

HARPER COLLEGE COMMUNITY SURVEY APRIL 2016

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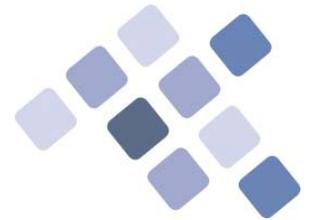


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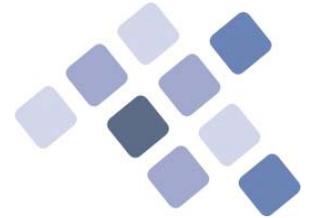
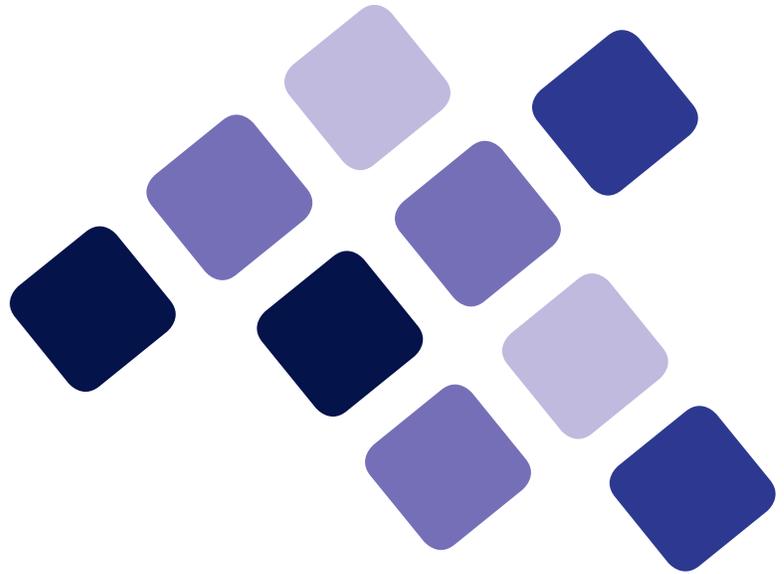


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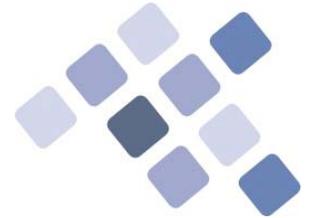
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COMMUNITY SCAN

Harper College Community Survey 2016



STUDY DESIGN

Harper College, located in Palatine, IL, has fostered a national reputation of excellence as a comprehensive community college, and has been recognized for the ability to partner with its constituents. To remain in sync with the constituents of Harper College, and ensure that their needs are being met and their voices heard, the College conducts a community survey every three years. The last Community Scan was conducted in 2013 with 400 constituents – specifically residents representing the property taxpayers in the District. The Community Scan measures the community’s awareness of the College, the importance of specific attributes of the College and the College’s performance on the attributes, and the Community’s understanding of the strategic partnerships and programs offered by the College.

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

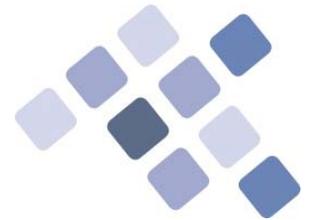
GOALS OF SCAN

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

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

INSTRUMENT DESIGN

A draft of the Community Scan was developed and presented to the administrative leadership at Harper College. CLARUS Corporation and Harper College reviewed this draft in detail for additions, deletions, and revisions. Feedback was given by the College and incorporated into the



survey. A final copy of the Community Scan questionnaire is presented in Appendix A (Community Scan – Questionnaire).

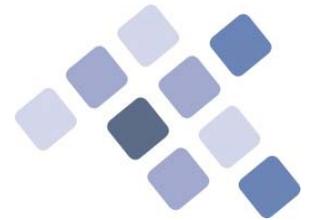
It was the responsibility of CLARUS Corporation to write and sequence the questions in such a way that any respondent bias was minimized and the questions were technically correct. The final survey was pretested to ensure that question wording and sequencing were structured as needed prior to moving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

REPRESENTATIVE SAMPLING

The sample frame for the survey of constituents was based on the number of households by zip code in the College’s service area, with quotas set for age and race, based on the latest population estimates. The list of households was stratified using zip codes within the District, proportionate to the number of households by zip code. This provided stratification of the sample by geographic location and a representative sample of the District. The sample frame for the Community Scan – the adults in the District – is presented in Exhibit 1.

Exhibit 1. Community Scan Sample Frame

Zip Code	City	Total Number of Households	Percent	Sample Frame	Calls Completed
60004	Arlington Heights	9,123	9.05%	36	36
60005	Arlington Heights	4,430	4.40%	18	18
60006	Arlington Heights	0 (PO Boxes)			0
60007	Elk Grove Village	5,587	5.54%	22	22
60008	Rolling Meadows	2,953	2.93%	12	10
60009	Elk Grove Village	0 (PO Boxes)			0
60010	Barrington	7,920	7.86%	31	31
60011	Barrington	14	0.01%	0	1
60016	Des Plaines	7,594	7.54%	30	30
60017	Des Plaines	0 (PO Boxes)			0
60018	Des Plaines	3,486	3.46%	14	14
60021	Fox River Grove	817	0.81%	3	2
60056	Mt Prospect	8,182	8.12%	32	32
60067	Palatine	6,292	6.24%	25	25
60070	Prospect Heights	2,026	2.01%	8	8
60074	Palatine	4,406	4.37%	17	18

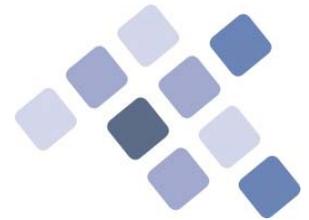


Zip Code	City	Total Number of Households	Percent	Sample Frame	Calls Completed
60078	Palatine	0 (PO Boxes)			1
60084	Wauconda	2,328	2.31%	9	8
60089	Buffalo Grove	6,706	6.65%	27	27
60090	Wheeling	4,158	4.13%	17	18
60110	Carpentersville	2,739	2.72%	11	13
60133	Hanover Park	3,220	3.20%	13	13
60159	Schaumburg	0 (PO Boxes)			1
60168	Schaumburg	0 (PO Boxes)			1
60169	Hoffman Estates	3,596	3.57%	14	14
60172	Roselle	3,674	3.65%	15	15
60192	Hoffman Estates	2,402	2.38%	10	10
60193	Schaumburg	6,283	6.23%	25	23
60194	Schaumburg	2,545	2.53%	10	8
60195	Schaumburg	285	0.28%	1	1
TOTAL		100,766	100.0%	400	400

In order to provide correct constituent representation in the Community Scan, quotas were also set for age and race. While adults are typically defined as ages 18 and above, the reality is that when pulling a community sample, the actual age range is generally from 25 and above since younger adults may be in group settings (at college or still living at home). The rationale for setting age quotas is to get a representative sample across all ages, and, for example, not have the majority of the surveys be completed by adults over 65 years of age. In the service area of Harper College, 28.5 percent of the population is ages 18 to 34, 28.5 percent is ages 35 to 49, 26.5 percent is ages 50 to 64, and 16.5 percent is 65 years of age and older. In addition, 68.2 percent of the population in the College’s District is Caucasian, 11 percent Asian, three percent Black or African-American, two percent two or more races, less than one percent American Indian, and 16 percent Hispanic (and can be combined with other races). Qualifiers were used for both age and race during the administration of the online and telephone interviews, and the sample was continuously monitored for accurate representation of age and race in the service area of the College.

RELIABILITY ESTIMATION

The goal of sampling is to create surveys that yield results that are valid and reliable. Validity is concerned with the accuracy of the measurement, and it is often discussed in the context of sample representativeness. Reliability, on the other hand, is concerned with the consistency of the



measurement; the degree to which the questions used in a survey elicits the same type of information each time they are used under the same conditions. Reliability and tolerable error are the two concepts used to measure the representativeness of the samples. Simply put, reliability describes how sure you can be that your results are accurate, whereas the margin of error shows the range the survey results would fall between if the confidence level held true every time a similar survey was done. The industry standard for reliability is 95 percent with a margin of error of four to eight percent (on average five percent).

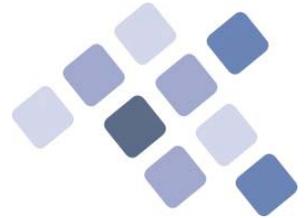
The reliability estimation for the survey of constituents was based on the number of households sampled as proportion of the total households in Harper College's District. A sample of 400 households provided a reliability of 95 percent and a margin of error of ± 4.9 percent. In other words, if 100 different samples of 400 households in the service area were chosen randomly, 95 times out of 100 the results obtained would vary no more than ± 4.9 percentage points from the results that would be obtained if all of the households in the service area were interviewed.

DATA COLLECTION

Interviews via an online panel and telephone surveys were the primary methods of data collection for the Community Scan. Adults located in Harper College's District, who have agreed to be on an online panel to complete surveys, were emailed an invitation to complete an educational survey. The adults had to live in the zip codes in the service area and meet age and ethnicity quotas. The online interviews with the adults were conducted from February 9 to 29, 2016 and 348 surveys were completed online. The telephone surveys were conducted March 1 to 31, 2016 and 52 surveys were completed.

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

The interviewers are trained to minimize nonresponse errors. The two main sources of nonresponse bias are not-at-homes and refusals. Interviewers tried a phone number three to five times during the course of the week at varying days and times to minimize the not-at-home errors. The introduction was structured to attempt to minimize the refusals and has successfully done so in past educational surveys. Our experience indicates that consumers are more than willing to share their opinions about their local educational institutions.

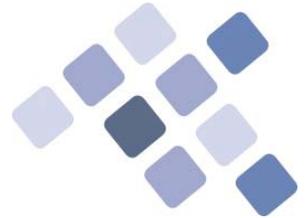


DATA ANALYSIS

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

REPORT GENERATION

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



CONSTITUENT AWARENESS AND FAMILIARITY

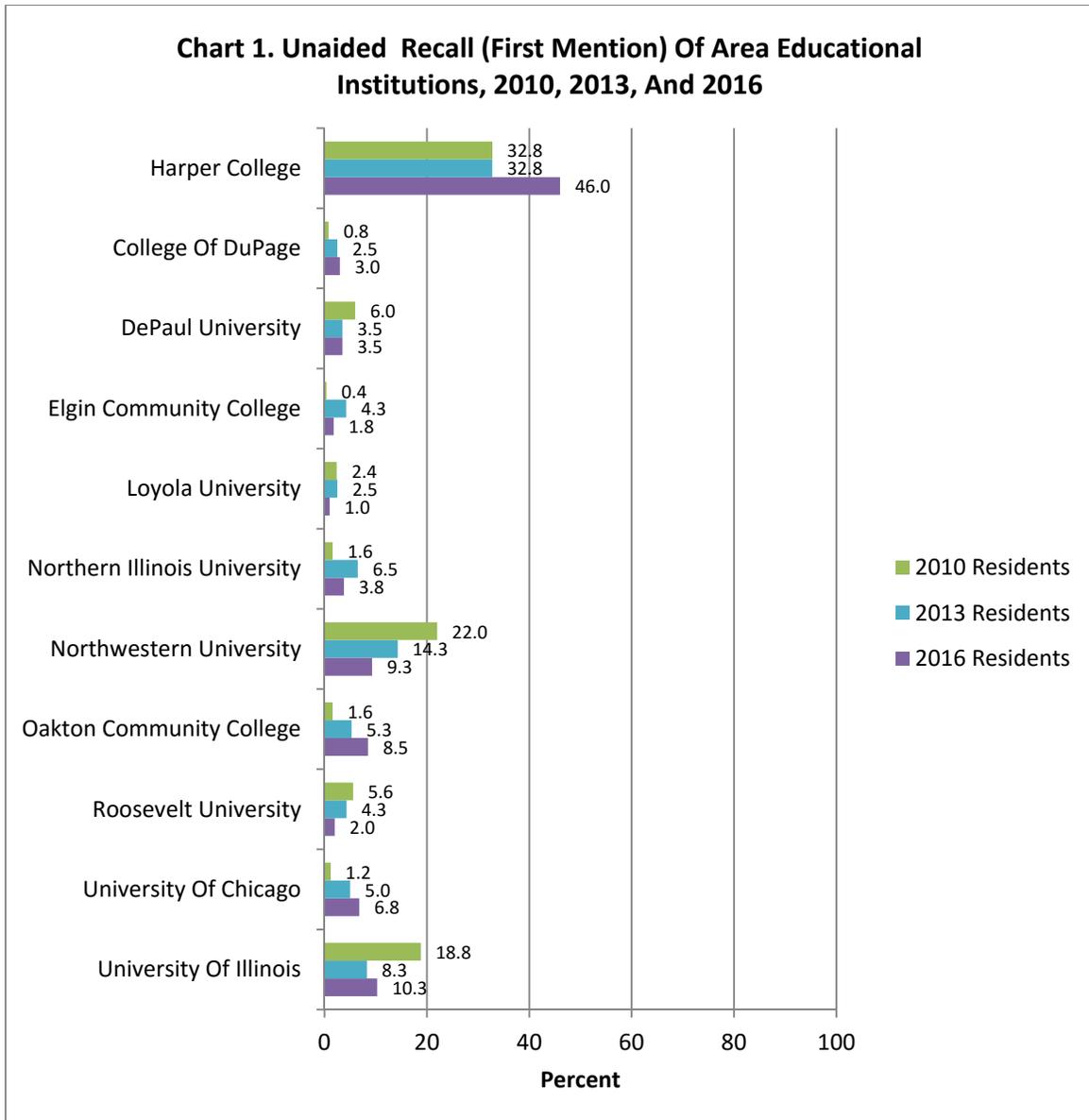
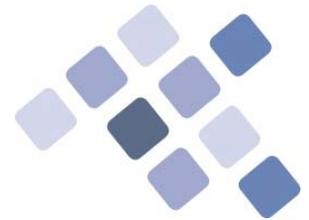
The more aware members of the community are with a college and the more favorable that image, the easier it is for the college to market its programs and services. If consumers are not aware of the college (the college is not held in top of the mind awareness) and is not thought of favorably, the job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

FIRST MENTION

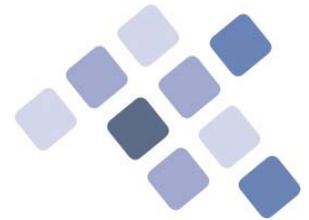
The best test of awareness is a test of unaided awareness – when the respondents are asked to name all the colleges they are familiar with in the area without being prompted with any college names. Immediately after securing permission from the respondents to proceed with the survey, the first question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

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

*When you think of colleges in the area, which ones come to mind?
If you were to describe those colleges, what word or phrase would you use?*

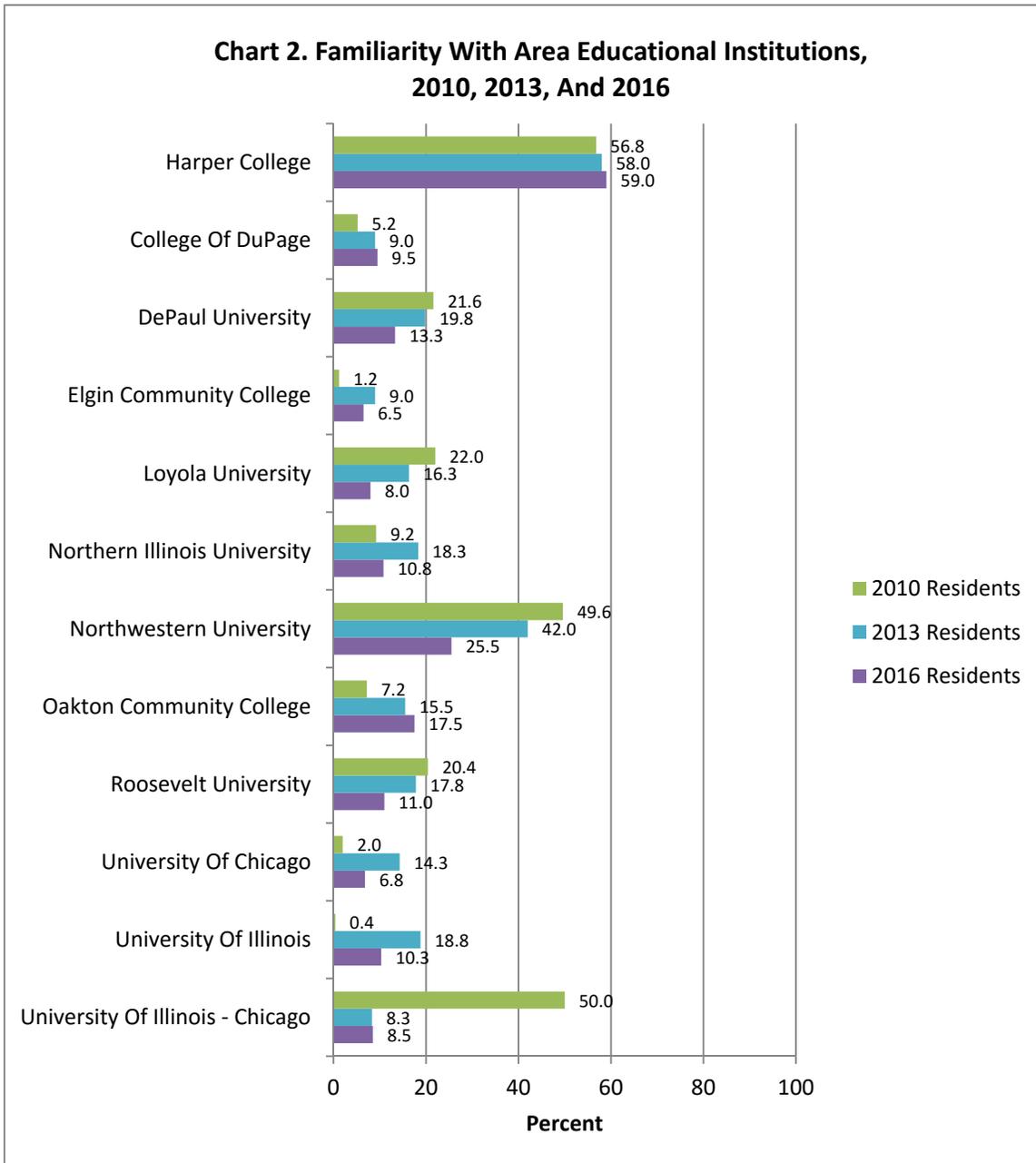


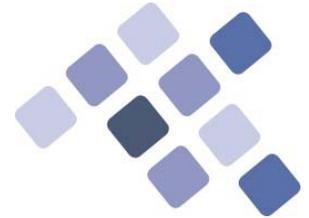
As seen in Chart 1, 46 percent of the residents in 2016 listed Harper College first as a college in the area, a major increase from 33 percent in 2013 and 2010. Other colleges listed by the residents first in 2016 included the University of Illinois (10 percent), Northwestern University (nine percent), and Oakton Community College (nine percent). First mention of Oakton Community College continues to rise in the District while the first mention for the University of Illinois declined from 2010 to 2016.



FAMILIARITY

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





As seen in Chart 2, on the previous page, residents’ overall familiarity with Harper College has continued to rise, from 57 percent in 2010, to 58 percent in 2013, and finally to 59 percent in 2016. In 2016, 26 percent of the residents were familiar with Northwestern University, 18 percent with Oakton Community College, 13 percent with DePaul University, 11 percent Roosevelt University, 11 percent Northern Illinois University, and 10 percent with University of Illinois. While overall familiarity has decreased for most of the other colleges from 2010 to 2016, Oakton Community College continued to increase in familiarity with the residents.

KEYWORD DESCRIPTORS

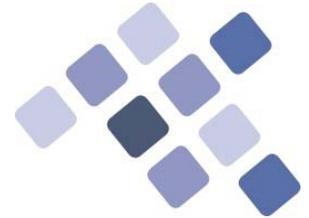
As the adults mentioned colleges in the area, they were also asked what word or phrase they would use to describe each college they mentioned. This provides an excellent overview of how the residents view the colleges mentioned and is an extremely common method of understanding market position for a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

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

Chart 3. Keyword Image Descriptors Of Area Community Colleges, 2013 and 2016

Harper College	<ul style="list-style-type: none"> •2013: Community College, Excellent, Affordable, Convenient, Junior College, Good, Local, Big •2016: Community, Community College, Junior College, Local, Good (College, Start, Two-Year), Convenient, Diverse, Excellent
College Of DuPage	<ul style="list-style-type: none"> •2013: Community, Good •2016: Community College, Troubled, Scandal, Junior College
Elgin Community College	<ul style="list-style-type: none"> •2013: Community College, Two-Year College, Local, Good •2016: Community, Good, Local
Oakton Community College	<ul style="list-style-type: none"> •2013: Community College, Local, Good, Close To Home •2016: Community College, Local, Junior College

As seen in Chart 3, the primary keywords used to describe Harper College have not changed substantially from 2013 to 2016. In 2016, residents describe it as a “community” or “junior”

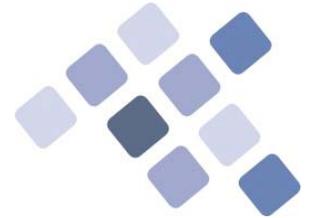


college that is “local” and “good” in several areas (start, two-year, college), “convenient” and “excellent.” And a keyword was added by the residents in 2016 – “diverse.” Unfortunately the issues facing the College of DuPage have added new keywords in 2016 – “troubled” and “scandal”– in addition to the same ones used in 2013 of “community” and “good.” Elgin Community College is still described as “community,” “good,” and “local.” And almost no differences were found between the 2013 and 2016 ratings for Oakton Community College – “community,” “local,” and “junior college.”

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

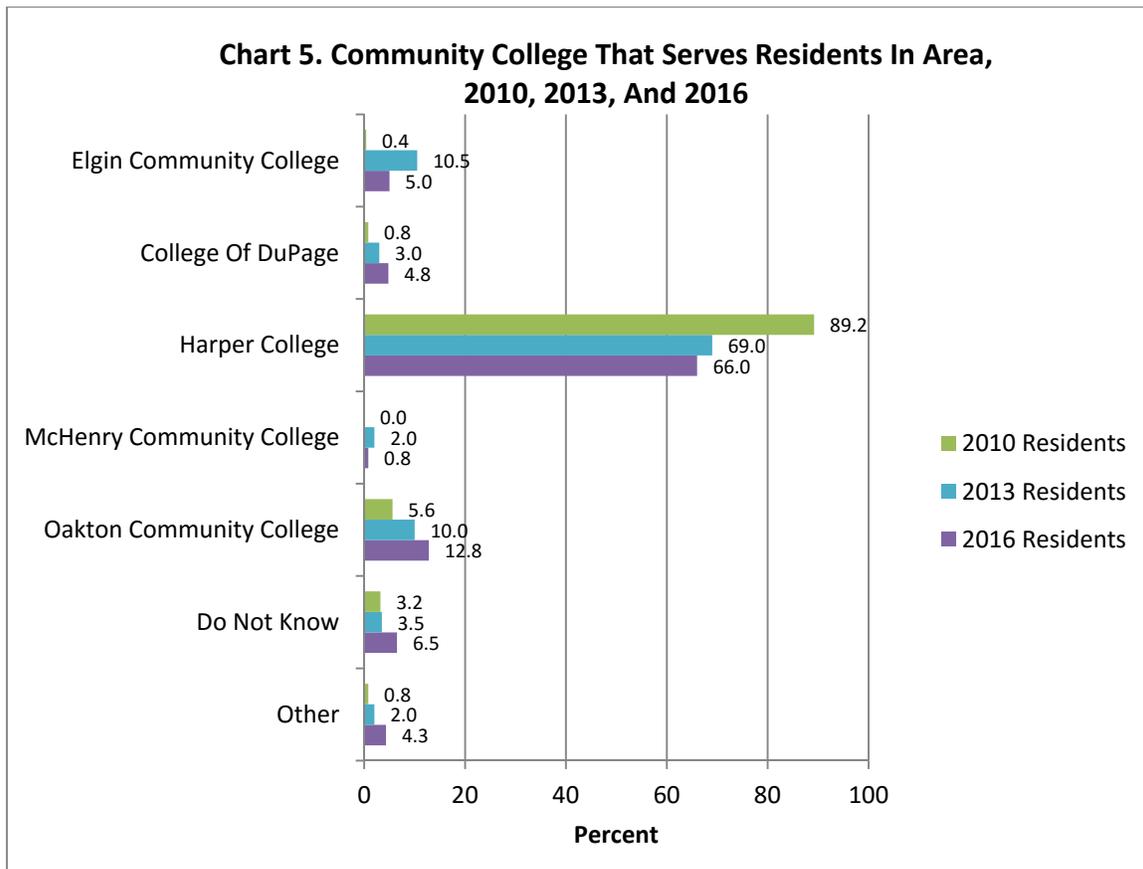


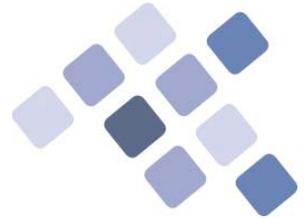
As seen in Chart 4, the tone of the keywords for the area colleges and universities is different than that used for the area community colleges – stronger words – generally affording a higher status to the colleges. According to area residents, DePaul University is still “private” but “Catholic” and



“prestigious” were used in 2016 compared to “excellent” and “expensive” used in 2013. The keywords residents used to describe Loyola University in 2016 varied little from those used in 2013 – “prestigious” was still used but “city” and “Jesuit” were added to the mix in 2016. In 2016, residents described Northern Illinois as “Huskies” and were more likely to use the word “average” than “excellent,” but it was still considered “affordable.” Northwestern is still known as “expensive” and “excellent,” but residents added “Big 10” to its keywords in 2016. The keywords residents used to describe Roosevelt University in 2013 were basically the same used in 2016 – “good,” “private,” and “expensive.” The keywords residents used to describe the University of Chicago in 2016 were different than those in 2013, but the meaning was still the same – “smart,” “good,” and “elite.” And finally, residents described the University of Illinois as the football school, using keywords “alumni,” “Big 10,” and “Fighting Illini,” and still noting it is “excellent.”

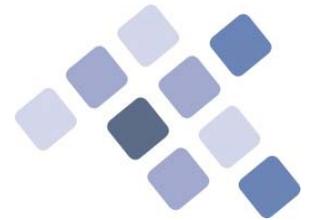
Which community college serves your area?





With community college district boundaries being drawn by school district in Illinois, there is typically some confusion among residents as to which community college is “their” community college – people living across the street from each other can be in different community college districts. The residents in Harper College’s District were asked which community college served their areas in 2010, 2013, and 2016 and the results are presented in Chart 5 (on previous page). Sixty-six percent of the respondents knew Harper College serves their district, down from 69 percent in 2013 and 89 percent in 2010. Thirteen percent of the residents reported Oakton Community College was their community college, five percent indicated College of DuPage was their community college, and one percent reported McHenry Community College was their community college. Seven percent of the residents did not know which community college served them and four percent named another college (College of Lake County and Triton College).

Market Implication: Harper College should continue to watch the increase in other community colleges’ presence in their market. Media markets in the College’s service area are shared by all community colleges, and as enrollments decline and other community colleges advertise, it is not surprising that new residents and others will consider the college most familiar and closer to them as their community college. Harper will need to continue to keep its awareness high in the District.



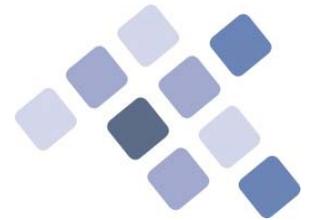
A word cloud is an excellent graphic representation of the verbatim responses of the respondents. The larger the word in the word cloud, the more frequently the word was mentioned by the respondents. As seen in Word Cloud 1 (on the previous page), in 2013, nursing, affordable, transfers, two-year, associate, preparing, good, and gen eds were the most frequent mentions when the residents were asked for what Harper College is best known. The responses were almost as varied as the respondents themselves, and indicate that the things that the College may be best known for to residents may be things that the residents have experienced at the College.

Word Cloud 2. Items Best Known At Harper College, 2016



There was more consistency in the responses among the residents in 2016 compared to 2013 when asked what Harper College was best known for, as seen in Word Cloud 2. The messaging that the College is affordable was predominant. Other major mentions as to what Harper College is known for included nursing, community college, local, good, programs, education, associate degree, great, location, and transfer.

Marketing Implication: For the past few years, the key marketing message for Harper College has been the College’s affordability – and based on the results above, the District has heard the message. The College should begin to work on additional messaging about



the importance of the College and why the College would be a great choice for an individual – more distinctive language about the College.

KEY ATTRIBUTES

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

Harper College offers many programs and activities for the residents in the District. For the following list, please indicate how important you believe each item is to the District.

Now, for each of the items you rated for importance, please indicate how well Harper College performs in each of these areas.

Residents in the 2013 and 2016 surveys were read the list of attributes and were asked to first rate the importance of each item on a scale of 1 = “Not important” to 7 = “Very important.” The results are presented in Chart 6 on the next page.

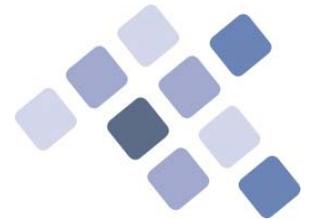
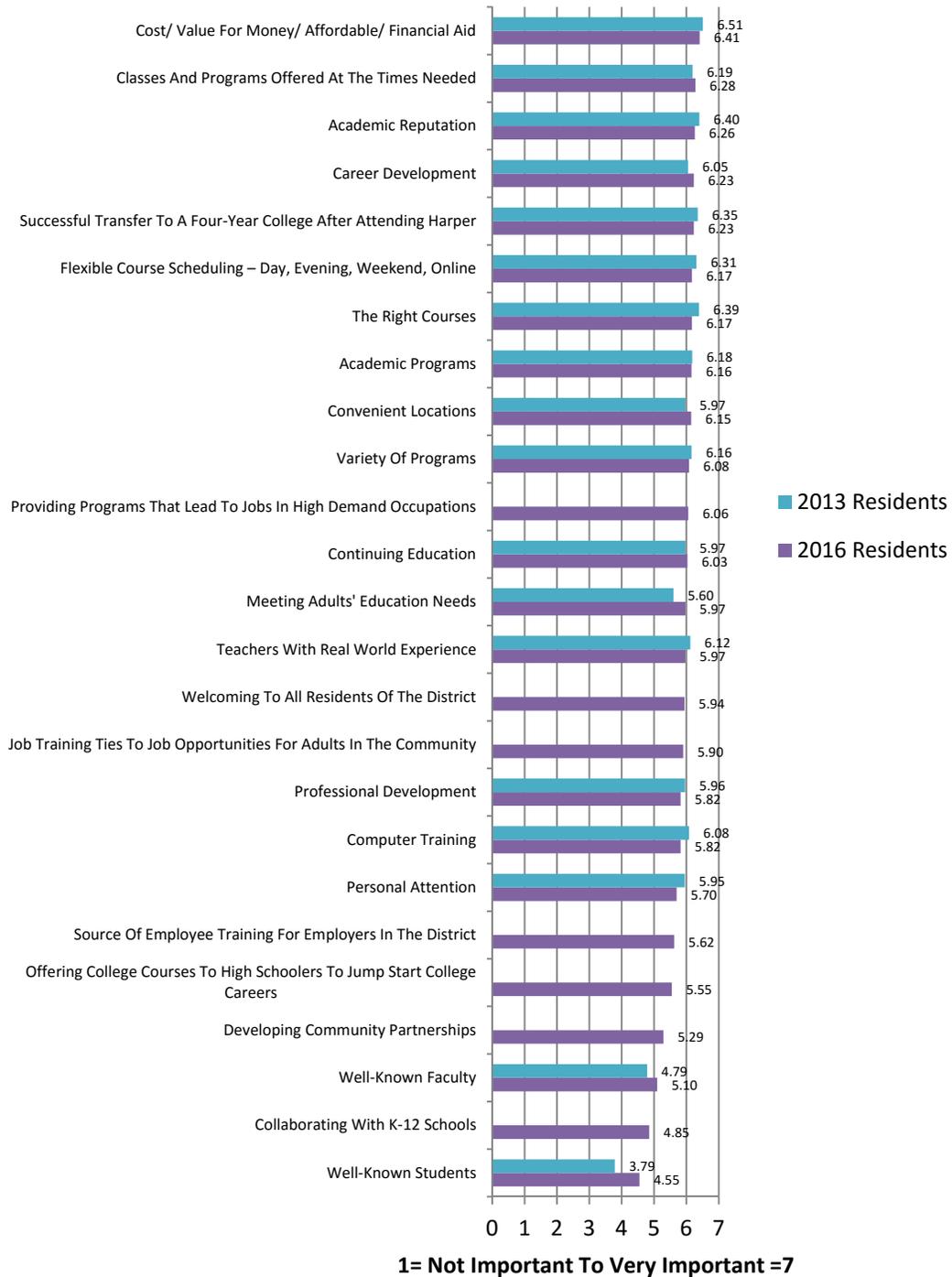
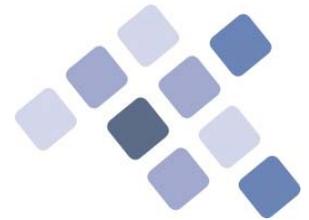


Chart 6. Importance Ratings Of Harper College's Attributes, 2013 And 2016



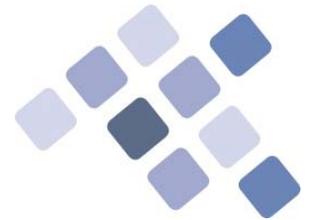


As seen in Chart 6, on the previous page, there were few differences noted in the importance ratings for the attributes between 2013 and 2016 by the residents. Every attribute in both 2013 and 2016 was rated above the midpoint of the seven point scale (3.5) indicating all of the attributes were important. In 2013, the top 10 most important attributes were cost/ value for money/ affordable/ financial aid (6.51); academic reputation (6.40); the right courses (6.39); successful transfer to a four-year college after attending Harper (6.35); flexible course scheduling – day, evening, weekend, online (6.31); classes and programs offered at the times needed (6.19); academic programs (6.18); variety of programs (6.16); teachers with real world experience (6.12); and computer training (6.08).

Comparing the 2016 results for the top ten most important attributes, there has been some shifting in what is deemed more important today by the residents. The affordable attribute – cost/ value for money/ affordable/ financial aid (6.41) is still the most important attribute in 2016, but the importance of classes and programs offered at the times needed (6.28) has increased from 2013 for the residents. Academic reputation (6.26) also increased in importance for the residents in the District in 2016, and successful transfer to a four-year college after attending Harper (6.23) continued to be important to the residents. The attribute that has increased the most from 2013 to 2016 in importance to District residents is career development (6.23). Delivery of programming – the right courses (6.17), flexible course scheduling – day, evening, weekend, and online (6.17) – and academic programs (6.16) continue to be important to residents as well. However, convenient locations (6.15) increased in importance from 2013 to 2016, and variety of programs (6.08) slightly dropped in importance but continued to be among the 10 most important attributes for the residents. The two attributes that dropped in importance from the top 10 in 2016 included teachers with real world experience (5.97) and computer training (5.82).

Harper College also added seven new attributes to the 2016 survey to gauge the importance among residents of workforce activities and public partnerships. While all of the attributes were rated as important (above 3.5 on a 7 point scale), none of the items were in the top 10 in terms of importance. Those items added in 2016 and the importance rating for each included:

- Providing programs that lead to jobs in high demand (6.06)
- Welcoming to all residents of the district (5.94)
- Job training ties to job opportunities for adults in community (5.90)
- Source of employee training for employers in the district (5.62)
- Offering college courses to high schoolers to jump start college careers (5.55)
- Developing community partnerships (5.29)
- Collaborating with K-12 schools (4.85)



When the residents in 2016 were asked to rate the importance of academic programs, the residents were also asked to share what academic program came to mind for that rating. The results are shown in Word Cloud 3. A word cloud is a graphic representation of the results of verbatim responses shown by the size of the word. The larger the word in the graphic, the more frequent the mention of that word.

Word Cloud 3. Important Programs At Harper College, 2016



As seen in Word Cloud 3, nursing was one of the most mentioned programs for Harper College of high importance, followed by computers. However, for 48 percent of the residents nothing was mentioned as an important program at the College and four percent simply did not know. Other programs with multiple mentions included accounting, business, art, firefighter, medical, science, criminal justice, dental hygiene, early childhood education, education, engineering, English, Excel, finance, hospitality, liberal arts, teaching, and veterinary.

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

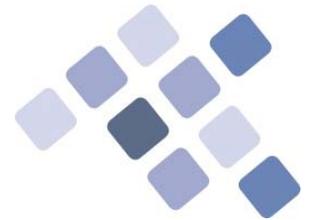
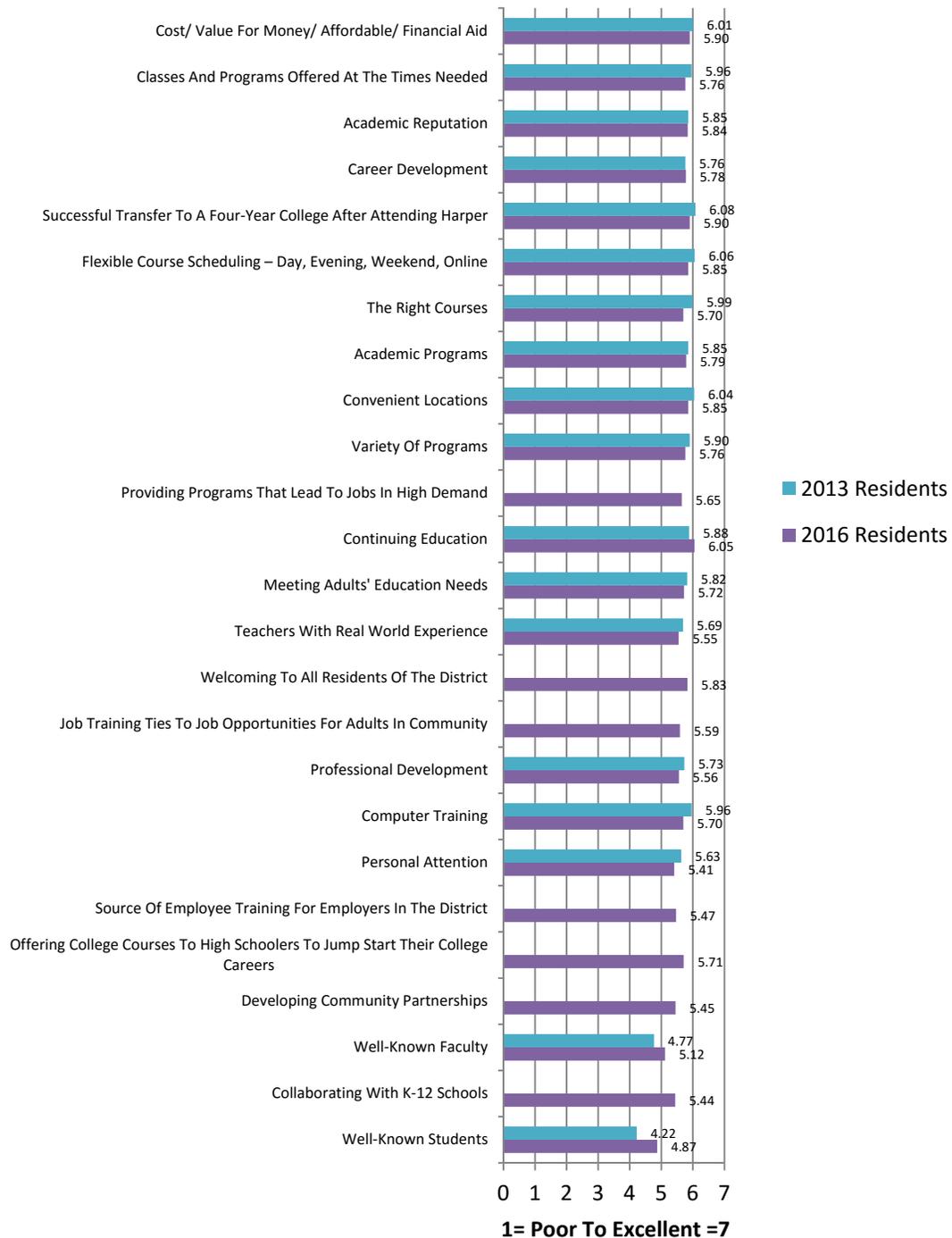
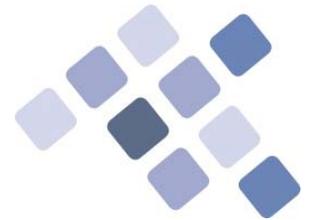


Chart 7. Performance Ratings Of Harper College's Attributes, 2013 And 2016





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

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

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

From 2013 to 2016, three of the attributes on which Harper College was performing well in 2013 dropped out of the top 10 in the 2016 ratings. The ratings for variety of programs (5.76), the right courses (5.70), and computer training (5.70) all dropped out of the top 10 attributes on performance. The attributes which residents rated higher in the top 10 best performing in 2016 included academic reputation (5.84), career development (5.78), and a new 2016 attribute – welcoming to all residents of the District (5.83) – was rated high enough to be in the top 10 best performing attributes.

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

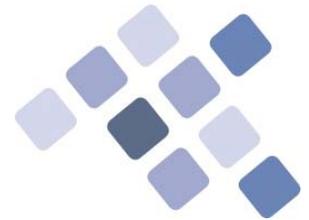
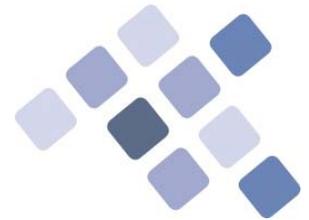


Table 1. Comparison Of Importance And Performance On Harper College’s Key Attributes, 2016

2016 Importance Rating	Key Attributes	2016 Performance Rating
1	Cost/ Value For Money/ Affordable/ Financial Aid	2.5
2	Classes And Programs Offered At The Times Needed	10.5
3	Academic Reputation	6
4.5	Successful Transfer To A Four-Year College After Attending Harper	2.5
4.5	Career Development	9
6.5	Flexible Course Scheduling – Day, Evening, Weekend, Online	4.5
6.5	The Right Courses	14.5
8	Academic Programs	8
9	Convenient Locations	4.5
10	Variety Of Programs	10.5
11	Providing Programs That Lead To Jobs In High Demand	16
12	Continuing Education	1
13.5	Meeting Adults' Education Needs	12
13.5	Teachers With Real World Experience	19
15	Welcoming To All Residents Of The District	7
16	Job Training Ties To Job Opportunities For Adults In The Community	17
17.5	Computer Training	14.5
17.5	Professional Development	18
19	Personal Attention	23
20	Source Of Employee Training For Employers In The District	20
21	Offering College Courses To High School Students To Jump Start Their College Careers	13
22	Developing Community Partnerships	21
23	Well-Known Faculty	24
24	Collaborating With K-12 Schools	22
25	Well-Known Students	25

The 25 attributes the residents in the District rated for importance and performance are presented in Table 1 and have been given a ranking from highest importance (1) to lowest (25). The attributes are ordered in Table 1 from **highest to lowest importance**, and comparing the difference in the importance rating with the performance rating provides an easy way to see where the College is doing well (performance rating equivalent or higher to importance rating) and where the College may want to increase its efforts (performance rating lower than importance rating).



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

- Classes and programs offered at the times needed (Importance: 2, Performance: 10.5)
- The right courses (Importance: 6.5, Performance: 14.5)
- Providing programs that lead to jobs in high demand (Importance: 11, Performance: 16)
- Teachers with real world experience (Importance: 13.5, Performance: 19)
- Career development (Importance: 4.5, Performance: 9)
- Personal attention (Importance: 19, Performance: 23)

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

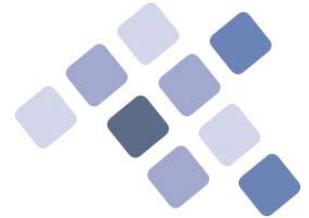
- Academic reputation (Importance: 3, Performance: 6)
- Cost/ Value for money/ Affordable/ Financial aid (Importance: 1, Performance: 2.5)
- Job training ties to job opportunities for adults in the community (Importance: 16, Performance: 17)
- Well-known faculty (Importance: 23, Performance: 24)
- Professional development (Importance: 17.5, Performance: 18)

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

- Academic programs (Importance: 8, Performance: 8)
- Variety of programs (Importance: 10, Performance: 10.5)
- Source of employee training for employers in the district (Importance: 20, Performance: 20)
- Well-known students (Importance: 25, Performance: 25)

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

- Successful transfer to a four-year college after attending Harper (Importance: 4.5, Performance: 2.5)
- Flexible course scheduling – day, evening, weekend, online (Importance: 6.5, Performance: 4.5)
- Convenient locations (Importance: 9, Performance: 4.5)
- Continuing education (Importance: 12, Performance: 1)
- Meeting adults' education needs (Importance: 13.5, Performance: 12)



- Welcoming to all residents of the district (Importance: 15, Performance: 7)
- Computer training (Importance: 17.5, Performance: 14.5)
- Offering college courses to high school students to jump start their college careers (Importance: 21, Performance: 13)
- Developing community partnerships (Importance: 22, Performance: 21)
- Collaborating with K-12 schools (Importance: 24, Performance: 22)

Marketing Implication: Overall, the residents of the District believe that Harper College is doing a good job of delivering programs and services that are important to the residents. However, it should be noted that while the residents rated the College well on its performance of offer a variety of classes and flexible formats, the major issue was the programming being offered at times convenient for the individual adult. Adults are looking for consistency in programming, not the best guess each semester about what may work for them at that particular time. The College needs to examine programming for adults and define a path for the programming over a two-year or four-year period to provide known and consistent delivery of the program.

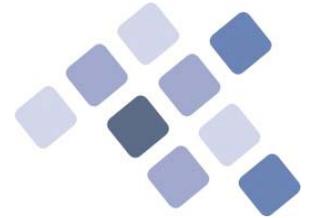
NEW PROGRAMMING

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

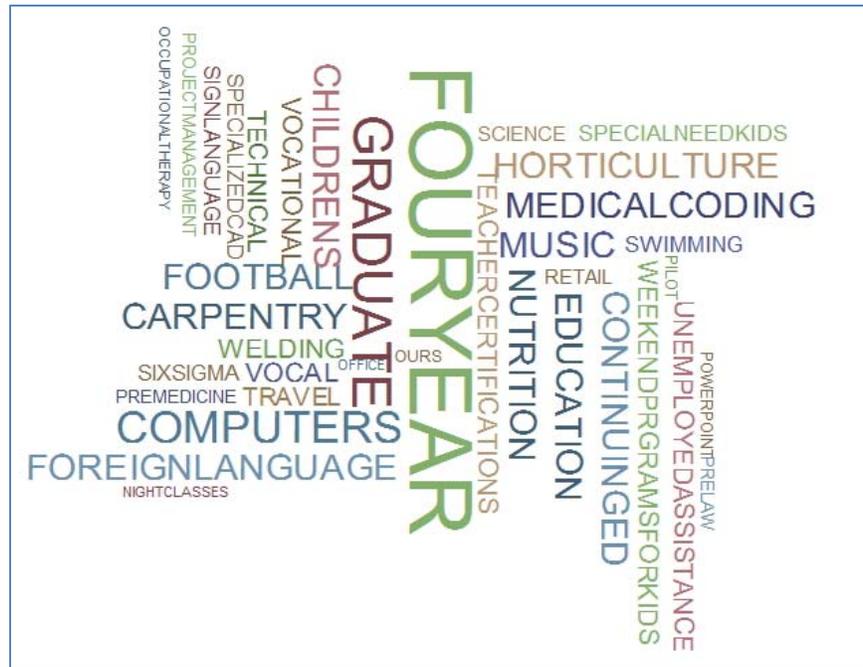
Which programs, opportunities, or offerings do you wish were available at Harper College, but are not currently available?

In the 2010 Community Scan, the residents in the District of Harper College were asked what programs, opportunities, or offerings they wished were available at Harper College. The major responses included more four-year degrees, classes for senior citizens, adult foreign languages, adult general interest classes, training and certifications, more credits to transfer to four-year colleges, technology classes, medical classes, and legal/ political science classes.

This question was replicated in the 2013 Community Scan, and the results can be seen in Word Cloud 4 (as seen on the next page).



Word Cloud 4. Programming Needed At Harper College, 2013

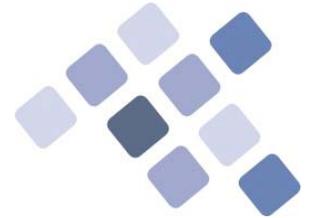


In 2013, many of the respondents expressed a desire for the College to offer four-year and graduate programming, as well as programs in computers, foreign language, medical coding, horticulture, children’s programming, music, continuing education, football, carpentry, and other programming areas.

Word Cloud 5. Programming Needed At Harper College, 2016



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

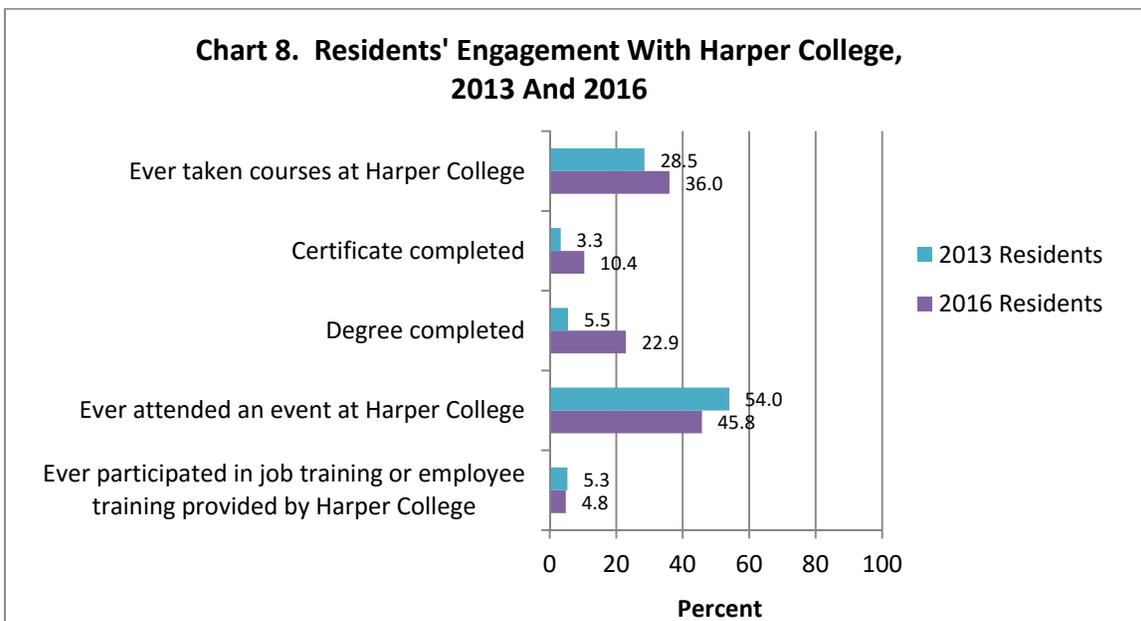


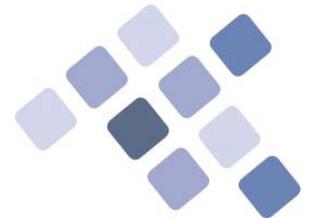
ENGAGEMENT

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

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

-
- Have you ever taken courses at Harper College?*
 - Did you complete a degree or certificate at Harper College?*
 - Have you ever attended an event at Harper College?*
 - Have you ever participated in a job training program at Harper College for credit or noncredit, or an employee training provided by Harper College at your place of business?*
-



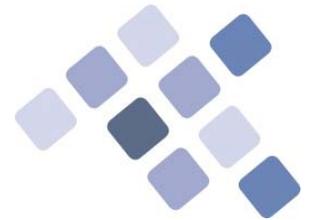


As seen in Chart 8 (on the previous page), 36 percent of residents in 2016 have at some point in the past taken courses at Harper College, compared to 28 percent of the residents surveyed in 2013. For those residents who have ever taken a class at Harper College in 2013, three percent completed a certificate and five percent completed a degree. But by the 2016 survey, a higher percentage of the residents who have ever taken a class at Harper College earned degrees – 10 percent completed a certificate and 23 percent have completed a degree. The program areas in which the residents surveyed in 2016 earned certificates and degrees included accounting, architecture, art, nursing, business, design, business, chemistry, computers, CPR, dental assistant, English, massage therapy, heating and air conditioning, hospitality management, IT, medical, microeconomics, Microsoft, paralegal, radiology, science, and security.

Residents were also asked in the 2013 and 2016 surveys if they had ever attended an event at the College. Fifty-four percent of the residents interviewed in 2013 had ever attended an event at the College compared to 46 percent of the residents interviewed in 2016 – a slight drop. But the types of events that the residents have ever attended have not significantly changed between the 2013 and 2016 surveys. In 2013, the major events ever attended by the residents included a craft show, plays, concerts, job fairs, musicals, graduation, the symphony, theater, sporting events, home show, train show, workshops, and college fairs.

Word Cloud 6. Events Ever Attended At Harper College, 2016



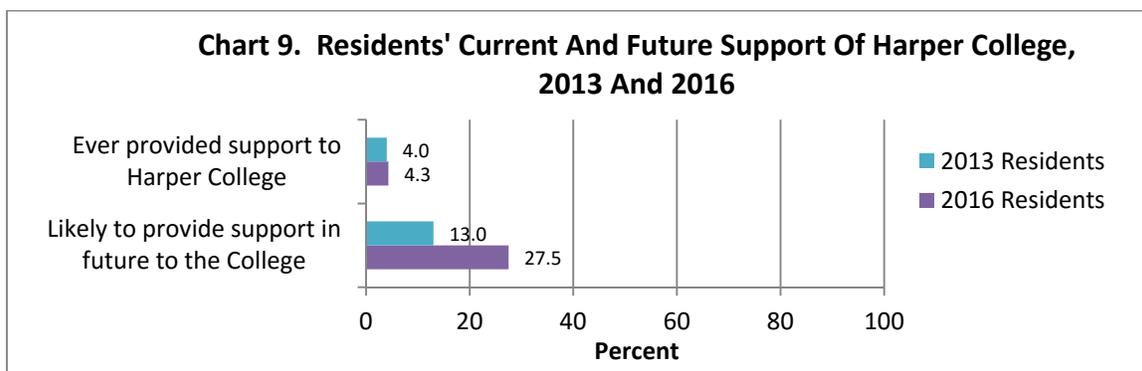


As seen in Word Cloud 6 (on the previous page), the major events ever attended by the residents surveyed in 2016 included concerts, craft show, job fairs, plays, events, theater shows, seminars, college fairs, graduations, astronomy events, home shows, shows, basketball games, cat shows, and train shows.

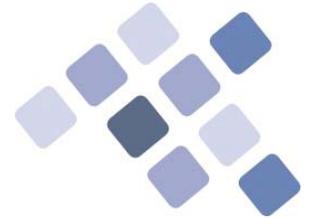
Overall, in the 2013 and 2016 surveys, five percent of the residents in the District noted they had ever participated in job training provided by the College. For those residents surveyed in 2016 who had ever participated in job training at the College, 85 percent attended the training on-site at Harper College and 17 percent attended training provided by Harper College at their place of business. The job training programs ever attended by the residents surveyed in 2016 included career fairs, Microsoft Access, real estate, resume workshop, accounting, graphic arts, Hadoop open source framework, management, nursing, public relations, and speech pathology. Forty-seven percent of the residents surveyed in the 2016 survey who had ever participated in job training in the past received credit for the training and 53 percent took it for noncredit.

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

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

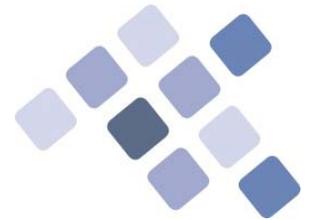


In the 2013 and 2016 surveys, residents of the District were asked if they had ever provided any support to Harper College, and the results are presented in Chart 9. Overall, there has been no change in the level of support for the College – four percent of the residents in the 2013 survey had ever provided support to Harper College as have 4.3 percent of the residents in the 2016 survey.



When residents were asked if they would be likely to provide support to the College in the future, in the 2016 survey residents are more likely to support the College than the residents in the 2013 survey. In the 2013 survey, 13 percent of the residents indicated they would be likely to support the College in the future compared to 28 percent in the 2016 survey. The type of support that the residents in the 2013 survey indicated they would provide included support to specific programming: scholarships, general donations, nursing program, technology, academics, athletic, and other unique programs. In the 2016 survey, the programs that residents were likely to provide support for at Harper College include nursing, scholarships, education, health care, business, academic, accounting, arts, athletics, charity, computer training, computers, financial aid, job training, mathematics, medical, pathways programs, science, taxes, teaching, and trades.

Marketing Implication: With the issues facing the educational system in Illinois in 2016 and the state's funding, it is not surprising that there may be a higher level of support voiced by residents in the 2016 survey than in the previous surveys. While Harper College has managed its fiscal resources well, questions about continued funding may have an impact on enrollments, as individuals question whether the College will be able to offer the programs and classes needed given the funding issues. As the College moves toward its 50th anniversary, it would be an excellent time for the College to begin to message the stability and long-term viability of the College, regardless of the condition of the state.



ACCOUNTABILITY

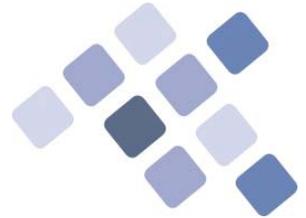
Not only is it important for Harper College to understand the attitudes of the residents toward its programs and services, but given that the College is supported by local tax dollars, it is important to understand whether the residents in the District think that the College is a good steward of that investment. These questions are new to the 2016 survey and do not have longitudinal data for comparison.

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

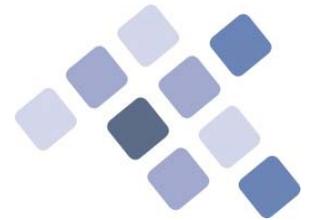
Table 2. Attitudes Toward Harper College’s Community Interaction And Fiscal Management, 2016 (Percent Strongly Agree/ Agree)

	2016 Residents
Harper College is an important contributor to the economy of my community.	60.8
Harper College manages its resources well.	53.1
Residents’ opinions are considered important when Harper College makes decisions about new programs and services.	51.3
Harper College collaborates and coordinates with community organizations regarding allocation of available resources.	50.1
The financial resources are well managed at Harper College.	47.8

Residents were read a series of statements about Harper College and asked to indicate their level of agreement using a scale of “Strongly agree,” “Agree,” “Disagree,” “Strongly disagree,” or “Do not know.” As seen in Table 2, the majority of residents (61 percent) in the District agreed that the College is an important contributor to the economy of the community, 5.5 percent disagreed or strongly disagreed, and 34 percent did not know. While 53 percent of the residents agreed or strongly agreed the College manages its resources well, five percent disagreed or strongly disagreed, and 42 percent did not know. Fifty-one percent of the residents agreed or strongly agreed that their opinions are considered important when Harper College makes decisions on new programs and services, seven percent disagreed or strongly disagreed, and 41 percent did not know. Half of the residents agreed or strongly agreed that Harper College collaborates with community organizations regarding allocation of available resources, six percent disagreed or strongly disagreed, and 44 percent did not know. And while 48 percent of residents agreed or strongly agreed that the financial resources at Harper College are well managed, six percent disagreed or strongly disagreed, and 46 percent did not know.



Marketing Implication: There is a high lack of knowledge among the residents in the District about the fiscal management and use of resources at Harper College. The College should examine how to best educate the residents of the District about these issues using both traditional and social media to provide knowledge and information. And given the new political climate with younger adults' participation, more are questioning the fiscal management of educational institutions and government agencies – so this is not an older generation that needs to be communicated with but all generations in the District.

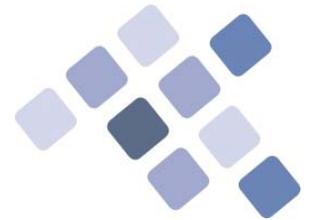


DEMOGRAPHIC CHARACTERISTICS

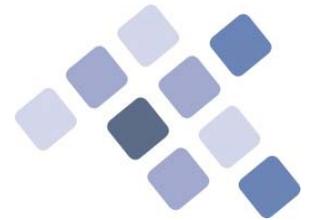
It is important to understand the demographic characteristics of the adults in the District responding to the Community Scan in 2016 and how that sample may differ from the 2010 and 2013 respondents.

Table 3. Demographic Characteristics Of Adults Responding To Community Scan, 2010, 2013, And 2016

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



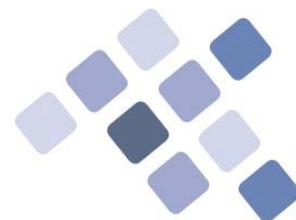
	2010 Residents	2013 Residents	2016 Residents
Tuition Reimbursement			47.8
Full reimbursement			13.4
Partial reimbursement			34.4
Race Of Respondent			
Caucasian	97.2	87.0	73.5
African-American	0.0	1.8	1.5
Hispanic or Latino	0.3	4.3	7.3
South Asian (Indian, Pakistani, Sri Lankan, other Indian subcontinent)	0.0	3.3	7.8
East Asian (Chinese, Korean, Japanese, Vietnamese, other East Asian)	1.6	2.0	4.8
Pacific Islander (Filipino, Indonesian, other Pacific Islanders)	0.0	0.0	2.0
Dominant Language Spoken At Home			
English	99.2	94.0	88.0
Spanish or Portuguese	0.0	1.0	2.5
Eastern European language	0.0	1.5	1.3
South Asian language	0.0	1.5	4.3
Asian language	0.8	0.5	2.0
Arabic	0.0	0.0	0.3
Eastern, Western, or Southern African language	0.0	0.0	0.0
Other	0.4	1.0	0.8
Annual Family Income			
Under \$30,000	6.0	2.5	9.3
\$30-49,000	15.6	6.8	10.3
\$50-74,000	18.4	19.3	15.8
\$75-99,000	14.8	17.8	18.0
\$100,000 or over	19.2	38.0	32.8
Zip Code Of Residence			
60004 Arlington Heights	18.0	8.3	9.0
60005 Arlington Heights	6.8	4.0	4.5
60006 Arlington Heights	0.0	0.0	0.0
60007 Elk Grove Village	6.8	5.5	5.5
60008 Rolling Meadows	5.2	2.8	2.5
60009 Elk Grove Village	0.0	0.0	0.0
60010 Barrington	10.8	7.8	7.8
60011 Barrington	0.0	0.0	0.3
60016 Des Plaines	0.0	6.3	7.5



	2010 Residents	2013 Residents	2016 Residents
60017 Des Plaines	0.0	0.0	0.0
60018 Des Plaines	0.0	8.8	3.5
60021 Fox River Grove	0.0	0.8	0.5
60056 Mt. Prospect	12.0	7.5	8.0
60067 Palatine	8.8	6.0	6.3
60070 Prospect Heights	2.0	1.8	2.0
60074 Palatine	8.0	3.8	4.5
60078 Palatine	0.0	0.0	0.3
60084 Wauconda	0.0	0.0	2.0
60089 Buffalo Grove	0.0	6.5	6.8
60090 Wheeling	4.0	3.8	4.5
60102 Algonquin	0.0	4.8	0.0
60103 Bartlett	0.0	5.8	0.0
60110 Carpentersville	1.2	2.8	3.3
60133 Hanover Park	0.0	0.0	3.3
60159 Schaumburg	0.0	0.0	0.3
60168 Schaumburg	0.0	0.0	0.3
60169 Hoffman Estates	0.0	3.5	3.5
60172 Roselle	0.0	3.5	3.8
60192 Hoffman Estates	0.0	0.0	2.5
60193 Schaumburg	9.2	5.5	5.8
60194 Schaumburg	5.6	2.3	2.0
60195 Schaumburg	0.0	0.3	0.3
Gender Of Respondent			
Male	36.0	34.8	36.8
Female	64.0	65.0	61.8

As seen in Table 3, differences were noted demographically between residents in the 2010, 2013, and 2016 samples. The major differences noted include:

- Residents in the 2016 sample have not lived in the District as long as those in the 2010 and 2013 samples – 66 percent of residents have lived in the District 21 years or more in 2010 sample compared to 54 percent in 2013 and 42 percent in 2016.
- Residents in the 2016 and 2013 samples are more ethnically diverse than in 2010 sample – 73 percent were Caucasian in 2016 compared to 87 percent in 2013 and 97 percent in 2010. The 2013 and 2016 samples more accurately reflect the race composition and changes in the District. Due to the higher level of ethnic diversity in the 2016 survey, more of the residents were likely to speak a language other than English at home – 12



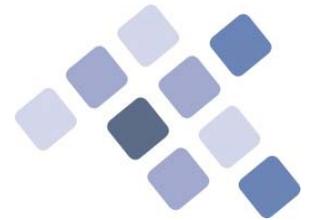
percent compared to only six percent in the 2013 surveys and one percent in the 2010 survey.

- Annual family incomes for the residents in the 2013 and 2016 surveys were slightly higher than those reported in the 2010 sample – 19 percent of the 2010 sample reported an annual family income of \$100,000 or over, compared to 38 percent in the 2013 sample and 33 percent in 2016.
- The residents surveyed in 2010 were much older than the residents surveyed in 2013 – 44 percent of the residents in 2010 were 65 years and older compared to 15 percent in 2013 and 13 percent in 2016. The results of the 2013 and 2016 samples accurately reflect the age composition of the District.

Educational levels for the adults were basically the same from 2010 to 2016 – with 24 percent of the adults having a post graduate degree in 2016, 40 percent a college degree, 10 percent an associate degree, 17 percent some college or vocational/ technical school, seven percent high school graduate and one percent less than high school. And gender was basically the same from 2010 to 2016 with 36 percent of the survey respondents male.

Employment status of the adults was only asked in the 2013 and 2016 surveys and few differences were noted. In 2016, half of the adults surveyed were employed full-time, 12 percent part-time, five percent were self-employed, five percent were not employed and looking for work, four percent were not employed and not looking for work, three percent were students, and 15 percent were retired (significantly lower than in the 2013 survey of 22 percent). In the 2016 survey, the adults who were employed full-time or part-time were asked if they had access to tuition reimbursement and 13 percent noted they had full tuition reimbursement and 34 percent had partial reimbursement.

Marketing Implication: The composition of Harper College's District is changing – there are more minorities in the District and the residents are newer to the District. This implies that Harper College will continually need to communicate with the residents of the District, especially the new residents, to introduce them to the College and the benefits the College brings to the District and to the new residents. The College cannot assume that all residents will continue to have high familiarity with the College since the District composition is changing.



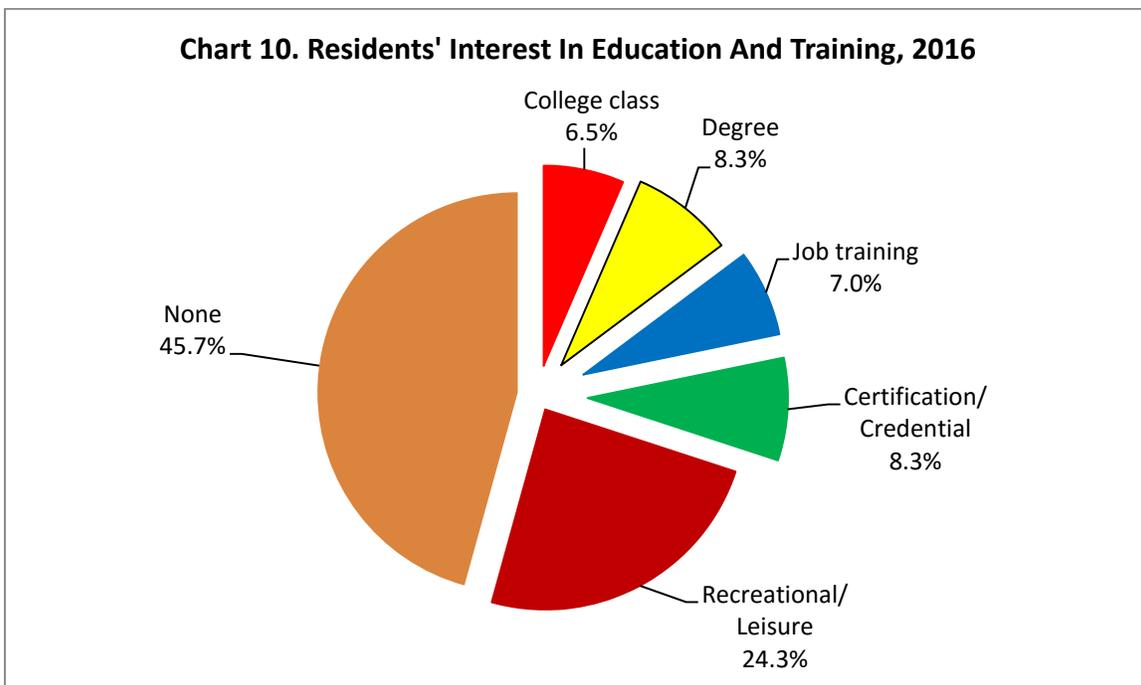
PROFILING THE ADULT STUDENT

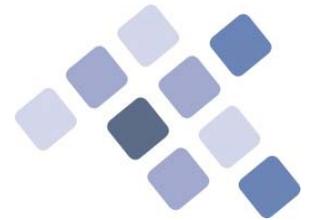
Another goal for the 2016 Community Scan was to understand whether adults in the District are interested in attending college or upgrading skills, and of those who are, how they make decisions about what college to attend, what their image is of Harper College, and how the College can successfully market to those adults. During the administration of the Community Scan, a section asked adults (18 years of age and older) if they had any interest in education and training in the next year and if so, it branched to ask more questions about that potential educational enrollment. This was the first time this information was asked in a Community Scan for Harper College so longitudinal data is not available and only 2016 results are presented.

INTEREST IN EDUCATION AND TRAINING

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

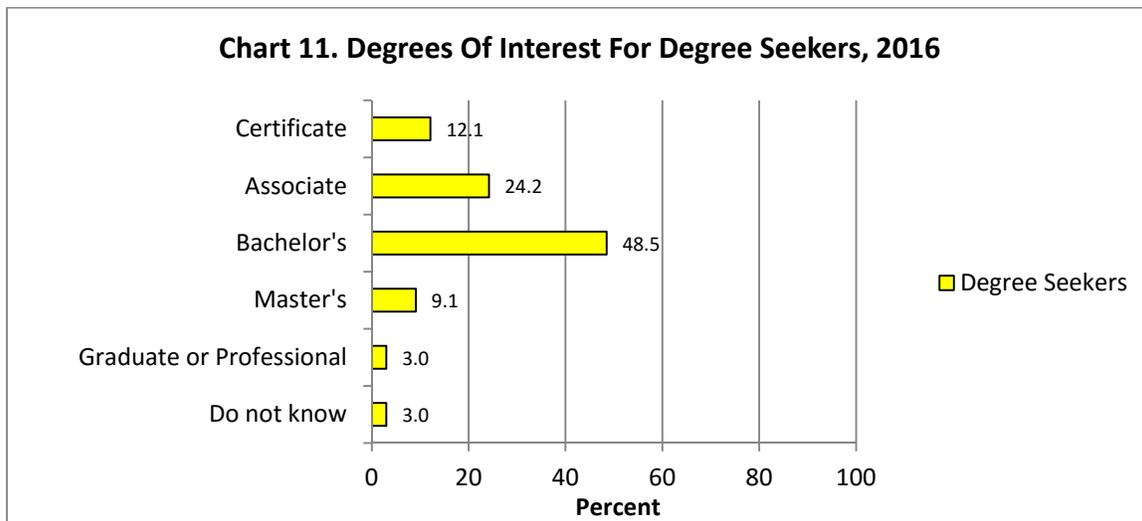
In the next year or two, how interested are you in enrolling in a college class, seeking or finishing a college degree, seeking job training, earning credentials or certifications, or enrolling in a class for recreation and not job related?





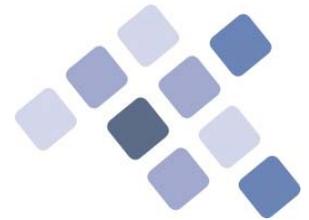
As seen in Chart 10 (on the previous page), six percent of the adults in the District are interested in taking a college class, eight percent are interested in seeking or finishing a degree, seven percent are interested in job training, eight percent in obtaining a certification or credential, and 24 percent in recreational or leisure classes (not job related); 46 percent have no interest in any education or training in the next year. To provide a better understanding of the population of adults interested in education and training, the adults were identified by age. Of the 54.2 percent of the residents interested in education and training, 7.4 percent were 18 to 24 years of age, 34.6 percent were 25 to 40 years of age, 29 percent were 41 to 54 years of age, 21.2 percent were 55 to 64 years of age, and 7.8 percent were 65 years of age and older (see Appendix B, page B-283). The majority of the adults interested in education and training are over 25 years of age (93 percent).

Those adults with no interest in education or training were asked if anything would change their mind about pursuing education or training, and while 60 percent said nothing would, others noted if they were younger, if continuing education classes were offered at reasonable price, if less expensive, needed to seek a new career, and depending on their relationship status.



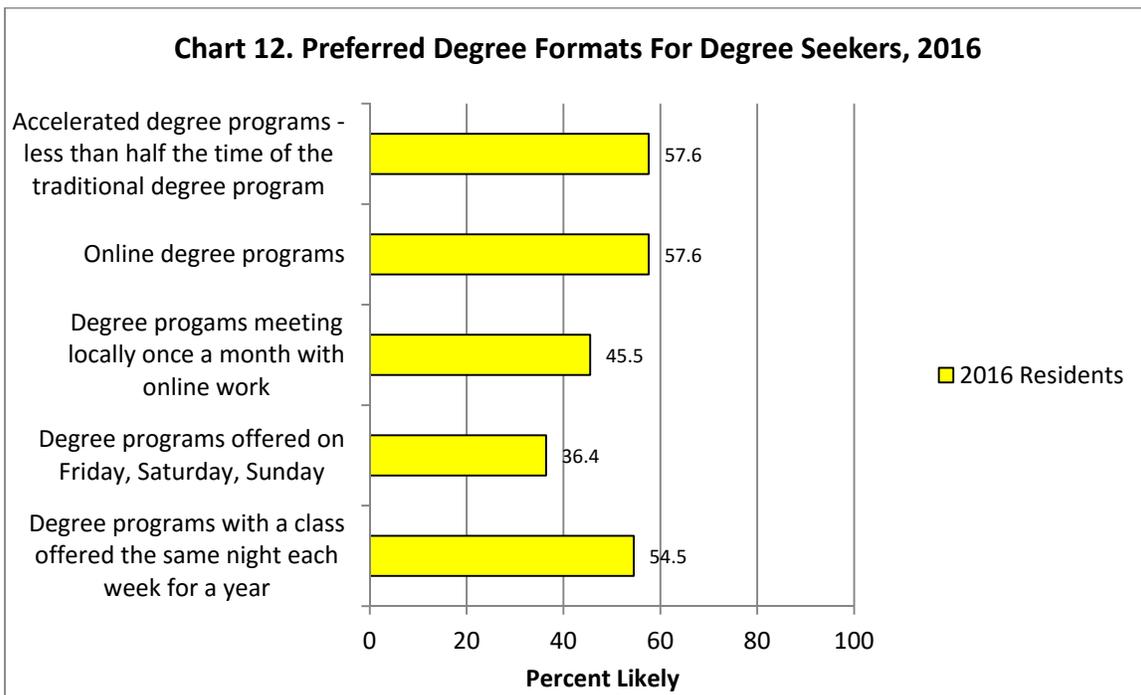
For the eight percent of residents interested in seeking or completing a degree, 49 percent are interested in a bachelor’s degree, 24 percent in an associate degree, 12 percent a certificate, nine percent a Master’s degree, and three percent a graduate degree; three percent simply do not know what degree they would be interested in enrolling (as seen in Chart 11).

Marketing Implication: The majority of the residents interested in seeking or finishing a degree are interested in bachelor’s degrees. Harper College needs to communicate that it



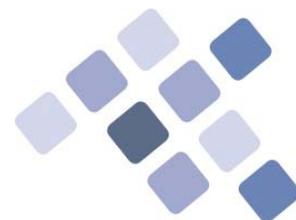
has articulation agreements and easy transfer for adults who want to seek a bachelor's degree, even remaining on campus to complete those degrees.

Colleges can deliver degrees in various ways to make it more convenient for you to attend. How likely would you be to enroll in degree programs offered in each of these formats?



Fifty-eight percent of the adults interested in seeking or finishing a degree are likely to attend accelerated or online programs, 54 percent are likely to attend programs with a class offered the same night each week for a year, 46 percent are likely to attend programs meeting once a month with online work, and 36 percent are likely to attend degree programs on the weekend (as seen in Chart 12).

Marketing Implication: Adults are looking for degree programming that will fit into their lives – for example online degree programs and degree programs offered the same night each week for a year. Given adults’ busy lives, they need to be able to program in the degree and make it fit within their time frame – not the time frame of the College or faculty.



What program area would you major in?

For the six percent of the adults interested in taking a college class, the major classes of interest are business, MBA, accounting, computer science, English, finance, hospitality, human resources, information systems, liberal arts, marketing and management, medical, and RN.

The program areas of interest for eight percent of the adults who are interested in seeking or finishing a degree include accounting, business, communications, engineering, health information technology, nursing, arts, education, English, history, finance, graphic arts, health care, languages, human resources, music, psychology, science, sports management, and veterinary medicine.

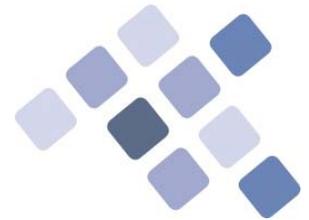
Seven percent of the adults are interested in pursuing some form of job training. The program areas of interest for those adults include computers, accounting, business, communications, CPCU, education, IT, nursing, project management, PT assistant, nursing, science, special education, telecommunications, and writing.

Eight percent of the adults are interested in earning a credential or certification in business, human resources, nursing, biology, computers, CPCU, CSA, customer service, education, event planning, finance, IT, law, locksmithing, management, nutrition, ministry, project management, science, statistics, tech, and welding.

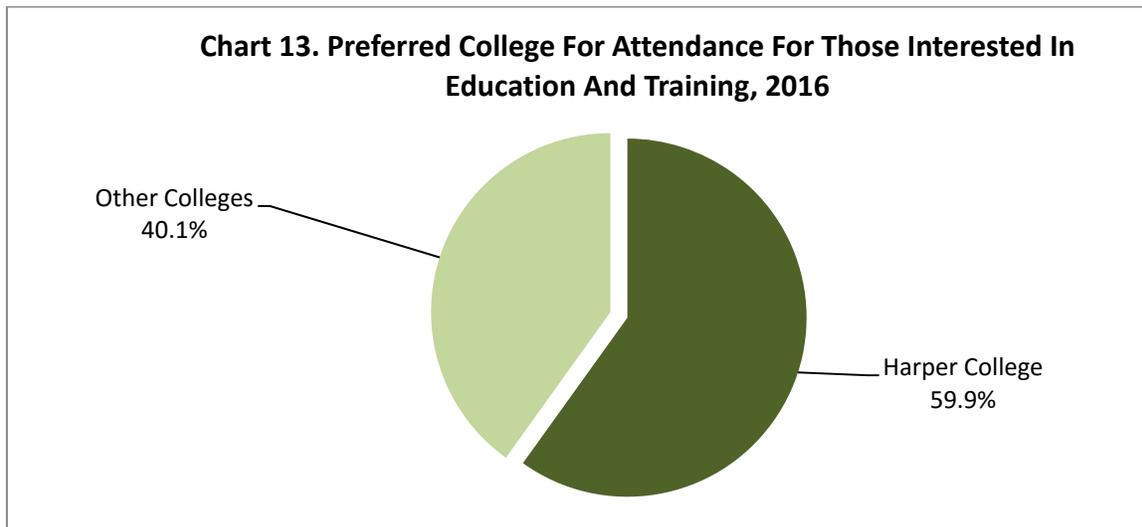
Twenty-four percent of the adults are interested in taking recreational or leisure classes that are not job related. The areas of interest for these adults include accounting, languages, arts, bridge, business, computers, continuing education, crafts, culinary, drawing, education, event planning, finance, gardening, genealogy, golf, graphic arts, history, hospitality, human resources, law, medical, music, nutrition, photography, political science, project management, sports, travel, writing, and yoga.

CHOOSING HARPER COLLEGE

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

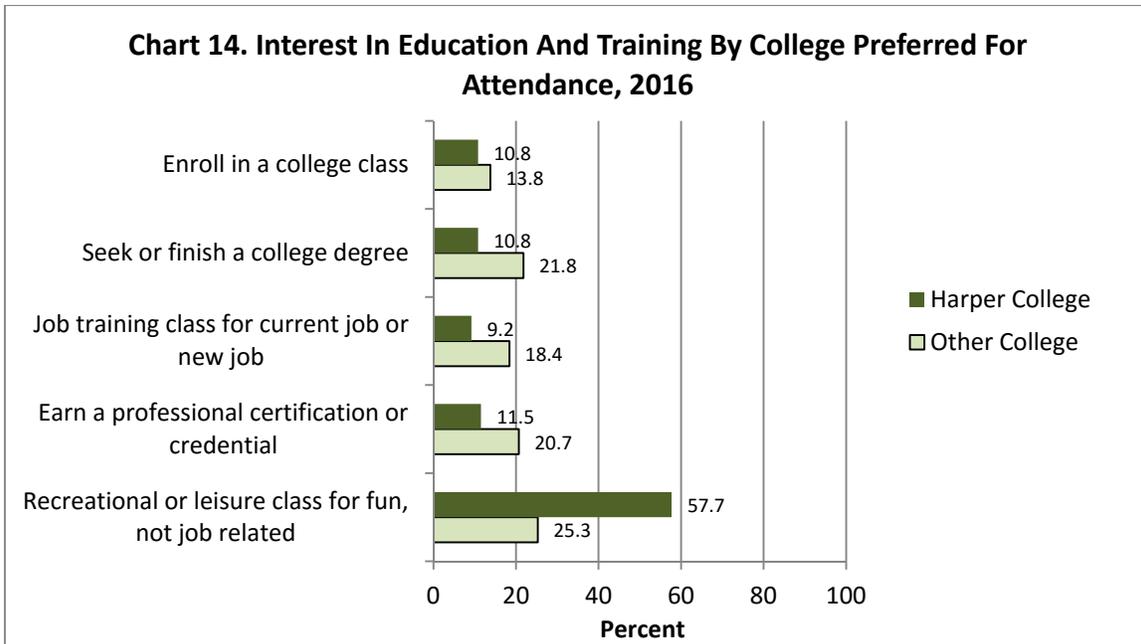
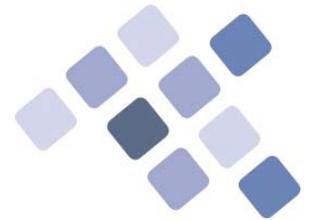


What educational institution are you planning to attend?



As seen in Chart 13, 60 percent of the adults interested in education and training would attend Harper College, while 40 percent would attend another college. The reasons the adults would choose to attend Harper College were primarily that it was close, as well as cheaper, awesome college, already have credits there, better college, cheaper than a four-year, in district, good reputation, convenient, credits, flexible schedule, fun, great college, pay taxes for it and location is ideal, in my area, local, location, most affordable, proximity, and variety of classes.

The major other colleges that 40 percent of the adults would choose to attend include Oakton Community College, College of DuPage, Northwestern University, the University of Illinois – Chicago, DePaul University, Illinois State University, Loyola University, Northern Illinois University, Olivet Nazarene University, Rensselaer Polytechnic Institute, and Roosevelt University. The adults' reasons for attending these other colleges included being close, good program, good school, previously attended, and offers the program or degree of interest. The reasons the adults interested in education and training would not attend Harper College included already went there, does not offer the program, does not have the prestige, does not offer degree, did not think of it but would consider it, out of district, and too far away.



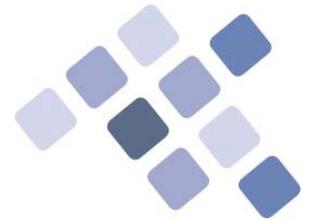
As seen in Chart 14, the adults interested in education and training that would attend Harper College are more likely to have an interest in recreational or leisure classes (not job related) than the adults who would choose to attend another college – 58 percent of the adults choosing to attend Harper College are interested in recreational and leisure classes compared to 25 percent of the adults that would attend other colleges. Eleven percent of the adults interested in attending Harper College would enroll in a college class, 11 percent are interested in seeking or finishing a college degree, nine percent would be interested in job training, and 12 percent want to earn a professional certification or credential. The adults who are choosing to attend a college other than Harper College are more interested in seeking or finishing a degree (22 percent), in job training (18 percent), or earning a certification or credential (21 percent) while only 14 percent are interested in taking a college class.

DEMOGRAPHIC CHARACTERISTICS OF POTENTIAL ADULT LEARNERS

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

- **Interested In Taking A College Class**

The majority of the adults interested in taking a college class were 25 to 40 years of age (54 percent), 12 percent were 18 to 24 years of age, 23 percent were 41 to 54 years of age, eight percent were 55 to 64 years of age, and four percent were 65 years of age and older.



Fifty-eight percent of the adults interested in taking a class are Caucasian, 31 percent are Asian, and eight percent are Hispanic. The educational levels of those interested in enrolling in a college class are varied – four percent have not completed high school, four percent have only completed high school, 35 percent have some college, 15 percent have an associate degree, 27 percent a bachelor's degree, and 15 percent a post graduate degree. Forty-two percent of the adults are employed full-time, eight percent are employed part-time, and 15 percent are students. Of those employed, 31 percent have access to full tuition reimbursement and 46 percent have access to partial reimbursement.

- ***Interested In Seeking Or Finishing A Degree***

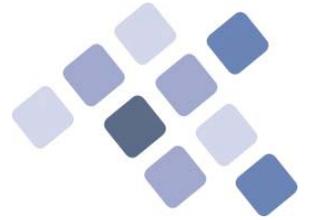
The adults interested in seeking or finishing a degree are slightly older – 39 percent are 25 to 40 years of age, 30 percent are 41 to 54 years of age, and nine percent are 55 to 64 years of age – while 21 percent are 18 to 24 years of age. Fifty-seven percent of this segment are Caucasian, 12 percent Hispanic, and 12 percent Asian. Twelve percent of those interested in seeking or finishing a degree have completed high school, 36 percent have some college completed, 27 percent have completed an associate degree, 18 percent a bachelor's degree and six percent have post graduate education. Thirty-six percent of the adults in this segment are employed full-time, 30 percent part-time, and six percent are students. Of those working, 14 percent have full tuition reimbursement accessible to them and 32 percent have partial tuition reimbursement accessible.

- ***Interested In Job Training***

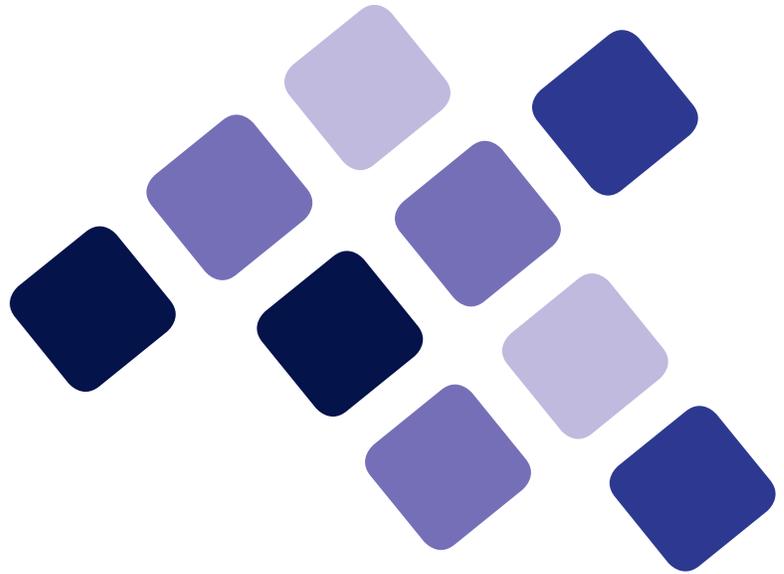
The adults interested in job training are older – 36 percent are 25 to 40 years of age, half are 41 to 54 years of age, 11 percent are 64 years of age and older, and four percent are 18 to 24 years of age. Seventy-one percent of the adults interested in job training are Caucasian, seven percent are Hispanic, and 18 percent are Asian. The majority of the adults in this segment have completed a bachelor's degree (68 percent) and 11 percent have completed post graduate education. Sixty-one percent of the adults looking for job training were employed full-time and 11 percent part-time. Of those employed, 35 percent have access to full-tuition reimbursement and 35 percent to partial reimbursement.

- ***Interested In Credentials Or Certifications***

Fifty-two percent of the adults interested in credentials or certifications were 25 to 40 years of age, 21 percent were 41 to 54 years of age, 12 percent were 55 to 64 years of age, and 15 percent were 18 to 24 years of age. Sixty-four percent of this segment were Caucasian, three percent were Hispanic, and 24 percent were Asian. The majority of this segment has completed a bachelor's degree (48 percent) or has post graduate education (24 percent) while only nine percent have an associate degree, and six percent respectively have only

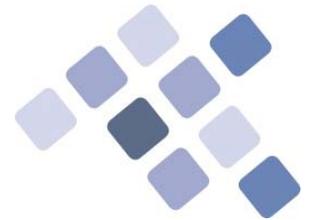


completed high school or have some college. Fifty-two percent were employed full-time, 12 percent were employed part-time and one percent was students. Of those employed, only 14 percent have full tuition reimbursement and 38 percent partial reimbursement.



EMPLOYER SCAN

Harper College Community Survey 2016



STUDY DESIGN

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

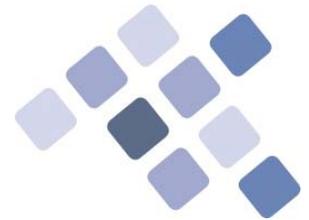
GOALS OF SCAN

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

- Employers' perceived barriers to growth of their companies (new to 2016 survey)
- Difficulties encountered in filling vacant positions in the last year, educational levels of those positions, as well as skills and credentials needed (replication of 2013 survey)
- Employer training needs and preferences for delivering that training (replication of 2013 survey)
- Knowledge of Harper College's programming and services available to employers (new to 2016 survey)
- Current usage of Harper College as an educational or training resource by the employers, their satisfaction with the College's services, and their projected use (replication from 2013 survey)
- Current levels of college participation by employees and the support employers provide employees to pursue educational opportunities (replication from 2013 survey)
- Opportunities for the educational partners to provide employers educational opportunities for their employees (replication from 2013 survey)

INSTRUMENT DESIGN

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



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

SAMPLE FRAME

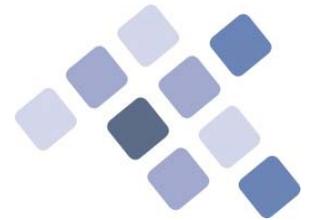
The population of interest for the employer survey was the employers located in the Harper College District. The cities and zip codes defined as the service area for Harper College included: Arlington Heights (60004 and 60005), Elk Grove Village (60007), Rolling Meadows (60008), Barrington (60010), Des Plaines (60016 and 60018), Fox River Grove (60021), Mt. Prospect (60056), Palatine (60067 and 60074), Prospect Heights (60070), Buffalo Grove (60089), Wheeling (60090), Algonquin (60102), Bartlett (60103), Carpentersville (60110), Hoffman Estates – Plato Center (60169), Roselle (60172), Schaumburg (60173, 60193, 60194, 60195), and Hoffman Estates – Schaumburg (60192).

In 2016, there are 25,323 employers in the College’s service area as defined by the zip codes above. Based on the results of the 2013 Employer Scan a stratified sample of all employers was developed by location and SIC (Standard Industry Classification System) Code, the standard used by Federal statistical agencies in classifying businesses. Harper College felt that the sample for the 2016 Employer Scan needed to reflect the needs of the largest businesses in the District – those with 25 or more employees. In 2016, there were a total 2,639 employers in the District with 25 or more employees.

A list of employers with 25 or more employees was purchased from a company specializing in business lists for all employers for the zip codes in the District. Quotas were set by SIC Code, to develop the sample frame for the Employer Scan and to accurately reflect the types of businesses in the District. The sample frame is presented in Exhibit 2.

Exhibit 2. Sample Frame For Employer Scan

Industry	SIC Code	Employers With 25+ Employees	Percent	Sample Frame
Agriculture, Forestry, and Fishing	01-09	42	1.59%	5
Mining	10-14	5	0.19%	1
Construction	15-17	202	7.65%	27
Manufacturing	20-39	525	19.89%	70
Transportation, Communications, Electric, Gas, and Sanitary	40-49	138	5.23%	18



Industry	SIC Code	Employers With 25+ Employees	Percent	Sample Frame
Wholesale Trade	50-51	166	6.29%	22
Retail Trade	52-59	557	21.11%	74
Finance, Insurance, Real Estate	60-67	163	6.18%	22
Services	70-89	756	28.65%	100
Public Administration, Non-classifiable	91-99	85	3.22%	11
TOTAL		2,639	100.00%	350

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

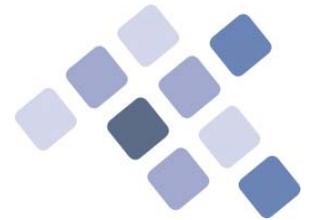
RELIABILITY ESTIMATION

The reliability estimation for the sample was based on the total number of businesses in the District. The sample of 311 employers provided a reliability of 95 percent and a margin of error of ± 5.6 percent. In other words, if 100 different samples of 311 employers in the District were chosen randomly, 95 times out of 100 the results obtained would vary no more than ± 5.6 percentage points from the results that would be obtained if all of the employers in the District were interviewed.

DATA COLLECTION

Telephone surveys were the primary method of data collection. Each telephone interview lasted approximately 10 to 15 minutes. Employers were first called, told the purpose of the survey, and then asked to set a time convenient for the interview. The interviewers then called the employers back at the appointed time to complete the interview. Three hundred eleven surveys were completed from February 5 to March 31, 2016 by CLARUS Corporation interviewers who have previous experience in educational services interviewing with busy business owners and executives. Given the limited size of the sample, all of the 2,639 employers were contacted and the surveys completed reflected those who agreed to participate in the survey.

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



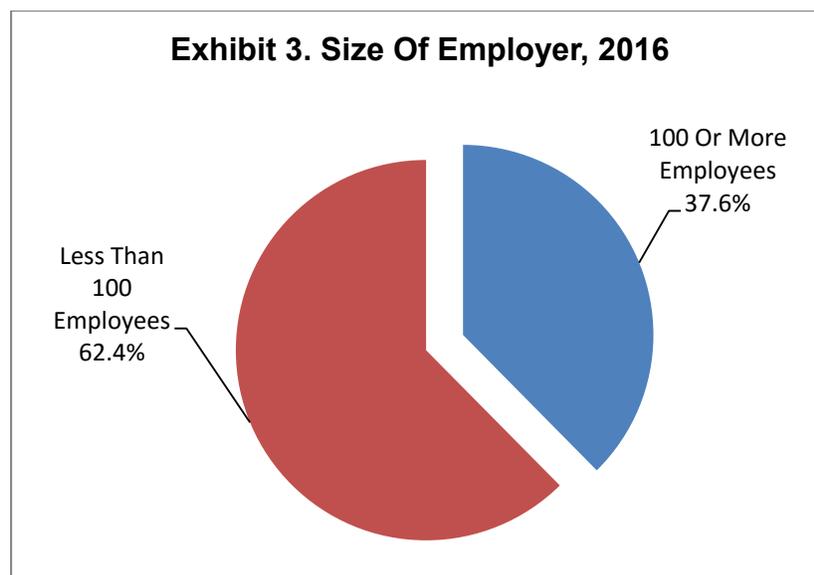
DATA ANALYSIS

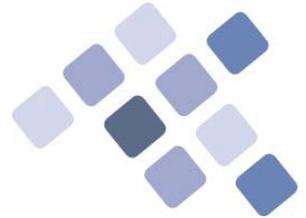
After the data were collected, verification of the data began. The data were examined to ensure that procedures were followed in data collection and checked for internal validity by cross-matching answers per respondent. The data were then coded for processing and analysis. SPSS (Statistical Package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

REPORT GENERATION

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

The results of the data are organized into a graphic and narrative report as well as detailed tabular results. This report focuses on the most meaningful findings of the research. The format used has the results summarized in a chart or graphic and pertinent comments below. To make reporting the results more meaningful, the results are reported by size of the employer – employers with less than 100 employees and employers with 100 or more employees and when replicable data is not available. The number of surveys completed for each group is shown in Exhibit 3.





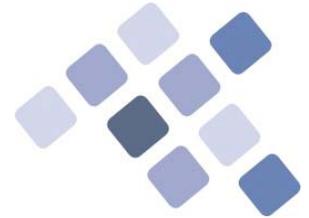
Employers with less than 100 employees:

- Comprised 62 percent of the sample with 194 interviews completed; reliability for this group is 95 percent and the margin of error is ± 7.0 percent.

Employers with 100 or more employees:

- Comprised 38 percent of the sample with 117 interviews completed; reliability for this group is 95 percent and the margin of error is ± 9.1 percent.

The legends in the charts are titled “Less Than 100 Employees” representing those employers with less than 100 employees, and “100 Or More Employees” representing those employers with 100 or more employees.



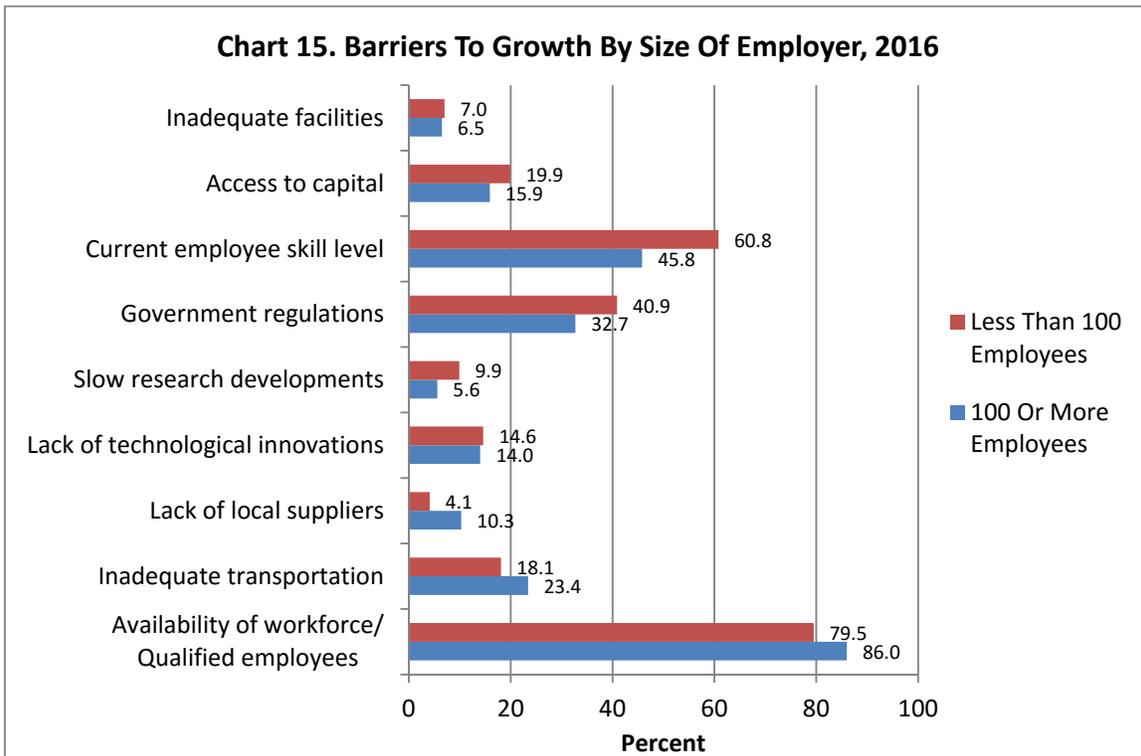
BARRIERS TO GROWTH

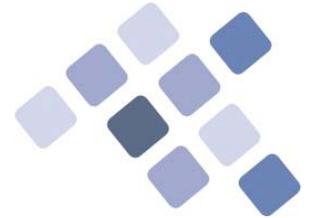
Harper College is interested in understanding the challenges facing employers in the District today with respect to growing their businesses.

What is the biggest challenge you face today as an employer?

First, employers were asked what the biggest challenge they face today as an employer is. Regardless of size, employers said finding qualified candidates is the major challenge they face. They mentioned difficulty finding candidates with the needed skills, training, and experience to work at their companies. Employers also noted competitive issues are a major challenge for them – competition, maintaining profits, and market share. The cost of health care was also mentioned as a challenge faced by employers today, and they noted that cultural differences are a challenge – both ethnic and generational.

I am going to read a list of potential barriers to continued growth for a business. Please tell me which ones you see as a barrier to growth for your firm.

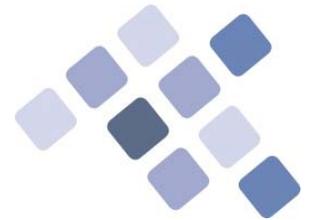




As seen in Chart 15 (on the previous page), the availability of the workforce and qualified employees is the major barrier to growth for all employers. Eighty percent of the employers with less than 100 employees and 86 percent of those with 100 or more employees reported the availability of the workforce and qualified employees was the major barrier to growth. Overall, 55 percent of the employers agreed the skill levels of their current employees is a problem, but it was more of an issue for the employers with less than 100 employees (61 percent) than the larger employers (46 percent). Thirty-eight percent of the employers indicated that government regulations were a barrier to growth (41 percent of the employers with less than 100 employees and 33 percent of the employers with 100 or more employees). Inadequate transportation was reported as a barrier to growth by 20 percent of the employers – 18 percent of the employers with less than 100 employees and 23 percent of the larger employers. Access to capital was reported as a barrier by 18 percent of the employers and 14 percent noted that lack of technological innovations is a barrier. Eight percent of the employers reported that research developments are a barrier to growth, seven percent reported inadequate facilities was a barrier, and six percent reported lack of local suppliers as a barrier.

Marketing Implication: The College may have an opportunity to work with employers in the District on understanding cultural differences, especially generational differences in the workforce today. The College could offer brown bag lunchtime programming online for the employers.

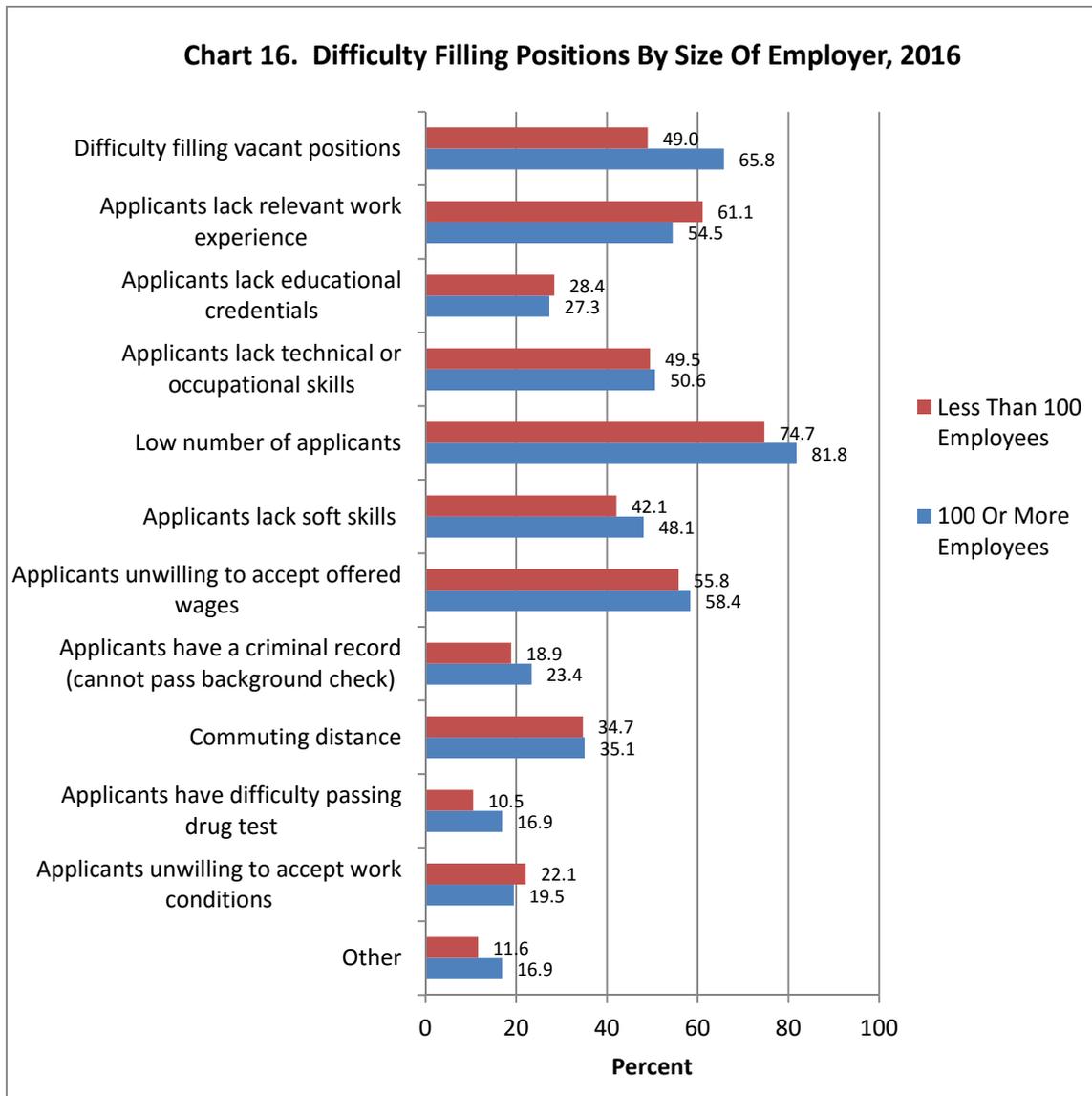
In addition, the College needs to develop an advisory panel with key employers in the District to brainstorm how the College can best participate in providing programming that will help the employers improve the quantity and quality of the workforce in the District. The College is in the perfect position to match students to employers to assist the employers in meeting their workforce needs.

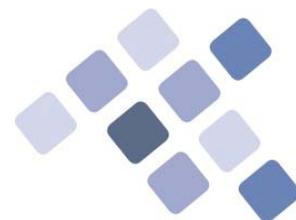


RECRUITING EMPLOYEES

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

*Over the past 12 months, has your company had any difficulty filling vacant positions?
Which of the following are reasons you are having hiring difficulties?*





As seen in Chart 16 (on the previous page), larger employers have had more difficulty filling positions – 66 percent of the employers with 100 or more employees reported difficulty filling positions in the last year compared to 49 percent of employers with less than 100 employees. Overall, 78 percent of the employers blamed a low number of applicants for their difficulty filling vacancies, while 58 percent of employers reported the applicants lack relevant work experience, 57 percent noted that applicants were unwilling to accept the wages offered, and half reported the applicants lack the technical or occupational skills needed for the job. Forty-five percent of the employers noted that the applicants lack soft skills, 35 percent indicated that the commuting distance was an issue, 28 percent reported applicants lack the needed educational credentials, 21 percent said applicants are unwilling to accept the work conditions, 21 percent reported that applicants have a criminal record and cannot pass a background check, and 13 percent reported applicants have difficulty passing drug tests.

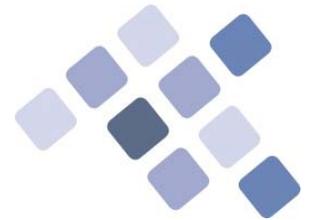
There were slight differences noted between the employers with respect to size and the rationale provided for the difficulty in filling vacancies at their companies. For the employers with 100 or more employees, the major reasons they are having difficulty filling vacant positions at their companies include:

- Low number of applicants (82 percent)
- Applicants unwilling to accept offered wages (58 percent)
- Applicants lack relevant work experience (54 percent)
- Applicants lack technical or occupational skills (51 percent)
- Applicants lack soft skills (48 percent)

For the employers with less than 100 employees, the major reasons noted for difficulties in filling vacant position at their companies included:

- Low number of applicants (75 percent)
- Applicants lack relevant work experience (61 percent)
- Applicants unwilling to accept offered wages (56 percent)
- Applicants lack technical or occupational skills (50 percent)
- Applicants lack soft skills (42 percent)

Fourteen percent of the employers cited other reasons for the difficulties in filling vacant positions, primarily competition for applicants as well as bilingual candidates, strict city guidelines, internal growth opportunities are limited, lack of work history, lack of documents to work legally, meeting state requirements, motivation, night shifts hard to fill, part-time versus full-time employment, people don't stay, right culture fit, seasonal, understand opportunities, compensation package, specialized area, and work ethic.

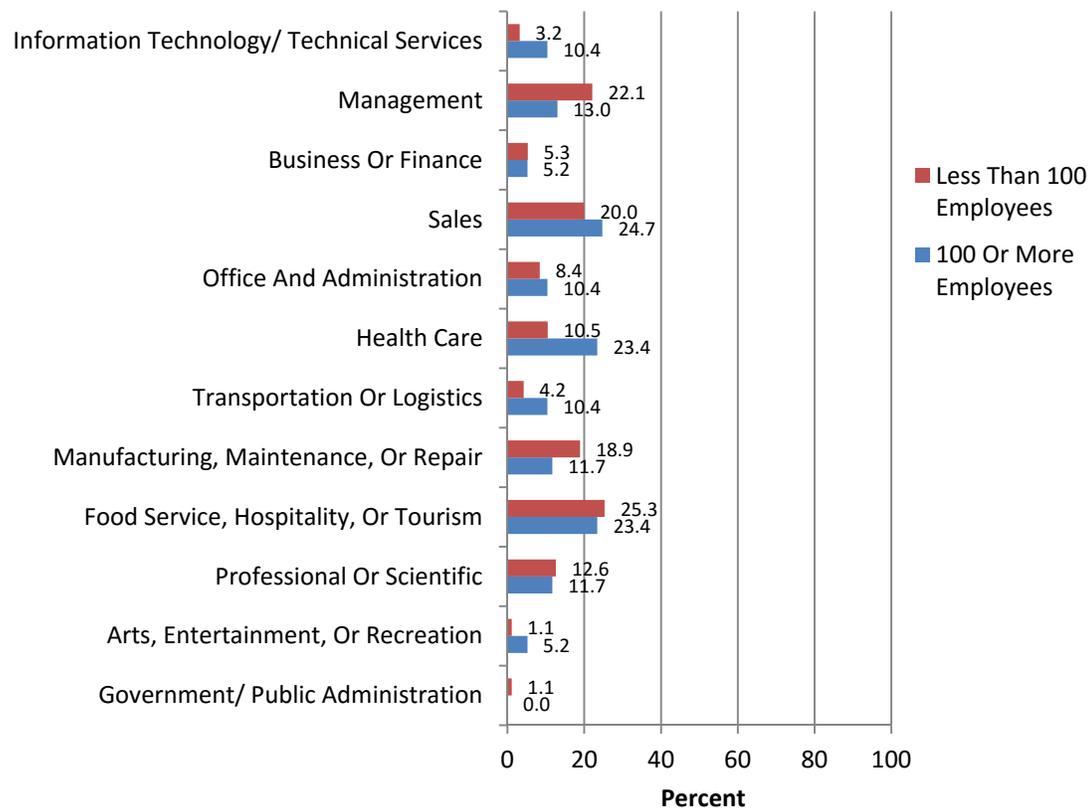


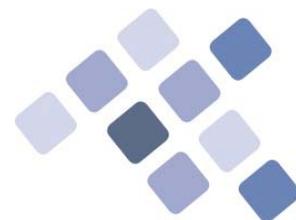
Marketing Implication: The major issue for employers in filling positions is the lack of experience among the applicants. Employers simply want an employee that can start doing the job without major training and given the smaller pool of applicants, there are fewer applicants with the experience needed. Harper College’s Earn and Learn Program may be the answer for the employers. The College needs to communicate the availability of the program and its benefits. In addition, the College should continue to work to offer internships and work experience opportunities for its students to make them more attractive to the employers in the District.

*Have you had difficulty filling positions in ...
If yes, what occupations are needed?*

Please tell me the number of vacancies you have had in the last year for the job. What credentials are needed or required for this job? What skills are needed for this job? Is this job needed due to business growth, replacing retired workers, or turnover? What educational level is required?

Chart 17. Difficulty In Filling Job Vacancies By Size Of Employer, 2016

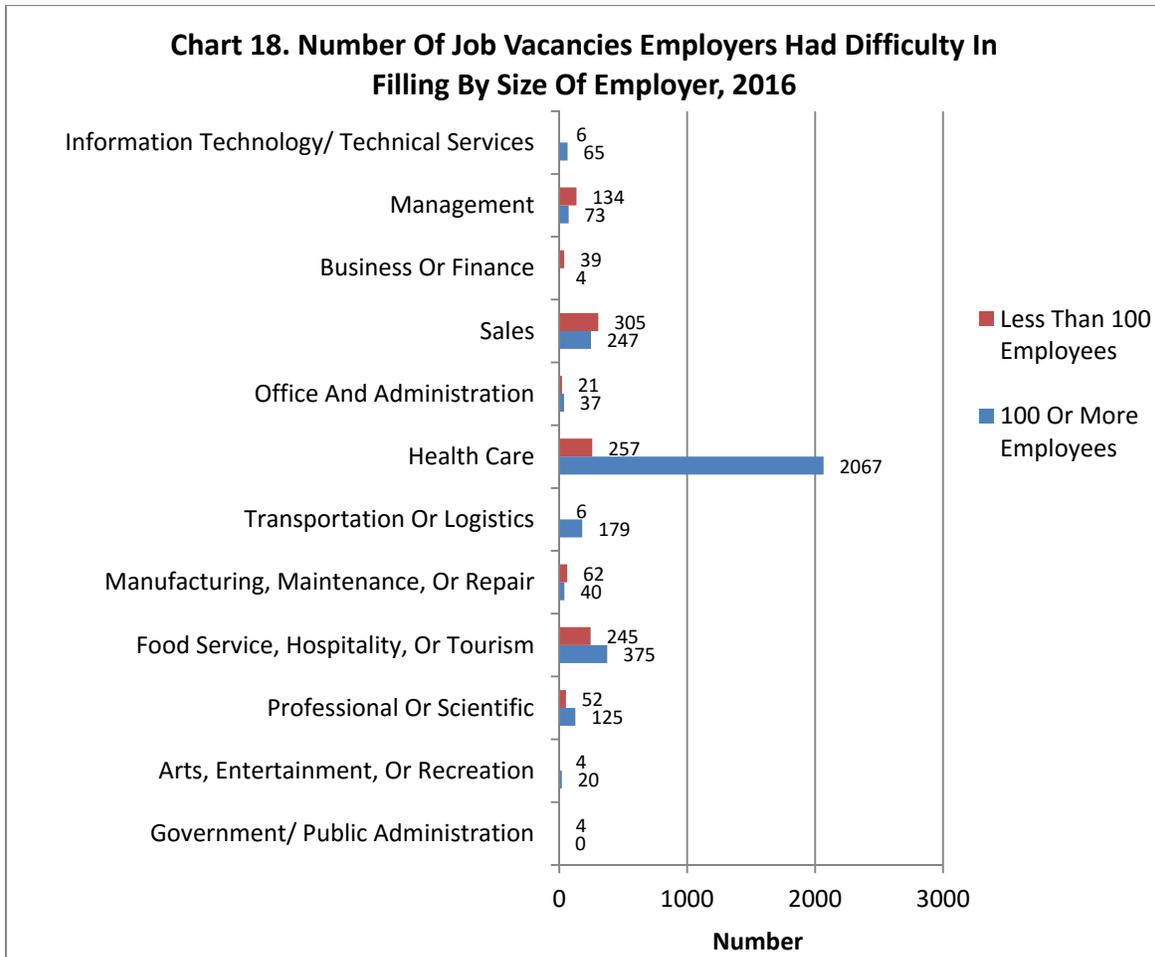
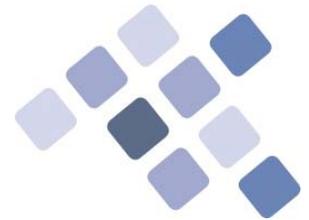




Employers were asked whether they had difficulty filling vacancies in the last year in a series of job categories and the results by size of the employer are presented in Chart 17 (on the previous page). Overall, 24 percent of the employers had difficulty filling positions in food service, hospitality, or tourism; 22 percent had difficulty filling positions in sales; 18 percent for management positions; 16 percent for manufacturing, maintenance, or repair positions; and 16 percent for health care positions. Twelve percent of the employers had difficulty filling professional or scientific positions; nine percent positions in office and administration; seven percent in transportation or logistics; six percent positions in information technology/ technical services; five percent in business or finance; three percent in arts, entertainment, or recreation; and less than one percent in government/ public administration positions.

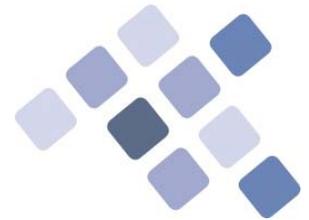
But differences were noted by size of the employer. The employers with 100 or more employees had more difficulty than the smaller employers filling vacancies in sales (25 percent); health care (23 percent); information technology/ technical services (10 percent); office and administration (10 percent); transportation or logistics (10 percent); and arts, entertainment, or recreation (five percent). The employers with less than 100 employees reported more difficulty in filling positions in food service, hospitality, or tourism (25 percent); management (22 percent); manufacturing, maintenance, or repair (19 percent); and professional or scientific (13 percent).

Marketing Implication: The key areas in which employers in the District noted difficulty in filling vacancies in the last year were health care, sales, management, logistics, and food service/ hospitality/ tourism. Harper College should examine its current programming, both credit and noncredit, in these areas and determine if there are programs needed that are not currently available to prepare the workforce in these areas. And the College should determine if ladders can be built for the employees – from noncredit short-term training with enough experience to get a job to degrees needed to advance at the company.



Overall, the employers who had difficulty filling vacant positions in the last year reported a total of 4,367 positions as seen in Chart 18. The employers with 100 or more employees accounted for 3,232 vacant positions that they had had difficulty filling and the employers with less than 100 employees accounted for 1,135 positions. The highest number of vacancies where employers had difficulty filling positions was in health care – 2,324 positions were reported by the employers (257 vacancies reported by the employers with less than 100 employees and 2,067 reported by the employers with 100 or more employees). Employers reported 620 vacancies that were difficult to fill in the last year in food service, hospitality, or tourism – evenly split between the larger employers (375 positions) and smaller employers (245 positions).

Employers reported 552 vacancies in sales, with 305 of the positions needed by the employers with less than 100 employees and 247 needed by the employers with 100 or more employees. In the area of management, employers reported 207 vacancies that were difficult to fill – 134



positions were reported by the smaller employers and 73 by the larger employers. Larger employers were more likely to report vacancies in transportation or logistics – of the 185 positions needed, 179 were needed by the larger employers and six were needed by the smaller employers. And the larger employers (those with 100 or more employees) were also more likely to report vacancies in professional or scientific positions – larger employers reported 125 vacancies compared to 52 vacancies for the smaller employers (177 total vacancies).

Of the 102 vacancies reported by the employers for manufacturing, maintenance, or repair jobs in the last year, 62 positions were needed by the smaller employers and 40 by the larger employers. The employers with more than 100 employees were most likely to report the highest number of vacancies in arts, entertainment, or recreation (20 of 24 total vacancies) and information technology/ technical services (65 of 71 total vacancies). Four vacancies were reported by the smaller employers in government/ public administration and 39 of 43 total vacancies in business or finance. Fifty-eight vacancies were reported in office and administration, with 21 positions needed by the smaller employers and 37 needed by the larger employers.

For each area in which the employers noted they had difficulty in hiring for vacancies in the last year, the employers were asked to provide job titles to assist in better understanding the types of jobs needed. A summary of the jobs by area include:

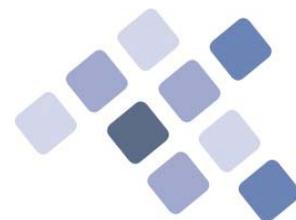
- ***Information Technology/ Technical Services***

Three percent of employers with less than 100 employees and 10 percent of employers with 100 or more employees had difficulty filling IT jobs, specifically certified technicians, open source coders, engineering tech, help desk, manager of IT structure, programmers, sales, senior systems administrator, software developer, systems analysts, technical program analyst, and technology facilitators.

- Credentials needed for these jobs include A+, CCP, cell phones, ASC, degrees, HTML, Java, master level tech, MCSA, programming, software, systems, VMWare, Linux, and Windows.
- Skills needed include ability to manage, accounting, help people with cell phones, C+, detail oriented, communications, experience, fixing hardware, knowledge of product, programming, server upgrade, software coding, and SQL coding.

- ***Management***

Twenty-two percent of employers with less than 100 employees and 13 percent of those with 100 or more employees reported difficulty filling management positions. Management jobs mentioned included deli, department manager trainees, director case management, director of quality, director of research management, drivers, emergency clerk, estimator,



floor supervisor, foreman, front desk manager, general merchandise management, group supervisors, human resources, assistant manager, managers of food and beverage, office, plants, restaurant, and stores, marketing director, membership director, middle management, service clerks, shift leads, supervisors, and various levels.

- Credentials for these jobs include age limits, CDL, degrees, knowledge, leadership, and people management.
- Skills needed are reading and writing, account building, analyze data, business administration, cashiering, communication, computers, customer relations, degree, desire, dispatching, experience, good writing, leadership, management, people skills, postal, problem solving, research, responsible, sales, service, soft skills, standing, stocking and lifting, and willingness to start at entry-level, work under pressure, and writing and communication.

- **Business Or Finance**

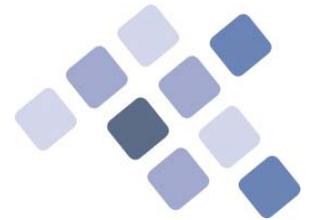
Five percent of employers said positions in business and finance were difficult to fill, specifically accounting, automotive billers, direct support professionals, managers, marketing, payroll clerk, and purchasing managers.

- The only credential needed in business and finance was experience.
- Skills needed were accounting, computers, confidentiality, experience, machines, math, Medicare/ Medicaid knowledge, procurement, and supervision.

- **Sales**

Twenty percent of the employers with less than 100 employees and 25 percent of employers with 100 or more employees had difficulty filling sales positions, including account executive, beauty advisors, cashiers, cosmetics, counter service, engineering, estimator, food, lot associate, territory manager, marketing managers, regional marketing manager, movie theater film crew, new business, overnight freight handler, parts department tech, personal banker, pharmacy tech, photo tech, and various sales positions.

- Credentials needed included beauty product knowledge, bringing in new customers, business, customer service, degrees, experience, export and import, high school, industry contact, kitchen, state licenses, personable, and willing to learn.
- Skills needed were ability to learn quickly, account building, attention to detail, cashiering, communication, customer service, experience, written and verbal communication, industry knowledge, knowledge of products, logistics, math, meet a quota, multitask, networking, organization, painting, parts, people skills, personality, sales, soft skills, standing, and technical.



- **Office And Administration**

Eight percent of employers with less than 100 employees and 10 percent of employers with 100 or more employees reported office and administrative jobs have been difficult to fill, including accounting, administrative assistant, clerical customs agent, customer service, debt collectors, executive assistant, front desk, general clerk, librarian, nursing home administrator, purchasing manager, reception, skip tracers, supply and production control, and teacher's aide.

- Credentials needed were paraprofessional certificate, degrees, experience, high school, and licensed nursing home administrator.
- Skills needed include dealing with confrontation, accounting, communication, comprehension, computers, customer service, experience, financial, internet, office skills, people skills, phone, Salesforce, software, supervision, and technical skills.

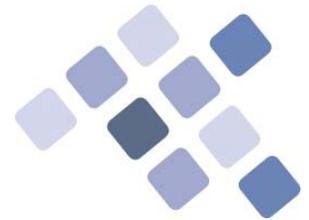
- **Health Care**

Ten percent of employers with less than 100 employees and 24 percent of employers with 100 or more employees reported health care positions have been difficult to fill, such as activity aide, caregiver, nursing – CNA, RN, dental assistant, dietary, direct support professionals, director of nursing, nurse manager, nurse practitioner, occupational therapist, palliative care doctor, personal trainer, pharmacy tech, physical therapist, speech language therapist, wait staff, and x-ray technician.

- Health care credentials needed are certifications, degrees, experience, medical license, medication aide license, nurse practitioner license, pharmacy certification, physical therapy license, RN license, state board exam, and state licenses.
- Skills needed are computers, ability to work independently, cleaning and cooking, documentation, first aid and emergencies, assessment skills, assist elderly, certification, critical thinking, customer service, diagnosis of illness and injury, establish integrated and direct therapy programs, experience, fitness, function as part of diagnostic team, daily requirements of residents, health and wellness, hospice and palliative care, illness care, medication dispensing, nursing, occupational therapy, oral and written communication, phlebotomy, provide appropriate therapy, like skills training for disabled adults, OB/ GYN, soft skills, supervisory, tech skills, time management, treatment of minor sickness and injury, work with chemotherapy patients, and work with elderly.

- **Transportation Or Logistics**

Transportation and logistics positions difficult to fill by four percent of employers with less than 100 employees and 10 percent of employers with 100 or more employees included CDL driver, bus and truck drivers, monitor, and paraprofessional.



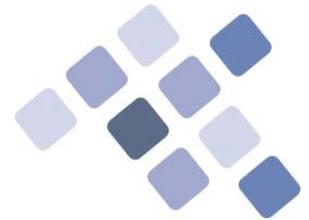
- For credentials, employees must be age 21 or over, background check, CDL, clean driving record, experience, and have a pleasant demeanor.
 - Skills needed are ability to drive bus, read signs, clean driving record, communication, congenial attitude, control students, pleasant, experience, familiarity with streets, good eyesight, know the area, soft spoken, and working with children.
- ***Manufacturing, Maintenance, Or Repair***

Nineteen percent of the employers with less than 100 employees and 12 percent of the employers with 100 or more employees reported manufacturing, maintenance, and repair jobs were difficult to fill, specifically aeronautical engineer, CNC machine operator and repair tech, custodian, electrical, engineer, equipment setup, facilities associate and attendant, grinders, handyman, housekeeping aide, janitorial, kennel, labor, laundry, machine operator, maintenance tech, production, programmable logic controllers, programmers, propeller, tech, quality tech, and welders.

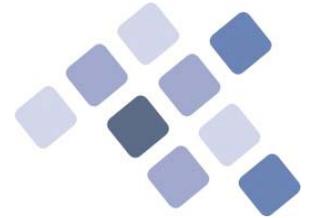
 - The credentials needed for these jobs include ability to repair things, controller engineering degree, engineering, equipment repair, experience, HVAC, janitorial, computers, machines, maintenance, mechanic skills, programming, Rockwell automation, self-starting, technical school, troubleshooting, willingness to work, and work ethic.
 - Skills needed were manual labor, advanced blueprint reading, attention to detail, standing, work in dusty environment, building maintenance, carpet installation, circuit boards, cleaning, customer service, electrical, experience, grinding, handyman, HVAC, mechanical, organizational, physically fit, plumbing, PLC, programming, punctuality, Rockwell automation, shop math, soft skills, and understand English.
 - ***Food Service, Hospitality, Or Tourism***

One-fourth of the employers with less than 100 employees and 23 percent of those with 100 or more employees had difficulty filling jobs in food service, hospitality, and tourism, including banquet staff, bartender, busser, cashier, cooks, culinary service manager, customer service, deli, dietary, dining attendant, dishwasher, food prep, front desk, grocery clerks, hospitality, hosts, housekeepers, kitchen help, assistant food service manager, meat market, pizza oven, produce, security, servers, shift lead, and travel buyer/ agent.

 - Credentials include age limitations, available to work, read tickets, BASSET training, clean, communications, correct orders, experience, food sanitation certificate from state, hospitable, initiative, money, negotiating contracts, people person, read recipes and speak English, ServSafe, and work ethic.



- Skills wanted include accurate and fast service, soft skills, carrying trays, clean appearance, cleanliness, communication, computers, cooking, customer service, drink mixing, English, experience, follow directions, food handling, food prep, food service, friendly, housekeeping, leadership, lift 50 pounds, menu items, multitask, neatness, organization, outgoing, personality, polite, reading, safety, standing, teamwork, technical culinary, time management, willing to work, work ethic, and working safely.
- **Professional Or Scientific**
 Professional or scientific jobs have been difficult to fill for 13 percent of the employers with less than 100 employees and 12 percent of those employers with 100 or more employees. Specific jobs mentioned were CPA, customer service, dental assistant, engineer, instructional aide, minister, new product development, ophthalmology tech, paraprofessional educator, pastor, social worker, specialists, teachers, tutors, and videographer.
 - Credentials needed are 30 hours of special education, certification, child development, CPA, degrees, education, experience, federal or state teacher licenses, licensed social worker, love to work with children, professional license with stipulations, substitute teacher license, teaching skills, and WorkKeys test.
 - Skills wanted include 3D modeling, able to teach, can work with children of all ages, communication, computers, critical thinking, maintain classroom environment, experience, interpersonal, measure vision, mechanical design, planning programs of instruction, prepare for classes assigned, relating to students, speech pathology, teaching, and work with children.
- **Arts, Entertainment, Or Recreation**
 One percent of the employers with less than 100 employees and three percent of the employers with 100 or more employees had difficulty filling arts, entertainment, and recreation jobs, including activity assistant, box office concierge and manager, camp counselor, exercise instructor, fitness center attendant, and golf bag attendant.
 - Credentials for these jobs are a bachelor's degree in exercise science, yoga, and Zumba.
 - Skills needed are ability to work with children, attention to detail, computers, customer service, Excel, exercise science, leading large groups, management, oral communication, patience, and time management.



- **Government and Public Administration**

Just one percent of the employers with less than 100 employees expressed difficulty filling a government position – quality control inspectors and managers. This job requires knowledge and experience of government requirements and regulations.

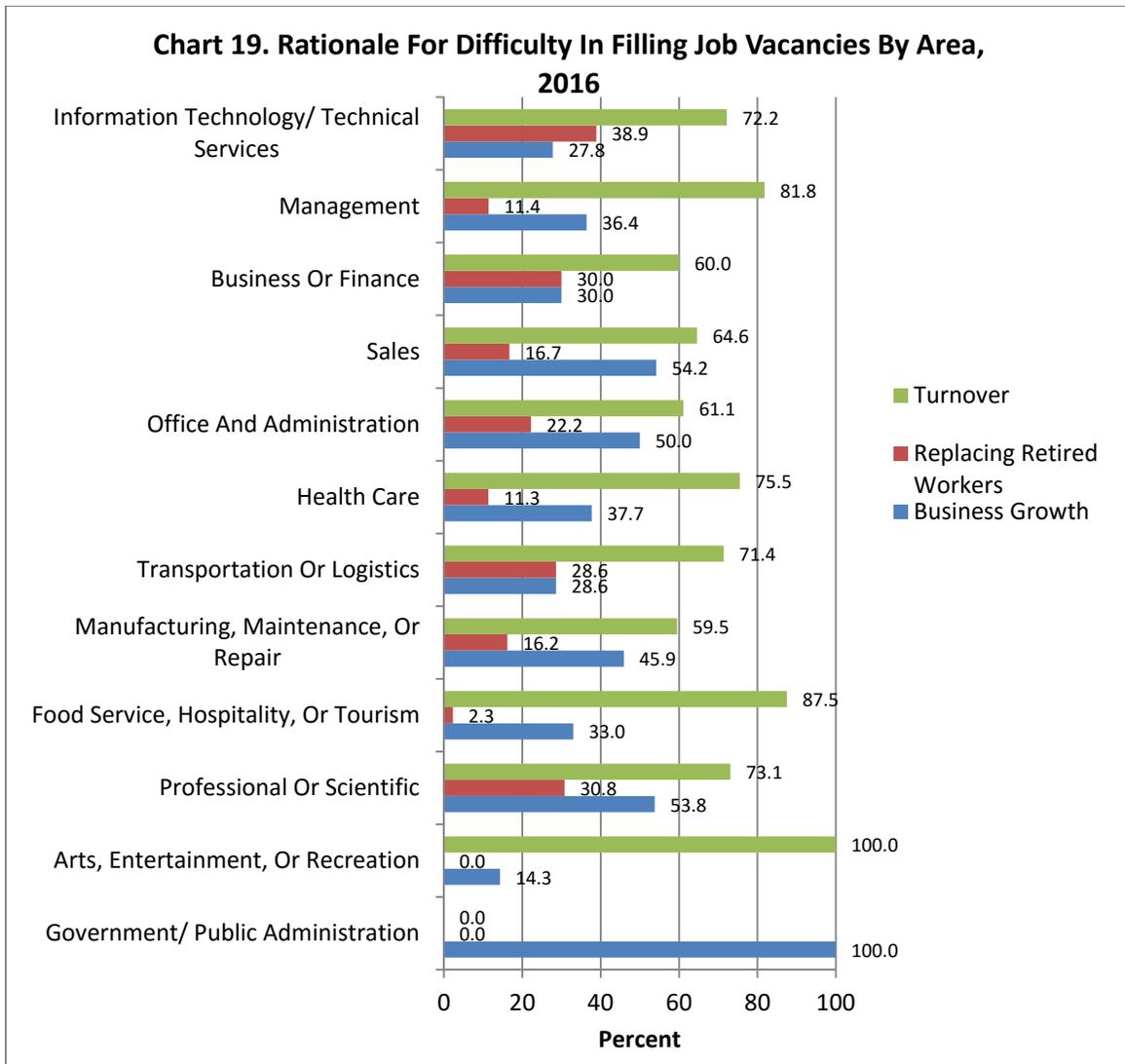
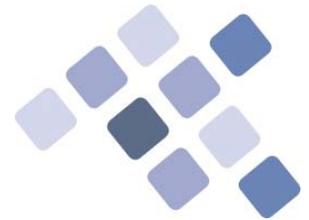
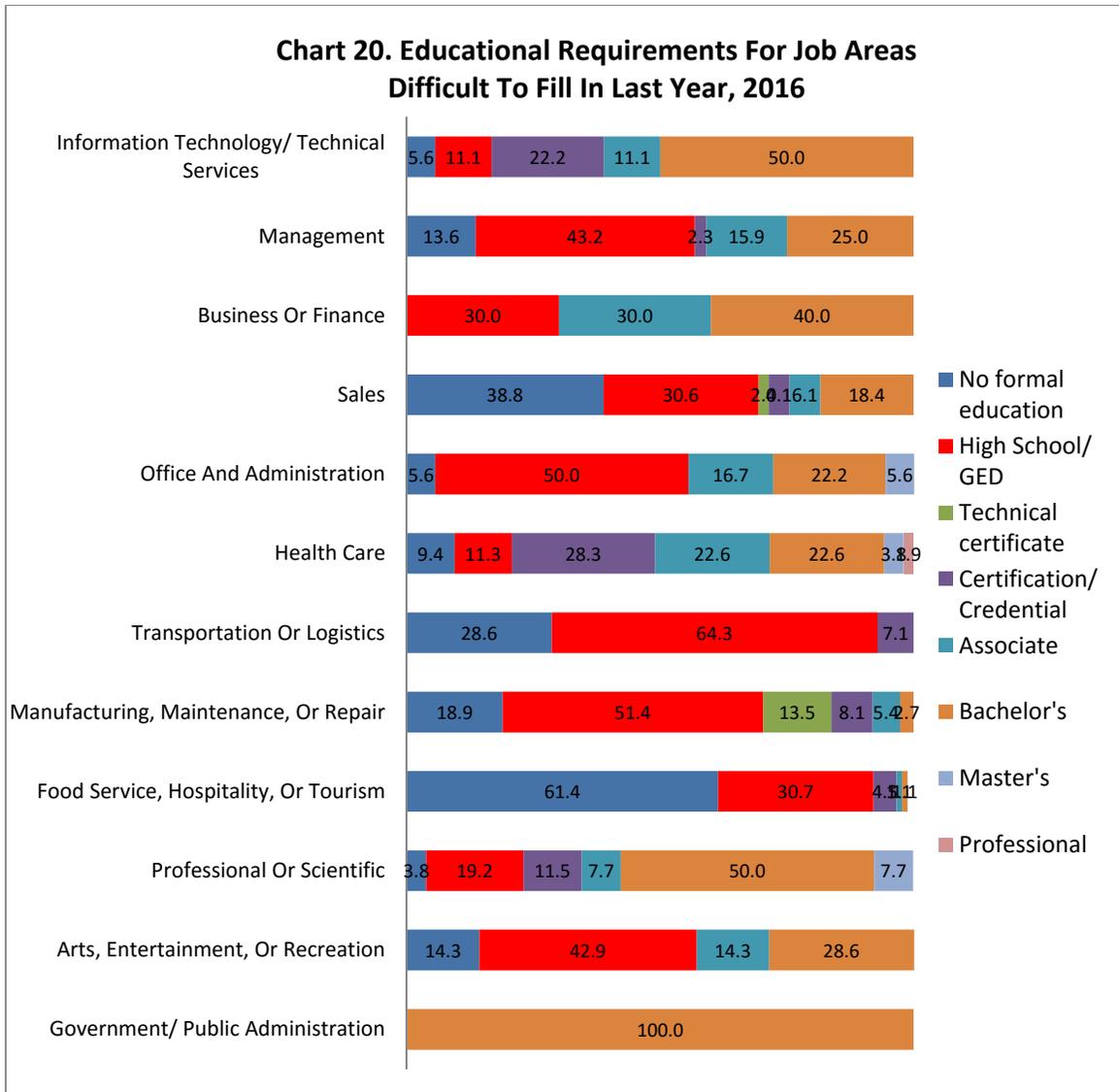
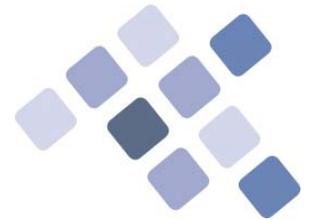


Chart 19 presents the reasons for the vacancies reported by the employers, and multiple reasons were provided for some of the jobs noted as difficult to fill – for example, for some jobs a percentage of the vacancies could be due to turnover and a percentage could be due to employees retiring. The reasons for the vacancies by job areas include:

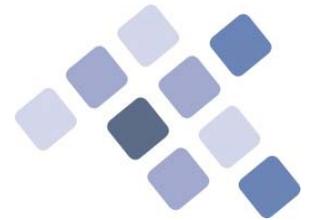


- Information Technology/ Technical Services – 72 percent due to turnover, 39 percent replacing retired workers, and 28 percent business growth
- Management – 82 percent due to turnover, 11 percent replacing retired workers, and 36 percent business growth
- Business Or Finance – 60 percent due to turnover, 30 percent replacing retired workers, and 30 percent business growth
- Sales – 65 percent due to turnover, 17 percent replacing retired workers, and 54 percent business growth
- Office And Administration – 61 percent due to turnover, 22 percent replacing retired workers, and 50 percent business growth
- Health Care – 75 percent due to turnover, 11 percent replacing retired workers, and 38 percent business growth
- Transportation Or Logistics – 71 percent due to turnover, 29 percent replacing retired workers, and 29 percent business growth
- Manufacturing, Maintenance, Or Repair – 60 percent due to turnover, 16 percent replacing retired workers, and 46 percent business growth
- Food Service, Hospitality, Or Tourism – 88 percent due to turnover, two percent replacing retired workers, and 33 percent business growth
- Professional Or Scientific – 73 percent due to turnover, 31 percent replacing retired workers, and 54 percent business growth
- Arts, Entertainment, Or Recreation – 100 percent due to turnover, none replacing retired workers, and 14 percent business growth
- Government/ Public Administration – none due to turnover, none replacing retired workers, and 100 percent business growth



Finally, for each vacancy mentioned as difficult to fill in the last year, the employers were asked to indicate the required educational levels for the positions, and the results are shown for the job areas in Chart 20.

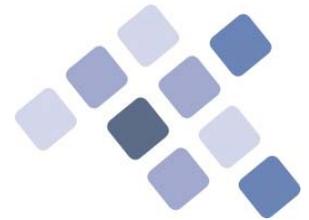
The vacancies in information technology/ technical services are most likely to require a bachelor’s degree (half), with 11 percent requiring an associate degree, 22 percent certifications or credentials, 11 percent high school only or GED, and six percent no formal education. While 43 percent of the vacancies in management only require high school or a GED, 25 percent require a bachelor’s degree, 16 percent an associate degree, two percent a certification or



credential, and 14 percent no formal education. Vacancies in business or finance are likely to require degrees – 30 percent an associate degree, 40 percent a bachelor’s degree, and 30 percent high school or a GED.

The majority of the sales positions that were vacant only required high school or GED (31 percent) or no formal education (39 percent), while 18 percent require a bachelor’s degree, six percent an associate degree, four percent a certification or credential, and two percent a technical certificate. Half of the positions in office and administration require high school or a GED, 22 percent a bachelor’s degree, 17 percent an associate degree, and six percent no formal education or a Master’s degree, respectively. Vacancies in health care require the entire educational spectrum – 28 percent require a certification/ credential, 23 percent an associate degree, 23 percent a bachelor’s degree, 11 percent high school or GED, nine percent no formal education, four percent a Master’s degree, and two percent professional degrees.

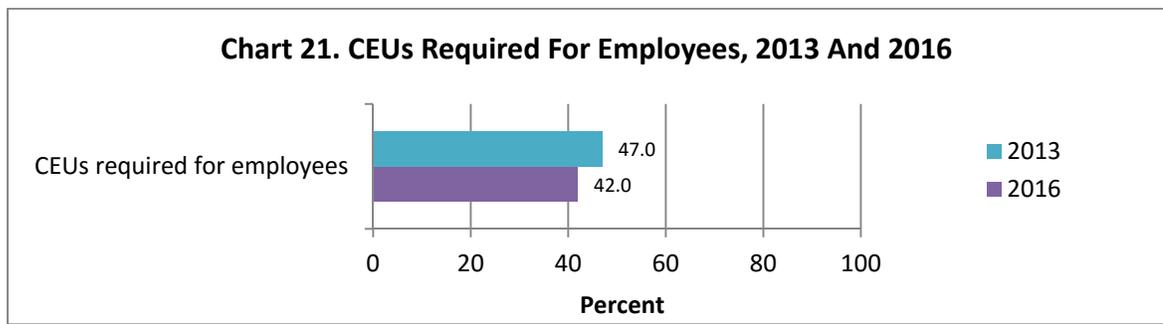
Sixty-four percent of the vacancies in transportation or logistics simply require a high school diploma or GED, while 29 percent require no education, and seven percent require a certification or credential. For the vacancies in manufacturing, maintenance, or repair, 51 percent require a high school diploma or a GED, 19 percent require no formal education, 14 percent a technical certificate, eight percent a credential or certification, five percent an associate degree, and three percent a bachelor’s degree. Sixty-one percent of the reported vacancies in food service, hospitality, or tourism do not require any formal education, while 31 percent require a high school diploma or a GED, four percent a certification credential, one percent an associate degree, and one percent a bachelor’s degree. For the vacancies in the professional or scientific occupations, half require a bachelor’s degree, 19 percent a high school diploma, 12 percent certifications or credentials, eight percent an associate degree, or eight percent a Master’s degree. Forty-three percent of the vacancies in arts, entertainment, or recreation require only a high school diploma or a GED, 29 percent a bachelor’s degree, 14 percent no education, and 14 percent an associate degree. For the vacancies in government/ public administration, all of the positions require a bachelors’ degree.



EMPLOYER TRAINING

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

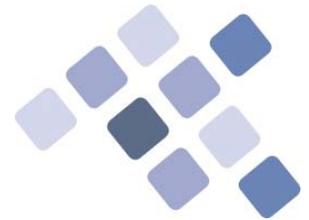
Are there any jobs at your company for which employees have to participate in annual continuing education or obtain CEUs to stay employed in the field?



In industries requiring licensure, employees are required to earn continuing education units (CEUs), sometimes even at their own expense. As seen in Chart 21, in 2013, 47 percent of the employers had occupations that required employees to earn CEUs to retain employment. Forty-two percent of the employers in 2016 (45 percent of smaller employers and 37 percent of the larger employers) have jobs that require employees to obtain CEUs. Specific areas in which CEUs were required in 2013 included nursing, human resources, physicians, insurance, engineers, technology, real estate, dentists, attorneys, technician, management, project management, police, and teachers. The specific areas in which CEUs are required in 2016 are presented in word Cloud 7.

Word Cloud 7. Occupations Requiring Continuing Education Units, 2016

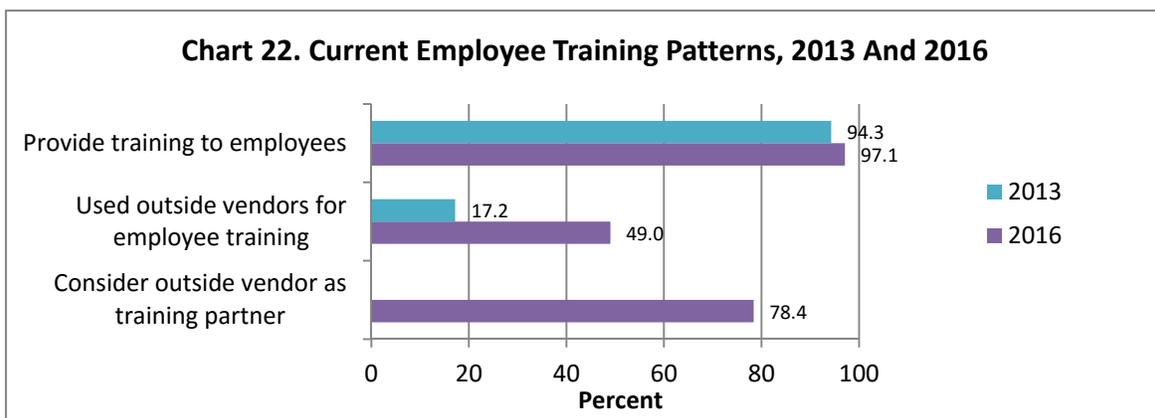




As seen in Word Cloud 7 (on the previous page), nursing is a major area for continuing education for employees, as well as safety, regulations, education, certifications, RN, LPN, accounting, food service, engineering, finance, law enforcement, insurance, real estate, drivers, and pharmacy.

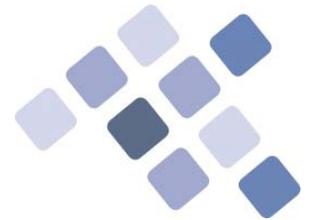
Marketing Implication: Employees in multiple industries need continuing education to maintain licenses and the College can obtain a list of these licenses from the state. Harper College should explore how they can broker continuing education for employees on a noncredit basis and examine the applicability of applying credit for the CEUs to apply toward predetermined degrees within specific industries.

*Do you provide training to your employees?
Do you ever use outside vendors for training your employees?
Who do you consider as your major training partner?*



As seen in Chart 22, 94 percent of the employers in 2013 provided training to their employees and 97 percent of employers in 2016 provided training to employees (96 percent of the employers with less than 100 employees and 98 percent of those with 100 or more employees). In 2013, for those few employers (six percent) who did not train employees, 24 percent noted that they conducted on-the-job training only, 18 percent noted training is not needed or required, and 59 percent noted another reason for not training. For those employers in 2016 who did not train employees, 44 percent said it was due to no need, 11 percent said corporate does it, 11 percent do on-the-job training only, and 33 percent had another reason (union, go to schools, need skills to begin with).

Only 17 percent of the employers in 2013 used outside vendors for employee training but that has risen to 49 percent of the employers in 2016. However, since only the largest employers were interviewed in 2016, this dramatic rise could be due to the sample composition since larger

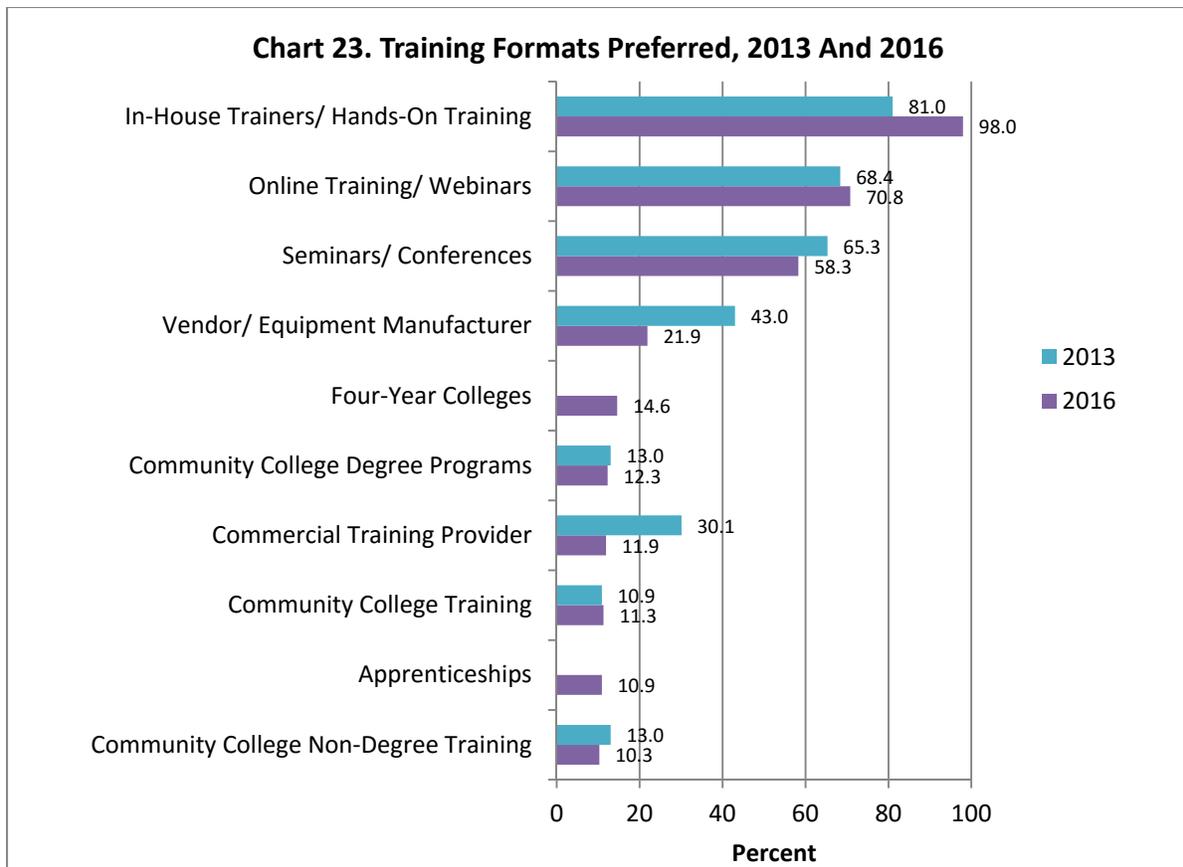


Marketing Implication: Many employers in the District will provide federally mandated training, specifically to meet OSHA specifications and to lower their worker's compensation insurance. The College should examine the feasibility of becoming an OSHA certified training center since safety is the key training program contracted out by the employers.

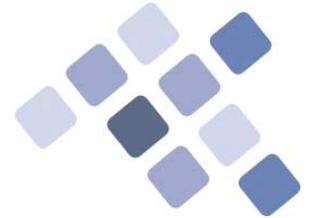
TRAINING DELIVERY PREFERENCES

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

How does your company meet the skill needs of your employees?



As seen in Chart 23, from 2013 to 2016 there have been some shifts in the way that employers in the District are providing training to employees. Even more of the employers are providing in-house training and hands-on training in 2016 (98 percent) than in 2013 (81 percent). Use of online



training and webinars by employers has also slightly increased from 2013 to 2016 – from 68 percent in 2013 to 71 percent in 2016 – and it continues to be a major training component for the employers. Fewer of the employers in 2016 are using outsiders for training – while 43 percent of the employers used vendors or equipment manufacturers to train employees in 2013, only 22 percent used them in 2016. Fewer of the employers are also using training providers in 2016 – 30 percent of the employers in 2013 used a commercial training provider to train employees but only 12 percent are using this method for training in 2016. Only 13 percent of the employers in 2013 and 11 percent in 2016 are using community college degree programs to train employees, 11 percent in both 2013 and 2016 are using community college training programs, and only 10 percent of employers are using community college non-degree training to train employees (down from 13 percent in 2013). Two new training methods were evaluated for use in 2016 – apprenticeships and four-year colleges. Fifteen percent of the employers are using four-year colleges for training employees in 2016 and 11 percent are engaged in apprenticeships.

In the 2016 Employer Scan, the employers were asked why they preferred to use a particular training method. Their responses are summarized below:

- ***In-House Trainers/ Hands-On Training***

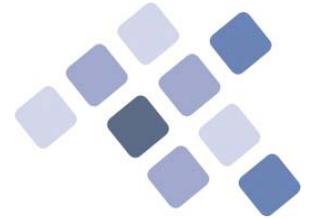
Ninety-eight percent of the employers with less than 100 employees and 97 percent of the employers with 100 or more employees conduct in-house training for their employees. The reasons cited by the employers for conducting training in-house included basic skills, BASSET training, best way, better suited, cheaper, company dictates, convenient, cost-effective, easier, specific knowledge, job specific, more effective, on-the-job, so they can learn to do it our way, to acclimate them to the job, to keep employees engaged, to reduce risks, we have control of it, we teach them the way we want them trained, work with equipment here, and works best.

- ***Online Training/ Webinars***

Seventy-one percent of employers in 2016 use online training – 68 percent of the employers with less than 100 employees and 75 percent of the larger employers. Their rationale for using online training was that it was convenient, company policy, corporate decides, efficient, job specific, product knowledge, specific to needs, topical and timely, and works well.

- ***Seminars/ Conferences***

Fifty-eight percent of the 2016 employers, regardless of size, use seminars or conferences to train employees because it is convenient, corporate decides, easy, keeping up skills,



specific knowledge, staying current, insight from peers, keep up on new regulations, networking, specific to needs, updates, and works well.

- ***Vendor/ Equipment Manufacturer***

Eighteen percent of small employers and 28 percent of employers with 100 or more employees use equipment manufacturers to train, and they do so for their specific knowledge, are best suited, familiarity with products, part of purchasing equipment, safety, they know what they are doing, and very specialized.

- ***Four-Year Colleges***

Eleven percent of employers with less than 100 employees use four-year colleges for training, compared to 20 percent of employers with 100 or more employees. Employers' rationale for using universities included convenient, for certifications, for specific knowledge, job specific, offer tuition, they offer what we need, timely information, get a jump on competition, stay current in education field, and specific universities specialize in specific things.

- ***Community College Degree Programs***

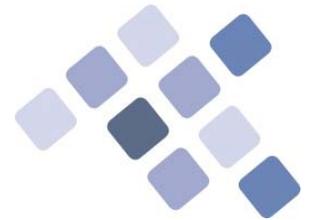
Twelve percent of employers use community college degree programs, and they did so for cost, convenient, for certifications, higher level of validity, sharpen skills, they offer what we need, and tuition assistance. There were no differences noted in using community college degree programs by size of the employer.

- ***Commercial Training Provider***

Twenty percent of employers with 100 or more employees use commercial training providers, compared to seven percent of the smaller employers. The employers' reasons for doing so were convenience, corporate provides, easier way to get certified trainers, expertise, specialized knowledge, free, government regulations, technical training, and to train our trainers.

- ***Community College Training***

Larger employers with 100 or more employees were twice as likely to use community college training programs (16 percent versus eight percent) than the smaller employers with less than 100 employees, and their rationale included convenience, cost, certifications, and job specific.



- **Apprenticeships**

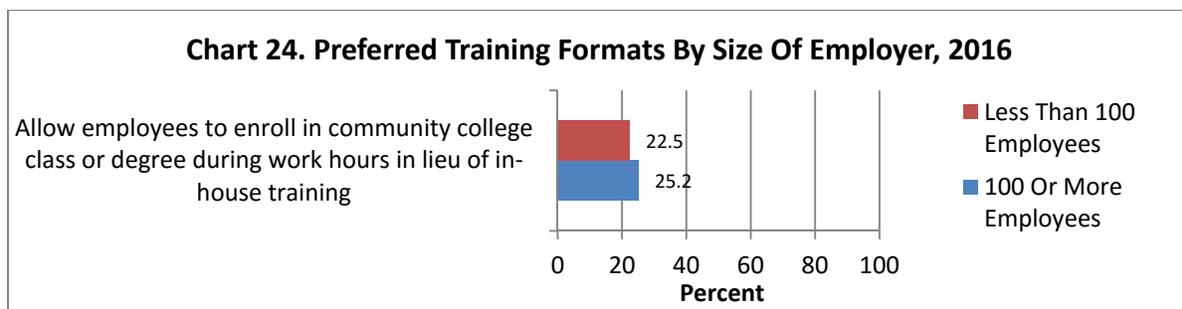
Nine percent of the employers with less than 100 employees and 14 percent of the larger employers use apprenticeships for employee training, and they noted it builds employees, for advancement, is good experience, economical, union, learn specific skills, and attract younger candidates.

- **Community College Non-Degree Training**

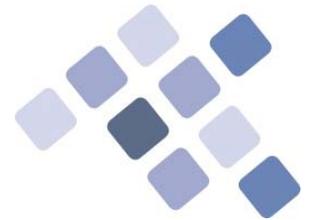
Just five percent of smaller employers use community college non-degree programs, compared to 18 percent of the larger employers (those with 100 or more employees). Their rationale for using community college non-degree training programs included convenient, cost effective, for certifications, job specific, local, specific to skill sets, and when it meets our needs.

Marketing Implication: Employers have turned away from on-site training in a seminar setting to online training for employees. Harper College should examine how they can broker content and enter the online training market. The College should not have to create content, but can broker the content and then establish a laddering system in which content can be assigned credit for specific degrees at the College, applicable to the industry.

Would you consider offering employees the opportunity to enroll in a community college class or degree during work hours rather than doing in-house training to improve employee skills?



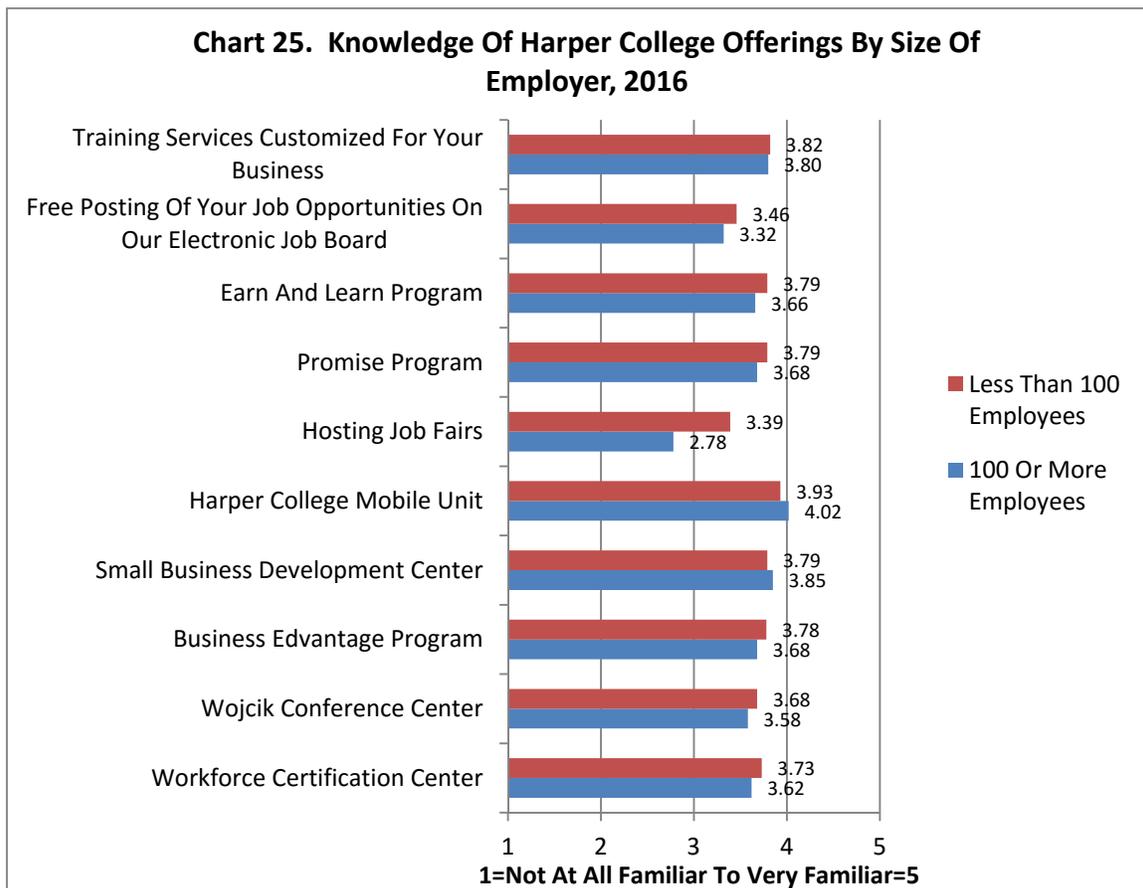
In 2016, employers were asked whether they would consider offering employees the opportunity to enroll in a community college class or degree program during work hours rather than doing in-house training to improve employee skills and the results are presented in Chart 24. Twenty-two percent of the employers with less than 100 employees would consider allowing employees to attend community college classes or degree programs during working hours to improve skills, as would one-fourth of the employers with 100 or more employees.



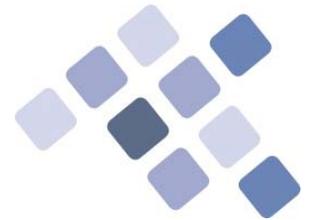
KNOWLEDGE OF PROGRAMMING

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

Please tell me how familiar you are with the following program and services offered by Harper College, using the scale of 5=Very familiar to 1=Not at all familiar. Then let me know if you would like additional information about any of the programs from the College.

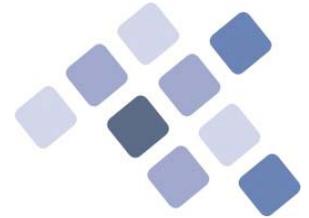


In 2016, employers were read a list of programs and services offered by Harper College for employers and were asked to rate each program on a familiarity scale of 1 to 5, where “1 = Not at all familiar” to “5 = Very familiar.” The results of the employers’ knowledge of Harper College’s programming are presented in Chart 25. The majority of the employers are somewhat familiar with



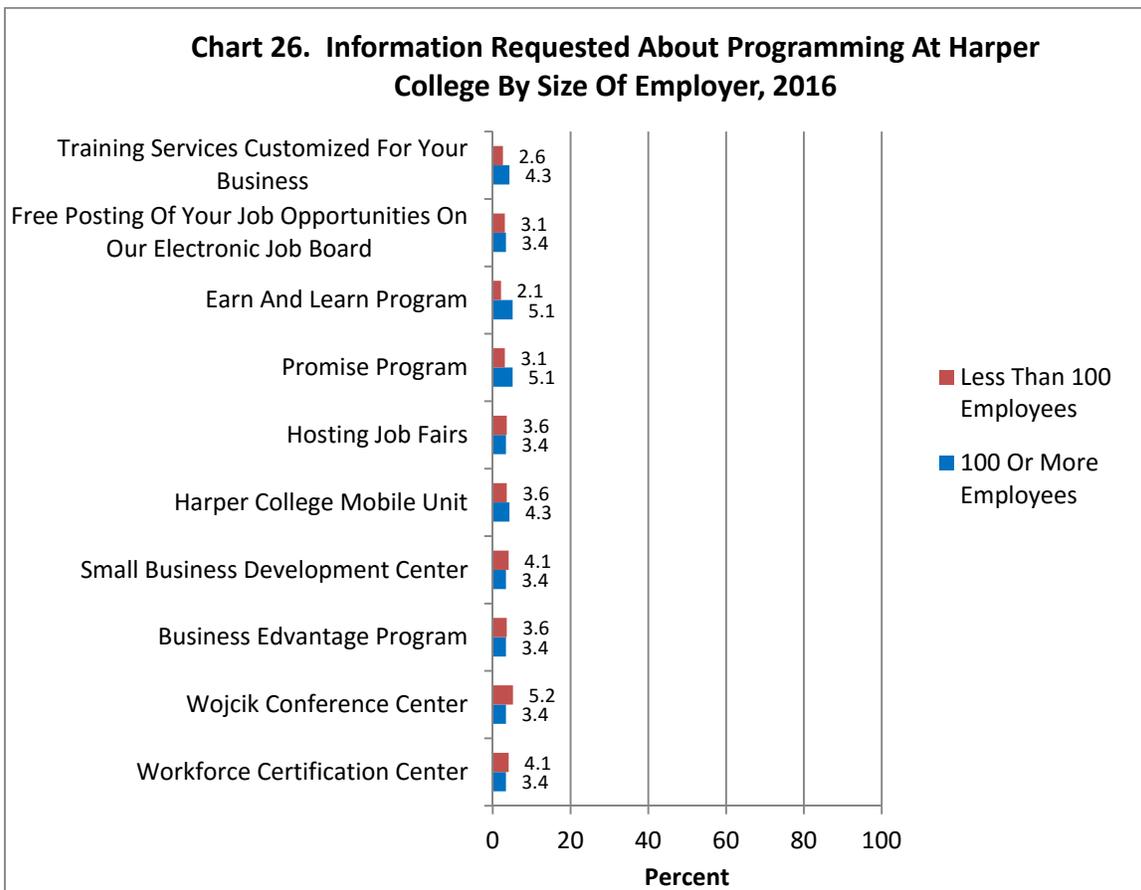
programming at Harper College since most of the employers rated the majority of the programs and services over a 3.5 on the 5 point scale. Overall, programming employers are most to least familiar with at Harper College include:

- Harper College Mobile Unit – state of the art computer training room on wheels that can come to your business (Rating: 3.96)
 - Employers with 100 or more employees (4.02) slightly more familiar with it than smaller employers (3.93)
- Training services customized for your business (Rating: 3.81)
 - No difference based on size of employer
- Small Business Development Center (Rating: 3.81)
 - Employers with 100 or more employees (3.85) slightly more familiar with the Center than the smaller employers (3.79)
- Promise Program – Scholarship program that builds workforce skills (Rating: 3.75)
 - The employers with 100 or more employees (3.68) are slightly less familiar with this program than the smaller employers (3.79)
- Earn And Learn Program – Apprenticeships where entry-level employees sponsored by the Company attend Harper classes leading to a degree and apply that knowledge in the workplace (Rating: 3.74)
 - The employers with 100 or more employees (3.66) are slightly less familiar with this program than the smaller employers (3.79)
- Business Edvantage Program – Offers in-district tuition rates to all of your employees whether they live in-district or not (Rating: 3.74)
 - The employers with 100 or more employees (3.68) are slightly less familiar with this program than the smaller employers (3.78)
- Workforce Certification Center – Local certification testing center for national certifications (Rating: 3.69)
 - The employers with 100 or more employees (3.62) are slightly less familiar with this program than the smaller employers (3.73)
- Wojcik Conference Center can host meetings and events for five to 250 people (Rating: 3.64)
 - The employers with 100 or more employees (3.58) are slightly less familiar with this program than the smaller employers (3.68)
- Free posting of your job opportunities on Harper College’s electronic job board (Rating: 3.41)
 - The employers with 100 or more employees (3.32) are slightly less familiar with this program than the smaller employers (3.46)

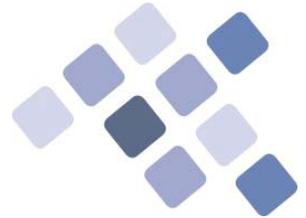


- Hosting job fairs (Rating: 3.18)
 - The employers with 100 or more employees (2.78) are slightly less familiar with this program than the smaller employers (3.39)

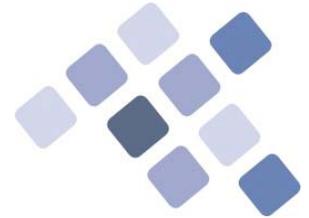
The major difference between the employers with fewer than 100 employees and those with 100 or more employees were the employers’ knowledge that the College hosts job fairs – smaller employers were much more familiar (3.39) than the larger employers (2.78).



As seen in Chart 26, very few employers would like more information on programs offered by Harper College – less than six percent of all the employers. Overall, three percent of the employers would like information on customized training, three percent on free job postings, three percent on Earn and Learn, four percent on the Promise Program, four percent on job fairs, four percent on the Mobile Unit, four percent on the Small Business Development Center, four percent on Business Edvantage, four percent on the Wojcik Center, and four percent on the Workforce Certification Center. There were no significant differences noted by size of the employer.



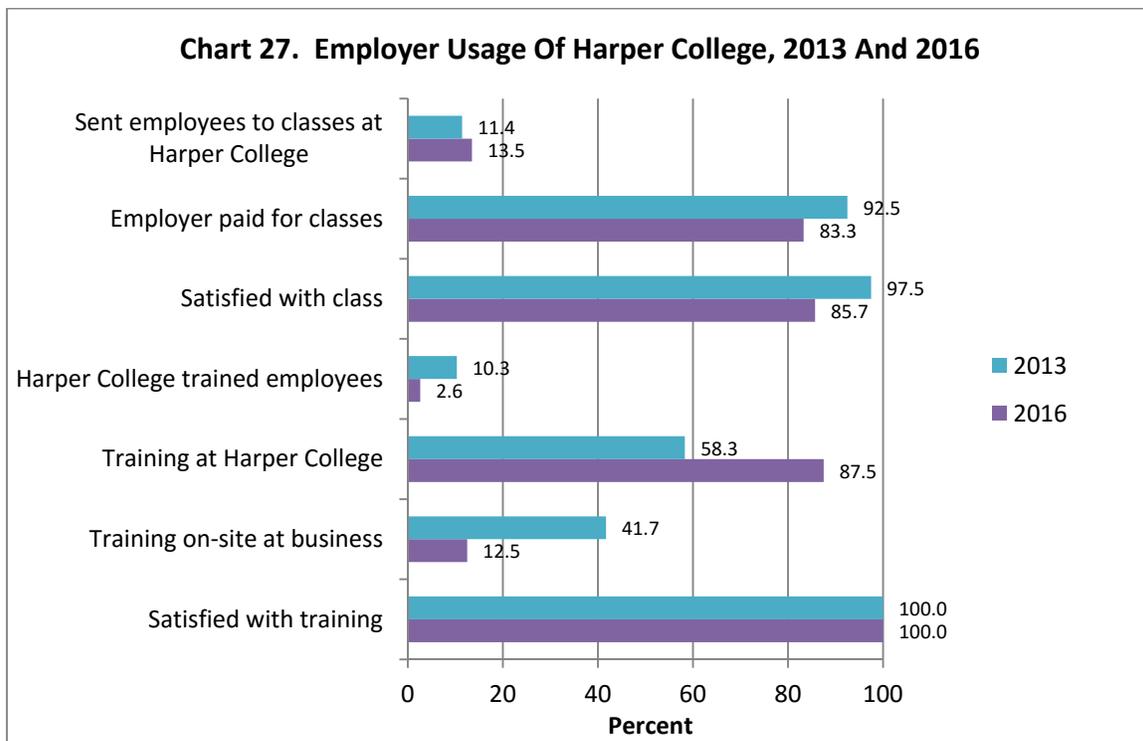
Marketing Implication: Employers were familiar with the College's programming – a cursory knowledge – but they may not have in-depth knowledge about specific programs. The College needs to have a landing page for employers providing detailed information about each of the programs at their fingertips. And since the HR directors and training managers turn over frequently and knowledge of programming at Harper College may not be shared with new employees, the College needs a strategy to diligently present new employees with information about the College's programs. In addition, Harper College should work to increase the familiarity of all employers in the District with the job fairs it hosts and posting of job opportunities on Harper College's electronic job board.



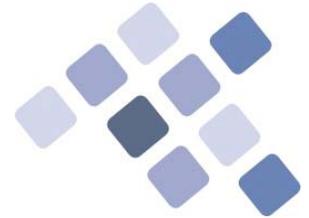
USAGE OF HARPER COLLEGE

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

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



As seen in Chart 27, there has been a slight increase in employers sending employees to classes from 2013 to 2016 – 14 percent of employers in 2016 sent employees to classes at Harper College, compared to 11 percent in 2013. But in 2016, there were no differences between the size of the employers – 13.4 percent of the employers with less than 100 employees sent them to classes at Harper College as did 13.7 percent of the employers with 100 or more employees. The



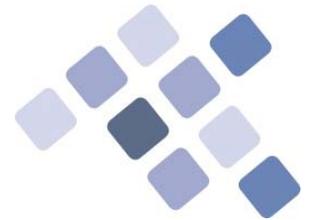
employers that did not send employees to classes at Harper College were asked why not and their answers varied: 60 percent noted it was not needed, five percent did not know, five percent said corporate decides, others were not aware of the College, they were not in Harper College's District or another college is closer, we do in-house, and never thought about it.

For those employers that did send employees to classes at Harper in 2016, the employers were less likely to pay for it than they were in 2013 – 83 percent of 2016 employers paid for the classes compared to 92 percent in 2013. The employers in 2016 were also less satisfied – 86 percent of the employers in 2016 were satisfied with the classes compared to 98 percent in 2013. It should be noted in 2016 that only 6.3 percent of the larger employers were dissatisfied with the classes – 12 percent of the employers with less than 100 employees – and the larger employers were not dissatisfied, they simply did not know (were not there at the time of the classes were held or had not heard anything about it).

Even fewer employers reported that Harper College had provided training to their employees in 2016; only three percent of the employers utilized Harper College for employee training in 2016 compared to 10 percent in 2013. The 2016 employers that have not used Harper College to train their employees noted it was not needed (60 percent), corporate decides (four percent), did not know (four percent), was not aware it was offered, never thought about it, not familiar with the College and its programs, and we do our own training. The training that was conducted for employees in 2016 by Harper College included: electrical, Excel, PowerPoint, professional communications, project management (Six Sigma), supervisory training, technical, and tooling.

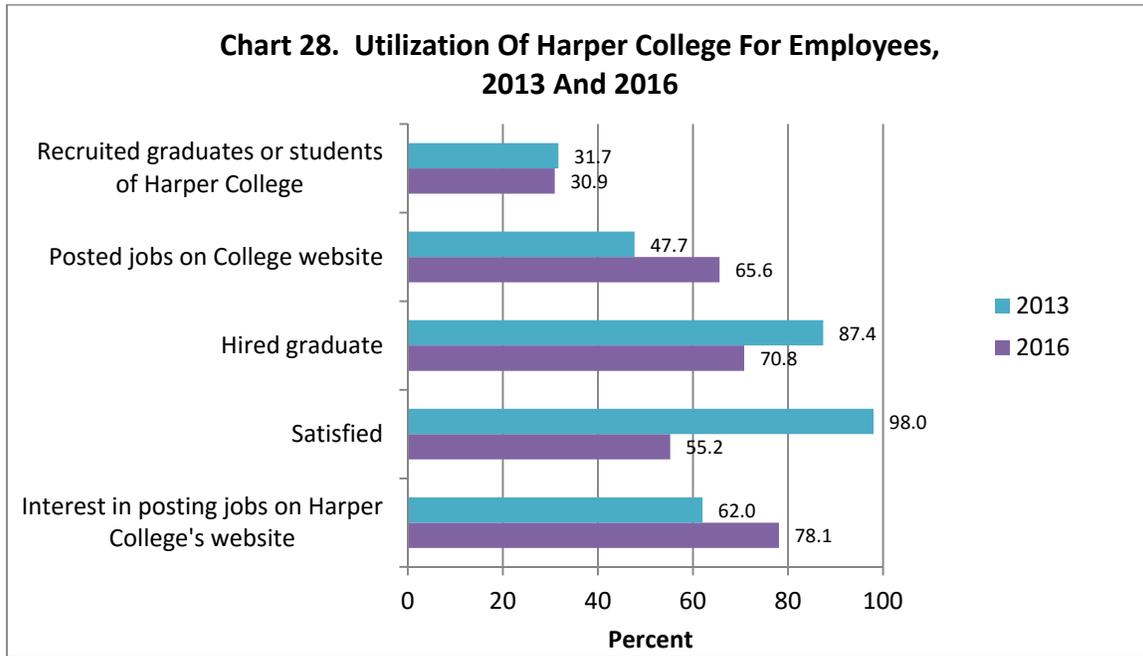
In 2016, the majority (88 percent) noted that the employees they did send to training were trained at Harper College, while only 12 percent of the employers had the College conduct the training at their place of business. In 2013, it was more evenly split – 58 percent of the employers utilized employee training at Harper College and 42 percent had the College offer training at their place of business. All of the employers were satisfied with the training – in both 2013 and 2016.

Marketing Implication: Employers are less likely today to bring in a trainer to conduct a seminar or classroom style training sessions – they have moved to online training and then support the online by hands-on training on the job. The employers are finding that the online training is more cost effective, a better utilization of employee time, and has a lower impact on productivity (all employees do not have to be missing from work at the same time). Harper College needs to examine how they can begin more online training delivery for employers in the District – whether sponsoring or brokering already created content or developing content.



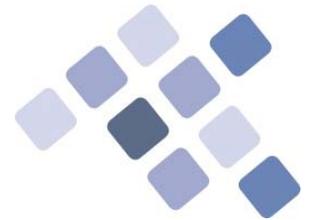
Have you ever recruited graduates or students from Harper College for employment at your firm?

HARPER COLLEGE COMMUNITY SURVEY 2016



As seen in Chart 28, there was little change from 2013 to 2016 with respect to employers recruiting students or graduates from Harper College into positions in their companies. In 2016, 31 percent of the employers had recruited Harper graduates or students for positions in their companies, as had 32 percent in 2013. Comparing the employers by size in 2016, 29 percent of the employers with less than 100 employees recruited graduates or students from Harper College compared to 34 percent of the larger employers.

In 2016, employers were more likely to have posted jobs on the College’s website (66 percent of employers in 2016 compared to 48 percent in 2013). But the 2013 employers were more likely to have hired the graduate or students they recruited than the 2016 employers – 88 percent of the 2013 employers hired students or graduates from Harper College compared to 71 percent in 2016. In 2016, larger employers (those with 100 or more employees) were more likely (75 percent) to hire a student or graduate than the smaller employers were (68 percent). For those employers that recruited students in 2016 and did not hire them, they noted they did not have any applicants and there was no response to their posting, candidate was not a good fit, took another job, or the respondent simply did not know the outcome (was before respondent had this position).

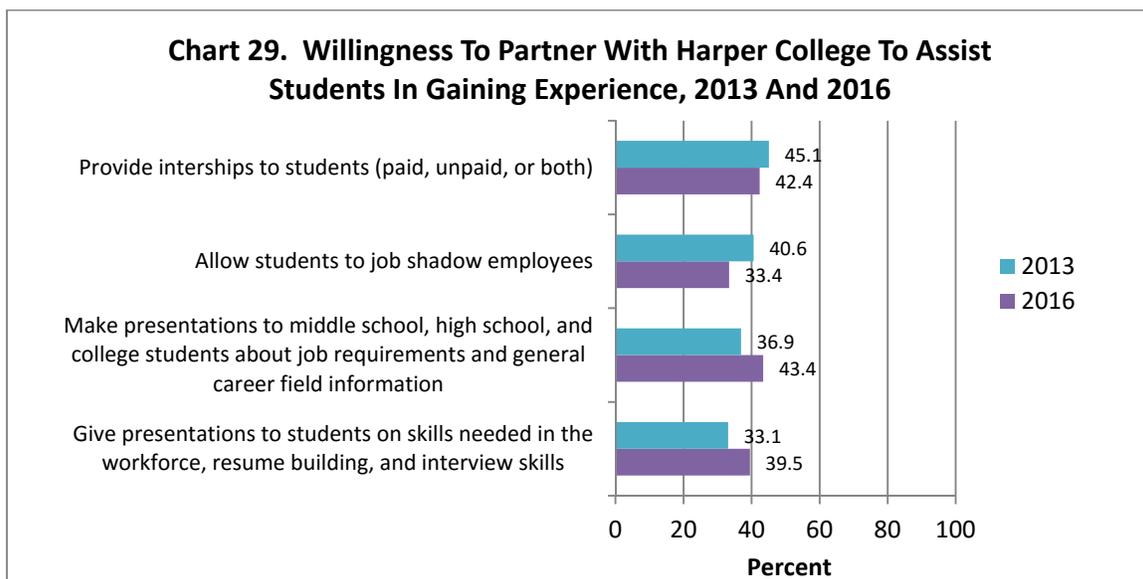


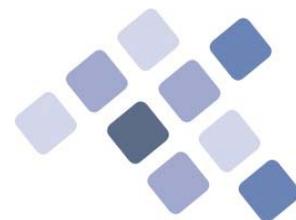
Satisfaction with the graduates or students hired was very different for the 2013 and 2016 employers – 98 percent of the employers in 2013 indicated they were satisfied with the hire compared to 55 percent of the employers in 2016. The rationale for the employers for dissatisfaction with the employees hired in 2016 included: crew members treated poorly by applicants, didn't stay long due to schedule, wasn't a match for our needs, quit within two days, did not want to be told what to do, and very unreliable/ didn't show up or call in.

Marketing Implication: The lower rating of satisfaction with the graduate or student by the employees is a direct reflection of a missing work ethic. Harper College needs to establish some training programs or criteria before posting students and graduates as potential employees and make sure that the students and graduates have participated in a work ethics course or program prior to allowing them to respond to employers. In addition, the College needs to explore how all students and graduates understand the importance of the work ethic prior to graduating from the College.

However, when asked if they had any interest in posting a job in the future on Harper College's website, 78 percent of the employers in 2016 reported they would be interested in posting in the future (75 percent of the employers with less than 100 employees and 83 percent of the employers with 100 or more employees) compared to 6 percent of the employers in 2013.

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



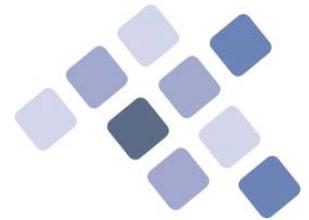


Employers were asked how willing they would be to partner with Harper College to assist students in gaining real work experience and as seen in Chart 29 (on previous page), employers were slightly less willing in 2016 to provide internships or allow students to job shadow employees. In 2013, 45 percent of the employers noted they would provide internships to students but that dropped to 42 percent of employers in 2016. Forty-one percent of the employers in 2013 reported they would allow students to job shadow employees, but that also dropped to 33 percent of employers in 2016.

In 2016, comparing the employees by size, the employers with less than 100 employees (39 percent) were more likely to allow students to job shadow employees than the larger employers (25 percent), but the smaller employers were less likely (34 percent) to provide internships than the larger employers (56 percent). The larger employers were more likely to provide paid internships (55 percent) than the smaller employers (43 percent) but the smaller employers were more likely to offer unpaid (34 percent) or both paid and unpaid internships (22 percent) where only 28 percent of the larger employers would offer unpaid internships or 17 percent would offer both.

But in 2016, the employers were more willing to give presentations to students than in 2013. In 2013, 37 percent of the employers noted they would give presentations to middle school, high school, and college students about job requirements and general career field information – by 2016, 43 percent of the employers would be willing to do these presentations. Thirty-three percent of the employers in 2013 also noted they would give presentations to students on skills needed in the workforce, resume building, and interview skills and by 2016, 40 percent of the employers agreed to participate. For the 2016 employers, no differences were noted in their willingness to give presentations to students.

Marketing Implication: Harper College should utilize the willingness of the employers to do presentations to middle school, high school, and college students by developing a speaker's bureau for emphasizing the importance of work ethic among applicants. And the College should continue to increase the internships available at the employers.



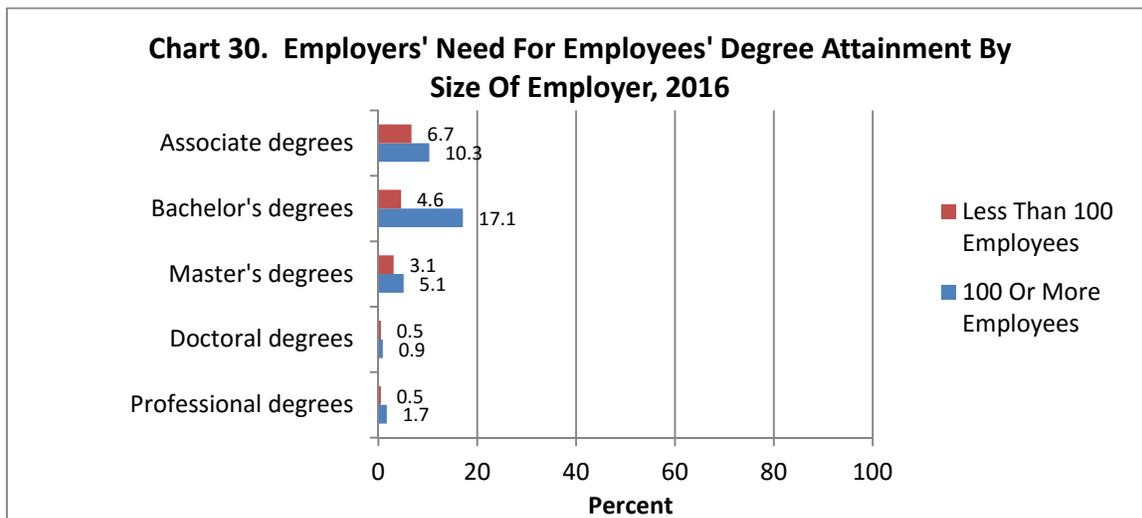
EMPLOYEES' EDUCATIONAL OPPORTUNITIES

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

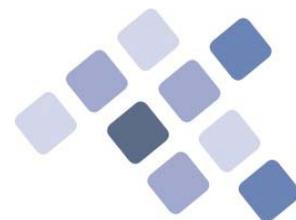
DEGREES NEEDED BY EMPLOYEES

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

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



Employers in the 2016 Employer Scan were asked if there was a need for any of their employees to further their education and work on attaining college degrees, and if so what degrees. The results are presented in Chart 30. Seven percent of employers with less than 100 employees and 10 percent of the larger employers reported a need for an associate degree for a total of 195 employees. The program areas in which the employers noted the need for an associate degree for employees included accounting, business, early childhood development, financial planning, fire science, management, marketing, medical records, operations, purchasing, supervisor, and technical.

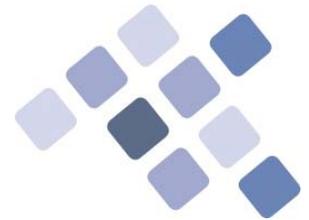


Only five percent of the employers with less than 100 employees indicated current employees need a bachelor's degree, compared to 17 percent of the larger employers (those with 100 or more employees). Overall, the employers reported a need for 419 employees to seek bachelor's degrees in business, business management, case management, chief fire officer, civil engineering/ business, construction engineering/ public, administration, customer product manager/ human resource, engineering, executives/ managers, foundry/ chemicals, higher level management, human services/ psychology, management, management/ finance, management/ marketing/ finance, business, manager – sales, marketing/ communications, marketing/ finance, marketing/ sales, mechanical engineering, nursing, procurement/ engineering/ technical operations, psychology, quality control/ food safety/ product management/ digital printing, store director or higher, store manager, and technical/ engineers.

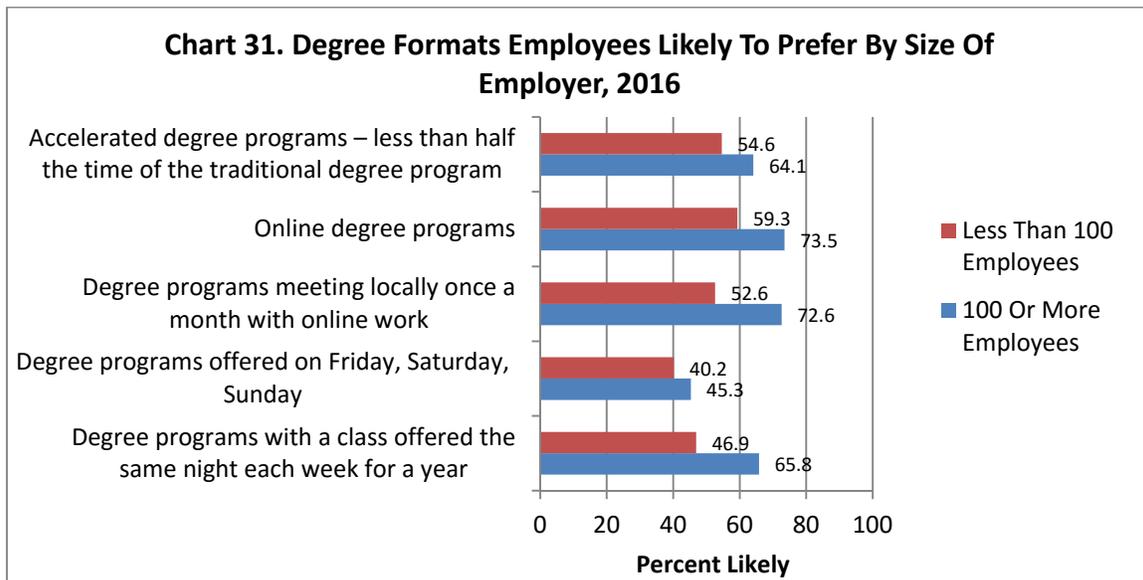
Four percent of the employers in 2016 reported a need for employees to seek a Master's degree – 3.1 percent of the employers with less than 100 employees and 5.1 percent of the employers with 100 or more employees. Overall, the employers identified 205 employees for which Master's degrees were needed in the following areas: accounting, education, behavioral services, business, engineering, finance/ IT, marketing/ communications, MBA, public administration, and store manager.

Very few of the employers reported a need for their current employees to seek doctoral degrees – less than one percent of the smaller employers and less than one percent of the employers with 100 or more employees reported a need for 15 employees to seek doctoral degrees in education. Less than one percent of the smaller employers and two percent of the larger employers (those with 100 employees or more) reported a need for 17 employees to seek professional degrees in human resources, licensed clinicians, and professional engineer.

Marketing Implication: Employers in the District are interested in their employees seeking degrees, especially associate and bachelor's degrees. The College needs to communicate the advantage of the Earn and Learn program to the employers, and then work with the employers to provide that information to employees.

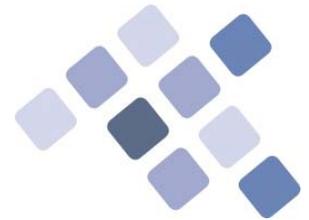


Colleges can deliver degrees in various ways to make it more convenient for your employees to earn degrees. Do you believe that any of these degree formats would make your employees more likely to seek a college degree? For each I read, please tell me if you believe your employees would be more likely or less likely to enroll in a degree if this format was available.



In the 2016 Employer Scan, the employers were asked if they believed that alternative degree formats would make their employees more likely to enroll in degree programs – and as seen in Chart 31, the answer is yes. Fifty-five percent of the employers with less than 100 employees (smaller) reported they believe their employees would be more likely to seek a degree if an accelerated degree program was available, as did 64 percent of the larger employers (those with 100 or more employees). Fifty-nine percent of the smaller employers indicated their employees would be more likely to seek a degree if an online degree was offered, as did 74 percent of the larger employers. Fifty-three percent of the smaller employers and 73 percent of the larger employers also agreed that their employees would be more likely to enroll in a degree program if it met locally once a month and had online work associated with it.

The degree format least likely to attract the employees is degree programs offered on the weekend – only 40 percent of the smaller employers (with less than 100 employees) and 45 percent of the larger employers (with 100 or more employees) believe that employees would be more likely to enroll in a degree program offered on the weekend (Friday, Saturday, and Sunday). And finally, 47 percent of the smaller employers and 66 percent of the larger employers indicated that they



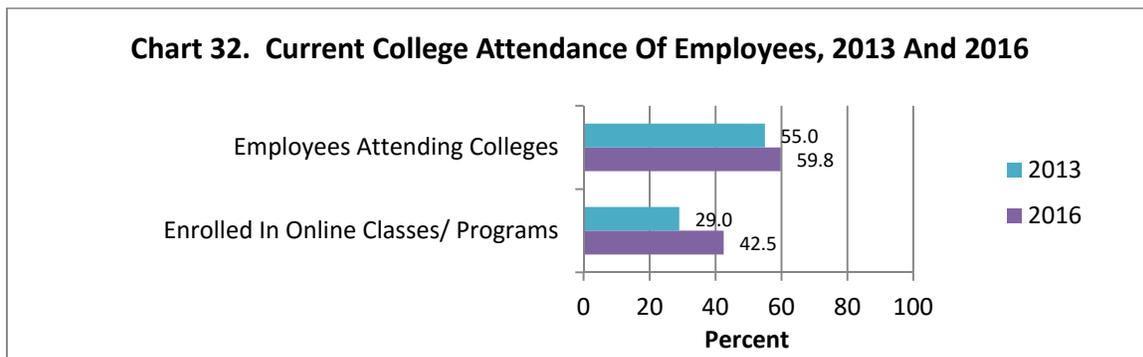
believe that their employees would be more likely to enroll in a degree if it was offered the same night each week for a year.

Marketing Implication: Employers also emphasized the need for consistent degree formats for their employees to make them more likely to enroll.

CURRENT COLLEGE ATTENDANCE

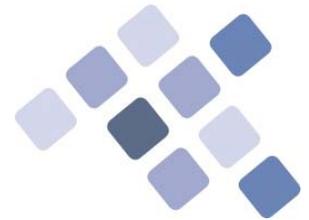
Employers were asked in the 2013 and 2016 Employer Scan whether they had any employees taking classes. It is important for the College to understand whether the employees are currently seeking education.

*Do you have any employees attending college classes at this time?
What colleges are they attending? Are they taking any courses online?*



As seen in Chart 32, college attendance among employees has increased from 2013 to 2016. In 2013, 55 percent of the employers had employees currently attending college, and that increased to 60 percent in 2016. Of those employers with employees enrolled in colleges, in 2013 just 29 percent of employers were aware that the employees were enrolled in online classes or programs and that has increased to 42 percent of the employers reporting their employees attending college are enrolled in online courses and programs.

Comparing college attendance of employees by size of employer in 2016, 56 percent of the employers with less than 100 employees had employees taking college classes as did 66 percent of the employers with 100 or more employees. And 44 percent of the smaller employers with employees attending college reported employees are taking online programs or courses, as did 40 percent of the employers with 100 or more employees. In 2016, 28 percent of the employers identified Harper College as a college attended by employees, as well as Elgin Community



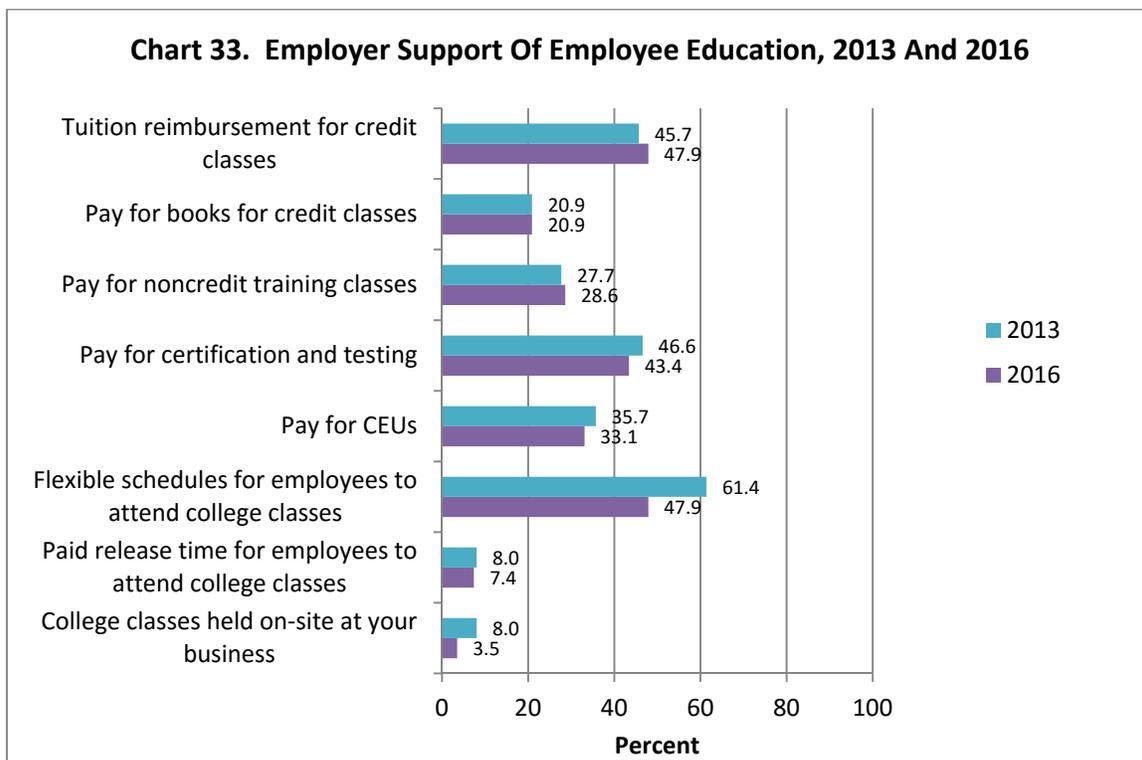
College, Roosevelt University, Oakton Community College, University of Illinois, College of Lake County, and DePaul University.

Marketing Implication: Harper College needs to provide employers with information about online programming offered at the College. With the increase in online attendance, the College needs to be seen as a major online provider in the associate degree market.

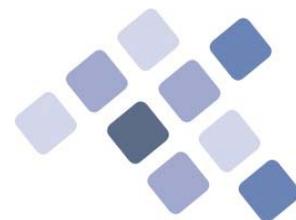
EMPLOYER SUPPORT OF EDUCATION

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

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



As seen in Chart 33, in 2016, employers were slightly more likely to offer tuition reimbursement (48 percent) than in 2013 (46 percent). In both 2013 and 2016, only 21 percent of the employers paid for books for credit classes for employees. Employers were as likely in 2013 (28 percent) as they were in 2016 (29 percent) to pay for noncredit training classes. There has been a slight drop

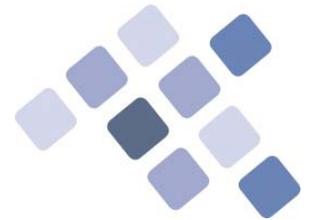


from 2013 to 2016 with employers paying for certification and testing – from 47 percent in 2013 to 43 percent in 2016 – but at this time it is as well-funded as tuition reimbursement by the employers.

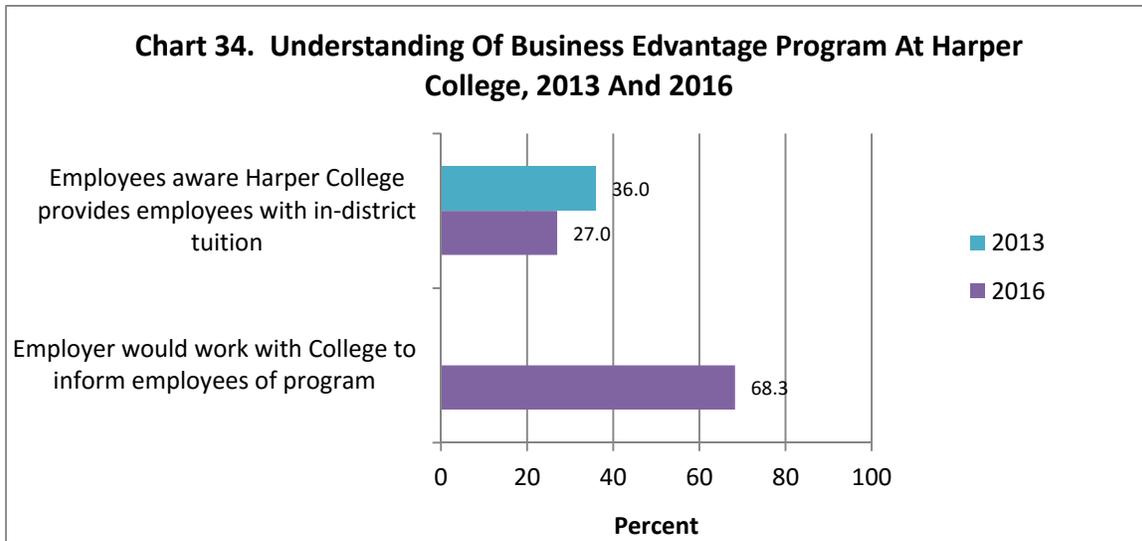
Slightly fewer of the employers will pay for CEUs for employees – in 2013, 36 percent would pay for CEUs and that dropped to 33 percent in 2016. And allowing employees flexible schedules to attend classes also dropped from 2013 to 2016 significantly – in 2013, 61 percent of the employers would allow flexible scheduling compared to only 48 percent in 2016. Less than 10 percent of the employers in 2013 and 2016 would provide paid release time for their employees to attend college classes and even fewer (eight percent in 2013 and four percent in 2016) would have college classes held on-site at their business.

Overall in 2016, the smaller the employer (less than 100 employees), the less likely they were to provide educational incentives for their employees compared to the larger employers (those with 100 or more employees). Specifically, differences in 2016 by size of employer include:

- Sixty percent of the larger employers allow flexible schedules for employees to attend college classes compared to 41 percent of the smaller employers
- Fifty-six percent of the larger employers offer tuition reimbursement to employees compared to 43 percent of the smaller employers
- Fifty percent of the larger employers pay for certification and testing compared to 39 percent of the smaller employers
- Thirty-nine percent of the larger employers pay for CEUs for their employees compared to 29 percent of the smaller employers
- Twenty-three percent of the larger employers pay for books for credit classes compared to 20 percent of the smaller employers
- Thirty-four percent of the larger employers pay for noncredit training classes compared to 25 percent of the smaller employers
- Nine percent of the larger employers and six percent of the smaller employers provide employees paid release time to attend college classes
- Six percent of the larger employers and two percent of the smaller employers have college classes held on-site at their place of business



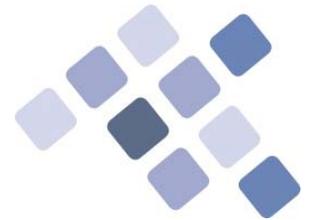
*Are your employees aware Harper College has a program where they can attend at in-district tuition if they live outside of the District?
If not, would you be willing to work with Harper College to inform your employees about the program?*



Harper College has developed a program that offers in-district tuition to any employee of an employer in Harper College’s District, even if they do not live in the District and the College was interested in understanding how well the program was known and understood – the Business Edvantage program. As seen in Chart 34, the awareness of the program has declined from 2013 to 2016. In 2013, 36 percent of the employers were aware of the program but by 2016, only 27 percent of employers noted they were aware of the program. And in 2016, only 24 percent of the employers with less than 100 employees and 32 percent of the employers with 100 or more employees were aware of the Business Edvantage program at the College.

In 2016, another question was asked of the employers: “Would they work with Harper College to inform employees about the program?” and the majority (68 percent) would.

Marketing Implication: Harper College needs to work with employers to inform them and their employees about the Business Edvantage program at the College. Based on information from other large employers in other parts of the United States, with concerns about cyber security, the employers prefer paper information be provided so they can distribute it to their employees rather than email and online information.



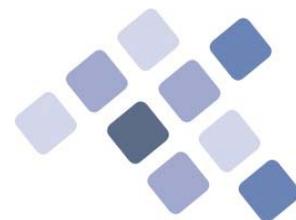
DEMOGRAPHIC CHARACTERISTICS

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

Table 4. Summary Of Business Characteristics, 2013 And 2016 (Percent)

	2013 Employers	2016 Employers
Business Type		
Nonprofit	4.3	7.4
Government	9.7	10.3
Sole Proprietorship	7.7	6.4
Partnership	3.4	2.3
Corporation	74.9	73.3
Private	56.8	64.9
Public	21.4	30.3
Do Not Know	21.8	4.8
SIC Code		
01-09 Agriculture, Forestry, And Mining	1.7	1.6
15-17 Contractors And Construction	8.0	8.0
20-39 Manufacturing	7.1	13.2
40-49 Transportation, Communication, And Utilities	5.4	6.1
50-51 Wholesale Trade	6.9	7.1
52-59 Retail Trade	18.0	24.4
60-67 Finance, Insurance, And Real Estate	9.7	5.1
70-89 Services	38.9	30.9
91-99 Public Administration, Non-Classifiable	4.3	3.5
Current And Future Employment		
Current Number of Employees	62,614	50,006
Percent Forecasting Increase In Employees	38.9	47.9
Number Of Employees (Increasing)	2,329	2,746
Percent Forecasting Decrease In Employees	3.1	1.6
Number Of Employees (Increasing)	100	128

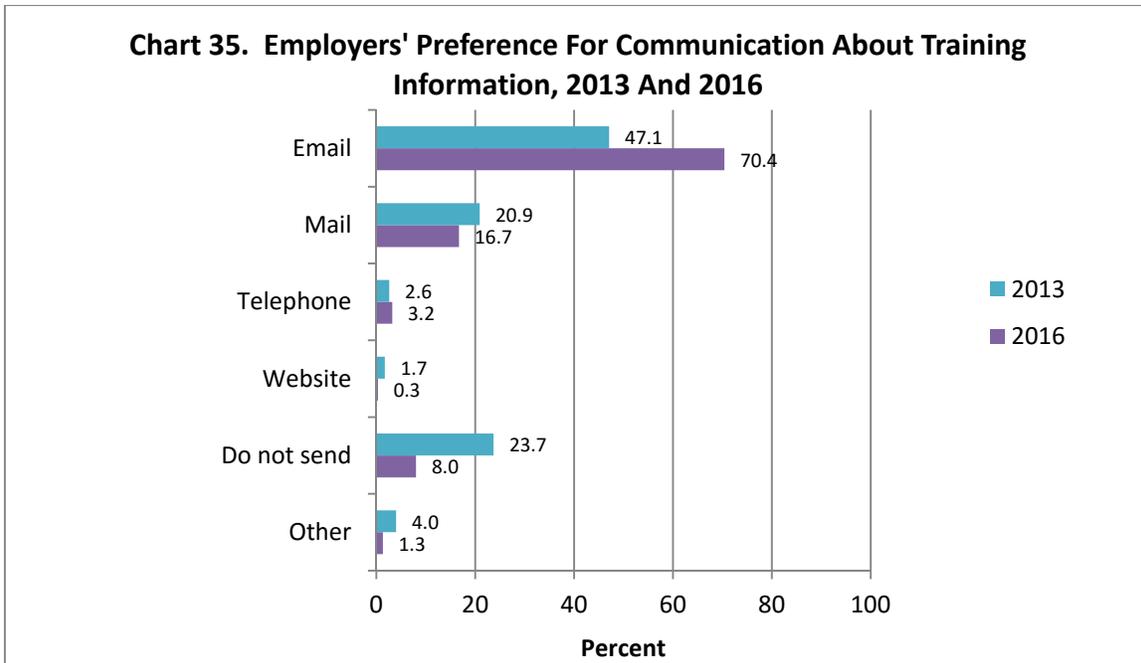
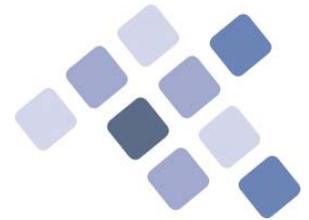
As seen in Table 4, the majority of the employers were legally organized as corporations (75 percent in 2013 and 73 percent in 2016). But the type of corporation has shifted – in 2013, 57 percent were private, 21 percent public, and 22 percent did not know their status, but in 2016, 65 percent were private corporations, 30 percent were public, and five percent did not know. In



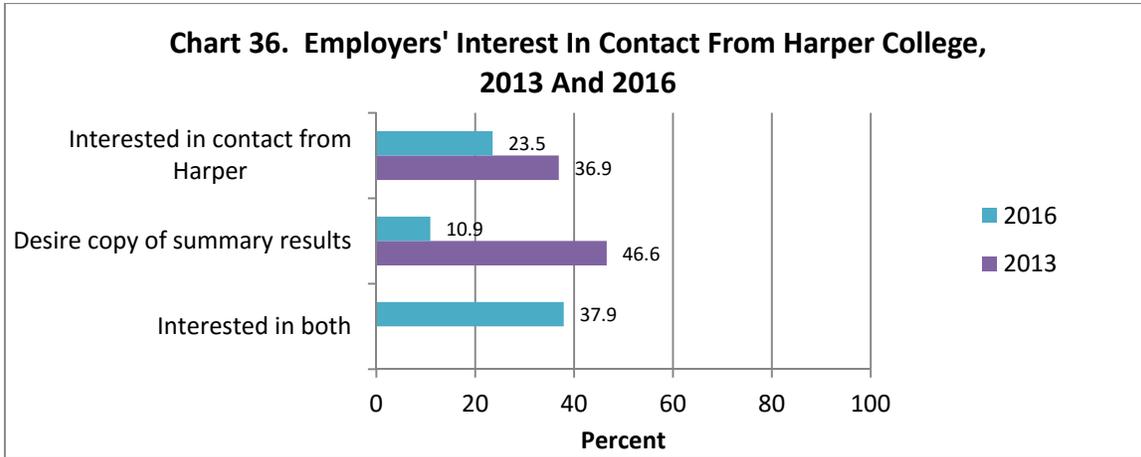
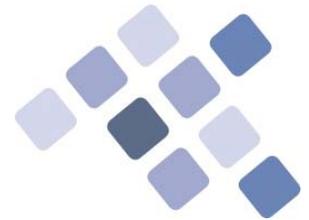
2016, the type of corporate structure was also asked and 18 percent were C corporations, 24 percent LLCs, 25 percent Sub S corporations, and 33 percent did not know.

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

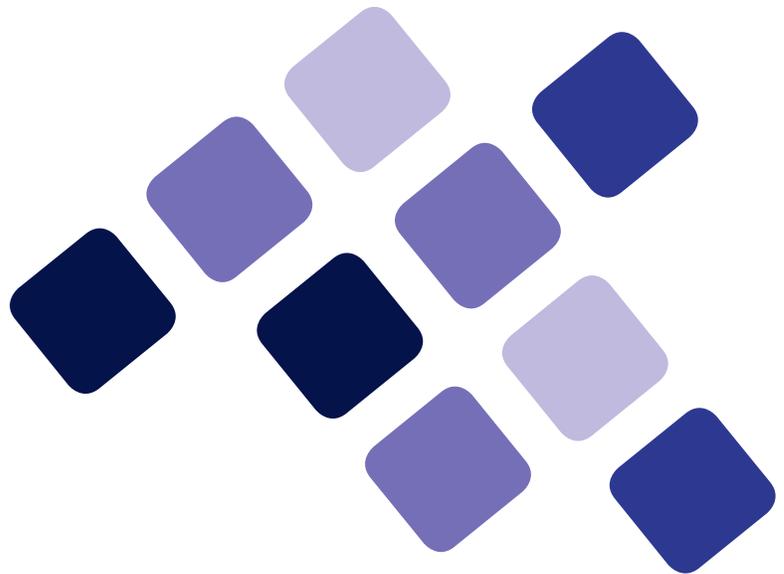
In 2013, the employers surveyed represented 62,614 current employees, with 39 percent forecasting an increase in employees (2,329 new positions). In 2016, the employers surveyed represented 50,006 current employees with almost half of the employers (48 percent) forecasting an increase, for a total of 2,746 new positions. Only three percent of employers were forecasting a decline in employment in 2013 (100 positions), and in 2016 only two percent were forecasting a decline (128 positions).



As seen in Chart 35, more of the employers in 2016 prefer to be contacted via email (70 percent) than in 2013 (47 percent). Only 21 percent of the employers in 2013 preferred the College contact them about training programs and information using direct mail, and 17 percent of the employers still preferred that method in 2016. Less than four percent of the employers want someone calling them (regardless of year), and less than two percent said they would go to the College’s website. The major change in communication preferences from 2013 to 2016 has been in the “Do not send.” In 2013, 24 percent of the employers did not want the College to send them anything and that has declined to only eight percent asking the College to not send them any information about training and programs at the College. For the 1.3 percent who noted the preferred other communication in 2016, those methods included contact corporate office, do not know, and online.

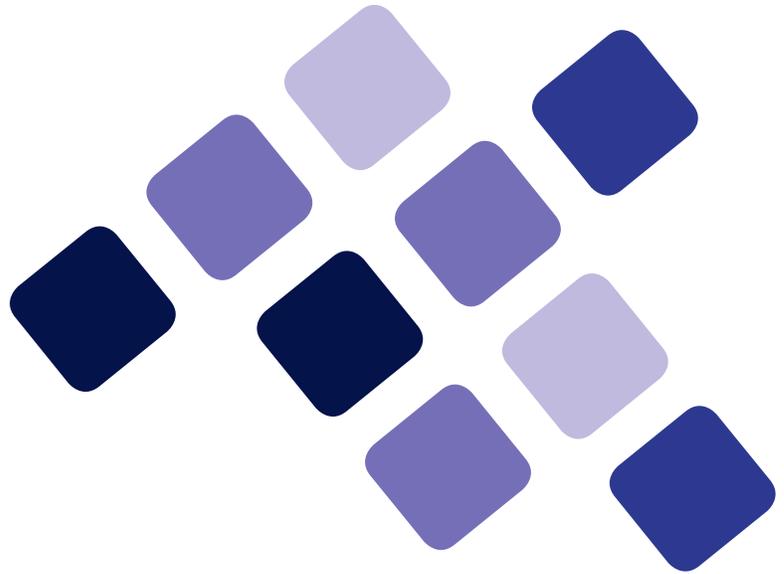


Finally, the employers were asked if they were interested in contact from Harper College and whether they wanted a summary copy of the survey results, and the results are presented in Chart 36. In 2013, only 24 percent of the employers were interested in contact from Harper College, compared to 37 percent in 2016. In 2013, only 11 percent of the employers desired a summary copy of the survey results, while 47 percent are interested in a copy in 2016. And 38 percent are interested in both contact from the College and a summary copy of the survey results.



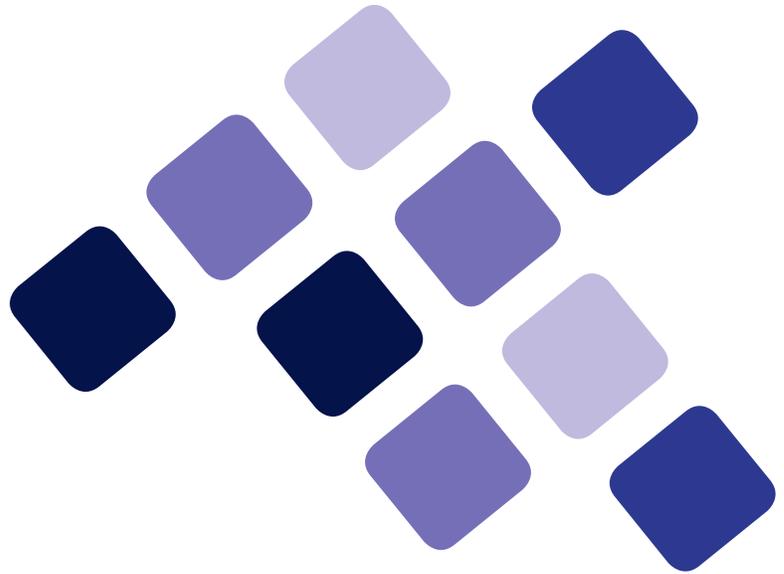
APPENDICES

Harper College Community Survey 2016



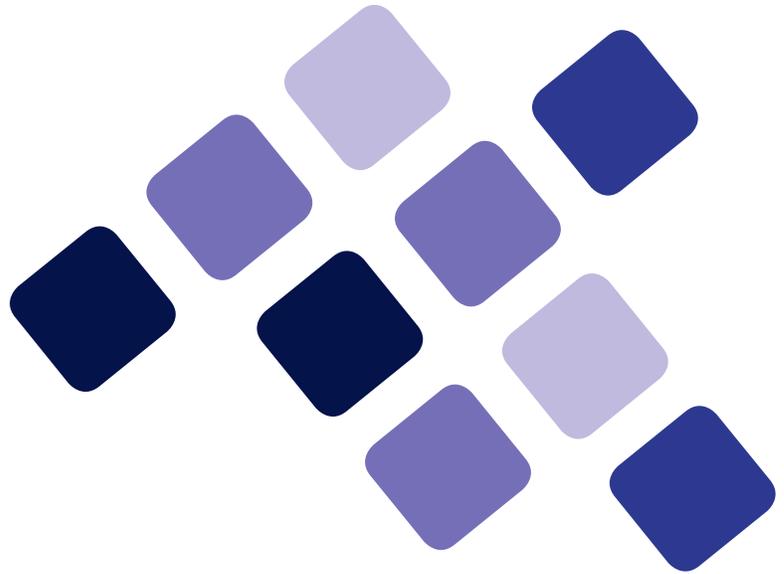
APPENDIX A. COMMUNITY SCAN – QUESTIONNAIRE

Harper College Community Survey 2016



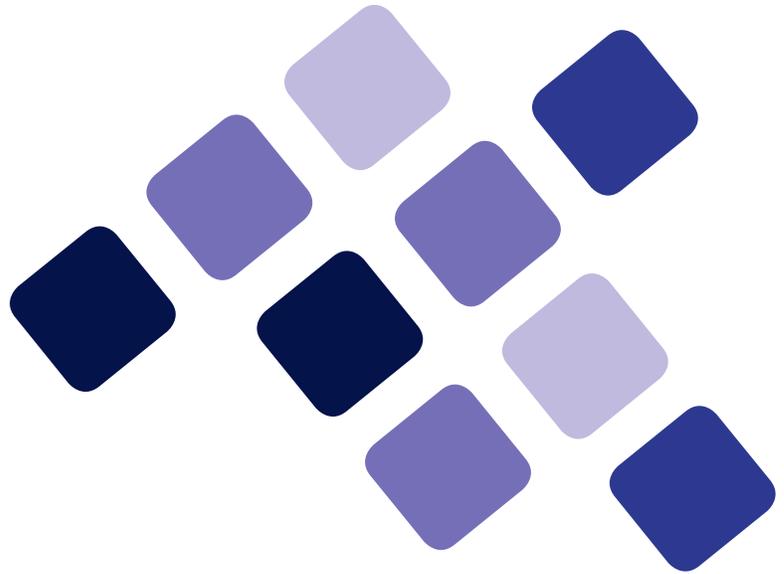
APPENDIX B. COMMUNITY SCAN – TABULAR RESULTS

Harper College Community Survey 2016



APPENDIX C. EMPLOYER SCAN – QUESTIONNIARE

Harper College Community Survey 2016



APPENDIX D. EMPLOYER SCAN – TABULAR RESULTS

Harper College Community Survey 2016