

Harper College
Results of 2008-2011 Transfer Graduate Survey

*Prepared by the Office of Research
Teaming to serve research needs of the College
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Executive Summary

Background: Every year the Office of Institutional Research administers the Transfer Graduate Survey to the previous year's graduates who were awarded the Associate in Arts, Associate of Arts in Teaching, Associate in Science, Associate in Engineering Science, and Associate in Fine Arts degrees. Questions in the survey and the responses to those questions reported in this report include aspects regarding employment, current educational status as well as aspects regarding graduates' satisfaction with their experience at Harper (e.g., student services, instruction, etc.).

Response Rate: In fiscal year 2011 (Summer 2010-Spring 2011), Harper College produced a total of 3,826 graduates. Of those graduates, 1,493 were identified as graduates who earned a transfer degree. The data presented in this report is from the 553 transfer graduates who responded in the late fall of 2011 and winter of 2012. The response rate to the survey was 37%. The responses collected from the 2011 class was the most over the past four years, which is likely due to the total number of graduates, which was also the highest in the past 4 years.

Educational Objective: The most selected objective for attending Harper College was to take coursework to transfer to another college. Given the sample of this survey (those awarded transfer degrees), this finding isn't surprising. Fewer graduates in 2011 compared to 2008 indicated their objective was to explore courses to decide on a career while slightly more selected personal interest or self-improvement. In 2011, an overwhelming majority of respondents indicated that their objective, whichever one it was, was achieved with 97% selecting either "Very Successful" or "Successful". In 2008, 94% claimed "Successful" or "Very Successful".

Instruction: Overall, all the ratings of all aspects of instruction at Harper have improved since 2008. The highest rated aspect of instruction was class size improving from 62% to over 75% selecting "Excellent". The two aspects which received the least number of "Excellent" ratings were Course Content and Quality of Instruction, each with about 60% in 2011.

Student Services: With regard to satisfaction with student services, the ratings showed a considerable dip from the 2010 class than from earlier or later graduates. In 2011 ratings for most of these services returned to the satisfaction levels found in 2009 and 2008. The service with the lowest levels of satisfaction across all 4 years, is career planning, which did not surpass 50% of respondents selecting "Very Satisfied", whereas all other services received at least 50% "Very Satisfied."

Educational Status: The 2011 respondents were more likely to report full-time enrollment status than the 2010 and 2009 respondents. Also, fewer respondents indicated their status as part-time; reversing the trend over the past 3 years. Of those not enrolled in further higher education, about 20% had plans to enroll later while less than 10% had no plans to enroll. These trends of these two categories appear to mirror each other over the past 4 years. For example, in 2010, those not enrolled but planning to enroll dipped down to 17% while in that same year those not enrolled without any plans to enroll peaked at 11%. The results from 2011 show an increase in those planning to enroll (20%).

Transferring credits: Since 2008 the percentage of respondents indicating that not all of their credits transferred has been increasing and stood at 29% for both 2010 and 2011. Of those who were unable to transfer all of their credits, almost half (45% in 2011 and 46% in 2010) stated that some of their Harper credits transferred only as electives.

Employment Status: The category with most responses regarding employment was Part-time with 40% of respondents selecting this option. Over the past four years 30% of respondents were employed full time, and this proportion hasn't fluctuated much since 2008. Those who were unemployed and seeking rose in 2010 and tapered down in 2011, approaching 10%. Of those who are unemployed and not seeking, an overwhelming majority (92%) indicated they were full-time students.

Recommending & Returning to Harper: A resounding number of respondents would **recommend Harper College to friends and family**. Only 1% of respondents answered with a "No" or "Definitely No". This result hasn't fluctuated much since 2008, but a noticeable shift did occur in 2011. The proportion of 2011 respondents selecting "Definitely Yes" dropped to 51% compared to 73% in 2010. When asked whether they would **return to Harper for courses in the future**, a similar pattern was observed. While the overall proportion of respondents selecting "No" or "Definitely No" hasn't significantly increased, the proportion selecting "Definitely Yes" has dropped from 51% in 2010 to 34% in 2011.

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

- **Instruction:** The transfer graduates responded more positively regarding class size while career graduates responded more positively to course content, fairness of grading, and faculty teaching ability. With regard to quality of instruction and faculty concern of students, both groups were similar until 2011, when careers were 8% more positive.
- **Student services:** Transfer graduates responded more positively with respect to financial aid (62% vs 58%), career planning (49% vs. 37%), and college transfer planning (56% vs. 41%) than career graduates.
- **Appreciation for cultural diversity:** Both groups responded positively to this question, but over time, roughly 20% of career graduates responded with a "No" or "Definitely No" whereas 10% of transfer graduates offered that negative rating.
- **Recommending Harper to others and return to Harper in the future:** Responses from both groups have been overwhelmingly positive, with "Definitely Yes" increasing from 2008 to 2010. Both groups experienced a noticeable drop of "Definitely Yes" responses in 2011.

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

https://myharper.harpercollege.edu/pls/portal/docs/PAGE/MY_HARPER/PLANNING_AND_INSTITUTIONAL_HOME_PAGE/FINAL%202011CAREER%20GRADUATE%20REPORT%20FOR%20PORTAL%20POSTING.PDF

Introduction

The Harper College Transfer Graduate Survey was conducted with Harper alumni who graduated in 2011 with transfer degrees (Associate in Arts, Associate of Arts in Teaching, Associate in Science, Associate in Engineering Science, and Associate in Fine Arts degrees). In fall 2011 graduates were initially surveyed via an e-mailed questionnaire. Those who did not respond to that electronic survey were then contacted by telephone. There was one final follow-up mailing of paper surveys to remaining non-respondents in spring 2012. The Appendix contains the actual survey instrument.

What is most noticeable when viewing this historical data is the extent to which the responses from 2010 differ from those in 2008, 2009, and, in most cases, 2011. Therefore, many of the subsequent comparisons to previous years in this report do not include 2010 when citing trends over time.

Results and Discussion

Demographics

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

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

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

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

Response rate

The 1,493 transfer graduates in 2011 were 39% of the total 3,826 Harper graduates for 2011. The 553 (37%) of the transfer graduates who responded to the Transfer Graduate Survey account for 14.5% of the 2011 Harper graduating class. This is a sufficiently large enough sample from which to generalize conclusions about the overall 2011 Harper transfer graduates, Figure 1 and Table 3 below provide the response rates from 2008-2011

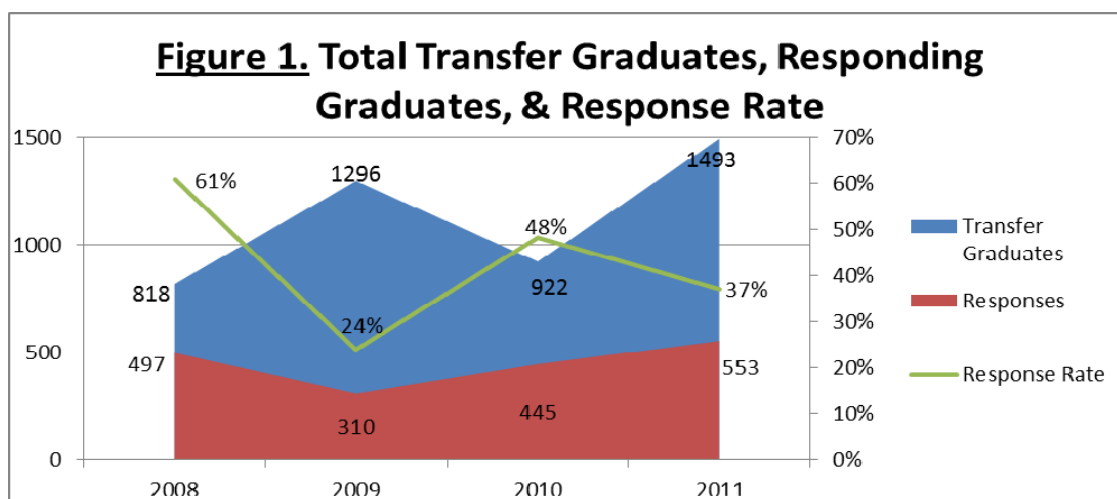


Table 3: Response Rates

	Response Rate	Responses	Total Transfer Graduates
2008	61%	497	818
2009	24%	310	1296
2010	48%	445	922
2011	37%	553	1493

Student intent

Table 4 presents the responses to the first question of the survey, which asks respondents “*What was your main objective in attending Harper College?*” As to be expected with graduates completing a transfer degree, almost 90% of respondents’ indicated that their main objective was to take coursework to transfer to another college or university. The 2011 data reflects similar results as 2009 and 2008, but not 2010. The responses from 2010 show a spike in the objective of obtaining skills needed for entry into a new or different job or to explore a new career (15%) compared to 5% in 2011, 9% in 2009, and 8% in 2008. Those indicating their intent was to improve skills needed in a present job has fluctuated between 1% and 4% over the period analyzed. Those who enrolled for personal interest or self-improvement have ranged from 3% to 5% over the years.

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

	N	Obtain skills needed for entry into new or different job	Improve skills needed in present job	Explore courses to decide on a career	Take coursework for transfer to another college	Personal interest or self-improvement
2008	497	4%	2%	4%	86%	4%
2009	310	7%	1%	2%	87%	3%
2010	439	11%	4%	2%	79%	5%
2011	551	4%	1%	1%	89%	5%

Achievement of objective

Table 5 shows the extent to which respondents were successful in achieving their objective by attending Harper College. A very high proportion (97%) selected either “*Very Successful*” or “*Successful*” while only 3% selected “*Somewhat Unsuccessful*”. This highly positive response has been consistent over time.

Table 5: To what extent were you successful in achieving your educational objective?

	N	Very successful	Successful	Somewhat successful	Not at all successful
2008	492	82%	12%	5%	1%
2009	310	82%	13%	5%	1%
2010	441	75%	21%	3%	1%
2011	551	77%	20%	3%	0%

Benefits from attending Harper

Figure 2 and Table 6 present how respondents believe they benefitted from their experiences at Harper. In 2011, respondents expressed the highest level of satisfaction for the ability to appreciate diversity and other cultures (69% “*Extremely Helpful*”) and the ability to appreciate other points of view (68% “*Extremely Helpful*”). Both of these areas increased from a low of 60% in 2009. The area with the least positive responses was the use of computers and technology (50% “*Extremely Helpful*”). Two aspects saw a sharp increase in 2011 over the 2010 results: Ability to understand scientific concepts (+14%) and the ability to explain scientific method (+12%).

Figure 2. How your education at Harper College helped you in each of the following areas.

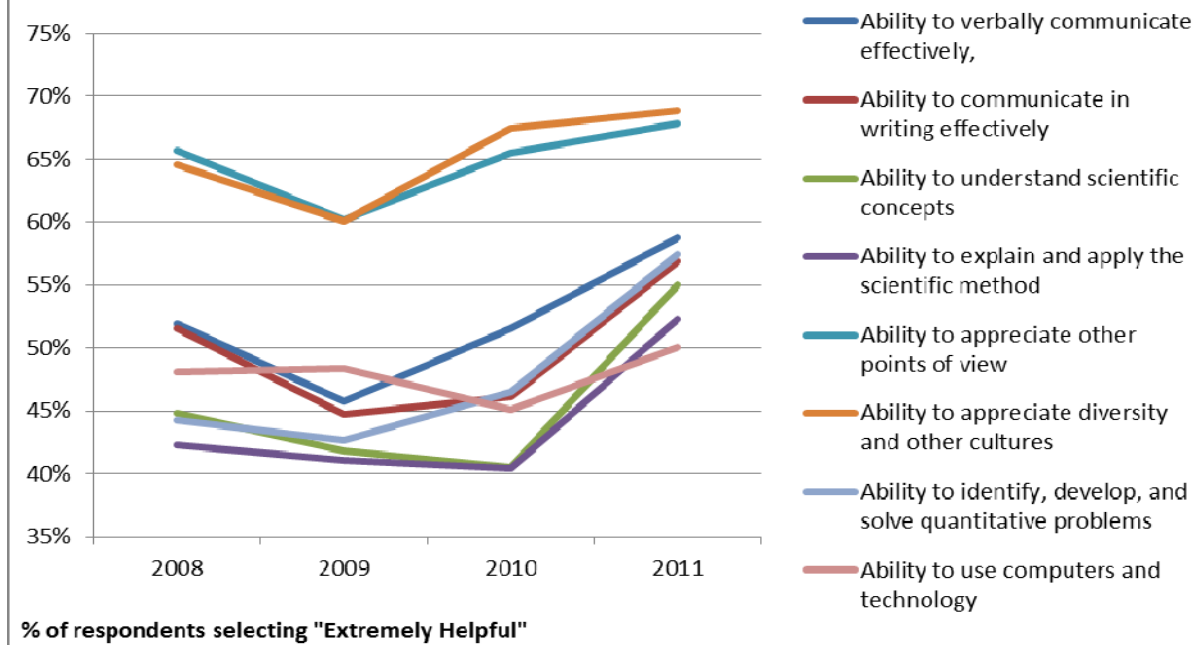


Table 6: Please rate how your education at Harper College helped you in each of the following areas.						
	N	Extremely helpful	Helpful	Not very helpful	Not helpful at all	
Ability to verbally communicate effectively						
2008	486	52%	42%	4%	2%	
2009	299	46%	46%	7%	1%	
2010	440	52%	42%	6%	1%	
2011	546	59%	34%	6%	2%	
Ability to communicate in writing effectively						
2008	481	52%	41%	5%	3%	
2009	300	45%	48%	6%	1%	
2010	440	46%	46%	8%	1%	
2011	548	57%	32%	10%	2%	
Ability to understand scientific concepts						
2008	458	45%	42%	9%	4%	
2009	273	42%	50%	7%	2%	
2010	432	41%	45%	13%	2%	
2011	529	55%	33%	10%	2%	
Ability to explain and apply the scientific method						
2008	456	42%	42%	12%	4%	
2009	275	41%	47%	9%	3%	
2010	432	40%	42%	13%	0%	
2011	528	52%	35%	10%	0%	
Ability to appreciate other points of view						
2008	487	66%	29%	4%	2%	
2009	304	60%	35%	4%	1%	
2010	440	66%	28%	6%	1%	
2011	547	68%	27%	4%	1%	
Ability to appreciate diversity and other cultures						
2008	486	65%	27%	6%	2%	
2009	301	60%	32%	7%	1%	
2010	437	68%	26%	5%	2%	
2011	547	69%	24%	5%	2%	
Ability to identify, develop, and solve quantitative problems						
2008	481	44%	45%	8%	2%	
2009	302	43%	46%	10%	2%	
2010	437	47%	43%	10%	1%	
2011	544	58%	33%	9%	2%	
Ability to use computers and technology						
2008	455	48%	33%	13%	5%	
2009	287	48%	36%	11%	5%	
2010	430	45%	37%	14%	5%	
2011	532	50%	31%	14%	5%	

Satisfaction with instruction

Figure 3 and Table 7 display the responses related to questions about instruction at Harper College. A very clear trend emerges when looking at the results going back to 2008: respondents were increasingly positive (over 90% “Excellent” and “Good” ratings) about all aspects of instruction over time. “Excellent” ratings for class size increased every year from 62% to 76%. For **fairness of grading** “Excellent” ratings increased by 13% and by 12% for **faculty teaching ability** from 2008 to 2011. The smallest gain in “Excellent” ratings was 5% for **faculty availability**. **Course Content** had a 9% increase in “Excellent” **Quality of Instruction** had a more modest 3% increase in this highest rating during the period analyzed.

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

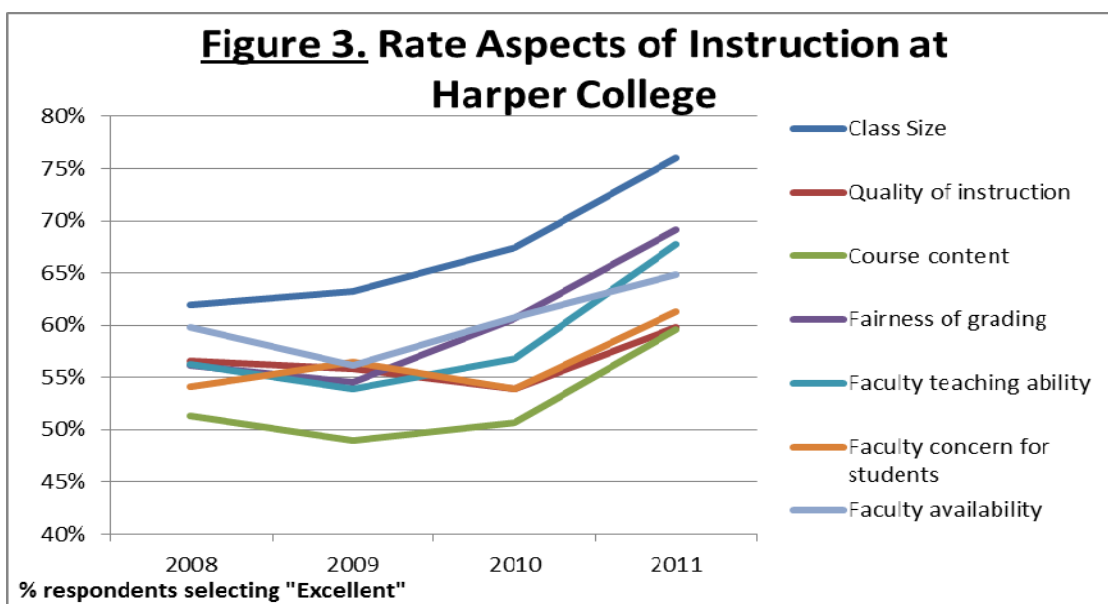


Table 7: Rate Aspects of Instruction at Harper College.						
	N	Excellent	Good	Average	Poor	
Class Size						
2008	494	62%	30%	7%	1%	
2009	309	63%	32%	5%	0%	
2010	440	67%	29%	3%	0%	
2011	549	76%	22%	2%	0%	
Quality of instruction						
2008	495	57%	36%	7%	1%	
2009	310	56%	38%	6%	0%	
2010	440	54%	41%	5%	1%	
2011	549	60%	35%	5%	0%	
Course content						
2008	497	51%	40%	8%	1%	
2009	310	49%	45%	6%	0%	
2010	440	51%	44%	5%	0%	
2011	549	60%	36%	4%	1%	
Fairness of grading						
2008	497	56%	36%	7%	1%	
2009	310	55%	41%	5%	0%	
2010	441	61%	35%	4%	1%	
2011	550	69%	26%	5%	0%	
Faculty teaching ability						
2008	496	56%	37%	5%	1%	
2009	310	54%	38%	7%	1%	
2010	441	57%	32%	9%	1%	
2011	549	68%	29%	5%	1%	
Faculty concern for students						
2008	492	54%	36%	10%	0%	
2009	310	57%	36%	7%	1%	
2010	436	54%	38%	7%	1%	
2011	546	61%	31%	5%	2%	
Faculty availability						
2008	487	60%	33%	7%	1%	
2009	306	56%	34%	8%	1%	
2010	432	61%	28%	9%	1%	
2011	544	65%	29%	5%	1%	

Satisfaction with student services

Figure 4 and Table 8 displays how respondents rated their satisfaction with each student service offered by Harper College. The first noticeable trend is that 2010 respondents expressed less satisfaction with each service compared to respondents from all other years. Since 2010 appears to be an outlier overall, that year is not included in the comparisons that follow in the next paragraph.

Generally across all services, the respondents from 2008 and 2009 had the highest proportion of “*Very Satisfied*”. Student activities had the largest increase over the time period: up 8% from 2009 to 2011 following a 5% decline between 2008 and 2009. Career planning received the fewest “*Very satisfied*” ratings from 2011 graduates (49%). While respondents were least satisfied with this service, it did achieve higher ratings in 2011 than in 2008, 2009, and 2010. Access for the disabled on campus received the most “*Very Satisfied*” ratings (77%) followed by availability of computers for out-of-class use (76%). The responses in 2011 were exceptionally positive in many instances. Career Planning, Tutoring, Library/Audio Visual Services, Student Activities, and Career Center all achieved the highest “*Very satisfied*” in 2011 for the period analyzed.

By comparison to respondents to the Career Graduates Survey, Transfer graduates responded more positively to financial aid (62% vs 58%) as well as career (49% vs. 37%) and college transfer planning (56% vs. 41%) than career graduates.

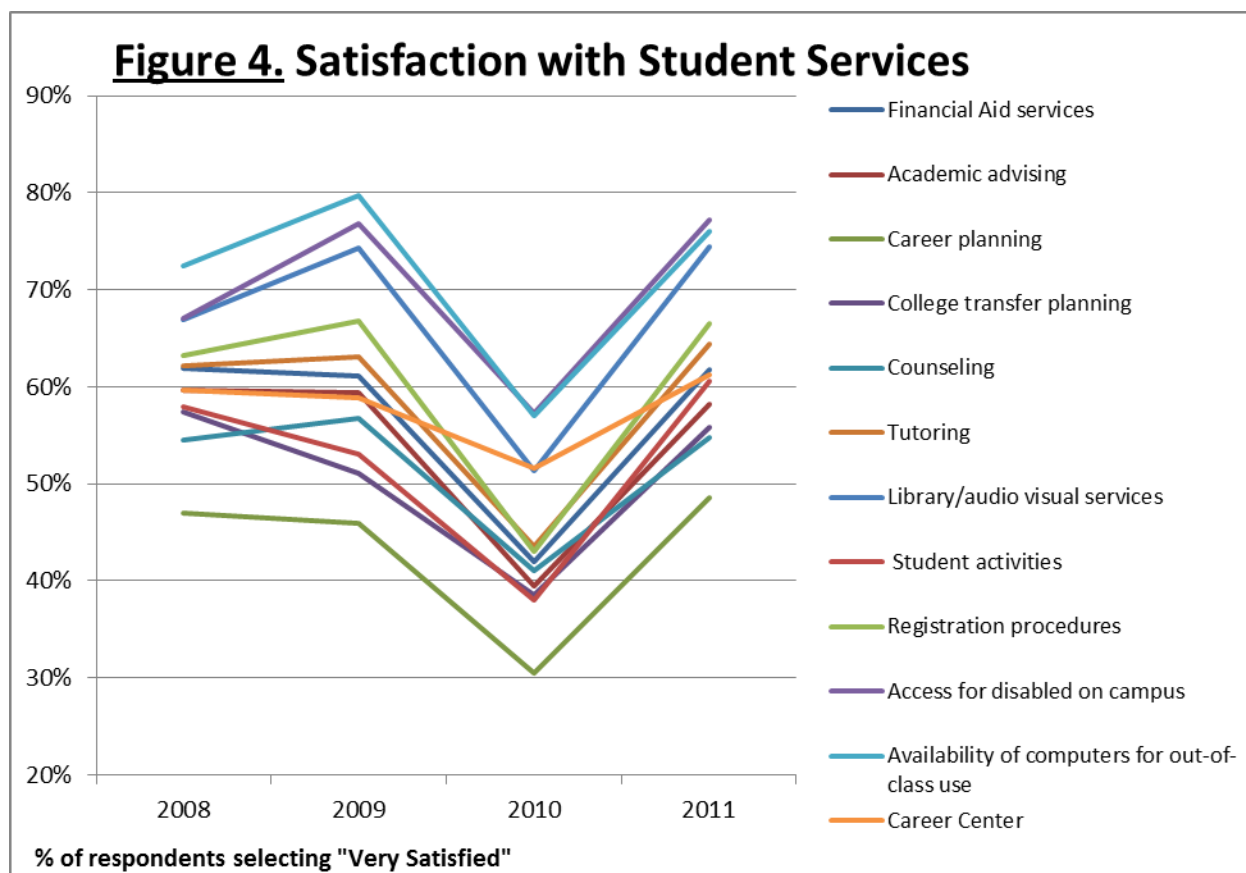


Table 8: Rate your satisfaction with each office or service listed below.

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Financial Aid services					
2008	139	62%	27%	5%	6%
2009	113	61%	20%	8%	11%
2010	181	42%	25%	17%	16%
2011	238	62%	23%	11%	4%
Academic advising					
2008	414	60%	25%	9%	6%
2009	266	59%	29%	8%	5%
2010	383	39%	32%	18%	10%
2011	473	58%	27%	10%	5%
Career planning					
2008	217	47%	35%	11%	7%
2009	159	46%	31%	18%	5%
2010	226	31%	38%	24%	7%
2011	278	49%	32%	13%	6%
College transfer planning					
2008	315	57%	27%	10%	5%

2009	184	51%	34%	9%	7%
2010	298	39%	36%	17%	9%
2011	365	56%	30%	10%	4%
Tutoring					
2008	217	62%	30%	7%	1%
2009	130	63%	28%	5%	3%
2010	200	44%	35%	14%	8%
2011	258	64%	23%	10%	3%
Library/audio visual services					
2008	405	67%	30%	3%	0%
2009	237	74%	23%	3%	0%
2010	347	51%	38%	9%	1%
2011	445	74%	22%	2%	1%
Student activities					
2008	195	58%	36%	5%	2%
2009	98	53%	38%	8%	1%
2010	166	38%	36%	20%	7%
2011	228	61%	25%	11%	3%

Table 8 (cont.): Rate your satisfaction with each office or service listed below.					
	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Registration procedures					
2008	489	63%	29%	5%	2%
2009	307	67%	24%	7%	2%
2010	432	43%	37%	15%	5%
2011	543	66%	28%	4%	1%
Access for disabled on campus					
2008	103	67%	28%	3%	2%
2009	99	77%	21%	2%	0%
2010	117	57%	27%	12%	3%
2011	105	77%	17%	5%	1%
Availability of computers for out-of-class use					
2008	421	72%	21%	5%	1%
2009	256	80%	15%	5%	0%
2010	358	57%	29%	11%	2%
2011	463	76%	18%	4%	1%
Career Center					
2008	228	60%	33%	5%	2%
2009	129	59%	29%	10%	2%
2010	182	52%	30%	14%	4%
2011	245	61%	30%	6%	2%

Location

The main campus in Palatine received the most responses and was rated as the most convenient (84%). There has been very little fluctuation regarding the convenience of Harper's main campus. Web based courses were rated as the second most convenient location (68% rated those as "Very Convenient"). This is down from a high in 2010 at 84%. The Wheeling location was as the third most rated location (65%) in 2011. Respondents rated Wheeling more highly in 2011 than in previous years. When looking at the Harper Professional Center, the small number of respondents should be noted. In 2011, only 29 graduates responded as to its convenience. Table 9 displays the results across all of Harper's locations.

Table 9: Rate the convenience of the courses taken in terms of their location.					
Harper main campus – Palatine		N	Very convenient	Convenient	Not convenient
2008	492		85%	14%	1%
2009	309		83%	16%	1%
2010	438		84%	15%	1%
2011	544		84%	16%	0%
Northeast Center – Wheeling					
2008	94		56%	29%	15%
2009	52		63%	29%	8%
2010	91		53%	27%	20%
2011	57		65%	25%	11%
WEB or Internet based – from home or office					
2008	251		73%	24%	4%
2009	156		75%	20%	5%
2010	238		84%	12%	4%
2011	151		68%	26%	7%
Harper Professional Center – Schaumburg					
2008	22		73%	23%	5%
2009	11		55%	27%	18%
2010	36		61%	19%	19%
2011	29		76%	17%	7%
Other					
2008	2		50%	50%	0%
2009	6		67%	33%	0%
2010	7		43%	29%	29%
2011	7		43%	57%	0%

Current educational status

Figure 5 and Table 10 indicate that 61% of survey respondents from 2011 were currently full time students and an additional 12% were enrolled part-time. That total of 73% who were enrolled in other educational institutions is a slight increase over 71% in 2009 and 72% in 2008 and 2010. Only 6% of the 2011 respondents indicated they were not enrolled and had no plans to enroll in further education. A similar percentage of 2009 respondents also indicated that they were not enrolled or had no plans for further education, a decline from 2008 (9%) and 2010 (11%).

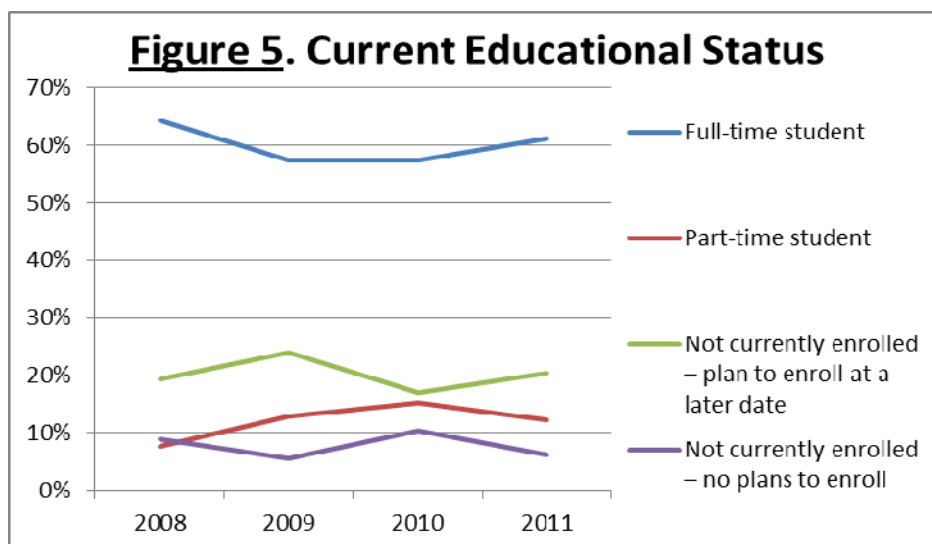
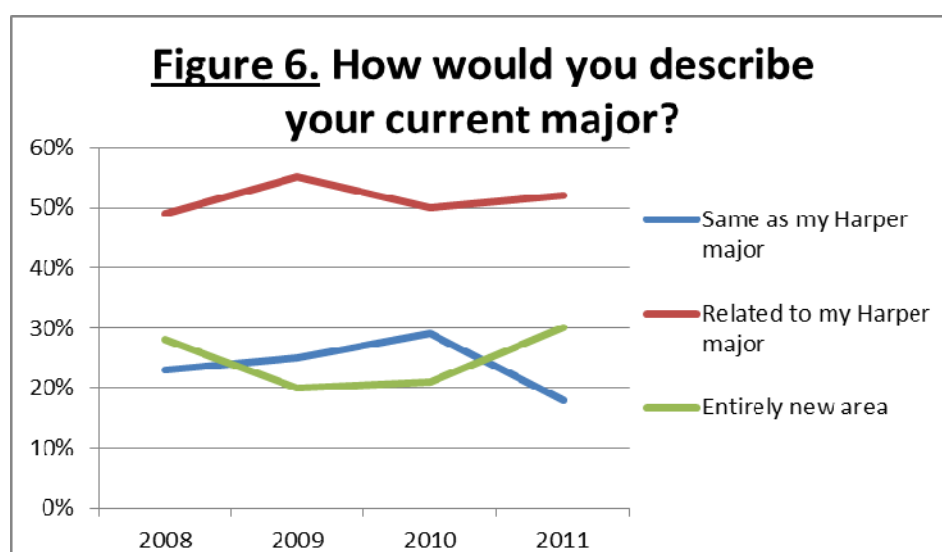


Table 10: Which of the following best describes your current educational status?

	N	Full-time student	Part-time student	Not currently enrolled – plan to enroll at a later date	Not currently enrolled – no plans to enroll
2008	497	64%	8%	19%	9%
2009	308	58%	13%	24%	6%
2010	440	57%	15%	17%	11%
2011	545	61%	12%	20%	6%

Referring to Figure 6 and table 11, note that for those respondents who indicated they were enrolled in further education over half described their current major as related to their major at Harper College. A noticeable shift from previous years occurred within the other two options: “*Same as my Harper major*” and “*Entirely new area*”. The shift shows that fewer respondents indicated their major was the same as at Harper while more picked an entirely new area.



	N	Same as my Harper major	Related to my Harper major	Entirely new area
2008	346	23%	49%	28%
2009	207	25%	55%	20%
2010	317	29%	50%	21%
2011	404	18%	52%	30%

Table 12 displays those institutions to which Transfer Graduate Survey respondents indicated they had transferred after leaving Harper. The most frequent transfer destinations include Northeastern Illinois University (10-13%) and Northern Illinois University (12-14%). Note that Roosevelt is the only private institution that has consistently been a top transfer destination, but its share of transfers has been steadily declining while the number of respondents who re-enroll in Harper has increased and now exceeds those who indicated that they had transferred to Roosevelt.

	2008 (N=357)	2009 (N=216)	2010 (N=320)	2011 (N=405)
Columbia College	3%	2%	2%	2%
DePaul University	8%	4%	5%	6%
Devry University	1%	1%	--	--
Illinois State University	7%	5%	6%	8%
Northeastern Illinois University	10%	10%	13%	13%
Northern Illinois University	12%	14%	14%	12%
Roosevelt University	13%	12%	8%	8%
Eastern Illinois University	1%	1%	--	--
University of Illinois – Chicago (UIC)	6%	5%	3%	9%
Harper College	8%	19%	11%	10%
Elmhurst College	--	--	3%	3%
University of Ill at Urbana Champaign	--	--	4%	4%
Other	--	24%	31%	26%

With regard to transferring credits to another institution, 71% of respondents in both 2010 and 2011 stated all of their credits did transfer. Transferring of all credits peaked at 82% in 2009 after rising from 78% in 2008. Note that since 2008 the percentage of respondents indicating that not all of their credits transferred has been increasing and stood at 29% for both 2010 and 2011. Of those who were unable to transfer all of their credits, almost half (45% in 2011 and 46% in 2010) stated that some of their Harper credits transferred only as electives. The proportion of those who said some of their Harper credits transferred only as electives has increased significantly from 19% in 2008.

Table 13: Did all of your Harper College credits transfer to your current institution?

	N	Yes	No
2008	339	78%	22%
2009	186	82%	18%
2010	313	71%	29%
2011	389	71%	29%

Table 14: What was the main reason why some credits did not transfer?

	N	Some credits would transfer as elective only	Entirely new field of study at transfer institution	Grades were not high enough to earn transfer credits	Other
2008	74	19%	14%	1%	66%
2009	34	24%	6%	0%	71%
2010	98	46%	9%	6%	39%
2011	117	45%	7%	2%	46%

Almost half of the 2011 survey respondents plan to earn a bachelor's degree (46%), a pattern similar to that of the 2008 and 2009 respondents as well but dramatically different from the 27% who planned to do so in 2010. The proportion of respondents intending to pursue a master's degree has been between 42% and 55% over the period analyzed. That a much higher proportion (55%) of the 2010 respondents intended to earn a master's degree than a bachelor's (27%) would seem to indicate possible higher educational aspirations on the part of those respondents than was the case with their counterparts in earlier or subsequent years.

Table 15: What is the highest degree you plan to earn?

	N	Bachelor's Degree	Master's Degree	Doctorate Degree	Professional Degree
2008	443	45%	45%	6%	4%
2009	280	51%	40%	5%	4%
2010	292	27%	55%	15%	3%
2011	499	46%	42%	8%	4%

Table 16 shows that about one in five of respondents took additional courses at Harper since graduating. Table 17 shows that between 91% and 79% of those who did enroll in Harper courses after graduating took credit courses. Between 9% and 21% of these respondents enrolled in continuing education courses over the years.

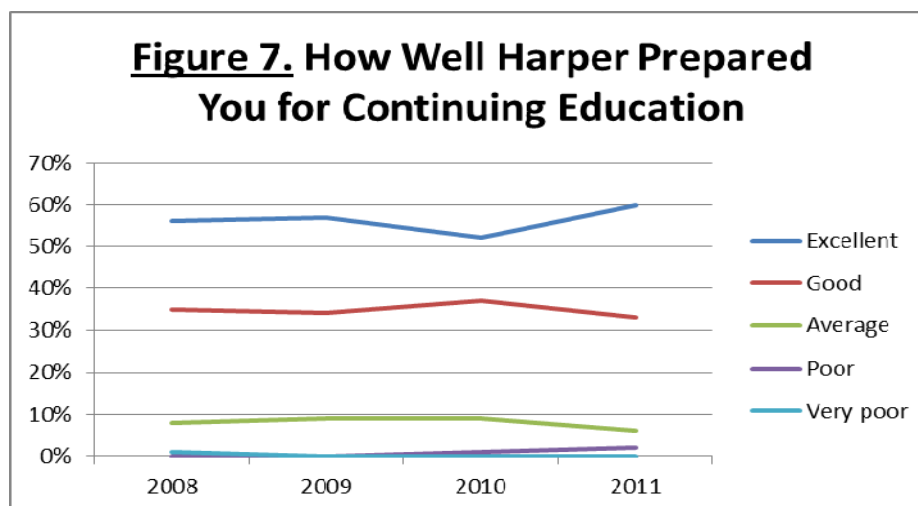
Table 16: Have you taken additional courses at Harper since receiving your degree or certificate?			
	N	Yes	No
2008	492	20%	80%
2009	310	22%	78%
2010	439	23%	77%
2011	530	22%	78%

Table 17: What type of courses have you taken?			
	N	Credit courses	Continuing Education courses
2008	101	91%	9%
2009	66	88%	12%
2010	103	89%	11%
2011	134	79%	21%

Preparation for further education

The 2011 respondents provided the highest ratings in regard to their preparation for continuing their education. Sixty percent of 2011 respondents selected “*Excellent*” compared to the previous high in 2009 at 57%. The respondents from 2011 offered the most “*Excellent*” and “*Good*” ratings totaling 93%, which is higher than the 90% from 2010 and 91% from 2009 and 2008.

Table 18: How would you rate your Harper education in terms of how well it prepared you for continuing your education?						
		Excellent	Good	Average	Poor	Very poor
2008	493	56%	35%	8%	0%	1%
2009	306	57%	34%	9%	0%	0%
2010	441	52%	37%	9%	1%	0%
2011	534	60%	33%	6%	2%	0%



Employment status

Figure 8 and Table 19 show that of those respondents who reported themselves as working, most were employed part-time during the four years analyzed. Slightly less than a third during this time period were employed full-time. Those who were unemployed and seeking employment fluctuated between 9% and 13%. Those who were unemployed and not seeking employment ranged from a high of 21% in 2009 to a low of 18% in 2011. This is a reasonable finding given the type of degree graduates obtained. For those unemployed and not seeking employment, by far most were full-time students (Table 20).

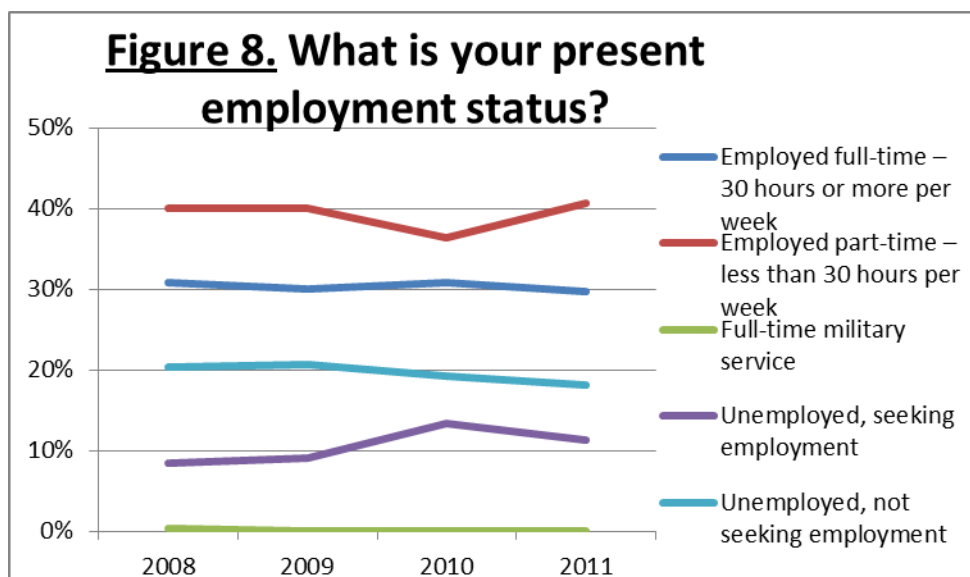


Table 19: What is your present employment status?

	N	Employed full-time – 30 hours or more per week	Employed part-time – less than 30 hours per week	Full-time military service	Unemployed, seeking employment	Unemployed, not seeking employment
2008	491	31%	40%	0%	8%	20%
2009	309	30%	40%	0%	9%	21%
2010	440	31%	36%	0%	13%	19%
2011	543	30%	41%	0%	11%	18%

Table 20: Of those unemployed and not seeking employment:

	N	Full-time student	Full-time homemaker	Health disability	Family responsibilities	Other
2008	105	86%	2%	1%	1%	11%
2009	51	86%	6%	2%	4%	2%
2010	91	72%	9%	2%	7%	11%
2011	111	92%	3%	0%	2%	4%

Appreciation for Cultural Diversity

Table 21 shows results regarding respondents' appreciation for diversity and different cultures as a result of their experiences at Harper College. A sharp drop is noticeable regarding the degree of appreciation for diversity as a result of experiences here. The proportion of graduates selecting "Definitely Yes" has historically trended up from 31% in 2008 to a high of 44% in 2010.

However, among the past year's respondents, only 18% selected "Definitely Yes". Conversely, the proportion selecting "No" and "Definitely No" has decreased in 2011 to 8% compared to 11% in 2010. Overall, while more respondents continue to agree that they have a better appreciation for diversity as a result of their experience at Harper, those in 2011 were less inclined to believe that those experiences strongly influenced their views on diversity.

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

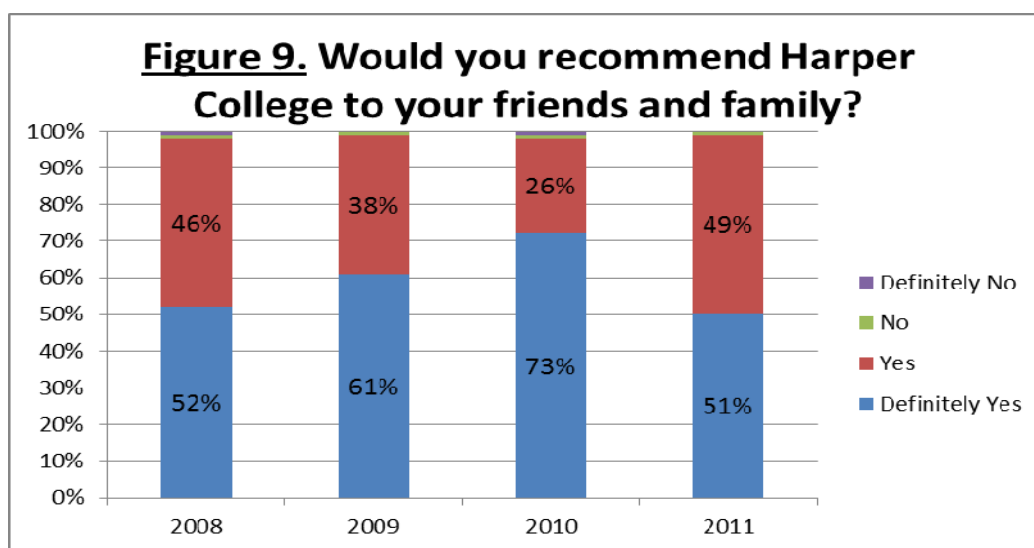
Table 21: As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values.

	N	Definitely Yes	Yes	No	Definitely No
2008	491	31%	61%	8%	0%
2009	307	37%	57%	6%	0%
2010	440	44%	46%	10%	1%
2011	546	18%	74%	7%	1%

Recommending and Returning to Harper

Similar to the results regarding appreciation of diversity, there is a noticeable shift away from the “*Definitely Yes*” responses to questions about recommending Harper to others and returning to Harper in the future. Figures 8 and Table 21 show that the proportion of respondents selecting “*No*” or “*Definitely no*” with respect to recommending Harper has remained quite small since 2008. Meanwhile the proportion selecting “*Definitely yes*” has dropped almost 20% from 2010 to 2011 after increasing from 2008 through 2010. The results regarding recommending Harper to friends and family approach the levels in 2008.

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



	N	Definitely Yes	Yes	No	Definitely No
2008	495	52%	46%	1%	1%
2009	310	61%	38%	1%	0%
2010	439	73%	26%	1%	1%
2011	548	51%	49%	1%	0%

Figure 10 and Table 23 reflect a similar pattern of responses with regard to returning to Harper in the future. The proportion of “*Definitely yes*” after rising from 37% in 2008 to 46% in 2009 and 51% in 2010 declined to 34% in 2011. Note that the proportion of “*Definitely no*” and “*No*” fluctuated very little during this same time period. So again while the responses are preponderantly positive, there has been a “cooling” in the level of enthusiasm expressed. Comparison to Respondents to Career Graduates Survey: Responses from both groups have been overwhelmingly positive, with “*Definitely yes*” increasing from 2008 to 2010. Both groups experienced a noticeable drop of “*Definitely yes*” responses in 2011.

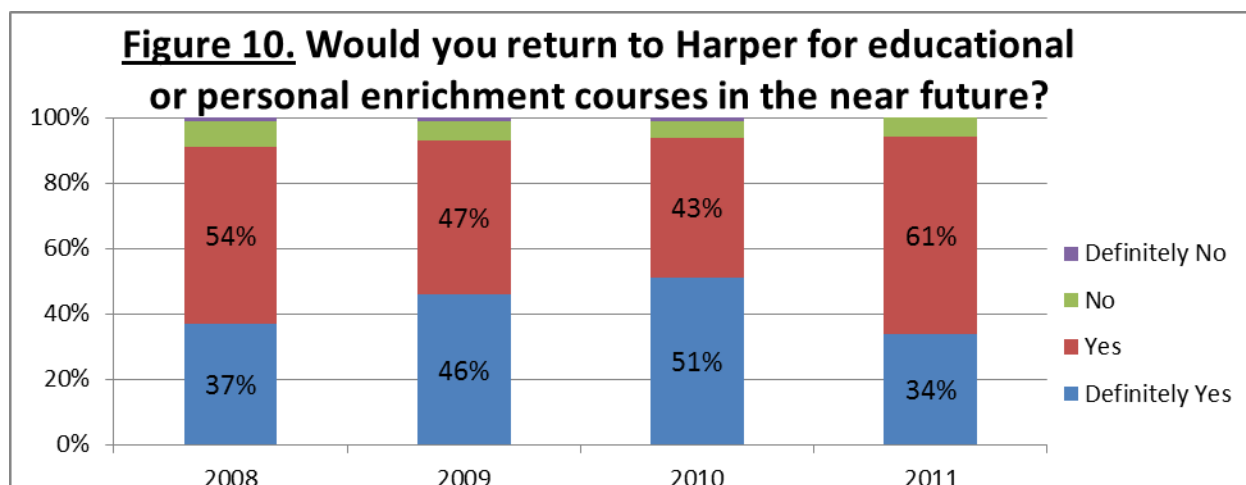


Table 23: Would you return to Harper for educational or personal enrichment courses in the near future?

	N	Definitely Yes	Yes	No	Definitely No
2008	493	37%	54%	8%	1%
2009	310	46%	47%	6%	1%
2010	442	51%	43%	5%	1%
2011	549	34%	61%	6%	0%

Conclusion

The results from this 2011 Harper College Transfer Graduate Survey represent the opinions of 553 graduates (37%) of the 1,493 Harper graduates who earned Associate in Arts, Associate of Arts in Teaching, Associate in Science, Associate in Engineering Science, and Associate in Fine Arts degrees in fiscal year 2011. Comparisons were made to responses from graduates for 2008, 2009, and 2010 in order to indicate trends.

The respondents' main objective in attending Harper was to take coursework in order to transfer to another college or university (89%). This is the highest since 2008. More than three quarters (77%) of respondents state that they were "*Very Successful*" in achieving their objective. While this is an improvement from 2010, it is 5% lower than in 2008 and 2009. The proportion of respondents selecting "*Somewhat successful*" or "Not at all successful" in 2011 is 3% compared to 6% in 2008.

Respondents were most satisfied with their new ability to appreciate other points of view and to appreciate diversity. For both of these aspects, over 65% indicated their education was "*Extremely Helpful*". Not only were these two aspects the highest rated in 2011, but also both increase over previous years since 2008. The lowest rated aspects of graduates' education were ability to use computers and technology, and ability to explain and apply the scientific method along with understanding scientific concepts. From 2008 to 2010 the ability to apply the scientific method and ability to understand scientific concepts were the lowest rated aspects. However in 2011, both of these abilities jumped over 10%.

Similar results were found with regard to aspects of instruction. Whether looking at course content, teaching ability, or faculty availability, graduates offered the highest ratings in 2011 than the previous 4 years. The highest rated aspect of instruction was class size (76% "*Excellent*") and the lowest rated aspect was course content (60% "*Excellent*"). Satisfaction with course content ("*Excellent*") increased from 49% in 2009 to 60% in 2011.

Beyond the classroom aspects, graduates rated student services favorably. For example, the majority of 2011 graduates selected "*Very satisfied*" for Financial Aid, Academic Advising, and College Transfer Planning. The service with the least "*Very satisfied*" responses was Career planning (49%). That "*Very satisfied*" was the highest that Career Planning achieved over the period analyzed.

Over 60% of respondents indicated that they were currently enrolled as full-time students at other institutions of higher education, which is 3%-4% higher than 2009 and 2010, respectively. For those not currently enrolled, more respondents in 2011 indicated they had plans to enroll at a later date, while fewer respondents indicated they had no plans to enroll. Almost half of the graduates (46%) plan to earn a bachelor's degree and the remaining 54% plan to earn a higher degree. When asked how well Harper prepared graduates for continuing education, 93% responded with either "*Excellent*" or "*Good*," which is the most positive rating over the past 4 years.

When asked about whether graduates would recommend Harper or return to Harper, a shift occurred in the 2011 graduates. While an overwhelming majority responded with either

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

“*Definitely Yes*” or “*Yes*” (95% for Returning in the near future), a noticeable shift from “*Definitely Yes*” (from 51% to 34%) to “*Yes*” (from 43% 61%) occurred between 2010 and 2011.

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

Appendix
Survey Instrument
Transfer Graduate Follow-up Survey



Harper College

Harper College 2007 Transfer Graduate Follow-up

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

Use pencil/black ink

1. What was your main objective in attending Harper College? Mark ONE response.

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

Survey number

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

- a. Very successful
- b. Successful
- c. Somewhat successful
- d. Not at all successful

3. Please rate how your education at Harper College helped you in each of the following areas:

- a. Ability to verbally communicate effectively.....
- b. Ability to communicate in writing effectively.....
- c. Ability to understand scientific concepts.....
- d. Ability to explain and apply the scientific method.....
- e. Ability to appreciate other points of view.....
- f. Ability to appreciate diversity and other cultures.....
- g. Ability to identify, develop, and solve quantitative problems.....
- f. Ability to use computers and technology.....

Not helpful at all
Not very helpful
Helpful
Extremely helpful

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please rate the instruction at Harper College in each of the following:

- a. Class size.....
- b. Quality of instruction.....
- c. Course content.....
- d. Fairness of grading.....
- e. Faculty teaching ability.....
- f. Faculty concern for students.....
- g. Faculty availability.....

Not applicable
Poor
Average
Good
Excellent

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please rate your satisfaction with each office or service listed: Mark the ONE that most clearly represents the opinion.

- a. Financial Aid services.....
- b. Academic advising.....
- c. Career planning.....
- d. College transfer planning.....
- e. Counseling.....
- f. Tutoring.....
- g. Library/audio visual services.....
- f. Student activities.....
- i. Registration procedures.....
- j. Access for disabled on campus.....
- k. Availability of computers for out-of-class use.....
- l. Career Center.....

Very satisfied
Somewhat satisfied
Somewhat dissatisfied
Very dissatisfied
Did not use

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue on next page

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

	Very convenient	Convenient	Not convenient	Not applicable
a. Harper main campus in Palatine.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Northeast Center in Wheeling.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. WEB or Internet based from home or office.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Harper Professional Center in Schaumburg.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other - specify:_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Which of the following best describes your current educational status?

- a. Full-time student, 12 credit hours or more Continue with question 8
- b. Part-time student Continue with question 8
- c. Not currently enrolled - plan to enroll at a later date Skip to question 13
- d. Not currently enrolled - no plans to enroll Skip to question 14

8. Which institution do you currently attend?

- a. Columbia College in Chicago
- b. DePaul University
- c. Elmhurst College
- d. Illinois State University
- e. Northeastern Illinois University
- f. Northern Illinois University
- g. Roosevelt University
- h. University of Illinois at Champaign-Urbana
- i. University of Illinois at Chicago
- j. Harper College
- k. Other - specify:_____

9. What is your current major/course of study?

10. How would you describe your current major?

- a. Same as my Harper major
- b. Related to my Harper major
- c. Entirely new area

11. Did all of your Harper College credits transfer to your current institution?

- a. Yes, skip to question 13
- b. No, continue with question 12

12. What was the main reason why some credits did not transfer?

- a. Some credits would transfer as elective only
- b. Entirely new field of study at transfer institution
- c. Grades were not high enough to earn transfer credits
- d. Other - specify:_____

13. What is the highest degree you plan to earn?

- a. Bachelor's Degree
- b. Master's Degree
- c. Doctorate Degree
- d. Professional Degree

14. Have you taken additional courses at Harper since receiving your degree or certificate?

- a. Yes, continue with question 15
- b. No, skip to question 16

15. What type of courses have you taken? Mark ALL that apply

- a. Credit courses
- b. Continuing Education courses (non-credit)

Continue on next page

PN 08-100m

16. How would you rate your Harper education in terms of how well it prepared you for continuing your education?

- a. Excellent
- b. Good
- c. Average
- d. Poor
- e. Very poor

17. What is your present employment status? Mark ONE response.

- a. Employed full-time - 30 hours or more per week
- b. Employed part-time - less than 30 hours per week
- c. Full-time military service
- d. Unemployed, seeking employment
- e. Unemployed, not seeking employment - mark ONE reason below, if "e" selected
 - 1. Full-time student
 - 2. Full-time homemaker
 - 3. Health disability
 - 4. Family responsibilities
 - 5. Other - specify: _____

18. As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values.....

19. On a one to four scale where one is "definitely no" and four is "definitely yes", would you recommend Harper College to your friends and family?

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

4. Definitely yes	<input type="checkbox"/>
3. Yes	<input type="checkbox"/>
2. No	<input type="checkbox"/>
1. Definitely no	<input type="checkbox"/>

21. What did you like best at Harper College?

22. How can the College improve in its instruction?

23. How can the College improve in its services?

Thank you for completing this survey

PN 08-100m