

TRANSFER FOLLOW UP SURVEY

2015 FOLLOW UP SURVEY RESULTS

GRADUATES EDUCATION AND EMPLOYMENT

A look into the 2015 graduates employment and educational situations.

RATINGS OF HARPER COLLEGE

How our 2015 graduates felt about their experience at Harper College.

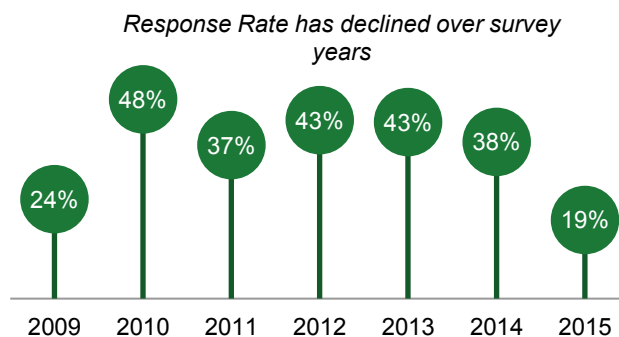
Prepared by
The Office of Institutional Research

REPORT DEVELOPED IN SPRING 2017

Executive Summary

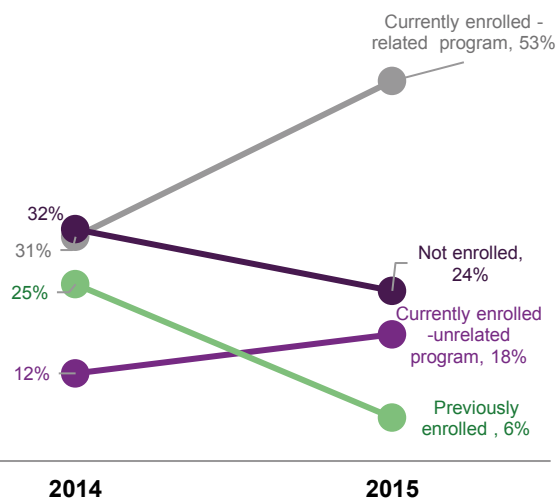
Background and Student Intent Success

Students who have completed a transfer degree at Harper College in fiscal year 2015 were surveyed to determine the extent to which they were satisfied with their education at Harper College. Of the 201 respondents with transfer degrees, the majority (74%, N = 148) indicated their main objective was to take coursework for transfer to another college. Of the 201 respondents, 61% indicated they were **VERY SUCCESSFUL** in achieving their educational goal at Harper College.

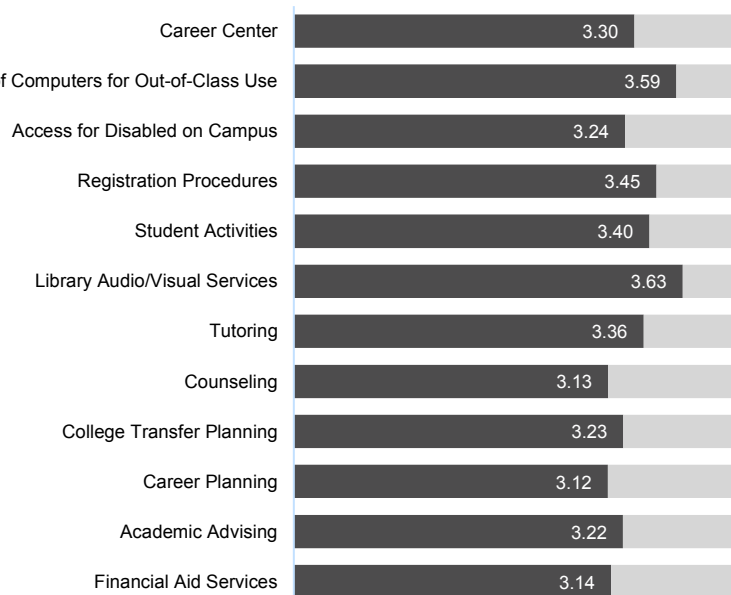


Educational Experience at Harper College

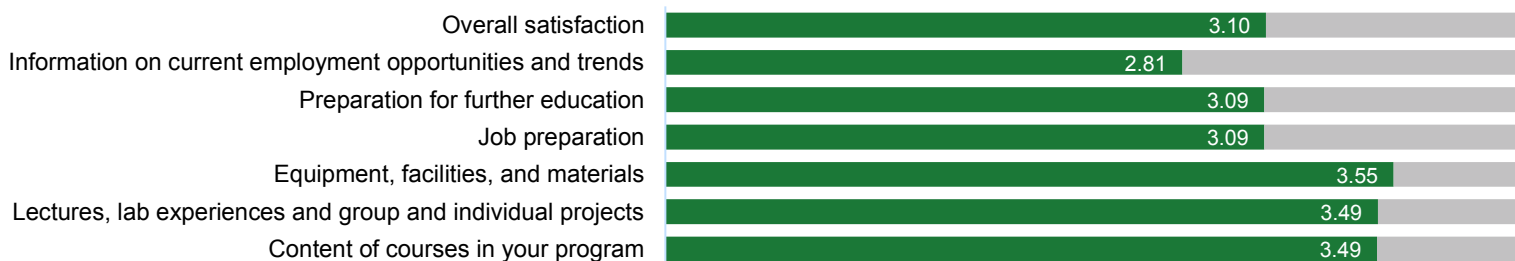
Educational Status - more respondents are currently enrolled in a related program than previous years.



Mean Ratings of Offices and Services at Harper are overall positive



Satisfaction within Program of Study - Respondents were least satisfied with employment and job preparation information.



Satisfaction outside Program of Study - Respondents are very satisfied with the equipment, facilities, and materials at Harper College.



Location Convenience Ratings

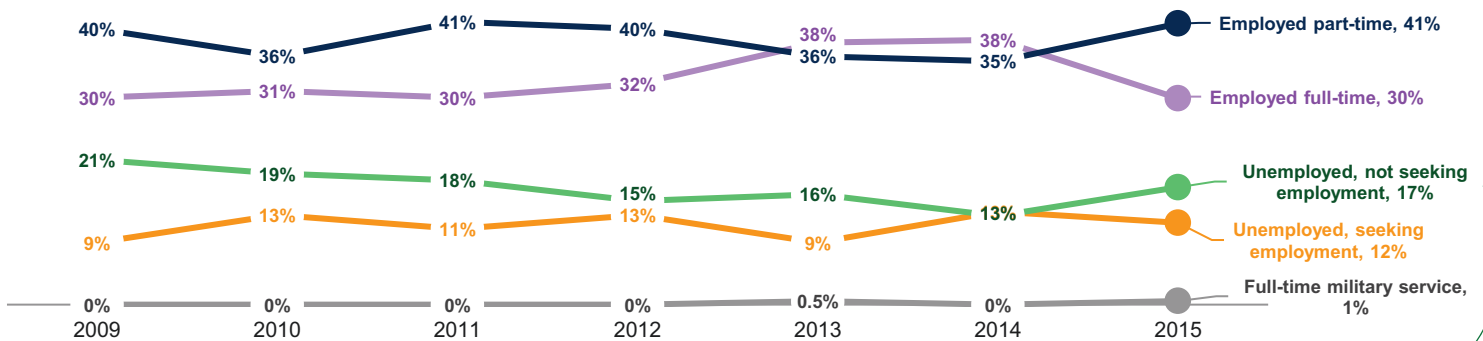
Graduates rated how convenient Harper College locations were; the most conveniently located was Harper's **Main Campus** in Palatine. The second most convenient was **WEB or online** based instruction. Of the four location choices, the **Northeast Center in Wheeling** was rated the *least convenient* by the 2015 transfer graduates.

Satisfaction with Harper College Overall - Similar to prior years, the 2015 respondents said they felt Harper College bettered their appreciation for diversity (81% *yes* or *definitely yes*). Respondents would return in the future for educational or personal enrichment (86% *yes* or *definitely yes*). Nearly everyone would recommend Harper College to their friends and family (98% *yes* or *definitely yes*).

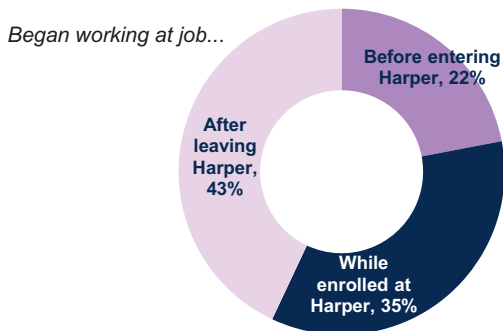
98% would recommend Harper College to others!

Employment

Employment Status - Many respondents are employed full or part-time



Unemployed and Not Seeking due to...



38% of these respondents replied they took a temporary job while in transition.

Present Job Relation to Harper Program of Study

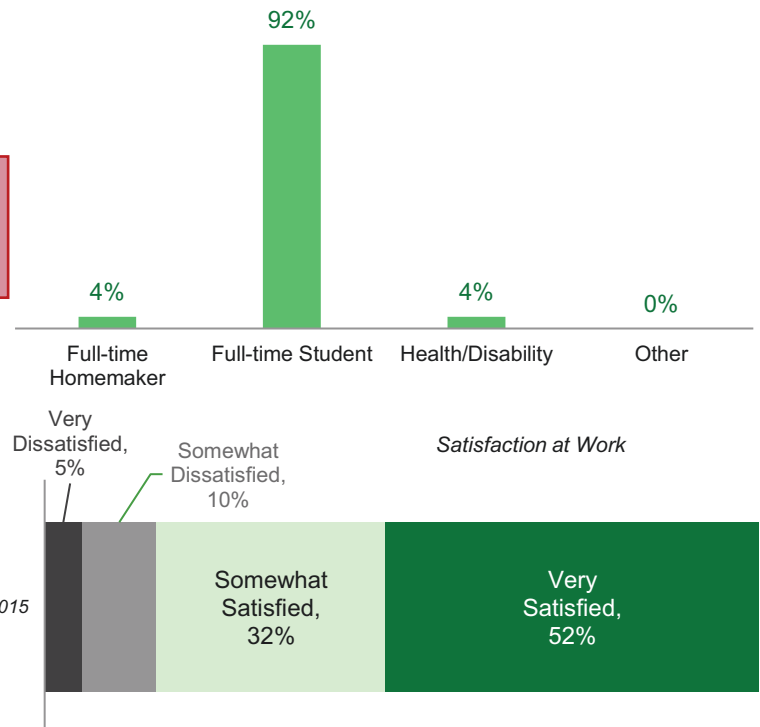
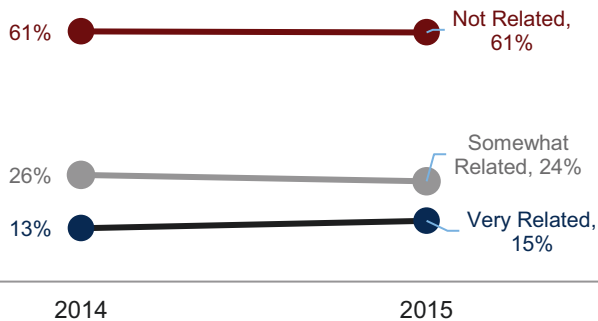


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Introduction

The Harper College Follow Up Survey was administered, with the assistance of Comiskey Research who administered phone surveys, to Harper College alumni who graduated in fiscal year 2015. The following report sections provide the survey results for students 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.

In 2014, the *Harper College Career and Transfer Graduate Surveys* combined into one (Harper College Graduate Survey). As of fiscal year 2017, the Graduate Survey was renamed to the *Harper College Follow Up Survey*. As such, the survey is referred to as Follow Up Survey in the following report sections.

Results and Discussion

DEMOGRAPHICS

Tables 1 and 2, show two sets of demographic breakouts of all graduates of Harper College from 2009 to 2015. 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. In comparison with the overall transfer graduate population (N = 1058), the sample of respondents (N = 201) is representative in terms of race/ethnicity and gender.

Table 1: Demographics of All Transfer Graduates at Harper College

	Asian/ Pacific Islander*	American Indian/ Alaskan Native	Black /African American	Hispanic	White	Multi- Racial**	Other/ Unknown	Male	Female
2009	9%	1%	3%	9%	69%	--	9%	36%	64%
2010	10%	<1%	4%	11%	66%	--	9%	35%	65%
2011	9%	<1%	4%	11%	69%	--	8%	39%	61%
2012	10%	<1%	4%	13%	66%	--	8%	39%	61%
2013	8%	<1%	3%	13%	70%	2%	3%	47%	53%
2014	9%	<1%	2%	15%	69%	2%	3%	46%	54%
2015	5%	<1%	3%	16%	71%	3%	3%	45%	55%

***"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	1	<1%
Asian	12	6%
Black or African American	7	3%
Hispanic or Latino	27	13%
International	3	1%
Multi-Racial	4	2%
Native Hawaiian / Pacific Islander	1	<1%
White	140	70%
Unknown/Did not Provide	6	3%
Female	112	56%
Male	88	44%
Unknown/Did not Provide	1	<1%
Grand Total	201	100%

RESPONSE RATE

Of the total 1,058 Harper transfer graduates invited to participate in the 2015 Follow Up Survey, 201 (19%) provided responses. The response rate for the 2015 credential earners is fairly low compared to prior survey years. Efforts to increase response rate have been made for the 2016 credential earners, who are surveyed spring 2017 to early summer 2017 semester.

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
2015	19%	201	1058

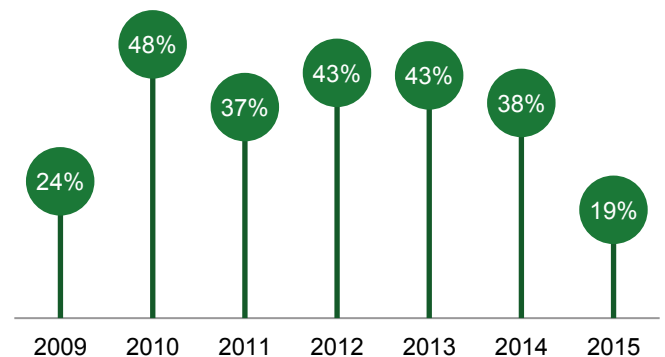


Figure 1. Response Rates

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?" The majority of respondents (74%) indicated that their main objective was to **take coursework to transfer to another college or university**. The responses from 2010 show a small 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 other FY Follow Up responses. Few respondents indicated other reasons beside coursework for transfer.

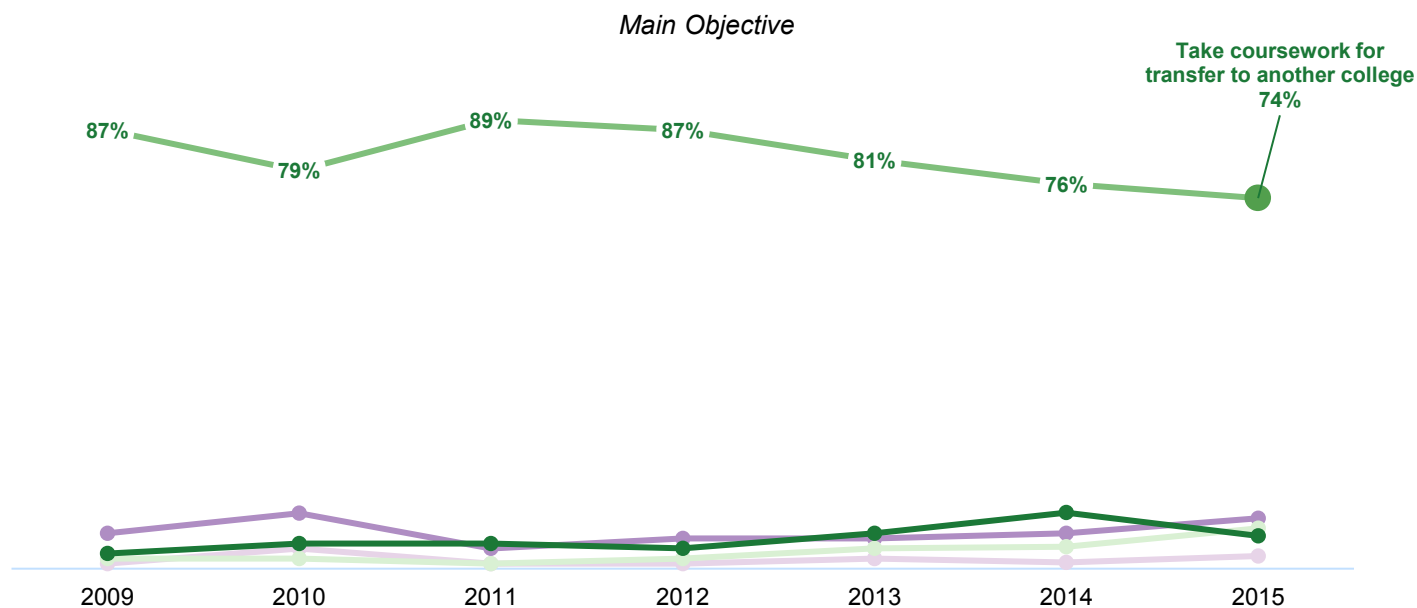


Figure 2. Main Objective at Harper College

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%
2015	201	10%	3%	8%	74%	7%

ACHIEVEMENT OF OBJECTIVE

Table 5 shows the extent to which respondents were successful in achieving their objective by attending Harper College. The majority of 2015 respondents (86%) selected either **Very Successful** or **Successful**, while 13 percent selected **Somewhat Unsuccessful** or **Not at All Successful**. This highly positive response has been consistent over time.

Achiving Educational Objective Success

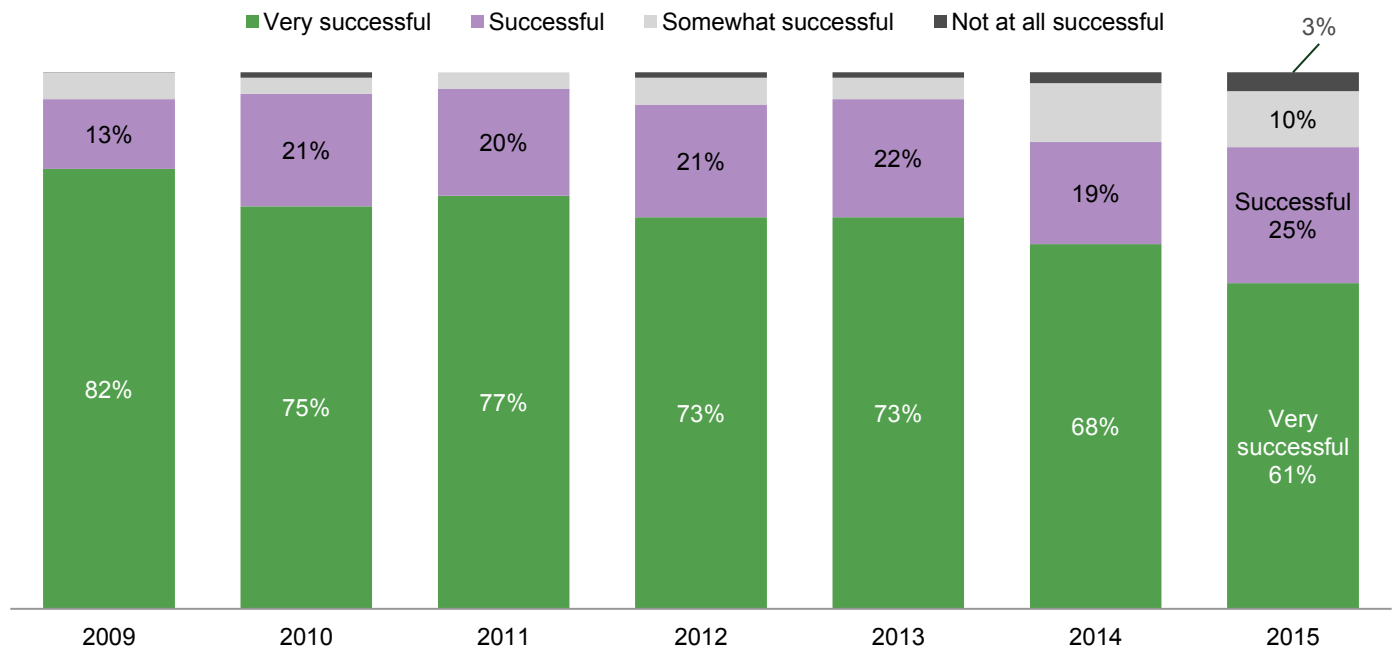


Figure 3. Educational Objective Success

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%
15	201	61%	25%	10%	3%

SATISFACTION WITH INSTRUCTION

Figure 4 and Table 6 display the responses related to questions about instruction at Harper College on a four-point scale (1 = poor, 4 = excellent). The majority of transfer graduates felt instruction at Harper College is **Excellent** or **Good** (Table 6). In 2015, the highest rated aspect of instruction was **class size** (M = 3.55) while the lowest rated aspect was **faculty concern for students** (M = 3.37); consistency with the prior fiscal year graduates (2014). It is important to note that even the lowest rated aspects fell between the rates of **Good** (3 on the scale) and **Excellent** (4 on the scale).

Mean Ratings of Instructional Aspects

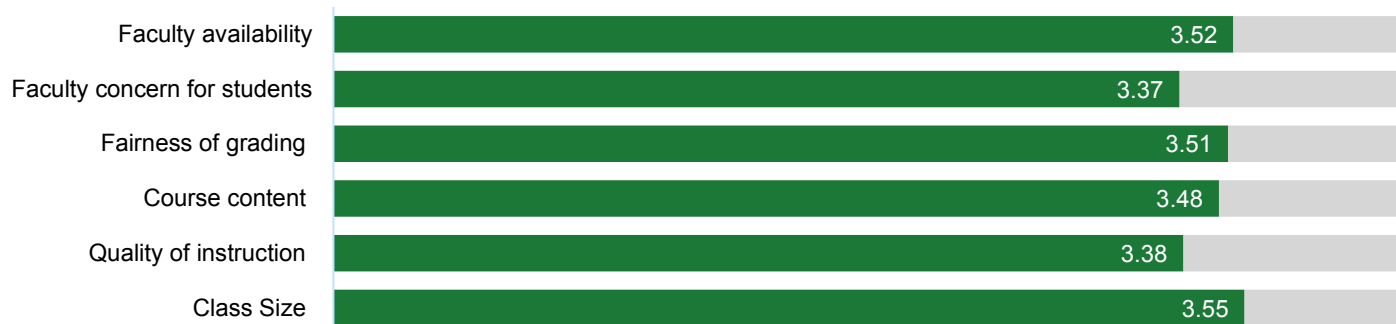


Figure 4. 2015 Mean Ratings of Instruction

Table 6. Rate Aspects of Instruction at Harper College.					
	N	Excellent	Good	Average	Poor
Class Size					
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%
2015	178	57%	37%	3%	0%
Quality of instruction					
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%
2015	178	49%	39%	10%	1%
Course content					
2009	310	49%	45%	6%	0%
2010	440	51%	44%	5%	0%
2011	549	60%	36%	4%	1%
2012	552	52%	42%	5%	1%

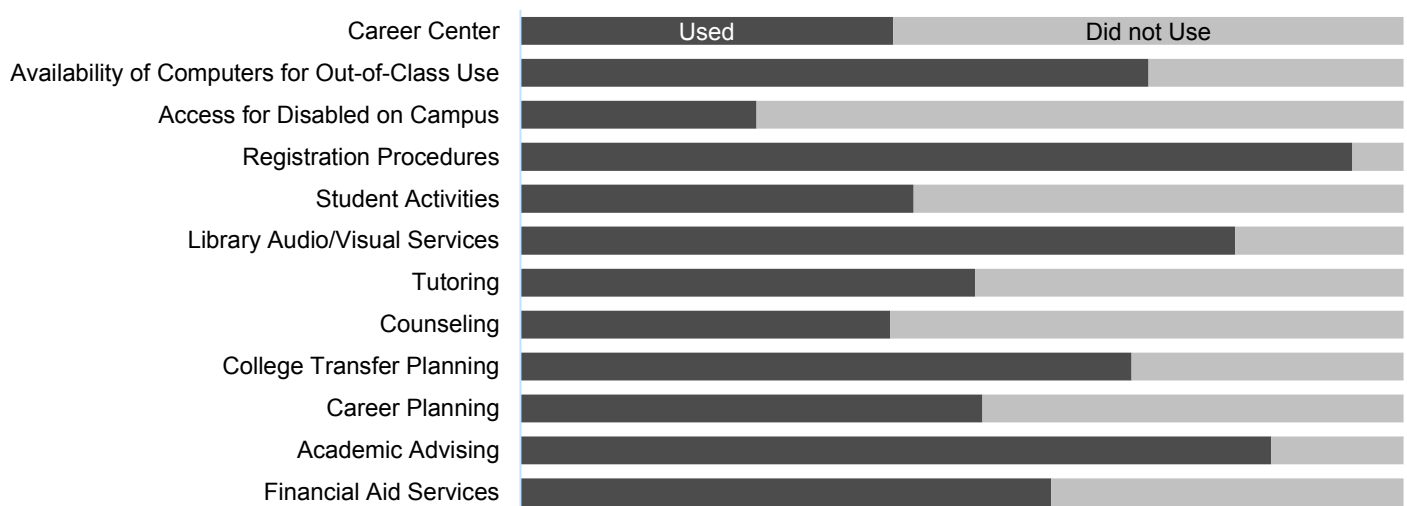
Table 6. Rate Aspects of Instruction at Harper College.

	N	Excellent	Good	Average	Poor
2013	644	60%	33%	6%	1%
2014	458	59%	33%	8%	1%
2015	179	55%	36%	7%	1%
Fairness of grading					
2009	310	55%	41%	5%	0%
2010	441	61%	35%	4%	1%
2011	550	69%	26%	5%	0%
2012	553	59%	34%	7%	0%
2013	644	62%	32%	5%	1%
2014	458	59%	33%	6%	2%
2015	179	59%	32%	7%	1%
Faculty concern for students					
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%
2015	178	55%	28%	13%	3%
Faculty availability					
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%
2015	178	60%	30%	7%	1%

SATISFACTION WITH STUDENT SERVICES

Figure 5 and 6, and Table 8 display how respondents used and rated their satisfaction with each student service offered by Harper College (4-point scale). Figure 5 shows the proportion of students who utilized the offices and services during their time at Harper College. Figure 6 shows the mean (average) rating out for each office and service on a scale from 1 = Very Dissatisfied to 4 = Very Satisfied. The first noticeable trend is that 2010 respondents expressed less satisfaction with each service compared to respondents from all other years. **Career Planning** and **Counseling** were two services that the 2015 graduates were **least satisfied** with. Consistent with prior year's ratings, results suggest students would appreciate from more explicit information regarding career planning. Library/audio visual services received the most "Very Satisfied" ratings (66%) followed by Availability of Computers for out-of-class Use (65% Very Satisfied).

Utilization of Offices and Services at Harper



Mean Ratings of Offices and Services at Harper

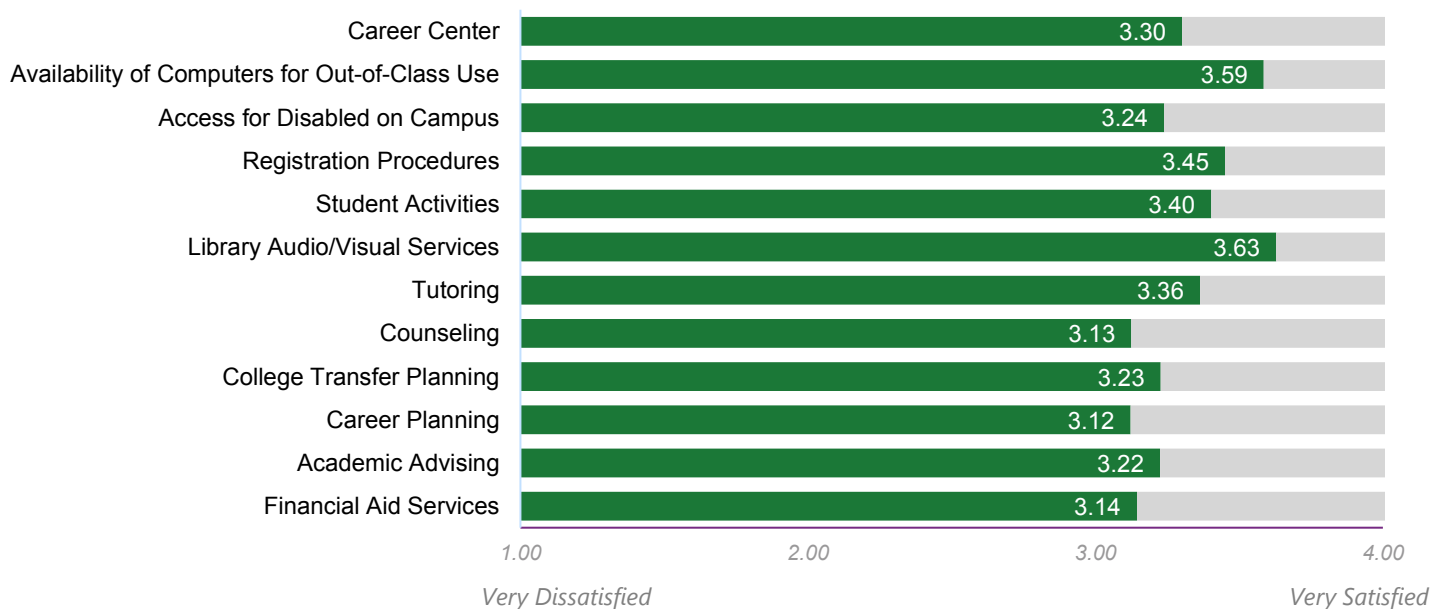


Table 8: Rate your satisfaction with each office or service listed below.

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Financial Aid services					
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%
2015	104	44%	36%	11%	10%
Academic advising					
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%
2015	147	44%	40%	12%	5%
Career planning					
2009	159	46%	31%	18%	5%
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%
2015	90	43%	32%	18%	7%
College transfer planning					
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%
2015	119	50%	31%	9%	9%
Tutoring					
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%
2015	88	50%	39%	9%	2%
Library/audio visual services					
2009	237	74%	23%	3%	0%

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

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
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%
2015	140	66%	31%	2%	1%
Student activities					
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%
2015	77	52%	38%	9%	1%
Registration procedures					
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%
2015	162	56%	36%	7%	2%
Access for disabled on campus					
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%
2015	46	46%	41%	4%	9%
Availability of computers for out-of-class use					
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%
2015	123	65%	31%	2%	2%
Career Center					
2009	129	59%	29%	10%	2%

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

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
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%
2015	73	47%	40%	11%	3%
Counseling					
2014	174	53%	33%	9%	5%
2015	72	39%	42%	13%	7%

SATISFACTION WITHIN AND OUTSIDE PROGRAM OF STUDY

Respondents were asked to rate their satisfaction within and outside their program of study on a four-point scale. Similar to prior credential earners, the 2015 transfer respondents were **most satisfied** with the **equipment, facilities, and materials** within their program of study (M = 3.55) and outside their program of study (M = 3.51). Graduates were **least satisfied** with information on **current employment opportunities and trends** (M = 2.81) within their program of study and **job preparation** outside their program of study (M = 2.98).

Satisfaction within Program of Study

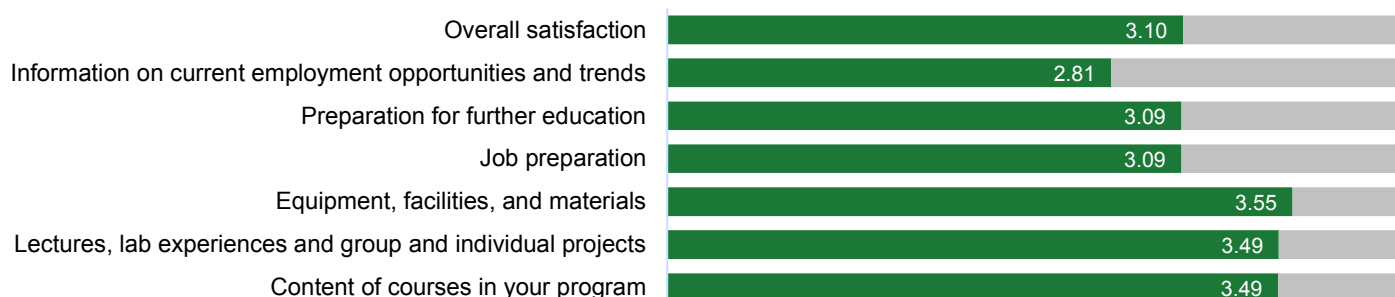


Figure 5. 2015 Grads Satisfaction within Program of Study

Satisfaction outside Program of Study

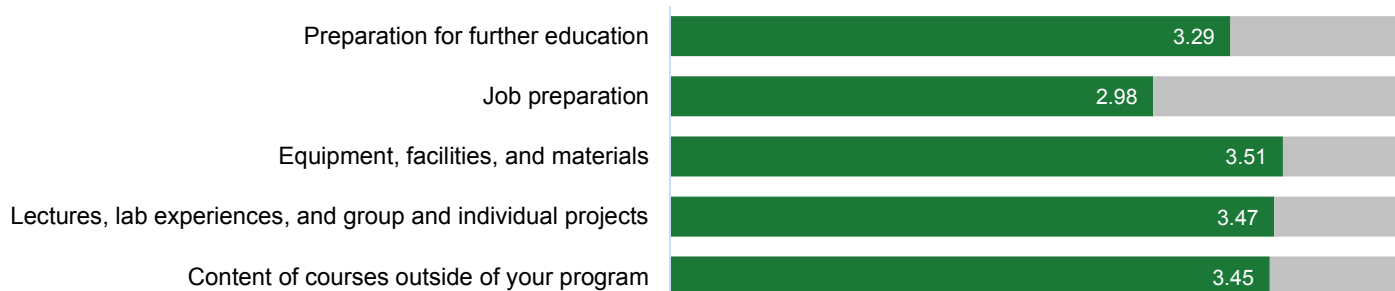


Figure 6. 2015 Grads Satisfaction outside of Program of Study

Table 9. Mean Ratings of Satisfaction within and outside of Program of Study

Level of Satisfaction Within Program of Study		2014		2015	
		Mean	N	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	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		

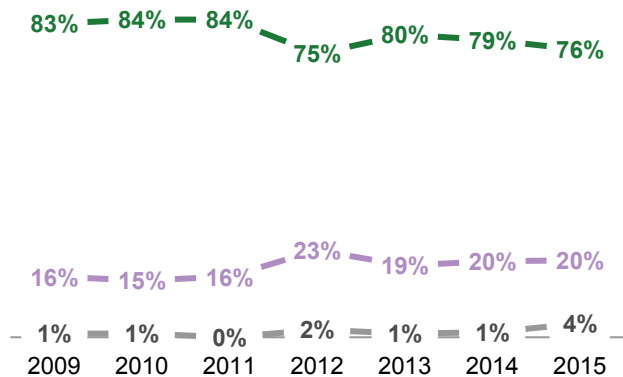
Table 10. 2015 Respondents' Satisfaction within and outside of Program of Study Distribution

Level of Satisfaction Within Program of Study	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Content of courses in your program	3%	3%	34%	59%
Lectures, lab experiences and group and individual projects	3%	3%	35%	59%
Equipment, facilities, and materials	4%	3%	27%	66%
Job preparation	3%	17%	47%	33%
Preparation for further education	4%	4%	43%	49%
Information on current employment opportunities and trends	10%	25%	40%	25%
Overall satisfaction	5%	12%	51%	32%
Level of Satisfaction Outside Program of Study	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Content of courses outside of your program	1%	5%	42%	52%
Lectures, lab experiences, and group and individual projects	2%	3%	42%	53%
Equipment, facilities, and materials	2%	2%	38%	57%
Job preparation	6%	19%	46%	29%
Preparation for further education	4%	6%	47%	43%

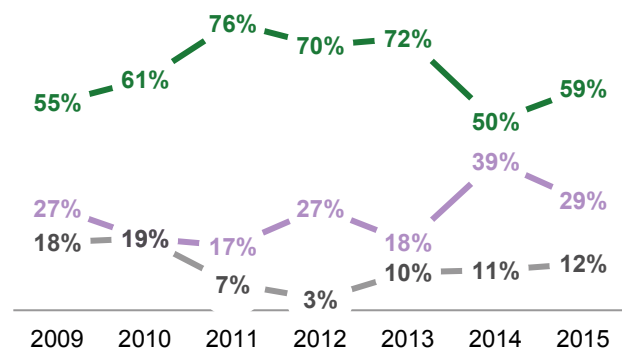
LOCATION

The Main Campus in Palatine was utilized the most and was rated as the most convenient (**76% very convenient**) by survey respondents. WEB and Internet based education was rated as second most convenient, a slight increase from previous years. The Harper Professional Center saw a decrease in **very convenient** ratings and an increase in **convenient** ratings from 2013 to 2014. Overall, the **Main Campus** and **Online/WEB** courses were the most convenient locations for students. Table 11 displays the results across all of Harper's locations.

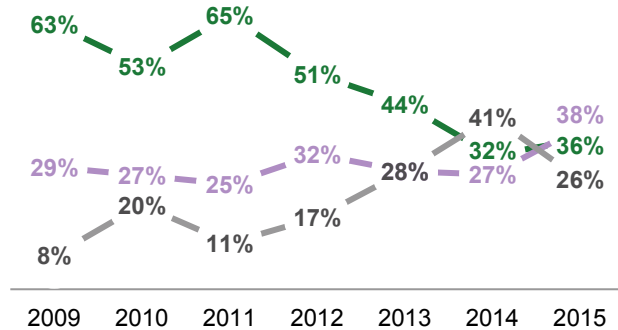
Harper College Main Campus -
Palatine



Harper Professional Center -
Schaumburg



Northeast Center - Wheeling



WEB or Internet

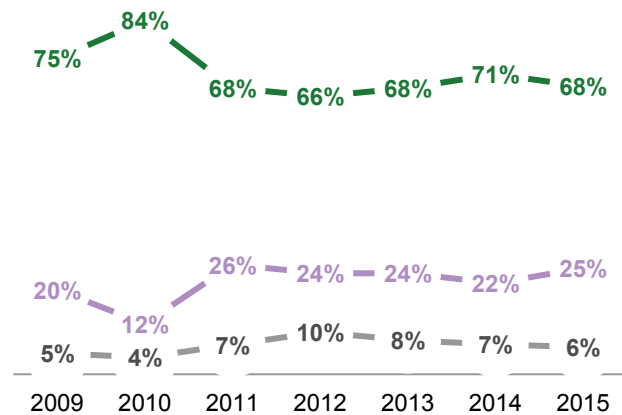


Figure 7. Location Ratings

- Very convenient
- Convenient
- Not convenient

Table 11: Rate the convenience of the courses taken in terms of their location.

	N	Very convenient	Convenient	Not convenient
Harper main campus – Palatine				
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%
2015	684	76%	20%	4%
Northeast Center – Wheeling				
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%
2015	138	36%	38%	26%
WEB or Internet based – from home or office				
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%
2015	357	68%	25%	6%
Harper Professional Center – Schaumburg				
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%
2015	162	59%	29%	12%

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. Table 12 presents the results from 2009 through 2015 and the scale change.

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 credential (in a **related** or **unrelated** field to their program of study at Harper College). In 2015, the majority of respondents (**70%**) indicated they were enrolled since earning their credential. In 2015, more respondents indicated they were in related programs of study (**53%**) compared to 2014 respondents (**31%**).

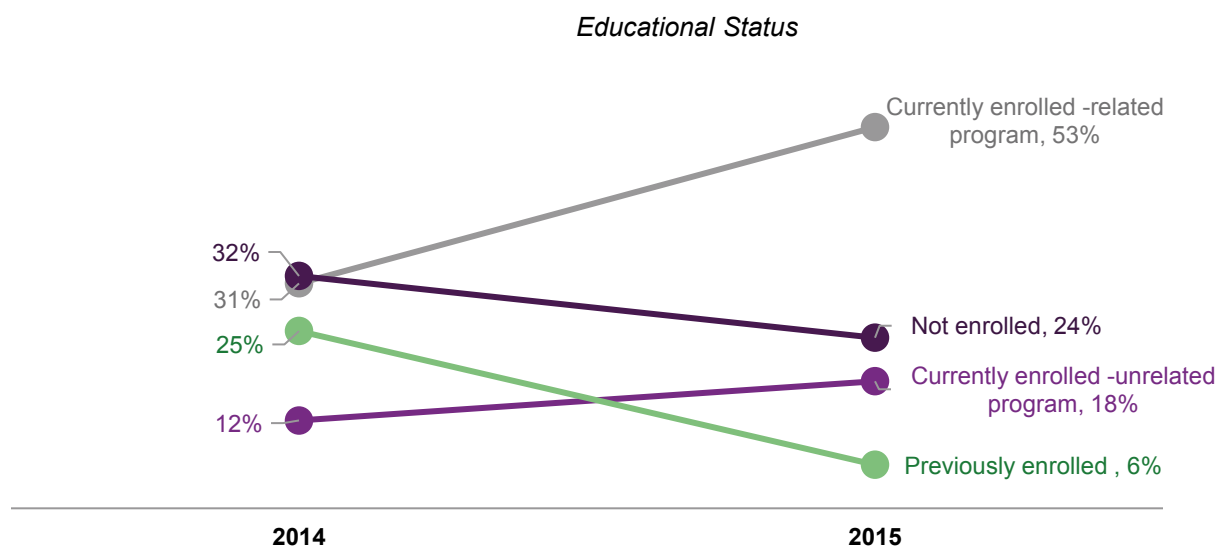


Figure 8. Educational Status

Table 12: 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%
		Currently enrolled in a field of study unrelated to Harper program	Currently enrolled in a field of study related to Harper program	Previously enrolled in another College/University since leaving Harper	Not enrolled in another College/University since leaving Harper
2014	485	12%	31%	25%	32%
2015	199	18%	53%	6%	24%

Transfer Status

Respondents were asked questions regarding continuing their education after earning a credential from Harper College. Of the 2015 survey respondents, the majority (81%) indicated Harper College **prepared** them for **continuing their education** (41% Excellent, 40% Good). The majority (74%) responded they have not taken any courses, credit or non-credit, at Harper College since earning their credential. The majority of respondents also plan to earn a graduate level degree (42% Masters, 18% Doctorate).

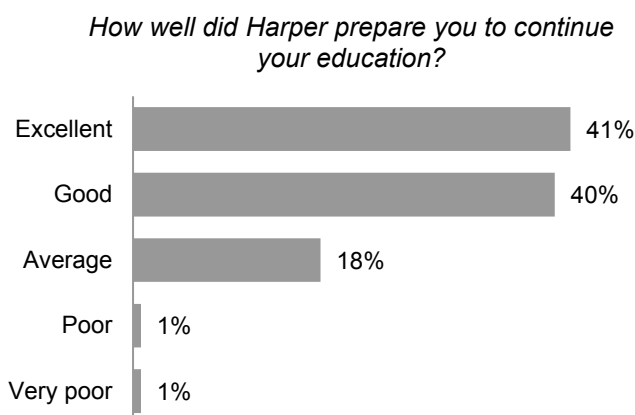


Figure 9. Preparedness of the 2015 Respondents to Continue their Education

Table 13. Preparedness for Continuing Education	2015 (n = 136)	
	N	%
Excellent	56	41%
Good	54	40%
Average	24	18%
Poor	1	1%
Very poor	1	1%

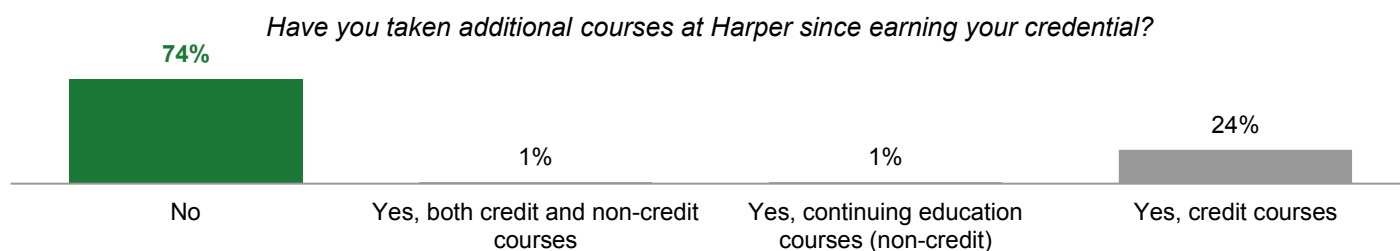


Table 14. Additional Courses at Harper College Since Earning Credential	2015 (n = 199)	
	N	%
No	147	74%
Yes, both credit and non-credit courses	2	1%
Yes, continuing education courses (non-credit)	2	1%
Yes, credit courses	48	24%

Table 15. Highest Degree Plan to Earn	2015 (n = 165)	
	N	%
Bachelor's Degree	57	35%
Doctorate Degree	29	18%
Master's Degree	69	42%
Professional Degree	10	6%

Graduates were asked if they transferred credits earned at Harper College to another institution. The majority (66%) responded **Yes**, they transferred Harper College credits to another institution. Of the **39 respondents** (29%) who indicated their **credits did not transfer**, the majority (56% of the 39 respondents) provided another reason not listed on the survey for why their credits did not transfer. These comments were not edited for spelling, grammar, or clarity.

Table 16. Transfer of Harper Credits to another College/Institution		2015 (n = 136)	
		N	%
Have not transferred, still attending Harper		7	5%
No		39	29%
Entirely new field of study at transfer institution		1	
Grades were not high enough to earn transfer credits		1	
Other reason:		22	
<ul style="list-style-type: none"> • <i>changed majors</i> • <i>cna program those didnt go</i> • <i>Credits were too old, program changed</i> • <i>did not have some of the classes at triotn that harper at</i> • <i>did not have some of the courses that harper had</i> • <i>Different level or course expectations at Michigan</i> • <i>I had 80+ credits at harper and Loyola only accepted 60-64, not exactly sure.</i> • <i>Loyola is very conservative in accepting course work from other colleges. This is true of all other colleges not just Harper.</i> • <i>NCC took everything except for my sign language course</i> • <i>No matching courses</i> • <i>not accepted because they don't consider gen eds as electives there</i> • <i>religious courses werent needed at this college was gonna go to depaul</i> • <i>Some class did not fit description enough of NIU related classes</i> • <i>Some classes were not even close to anything offered at my new university. Additionally had very different gen eds than Harper.</i> • <i>Some credits did not satisfy the requirements</i> • <i>Some grades were not high enough and some credits would transfer as elective only</i> • <i>state laws or something</i> • <i>they did not offer those courses at NIU</i> • <i>They just weren't accepted</i> • <i>to many credits to transfer</i> • <i>took too many</i> • <i>wrong information from harper that they would be transferrable</i> 			
Some credits would transfer as elective only		15	
Yes		90	66%

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 two surveys combining into one Follow Up survey, transfer graduates were asked a series of questions related to employment and their current job. While interpreting the results of transfer graduate employment, it is important to note that some graduates may be employed in unrelated fields while they are continuing their education as part-time or full-time students. Seventy percent (70%) of the transfer graduates from 2015 indicated they are currently enrolled as students.

Employment Status

Figure 9 and Table 17 show the employment status of survey respondents from 2009 through 2015. While the majority indicated they were employed, in 2013 and 2014, more respondents were part-time compared to full-time. This trend reversed in 2015, consistent with 2009 through 2012. Seventeen (17%) of 2015 respondents are unemployed and not seeking, the highest it has been in four years. For that 17%, **unemployed and not seeking employment**, 92% **were full-time students** (Table 18).

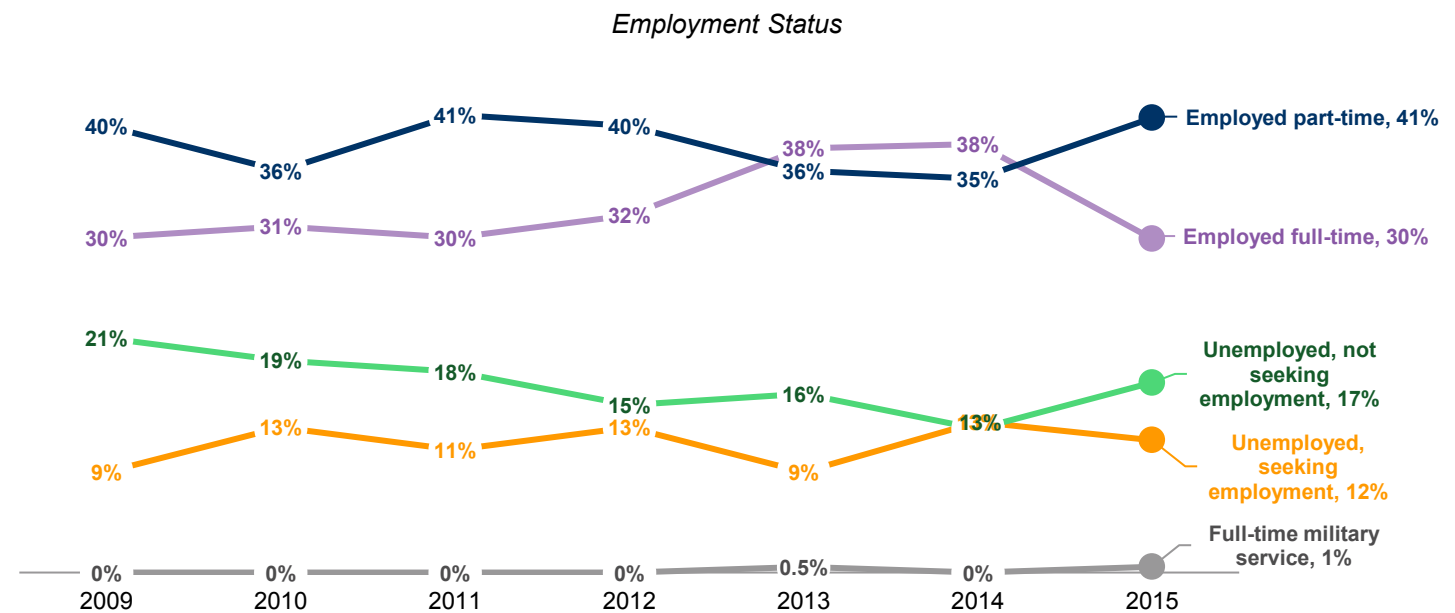


Figure 10. Employment Status

Table 17: 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%
2015		30%	41%	1%	12%	17%

Table 18: 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%
2015		92%	4%	4%	0%	0%

Job Relation to Program of Study

Sixty-one (61%) percent of both the 2014 and the 2015 respondents indicated they are employed in a field **unrelated to their program of study** from Harper. Of those who are working in an unrelated job field, 38% of the 2015 transfer respondents replied they took a **temporary job while in transition**. See Table 19 for all the reasons respondents said they were in unrelated jobs.

Present Job Relation to Harper Program of Study

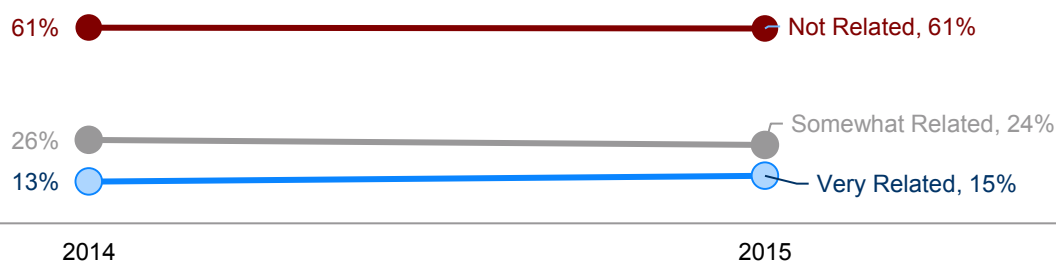
**Figure 11. Job Relation to Program of Study**

Table 19. One best reason present job is unrelated	2014	2015
Other reason	19%	17%
Worked previously in my field, but changed jobs	1%	1%
Temporary job while in transition	44%	38%
Could not find a job in my field	7%	6%
Took a job in order to get preferred working hours	5%	11%
Found better paying job in another field	7%	11%
Did not complete program or pass licensing test to be eligible to work in my field	1%	9%
Preferred to work in another field	15%	6%

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 graduates 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 2014 transfer graduates responded they earn less than \$35,000 a year (71%). In comparison, the majority of 2015 respondents work week hours were more spread out, but also, on average, earn less than \$35,000 a year.

Hours worked in a Typical Week

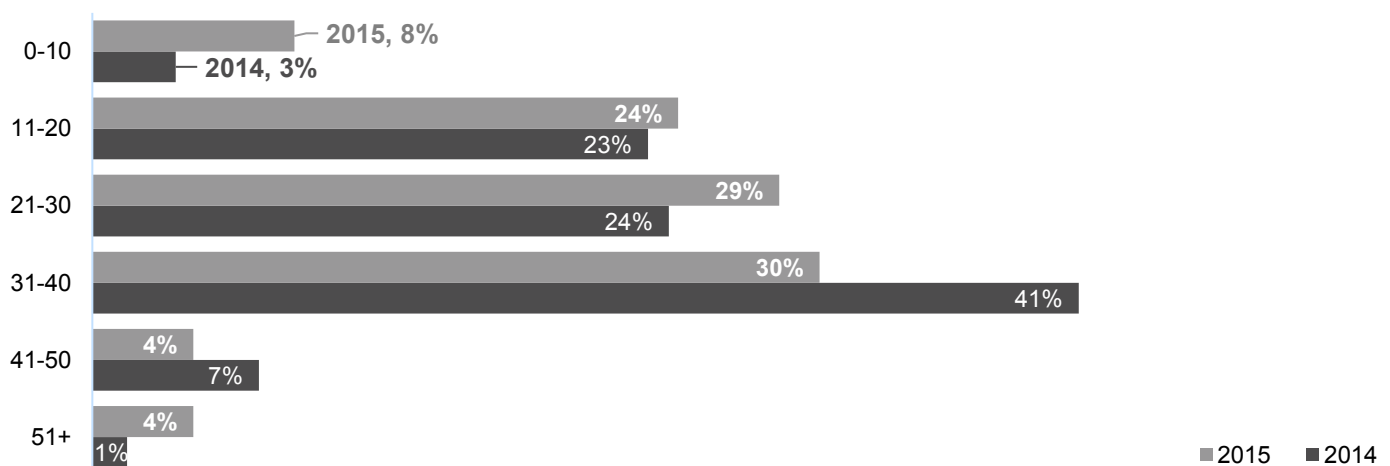


Figure 12. Typical Hours/Week

Table 20. Hours Worked in a Week and Wages	2014 (n = 346)	2015 (n = 119)
0-10 hours	3%	8%
11-20	23%	24%
21-30	24%	29%
31-40	41%	30%
41-50	7%	4%
51 + hours	1%	4%
Average Salary	(n = 246)	(n = 95)
Less than \$15,000	22%	5%
\$15,000 - \$24,999	32%	49%
\$25,000 - \$34,999	17%	19%
\$35,000 - \$44,100	0%	14%
\$35,000 - \$44,999	15%	1%
\$45,000 - \$54,999	4%	4%
\$55,000 - \$64,999	2%	3%
\$65,000 - \$74,999	4%	1%
\$75,000 - \$84,100	0%	1%
\$75,000 - \$84,999	1%	1%
\$85,000 - \$94,999	2%	1%
More than 95000	2%	5%

Job Satisfaction

Respondents were asked how satisfied they are with their present jobs on a four-point scale. The majority of 2014 respondents indicated being **somewhat** or **very satisfied** (78%). However, just over one-fifth are dissatisfied to some degree (**somewhat** or **very dissatisfied**). In 2015, more respondents replied being **very satisfied** (52%) at work compared to 2014 respondents (35%). Fifteen (**15%**) percent of 2015 respondents were **dissatisfied** to some level at work.

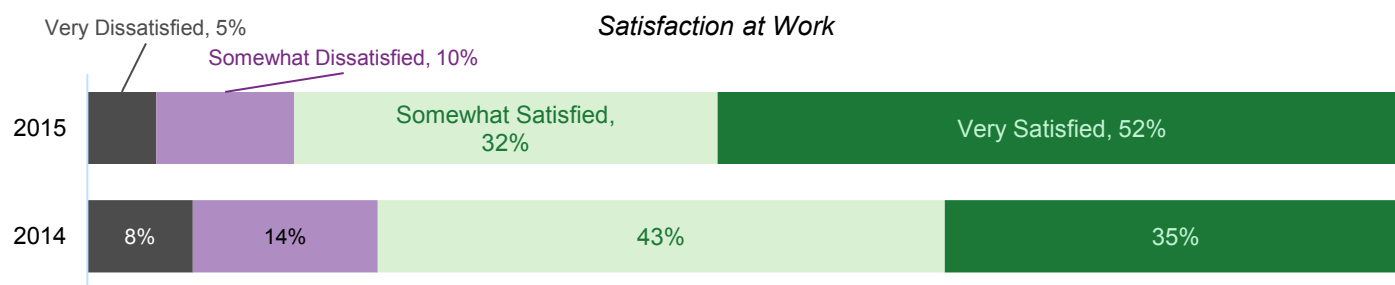


Figure 13. Job Satisfaction

Table 21. In general, how satisfied are you with your present job?	2014	2015
Very Dissatisfied	8%	5%
Somewhat Dissatisfied	14%	10%
Somewhat Satisfied	43%	32%
Very Satisfied	35%	52%

When Graduates Began Working

Of the 2015 transfer respondents, 43% percent started working at their present job after earning their credential and **leaving Harper College**. Almost one-fourth entered Harper already working (**22% before entering Harper**).

Location of Employment

Slightly more 2015 respondents indicated they work outside of Illinois (10%) compared to the 2014 respondents (6%). Overall, the majority of respondents **work in state** and almost half work **within Harper's district**.

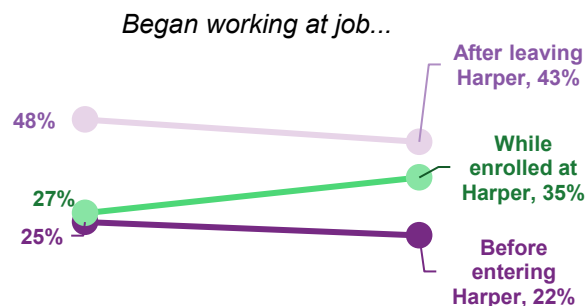


Figure 14. When Graduates Began at Present Jobs

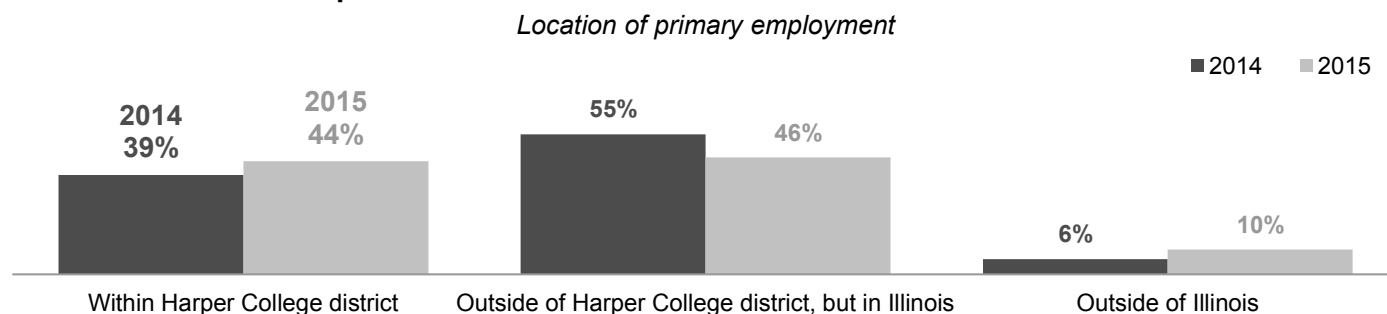


Figure 15. Location of Primary Employment

APPRECIATION FOR CULTURAL DIVERSITY

Respondents were asked if their experiences at Harper College 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* since 2013. Overall, **81%** of the 2015 respondents replied they feel Harper College **bettered their appreciation for diversity**.

Diversity and Differing Cultures/Values Appreciation

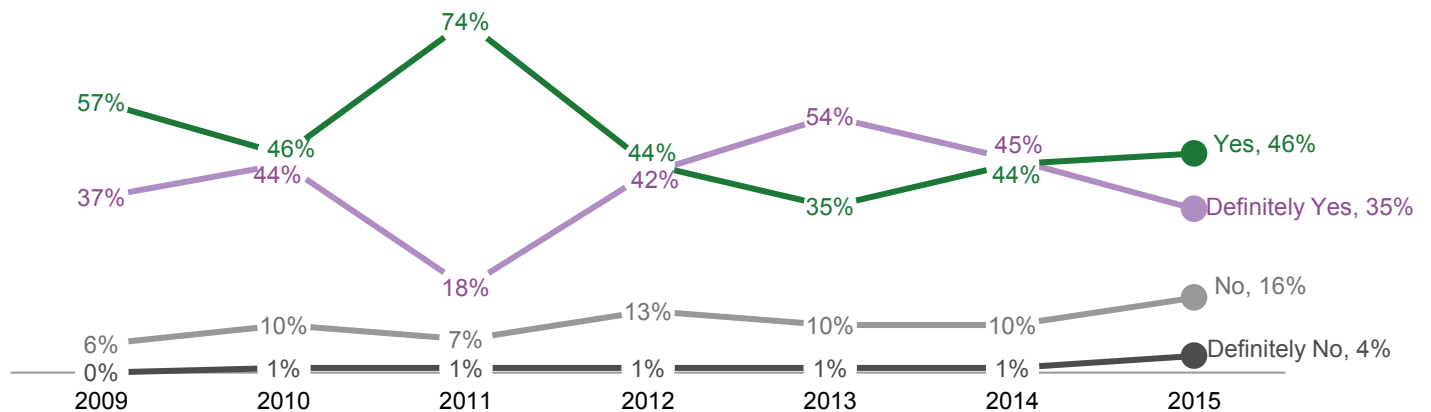


Figure 16. Appreciation for Diversity

Table 22: Better Appreciation for Diversity and Different Cultures and Values Due to Harper

	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%
2015	171	35%	46%	16%	4%

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 College to others from 2013 to 2014. Figure 17 and Table 23 show that the proportion of respondents selecting **No** or **Definitely No** with respect to recommending Harper has remained quite small since 2009. Overall, respondents **would recommend** Harper College (86% **yes** or **definitely yes**).

When asked if they would return in the future for education or personal enrichment, the majority of the 2015 transfer graduates responded **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.

Would Return to Harper for Personal or Educational Enrichment

Recommending Harper to Others

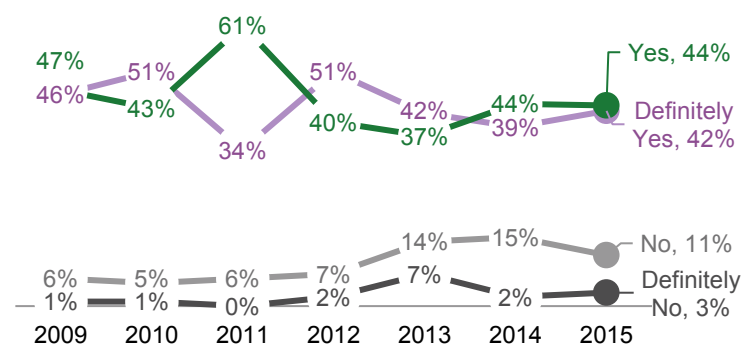


Figure 17. Returning to Harper in the Future

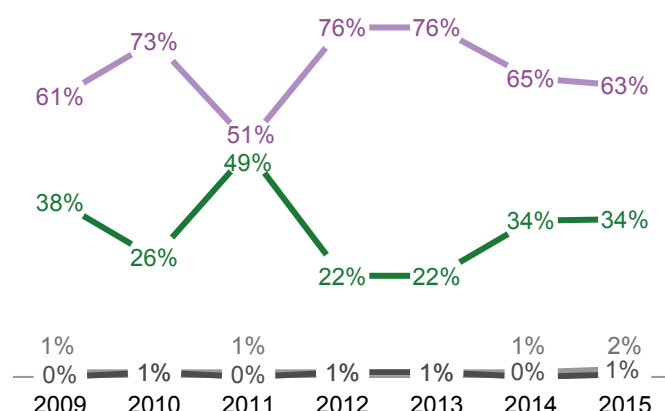


Figure 18. Recommending Harper College

Table 23: 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%
2015	172	63%	34%	2%	1%

Table 24: 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%
2015	172	42%	44%	11%	3%

Conclusion

Results from the 2015 Harper College Follow Up Survey represent the opinions of 201 graduates (19%) of the 1,058 Harper graduates who earned an associate degree in fiscal year 2015 (excluding associate of applied science degree earners). Comparisons were made from graduates from fiscal years 2009 through 2015 in order to indicate trends. Starting 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. Starting with the fiscal year 2016 credential earners, the Graduate Survey was renamed to the Follow Up Survey and is mentioned as in the present report.

The 2015 respondents' main objective in attending Harper College was to **take coursework in order to transfer to another college or university** (74%), which is consistent with prior years. The **majority** of respondents (61%) stated that they were **Very Successful** in achieving their objective, which is the low compared to prior years (0-80% **Very Successful**). Consistent with prior survey years, the 2015 respondents said they would recommend Harper College to their friends and family, and would return for additional educational and personal enrichment.

Instructional aspects satisfaction ratings over survey years suggest that **class size** is the most liked by Harper College graduates, and **faculty concern for students** was the least liked. Overall, the average ratings (mean scores) for areas of instruction all fell between Good (3.0) and Excellent (4.0). Respondents were then asked to rate their satisfaction with aspects within and outside of their programs of study. Similar to prior years, the 2015 respondents were most satisfied with the **equipment, facilities, and materials** within and outside of their program of study. **Job preparation** was rated the least satisfactory, suggesting students would appreciate more information related to job planning.

Beyond the classroom aspects, the 2015 respondents 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. Trend data from all survey years suggest students are underutilizing career planning services and the career center at Harper College; which may explain the low ratings for job preparation and planning.

While the majority of the 2015 transfer respondents are working (71% full-time or part-time); 61% responded their job is not related to their program of study from Harper College. Of those working in unrelated fields, 38 percent took a job while in transition. Of the 2015 respondents who are working, the majority responded they are very satisfied (52%) or somewhat satisfied (32%) with their present job.

Harper 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. By comparing the experiences graduates have between fiscal years, Harper College can make meaningful decisions that improve its services for students. **Over the years Harper College has experienced high levels of satisfaction from its graduates and should seek to maintain those levels even as conditions influencing those responses change.**

