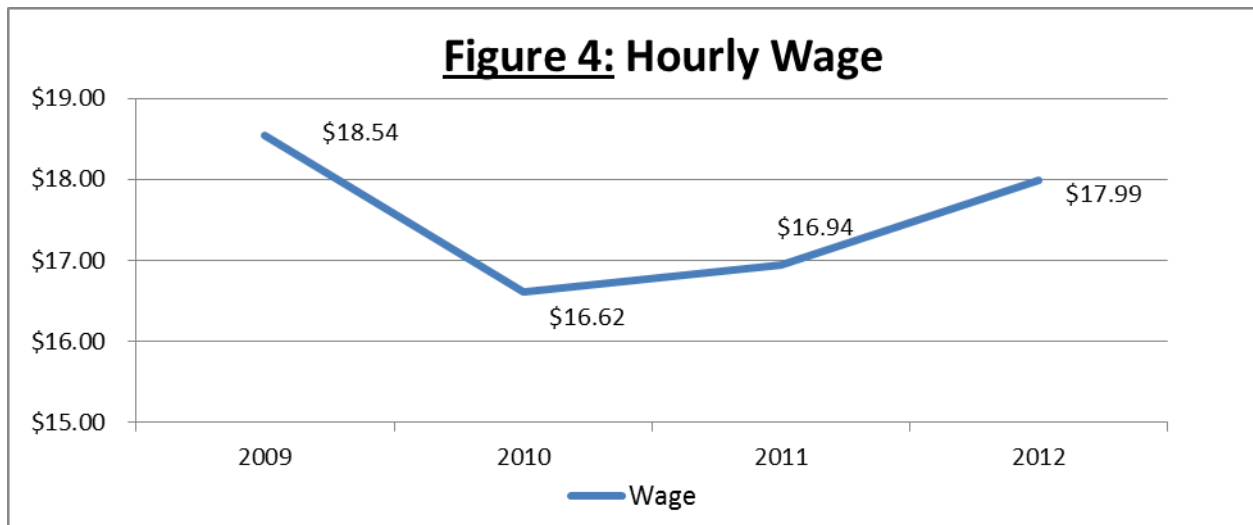


Table 10.a:			
What is your present hourly salary before deductions?			
On the average, how many hours do you work each week?			
	N	Wage	Hours
2009	117	\$18.54	31.7
2010	277	\$16.62	30.5
2011	287	\$16.94	--
2012	555	\$17.99	--

Table 10.b: Hours worked each week for 2012 Graduates						
	0 - 10	11 -- 20	21 - 30	31 - 40	41 - 50	51 - 60
2011 (N=796)	3%	13%	20%	47%	13%	4%
2012 (N=1013)	4%	14%	18%	49%	11%	4%

Job Satisfaction

Figure 5 and Table 11 show the extent respondents were satisfied with their present job. There was a 5 point decrease in 2012 from 2011 in respondents selecting “*Very Satisfied*,” and an overall decrease in satisfaction by 4 points.

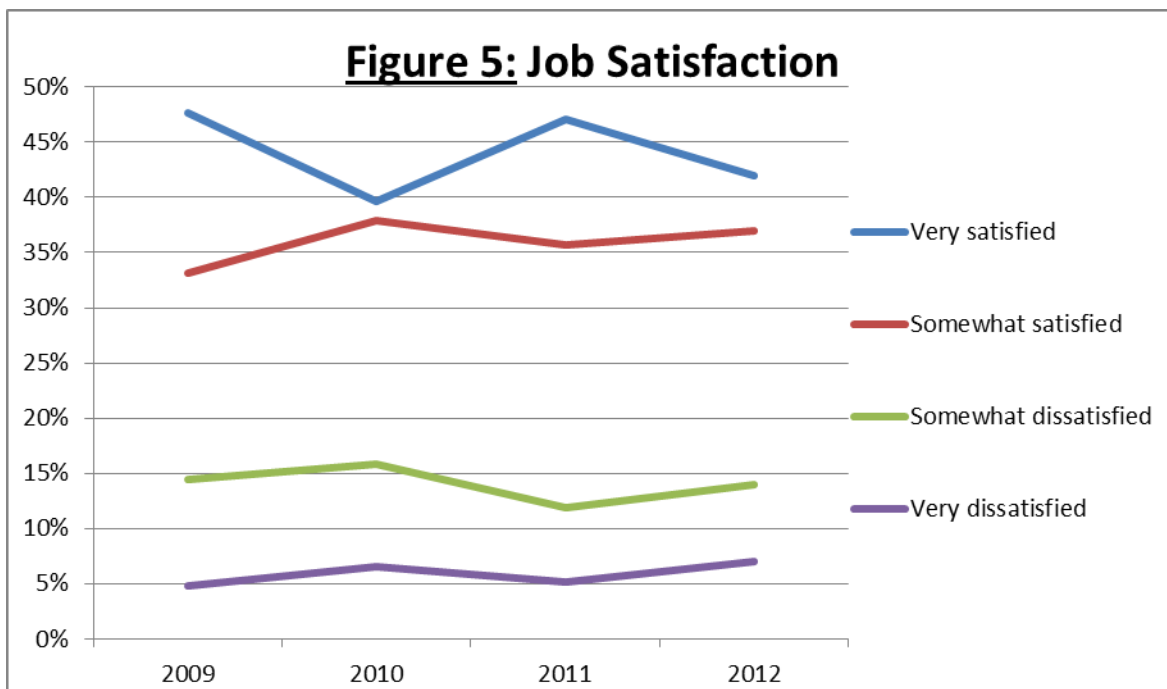


Table 11: In general, how satisfied are you with your present job?					
	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
2009	311	48%	33%	15%	5%
2010	468	40%	38%	16%	7%
2011	781	47%	36%	12%	5%
2012	1020	42%	37%	14%	7%

When Graduates Began Working

In Figure 6 and Table 12 note that from 2009 to 2010, the proportion of respondents began working before graduation and after graduation remained very similar. In 2011, a noticeable spike occurred for those who began working after graduation compared to before entering Harper or while enrolled in their college program. However, that spike was not sustained with the 2012 respondents that began working after leaving Harper but there was another notable spike with 2012 respondents that began working while enrolled at Harper.

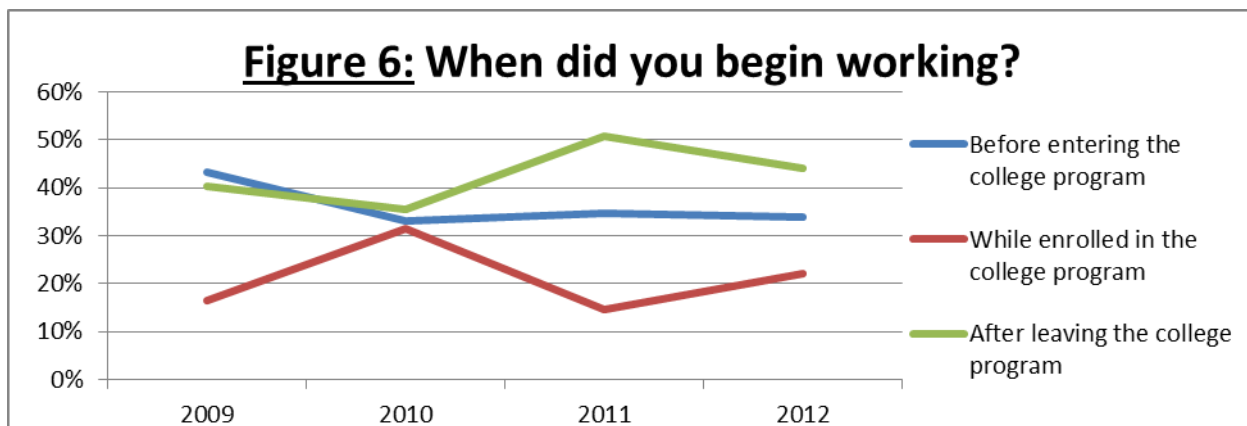


Table 12:
When did you begin working in your present job?

	N	Before entering the college program	While enrolled in the college program	After leaving the college program
2009	311	43%	16%	40%
2010	469	33%	32%	35%
2011	799	35%	15%	51%
2012	1025	34%	22%	44%

Location of Employment

Table 13 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 13: Where is the location of your primary place of employment?

	N	Within Harper College district	Outside Harper College district, but in Illinois	Outside Illinois
2009	311	57%	42%	1%
2010	470	56%	43%	2%
2011	796	56%	42%	3%
2012	1020	52%	45%	3%

Satisfaction with Harper Experience

Figure 7 and Table 14 show the findings for program specific survey items that gauge satisfaction with the content of courses and the extent to which programs of study provided the skills needed for a job. 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 content of courses (70%) and equipment, facilities, and materials (69%). The item with the lowest number of “*Very Satisfied*” respondents was information on employment opportunities, where 34 percent of the respondents were “*Very Satisfied*”. The second lowest item amongst the “*Very Satisfied*” responses was job preparation at 54 percent. Overall, these findings suggest that students are satisfied regarding the courses and facilities but are less enthusiastic about job related information and preparation.

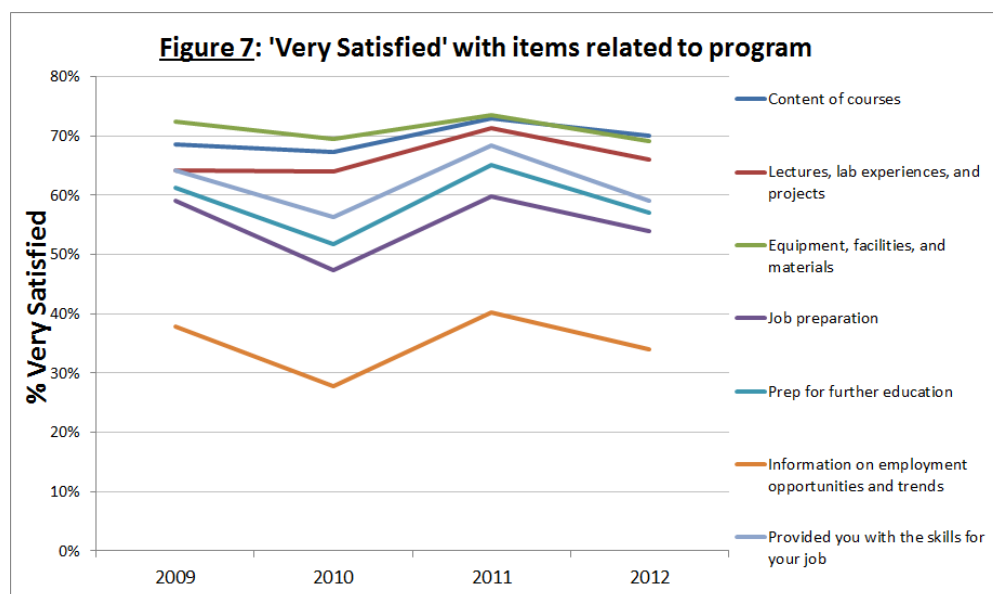


Table 14:

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					
2009	423	69%	27%	5%	1%
2010	643	67%	30%	2%	0%
2011	1059	73%	23%	4%	1%
2012	1347	70%	25%	4%	1%
Lectures, lab experiences, and group and individual projects					
2009	421	64%	30%	5%	1%
2010	642	64%	30%	5%	1%
2011	1058	71%	25%	4%	1%
2012	1338	66%	28%	4%	1%

Table 14 (continued):

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
Equipment, facilities, and materials					
2009	421	72%	23%	4%	0%
2010	643	69%	26%	4%	0%
2011	1053	73%	22%	4%	1%
2012	1334	69%	25%	5%	1%
Job preparation					
2009	362	59%	30%	9%	2%
2010	628	47%	36%	14%	4%
2011	967	60%	28%	9%	3%
2012	1224	54%	32%	11%	4%
Preparation for further education					
2009	387	61%	31%	7%	1%
2010	632	52%	36%	10%	2%
2011	1024	65%	26%	7%	2%
2012	1300	57%	33%	8%	3%
Information on current employment opportunities and trends					
2009	311	38%	33%	21%	8%
2010	607	28%	36%	23%	13%
2011	841	40%	32%	18%	9%
2012	1112	34%	35%	20%	11%
Overall, how satisfied are you that your program provided you with the skills for your job?					
2009	368	64%	30%	5%	1%
2010	616	56%	34%	6%	3%
2011	958	68%	24%	5%	2%
2012	1247	59%	31%	8%	2%

While Table 14 is related to the items specific to the program, Table 15 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 content of courses with 57 percent. The item with the least “*Very Satisfied*” responses is job preparation with 40 percent. Whether looking at the program itself or the broader educational experience, graduates are pleased with course-related aspects and less pleased with job preparation.

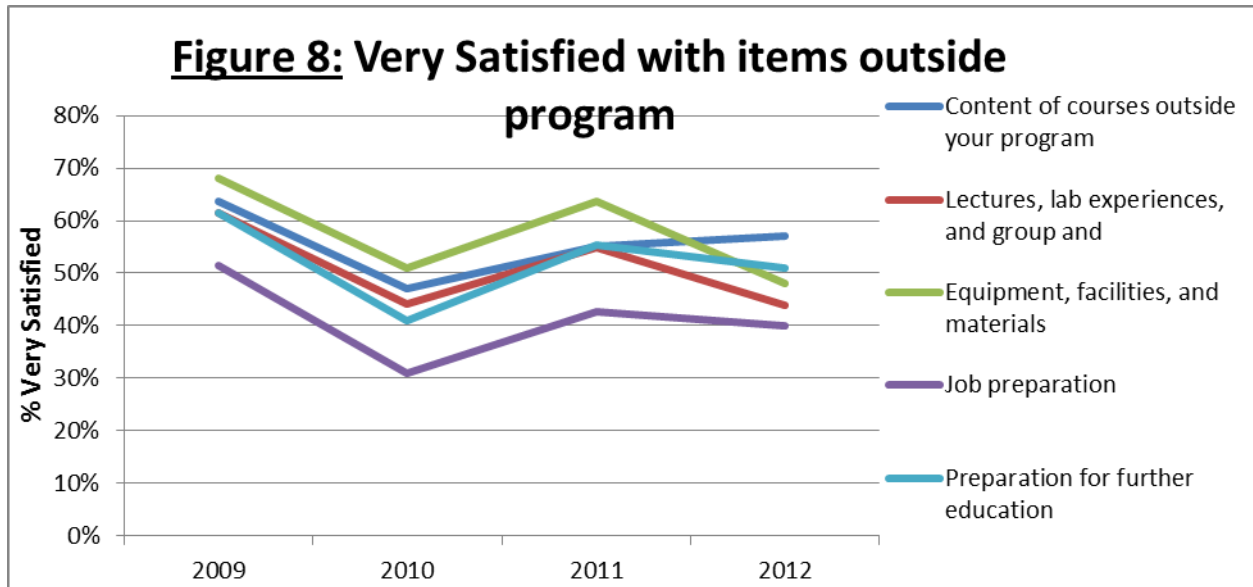


Table 15:
Rate your satisfaction with the following items as they pertain to skill courses outside your major program of study.

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Content of courses outside your program					
2009	130	64%	30%	5%	1%
2010	377	47%	35%	15%	3%
2011	402	55%	36%	7%	2%
2012	752	57%	37%	5%	2%
Lectures, lab experiences, and group and individual projects					
2009	127	61%	34%	4%	1%
2010	376	44%	35%	17%	4%
2011	400	55%	37%	6%	2%
2012	737	44%	49%	5%	2%
Equipment, facilities, and materials					
2009	128	68%	28%	3%	1%
2010	377	51%	30%	16%	3%
2011	400	64%	30%	5%	1%
2012	733	48%	46%	5%	1%

Table 15 (continued):

Rate your satisfaction with the following items as they pertain to skill courses outside your major program of study.

Job preparation	2009	74	51%	26%	19%	4%
	2010	365	31%	36%	24%	9%
	2011	329	43%	37%	15%	6%
	2012	593	40%	43%	13%	5%
	Preparation for further education	2009	91	62%	23%	12%
2010		372	41%	35%	19%	6%
2011		385	55%	32%	9%	3%
2012		703	51%	39%	8%	3%

Figure 9 and Table 16 show the findings of items related to instruction at Harper College. The items with the most “Excellent” responses were class size and fairness of grading at 65 percent. The items with the least “Excellent” responses were quality of instruction and course content at 60 percent. As the graph below shows, no single aspect of instruction stands apart, but all together, the instruction at Harper fluctuated in satisfaction in the last few years.

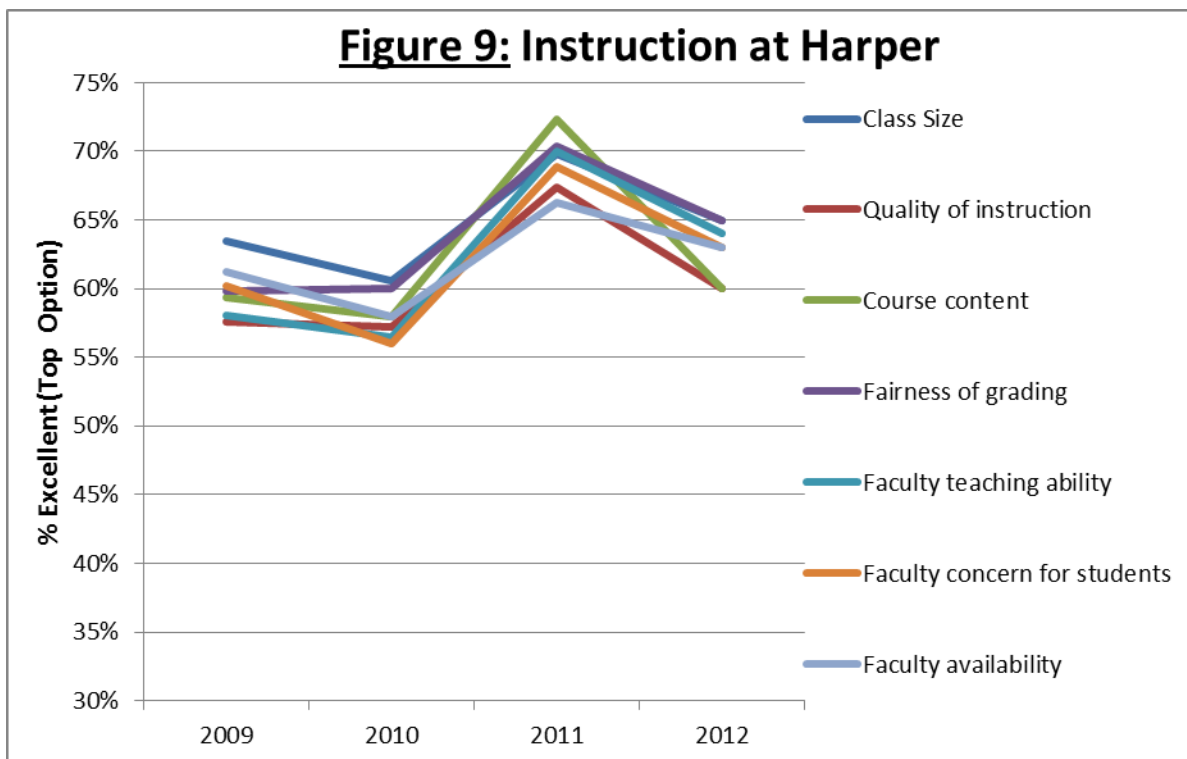


Table 16: Rate the instruction at Harper College.

	N	Excellent	Good	Average	Poor	
Class Size						
2009	424	64%	28%	8%	1%	
2010	650	61%	32%	6%	0%	
2011	1050	70%	24%	5%	1%	
2012	1328	65%	29%	5%	1%	
Quality of instruction						
2009	423	58%	33%	8%	1%	
2010	651	57%	36%	6%	1%	
2011	1055	67%	26%	6%	1%	
2012	1341	60%	32%	7%	1%	
Course content						
2009	424	59%	36%	5%	0%	
2010	650	58%	37%	5%	0%	
2011	1055	72%	23%	4%	1%	
2012	1338	60%	34%	5%	1%	
Fairness of grading						
2009	425	60%	33%	6%	1%	
2010	649	60%	33%	6%	2%	
2011	1054	70%	23%	6%	1%	
2012	1338	65%	28%	6%	1%	
Faculty teaching ability						
2009	425	58%	33%	8%	1%	
2010	650	57%	34%	7%	2%	
2011	1056	70%	22%	7%	1%	
2012	1339	64%	28%	7%	2%	
Faculty concern for students						
2009	425	60%	30%	8%	2%	
2010	648	56%	32%	10%	3%	
2011	1051	69%	23%	6%	2%	
2012	1335	63%	26%	9%	2%	
Faculty availability						
2009	423	61%	30%	7%	1%	
2010	641	58%	31%	9%	2%	
2011	1052	66%	25%	7%	2%	
2012	1309	63%	27%	9%	1%	

Convenience of Locations

As to be expected, the specific 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 17: Rate the location of the courses taken in terms of convenience.					
		N	Very convenient	Convenient	Not convenient
Harper main campus – Palatine					
	2009	415	84%	14%	2%
	2010	633	72%	25%	3%
	2011	951	76%	22%	3%
	2012	1225	75%	22%	3%
Northeast Center – Wheeling					
	2009	78	56%	31%	13%
	2010	151	46%	30%	25%
	2011	185	54%	27%	19%
	2012	239	52%	30%	19%
WEB or Internet based – from home or office					
	2009	203	80%	18%	2%
	2010	311	71%	23%	7%
	2011	250	66%	26%	8%
	2012	524	70%	21%	9%
Harper Professional Center – Schaumburg					
	2009	13	85%	15%	0%
	2010	62	55%	39%	6%
	2011	84	57%	36%	7%
	2012	146	68%	26%	6%
Other					
	2009	11	55%	36%	9%
	2010	0	0%	0%	0%
	2011	61	43%	43%	15%
	2012	107	82%	13%	5%

Figure 10 and Table 18 show the offices or services available for student use. The most used service (as indicated by number of respondents) is registration procedures (N=1273) followed by out-of-class availability of computers (N=851). The least used service is access for the disabled on campus (N=153). The services with the most “*Very Satisfied*” responses are computer availability for out of class use (73%) and library/ audio-visual services (72%). The service with the least amount of “*Very Satisfied*” responses is career planning with 40 percent, although that is a 16 percent increase from 24 percent from the 2010 career graduates.

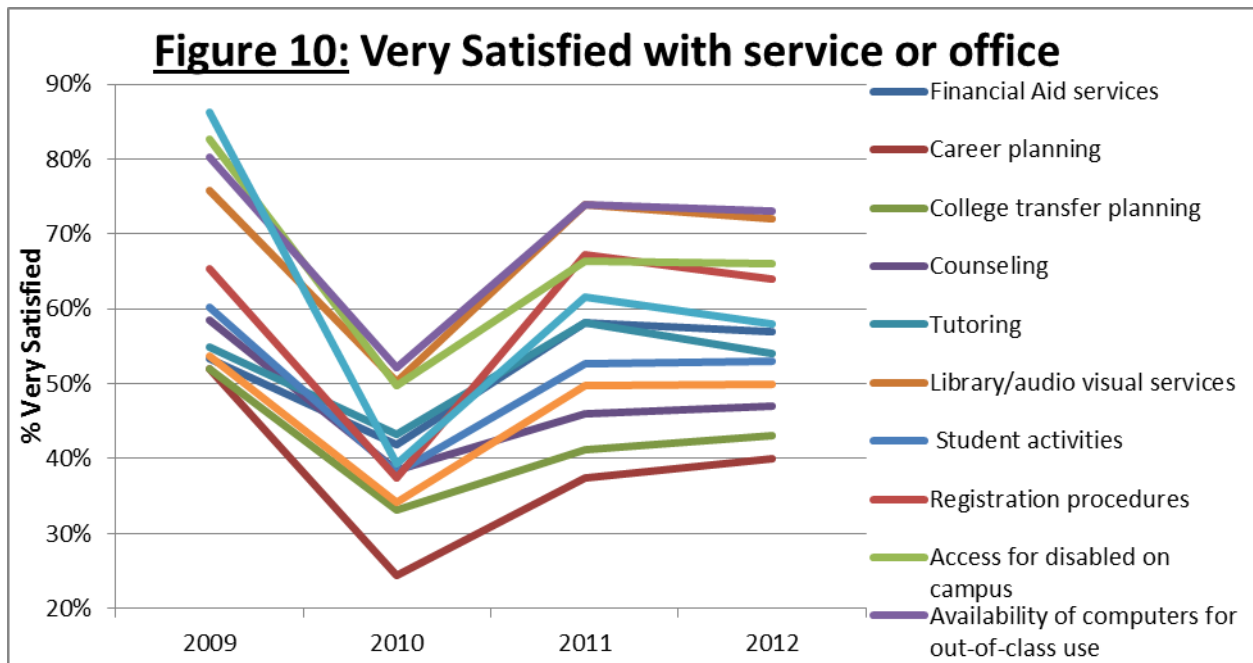


Table 18: Rate your satisfaction with each office or service listed below.

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Financial Aid services					
2009	146	53%	24%	13%	10%
2010	272	42%	30%	16%	13%
2011	353	58%	27%	9%	5%
2012	513	57%	24%	11%	9%
Career planning					
2009	121	52%	31%	7%	9%
2010	304	24%	39%	22%	14%
2011	283	37%	37%	17%	8%
2012	446	40%	36%	16%	7%
College transfer planning					
2009	100	52%	29%	13%	6%
2010	241	33%	32%	23%	12%
2011	211	41%	36%	16%	7%
2012	317	43%	38%	13%	7%

Table 18 (continued): Rate your satisfaction with each office or service listed below.

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Counseling					
2009	94	59%	30%	6%	5%
2010	315	38%	35%	17%	10%
2011	189	46%	33%	14%	7%
2012	337	47%	35%	11%	7%
Tutoring					
2009	111	55%	32%	6%	6%
2010	238	43%	33%	15%	9%
2011	270	58%	30%	9%	3%
2012	394	54%	32%	8%	6%
Library/audio visual services					
2009	272	76%	21%	3%	0%
2010	481	50%	39%	9%	1%
2011	635	74%	22%	4%	0%
2012	835	72%	24%	4%	1%
Student activities					
2009	73	60%	30%	7%	3%
2010	181	38%	40%	17%	5%
2011	165	53%	38%	8%	2%
2012	224	53%	37%	8%	2%
Registration procedures					
2009	418	65%	24%	7%	4%
2010	634	37%	41%	15%	7%
2011	1023	67%	25%	6%	1%
2012	1273	64%	28%	6%	2%
Access for disabled on campus					
2009	127	83%	13%	3%	1%
2010	165	50%	36%	10%	4%
2011	122	66%	27%	3%	3%
2012	153	66%	27%	2%	5%
Availability of computers for out-of-class use					
2009	313	80%	18%	1%	0%
2010	515	52%	32%	12%	3%
2011	733	74%	22%	4%	0%
2012	851	73%	21%	5%	1%
Career Center					
2009	333	86%	12%	2%	0%
2010	242	39%	43%	12%	6%
2011	312	62%	29%	7%	3%
2012	334	58%	33%	6%	4%
Academic Advising					
2009	248	54%	26%	13%	7%
2010	453	34%	33%	21%	11%
2011	570	50%	30%	13%	7%
2012	797	50%	29%	15%	6%

Appreciation for Diversity

Figure 11 and Table 19 show the findings regarding the respondents' appreciation for diversity. While approximately the same proportion of respondents answered "No" and "Definitely No", there was a sharp shift from "Yes" to "Definitely Yes". Graduates are still viewing their experience at Harper as a positive influence with regard to diversity, and it appears to have had more of an impact on the 2012 respondents.

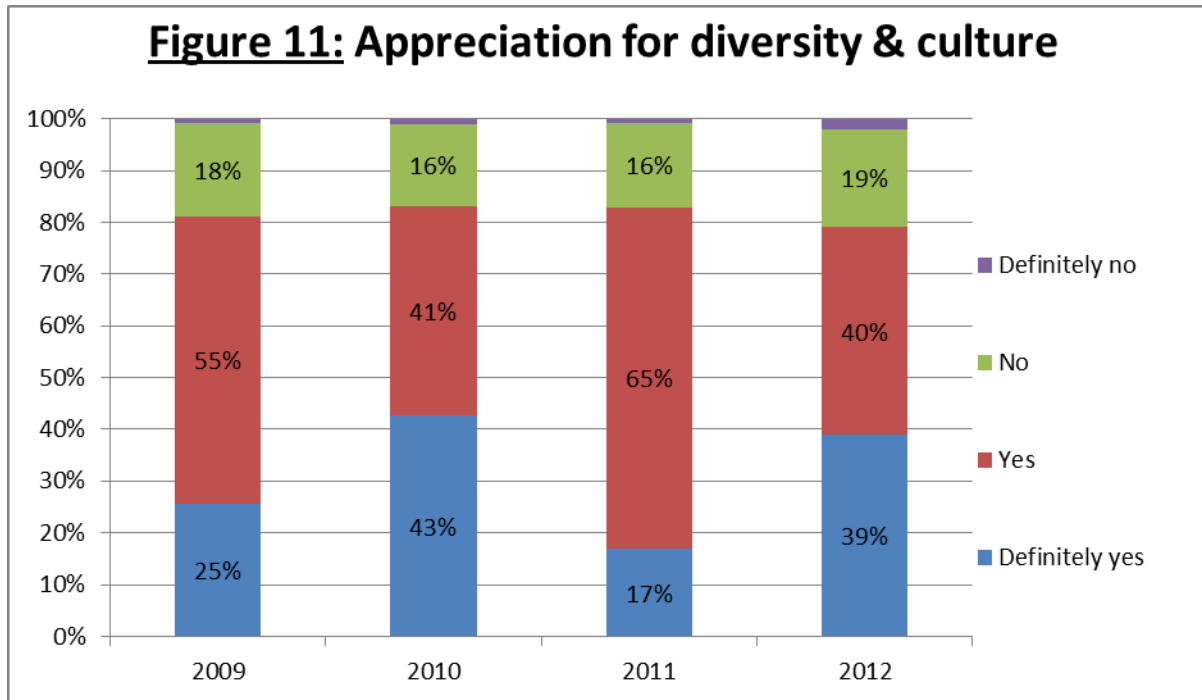


Table 19: As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values?

	N	Definitely Yes	Yes	No	Definitely No
2009	421	25%	55%	18%	1%
2010	648	43%	41%	16%	1%
2011	1054	17%	65%	16%	1%
2012	1296	39%	40%	19%	2%

Recommending and Returning to Harper

Tables 20 and 21 show findings regarding recommending Harper and returning to Harper. Overall, graduates continue to recommend Harper to friends and family, with 97 percent recommending in 2012. Also, there was a distinct shift from “Yes” to “*Definitely Yes*” indicating perhaps somewhat more enthusiasm from career graduates for recommending Harper to others.

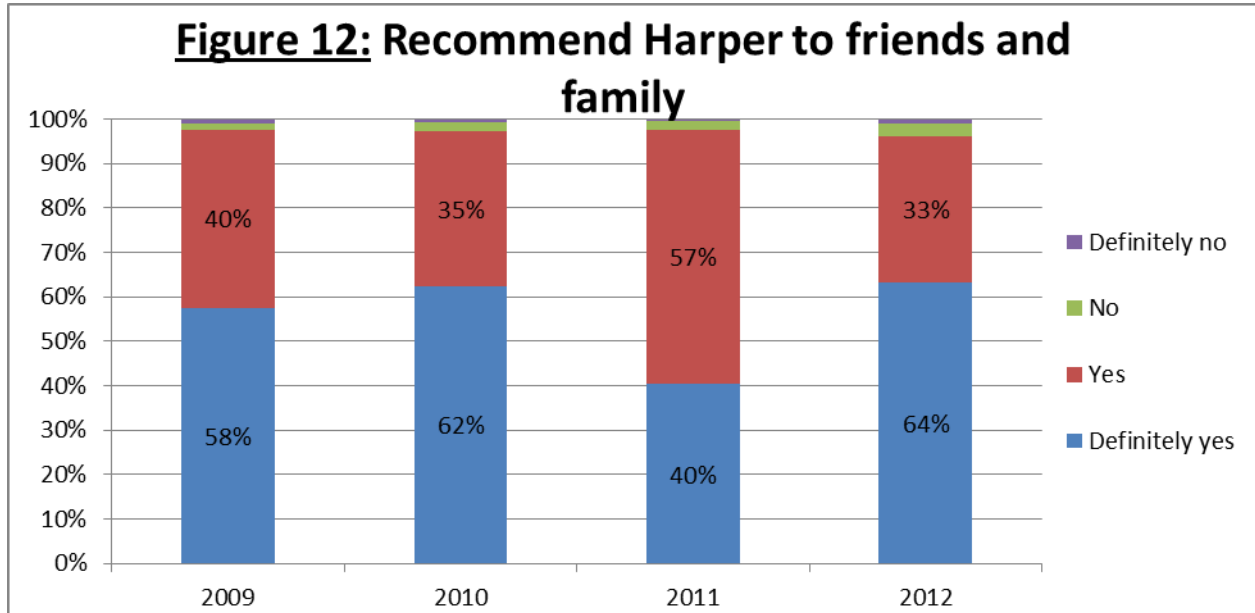


Table 20: Would you recommend Harper College to your friends and family?

	N	Definitely Yes	Yes	No	Definitely No
2009	424	58%	40%	1%	1%
2010	652	62%	35%	2%	1%
2011	1056	40%	57%	2%	0%
2012	1341	64%	33%	3%	1%

The findings displayed in Figure 13 and Table 21 are very similar to the findings in Figure 12 and Table 20. While more respondents selected “*Definitely Yes*” or “*Yes*”, there was a shift to “*Definitely Yes*” by the 2012 career graduates.

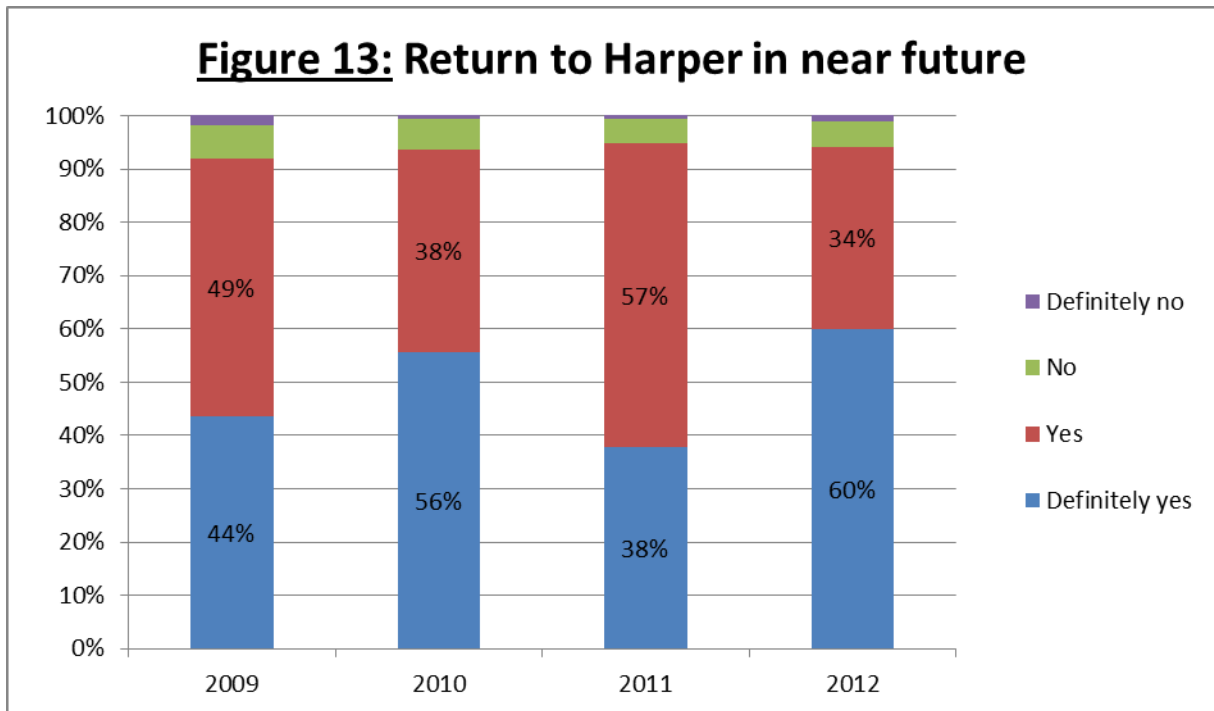


Table 21: Would you return to Harper for educational or personal enrichment courses in the near future?					
	N	Definitely Yes	Yes	No	Definitely No
2009	425	44%	49%	6%	2%
2010	652	56%	38%	6%	1%
2011	1043	38%	57%	5%	1%
2012	1334	60%	34%	5%	1%

Conclusion

Overall, the graduates of career programs in 2012 are more satisfied with the course content, instruction, and many services offered compared to previous years. The lowest rated items focused on employment including employment trends and job preparation.

The majority of graduates in 2012 are employed either full-time (47%) or part-time (29%). Under a half (42%) of the respondents reported being “*Very Satisfied*” with their present job and an additional third (37%) are “*Somewhat Satisfied*”. Sixty-one 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 (48%) or could not find a job in their field (19%).

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. Graduates indicated considerable shifts from “*Yes*” to “*Definitely Yes*” from 2011 to 2012 with regards to returning to Harper and recommending Harper to friends and family.

Going forward, it is suggested 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 (either positive or negative) or a short-lived phenomenon (i.e., fluctuation in results). 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.