



2014



Harper College

# FOLLOW UP SURVEY TRANSFER GRADS

## Findings and Trends

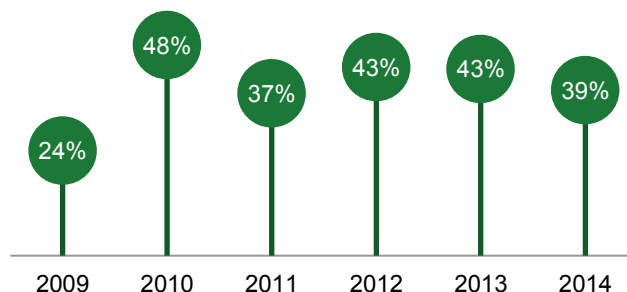
Prepared by  
*The Office of Institutional Research*  
Prepared Spring 2017 on the 2014 Graduates

## Executive Summary

### Background and Student Intent Success

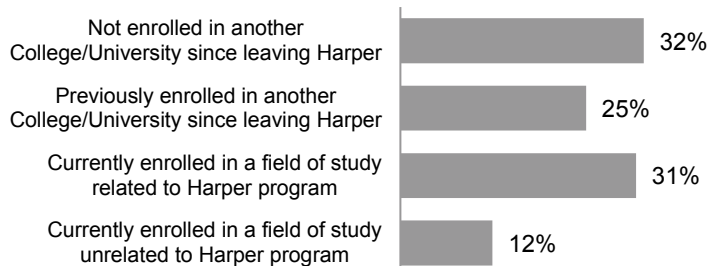
Students who have completed a transfer degree at Harper College in fiscal year 2014 were surveyed to determine the extent to which they were satisfied with their education at Harper College. Of the 485 respondents with transfer degrees, the majority (**76%**) indicated their main objective was to take **coursework for transfer to another college**. 68% of those respondents indicated they were **VERY SUCCESSFUL** in achieving their educational goal.

Transfer Survey Response Rates

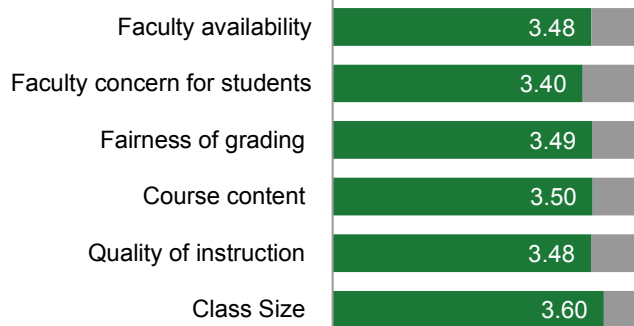


### Educational Experience at Harper College

Current Educational Status



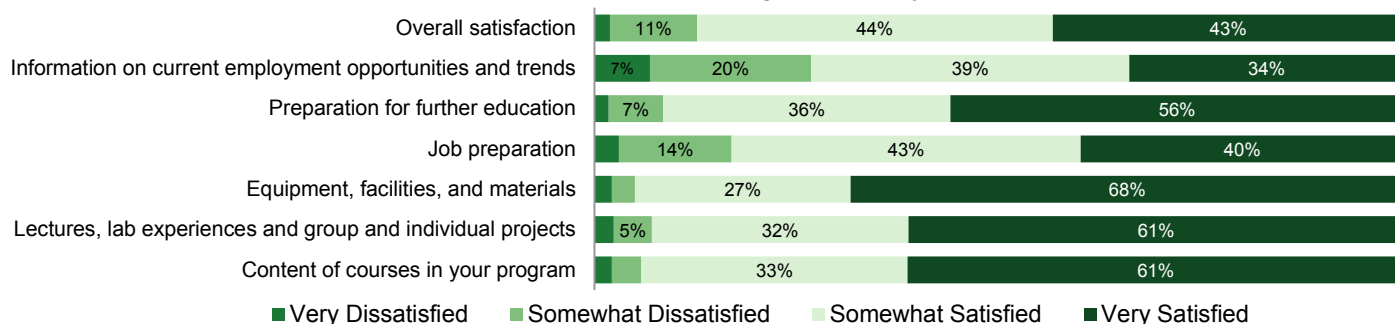
Mean ratings of Instruction at Harper College



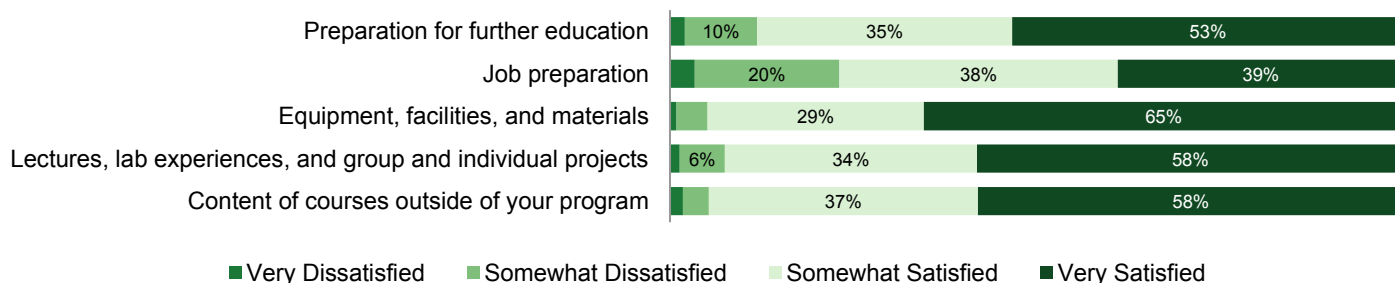
The highest rated satisfaction offices/services were:

1. Library Audio/Visual Services
2. Registration
3. Computer availability

Satisfaction within Program of Study



Satisfaction outside Program of Study

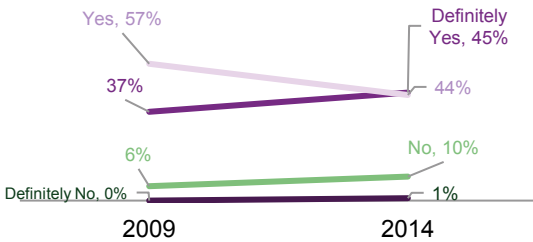


### Location Convenience Ratings

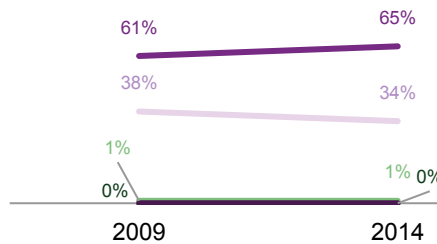
Graduates rated how convenient Harper College locations were; the most conveniently located was Harper's **Main Campus** in Palatine. The second most convenient was **WEB or online** based instruction. Of the four location choices, the **Northeast Center in Wheeling** was rated the *least convenient* by the 2014 transfer respondents.

### Diversity Improvements, Recommending, and Returning to Harper College

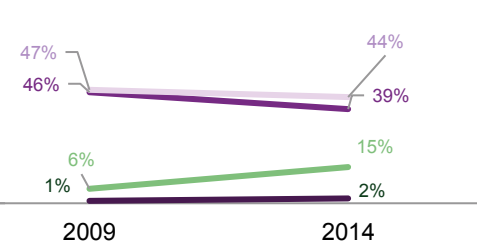
*Better Appreciation for Diversity and Different Cultures and Values*



*Would recommend Harper to others*

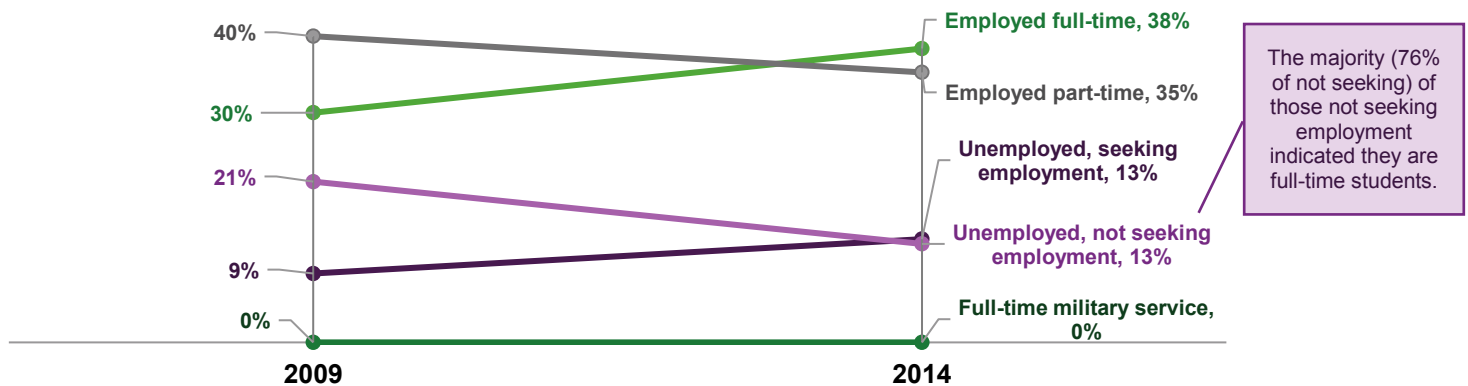


*Would return to Harper in the future*

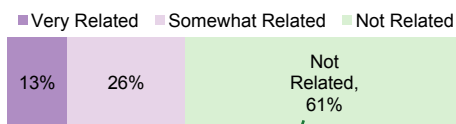


### Employment

More graduates from 2014 were **employed full-time** compared to the 2009 respondents. Fewer 2014 respondents were **unemployed and not seeking** compared to in 2009.

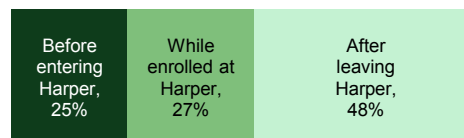


*How closely related is your present job to Harper College program of study?*

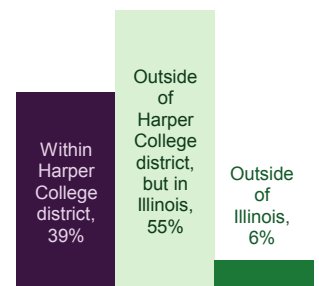


Temporary job while in transition (44% of not related\*)

*When transfer graduates began working*



*Location of employment*



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## Introduction

The Harper College Follow Up Survey (formerly the *Graduate Survey*) was administered, with the assistance of Comiskey Research who administered phone surveying, to Harper College alumni who graduated in fiscal year 2014. The following report sections provide the survey results for graduates who earned a transfer degree (Associate in Arts, Associate of Arts in Teaching, Associate in Science, Associate in Engineering Science, and Associate in Fine Arts degrees). Graduates were initially surveyed via an e-mailed questionnaire. Those who did not respond to that electronic survey were then contacted by telephone.

## Results and Discussion

### DEMOGRAPHICS

Tables 1 and 2, show two sets of demographic breakouts of all graduates of Harper College from 2009 to 2014. 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.

Table 1: Demographics of All Transfer Graduates at Harper College

	Asian/ Pacific Islander*	American Indian/ Alaskan Native	African American	Hispanic	White	Multi- Racial**	Other/ Unknow n	Male	Female
2009	9%	1%	3%	9%	69%	--	9%	36%	64%
2010	10%	<1%	4%	11%	66%	--	9%	35%	65%
2011	9%	<1%	4%	11%	69%	--	8%	39%	61%
2012	10%	<1%	4%	13%	66%	--	8%	39%	61%
2013	8%	<1%	3%	13%	70%	2%	3%	47%	53%
2014	9%	<1%	2%	15%	69%	2%	3%	46%	54%

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

\*\*"Multi-Racial" became an added category in 2013 for students who indicate more than one race/ethnicity

Table 2. 2014 Transfer Respondent Demographics

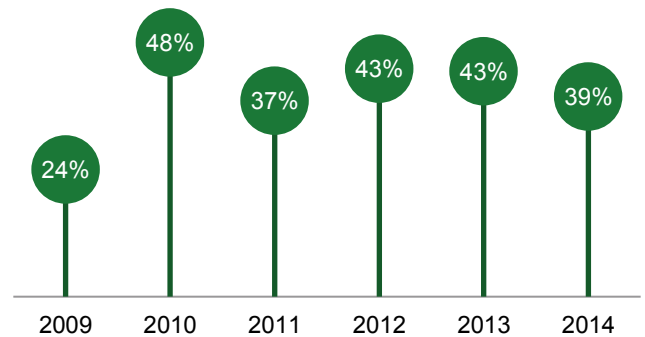
	Count	Percentage
American Indian or Alaskan Native	0	0%
Asian	36	7%
Black or African American	14	3%
Hispanic or Latino	68	14%
International	4	1%
Multi-Racial	11	2%
Native Hawaiian / Pacific Islander	1	0%
White	333	69%
Unknown/Did not Provide	18	4%
Female	267	55%
Male	218	45%
Unknown/Did not Provide	0	0%
<b>Grand Total</b>	<b>485</b>	

## RESPONSE RATE

Of the total 1,250 Harper transfer graduates invited to participate in the 2014 Graduate Survey, 486 (38.8%) provided responses.

Table 3. Response Rates to Transfer Graduate Survey

	Response Rate	Responses	Total Transfer Graduates
2009	24%	310	1296
2010	48%	445	922
2011	37%	553	1493
2012	43%	553	1300
2013	43%	645	1515
2014	38%	486	1287



## STUDENT OBJECTIVE

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 expected of graduates completing a transfer degree, 76 percent of 2014 respondents indicated that their main objective was to **take coursework to transfer to another college or university**. The responses from **2010** shows a spike in the objective to **obtain skills needed for entry into a new or different job** and to **improve skills needed in present job** compared to responses in **2009, 2011, 2012, 2013**, and **2014**. In 2014, more respondents reported their main objective being for **personal interest or self-improvement** (11%) more than prior years.

Main Objectives of Transfer Graduates

■ 2009 ■ 2010 ■ 2011 ■ 2012 ■ 2013 ■ 2014

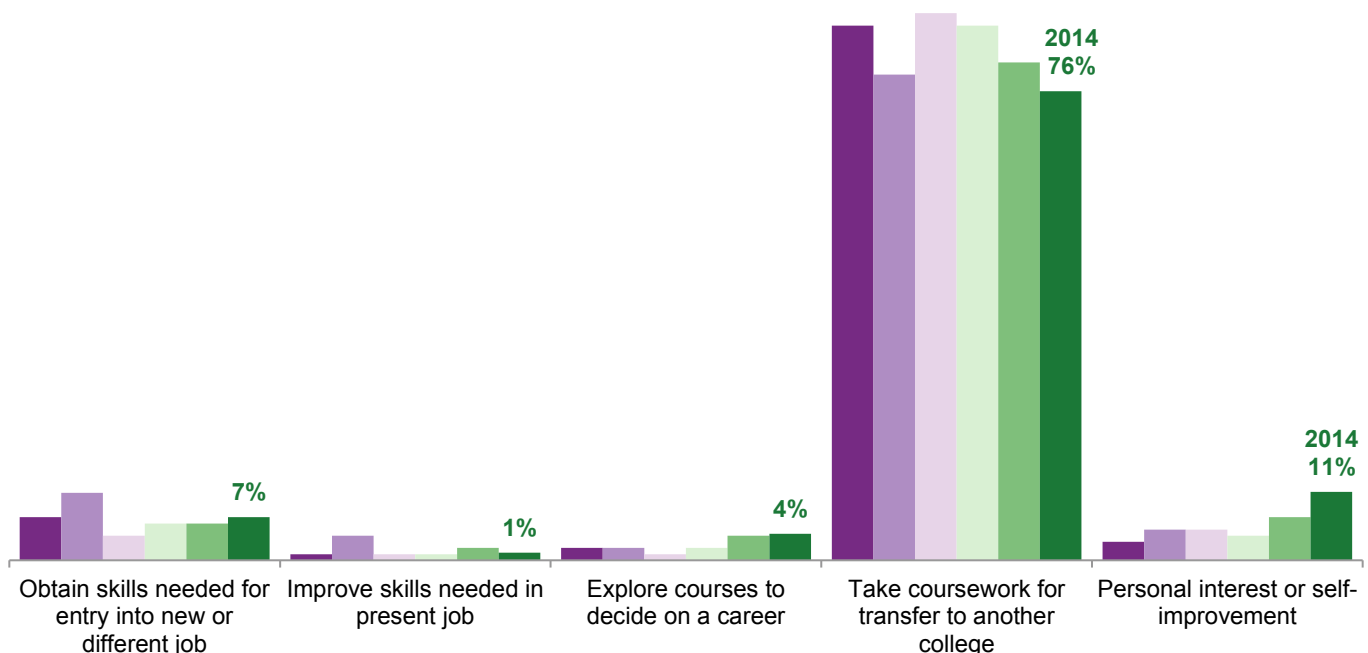


Table 4. What was your main objective in attending Harper College?

	N	Obtain skills needed for entry into new or different job	Improve skills needed in present job	Explore courses to decide on a career	Take coursework for transfer to another college	Personal interest or self- improvement
2009	310	7%	1%	2%	87%	3%
2010	439	11%	4%	2%	79%	5%
2011	551	4%	1%	1%	89%	5%
2012	551	6%	1%	2%	87%	4%
2013	642	6%	2%	4%	81%	7%
2014	486	7%	1%	4%	76%	11%

## 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 (94%) selected either "Very Successful" or "Successful" while only 5 percent selected "Somewhat Unsuccessful". This highly positive response has been consistent over time.

The majority of graduates were **Very Successful** or **Successful** in achieving their educational objective.

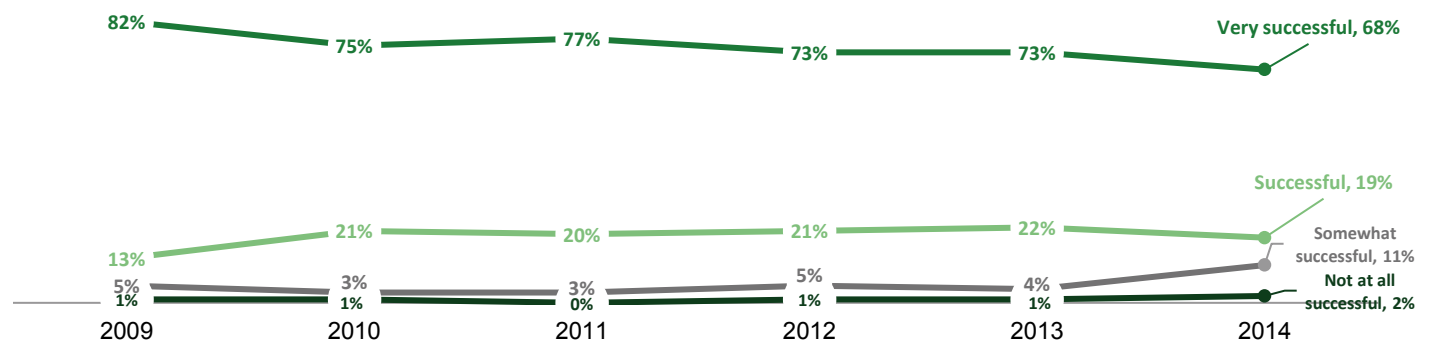


Table 5. To what extent were you successful in achieving your educational objective?

	N	Very successful	Successful	Somewhat successful	Not at all successful
2009	310	82%	13%	5%	1%
2010	441	75%	21%	3%	1%
2011	551	77%	20%	3%	0%
2012	545	73%	21%	5%	1%
2013	643	73%	22%	4%	1%
2014	486	68%	19%	11%	2%

## SATISFACTION WITH INSTRUCTION

Figure 4 and Table 6 display the responses related to questions about instruction at Harper College on a four-point scale. The majority of transfer respondents felt instruction at Harper College is **Excellent** or **Good**. In 2014, the highest rated aspect of instruction was class size (M = 3.60) while the lowest rated aspect was faculty concern for students (M = 3.40). It is important to note that even the lowest rated aspect fell between the rates of **Good** and **Excellent**.

*Mean ratings of Instruction at Harper College*

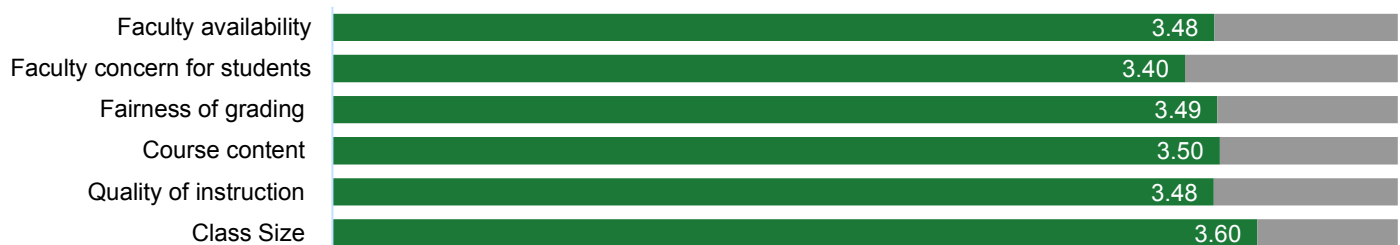


Table 6. Rate Aspects of Instruction at Harper College.

	N	Excellent	Good	Average	Poor
<b>Class Size</b>					
2009	309	63%	32%	5%	0%
2010	440	67%	29%	3%	0%
2011	549	76%	22%	2%	0%
2012	553	70%	27%	3%	0%
2013	643	74%	23%	2%	<1%
2014	459	67%	26%	6%	0%
<b>Quality of instruction</b>					
2009	310	56%	38%	6%	0%
2010	440	54%	41%	5%	1%
2011	549	60%	35%	5%	0%
2012	553	50%	43%	7%	0%
2013	642	57%	37%	6%	1%
2014	459	58%	34%	6%	2%
<b>Course content</b>					
2009	310	49%	45%	6%	0%
2010	440	51%	44%	5%	0%
2011	549	60%	36%	4%	1%
2012	552	52%	42%	5%	1%
2013	644	60%	33%	6%	1%
2014	458	59%	33%	8%	1%
<b>Fairness of grading</b>					
2009	310	55%	41%	5%	0%
2010	441	61%	35%	4%	1%
2011	550	69%	26%	5%	0%



Table 6. Rate Aspects of Instruction at Harper College.

	<b>N</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
2012	553	59%	34%	7%	0%
2013	644	62%	32%	5%	1%
2014	458	59%	33%	6%	2%
<b>Faculty teaching ability</b>					
2009	310	54%	38%	7%	1%
2010	441	57%	32%	9%	1%
2011	549	68%	29%	5%	1%
2012	550	55%	36%	9%	0%
2013	643	59%	33%	7%	1%
2014	-	-	-	-	-
<b>Faculty concern for students</b>					
2009	310	57%	36%	7%	1%
2010	436	54%	38%	7%	1%
2011	546	61%	31%	5%	2%
2012	553	52%	34%	11%	3%
2013	641	60%	29%	8%	2%
2014	458	54%	33%	10%	2%
<b>Faculty availability</b>					
2009	306	56%	34%	8%	1%
2010	432	61%	28%	9%	1%
2011	544	65%	29%	5%	1%
2012	552	53%	38%	7%	2%
2013	637	62%	29%	8%	1%
2014	456	59%	29%	8%	2%

## SATISFACTION WITH STUDENT SERVICES

Figure 5 and Table 7 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. Aside from 2010, the respondents from 2014 rated Harper office and services fairly consistently compared to prior years. **Career planning** and **financial aid services** were two services that the 2014 respondents were least satisfied with. Results suggest students may benefit from more explicit information regarding where to go for career planning on campus. **Availability of computers for out-of-class** use received the **most** "Very Satisfied" ratings (74%) followed by **Library/audio visual services** (72% Very Satisfied).

*Use of offices and services at Harper*

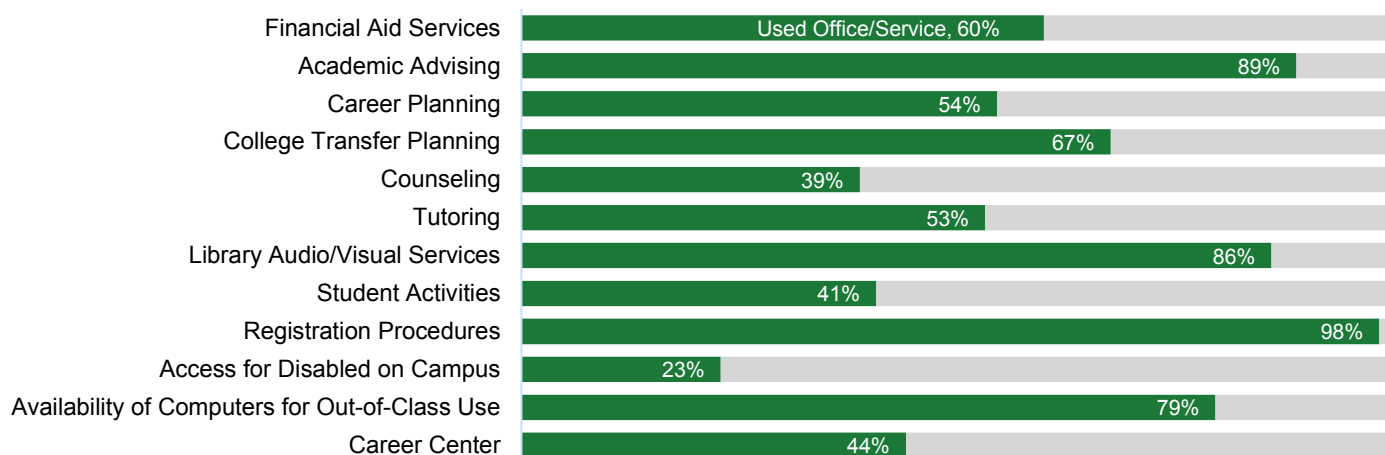


Table 7: Rate your satisfaction with each office or service listed below.

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
<b>Financial Aid services</b>					
2009	113	61%	20%	8%	11%
2010	181	42%	25%	17%	16%
2011	238	62%	23%	11%	4%
2012	242	58%	25%	12%	5%
2013	291	59%	28%	9%	5%
2014	271	53%	25%	16%	6%
<b>Academic advising</b>					
2009	266	59%	29%	8%	5%
2010	383	39%	32%	18%	10%
2011	473	58%	27%	10%	5%
2012	479	50%	30%	13%	7%
2013	525	48%	31%	14%	6%
2014	402	53%	29%	12%	6%
<b>Career planning</b>					
2009	159	46%	31%	18%	5%

Table 7: Rate your satisfaction with each office or service listed below.

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
2010	226	31%	38%	24%	7%
2011	278	49%	32%	13%	6%
2012	257	39%	38%	16%	7%
2013	297	42%	35%	15%	8%
2014	243	39%	39%	17%	5%
<b>College transfer planning</b>					
2009	184	51%	34%	9%	7%
2010	298	39%	36%	17%	9%
2011	365	56%	30%	10%	4%
2012	377	52%	31%	12%	5%
2013	409	53%	31%	12%	4%
2014	305	50%	33%	12%	4%
<b>Tutoring</b>					
2009	130	63%	28%	5%	3%
2010	200	44%	35%	14%	8%
2011	258	64%	23%	10%	3%
2012	284	60%	27%	10%	3%
2013	330	57%	31%	9%	3%
2014	240	58%	33%	8%	2%
<b>Library/audio visual services</b>					
2009	237	74%	23%	3%	0%
2010	347	51%	38%	9%	1%
2011	445	74%	22%	2%	1%
2012	418	66%	29%	4%	1%
2013	-	-	-	-	-
2014	389	72%	24%	3%	1%
<b>Student activities</b>					
2009	98	53%	38%	8%	1%
2010	166	38%	36%	20%	7%
2011	228	61%	25%	11%	3%
2012	226	47%	42%	8%	3%
2013	220	54%	34%	9%	3%
2014	184	57%	34%	7%	3%
<b>Registration procedures</b>					
2009	307	67%	24%	7%	2%
2010	432	43%	37%	15%	5%
2011	543	66%	28%	4%	1%
2012	541	62%	29%	7%	2%
2013	636	60%	32%	5%	2%
2014	444	62%	32%	5%	1%

Table 7: Rate your satisfaction with each office or service listed below.

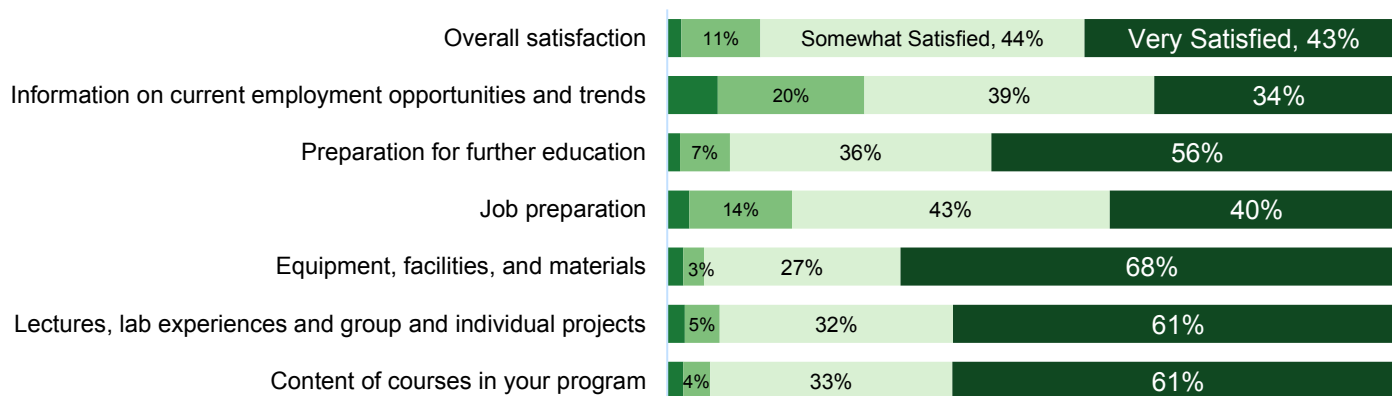
	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
<b>Access for disabled on campus</b>					
2009	99	77%	21%	2%	0%
2010	117	57%	27%	12%	3%
2011	105	77%	17%	5%	1%
2012	106	69%	23%	5%	3%
2013	132	71%	26%	2%	2%
2014	103	67%	24%	5%	4%
<b>Availability of computers for out-of-class use</b>					
2009	256	80%	15%	5%	0%
2010	358	57%	29%	11%	2%
2011	463	76%	18%	4%	1%
2012	464	70%	22%	7%	1%
2013	535	69%	23%	7%	1%
2014	360	74%	19%	5%	1%
<b>Career Center</b>					
2009	129	59%	29%	10%	2%
2010	182	52%	30%	14%	4%
2011	245	61%	30%	6%	2%
2012	234	56%	31%	11%	2%
2013	254	59%	30%	6%	4%
2014	199	59%	33%	4%	4%
<b>Counseling</b>					
2014	174	53%	33%	9%	5%



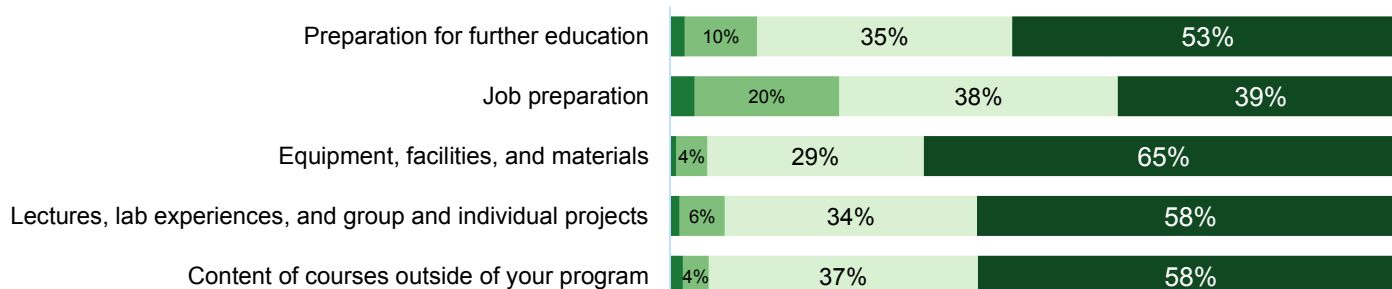
## SATISFACTION WITHIN AND OUTSIDE PROGRAM OF STUDY

Graduates were asked to rate their satisfaction within and outside their program of study on a four-point scale. The 2014 transfer respondents were most satisfied with the equipment, facilities, and materials within their program of study (M = 3.61) and outside their program of study (M = 3.59). Graduates were least satisfied with information on current employment opportunities and trends (M = 3.00) within their program of study and job preparation outside their program of study (M = 3.13).

### Satisfaction within Program of Study



### Satisfaction outside Program of Study



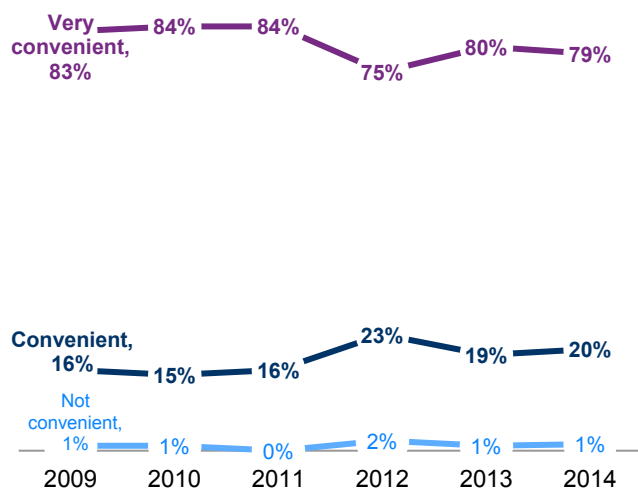
■ Very Dissatisfied
 ■ Somewhat Dissatisfied
 ■ Somewhat Satisfied
 ■ Very Satisfied

Table 8. Level of Satisfaction Within Program of Study		2014	
		Mean	N
Content of courses in your program		3.53	465
Lectures, lab experiences and group and individual projects		3.52	464
Equipment, facilities, and materials		3.61	461
Job preparation		3.20	431
Preparation for further education		3.20	459
Information on current employment opportunities and trends		3.00	422
Overall satisfaction		3.29	316
Level of Satisfaction Outside Program of Study		Mean	N
Content of courses outside of your program		3.51	455
Lectures, lab experiences, and group and individual projects		3.49	454
Equipment, facilities, and materials		3.59	451
Job preparation		3.13	416
Preparation for further education		3.39	446

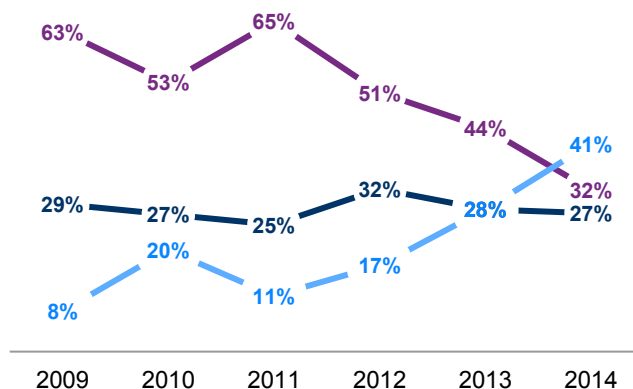
## LOCATION

The Main Campus in Palatine received the most responses and was rated as the most convenient (79% **very convenient**). WEB and Internet based education was rated as second most convenient, a slight increase from previous years. The Harper Professional Center decreased in **very convenient** ratings and an increase in **convenient** ratings from 2013 to 2014. Table 9 displays the results across all of Harper's locations.

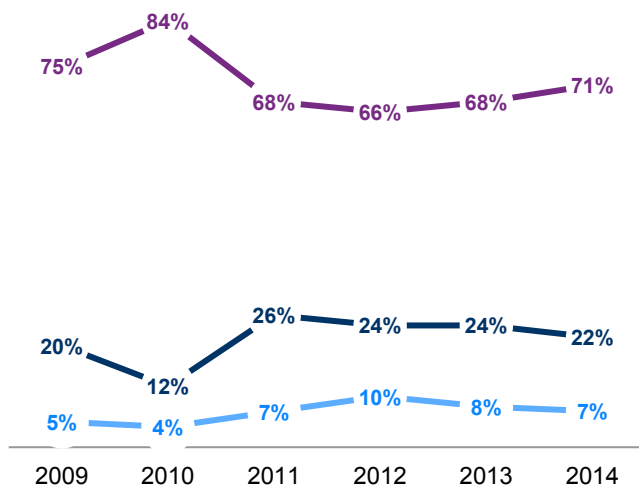
Harper College Main Campus- Palatine



Northeast Center - Wheeling



WEB or Internet Based



Harper Professional Center - Schaumburg

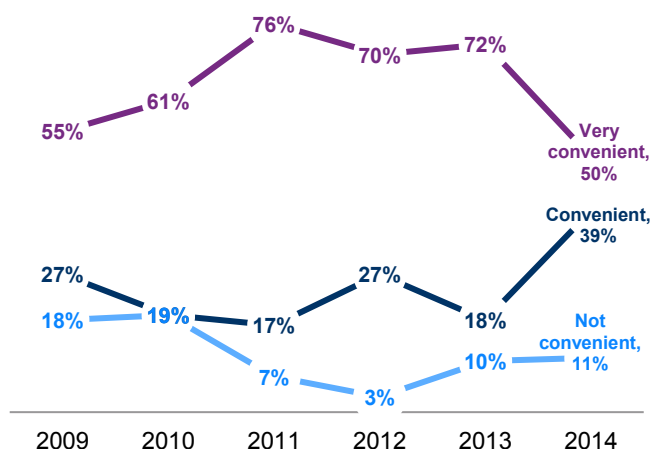


Figure 7. Location Ratings

Table 9: Rate the convenience of the courses taken in terms of their location.

	N	Very convenient	Convenient	Not convenient
<b>Harper main campus – Palatine</b>				
2009	309	83%	16%	1%
2010	438	84%	15%	1%
2011	544	84%	16%	0%
2012	550	75%	23%	2%
2013	637	80%	19%	1%
2014	453	79%	20%	1%
<b>Northeast Center – Wheeling</b>				
2009	52	63%	29%	8%
2010	91	53%	27%	20%
2011	57	65%	25%	11%
2012	81	51%	32%	17%
2013	109	44%	28%	28%
2014	110	32%	27%	41%
<b>WEB or Internet based – from home or office</b>				
2009	156	75%	20%	5%
2010	238	84%	12%	4%
2011	151	68%	26%	7%
2012	251	66%	24%	10%
2013	299	68%	24%	8%
2014	282	71%	22%	7%
<b>Harper Professional Center – Schaumburg</b>				
2009	11	55%	27%	18%
2010	36	61%	19%	19%
2011	29	76%	17%	7%
2012	37	70%	27%	3%
2013	51	72%	18%	10%
2014	94	50%	39%	11%
<b>Other</b>				
2009	6	67%	33%	0%
2010	7	43%	29%	29%
2011	7	43%	57%	0%
2012	10	30%	30%	40%
2013	6	17%	17%	67%
2014	-	-	-	-

## EDUCATIONAL STATUS

In prior years, transfer graduates were surveyed separately from career credential graduates. In 2014, transfer and career credential earning graduates were surveyed using the same survey questions. For this reason, educational status was asked using different options compared to prior transfer graduate survey years.

In 2013, 64 percent of transfer graduates currently enrolled (**full-time** and **part-time**). In 2014, 43 percent are currently enrolled in another College/University since earning their Harper College credential (in a **related** or **unrelated** field to their program of study at Harper College).

*2014 Transfer Graduates Educational Status*

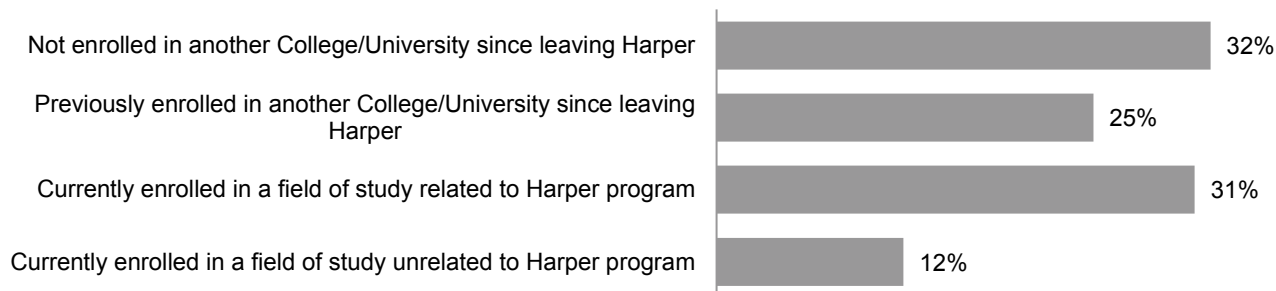


Table 10: Which of the following best describes your current educational status?

	N	Full-time student	Part-time student	Not currently enrolled – plan to enroll at a later date	Not currently enrolled – no plans to enroll
2009	308	58%	13%	24%	6%
2010	440	57%	15%	17%	11%
2011	545	61%	12%	20%	6%
2012	552	58%	12%	22%	8%
2013	643	51%	13%	24%	11%
		<b>Currently enrolled in a field of study unrelated to Harper program</b>	<b>Currently enrolled in a field of study related to Harper program</b>	<b>Previously enrolled in another College/University since leaving Harper</b>	<b>Not enrolled in another College/University since leaving Harper</b>
2014	485	12%	31%	25%	32%



## EMPLOYMENT

In prior years, transfer graduates were only asked their current educational status and rationale if they were unemployed and not seeking work. Due to the switch to use one survey for both career and transfer credential earners from Harper College, transfer respondents were asked a series of questions related to employment and their current job. While interpreting the results of transfer graduate employment, keep in mind that some respondents may be employed in unrelated fields while they are continuing their education as part-time or full-time students. Forty-three percent (43%) of the 2014 transfer respondents indicated they are currently enrolled as students.

### Employment Status

Figure 10 and Table 11 show that the majority of employed respondents were **employed full-time**. Those who were unemployed and seeking employment fluctuated between 9 and 13 percent. Those who were **unemployed and not seeking employment** ranged from a high of 21 percent in 2009 to a low of 13 percent in 2014. For those **unemployed and not seeking employment**, the majority **were full-time students** (Table 12).

Figure #. Consistent over survey years, the majority of graduates reported being employed either **part-time** or **full-time**.

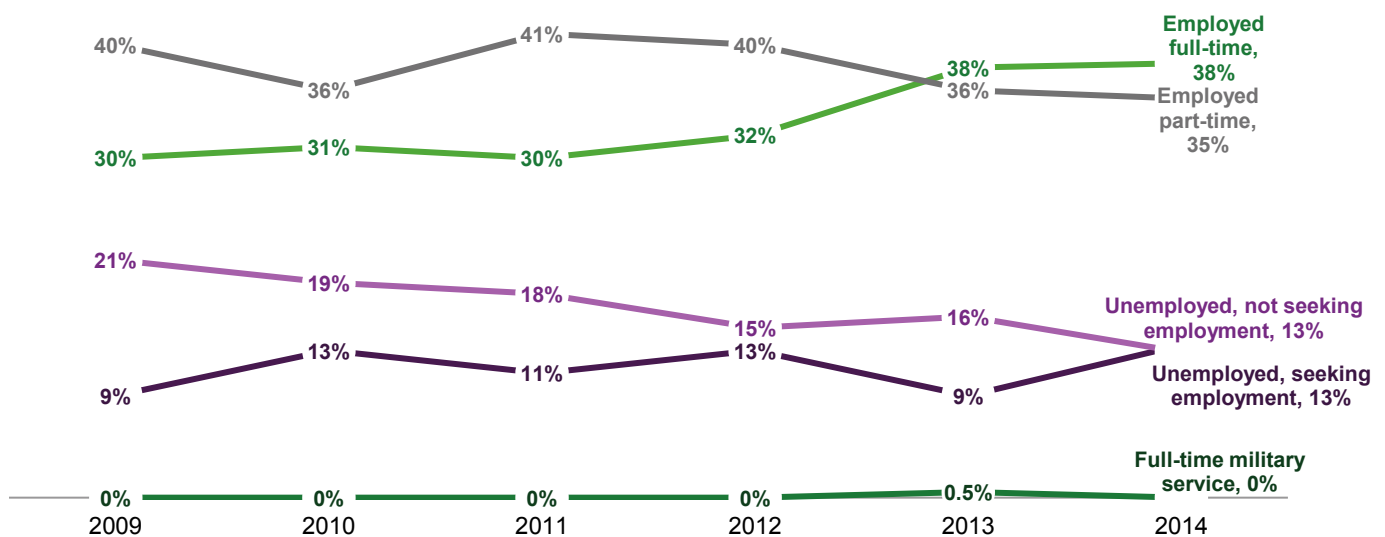


Table 11: What is your present employment status?

	N	Employed full-time – 30 hours or more per week	Employed part-time – less than 30 hours per week	Full-time military service	Unemployed, seeking employment	Unemployed, not seeking employment
2009	309	30%	40%	0%	9%	21%
2010	440	31%	36%	0%	13%	19%
2011	543	30%	41%	0%	11%	18%
2012	551	32%	40%	0%	13%	15%
2013	642	38%	36%	< 1%	9%	16%
2014		38%	35%	0%	13%	13%

Table 12: Of those unemployed and not seeking employment:

	N	Full-time student	Full-time homemaker	Health disability	Family responsibilities	Other
2009	51	86%	6%	2%	4%	2%
2010	91	72%	9%	2%	7%	11%
2011	111	92%	3%	0%	2%	4%
2012	89	81%	9%	1%	3%	6%
2013	113	79%	8%	3%	3%	8%
2014		76%	6%	5%	8%	5%

### Job Relation to Program of Study

Of the employed respondents, 61% are employed in a field **unrelated to their program of study** from Harper College. Of those who are working in an unrelated job field, 44% of the 2014 transfer respondents said they took a **temporary job while in transition**. Another 15% responded they prefer to work in another field.

*How closely related is your present job to Harper College program of study?*



### One best reason why present job is unrelated to program of study

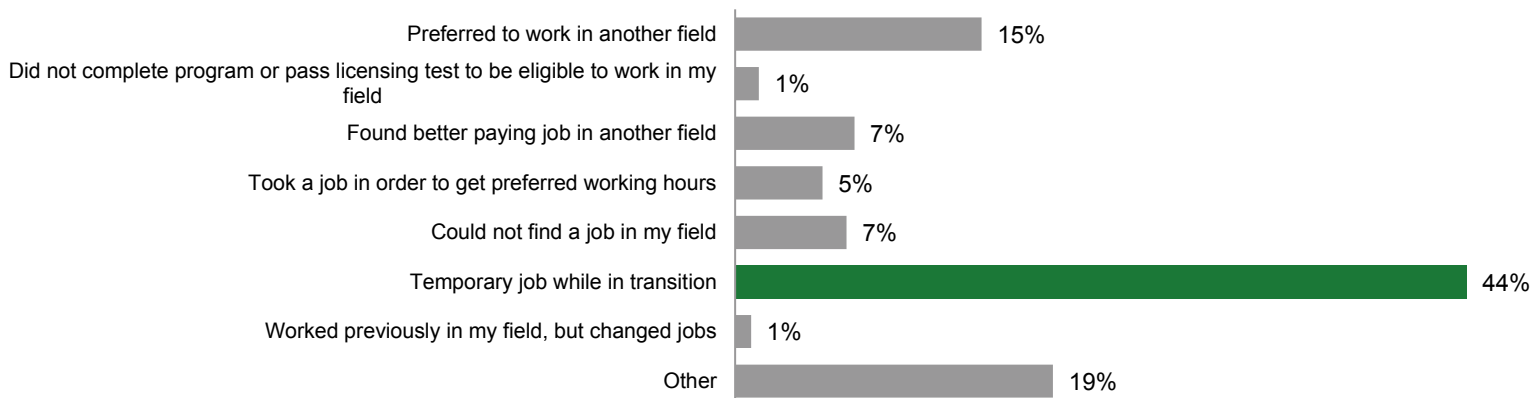


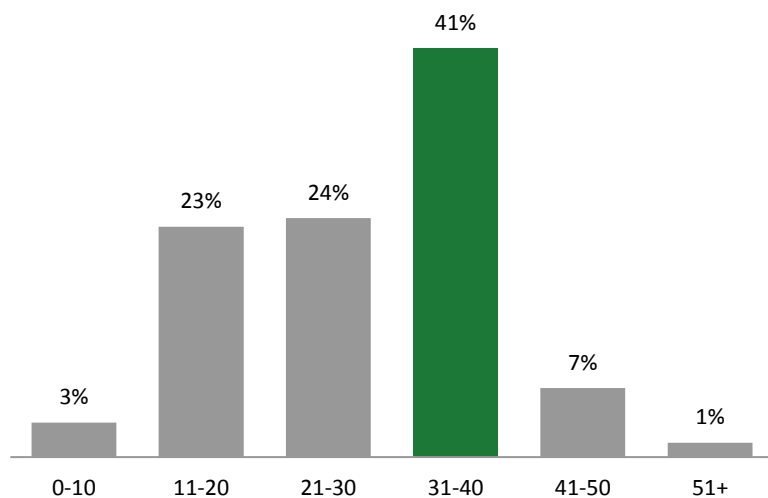
Table 13. If your present job is unrelated to your Harper College program, what is the one best reason why?

	2014	
	N	%
Other	40	19%
Worked previously in my field, but changed jobs	2	1%
Temporary job while in transition	92	44%
Could not find a job in my field	14	7%
Took a job in order to get preferred working hours	11	5%
Found better paying job in another field	15	7%
Did not complete program or pass licensing test to be eligible to work in my field	3	1%
Preferred to work in another field	31	15%

## Working Hours and Wages

Respondents were asked on average how many hours they work in a typical week. About one-quarter of the 2014 transfer respondents work typical part-time hours (21-30 hours per week) and 41% work typical full-time hours (31-40 hours per week). The majority of respondents responded they earn less than \$35,000 a year (71%).

*Average hours worked per week*



*Average Salary*

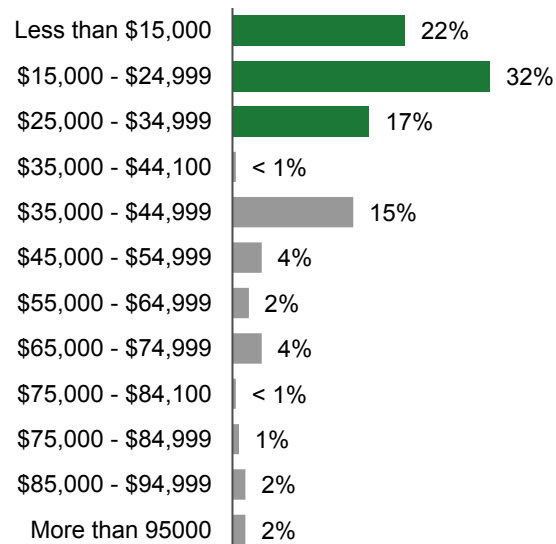


Table 14. On average, how many hours do you work each week?		2014 (n = 346)
0-10 hours		3%
11-20		23%
21-30		24%
31-40		41%
41-50		7%
51 + hours		1%
Average Salary		(n = 246)
Less than \$15,000		22%
\$15,000 - \$24,999		32%
\$25,000 - \$34,999		17%
\$35,000 - \$44,100		0%
\$35,000 - \$44,999		15%
\$45,000 - \$54,999		4%
\$55,000 - \$64,999		2%
\$65,000 - \$74,999		4%
\$75,000 - \$84,100		0%
\$75,000 - \$84,999		1%
\$85,000 - \$94,999		2%
More than 95000		2%

## Job Satisfaction

Transfer respondents were asked how satisfied they are with their present jobs on a four-point scale. The majority of 2014 respondents said being **somewhat** or **very satisfied** (78%). However, just over one-fifth are dissatisfied to some degree (**somewhat** or **very dissatisfied**).

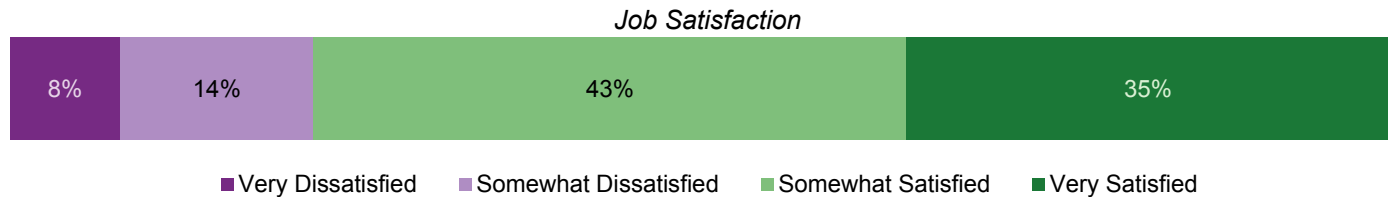
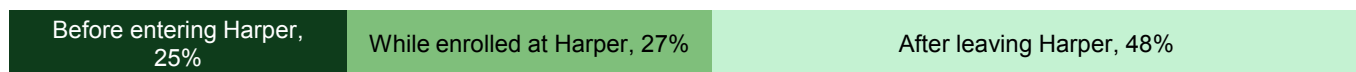


Table 15. In general, how satisfied are you with your present job?		2014
Very Dissatisfied		8%
Somewhat Dissatisfied		14%
Somewhat Satisfied		43%
Very Satisfied		35%

## When Graduates Began Working

Of the 2014 transfer respondents, almost half started working at their present job after earning their credential and leaving Harper College (48%). One fourth entered Harper already working (25% before entering Harper College).

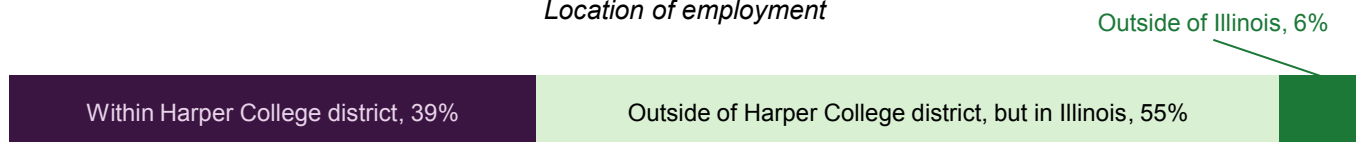
### *When transfer graduates began working*



## Location of Employment

Few respondents work outside of Illinois (6%). The majority work outside of Harper's district, but within the state (55%).

### *Location of employment*





## APPRECIATION FOR CULTURAL DIVERSITY

Respondents were asked if their experiences at Harper influenced their appreciation for diversity and different cultures on a four-point scale. While the proportion of graduates who responded **No** or **Definitely No** to the question remained fairly stable across survey years, the percent of respondents who felt Harper **Definitely Yes** bettered their appreciate has *declined slightly* since 2013.

*Better Appreciation for Diversity and Different Cultures and Values*

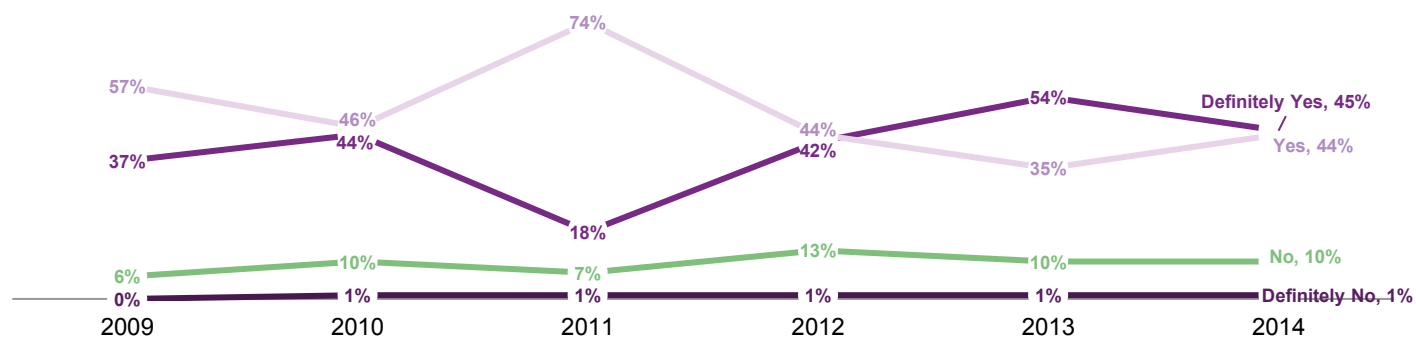


Table 16: As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values.

	N	Definitely Yes	Yes	No	Definitely No
2009	307	37%	57%	6%	0%
2010	440	44%	46%	10%	1%
2011	546	18%	74%	7%	1%
2012	552	42%	44%	13%	1%
2013	639	54%	35%	10%	1%
2014	-	45%	44%	10%	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 from 2013 to 2014. Figure 19 and Table 17 show that the proportion of respondents selecting **No** or **Definitely No** with respect to recommending Harper has remained quite small since 2009. Overall, transfer graduates **would recommend** Harper College.

*Would recommend Harper to others*

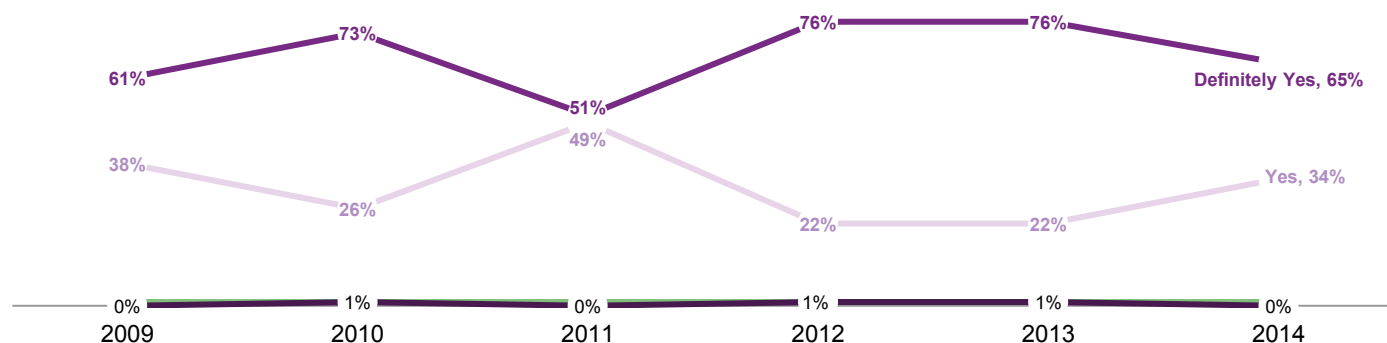


Table 17: Would you recommend Harper College to your friends and family?

	N	Definitely Yes	Yes	No	Definitely No
2009	310	61%	38%	1%	0%
2010	439	73%	26%	1%	1%
2011	548	51%	49%	1%	0%
2012	551	76%	22%	1%	1%
2013	642	76%	22%	1%	1%
2014	-	65%	34%	1%	0%

When asked if they would return in the future for education or personal enrichment, the majority of the 2014 transfer respondents said **Yes** or **Definitely Yes**. The proportion of **Definitely Yes** increased from 34 percent in 2011 to 51 percent in 2012, then decreased slightly in 2014. Note that the proportion of **Definitely No** and **No** has increased since 2012.

Would return to Harper in the future

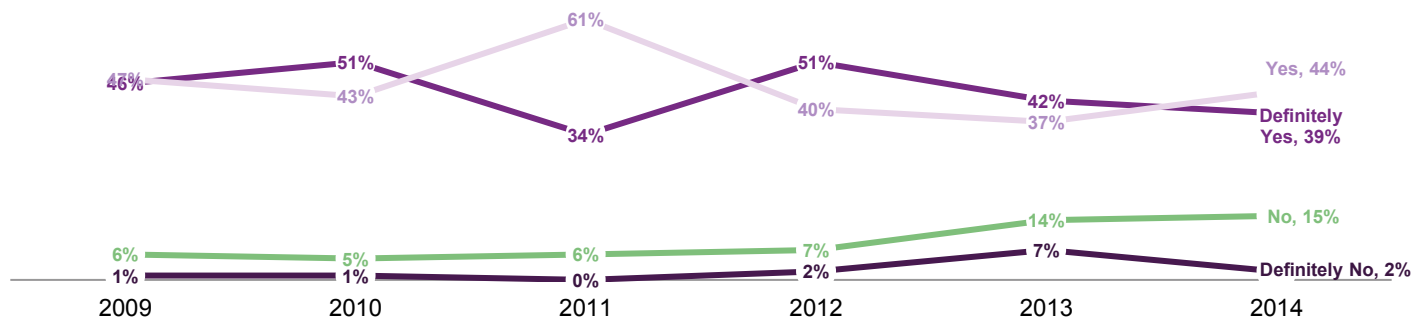


Table 18: Would you return to Harper for educational or personal enrichment courses in the near future?

	N	Definitely Yes	Yes	No	Definitely No
2009	310	46%	47%	6%	1%
2010	442	51%	43%	5%	1%
2011	549	34%	61%	6%	0%
2012	550	51%	40%	7%	2%
2013	639	42%	37%	14%	7%
2014	-	39%	44%	15%	2%

## Conclusion

Results from the 2014 Harper College Follow Up Survey represent the opinions of 486 graduates (39%) of the 1,250 Harper graduates who earned an associate degree in fiscal year 2014 (excluding associate of applied science degree earners). Comparisons were made from graduates from fiscal years 2009 through 2014 in order to indicate trends. In 2014, transfer and career graduates were surveyed using the same tool. Therefore, some questions from prior transfer survey years may not be directly comparable.

The respondents' main objective in attending Harper was to **take coursework in order to transfer to another college or university** (76%), which is consistent with prior years. The majority (68%) of respondents state that they were **Very Successful** in achieving their objective, which is lower compared to prior years. The 2014 transfer graduates responded they would recommend Harper College to their friends and family, and would return for additional educational and personal enrichment.

Similar results across survey years were found with regard to aspects of instruction. There were decreases with all aspects of instruction from 2011 to 2012. The highest rated aspect of instruction was **class size** (67% **Excellent**) and the lowest rated aspect was **faculty concern for students** (54% **Excellent**). Overall, the average ratings (mean scores) for areas of instruction all fell between Good (3.0) and Excellent (4.0). Graduates were then asked to rate their satisfaction with aspect within and outside of their programs of study. The 2014 graduates were most satisfied with the **equipment, facilities, and materials** within and outside of their program of study courses. **Job preparation** was rated the least satisfactory, suggesting graduates would appreciate more information related to job planning.

Beyond the classroom aspects, the 2014 transfer graduates were most satisfied with the **availability of computers** outside of class and the **library**/audio visual services at Harper. Registration, academic advising, and the library were the most used by the 2014 graduates. Similarly to prior years, **career planning** was the least satisfactory service for the 2014 graduates.

The majority of the 2014 transfer graduates are working full-time or part-time; however, 61% of those working responded their job is not related to their program of study from Harper College. Of those working in unrelated fields, 44 percent took a job while in transition. Of the 2014 graduates who are working, the majority responded they are very satisfied (35%) or somewhat satisfied (43%) with their present job.

The College should continue to monitor the responses of its graduates and continue to identify areas of improvement and strengthen the areas in which it already excels. Comparing the experiences graduates have between fiscal years, and by credential (career program or transfer degree), the College can make meaningful decisions that improve its services for students. **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.**

