

# FOLLOW UP SURVEY

Transfer Credential Earners  
Fiscal Year 2017

## Education and Employment

A look into the 2017 graduates  
employment and education status

## Ratings of Harper College

How our 2017 graduates felt about  
their experience at Harper College



Harper College

Prepared by  
The Office of Institutional Research

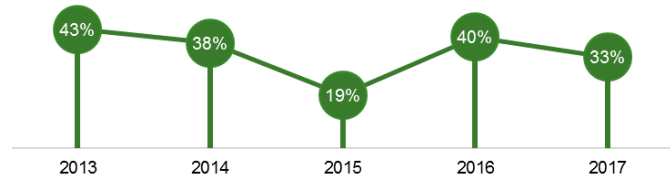
Report Developed Fall 2018

# Executive Summary

## Background and Student Intent Success

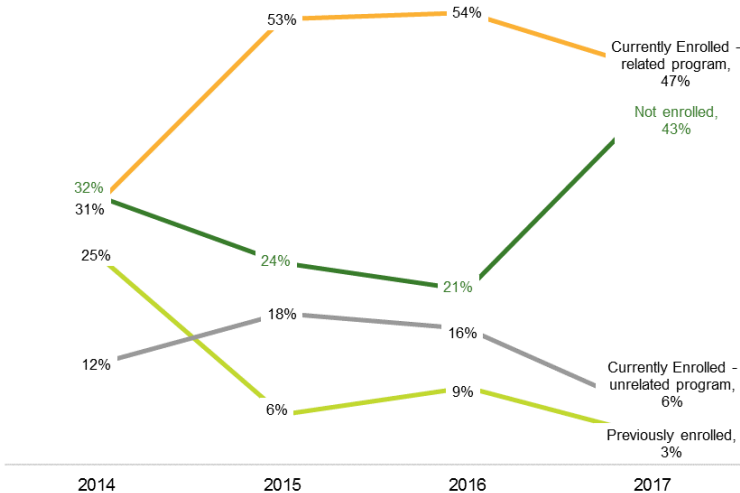
Students who have completed a transfer degree at Harper College in fiscal year 2017 were surveyed to determine the extent to which they were satisfied with their education at Harper College. Of the 1253 graduates with a transfer degree, 409 responded to the survey (33% response rate). Thirty-seven percent (37%, n = 152) indicated their main objective was to take coursework for transfer to another college. Furthermore, 66% indicated they were very successful in achieving their educational goal at Harper College.

Response Rate - Career Graduates

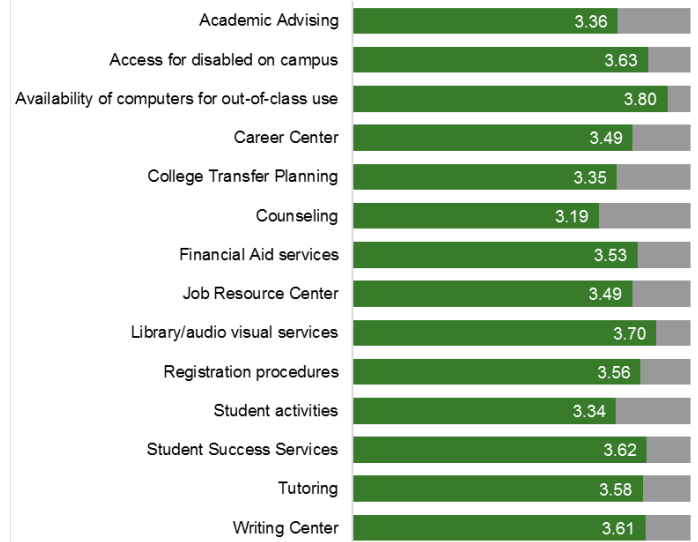


## Educational Experience at Harper College

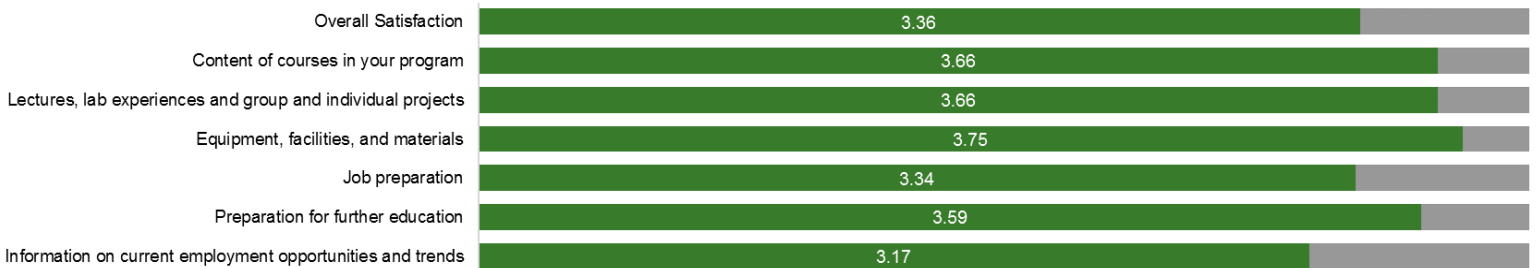
Educational Status - respondents currently enrolled dropped from previous years



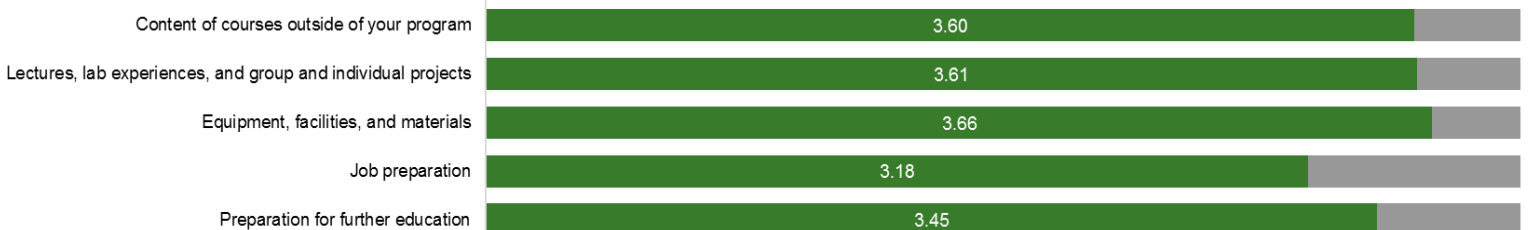
Mean Ratings of Offices and Services at Harper are overall positive



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





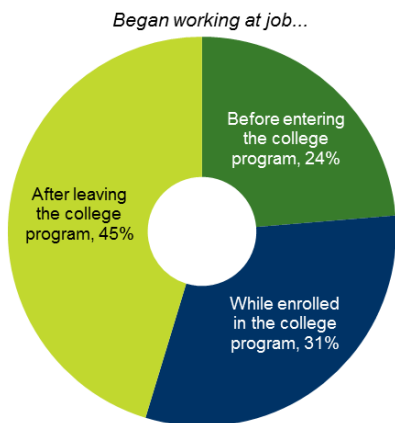
### Location Convenience Ratings

Graduates rated how convenient Harper College locations were; the most conveniently located was Harper's **Main Campus** in Palatine (98% very convenient or convenient). The second highest rated convenient location was the **Harper Professional Center (HPC)** (97% very convenient or convenient).

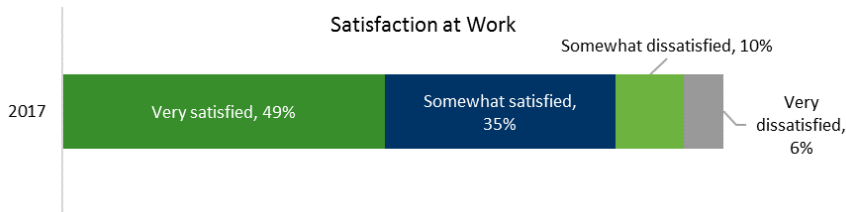
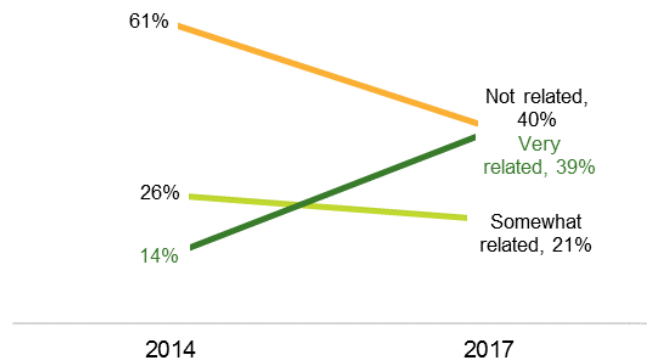
### Satisfaction with Harper College Overall

Similar to prior years, the 2017 respondents said they felt Harper College bettered their appreciation for diversity (86% definitely yes or yes). Respondents would return in the future for educational or personal enrichment (90% definitely yes or yes). Nearly everyone would recommend Harper College to their friends and family (97% definitely yes or yes).

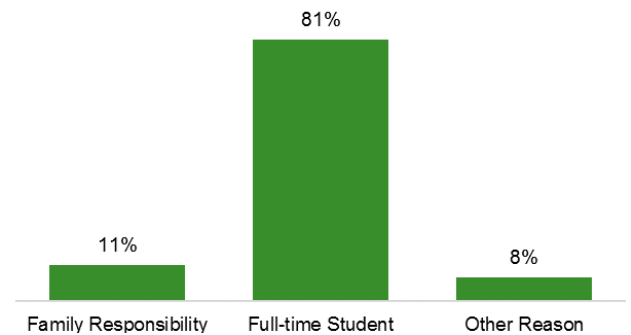
### Employment



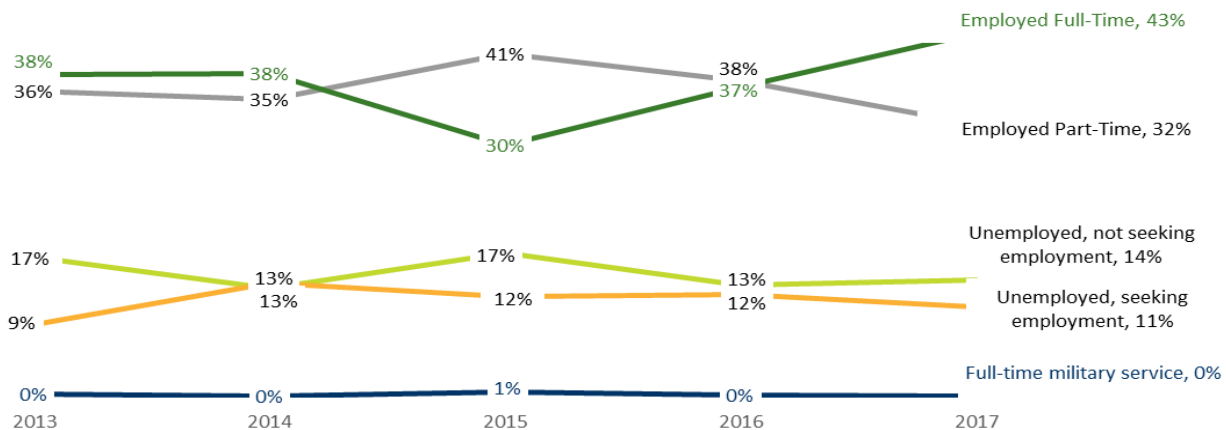
Present Job Relation to Harper Program of Study



Unemployed and Not Seeking due to...



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



## Table of Contents

Executive Summary .....	1
Table of Contents .....	3
Introduction .....	4
Results and Discussion .....	4
Demographics.....	4
Response Rate .....	5
Student Objective .....	6
Achievement of Objective .....	7
Satisfaction with Instruction .....	7
Satisfaction with Student Services .....	9
Satisfaction Within and Outside Program of Study.....	12
Location .....	15
Education Status.....	17
Transfer Status .....	18
Employment .....	21
Employment Status .....	21
Job Relation to Program of Study.....	22
Working Hours and Wages.....	23
Job Satisfaction.....	24
When Graduates Began Working.....	25
Location of Employment .....	25
Appreciation for Cultural Diversity.....	26
Recommending and Returning to Harper .....	27
Conclusion .....	29



## 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 2017. The following report sections provide the survey results for students who earned a transfer degree (Associate in Arts, Associate in Engineering Science, and Associate in Fine Arts, Associate in General Studies, Associate in Science degree). Graduates were initially surveyed via an emailed survey link. Those who did not respond to the electronic survey were then contacted by telephone.

In 2014, the *Harper College Career and Transfer Graduate Surveys* combined into one (Harper College Graduate Survey). In addition, 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 shows the demographic breakout of all transfer graduates of Harper College from 2013 to 2017. Figure 1 shows a demographic breakout comparison between 2017 overall transfer graduates and transfer survey respondents. 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 = 1253), the sample of respondents (N = 409) is representative in terms of race/ethnicity and gender.

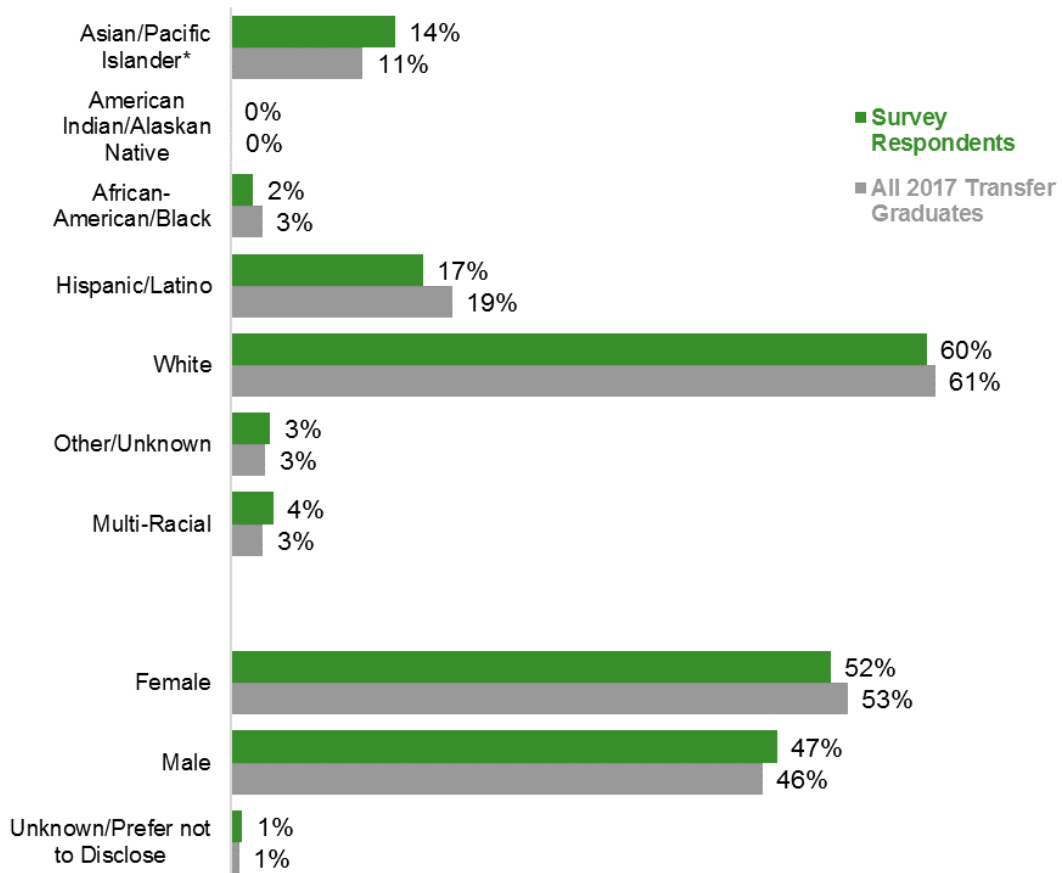
**Table 1 – Demographics of All Transfer Graduates at Harper College**

	Asian/Pacific Islander <sup>1</sup>	American Indian/Alaskan Native	African- American/ Black	Hispanic/ Latino	White	Other <sup>2</sup> / Unknown	Multi- Racial	Male	Female	Not Reported
<b>2013</b>	7.85%	0.17%	3.38%	12.58%	70.52%	3.89%	1.60%	47.30%	52.70%	0.00%
<b>2014</b>	8.72%	0.08%	2.32%	14.80%	68.64%	3.60%	1.84%	46.00%	53.84%	0.16%
<b>2015</b>	5.19%	0.09%	2.55%	15.57%	70.85%	3.21%	2.55%	44.81%	55.00%	0.19%
<b>2016</b>	9.05%	0.00%	2.09%	17.67%	64.75%	3.31%	3.13%	48.74%	50.65%	0.61%
<b>2017</b>	11.41%	0.08%	2.71%	19.15%	60.89%	2.95%	2.79%	45.97%	53.31%	0.72%

<sup>1</sup> Includes Native Hawaiian students

<sup>2</sup> Includes International students

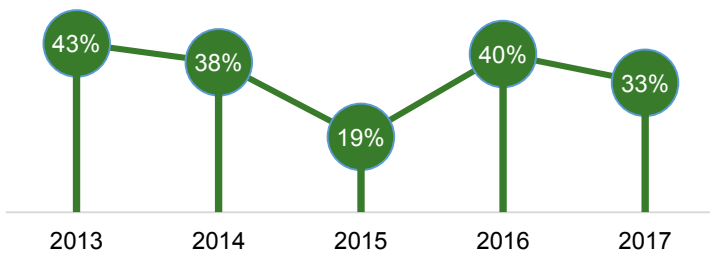
**Figure 1 – 2017 Transfer Respondent Demographics**



**Response Rate**

Of the total 1,253 Harper transfer graduates invited to participate in the 2017 Follow Up Survey, 409 (33%) provided responses. Since efforts were made in 2016 to increase response rates, the response rate for the 2017 credential earners is similar to response rates from previous years.

**Figure 2 – Response Rates to Transfer Graduate Survey**



**Table 2 – Response Rates to Transfer Graduate Survey**

Response Rates to Transfer Graduate Survey			
	Response Rate	Responses	Total Transfer Graduates
2013	42.57%	645	1515
2014	37.76%	486	1287
2015	19.00%	201	1058
2016	39.86%	458	1149
2017	32.64%	409	1253

### Student Objective

Figure 3 and Table 3 presents the responses to the first question of the survey, which ask respondents, “What was your main objective in attending Harper College?” In previous years, the majority of respondents have indicated that their main objective was to take coursework to transfer to another college or university (71-81%). However, between 2016 and 2017 there was a 34 percent **decrease** in respondents who were **taking coursework for to transfer** and a 32 percent **increase** in respondents who were **obtaining skills needed for entry into a new or different job**. About a quarter of respondents indicated other reasons beside coursework for transfer or skills for new or different job.

Figure 3 – Response Rates to Transfer Graduate Survey

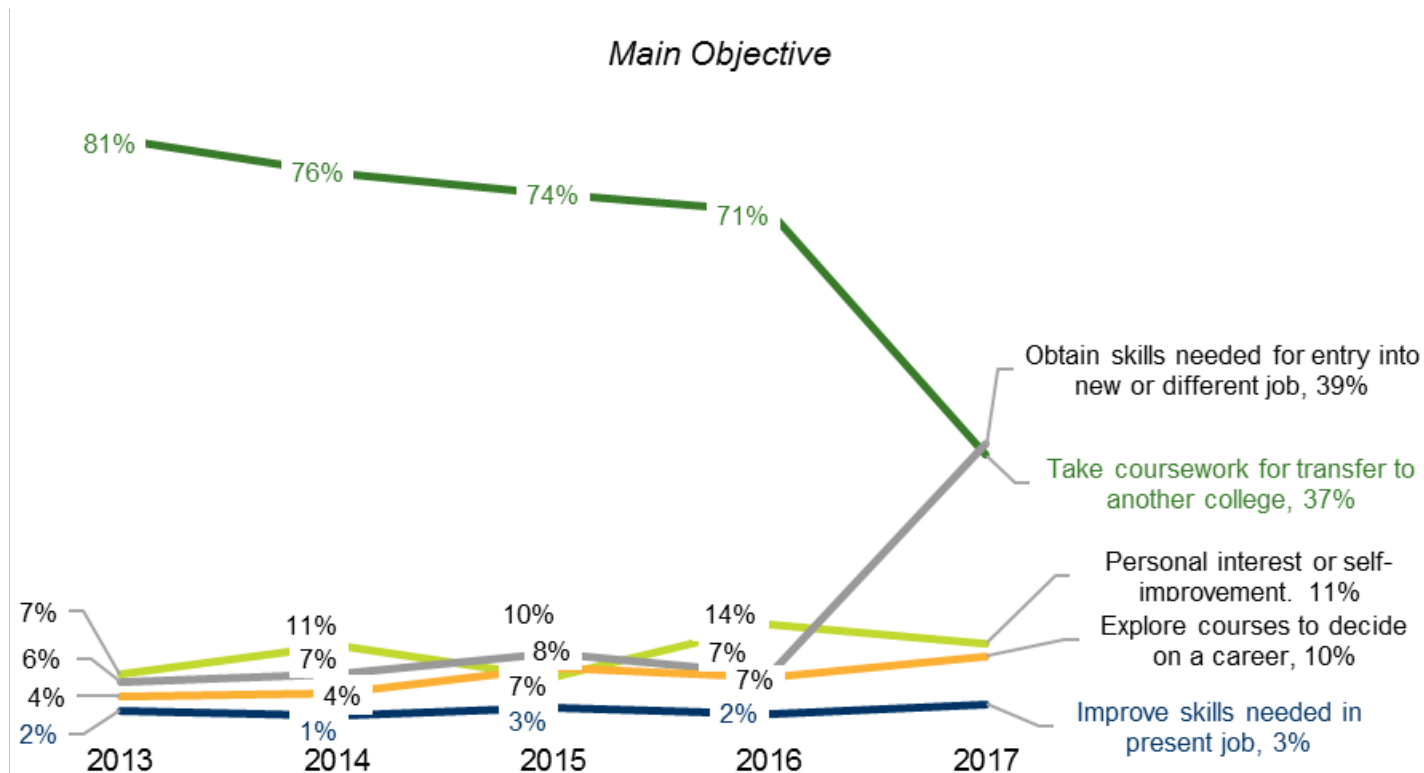


Table 3 – What was your main objective in attending Harper College?

Main Objective in Attending Harper College	2013	2014	2015	2016	2017
Take coursework for transfer to another college	81.00%	76.34%	73.50%	70.96%	37.35%
Personal interest or self-improvement	7.00%	11.11%	6.50%	13.97%	11.30%
Obtain skills needed for entry into new or different job	6.00%	7.00%	10.00%	6.99%	38.82%
Improve skills needed in present job	2.00%	1.23%	2.50%	1.53%	2.95%
Explore courses to decide on a career	4.00%	4.32%	8.00%	6.55%	9.58%



### Achievement of Objective

Table 4 shows the extent to which respondents were successful in achieving their objective by attending Harper College. The majority of 2017 respondents (89%) selected either Very Successful or Successful, while 10 percent selected Somewhat Unsuccessful or Not at All Successful. This highly positive response has been consistent over time.

Figure 4 – Educational Objective Success

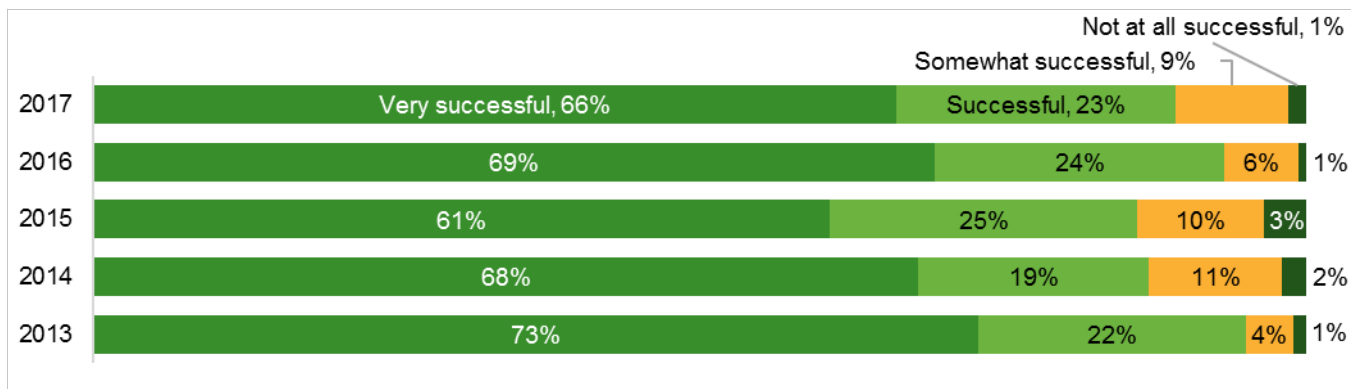


Table 4 – To what extent were you successful in achieving your educational objective?

Educational Objective Success					
	2013	2014	2015	2016	2017
Very Successful	73.00%	68.00%	60.70%	69.43%	66.26%
Successful	22.00%	19.00%	25.37%	23.80%	22.98%
Somewhat Successful	4.00%	11.00%	10.45%	6.11%	9.29%
Not at All Successful	1.00%	2.00%	3.48%	0.66%	1.47%

### 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 aspects of instruction at Harper College is **Excellent** or **Good** (90 - 96%; Table 5). In 2017, the highest rated aspect of instruction was **class size** (M = 3.70), while the lowest rated aspect was **faculty concern for students** (M = 3.51); consistent 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).

Figure 5 – 2017 Mean Ratings of Instruction

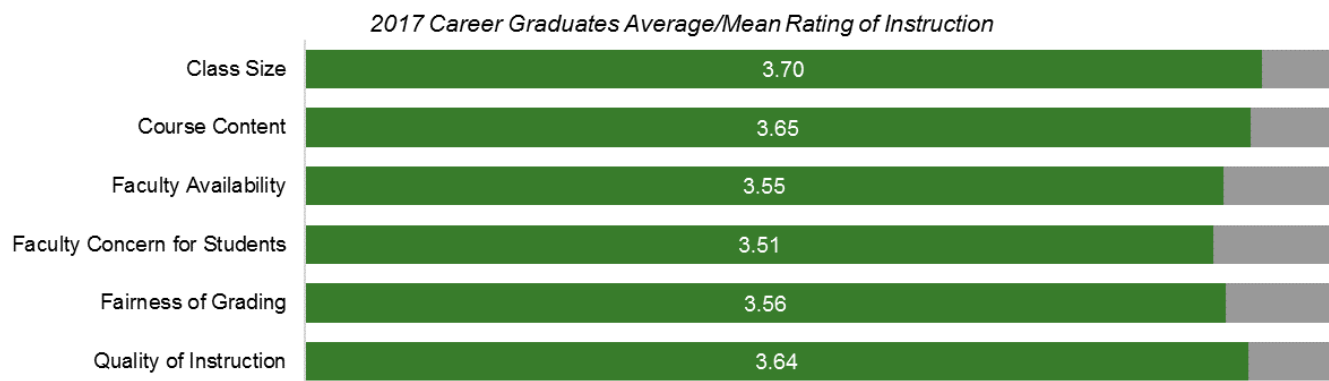


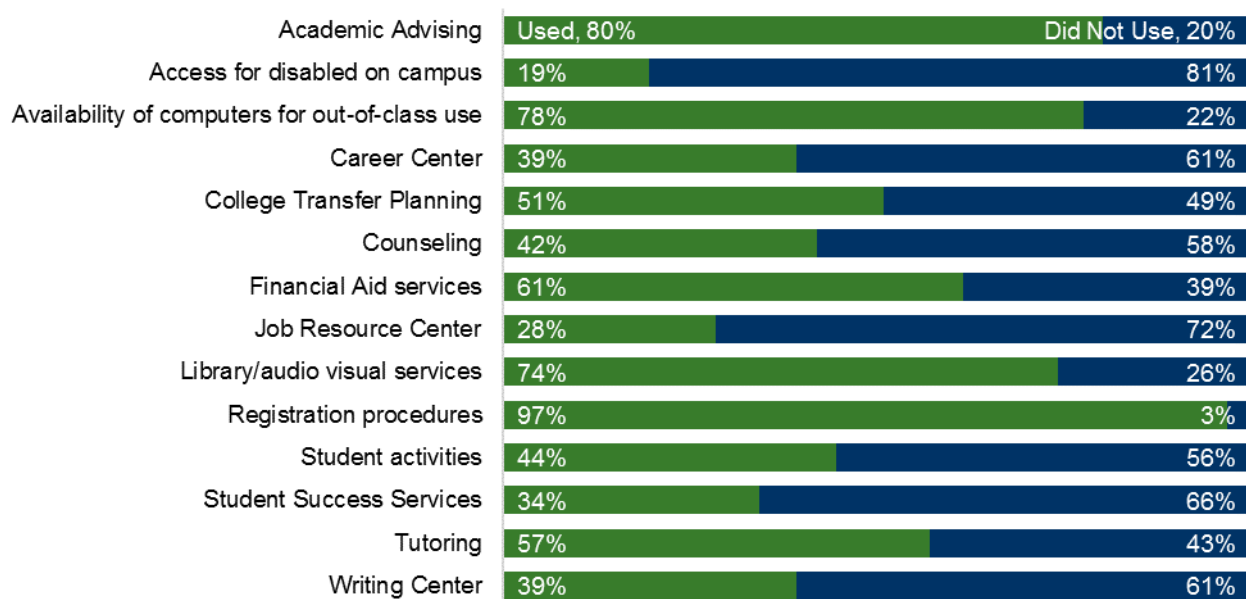
Table 5 – Rate Aspects of Instruction at Harper College

Rate the following elements related to course instruction overall					
	N	Excellent	Good	Average	Poor
<b>Class Size</b>					
2013	643	74.03%	23.33%	2.30%	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%
2017	393	73.79%	22.39%	3.56%	0.25%
<b>Course Content</b>					
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%
2017	394	70.81%	25.13%	2.79%	1.27%
<b>Faculty Availability</b>					
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%
2017	392	65.31%	26.02%	7.14%	1.53%
<b>Faculty Concern for Students</b>					
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%
2017	394	63.45%	26.65%	7.36%	2.54%
<b>Fairness of Grading</b>					
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%
2017	394	65.74%	25.89%	6.85%	1.52%
<b>Quality of Instruction</b>					
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%
2017	394	68.78%	27.66%	2.79%	0.76%

### Satisfaction with Student Services

Figure 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 2017 graduates were least satisfied with (3.19 and 3.34 mean ratings, respectively). Availability of Computers for Out-of-Class Use received the most “*Very Satisfied*” ratings (83%) followed by Library/audio visual services (75% *Very Satisfied*).

**Figure 6 - Utilization of Offices and Services at Harper**



**Figure 7 – Mean/Average Satisfaction of Offices and Services at Harper**

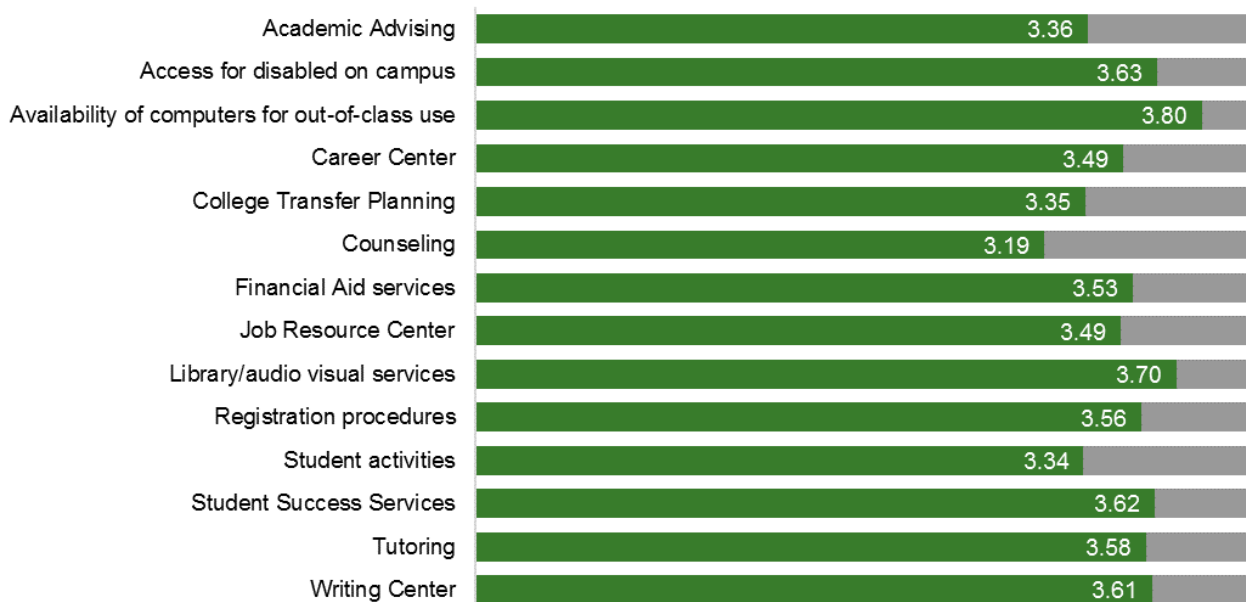




Table 6 - Satisfaction of Offices and Services at Harper

Rate your satisfaction with each office or service listed below.					
	N	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
<b>Academic Advising</b>					
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%
2017	309	56.63%	26.54%	12.94%	3.88%
<b>Access for Disabled on Campus</b>					
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%
2017	75	72.00%	22.67%	1.33%	4.00%
<b>Availability of Computers for Out-of-Class Use</b>					
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%
2017	300	83.33%	14.33%	1.33%	1.00%
<b>Career Center</b>					
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%
2017	150	62.67%	26.67%	8.00%	2.67%
<b>College Transfer Planning</b>					
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%
2017	197	54.82%	29.95%	10.66%	4.57%
<b>Counseling</b>					
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%
2017	162	50.00%	27.16%	14.81%	8.02%

Rate your satisfaction with each office or service listed below.					
	N	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
<b>Financial Aid Services</b>					
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%
2017	238	66.81%	23.53%	5.88%	3.78%
<b>Job Resource Center</b>					
2013	-	-	-	-	-
2014	-	-	-	-	-
2015	-	-	-	-	-
2016	137	60.58%	26.28%	8.03%	5.11%
2017	109	63.30%	25.69%	7.34%	3.67%
<b>Library/Audio Visual Services</b>					
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%
2017	285	75.09%	21.40%	2.11%	1.40%
<b>Registration Procedures</b>					
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%
2017	371	66.31%	25.88%	5.66%	2.16%
<b>Student Activities</b>					
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%
2017	172	52.91%	34.30%	6.98%	5.81%
<b>Student Success Services</b>					
2013	-	-	-	-	-
2014	-	-	-	-	-
2015	-	-	-	-	-
2016	185	71.35%	22.70%	3.78%	2.16%
2017	131	69.47%	24.43%	4.58%	1.53%
<b>Tutoring</b>					
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%
2017	218	67.43%	25.69%	4.59%	2.29%

Rate your satisfaction with each office or service listed below.					
	N	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Writing Center					
2013	-	-	-	-	-
2014	-	-	-	-	-
2015	-	-	-	-	-
2016	218	72.48%	24.31%	3.21%	0.00%
2017	150	68.67%	24.67%	5.33%	1.33%

### 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 2017 transfer respondents were **most satisfied** with the **equipment, facilities, and materials** within their program of study (M = 3.75) and outside their programs of study (M = 3.66). Graduates were **least satisfied** with information on **current employment opportunities and trends** (M = 3.17) within their program of study and **job preparation** outside their program of study (M = 3.18).

Figure 8 - Satisfaction Within Program of Study

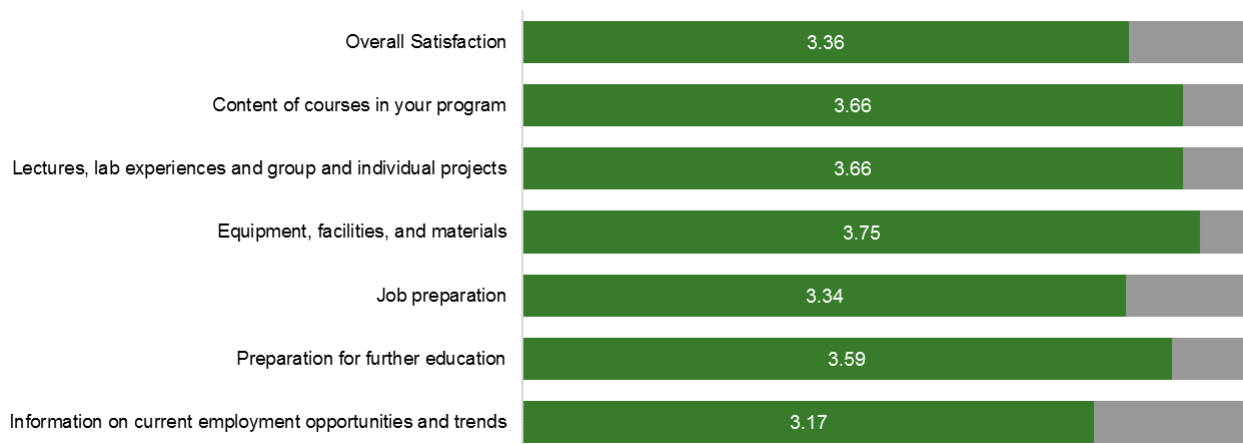


Figure 9 - Satisfaction Outside Program of Study

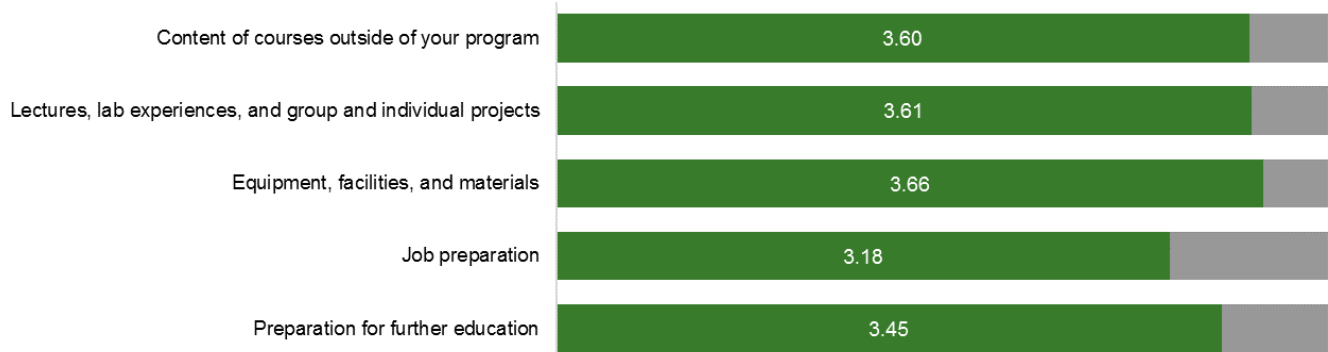




Table 7 – Mean Ratings of Satisfaction within Program of Study

Satisfaction with the following items as they pertain to skill courses in program of study					
	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
<b>Content of courses in your program</b>					
2013	-	-	-	-	-
2014	463	61.34%	32.83%	3.67%	2.16%
2015	180	58.89%	34.44%	3.33%	3.33%
2016	447	70.47%	26.85%	1.34%	1.34%
2017	400	72.50%	23.00%	2.25%	2.25%
<b>Lectures, lab experiences, and group and individual projects</b>					
2013	-	-	-	-	-
2014	462	61.26%	31.82%	4.55%	2.38%
2015	181	58.56%	35.36%	2.76%	3.31%
2016	446	68.16%	28.25%	2.02%	1.57%
2017	397	71.79%	23.43%	3.53%	1.26%
<b>Equipment, facilities, and materials</b>					
2013	-	-	-	-	-
2014	459	68.19%	26.80%	2.83%	2.18%
2015	179	65.92%	26.82%	3.35%	3.91%
2016	444	76.58%	20.50%	1.80%	1.13%
2017	397	79.60%	17.38%	1.76%	1.26%
<b>Job preparation</b>					
2013	-	-	-	-	-
2014	429	40.09%	42.89%	13.99%	3.03%
2015	179	32.96%	46.93%	16.76%	3.35%
2016	425	38.82%	42.82%	13.65%	4.71%
2017	392	54.85%	28.83%	12.24%	4.08%
<b>Preparation for further education</b>					
2013	-	-	-	-	-
2014	457	55.80%	35.67%	6.78%	1.75%
2015	180	48.89%	42.78%	4.44%	3.89%
2016	444	63.29%	30.86%	4.05%	1.80%
2017	395	67.59%	26.08%	4.56%	1.77%
<b>Information on current employment opportunities and trends</b>					
2013	-	-	-	-	-
2014	420	34.05%	39.29%	20.00%	6.67%
2015	177	25.42%	39.55%	25.42%	9.60%
2016	420	28.10%	43.33%	20.95%	7.62%
2017	385	44.16%	33.51%	17.14%	5.19%
<b>Overall, how satisfied are you that your program provided you with the skills for your job?</b>					
2013	-	-	-	-	-
2014	314	43.63%	43.63%	10.83%	1.91%
2015	129	31.78%	51.16%	12.40%	4.65%
2016	217	30.88%	56.68%	7.83%	4.61%
2017	267	55.06%	32.21%	6.37%	6.37%

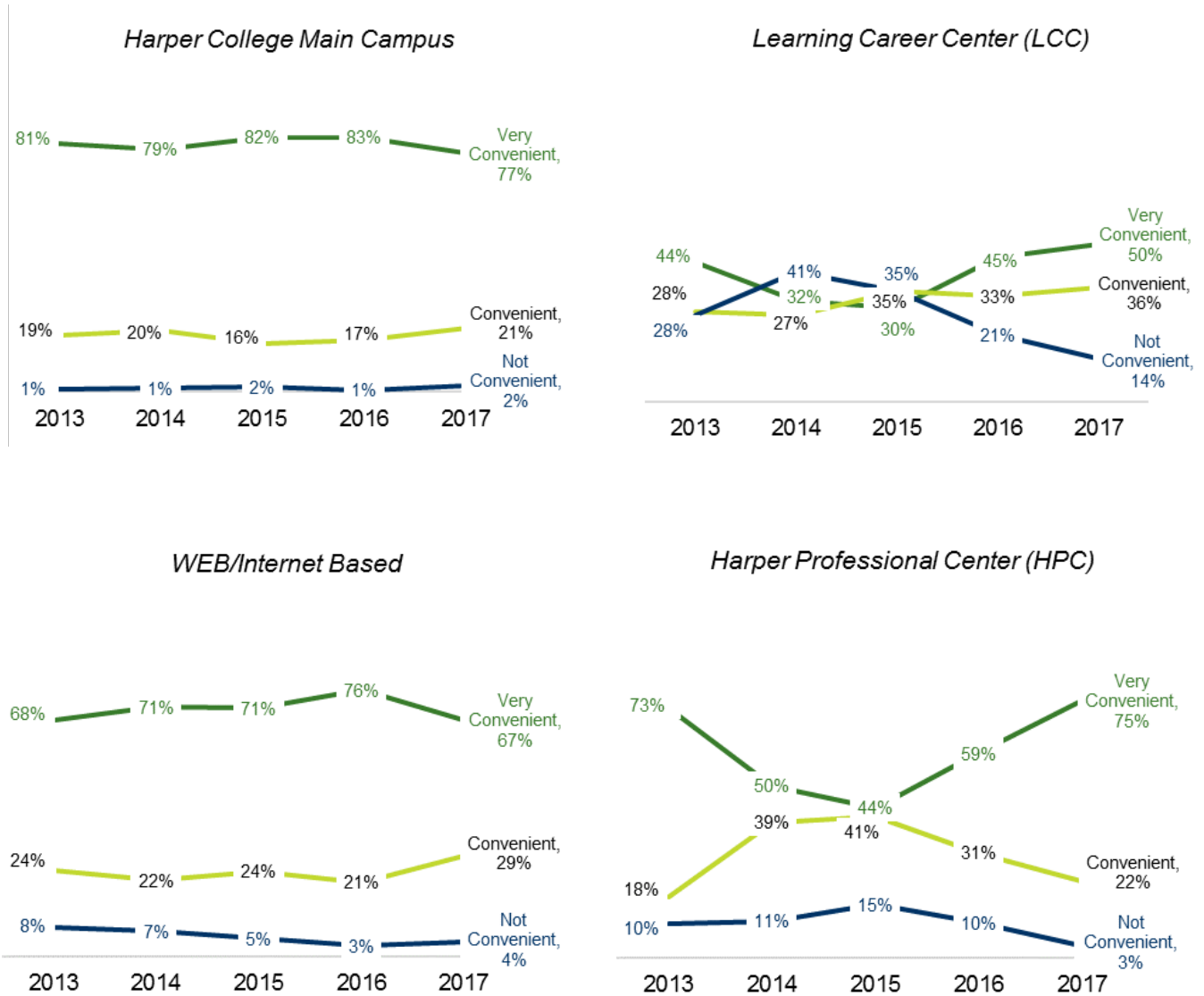
Table 8 – 2017 Respondents' Satisfaction outside of Program of Study Distribution

Satisfaction with items as they pertain to skill courses outside of program of study.					
	N	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
<b>Content of courses outside your program</b>					
2013	-	-	-	-	-
2014	453	43.35%	43.99%	10.76%	1.90%
2015	177	51.98%	42.37%	4.52%	1.13%
2016	444	63.51%	31.08%	4.95%	0.45%
2017	346	64.74%	31.21%	2.89%	1.16%
<b>Lectures, lab experiences, and group and individual projects</b>					
2013	-	-	-	-	-
2014	452	58.15%	34.36%	6.17%	1.32%
2015	176	53.41%	42.05%	2.84%	1.70%
2016	444	60.14%	35.59%	3.38%	0.90%
2017	347	65.71%	30.26%	2.88%	1.15%
<b>Equipment, facilities, and materials</b>					
2013	-	-	-	-	-
2014	449	65.41%	29.49%	4.21%	0.89%
2015	176	57.39%	38.07%	2.27%	2.27%
2016	440	68.18%	28.41%	2.50%	0.91%
2017	346	69.36%	28.61%	1.16%	0.87%
<b>Job preparation</b>					
2013	-	-	-	-	-
2014	414	38.94%	37.98%	19.71%	3.37%
2015	172	29.07%	45.93%	18.60%	6.40%
2016	422	30.33%	41.23%	23.70%	4.74%
2017	338	41.72%	37.57%	18.05%	2.66%
<b>Preparation for further education</b>					
2013	-	-	-	-	-
2014	444	53.36%	34.75%	9.87%	2.02%
2015	175	42.86%	47.43%	5.71%	4.00%
2016	439	58.54%	33.49%	7.06%	0.91%
2017	346	57.80%	32.37%	6.94%	2.89%

**Location**

The Main Campus in Palatine was utilized the most and was rated as the most **convenient (77% very convenient)** by survey respondents. The Harper Professional Center (HPC) WEB was rated as second most convenient (75% very convenient), a 16 percent increase from 2016. Overall, although the Main Campus and was the most convenient location for students, all four locations have high convenience ratings. Table 9 displays the results across all of Harper’s locations.

**Figure 10 - Location Ratings**



**Table 9 – Rate the Convenience of the courses taken in terms of their location**

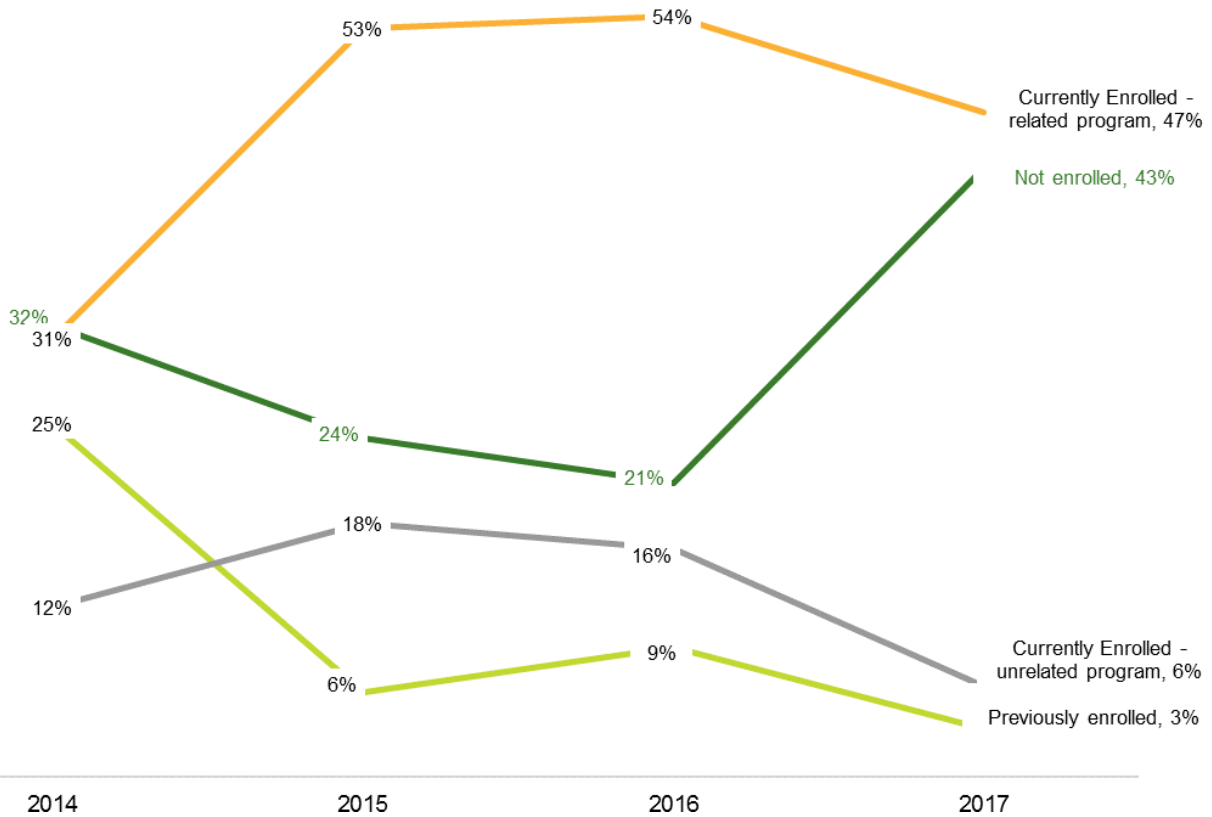
<b>Convenience of Locations</b>				
	<b>N</b>	<b>Very Convenient</b>	<b>Convenient</b>	<b>Not Convenient</b>
<b>Harper Main Campus</b>				
2013	637	81%	19%	1%
2014	453	79%	20%	1%
2015	177	82%	16%	2%
2016	440	83%	17%	1%
2017	368	77%	21%	2%
<b>Learning Career Center (LCC)</b>				
2013	109	44%	28%	28%
2014	110	32%	27%	41%
2015	37	30%	35%	35%
2016	66	45%	33%	21%
2017	58	50%	36%	14%
<b>Web or Internet based</b>				
2013	299	68%	24%	8%
2014	282	71%	22%	7%
2015	120	71%	24%	5%
2016	275	76%	21%	3%
2017	251	67%	29%	4%
<b>Harper Professional Center in Schaumburg</b>				
2013	51	73%	18%	10%
2014	94	50%	39%	11%
2015	39	44%	41%	15%
2016	59	59%	31%	10%
2017	59	75%	22%	3%

### Education 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 2017, since the scale change.

In 2014, 44 percent 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 (71%) 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 (32%). These trends continued with 2016 and 2017 credential earners, the majority of the 2017 respondents (53%) indicated they were currently enrolled since earning a credential from Harper. Of the 2017 credential earners, 47 percent were enrolled in a related program.

Figure 11 - Educational Status

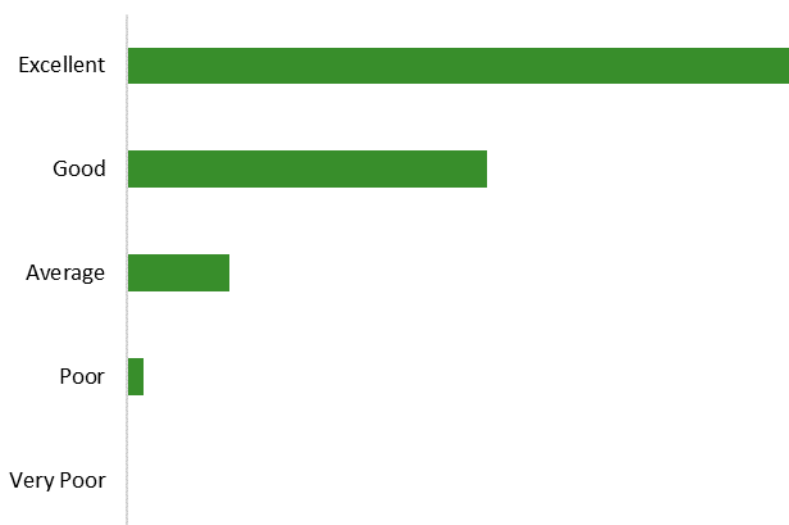


**Table 10 – Which of the following best describes your current educational status?**

What is your current education status?				
	2014 (N=485)	2015 (N=199)	2016 (N=457)	2017 (N=406)
Not Enrolled in Another College/University Since Leaving Harper	32.00%	24.00%	20.79%	43.10%
Previously Enrolled in Another College/University Since Leaving Harper	25.00%	6.00%	9.19%	3.45%
Currently Enrolled in a Field of Study Unrelated to Harper Program	12.00%	18.00%	16.19%	6.40%
Currently Enrolled in a Field of Study Related to Harper Program	31.00%	53.00%	53.83%	47.04%

### Transfer Status

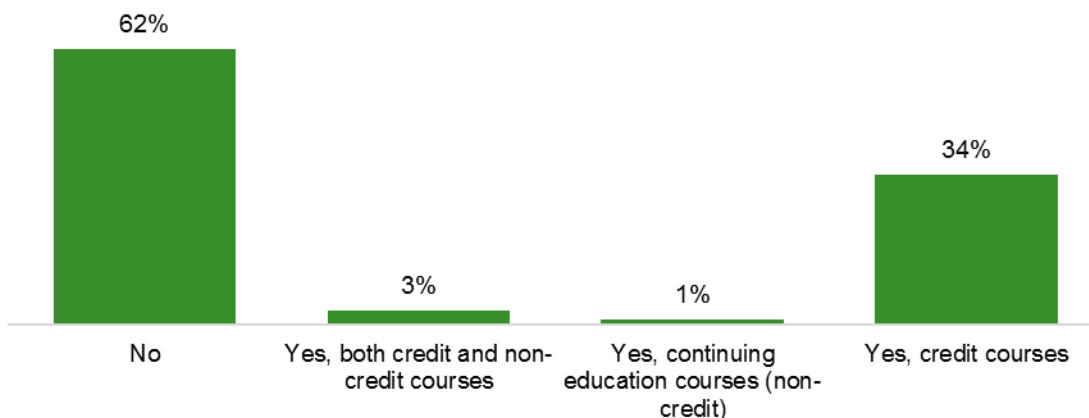
Respondents were asked questions regarding continuing their education after earning a credential from Harper College. Of the 2017 survey respondents, the majority (90%) indicated Harper College prepared them for continuing their education (58% Excellent, 31% Good). The majority (62%) responded they have not taken any courses, credit or non-credit, at Harper College since earning their credential. The majority of respondents also plan to earn a Bachelor's degree (46%), with 39 percent planning to earn a graduate level degree (30% Masters, 7% Doctorate, and 2% Professional).

**Figure 12 - How Well did Harper prepare you to continue your education?****Table 11 – Preparedness for Continuing Education**

Preparedness to Continuing Education	2017 (n=214)	
	N	%
Excellent	125	58.41%
Good	67	31.31%
Average	19	8.88%
Poor	3	1.40%
Very Poor	0	0%



**Figure 13 - Have you taken additional courses at Harper since earning your credential?**



**Table 12 – Additional Courses at Harper College Since Earning Credential**

Additional Courses at Harper College Since Earning Credential		2017 (n= 406)	
	N	%	
No	251	61.82%	
Yes, both credit and non-credit courses	13	3.20%	
Yes, continuing education courses (non-credit)	5	1.23%	
Yes, credit courses	137	33.74%	

**Table 13 – Highest Degree Plan to Earn**

Highest Degree Plan to Earn		2017 (n=326)	
	N	%	
Associate's Degree	48	14.72%	
Bachelor's Degree	151	46.32%	
Master's Degree	98	30.06%	
Doctorate Degree	22	6.75%	
Professional Degree	7	2.15%	

Graduates were asked if they transferred credits earned at Harper College to another institution. The majority (51%) responded Yes, they transferred Harper College credits to another institution. Of the 47 respondents (22%) who indicated their credits did not transfer, the majority (55% of the 47 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 14 – Transfer of Harper Credits to another College Institution

Transfer of Harper Credits to Another College/Institution	2017 (n=214)	
	N	%
<b>Yes</b>	110	51.40%
<b>Have not transferred, still attending Harper</b>	57	26.64%
<b>No</b>	47	21.96%
Some credits would transfer as elective only	15	31.91%
I had more credits than the institution would accept	4	8.51%
Grades were not high enough to earn transfer credits	1	2.13%
Entirely new field of study at transfer institution	1	2.13%
Other reason (please specify)	26	55.32%
<p><i>Many music schools don't accept lesson credit for some reason. I also had take a test to determine which level of music theory I would be placed even though I took theory I-IV at Harper. I tested out of all 4 levels of theory thanks to the great education I received from Dr. B and others.</i></p> <p><i>I took courses outside my field of study, like career preparatory courses and American Sign Language (UIC doesn't have ASL), so those didn't count towards my degree at UIC.</i></p> <p><i>I am not transferring anything to anywhere..</i></p> <p><i>don't know it was just one credit that did not transfer</i></p> <p><i>Some did not transfer</i></p> <p><i>i did not take one class so it did not transfer properly</i></p> <p><i>was not required</i></p> <p><i>some were outside of the requirements majority did, but some did not qualify</i></p> <p><i>it was not harpers fault i changed my mind at the very end as to what i wanted to pursue</i></p> <p><i>i am not sure because northern michigan does not have a dental hygiene program</i></p> <p><i>don't know</i></p> <p><i>they did not meet the level of requirements i had to redo 2 classes</i></p> <p><i>don't know</i></p> <p><i>harper only offered two hour credit so i had to retake at ecc</i></p> <p><i>did not fulfill the requirements at dominican</i></p> <p><i>i have to do the nutrition program over</i></p> <p><i>they did not meet the qualifications at u of i urbana</i></p> <p><i>Not recognized</i></p> <p><i>The linear algebra course was not transferable</i></p> <p><i>different schools accepts certain credits</i></p> <p><i>they only allow 64 credits cap</i></p> <p><i>uic did not accept them</i></p> <p><i>They did not offer the course for what I took at Harper. They had similar classes but nothing exactly the same.</i></p> <p><i>they wouldnt accept some of the harper courses i took</i></p> <p><i>different state</i></p>		

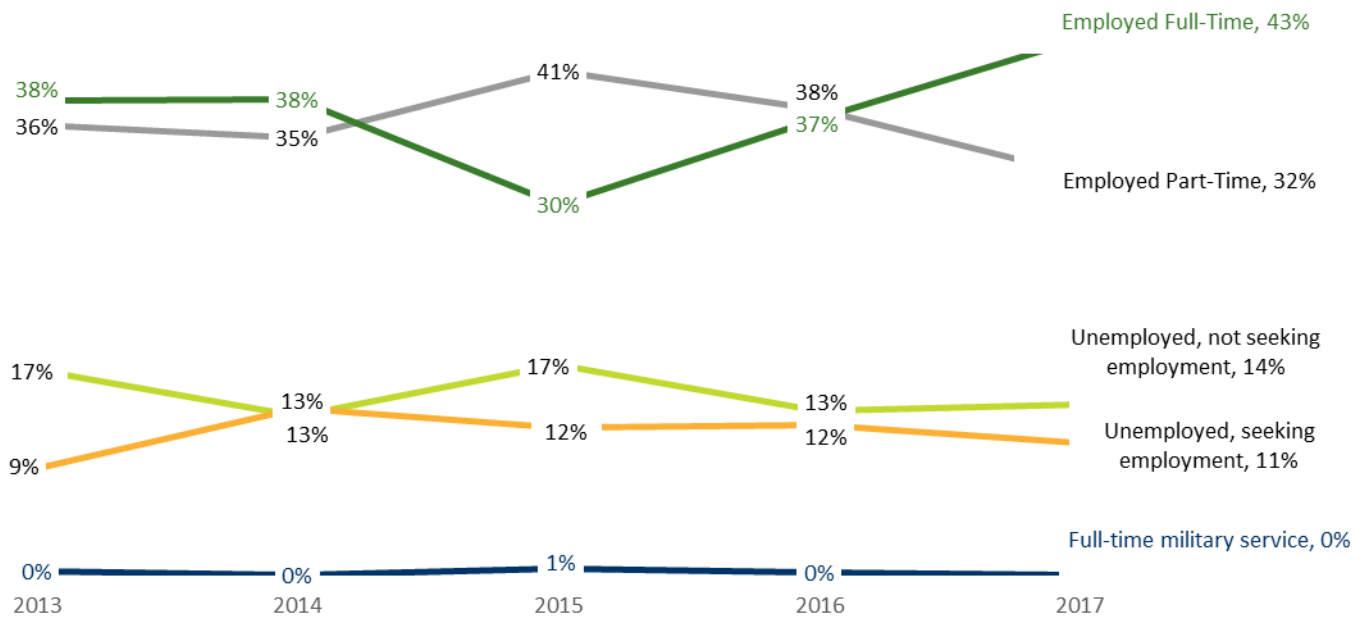
### Employment

In prior years, transfer graduates were only asked their current educational status and rational 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. Across the years, the majority of transfer graduates have indicated they are currently or previously enrolled as students (57-79%).

### Employment Status

Figure 14 and Table 15 show the employment status of survey respondents from 2013 through 2017. While the majority indicated they were employed, more respondents were full-time, with the exception of 2015 and 2016. Fourteen percent (14%) of 2017 respondents are unemployed and not seeking, consistent with the past five years. For the 14 percent unemployed and not seeking employment, 81 percent were full-time students (Table 15).

Figure 14 – Employment Status



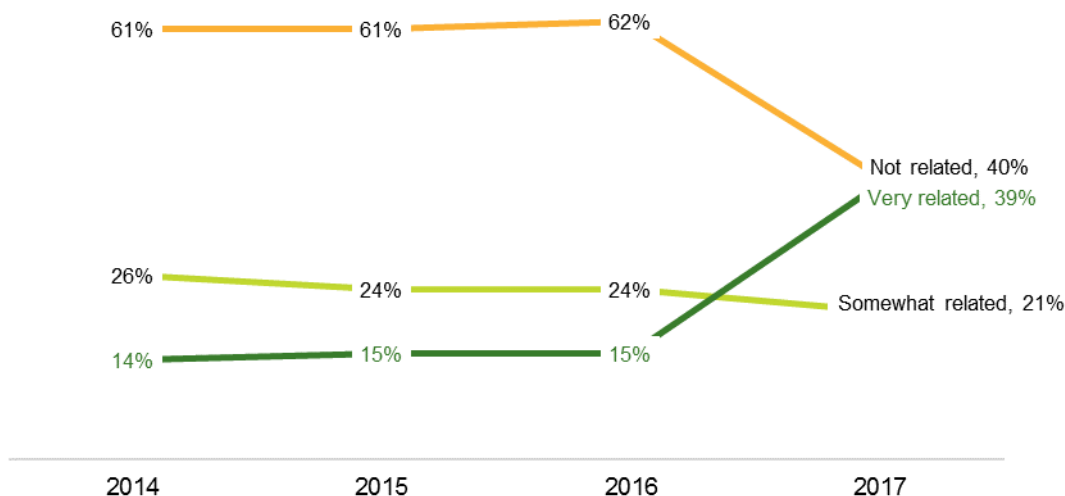
**Table 15 – What is your present employment status?**

<b>What is your employment status?</b>					
	2013 (N = 642)	2014 (N = 482)	2015 (N = 765)	2016 (N = 437)	2017 (N = 384)
Full-time military service	0.31%	0.00%	0.52%	0.23%	0.00%
Unemployed, not seeking employment	16.51%	12.86%	17.01%	13.27%	13.80%
Unemployed, seeking employment	8.57%	13.49%	11.86%	12.13%	10.68%
Employed part-time, less than 30 hours per week	36.29%	35.27%	40.72%	37.53%	32.29%
Employed full-time, 30 hours or more per week	38.32%	38.38%	29.90%	36.84%	43.23%
<i>If unemployed and not seeking employment, choose one best reason</i>					
	2013 (N = 113)	2014 (N = 62)	2015 (N = 62)	2016 (N = 58)	2017 (N = 53)
Other reason	7.96%	4.84%	0.00%	13.79%	7.55%
Health disability	2.65%	4.84%	3.85%	0.00%	0.00%
Full-time student	78.76%	75.81%	92.31%	82.76%	81.13%
Full-time homemaker	7.96%	6.45%	3.85%	0.00%	0.00%
Family Responsibility	2.65%	8.06%	0.00%	3.45%	11.32%

**Job Relation to Program of Study**

Consistent with previous years, sixty-two (62%) percent of 2017 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, 49% of the 2017 transfer respondents replied they took temporary job while in transition. See Table 16 for all the reasons respondents said they were in unrelated jobs.

**Figure 15 – Job Relation to Program of Study**



**Table 16 – One best reason present job is unrelated**

If your present job is unrelated to your college program, what is the one best reason why?					
	2013	2014	2015	2016	2017
Temporary job while in transition	-	44.66%	38.75%	62.81%	49.14%
Other reason	-	19.42%	17.50%	10.05%	15.52%
Preferred to work in another field	-	15.05%	6.25%	8.54%	12.07%
Could not find a job in my field of preparation	-	6.80%	6.25%	6.03%	9.48%
Found better paying job in another field	-	7.28%	11.25%	2.51%	5.17%
Did not complete program/pass licensing test to be eligible to work in my field	-	1.46%	8.75%	7.54%	4.31%
Took job in order to get preferred working hours	-	5.34%	11.25%	2.51%	2.59%
Worked previously in my field of preparation, but changed	-	0.00%	0.00%	0.00%	1.72%
Preferred not to move to new location	-	0.00%	0.00%	0.00%	0.00%
Health problems prevented me from working in my field of preparation	-	0.00%	0.00%	0.00%	0.00%

Note: Arranged by 2017 highest to smallest percentage.

### Working Hours and Wages

Respondents were asked on average how many hours they work in a typical week. Forty percent (40%) of the 2017 transfer graduates work typical part-time hours (11-30 hours per week) and 43 percent work typical full-time hours (31-40 hours per week). Respondents earn an average hourly wage of \$18.22 an hour, working an average of 31 hours a week.

**Figure 16 – Typical Hours/Week**

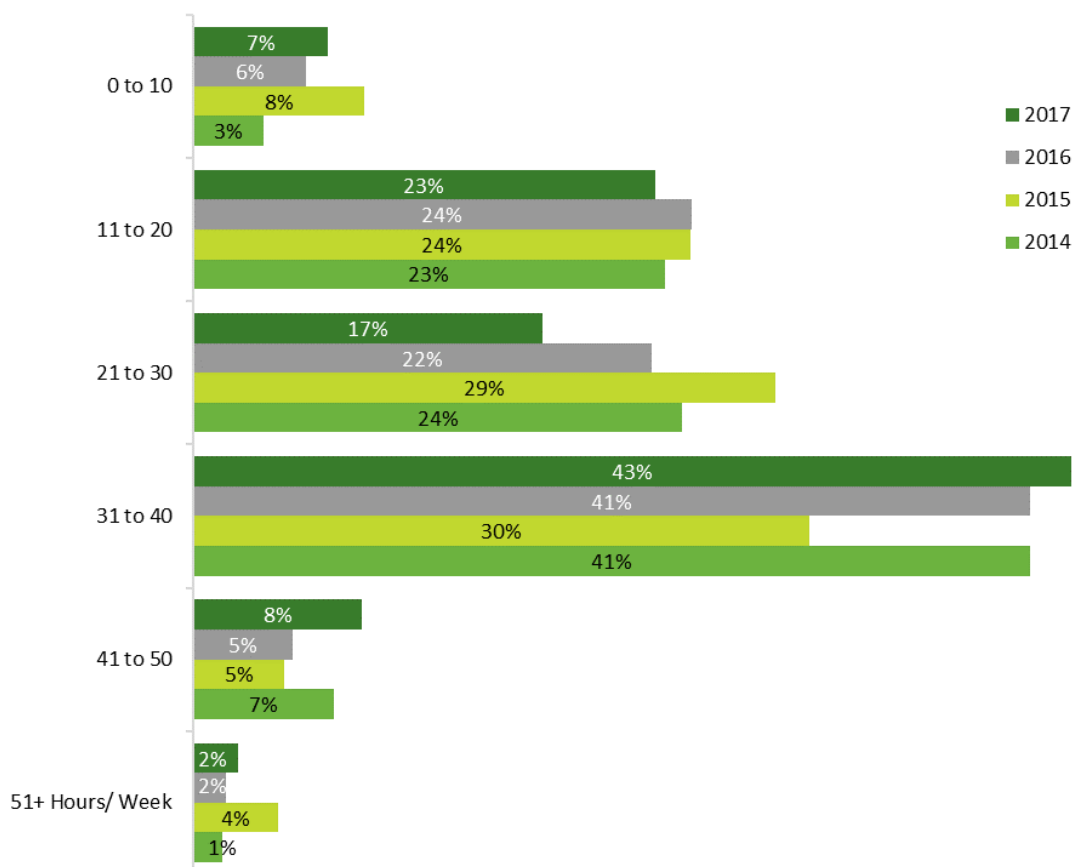


Figure 17 – Typical Hours/Week

Average Hours of Work per Week and Mean Hourly Wage			
	N	Average Hours Worked/Week	Average Hourly Wage
2013	-	-	-
2014	244	29.91	\$15.97
2015	96	29.92	\$13.98
2016	233	29.63	\$15.46
2017	181	31.04	\$18.22

On average, how many hours do you work each week?					
Hours/Week Range	2013	2014	2015	2016	2017
0 to 10	-	3.47%	6.25%	5.43%	6.63%
11 to 20	-	22.83%	21.88%	24.89%	22.65%
21 to 30	-	24.86%	25.00%	23.08%	17.13%
31 to 40	-	40.75%	37.50%	39.82%	43.09%
41 to 50	-	6.65%	4.17%	5.43%	8.29%
51+	-	1.45%	5.21%	1.36%	2.21%

### Job Satisfaction

Respondents were asked how satisfied they are with their present jobs on a four-point scale. The majority of 2017 respondents indicated being **somewhat** or **very satisfied** (84%). However, 16 percent are dissatisfied to some degree (**somewhat** or **very dissatisfied**). Job satisfaction has remained consistent over the years.

Figure 17 – Job Satisfaction

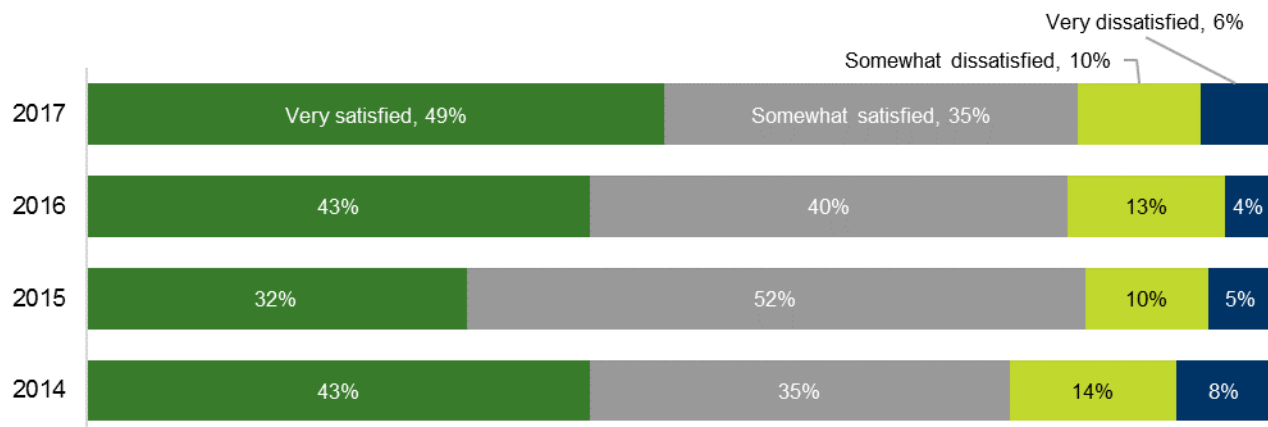




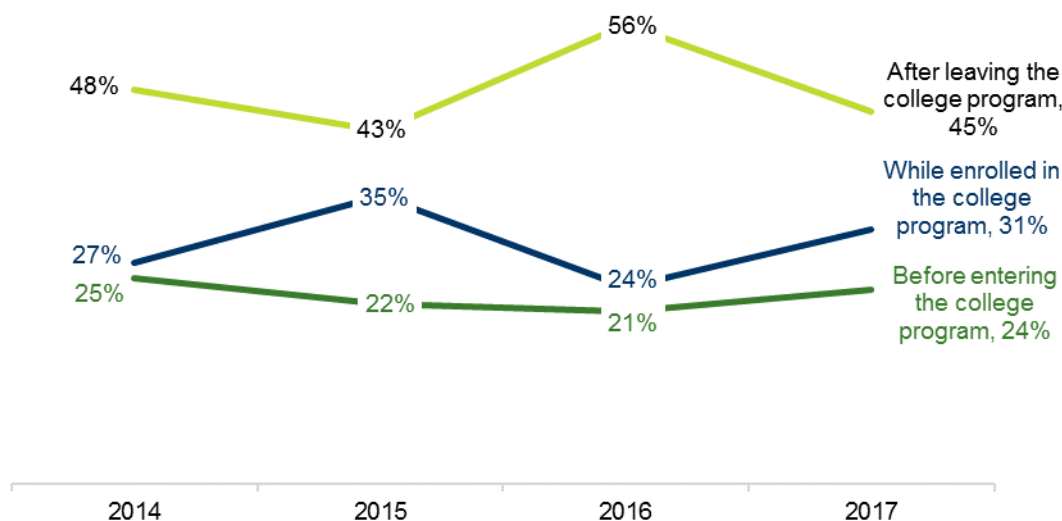
Table 18 – In General, How Satisfied Are You with Your Present Job

In general, how satisfied are you with your present job?					
	2013	2014	2015	2016	2017
Very dissatisfied	-	8.00%	5.22%	3.81%	5.88%
Somewhat dissatisfied	-	14.00%	10.45%	13.33%	10.38%
Somewhat satisfied	-	35.43%	52.24%	40.32%	34.95%
Very satisfied	-	42.57%	32.09%	42.54%	48.79%

### When Graduates Began Working

Of the 2017 transfer respondents, 45 percent started working at their present job after earning their credential and **leaving Harper College** and 24 percent entered Harper **already working**.

Figure 18 – When Graduates Began at Present Jobs



### Location of Employment

Fewer 2017 respondents indicated they work outside of Illinois (10%) compared to previous respondents. Overall, the majority of respondents **work in state** and almost half work within Harper’s district.

Table 19 – Location of Primary Employment

Location of Employment					
	2013	2014	2015	2016	2017
Outside Illinois	-	4.47%	9.77%	7.99%	4.88%
Outside Harper College district, but in Illinois	-	52.63%	45.86%	55.91%	46.69%
Within Harper College district	-	42.89%	44.36%	36.10%	48.43%

### Appreciation for Cultural Diversity

Respondents were asked if their experience 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 remained fairly stable across survey years, the percent of respondents who felt Harper bettered their appreciation (**Definitely Yes**) has *increased* since 2015. Overall, **86%** of the 2017 respondents replied they feel Harper College **bettered their appreciation for diversity**.

Figure 19 – Appreciation for Diversity

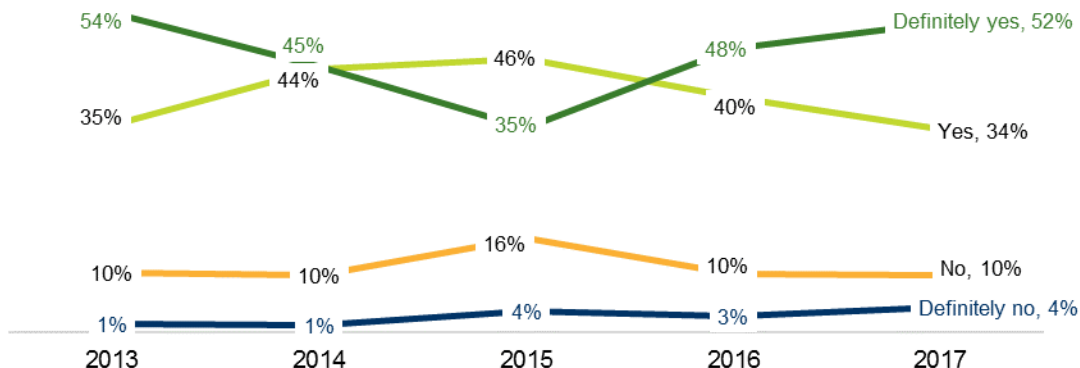


Table 20 – Better Appreciation for Diversity and Different Cultures and Values Due to Harper

Better Appreciation for Diversity and Different Cultures and Values Due to Harper						
	N	Definitely Yes	Yes	No	Definitely No	
2013	639	53.83%	34.90%	10.02%	1.25%	
2014	446	44.84%	44.39%	9.64%	1.15%	
2015	171	34.50%	46.20%	15.79%	3.51%	
2016	439	47.84%	39.64%	9.79%	2.73%	
2017	384	52.08%	34.11%	9.64%	4.17%	

### Recommending and Returning to Harper

The majority of respondents (74%) would recommend Harper College to friends and family (**Definitely Yes**). Figure 20 and Table 23 show that the proportion of respondents selecting **No** or **Definitely No** with respect to recommending Harper has remained quite small over the years. Overall, respondents would recommend Harper College (97% **yes** or **definitely yes**).

Since 2014 there has been a noticeable increase in **Definitely Yes** responses to return to Harper College in the future for education or personal enrichment (39% in 2015 to 64% in 2017). The majority of the 2017 transfer graduates responded Yes or Definitely Yes (90%).

Figure 20 – Recommending Harper College

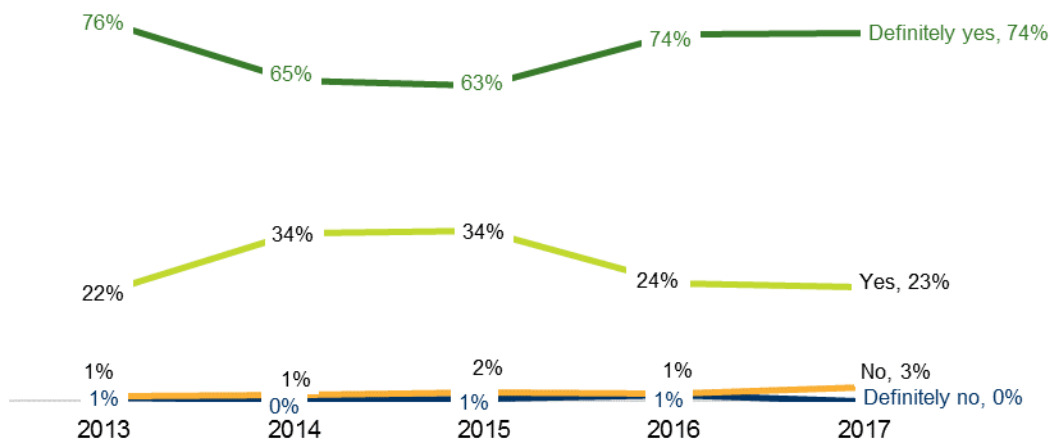
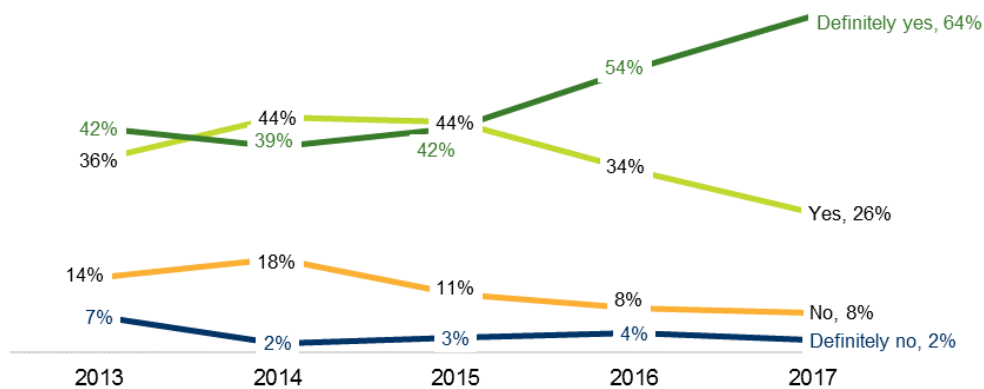


Figure 21 – Returning to Harper in the Future



**Table 21 – Would you recommend Harper College to Your friends and family?**

<b>Would you recommend Harper College to your friends and family?</b>					
	N	Definitely Yes	Yes	No	Definitely No
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%
2017	387	74.16%	23.00%	2.84%	0.00%

**Table 22 – Would you return to Harper for educational or personal enrichment courses in the near future?**

<b>Would you return to Harper for educational or personal enrichment courses in the near future?</b>					
	N	Definitely Yes	Yes	No	Definitely No
2013	639	42.41%	36.46%	14.24%	6.89%
2014	441	39.00%	44.44%	17.74%	1.81%
2015	172	42.44%	43.60%	11.05%	2.91%
2016	439	53.53%	34.40%	8.43%	3.64%
2017	383	63.71%	26.37%	7.57%	2.35%

## Conclusion

Results from the 2017 Harper College Follow Up Survey represent the opinions of 409 graduates (33%) of the 1,253 Harper graduates who earned an associate degree in fiscal year 2017 (excluding associate of applied science degree earners). Comparisons were made of graduates from fiscal years 2013 through 2017 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 2017 respondents' main objective in attending Harper College was split between to take coursework in order to transfer to another college or university (37%) and obtain skills needed for entry into a new or different job (39%), which is different from prior years. Previously, the majority of respondents indicated their main objective as taking coursework to transfer. There could be a number of reasons for this change and would be worth further exploring. Even with the change in trend of main objective, the majority of respondents (66%) stated that they were Very Successful in achieving their objective, which is consistent with previous years (61-73% Very Successful). Consistent with prior survey years, the 2017 respondents said they would recommend Harper College to their friends and family (97% definitely yes or yes), and would return for additional educational and personal enrichment (90% definitely yes or yes).

Satisfaction ratings of instructional aspects 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 student. Similar to prior years, the 2017 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, the 2017 respondents were most satisfied with the availability of computers outside of class and the library audio/visual services at Harper. Registration procedures, academic advising, and computers out-of-class were the most used by the 2017 graduates. Similar to 2016, counseling was the least satisfactory service for the 2017 graduates. Trend data from all years suggest students are underutilizing counseling services and Psychological Services at Harper College; which may explain low ratings for counseling services.

While the majority of the 2017 transfer respondents are working (76% full-time or part-time); 40 percent responded their job is not related to their program of study from Harper College. Of those working in unrelated fields, 49 percent took a job while in transition. Of the 2017 respondents who are working, the majority responded they are very satisfied (49%) or somewhat satisfied (35%) 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.**

