

TRANSFER FOLLOW UP SURVEY

2016 FOLLOW UP SURVEY RESULTS

GRADUATES EDUCATION AND EMPLOYMENT

A look into the 2016 graduates employment and educational situations.

RATINGS OF HARPER COLLEGE

How our 2016 graduates felt about their experience at Harper College.

Prepared by
The Office of Institutional Research

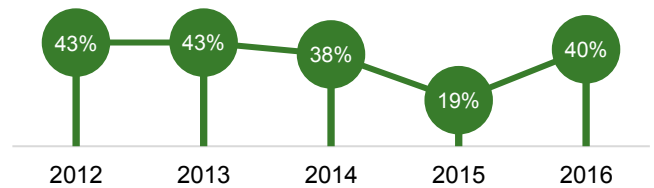
Report Developed in Fall 2017

Executive Summary

Background and Student Intent Success

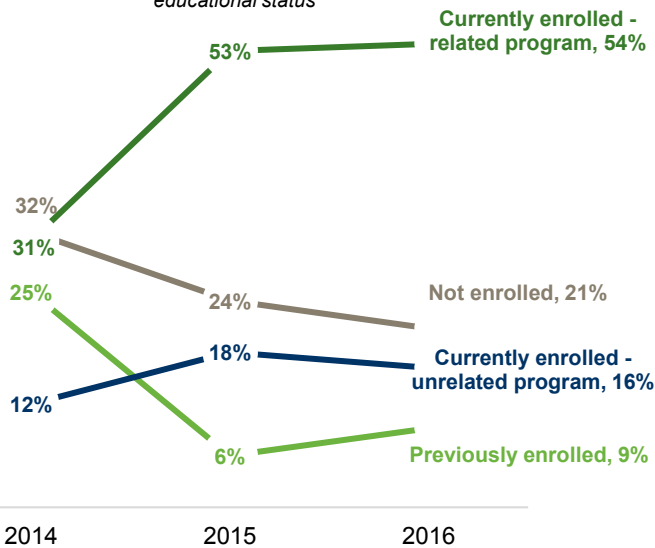
Students who have completed a transfer degree at Harper College in fiscal year 2016 were surveyed to determine the extent to which they were satisfied with their education at Harper College. Of the 458 respondents with transfer degrees, the majority (71%, N = 325) indicated their main objective was to take coursework for transfer to another college. Of the 458 respondents, 69% indicated they were **VERY SUCCESSFUL** in achieving their educational goal at Harper College.

2016 Response Rates have increased compared to the last two years

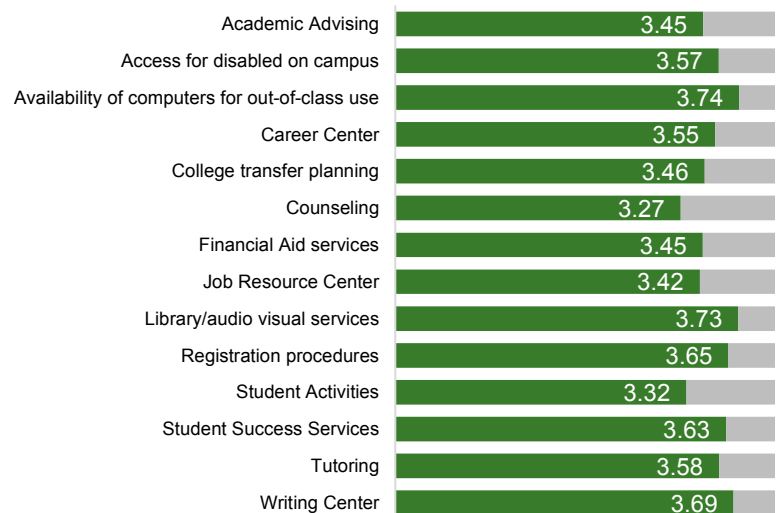


Educational Experience at Harper College

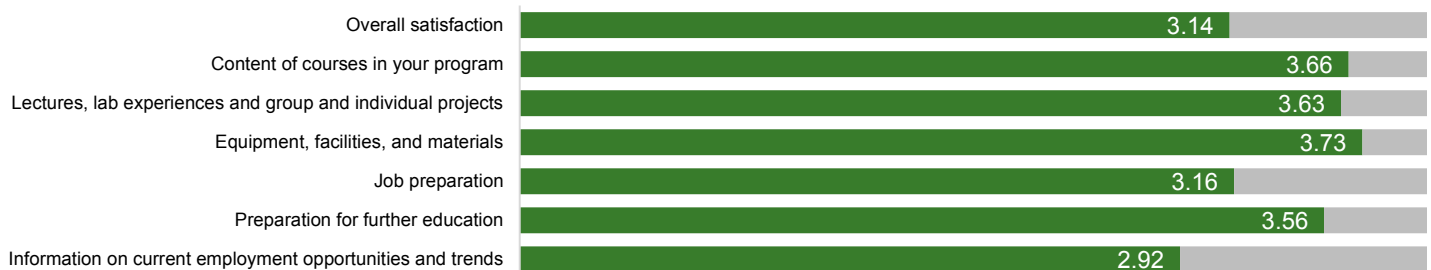
Educational Status - respondents continue to be currently enrolled in a related program at a larger number than any other educational status



Mean Ratings of Offices and Services at Harper are overall positive



Satisfaction within Program of Study - Respondents were least satisfied with information on employment opportunities and trends



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



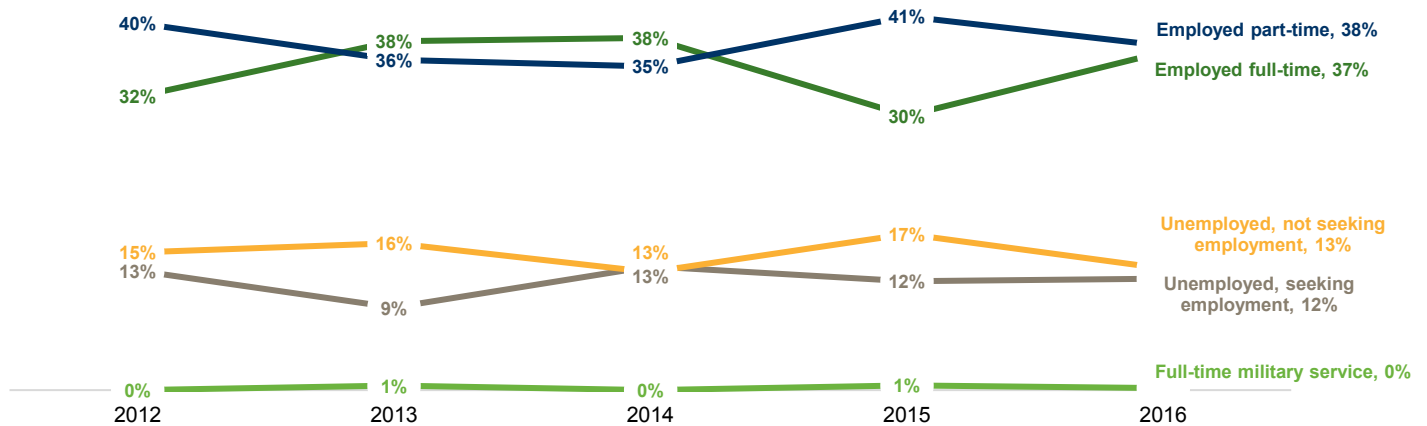
Location Convenience Ratings

Graduates rated how convenient Harper College locations were; the highest rated convenient location was Harper's **Main Campus** in Palatine (99% very convenient or convenient). The second highest rated convenient location was **WEB or online** based instruction (97% very convenient or convenient). Of the four locations, the **Northeast Center in Wheeling** was rated the *least convenient* by the 2016 transfer graduates.

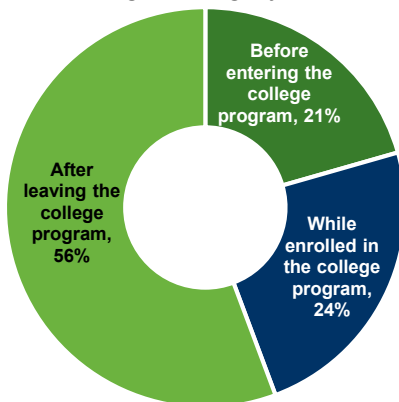
Satisfaction with Harper College Overall - Similar to prior years, the 2016 respondents said they felt Harper College bettered their appreciation for diversity (87% **yes** or **definitely yes**). Respondents would return in the future for educational or personal enrichment (88% **yes** or **definitely yes**). Nearly everyone would recommend Harper College to their friends and family (98% **yes** or **definitely yes**).

Employment

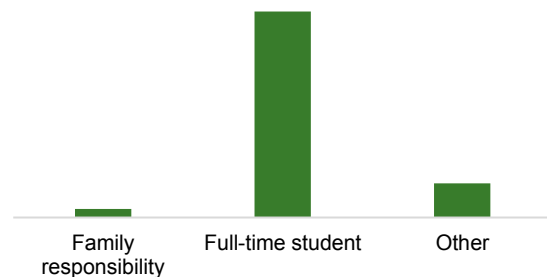
Employment Status - Many respondents are employed full-time or part-time



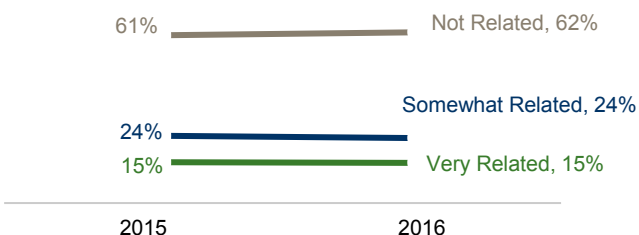
Began working at job...



Unemployed and Not Seeking due to...



Present Job Relation to Harper Program of Study



Satisfaction at Work

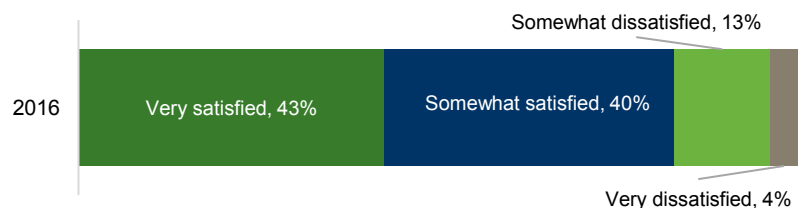


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Introduction

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 2016. 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

Table 1 and Figure 1, show two sets of demographic breakouts of all graduates of Harper College from 2012 to 2016. 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 = 1149), the sample of respondents (N = 458) is representative in terms of race/ethnicity and gender.

Table 1: Demographics of all 2016 Transfer Graduates										
	Asian/ Pacific Islander ¹	American Indian/Alaskan Native	African- American / Black	Hispanic/ Latino	White	Other ² / Unknown	Multi- Racial	Male	Female	Not Reported
2012	<1.00%	10.00%	4.00%	13.00%	66.00%	8.00%	--	61.00%	39.00%	0.00%
2013	0.18%	7.90%	3.25%	12.82%	70.32%	3.86%	1.67%	53.47%	46.53%	0.00%
2014	0.08%	8.72%	2.32%	14.80%	68.64%	3.60%	1.84%	53.84%	46.00%	0.16%
2015	0.09%	5.10%	2.55%	15.60%	70.79%	2.36%	2.55%	55.01%	44.80%	0.19%
2016	0.00%	9.05%	2.09%	17.67%	64.75%	3.31%	3.13%	50.65%	48.74%	0.61%

¹ Includes Native Hawaiian students

² Includes International students

³ "Multi-Racial" became an added category in 2013 for students who indicate more than one race/ethnicity

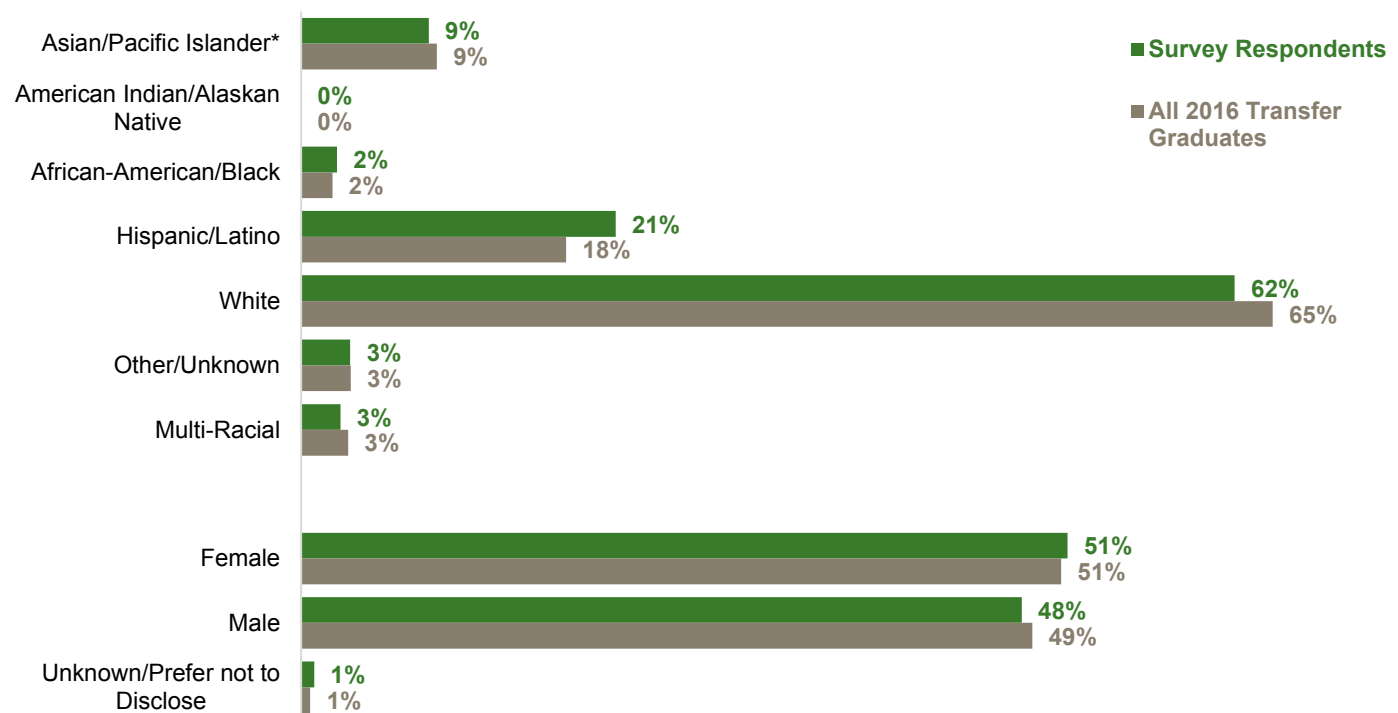


Figure 1. Survey Respondents Compared to All 2016 Transfer Graduates

RESPONSE RATE

Of the total 1,149 Harper transfer graduates invited to participate in the 2016 Follow Up Survey, 458 (40%) provided responses. Since efforts were made in 2016 to increase response rates, the response rate for the 2016 credential earners has bounced back to similar response rates from previous years.

	Response Rate	Responses	Total Transfer Graduates
2012	42.54%	553	1300
2013	42.57%	645	1515
2014	37.76%	486	1287
2015	19.00%	201	1058
2016	39.86%	458	1149

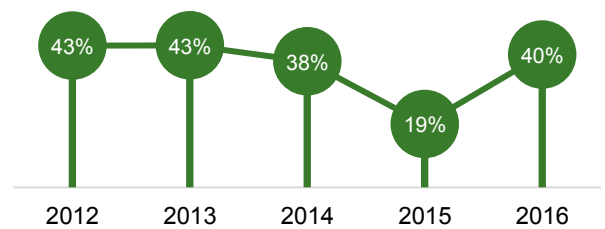


Figure 2. Response Rates

STUDENT OBJECTIVE

Figure 3 and Table 3 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 (71%) indicated that their main objective was to **take coursework to transfer to another college or university**. Few respondents indicated other reasons beside coursework for transfer.

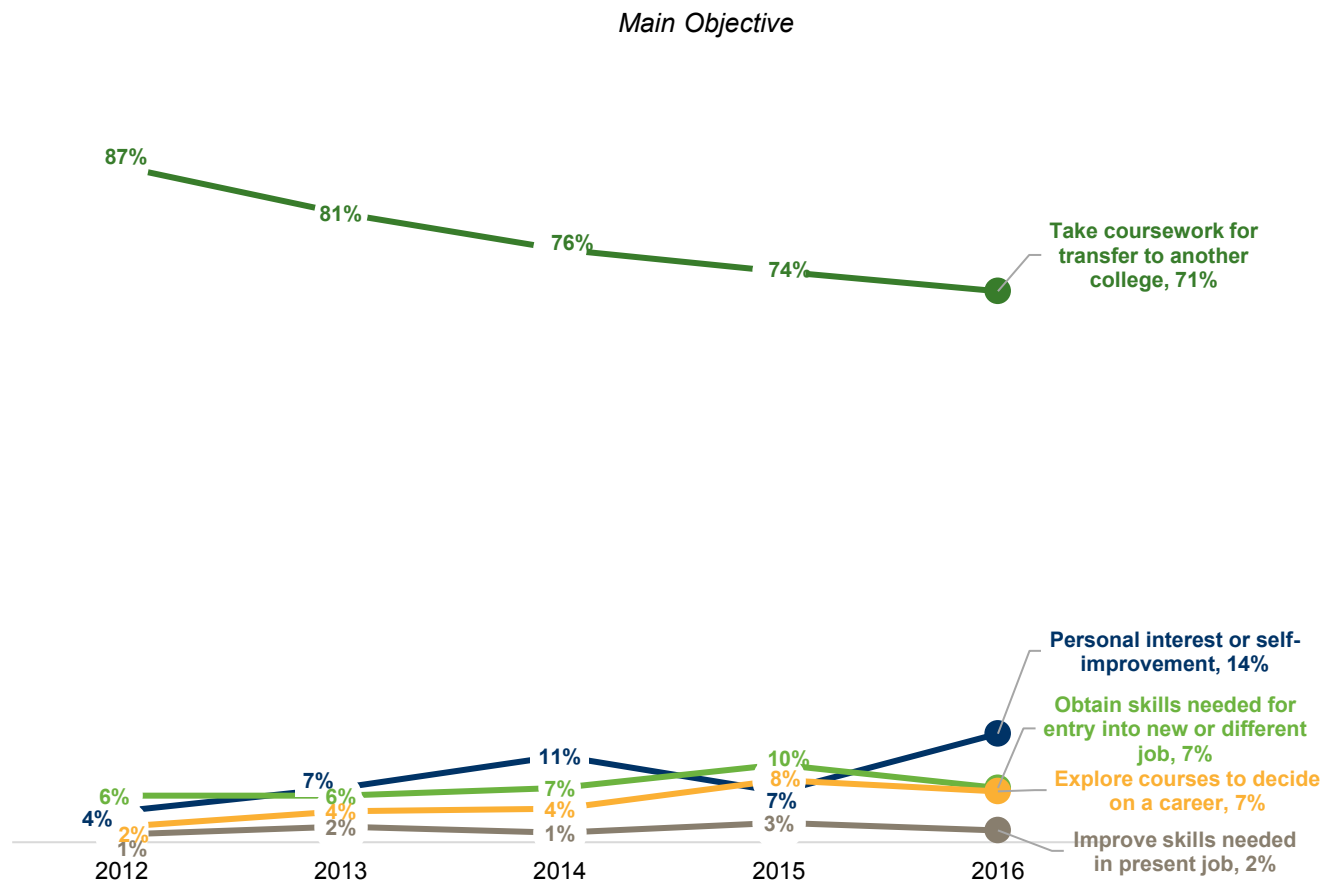


Figure 3. Main Objective at Harper College

Table 3: Main Objective for Attending Harper	2012	2013	2014	2015	2016
Take coursework for transfer to another college	87.00%	81.00%	76.34%	73.50%	70.96%
Personal interest or self-improvement	4.00%	7.00%	11.11%	6.50%	13.97%
Obtain skills needed for entry into new or different job	6.00%	6.00%	7.00%	10.00%	6.99%
Improve skills needed in present job	1.00%	2.00%	1.23%	2.50%	1.53%
Explore courses to decide on a career	2.00%	4.00%	4.32%	8.00%	6.55%

ACHIEVEMENT OF OBJECTIVE

Table 4 shows the extent to which respondents were successful in achieving their objective by attending Harper College. The majority of 2016 respondents (93%) selected either **Very Successful** or **Successful**, while 13 percent selected **Somewhat Successful** or **Not at All Successful**. This highly positive response has been consistent over time.

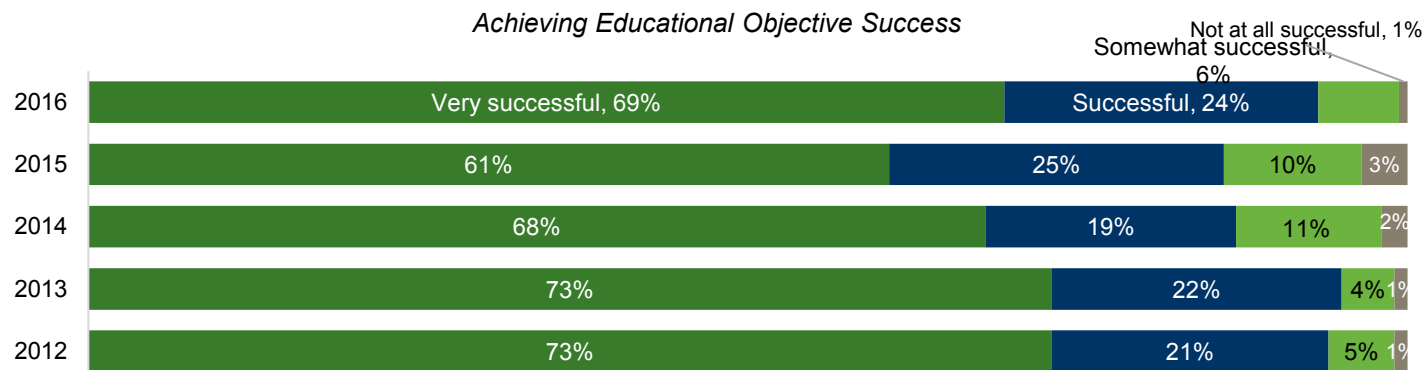


Figure 4. Educational Objective Success

Table 4: Level of Success Meeting Objective	2012	2013	2014	2015	2016
Very Successful	73.00%	73.00%	68.00%	60.70%	69.43%
Successful	21.00%	22.00%	19.00%	25.37%	23.80%
Somewhat Successful	5.00%	4.00%	11.00%	10.45%	6.11%
Not at All Successful	1.00%	1.00%	2.00%	3.48%	0.66%

SATISFACTION WITH INSTRUCTION

Figure 5 and Table 5 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 2016, the highest rated aspect of instruction was **class size** (M = 3.69) while the lowest rated aspect was **faculty concern for students** (M = 3.51); consistent with the prior fiscal year graduates (2015). 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).

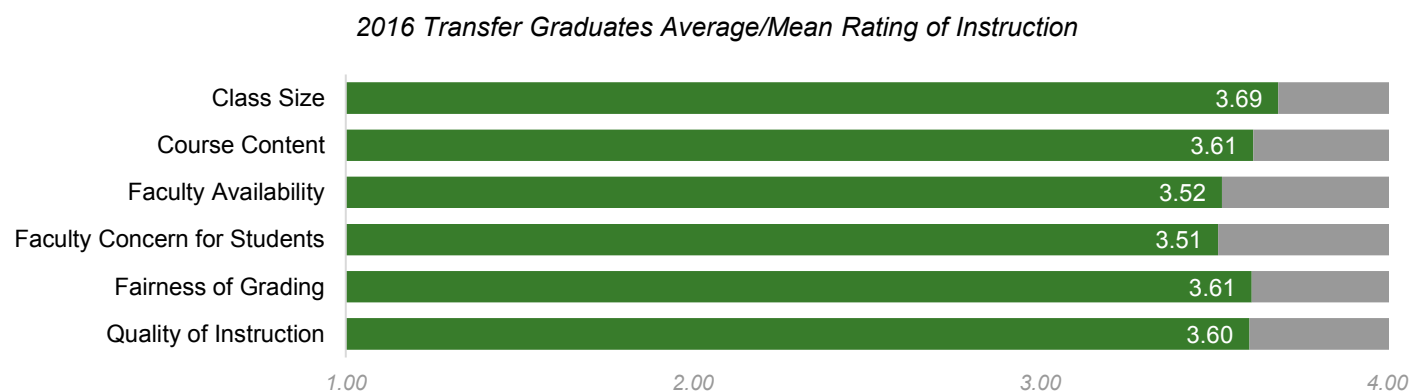


Figure 5. 2016 Mean Ratings of Instruction

Table 5: Rate the instruction at Harper College.

	N	Excellent	Good	Average	Poor
Class Size					
2012	552	69.93%	26.81%	3.08%	0.18%
2013	643	74.03%	23.33%	2.33%	0.31%
2014	458	67.47%	25.98%	6.11%	0.44%
2015	174	58.62%	37.93%	3.45%	0.00%
2016	441	73.70%	21.54%	4.54%	0.23%
Quality of instruction					
2012	553	49.91%	42.86%	6.69%	0.54%
2013	642	56.70%	36.60%	5.61%	1.09%
2014	458	57.64%	34.50%	6.33%	1.53%
2015	176	49.43%	39.77%	10.23%	0.57%
2016	444	65.77%	29.28%	4.50%	0.45%
Course content					
2012	552	52.36%	41.67%	5.43%	0.54%
2013	644	59.78%	33.54%	5.75%	0.93%
2014	457	58.86%	32.82%	7.66%	0.66%
2015	177	55.93%	36.72%	6.78%	0.56%
2016	444	66.22%	29.50%	3.83%	0.45%
Fairness of grading					
2012	553	61.35%	35.08%	6.75%	0.56%
2013	644	61.49%	32.30%	5.43%	0.78%
2014	457	58.86%	33.26%	6.13%	1.75%
2015	176	59.66%	32.39%	6.82%	1.14%
2016	444	66.89%	27.93%	4.50%	0.68%
Faculty concern for students					
2012	552	52.54%	34.42%	10.33%	2.72%
2013	641	60.53%	29.33%	8.27%	1.87%
2014	456	54.61%	32.89%	10.53%	1.97%
2015	176	55.68%	28.41%	13.07%	2.84%
2016	440	61.59%	29.55%	7.50%	1.36%
Faculty availability					
2012	548	53.28%	38.69%	6.75%	1.28%
2013	637	61.70%	29.20%	8.16%	0.94%
2014	446	60.31%	29.60%	8.30%	1.79%
2015	175	61.14%	30.86%	6.86%	1.14%
2016	444	61.49%	30.86%	6.31%	1.35%

SATISFACTION WITH STUDENT SERVICES

Figures 6 and 7, and Table 6 display how respondents used and rated their satisfaction with each student service offered by Harper College (4-point scale). Figure 6 shows the proportion of students who utilized the offices and services during their time at Harper College. Figure 7 shows the mean (average) rating out for each office and service on a scale from 1 = Very Dissatisfied to 4 = Very Satisfied. **Counseling** and **Student Activities** were two services that the 2016 graduates were **least satisfied** with. Availability of Computers for Out-of-Class Use received the most “Very Satisfied” ratings (77%) followed by Library/audio visual services (76% Very Satisfied).

2016 Transfer Graduates Use of Centers and Services at Harper

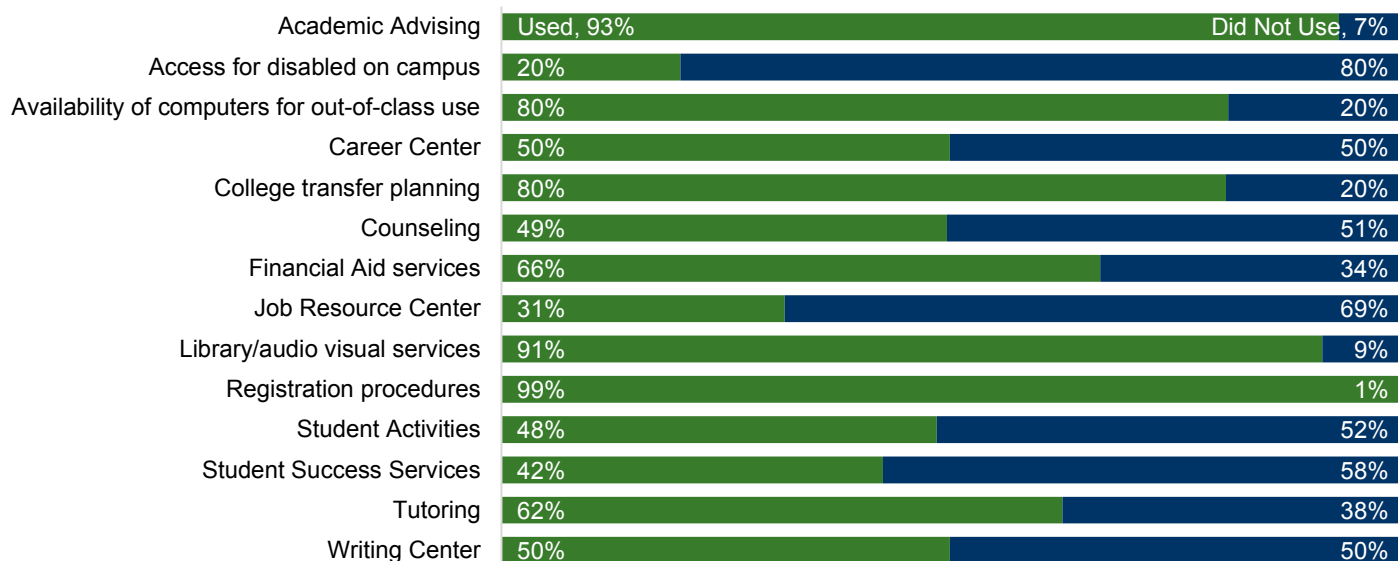


Figure 6. 2016 Utilization of Offices and Services at Harper

2016 Transfer Graduates Mean Ratings for Centers and Services at Harper

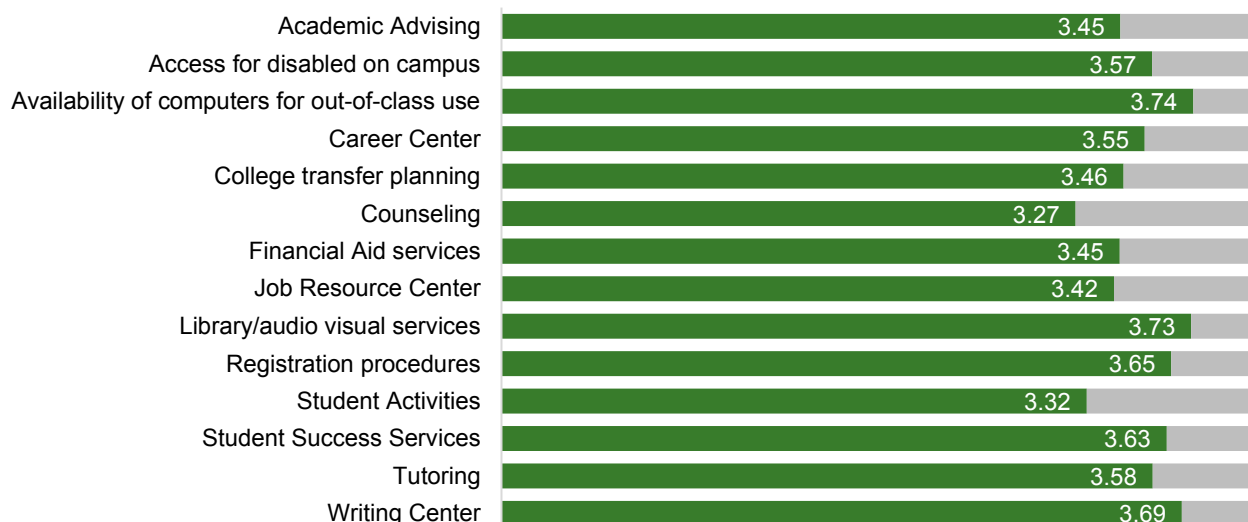


Figure 7. 2016 Mean Ratings of Offices and Services at Harper

Table 6: Rate your satisfaction with each office or service listed below.					
	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Financial Aid services					
2012	242	58.26%	25.21%	11.57%	4.96%
2013	291	58.76%	27.84%	8.59%	4.81%
2014	271	53.14%	24.72%	15.87%	6.27%
2015	104	44.23%	35.58%	10.58%	9.62%
2016	291	60.14%	27.84%	8.59%	3.44%
College transfer planning					
2012	377	52.52%	30.77%	12.20%	4.51%
2013	409	52.81%	30.56%	12.47%	4.16%
2014	305	50.49%	33.11%	12.46%	3.93%
2015	119	50.42%	31.09%	9.24%	9.24%
2016	353	60.06%	29.18%	7.65%	3.12%
Counseling					
2012	223	50.67%	31.84%	8.52%	8.97%
2013	237	52.74%	30.38%	9.28%	7.59%
2014	173	53.76%	32.95%	8.67%	4.62%
2015	72	38.89%	41.67%	12.50%	6.94%
2016	217	52.07%	29.03%	12.90%	5.99%
Tutoring					
2012	284	59.86%	26.76%	10.56%	2.82%
2013	330	56.97%	31.21%	9.09%	2.73%
2014	240	57.50%	32.50%	7.92%	2.08%
2015	88	50.00%	38.64%	9.09%	2.27%
2016	272	64.34%	30.15%	4.41%	1.10%
Library/audio visual services					
2012	418	66.03%	28.95%	4.31%	0.72%
2013	508	66.73%	27.95%	4.13%	1.18%
2014	389	71.72%	23.91%	3.08%	1.29%
2015	140	66.43%	30.71%	2.14%	0.71%
2016	399	76.19%	21.05%	2.26%	0.50%
Student activities					
2012	226	47.35%	41.59%	7.96%	3.10%
2013	220	54.09%	34.09%	9.09%	2.73%
2014	184	56.52%	33.70%	7.07%	2.72%
2015	77	51.95%	37.66%	9.09%	1.30%
2016	212	50.00%	35.38%	10.85%	3.77%
Registration procedures					
2012	541	62.29%	28.65%	7.02%	2.03%
2013	636	60.38%	32.08%	5.19%	2.36%
2014	444	62.16%	31.53%	4.95%	1.35%
2015	162	55.56%	35.80%	6.79%	1.85%
2016	438	71.23%	23.52%	4.34%	0.91%

Table 6: Rate your satisfaction with each office or service listed below.

	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Access for disabled on campus					
2012	106	68.87%	23.58%	4.72%	2.83%
2013	132	71.21%	25.76%	1.52%	1.52%
2014	103	66.99%	24.27%	4.85%	3.88%
2015	46	45.65%	41.30%	4.35%	8.70%
2016	87	67.82%	25.29%	3.45%	3.45%
Availability of computers for out-of-class use					
2012	464	70.47%	21.55%	6.90%	1.08%
2013	535	69.16%	22.99%	6.54%	1.31%
2014	360	74.17%	19.44%	5.00%	1.39%
2015	123	65.04%	30.89%	1.63%	2.44%
2016	354	77.40%	20.06%	1.41%	1.13%
Career Center					
2012	234	55.98%	31.20%	10.68%	2.14%
2013	254	59.45%	30.31%	6.30%	3.94%
2014	199	59.30%	33.17%	4.02%	3.52%
2015	73	46.58%	39.73%	10.96%	2.74%
2016	218	65.60%	26.15%	5.50%	2.75%
Academic Advising					
2012	479	50.52%	29.85%	12.73%	6.89%
2013	525	48.19%	31.24%	14.10%	6.48%
2014	402	52.99%	29.10%	11.69%	6.22%
2015	147	43.54%	40.14%	11.56%	4.76%
2016	407	62.90%	23.83%	8.60%	4.67%
Job Resource Center					
2012	-	-	-	-	-
2013	-	-	-	-	-
2014	-	-	-	-	-
2015	-	-	-	-	-
2016	137	60.58%	26.28%	8.03%	5.11%
Writing Center					
2012	-	-	-	-	-
2013	-	-	-	-	-
2014	-	-	-	-	-
2015	-	-	-	-	-
2016	218	72.48%	24.31%	3.21%	0.00%
Student Success Services					
2012	-	-	-	-	-
2013	-	-	-	-	-
2014	-	-	-	-	-
2015	-	-	-	-	-
2016	185	71.35%	22.70%	3.78%	2.16%

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 2016 transfer respondents were **most satisfied** with the **equipment, facilities, and materials** within their program of study (M = 3.73) and outside their program of study (M = 3.64). Graduates were **least satisfied** with information on **current employment opportunities and trends** (M = 2.92) within their program of study and **job preparation** outside their program of study (M = 2.97).

Mean/Average Satisfaction Within Program of Study



Figure 8. 2016 Graduates' Satisfaction within Program of Study

Mean/Average Satisfaction Outside Program of Study

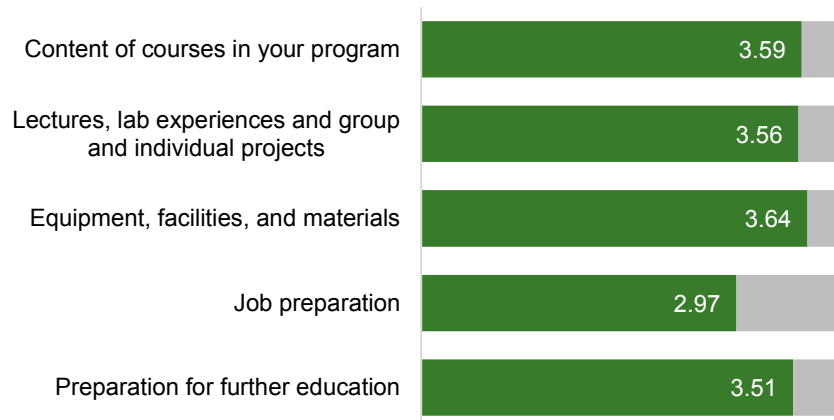


Figure 9. 2016 Graduates' Satisfaction outside of Program of Study

Table 7: Distribution of Satisfaction Within and Outside of Program of Study					
Level of Satisfaction Within program of Study		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Overall satisfaction					
	2014	43.35%	43.99%	10.76%	1.90%
	2015	31.78%	51.16%	12.40%	4.65%
	2016	30.88%	56.68%	7.83%	4.61%
Content of courses in your program					
	2014	61.29%	32.90%	3.66%	2.15%
	2015	58.89%	34.44%	3.33%	3.33%
	2016	70.47%	26.85%	1.34%	1.34%
Lectures, lab experiences and group and individual projects					
	2014	61.21%	31.68%	4.74%	2.37%
	2015	58.56%	35.36%	2.76%	3.31%
	2016	68.16%	28.25%	2.02%	1.57%
Equipment, facilities, and materials					
	2014	68.33%	26.68%	2.82%	2.17%
	2015	65.92%	26.82%	3.35%	3.91%
	2016	76.58%	20.50%	1.80%	1.13%
Job preparation					
	2014	39.91%	43.16%	13.92%	3.02%
	2015	32.96%	46.93%	16.76%	3.35%
	2016	38.82%	42.82%	13.65%	4.71%
Preparation for further education					
	2014	55.99%	35.51%	6.75%	1.74%
	2015	48.89%	42.78%	4.44%	3.89%
	2016	63.29%	30.86%	4.05%	1.80%
Information on current employment opportunities and trends					
	2014	33.89%	39.34%	19.91%	6.87%
	2015	25.42%	39.55%	25.42%	9.60%
	2016	28.10%	43.33%	20.95%	7.62%
Level of Satisfaction Outside Program of Study		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Content of courses outside of your program					
	2014	43.35%	43.99%	10.76%	1.90%
	2015	51.98%	42.37%	4.52%	1.13%
	2016	63.51%	31.08%	4.95%	0.45%
Lectures, lab experiences and group and individual projects					
	2014	58.15%	34.36%	6.17%	1.32%
	2015	53.41%	42.05%	2.84%	1.70%
	2016	60.14%	35.59%	3.38%	0.90%
Equipment, facilities, and materials					
	2014	65.41%	29.49%	4.21%	0.89%
	2015	57.39%	38.07%	2.27%	2.27%
	2016	68.18%	28.41%	2.50%	0.91%

Table 7: Distribution of Satisfaction Within and Outside of Program of Study					
Level of Satisfaction Outside Program of Study		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Job preparation					
	2014	38.94%	37.98%	19.71%	3.37%
	2015	29.07%	45.93%	18.60%	6.40%
	2016	30.33%	41.23%	23.70%	4.74%
Preparation for further education					
	2014	53.36%	34.75%	9.87%	2.02%
	2015	42.86%	47.43%	5.71%	4.00%
	2016	58.54%	33.49%	7.06%	0.91%

LOCATION

The Main Campus in Palatine was utilized the most and was rated as the most convenient (**83% very convenient**) by survey respondents. WEB and Internet based education was rated as second most convenient, a slight increase from previous years (76% very convenient). The Harper Professional Center and Northeast Center saw increases in **very convenient** ratings and decreases in **convenient** ratings from 2015 to 2016. Overall, the **Main Campus** and **Online/WEB** courses were the most convenient locations for students. Table 8 displays the results across all of Harper's locations.

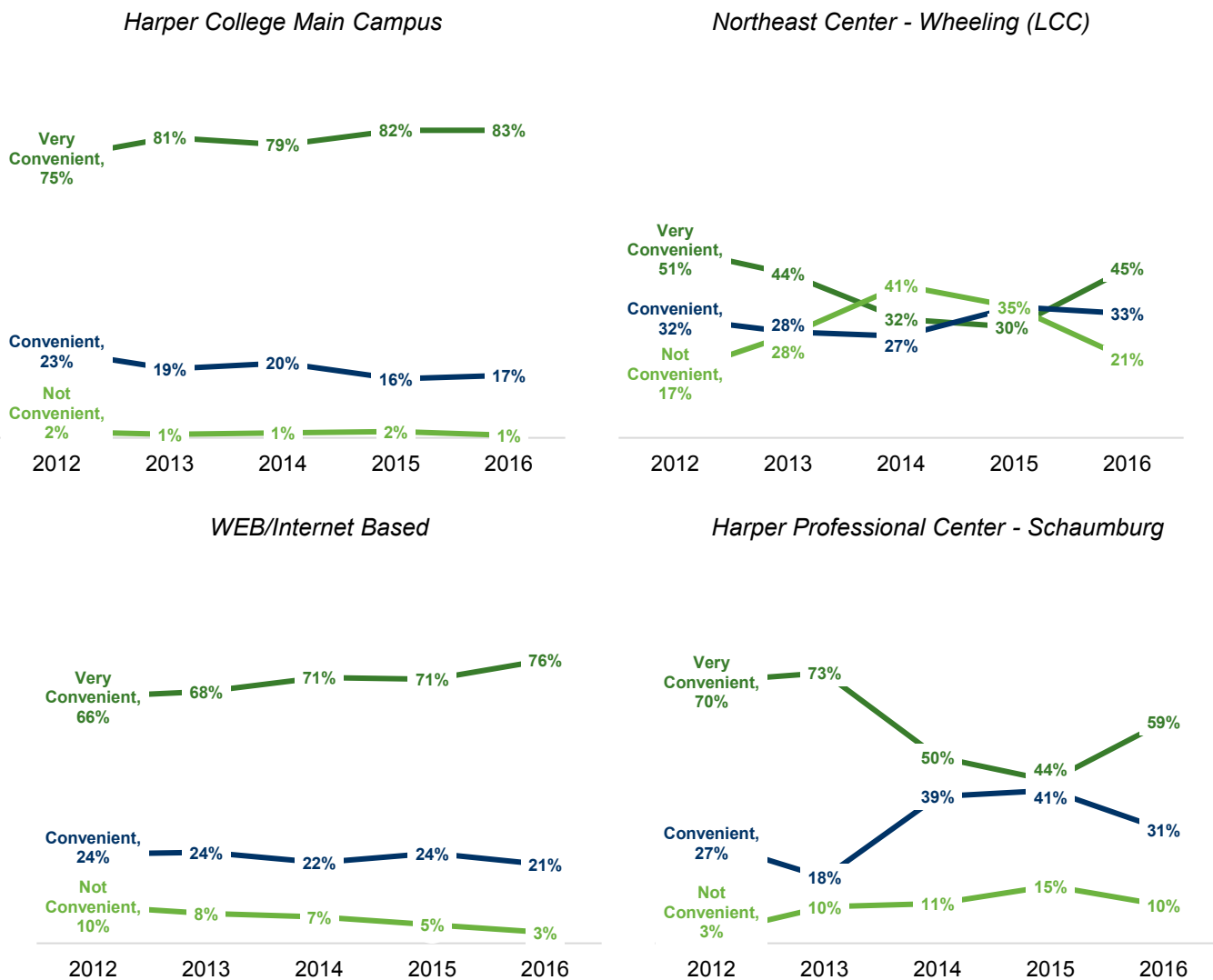


Figure 10. Location Ratings

Table 8: Rate the convenience of the courses taken in terms of their location.

	N	Very Convenient	Convenient	Not Convenient
Harper Main Campus - Palatine				
2012	550	75.09%	23.27%	1.64%
2013	637	80.53%	18.52%	0.94%
2014	453	78.59%	20.09%	1.32%
2015	177	82.49%	15.82%	1.69%
2016	440	82.50%	16.82%	0.68%
Northeast Center in Wheeling (LCC)				
2012	81	50.62%	32.10%	17.28%
2013	109	44.04%	28.44%	27.52%
2014	110	31.82%	27.27%	40.91%
2015	37	29.73%	35.14%	35.14%
2016	66	45.45%	33.33%	21.21%
Web or Internet based				
2012	251	66.14%	23.90%	9.96%
2013	299	67.56%	24.41%	8.03%
2014	282	71.28%	21.63%	7.09%
2015	120	70.83%	24.17%	5.00%
2016	275	76.00%	21.09%	2.91%
Harper Professional Center in Schaumburg				
2012	37	70.27%	27.03%	2.70%
2013	51	72.55%	17.65%	9.80%
2014	94	50.00%	39.36%	10.64%
2015	39	43.59%	41.03%	15.38%
2016	59	59.32%	30.51%	10.17%

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 9 presents the results from 2014 through 2016, since the scale change.

In 2014, 43 percent (43%) were 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%**). These trends continued with 2016 credential earners, the majority (70%) indicated they were enrolled since earning a credential from Harper. Of the 2016 credential earners, 54 percent (54%) were enrolled in a related program.

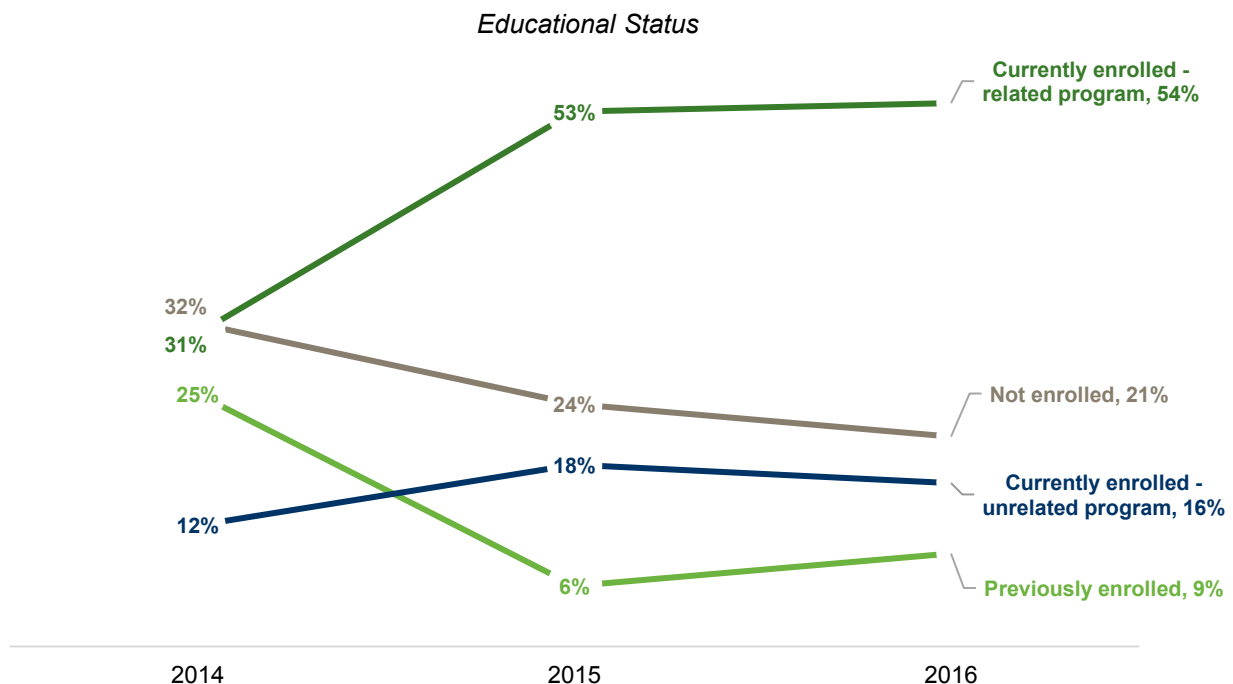


Figure 1. Educational Status

Table 9: What is your current education status?				
N	Not Enrolled in Another College/University Since Leaving Harper	Previously Enrolled in Another College/University Since Leaving Harper	Currently Enrolled in a Field of Study Unrelated to Harper Program	Currently Enrolled in a Field of Study Related to Harper Program
2014 485	32.00%	25.00%	12.00%	31.00%
2015 199	24.00%	6.00%	18.00%	53.00%
2016 457	20.79%	9.19%	16.19%	53.83%

Transfer Status

Respondents were asked questions regarding continuing their education after earning a credential from Harper College. Of the 2015 survey respondents, the majority (89%) indicated Harper College **prepared** them for **continuing their education** (45% Excellent, 44% Good). The majority (76%) 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 (43% Masters, 8% Doctorate, 3% Professional).

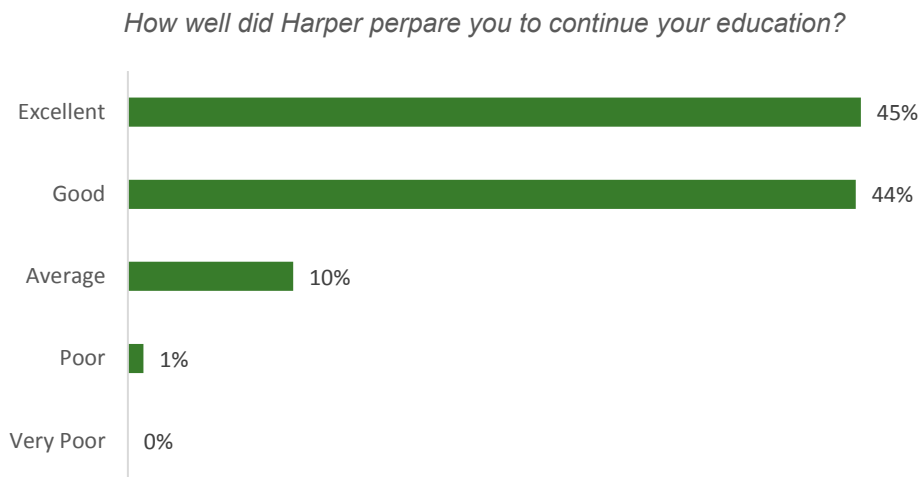


Figure 2. Preparedness of the 2016 Respondents to Continue their Education

Table 10: Preparedness to Continuing Education	2016 (n=318)	
	N	%
Excellent	142	44.65%
Good	141	44.34%
Average	32	10.06%
Poor	3	0.94%
Very Poor	0	0%

Have you taken additional Courses at Harper since earning your credential?

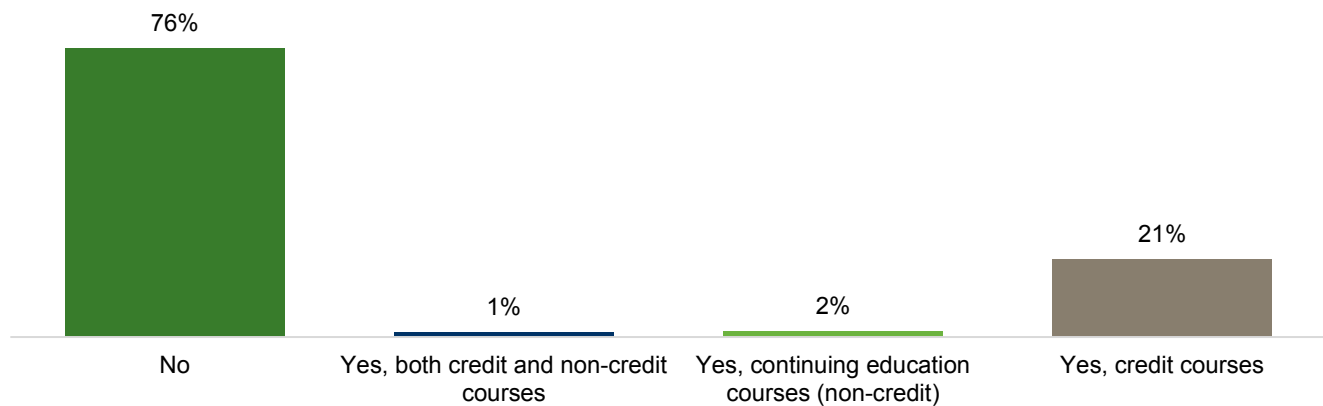


Figure 10. Additional Harper courses since credential

Table 11: Additional Courses at Harper College Since Earning Credential		2016 (n=455)	
		N	%
No		348	76.48%
Yes, both credit and non-credit courses		6	1.32%
Yes, continuing education courses (non-credit)		7	1.54%
Yes, credit courses		94	20.66%

Table 12: Highest Degree Plan to Earn		2016 (n=407)	
		N	%
Associate's Degree		12	2.95%
Bachelor's Degree		175	43.00%
Master's Degree		175	43.00%
Doctorate Degree		31	7.62%
Professional Degree		14	3.44%

Graduates were asked if they transferred credits earned at Harper College to another institution. The majority (**70%**) responded **Yes**, they transferred Harper College credits to another institution. Of the **82 respondents** (26%) who indicated their **credits did not transfer**, the majority (9% of the 82 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 13: Transfer of Harper Credits to Another College/Institution		2016 (n=318)	
	N	%	
Have not transferred, still attending Harper	13	4.09%	
No	82	25.79%	
Entirely new field of study at transfer institution	3	0.66%	
Some credits would transfer as elective only	36	7.86%	
Grades were not high enough to earn transfer credits	0	0.00%	
Other reason (please specify)	43	9.39%	
<ul style="list-style-type: none">• 2 courses simply were not compatible• 74 earned only equal to 60 at u of nevada• bachelor level courses required• bad advice from harper advisor• certain courses that are hard to match• chamberlain would not accept the nutrition class from harper• DePaul has a credit transfer limit of 99, which I exceeded• did not accept them for some reason• did not line up with their courses• did not meet i i t standards• did not meet standards• did not meet the criteria for the school• didn't qualify• Didn't transfer as the class it was or not at all, but because I got my associates they took all credits just as what they were.• Different considerations of course worth at new college - many required courses at Harper did not even qualify for elective credit• dk• elmhurst changed what they accept• Had their own versions of the same course required• i knew initially that they would not transfer i just wanted the additional classes for a certificate• intro to business did not meet uic standards• my university does not accept online classes• No comparable courses at uiuc• No equivalency at Roosevelt to apply the credits• not all of them were related to my field of study just too fulfill harper requirements• Not all were required• not applicable• On the website that my academic counselor said that all of the classes im taking should transfer to UIC, but my ANTH 101 didn't. Which is fine. It was just one class and i enjoyed that class requirement in UIC.• One class, intro to engineering EGR 100 was taught differently and required again.• Paralegal credits do not transfer even as elective credit• school did not accept them• Schools make it almost impossible for ALL your credits to transfer. It's very frustrating.• Some classes had no equivalence at UW or exceeded UW gen ed requirements.• Some credits taken were "remedial level" to build to college level• The class wasn't offered there so there was no equivalence.• the credits i took some of them were not applicable• They just didnt accept some of the courses• too many• Too many credits• unsure• welding and carpentry that did not transfer, were not accepted• weren't equivalent to elmhurst guidelines			
Yes	223	70.13%	

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 2016 indicated they are currently enrolled as students.

Employment Status

Figure 11 and Table 14 show the employment status of survey respondents from 2012 through 2016. While the majority indicated they were employed, the proportion of respondents employed part-time compared to full-time has fluctuated between 2012 and 2016. In 2016, there are about the same number of respondents employed full-time and part-time. Thirteen (13%) of 2016 respondents are unemployed and not seeking; a decrease from 2015, when this group was the highest it had been in four years. For that 13 percent (13%) of 2016 survey respondents **unemployed and not seeking employment**, 83% were full-time students (Table 15).

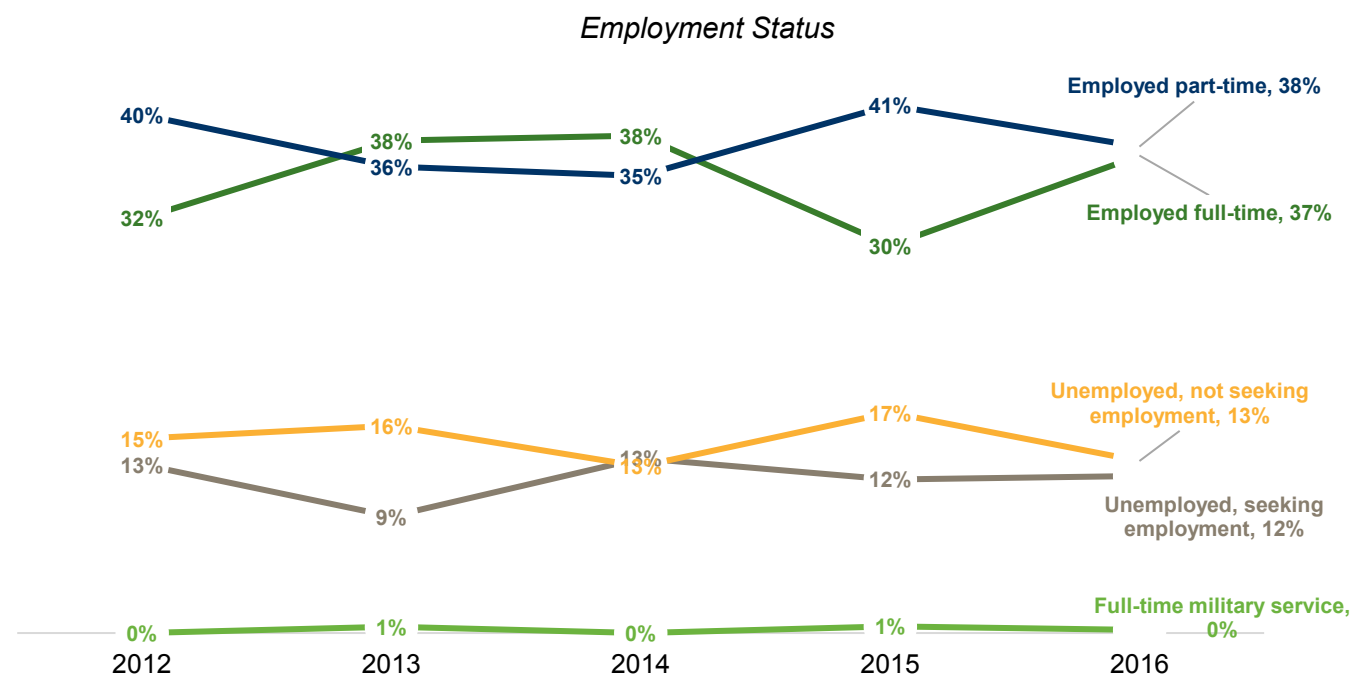


Figure 11. Employment Status

Table 14: What is your present employment status?

	N	Employed full-time	Employed part-time	Full-time military service	Unemployed, seeking employment	Unemployed, not seeking employment
2012	551	31.76%	39.56%	0.00%	15.79%	12.89%
2013	642	38.32%	36.29%	0.31%	8.57%	16.51%
2014	482	38.38%	35.27%	0.00%	13.49%	12.86%
2015	765	29.90%	40.72%	0.52%	11.86%	17.01%
2016	437	36.84%	37.53%	0.23%	12.13%	13.27%

Table 15: Of those unemployed and not seeking employment

	N	Full-time Student	Full-time Homemaker	Health/Disability	Family Responsibilities	Other
2012	89	80.90%	8.99%	1.12%	3.37%	5.62%
2013	113	78.76%	7.96%	2.65%	2.65%	7.96%
2014	62	75.81%	6.45%	4.84%	8.06%	4.84%
2015	62	92.31%	3.85%	3.85%	0.00%	0.00%
2016	58	82.76%	0.00%	0.00%	3.45%	13.79%

Job Relation to Program of Study

Sixty-two (62%) percent of 2016 respondents indicated they are employed in a field **unrelated to their program of study** from Harper, a one percent increase from 2014 and 2015. Of those who are working in an unrelated job field, 63% of the 2016 transfer respondents replied they took a **temporary job while in transition**. See Table 16 for all the reasons respondents said they were in unrelated jobs.

Present Job Relation to Harper Program of Study

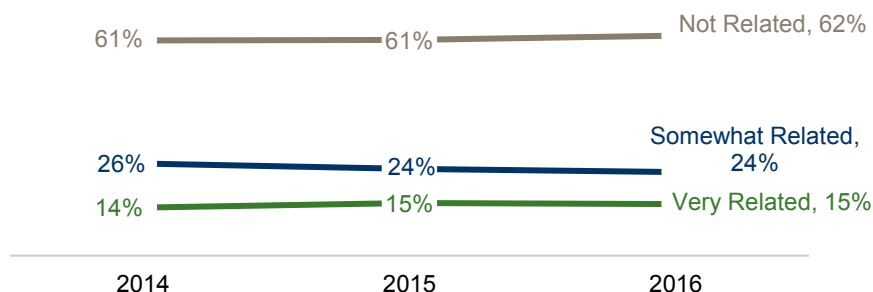


Figure 12. Job Relation to Program of Study

Table 16: One best reason present job is unrelated	2014	2015	2016
Other (please specify)	19.42%	17.50%	10.05%
Temporary job while in transition - either in college, between jobs or summer employment	44.66%	38.75%	62.81%
Could not find a job in my field	6.80%	6.25%	6.03%
Took job in order to get preferred working hours	5.34%	11.25%	2.51%
Found better paying job in another field	7.28%	11.25%	2.51%
Did not complete program or pass licensing test to be eligible to work in my field	1.46%	8.75%	7.54%
Preferred to work in another field	15.05%	6.25%	8.54%

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. Similar trends for 2016 respondents were seen, the majority earn less than \$35,000 (86%) and while hours are spread out, with the majority (64%) working right on the cusp of part-time and full-time hours (21 and 40 hours).

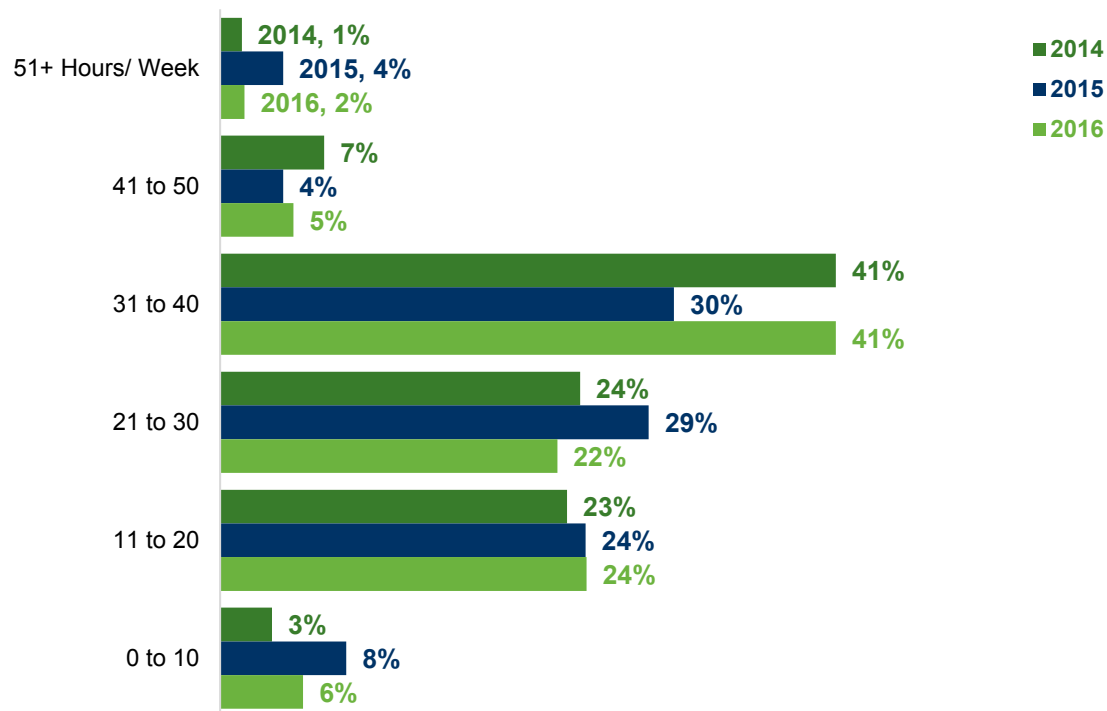
Hours worked in a Typical Week**Figure 13. Typical Hours/Week**

Table 17: Hours worked in a week and Wages	2014 (n=346)	2015 (n=119)	2016 (n=307)
51+ Hours/ Week	1.45%	4.20%	1.63%
41 to 50	6.94%	4.20%	4.89%
31 to 40	41.04%	30.25%	41.04%
21 to 30	23.99%	28.57%	22.48%
11 to 20	23.12%	24.37%	24.43%
0 to 10	3.47%	8.40%	5.54%
Average Salary	(n=246)	(n=95)	(n=227)
Less than \$15,000	21.54%	5.26%	37.44%
\$15,000 - \$24,999	32.11%	49.47%	23.35%
\$25,000 - \$34,999	17.07%	18.95%	13.22%
\$35,000 - \$44,999	15.45%	14.74%	11.89%
\$45,000 - \$54,999	3.66%	4.21%	5.29%
\$55,000 - \$64,999	2.03%	3.16%	4.41%
\$65,000 - \$74,999	3.66%	1.05%	1.76%
\$75,000 - \$84,999	1.22%	1.05%	0.44%
\$85,000 - \$94,999	1.63%	1.05%	0.88%
\$95,000 or more	1.63%	1.05%	1.32%

Job Satisfaction

Respondents were asked how satisfied they are with their present jobs on a four-point scale. The majority of 2016 respondents indicated being **somewhat** or **very satisfied** (83%). However, seventeen percent (17%) are dissatisfied to some degree (**somewhat** or **very dissatisfied**). Compared to respondents in 2015 and 2014, more 2016 respondents are satisfied with their present jobs than 2014 respondents, but also more dissatisfied than 2015 respondents.

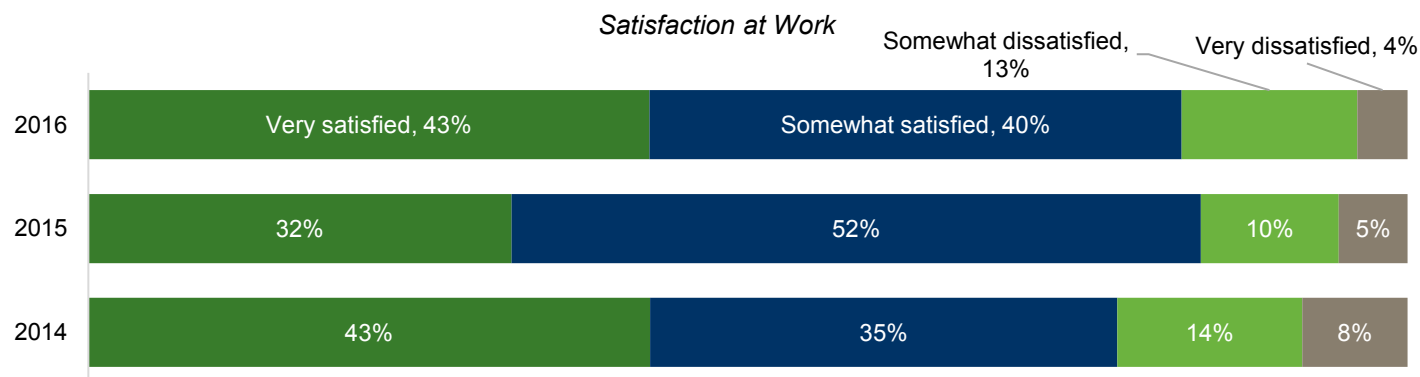


Figure 14. Job Satisfaction

Table 18: In general, how satisfied are you with your present job?				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
2014	42.57%	35.43%	14.00%	8.00%
2015	32.09%	52.24%	10.45%	5.22%
2016	42.54%	40.32%	13.33%	3.81%

When Graduates Began Working

Of the 2016 transfer respondents, 56% percent started working at their present job after earning their credential and **leaving Harper College**. Almost one-fourth entered Harper already working (**21% before entering Harper**).

When did you begin working in your present job?

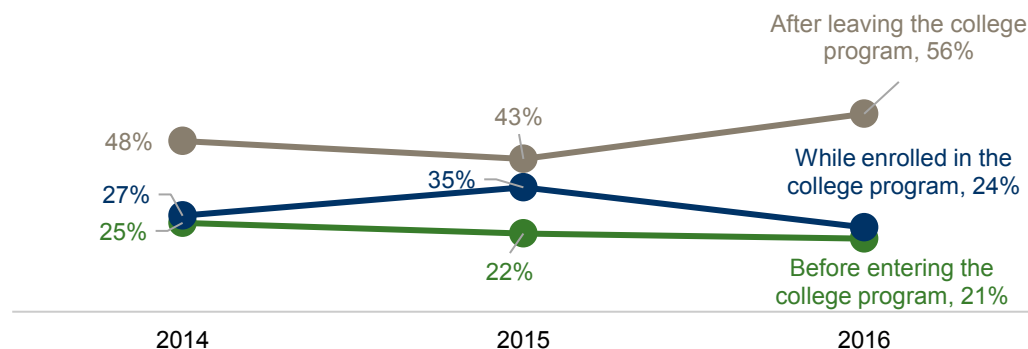


Figure 15. When Graduates Started Working

Location of Employment

Fewer 2016 respondents indicated they work outside of Illinois (8%) compared to the 2015 respondents (10%). Overall, the majority of respondents (56%) **work in state** and more than a third (36%) work **within Harper's district**.

Location of primary employment

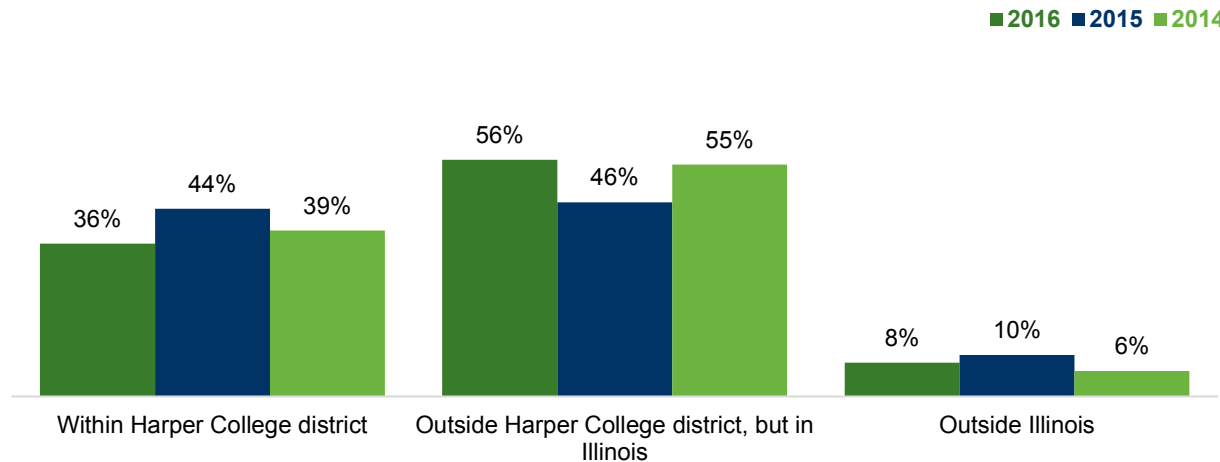


Figure 16. Location of Primary Employment

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 *increased* since 2014. Overall, **88%** of the 2015 respondents replied they feel Harper College **bettered their appreciation for diversity**.

Appreciation for Diversity and Different Cultures and Values from Experiences at Harper College

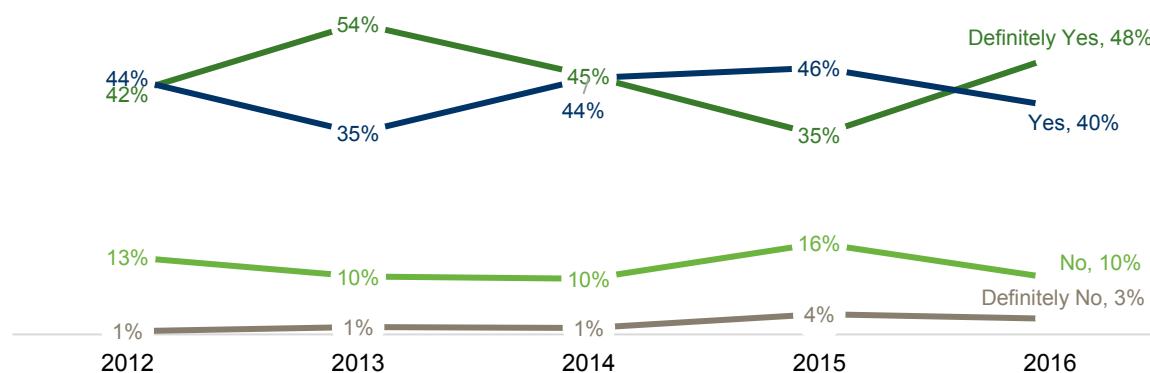


Figure 17. Appreciation for Diversity

Table 19: Better Appreciation for Diversity and Different Cultures and Values Due to Harper					
	N	Definitely Yes	Yes	No	Definitely No
2012	552	41.67%	44.38%	13.41%	0.54%
2013	639	53.83%	34.90%	10.02%	1.25%
2014	446	44.84%	44.39%	9.64%	1.12%
2015	171	34.50%	46.20%	15.79%	3.51%
2016	439	47.84%	39.64%	9.79%	2.73%

RECOMMENDING AND RETURNING TO HARPER

Similar to the results regarding appreciation of diversity, there is a noticeable increase since 2014, in **Definitely Yes** responses to recommend Harper. Figure 18 and Table 19 show that the proportion of respondents selecting **No** or **Definitely No** with respect to recommending Harper has remained quite small since 2012. Overall, respondents **would recommend** Harper College (98% **yes** or **definitely yes**).

When asked if they would return in the future for education or personal enrichment, the majority of the 2016 transfer graduates responded **Yes** or **Definitely Yes**. The proportion of **Definitely Yes** increased from 39 percent (39%) in 2014 to 54 percent (54%) in 2016.

Recommending Harper College to Friends and Family

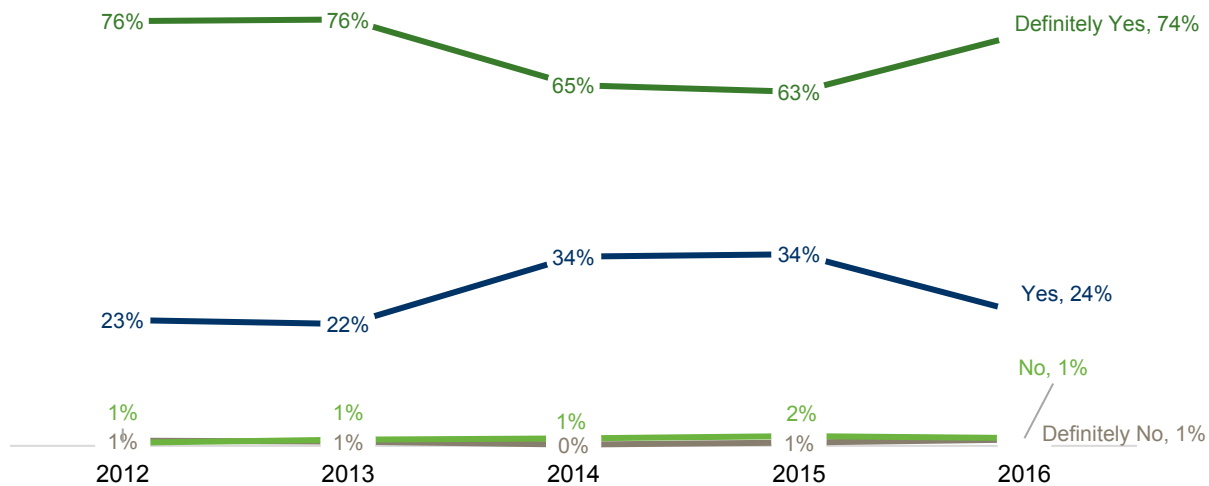


Figure 18. Recommending Harper to Friends and Family

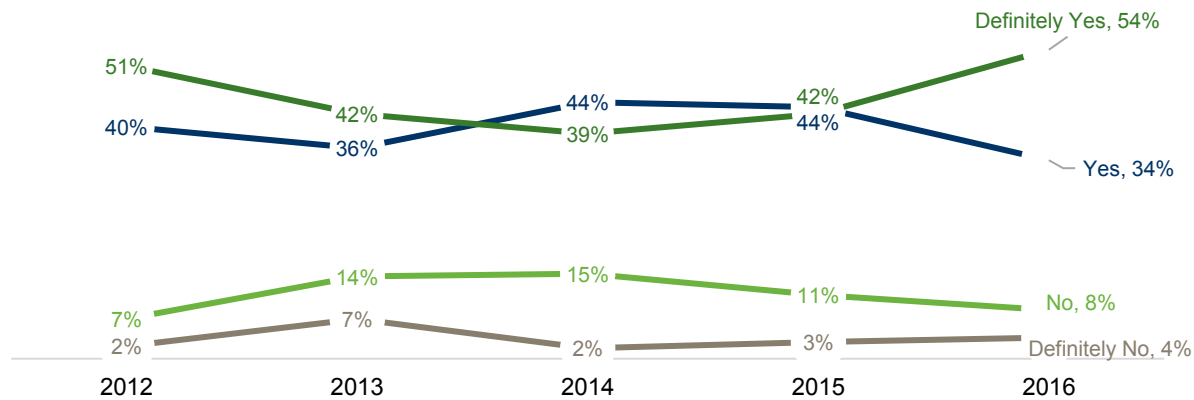
Would Return to Harper for Personal or Educational Enrichment

Figure 19. Returning to Harper in the Future

Table 19: Would you recommend Harper College to your friends and Family?					
	N	Definitely Yes	Yes	No	Definitely No
2012	551	76.04%	22.50%	0.54%	0.91%
2013	642	76.32%	21.81%	1.09%	0.78%
2014	446	64.57%	33.86%	1.35%	0.22%
2015	172	63.37%	34.30%	1.74%	0.58%
2016	439	73.80%	23.69%	1.37%	1.14%

Table 20: Would you return to Harper for educational or personal enrichment courses in the near future?					
	N	Definitely Yes	Yes	No	Definitely No
2012	550	50.73%	40.18%	6.91%	2.18%
2013	639	42.41%	36.46%	14.24%	6.89%
2014	441	39.00%	44.44%	14.74%	1.81%
2015	172	42.44%	43.60%	11.05%	2.91%
2016	439	53.53%	34.40%	8.43%	3.64%

Conclusion

Results from the 2016 Harper College Follow Up Survey represent the opinions of 458 graduates (40%) of the 1,149 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 2012 through 2016 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, and as such were excluded in some of the results. Starting with the fiscal year 2016 credential earners, the Graduate Survey was renamed to the Follow Up Survey and is mentioned as such in the present report.

The 2016 respondents' main objective in attending Harper College was to **take coursework in order to transfer to another college or university** (71%), which is consistent with prior years. The **majority** of respondents (69%) stated that they were **Very Successful** in achieving their objective, which has rebounded from a low in 2015 compared to prior years (61-73% **Very Successful**). Consistent with prior survey years, the 2016 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 2016 respondents were most satisfied with the **equipment, facilities, and materials** within and outside of their program of study. **Information on current employment opportunities and trends** was rated the least satisfactory, suggesting students would appreciate more information related to job planning.

Beyond the classroom aspects, the 2016 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 2016 graduates. Similarly to prior years, **job preparation** was the least satisfactory service for the 2016 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 2016 transfer respondents are working (74% full-time or part-time); 62% responded their job is not related to their program of study from Harper College. Of those working in unrelated fields, 63 percent took a job while in transition. Of the 2016 respondents who are working, the majority responded they are very satisfied (43%) or somewhat satisfied (40%) 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.**

