

## DOCUMENT RESUME

ED 397 898

JC 960 507

AUTHOR Lucas, John A.; Setlik, Patricia  
TITLE Follow-Up Study of Former Transfer and Career Management Students. Volume XXIV, Number 4.  
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.  
PUB DATE Sep 95  
NOTE 29p.  
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)  
  
EDRS PRICE MF01/PC02 Plus Postage.  
DESCRIPTORS \*Business Education; Career Education; \*College Transfer Students; Community Colleges; Comparative Analysis; Education Work Relationship; Higher Education; Job Satisfaction; \*Outcomes of Education; \*Participant Satisfaction; \*Program Effectiveness; Salaries; Two Year Colleges; Vocational Followup  
IDENTIFIERS William Rainey Harper College IL

## ABSTRACT

As part of a review of management curricula, William Rainey Harper College in Illinois conducted a study of both former transfer and former career students in the management program. In spring 1995, surveys were sent to 248 former business transfer students and to 123 former career management students enrolled in the past 5 years, requesting information on students' current status and any benefits received from their program. Study findings, based on responses from 58 transfer and 53 career students, included the following: (1) 89% of the career students were employed full-time, compared to only 49% of the transfer students; (2) most career students were employed at the beginning professional level and 94% were employed in a job at least somewhat related to the management field; (3) the average salary of career students employed full-time was \$32,000 per year; (4) transfer students were employed between the technician and beginning professional level, 80% were employed in a related field, and the average salary for those employed full-time was \$26,000 per year; (5) 86% of the transfer students were continuing their education at another college, compared to 26% of the career students; and (6) the highest rated courses by both career and transfer students were Problems in Management and Supervision, Principles in Supervision, and Human Resources. The survey instrument is appended. (BCY)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made . \*  
\* from the original document. \*  
\*\*\*\*\*

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to  
improve reproduction quality.

• Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL  
HAS BEEN GRANTED BY

.....J.A. Lucas.....

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

Volume XXIV, No. 4  
September 1995

## **FOLLOW-UP STUDY OF FORMER TRANSFER AND CAREER MANAGEMENT STUDENTS**

**John A. Lucas, Director  
Office of Planning and Research**

**Patricia Setlik, Coordinator  
Management**

## **ABSTRACT**

The purpose of this study was to follow up former transfer and career management students as one of the means of evaluating the management curricula for Program Review. There were 248 students who had enrolled during the last five years as business transfer students and enrolled in both MGT111 and MGT225. There were 123 students enrolled during the last five years as career management majors who had enrolled in at least two management courses. After mailing a survey instrument two times to these students, 23 percent of the transfer students and 43 percent of the career students responded.

Results of the follow-up study showed that, in general, career and transfer management students differ along expected lines. Within five years of leaving Harper College, career students are more likely to be in full time higher level jobs. Transfer students would not expect to be in these higher level jobs until they finish their bachelor's or higher level degrees. On the other hand, transfer students are much more likely to continue their education at other colleges.

In evaluating their experiences at Harper College, transfer students are more likely to consider broader organizational planning and analysis skills more important than do career students. At the same time, career students are more apt to judge direct supervisory skills as more important.

# TABLE OF CONTENTS

		<u>Page</u>
I.	Purpose	1
II.	Methodology and Population Surveyed	1
III.	Major Conclusions	1
IV.	Discussion of Results	1-2
V.	Detailed Results	
	A. Present Employment and Education Status	3
	B. Employment Status	4
	C. Relatedness of Present Job to Field at Harper	4
	D. Reason Why Student is Not Working in Field	4
	E. Importance of Skills or Conceptual Areas on Job	5
	F. Degree of Preparation in Various Skills	6
	G. Areas Career/Transfer Students Perceive as More Important	6-7
	H. Areas Career/Transfer Students Feel Better Prepared	7
	I. Extent to Which Respondents Manage or Supervise	7
	J. Full-Time Salary, Geographic Location of Employment	8
	K. How Respondents Found Jobs	8
	L. College Enrolled in After Leaving Harper College	8-9
	M. Highest Level of Educational Achievement	9
	N. Major Field at College/Relatedness of Present Major	9
	O. Portion of Courses Able to Transfer	9
	P. GPA - Cost of College to Which Transferred	10
	Q. Rating of Benefit of Management Courses by Career Majors	10
	R. Rating of Benefit of Management Courses by Transfer Majors	11
	S. Suggestions for More Coverage/Additional Courses	11
	T. Best Way to Notify Students/Preferences for Formats	12
	U. Transfer Student Ideas of Topics/Ideas of Add'l Courses	12-13
	V. Career Student Ideas of Topics/Ideas of Additional Courses	13-14
	W. General Comments by Management Transfer Students	14
	X. General Comments by Management Career Students	14
VI.	Appendix	
	◆ Survey Instrument	
	◆ Cover Letter	

## Purpose

The purpose of this study was to follow up former transfer and career management students as one of the means of evaluating the management curricula for Program Review. These former students were asked about their current situation and about how the program benefited them in this situation. The study was requested by the Coordinator of the Management Program.

## Methodology and Population Surveyed

The transfer management population was defined as students who were enrolled during the last five years, were business transfer majors and had taken both MGT111 and MGT225. There were 248 students who met the criteria. The career management population was defined as students who were enrolled during the last five years, were a career management major and had taken at least two management courses. There were 123 students who met this criteria.

The survey instrument shown in the appendix was developed jointly by the Coordinator of the Management Program and the Office of Planning and Research. Two mailings of the survey instrument were made to the two survey populations. After the second mailing the following response rates were obtained.

	<u>Transfer Management Students</u>	<u>Career Management Students</u>
• Survey Population	248	123
• Completed Surveys Returned	58	53
• Response Rate	23.4 percent	43.1 percent

## Major Conclusions

In general, career and transfer management students differ along expected lines. Within five years of leaving Harper College, career students are more likely to be in full time higher level jobs. Transfer students would not expect to be in these higher level jobs until they finish their bachelor's or higher level degrees. On the other hand, transfer students are much more likely to continue their education at other colleges.

In evaluating their experiences at Harper College, transfer students are more likely to consider broader organizational planning and analysis skills more important than do career students. At the same time, career students are more apt to judge direct supervisory skills as more important.

## Discussion of Results

The vast majority (89%) of career students are employed full time while only 49 percent of the transfer students are so employed. Some 8 percent of the career students and 11 percent of the transfer students are self employed. Only 4 percent of the career students were employed part time as compared to 25 percent for the transfer students. However, all the students employed part time preferred this situation at this time in their lives.

Career students are employed at the beginning professional level and 94 percent are employed in a job at least somewhat related to the management field. They earn an average of \$32,000 per year at a full-time job and are employed near the Harper College District. They manage an average of 1.8 persons and are fairly satisfied with their jobs. These career students are most likely to find their jobs on their own or through newspaper ads.

By contrast, transfer students are employed halfway between the technician and beginning professional level. About 80 percent are employed in a job at least somewhat related to their business major at Harper College. Their full-time earnings average only \$26,000 per year. They are most likely to find their jobs through the help of a friend or relative. Transfer students though are employed near the Harper District and are fairly satisfied with their jobs.

## Discussion of Results (continued)

As one would expect, 86 percent of the transfer students have continued their education at another college mostly in the business fields. They most frequently transfer to Northern Illinois and Roosevelt but still 60 percent transfer to a wide variety of other colleges. They transfer about 91 percent of their credits successfully and earn a 2.95 GPA at their new institution. They spend an average of about \$7,800 at their new college.

By contrast, only 26 percent of the career students continue their education at another college but those who do mostly stay in the business fields. They most frequently transfer to Roosevelt, but 58 percent transfer to other colleges -- mostly technical or other community colleges. Those who do continue their education are able to transfer 82 percent of their credits successfully. They earn an average 3.25 GPA and spend about \$3,100 per year at their new institution.

Career students said the most important skill or knowledge areas for their job were oral communication skills, interpersonal skills, teamwork, problem solving/decision making, using computers, written communication skills, customer service and time management. The least important skills and knowledge areas for them were understanding international trade, facility planning, library research, marketing planning, product planning and financial planning.

Career students felt the best prepared in problem solving/decision making, understanding organizational structure, interpersonal skills, teamwork and oral communication skills. They felt least prepared in understanding international trade, facility planning and product planning. By contrast, transfer students felt best prepared in written communication skills, oral communication skills, acquiring and evaluating data, library research and problem solving/decision making.

Career students perceive that written communication skills, departmental planning, organizing the work of those under them, evaluating employees and motivating/providing direction for employees was more important for them on their job than for transfer students. Moreover, for the last three skills listed, career students felt better prepared than did transfer students.

On the other hand, transfer students felt that financial planning, marketing planning, product or service flow planning and negotiations were more important for their jobs than did career students. Transfer students also felt better prepared for written communication skills, product planning, library research acquiring and evaluating data, using computer skills and applying technology to specific tasks.

When asked how beneficial the courses in the management curricula were, career students rated MGT291 - Problems in Management and Supervision, MGT160 - Principles in Supervision, and MGT265 - Human Resources - as the most beneficial courses. MGT 115 - Intro to International Business, MGT 173 - Forms Management, and MGT250 - Franchising, were rated as their least beneficial courses. Transfer students rated these courses similarly with one major exception. They rated MGT115 - Intro to International Business - as much more beneficial to them than did career students.

When asked to suggest topics which should be added to existing courses, most frequently mentioned were interpersonal skills, use of more real life business experiences, teamwork and more computer assignments. The best way to notify these former students of topics added to existing courses or the creation of new courses would be through mailings to their home. Most prefer the present format for courses of 16 weeks and 3 hours of class per week.

**SURVEY OF FORMER MANAGEMENT STUDENTS  
BOTH TRANSFER AND CAREER**

<u>Present Status</u>	<u>Career</u>		<u>Transfer</u>	
	<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
- Employed full time, not in college	29	54.7	18	31.6
- Employed full time, enrolled part time	17	32.0	10	17.5
- Employed full time, enrolled full time	1	1.9	0	0
- Enrolled full time, employed part time	0	0	11	19.3
- Enrolled full time, not employed	1	1.9	14	24.5
- Enrolled in college part time, employed part time	1	1.9	2	3.5
- Employed part time, not enrolled	1	1.9	1	1.8
- Enrolled part time, not employed	1	1.9	0	0
- In Armed Forces	0	0	0	0
- Unemployed but seeking employment	0	0	1	1.8
- Homemaker	1	1.9	0	0
- Not employed nor enrolled - other reasons	<u>1</u>	<u>1.9</u>	<u>0</u>	<u>0</u>
Total	53	100.0	57	100.0

**Present Educational Situation**

- Enrolled full time - 4-year college	2	3.7	25	43.8
- Enrolled part time - 4-year college	5	9.4	4	7.0
- Enrolled full time - community college	0	0	0	0
- Enrolled part time - community college	11	20.8	5	8.8
- Plan to return to college within next year	12	22.6	5	8.8
- Plan to return to college some day	9	17.0	4	7.0
- Completed bachelor's degree - returned to community college for courses	2	3.8	3	5.3
- Enrolled in specific training program	0	0	0	0
- Completed educational plans	2	3.8	10	17.5
- Educational plans are unknown	10	18.9	1	1.8
- Do not intend to seek further training or education	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	53	100.0	57	100.0

**Self-Employment**

- Self-employed -- full time	2	4.0	2	4.4
- Self-employed -- part time	2	4.0	3	6.7
- Not self-employed	<u>46</u>	<u>92.0</u>	<u>40</u>	<u>88.9</u>
Total	50	100.0	45	100.0

**Employed Part Time**

- Prefer to work part time	2	50	4	22.2
- Could not find full-time job in field and only part-time jobs in field were available	0	0	0	0
- Could not find full-time job in any field - part-time job in another field was only alternative	0	0	0	0
- Part-time job was temporary while in college or in transition	1	25	12	66.7
- Part-time job in addition to full-time job	<u>1</u>	<u>25</u>	<u>2</u>	<u>11.1</u>
Total	4	100.0	18	100.0

<u>Employment Status</u>	<u>Index</u>	<u>Career</u>		<u>Transfer</u>	
		<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
- Unskilled labor	1	0	0	2	4.5
- Semi-skilled labor	2	8	17.0	9	20.5
- Technician/Skilled labor/Foreman	3	6	12.8	4	9.1
- Beginning professional	4	13	27.7	23	52.3
- Experienced Professional/Second Line Management	5	20	42.5	6	13.6
- Scientist/Researcher/Upper Middle Management	6	0	0	0	0
- Vice President or Higher	7	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total		47	100.0	44	100.0
Average Index			3.96		3.50

<u>Relatedness of Present Job to Field They Prepared for at Harper</u>		<u>Index</u>			
		<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
- Identical	3	4	8	6	13.0
- Closely related	2	20	40	13	28.3
- Somewhat related	1	23	46	18	39.1
- Not related	0	<u>3</u>	<u>6</u>	<u>9</u>	<u>19.6</u>
Total		50	100.0	46	100.0
Average Index			1.50		1.35

<u>Reason Why Student is Not Working in Field Related to Field Prepared for at Harper</u>					
		<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
- Temporary job while in transition		0	0	6.33	48.7
- Found better paying job in another field		2	18.2	2.33	18.0
- Have not completed enough of program to quality for job in field		3	27.2	1	7.7
- Took job in order to get preferred working hours		1	9.1	2.33	17.9
- Preferred to work in another field		2	18.2	0	0
- Worked previously in field of preparation but changed		1	9.1	1	7.7
- Hope to advance at work into field		1	9.1	0	0
- Family responsibilities		1	9.1	0	0
- Cannot find job in field of preparation		0	0	0	0
- Preferred not to move to a new locality		0	0	0	0
- Health problems		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total		11	100.0	13	100.0



**Importance of Skills or Conceptual Areas on Job****Career****Transfer**

<u>Skill or Knowledge Area</u>	<u>N</u>	<u>Average Importance Index*</u>	<u>N</u>	<u>Average Importance Index*</u>
- Oral communication skill	50	2.90	46	2.67
- Interpersonal communication skill	51	2.7	46	2.70
- Teamwork	50	2.48	43	2.47
- Problem solving/decision making	50	2.44	44	2.43
- Using computers to process information	49	2.43	43	2.21
- Written communication skill	50	2.38	48	1.96
- Customer service	48	2.33	44	2.30
- Time management	50	2.28	45	2.56
- Creative thinking	50	2.16	45	2.02
- Applying technology to specific tasks	48	2.02	43	1.84
- Acquiring and evaluating data	51	2.00	43	2.00
- Organizing work of employees under them	47	1.91	47	1.47
- Participation in group/committee meetings	48	1.90	45	1.80
- Quality control	46	1.89	43	2.12
- Understanding organization structure	50	1.86	45	1.78
- Motivating/providing direction for employees	45	1.73	45	1.33
- Negotiation	49	1.67	43	1.98
- Planning career development path	48	1.46	44	1.27
- Lead group/committee meetings	47	1.45	42	1.24
- Departmental planning	47	1.45	45	1.13
- Personnel planning	47	1.43	44	1.36
- Providing vision for the department	48	1.31	46	1.39
- Product or service flow planning	46	1.20	44	1.50
- Helping establish vision for organization	47	1.19	43	1.23
- Financial planning	46	.87	44	1.27
- Product planning	46	.85	44	.98
- Marketing planning	47	.74	44	1.11
- Library research	48	.60	43	.65
- Facility planning	46	.57	44	.74
- Understanding international trade	48	.42	46	.70

\*Importance Index: 3 = Very Important

2 = Important

1 = Somewhat Important

0 = Not Important

**Degree of Preparation in Various Skills  
or Conceptual Areas on Job**

<u>Preparation Area</u>	<u>Career</u>		<u>Transfer</u>	
	<u>N</u>	<u>Average Preparation Index*</u>	<u>N</u>	<u>Average Preparation Index*</u>
- Problem solving - decision making	49	2.14	44	2.02
- Understanding organizational structure	52	2.12	43	1.84
- Interpersonal communication skills	50	2.06	45	1.89
- Teamwork	49	2.04	44	1.93
- Oral communication skills	50	2.02	45	2.09
- Written communication skills	51	1.88	45	2.18
- Participation in group/committee meetings	49	1.88	43	1.63
- Creative thinking	48	1.85	44	1.84
- Organizing work of employees under them	48	1.83	44	1.30
- Time management	48	1.81	44	1.93
- Motivating/providing direction for employees	47	1.81	43	1.42
- Acquiring and evaluating data	48	1.77	44	2.09
- Evaluating employees	46	1.72	44	1.16
- Library research	53	1.68	45	2.07
- Lead group/committee meetings	52	1.65	44	1.41
- Negotiation	50	1.60	43	1.58
- Planning career development plan	48	1.56	42	1.67
- Quality control	45	1.47	41	1.34
- Customer service	48	1.46	43	1.47
- Personnel planning	48	1.44	43	1.35
- Departmental planning	47	1.43	43	1.23
- Using computers to process information	49	1.41	44	1.84
- Helping establish vision for organization	47	1.38	42	1.36
- Applying technology to specific tasks	45	1.36	42	1.71
- Providing vision for department	48	1.27	42	1.21
- Marketing planning	46	1.24	43	1.33
- Product or service flow planning	45	1.22	41	1.39
- Financial planning	47	1.21	44	1.45
- Product planning	46	1.00	43	1.37
- Facility planning	46	.91	42	1.17
- Understanding international trade	48	.90	43	1.07

Preparation Index: 3 = Very well  
2 = Well  
1 = Somewhat  
0 = Not Prepared

**Areas Career Students Perceive as More  
Important to Their Job Than Transfer Students**

- Written Communication Skills
- Organizing work of employees under them
- Evaluating employees
- Motivating/providing direction for employees
- Departmental Planning

**Areas Transfer Students Perceive as More Important to Their Job than Career Students**

- Financial planning
- Marketing planning
- Product or service flow planning
- Negotiation

**Areas Career Students Feel Better Prepared in for Their Job than Transfer Students**

- Organizing work of employees under them
- Evaluating employees
- Motivating/providing direction for employees

**Areas Transfer Students Feel Better Prepared in for Their Job Than Career Students**

- Written communication skills
- Product planning
- Library research
- Acquiring and evaluating data
- Using computers to process information
- Applying technology to specific tasks

**Extent to Which Respondents Manage or Supervise the Work of Other People**

<u>Supervision Extent</u>	<u>Index</u>	<u>Career</u>		<u>Transfer</u>	
		<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
- Supervise or manage work of over 20 people	+ 5	2	4.0	1	2.2
- Supervise or manage work of 11-20 people	+ 4	4	8.0	4	8.7
- Supervise or manage work of 5-10 people	+ 3	7	14.0	3	6.5
- Supervise or manage work of 1-4 people	+ 2	13	26.0	7	15.2
- Occasionally a team leader or supervise some people	+ 1	15	30.0	14	30.4
- Never supervise or manage work of others	0	<u>9</u>	<u>18.0</u>	<u>17</u>	<u>37.0</u>
Total		50	100.0	46	100.0
Average Index			+ 1.76		+ 1.26

**Satisfaction with Present Position**

- Very satisfied	+ 2	12	24.0	16	35.6
- Satisfied	+ 1	25	50.0	15	33.3
- Not sure	0	6	12.0	7	15.6
- Dissatisfied	- 1	7	14.0	6	13.3
- Very dissatisfied	- 2	<u>0</u>	<u>0</u>	<u>1</u>	<u>2.2</u>
Total		50	100.0	45	100.0
Average Index			+ .84		+ .87

<u>Full-Time Salary Per Year</u>	<u>Career</u>		<u>Transfer</u>	
	<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
- \$12,000 - \$14,999	1	2.0	2	6.7
- \$15,000 - \$19,999	1	2.0	3	10.0
- \$20,000 - \$24,999	7	14.3	9	30.0
- \$25,000 - \$29,999	11	22.5	5	16.7
- \$30,000 - \$34,999	10	20.4	7	23.3
- \$35,000 - \$39,999	7	14.3	2	6.7
- \$40,000 - \$49,999	6	12.2	0	0
- \$50,000 - \$60,000	4	8.2	1	3.3
- Over \$60,000	<u>2</u>	<u>4.1</u>	<u>1</u>	<u>3.3</u>
Total	49	100.0	30	100.0
Median Salary	\$32,300		\$26,000	
Mean Salary	\$34,700		\$28,100	

<u>Geographic Location of Employment</u>	<u>Index</u>				
- Downtown Chicago	2	5	10.0	6	13.0
- Northwest suburban area	0	28	56.0	24.5	53.3
- Surrounding suburbs	1	14	28.0	10	21.7
- Farther away suburbs	2	1	2.0	4	8.7
- Within 49 to 100 miles	3	0	0	0	0
- In Illinois more than 100 miles away	4	0	0	1.5	3.3
- Outside Illinois	5	<u>2</u>	<u>4.0</u>	<u>0</u>	<u>0</u>
Total		50	100.0	46	100.0
Average Index			.72		.78

<u>How Respondents Found Their Jobs</u>				
- Friend or relative helped	9	18.0	18.5	41.1
- Newspaper Ads	15	30.0	8.5	18.9
- Found job on their own	12	24.0	7	15.6
- Working on same job as when first enrolled at Harper	7	14.0	4	8.9
- Private employment agency	5	10.0	2	4.4
- Harper Placement Office	1	2.0	2.5	5.6
- Employer found respondent	0	0	1.5	3.3
- Temporary employment service	1	2.0	0	0
- Placement office of another college or school	0	0	1	2.2
- Illinois Job Service	0	0	0	0
- Coordinator of program	0	0	0	0
- Another faculty member	0	0	0	0
- Internship program at Harper	0	0	0	0
- Professional association's placement service	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	50	100.0	45	100.0

<u>College Enrolled in After Leaving Harper College</u>	<u>Career</u>	<u>Transfer</u>	<u>Total</u>
- Roosevelt	8	5	13
- Northern Illinois	12	0	12
- University of Illinois Chicago	6	0	6
- Illinois State	6	0	6
- Western Illinois	5	0	5
- Northeastern Illinois	3	0	3
- Eastern Illinois	2	0	2
- Elmhurst	2	0	2

**College Enrolled in After Leaving Harper College**

	<u>Career</u>	<u>Transfer</u>	<u>Total</u>
- University of Wisconsin/Madison	2	0	2
- DeVry Institute of Technology	0	2	2
- Southern Illinois	1	0	1
- Bradley	1	0	1
- Loyola	1	0	1
- Illinois Benedictine	1	0	1
- DePaul	1	0	1
- National Louis University	1	0	1
- Olivette Nazarene	0	1	1
- North Central	0	1	1
- McHenry Community College	0	1	1
- Egin Community College	0	1	1
- Oakton Community College	0	1	1

**Highest Level of Educational Achievement**

	<u>Career</u>		<u>Transfer</u>	
	<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
- Some undergraduate work	25	51.0	12	85.7
- Bachelor's degree	20	40.8	2	14.3
- Some graduate courses	3	6.1	0	0
- Graduate degree	<u>1</u>	<u>2.1</u>	<u>0</u>	<u>0</u>
	49	100.0	14	100.0
Percent who have transferred		86.0		26.4

**Major Field at College to Which Transferred**

- Business	46.5	94.9	11	78.6
- Engineering and Technologies	0	0	2	14.3
- Agriculture and Conservation	1	2.1	0	0
- Communications	1	2.0	0	0
- Education	.5	1.0	0	0
- Undecided	<u>0</u>	<u>0</u>	<u>1</u>	<u>7.1</u>
Total	49	100.0	14	100.0

**Relatedness of Present Major to  
Major Field at Harper College**

	<u>Index</u>	<u>Career</u>		<u>Transfer</u>	
		<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
- Identical	+ 3	17	34.7	4	26.7
- Closely related	+ 2	20	40.8	7	46.6
- Somewhat related	+ 1	10	20.4	3	20.0
- Not related	0	<u>2</u>	<u>4.1</u>	<u>1</u>	<u>6.7</u>
Total		49	100.0	15	100.0
Average Index			+2.06		+1.93

**Portion of Courses Able to Transfer**

- 0 - 20 percent	0	0	0	0
- 20 - 40 percent	0	0	1	8.3
- 40 - 60 percent	1	2.1	0	0
- 60 - 80 percent	5	10.2	3	25.0
- 80 - 90 percent	8	16.3	1	8.4
- 87.5 percent	7	14.3	3	25.0
- 95 percent	5	10.2	1	8.3
- 100 percent	<u>23</u>	<u>46.9</u>	<u>3</u>	<u>25.0</u>
Total	49	100.0	12	100.0
Average Percent Transferred		91.2		81.9

	<u>Career Students</u>		<u>Transfer Students</u>	
<u>GPA at All Colleges to Which Transferred</u>	<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
	47	2.95	12	3.25
 <u>Cost of College To Which Transferred</u>	 <u>N</u>	 <u>Object</u>	 <u>N</u>	 <u>Object</u>
• Percent Paying \$10,000 or more per year	44	27.3 %	12	8.3%
• Mean Cost Per Year	44	\$7,861	12	\$3,142
• Median Cost Per Year	44	\$7,333	12	\$1,000

**Rating of Benefit of Management Courses  
by Career Majors**

<u>Course</u>		<u>No. Taking Course</u>	<u>PCT Taking Course</u>	<u>Mean Benefit Rating*</u>
MGT291	Problems in MGT & Supervision	34	75.6	2.56
MGT160	Principles of Supervision	46	97.9	2.50
MGT265	Human Resources Management	22	53.7	2.45
MGT280	Human Relations	20	50.0	2.40
MGT270	Principles of Management	40	88.9	2.38
MGT150	Business Math	17	42.5	2.29
MGT154	Small Business Management	17	41.5	2.29
MGT111	Intro. to Business Organization	45	95.7	2.24
MGT218	Intro. to Finance	16	39.0	2.19
MGT204	Training and Development	6	16.2	2.17
MGT170	Principles of Ind. Financial Plan	10	26.3	2.10
MGT168	OSHA Stds. and Compliance	9	24.3	2.00
MGT275	Labor Mgt. Relations	6	16.2	2.00
MGT167	Records & Information Mgmt.	15	38.5	1.80
MGT225	Applied General Statistics	4	11.1	1.50
MGT115	Intro. to International Business	8	21.1	1.00
MGT173	Forms Management	3	8.1	1.00
MGT250	Franchising	1	2.9	1.00

\* Benefit Rating:    3 = Great Benefit  
                               2 = Beneficial  
                               1 = Of Some Benefit  
                               0 = Of No Benefit

**Rating of Benefit of Management Courses  
by Transfer Majors**

<u>Course</u>		<u>No. Taking Course</u>	<u>PCT Taking Course</u>	<u>Mean Benefit Rating*</u>
MGT291	Problems in Mgmt. and Supervision	4	9.5	2.75
MGT270	Principles of Management	23	51.1	2.43
MGT115	Intro. to International Business	6	14.3	2.33
MGT265	Human Resources Mgmt.	8	19.0	2.25
MGT204	Training and Development	5	11.9	2.20
MGT111	Intro. to Business Organization	51	94.4	2.18
MGT160	Principles of Supervision	9	21.4	2.11
MGT154	Small Business Management	8	18.2	2.00
MGT173	Forms Management	3	7.1	2.00
MGT275	Labor Management Relations	3	7.1	2.00
MGT280	Human Relations	3	7.3	2.00
MGT225	Applied General Statistics	47	87.0	1.85
MGT218	Intro. to Finance	10	23.3	1.80
MGT170	Principles of Individual Financial Plan	5	11.6	1.80
MGT150	Business Math	25	54.3	1.76
MGT168	OSHA Stds. and Compliance	3	7.1	1.67
MGT167	Records & Information Mgmt.	4	9.5	1.50
MGT250	Franchising	4	9.5	1.50

\* Benefit Rating:      3 = Great Benefit  
                                  2 = Beneficial  
                                  1 = Of Some Benefit  
                                  0 = Of No Benefit

**Topics Suggested for More Coverage  
in Existing Classes by at Least Two Students**

<u>Topic</u>	<u>Number</u>
- Interpersonal Skills	10
- Use of more real business situations	7
- Teamwork	5
- More computer assignments	4
- Presentation - speaking skills	3
- Human resource management	3
- How to motivate others	3
- Organizational Structure	2
- Different cultures	2
- Management problem solving and planning	2
- Conflict management	2
- Evaluating employees	2

**Suggestions for Additional Management Courses  
by More Than One Student**

<u>Topic</u>	<u>Number</u>
- Software application course	3
- Total Quality Management	2

**Best Way to Notify Students of New Topics Added to Existing Courses or New Management Courses**

	<u>Career</u>		<u>Transfer</u>	
	<u>N</u>	<u>PCT</u>	<u>N</u>	<u>PCT</u>
- Mailings to the home	51.5	91.9	51	94.4
- Newspaper articles or ads	2	3.6	1	1.9
- Cable Television	0	0	2	3.7
- Word-of-Mouth from relative or friend	1.5	2.7	0	0
- Harper College <i>Harbinger</i>	<u>1</u>	<u>1.8</u>	<u>0</u>	<u>0</u>
Total	56	100.0	54	100.0

**Preferences for Formats of Management Courses**

- Present format 16 weeks/3 hours per week	33	62.2	33.5	69.8
- Six hours per week for 8 weeks	9	17.0	7.5	15.6
- 4.5 hours per week for 12 weeks	9	17.0	7	14.6
- Twelve hours per week for 4 weeks	1	1.9	0	0
- Seminars	<u>1</u>	<u>1.9</u>	<u>0</u>	<u>0</u>
Total	53	100.0	48	100.0

**Transfer Student Ideas of Topics That Should Be Covered in Existing Courses**

- For MGT111 use more examples from current business world - do teamwork.
- The class was a general overview of all aspects of business not just money.
- Most classes need more "real world" applications.
- Computer
- Presentations - speaking skills
- Management classes should be focused more at a group level with more group projects. In business a corporation survives as one and dies as one just like an NBA basketball team or football team.
- Human resource management
- None - I feel the best training is "on-the-job" training.
- Relate topics to real life situations not only material in the books.
- More on the psychological aspect of how to better deal with employees as a manager.
- How to handle change, motivate employees, leadership, negotiation.
- The classes I have taken have been excellent the way they were. I had the same teacher for all three classes - Dr. Jedlicka and I learned a lot from him.
- Teamwork, current events, inter-personal skills, motivation.
- Communication skills -verbal
- Stats course should be divided into two sections. This would allow instructors to discuss topics in depth rather than skimming the surface.
- Due to the length of time since I have attended these courses has been so long I cannot think of any specific topics that could have been covered more thoroughly.
- Methods of current day to day problems that occur in the business industry.
- Organizational structure
- Employees motivation training
- More emphasis on innovative ways to manage personnel
- Did take enough of these classes
- Culture, people oriented topics
- More detail management theories and concepts
- More focus on computer's importance in business - also, motivation of human resources is very important.
- Decision making/priority management of job functions
- Concepts of Team.



### **Transfer Student Ideas of Additional Management Courses Which Should be Offered**

---

- I do not know what is currently offered.
- Industrial Psych Management
- Marketing Management
- Entrepreneurship
- More computer classes would be positive with an emphasis on using applications software (spreadsheets) and not as much emphasis on the underlying operating languages.
- Union courses
- Business law at more times
- Management theory, business communications
- Introduction to organizational behavior.
- Leadership course and competitive strategy course
- Logistics
- Personal selling, advertising
- I am very satisfied with the wide array of management courses currently available at Harper.
- Financial planning in a corporate setting - brokerage activities
- Business tax preparation
- Production management courses - distribution, productivity, etc.
- Telecommunication courses - photography
- Harper more than meets my current needs.

### **Career Student Ideas of Topics That Should Be Covered in Existing Classes**

---

- Management problem solving and planning
- Most of the classes were repetitive, the same information was in every class. The books were too similar in content.
- I thought all of the classes I took at Harper College were excellent.
- Management should go more into what the government expects from corporations.
- Different culture(s) and their work ethic and management style(s) e.g. Japanese vs. American companies and differences in working in each setting.
- Problem solving with employees - how to talk to employees who have problems with other employees or boss.
- Quality process mapping.
- Interpersonal skills
- How to deal with conflict and difficult people.
- Real life situations should be covered more.
- Relate to job path/career path - to pick and choose career - go right into management position so not as much value or what is best course to take to reach.
- Computer - if applicable to the class - should be done during at least one class per semester.
- Interpersonal skills
- In many of the management courses topics were repeated.
- More realistic problems
- More understanding of the use of CRT and computers in various/actual applications.
- Teach theory but more important is the practical use in our present business world and how it comes together to make us better managers, etc.
- Communication skills.
- Conflict management, high performance teaming, organizational repositioning.
- I do not remember enough specifics to answer.
- Team environments
- Evaluating employees, terminating poor employees, promoting excellent employees.
- Do not recall.
- Principles of supervision - how to complete an employee review form - what language is considered acceptable and vice versa.

**BEST COPY AVAILABLE**

### **Career Student Ideas About Additional Management Course Which Should be Offered**

- More advanced management courses.
- I only wish I could go and get my B.A. from Harper College.
- Maybe a specific course referencing information in different cultures
- More problem solving courses
- Total Quality Management
- More human resource courses
- Expand on MGT291
- Not sure - more quality management
- Computer classes that cannot be put to use in the market place. Examples: Word for Windows, Excel, etc. Long term classes not just one-day seminars.
- Some courses such as Small Business Management are not offered during each semester in the evening. This make it hard to take this course and other electives unless one takes the telecourse.
- Business PC applications/how to start your own business
- More culinary arts courses offered at night.

### **General Comments by Management Transfer Students**

- I do not know how valid this survey is from me which is why I did not complete the first one. With a BFA I took a few business courses at Harper to see if I liked the material. I did and attended Roosevelt University where I obtained a graduate business degree. I still work in the field of music and teach private music lessons but also co-own a successful technical and business writing company. Perhaps a survey should be written for the student - usually adult, not ones just out of high school) who is attending classes for a 'non-standard' reason like seeing if a particular subject area is what they wanted before investing in further courses or graduate school, like attaining knowledge but not interested in completing a degree, etc. There seemed to have been quite a few of at that time.
- This is great for part-time students since you can have a longer summer term and get more classes in per year - 4-1/2 hours per week for 12 weeks.
- Could you possibly send me a copy of the newest book detailing all of the available courses at Harper College in addition to a small pamphlet for Business Management? I would greatly appreciate it. Thank you for your time and assistance.

### **General Comments by Management Career Students**

- I am 45 years old, my son is a 17-year old junior at Rolling Meadows High School. I am encouraging him to attend Harper for his first two years of College because I firmly believe that Harper is an excellent school.
- I have one more comment: I was an A/B student until I took ACC102. This course is extremely difficult, therefore, I believe that the program should be reviewed. I am a bright person and should not be having this much difficulty. It has pushed back my education by one year. The amount of people that have had to re-take this course is overwhelming.
- I seem to receive misc. mailings from Harper throughout the year. I do not get the spring or fall schedules - please mail these to me in the future. Thank you.
- Sixteen weeks is a long semester but 3 hours per week is best since I go during the evening. Also, I wish you had an accounting refresher course. I dropped accounting II this semester because I did not have accounting I since 1979 for my first associate degree and it would have been beneficial to have the opportunity to take a refresher course since I went all those years without accounting classes.
- Sorry I could not be of more help. I no longer live in Illinois and am not currently employed or in education; however, I would like to thank Mike Vijuk for a very stimulating and interesting MGT160 class and Eugene and Dr. W. Jedlicka for showing interest in my educational development.
- I found the MGT elective courses not to be offered often enough or conflicted with other class times. This made for a longer stay at Harper. Many MGT courses repeated themselves with such things as Maslow's hierarchy and problem solving steps. There should be more contrast from one MGT course to another so that something new can be learned. Both of the above I have also heard from other MGT students when I was attending Harper College.

## **APPENDIX**

- Survey Instrument**
- Cover Letter**



William Rainey Harper College  
1200 West Algonquin Road  
Palatine, Illinois 60067-7398  
708-397-3000

Spring 1995

Dear Student:

At the present time we are following up on students who have previously or are presently taking *Management* courses at Harper College.

In that respect, we are asking you to take a few minutes to answer some questions about your present situation and how you evaluate the education you received in the *Management* courses at Harper. The Management Department will use this information to evaluate their present curriculum and to help them decide what changes they need to make in the future.

Please complete the enclosed survey form and return it in the stamped self-addressed envelope we have enclosed for your convenience. In advance, thank you for your cooperation.

Very truly yours,

John A. Lucas, Director  
Office of Planning and Research

jc  
Enclosures

## SURVEY OF STUDENTS WHO HAVE TAKEN MANAGEMENT COURSES

- 1- What is your present status? Check (x) one.
- ☐ A. Employed full time but not enrolled in college.
  - ☐ B. Employed full time and enrolled in college part time.
  - ☐ C. Employed full time and enrolled in college full time.
  - ☐ D. Enrolled in college full time and employed part time.
  - ☐ E. Enrolled in college full time but not employed.
  - ☐ F. Enrolled in college part time and employed part time.
  - ☐ G. Employed part time but not enrolled in college.
  - ☐ H. Enrolled in college part time but not employed.
  - ☐ I. In the Armed Forces.
  - ☐ J. Unemployed and not enrolled in college but seeking employment.
  - ☐ K. A homemaker not employed nor enrolled in college.
  - ☐ L. Not employed nor enrolled in college for some other reason such as illness or in transition, etc., and not seeking employment.
- 2- What is your present educational situation? Check (x) one.
- ☐ A. Presently enrolled full time in a 4-year college or university.
  - ☐ B. Presently enrolled part time in a 4-year college or university.
  - ☐ C. Presently enrolled full time in a community college.
  - ☐ D. Presently enrolled part time in a community college.
  - ☐ E. Plan within the next year to return to college.
  - ☐ F. Plan to return to college some day.
  - ☐ G. Completed my bachelors degree and have returned to a community college for immediate job knowledge/skill needs.
  - ☐ H. Presently enrolled in a specific training program.
  - ☐ I. Completed my educational plans.
  - ☐ J. Educational plans are unknown at this point.
  - ☐ K. Do not intend to seek further education or training.

### Employment

**If you are employed full time or part time, please answer the following questions:**

- 3- Give name and address of employer (or self, if self-employed).
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- Job title: \_\_\_\_\_
- 4- Are you self employed? Check (x) one.
- ☐ A. Yes, full time
  - ☐ B. Yes, part time
  - ☐ C. No
- 5- If your present job is part time, indicate why. Please check (x) one.
- ☐ A. Prefer to work part time.
  - ☐ B. Could not find a full-time job in field and a part-time job is the only way I could work in my field.
  - ☐ C. Could not find any full-time job and part-time job was next best alternative.
  - ☐ D. Part-time job is temporary while attending college or in a transitional part of life.
  - ☐ E. Other reason why working part-time - specify: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 6- Which of the following items best describes your employment status? Check (x) one.
- ☐ A. Unskilled labor
  - ☐ B. Semi-skilled labor
  - ☐ C. Technician, skilled labor or foreman
  - ☐ D. Beginning professional
  - ☐ E. Experienced professional or second line supervision
  - ☐ F. Scientist, researcher or upper-middle management
  - ☐ G. Vice president or higher
- 7- How related is your present job to your major field and what you prepared for at Harper College? Check (x) one.
- ☐ A. They are identical.
  - ☐ B. They are closely related.
  - ☐ C. They are somewhat related.
  - ☐ D. They are not related.
- 8- If your present job is NOT related to the program you completed at our College, please check (x) the BEST reason why.
- ☐ A. Preferred to work in another field.
  - ☐ B. Found better paying job in another field.
  - ☐ C. Could not find a job in field of preparation.
  - ☐ D. Worked previously in field of preparation, but changed.
  - ☐ E. Preferred not to move to new locality.
  - ☐ F. Temporary job while in transition (either in college, between jobs, or summer employment).
  - ☐ G. Took job in order to get preferred working hours.
  - ☐ H. Did not complete program or pass licensing test in order to be eligible to work in my field of preparation.
  - ☐ I. Health problems prevented me from working in field of preparation.
  - ☐ J. Other (specify) \_\_\_\_\_

- 9- Rate the following skill or conceptual areas as to how important they are on your job. Check (x) one column for Importance on your job.

Skill or Knowledge Area	Importance on Job			
	Very Important	Important	Somewhat Important	Not Important
A. Written Communication Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Oral Communication Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Interpersonal Communication Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Organizing Work of employees under you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Evaluating Employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Motivating/Providing Direction for employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Departmental Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Financial Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Product Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Marketing Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Personnel Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. Facility Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Product or Service Flow Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. Providing Vision for the Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. Helping Establish Vision for Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P. Understanding Organizational Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q. Understanding International Trade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skill or Knowledge Area (continued)Importance on Job

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
R. Library Research	_____	_____	_____	_____
S. Planning Career Development Path	_____	_____	_____	_____
T. Creative Thinking	_____	_____	_____	_____
U. Participation in group/committee mtgs.	_____	_____	_____	_____
V. Lead group/committee meetings	_____	_____	_____	_____
W. Customer Service	_____	_____	_____	_____
X. Quality Control	_____	_____	_____	_____
Y. Time Management	_____	_____	_____	_____
Z. Teamwork	_____	_____	_____	_____
AA. Problem Solving/Decision Making	_____	_____	_____	_____
BB. Negotiation	_____	_____	_____	_____
CC. Acquiring & Evaluating Data	_____	_____	_____	_____
DD. Using Computers to Process Information	_____	_____	_____	_____
EE. Applying Technology to Specific Tasks	_____	_____	_____	_____

- 10- Rate the following skill or conceptual areas as to how well you were prepared by Harper. Check (x) one column for Preparation at Harper.

Preparation at Harper College

<u>Skill or Knowledge Area</u>	<u>Very Well</u>	<u>Well</u>	<u>Somewhat</u>	<u>Not Prepared</u>
A. Written Communication Skills	_____	_____	_____	_____
B. Oral Communication Skills	_____	_____	_____	_____
C. Interpersonal Communication Skills	_____	_____	_____	_____
D. Organizing Work of Employees Under You	_____	_____	_____	_____
E. Evaluating Employees	_____	_____	_____	_____
F. Motivating/Providing Direction for Employees	_____	_____	_____	_____
G. Departmental Planning	_____	_____	_____	_____
H. Financial Planning	_____	_____	_____	_____
I. Product Planning	_____	_____	_____	_____
J. Marketing Planning	_____	_____	_____	_____
K. Personnel Planning	_____	_____	_____	_____
L. Facility Planning	_____	_____	_____	_____
M. Product or Service Flow Planning	_____	_____	_____	_____
N. Providing Vision for Department	_____	_____	_____	_____
O. Helping Establish Vision for Organization	_____	_____	_____	_____
P. Understanding Organizational Structure	_____	_____	_____	_____
Q. Understanding International Trade	_____	_____	_____	_____
R. Library Research	_____	_____	_____	_____
S. Planning Career Development Plan	_____	_____	_____	_____
T. Creative Thinking	_____	_____	_____	_____
U. Participation in Group/Committee Mtgs.	_____	_____	_____	_____
V. Lead Group/Committee Meetings	_____	_____	_____	_____
W. Customer Service	_____	_____	_____	_____
X. Quality Control	_____	_____	_____	_____
Y. Time Management	_____	_____	_____	_____
Z. Teamwork	_____	_____	_____	_____
AA. Problem Solving Decision Making	_____	_____	_____	_____
BB. Negotiation	_____	_____	_____	_____
CC. Acquiring & Evaluating Data	_____	_____	_____	_____
DD. Using Computers to Process Information	_____	_____	_____	_____
EE. Applying Technology to Specific Tasks	_____	_____	_____	_____

- Over -

11- To what extent do you manage or supervise the work of other people? Check (x) one.

- ☐ A. Supervise or manage the work of over 20 people.
- ☐ B. Supervise or manage the work of 11-20 people.
- ☐ C. Supervise or manage the work of 5-10 people.
- ☐ D. Supervise or manage the work of 1-4 people.
- ☐ E. Occasionally I am a team leader or supervise some people.
- ☐ F. Never supervise or manage the work of others.

12- In general, how satisfied are you with your present job? Check (x) one.

- ☐ A. Very satisfied
- ☐ B. Satisfied
- ☐ C. Not sure
- ☐ D. Dissatisfied
- ☐ E. Very dissatisfied

13- If you are employed Full Time, please check (x) your annual salary.

- ☐ A. Under \$10,000 per year or \$4.81 per hour.
- ☐ B. \$10,000 - \$11,999 per year or \$ 4.81 - \$ 5.76 per hour.
- ☐ C. \$12,000 - \$14,999 per year or \$ 5.77 - \$ 7.20 per hour.
- ☐ D. \$15,000 - \$19,999 per year or \$ 7.21 - \$ 9.61 per hour.
- ☐ E. \$20,000 - \$24,999 per year or \$ 9.62 - \$12.02 per hour.
- ☐ F. \$25,000 - \$29,999 per year or \$12.03 - \$14.42 per hour.
- ☐ G. \$30,000 - \$34,999 per year or \$14.43 - \$16.83 per hour.
- ☐ H. \$35,000 - \$39,999 per year or \$16.84 - \$19.23 per hour.
- ☐ I. \$40,000 - \$49,999 per year or \$19.24 - \$24.04 per hour.
- ☐ J. \$50,000 - \$60,000 per year or \$24.05 - \$28.85 per hour.
- ☐ K. Over \$60,000 per year or over \$28.85 per hour.

14- In what geographic area do you work? Check (x) one.

- ☐ A. Downtown Chicago
- ☐ B. Northwestern suburban area (Barrington, Hoffman Estates, Schaumburg, Palatine, Mt. Prospect, Prospect Heights, Rolling Meadows, Wheeling, Buffalo Grove, Elk Grove, Arlington Heights).
- ☐ C. Surrounding suburbs.
- ☐ D. Farther away suburbs.
- ☐ E. Within 49 to 100 miles of Chicago.
- ☐ F. In Illinois, more than 100 miles from Chicago.
- ☐ G. Outside of Illinois - please specify \_\_\_\_\_



- 15- How did you find your job? Check (x) one.
- ☐ A. The Harper Placement Service
  - ☐ B. The Illinois Job Service Office helped me find it.
  - ☐ C. The coordinator of my program helped me find it.
  - ☐ D. Another faculty member helped me
  - ☐ E. A friend or relative helped me.
  - ☐ F. Newspaper ads
  - ☐ G. Private employment agency
  - ☐ H. Internship program at Harper
  - ☐ I. Placement office of another college or high school
  - ☐ J. I found my job on my own.
  - ☐ K. My professional association's placement services.
  - ☐ L. I am working on the same job which I had when enrolled at Harper, and therefore have not looked for a job since leaving Harper.
  - ☐ M. Through a temporary employment service.
  - ☐ N. Employer found me.
  - ☐ O. Found my job through another source - specify: \_\_\_\_\_

### **EDUCATION**

- If you have been enrolled in a college or university since leaving Harper College, please answer the following **SEVEN** questions. Otherwise skip directly to Item 23.

- 16- At which college of university have you been enrolled? Check (x) one.
- |   |  |
|---|--|
| <input type="checkbox"/> A. Northern Illinois                 | <input type="checkbox"/> L. Northeastern Illinois            |
| <input type="checkbox"/> B. University of Illinois at Chicago | <input type="checkbox"/> M. Eastern Illinois                 |
| <input type="checkbox"/> C. University of Illinois/Champaign  | <input type="checkbox"/> N. Illinois Institute of Technology |
| <input type="checkbox"/> D. Western Illinois                  | <input type="checkbox"/> O. DePaul                           |
| <input type="checkbox"/> E. Southern Illinois                 | <input type="checkbox"/> P. Mundelein College                |
| <input type="checkbox"/> F. Northwestern University           | <input type="checkbox"/> Q. Elmhurst                         |
| <input type="checkbox"/> G. Bradley                           | <input type="checkbox"/> R. University of Wisconsin/Madison  |
| <input type="checkbox"/> H. Governors State University        | <input type="checkbox"/> S. Other - Specify: _____           |
| <input type="checkbox"/> I. Illinois State                    |  |
| <input type="checkbox"/> J. Loyola                            |  |
| <input type="checkbox"/> K. Roosevelt                         |  |
- 17- What has been your highest level of achievement? Check (x) one.
- ☐ A. Some undergraduate courses
  - ☐ B. Bachelor's degree
  - ☐ C. Some graduate courses
  - ☐ D. Graduate degree
- 18- What was/is your college educational major field? Check (x) one.
- |   |  |
|---|--|
| <input type="checkbox"/> A. Agriculture and Conservation  | <input type="checkbox"/> J. Languages                            |
| <input type="checkbox"/> B. Architecture                  | <input type="checkbox"/> K. Law                                  |
| <input type="checkbox"/> C. Business                      | <input type="checkbox"/> L. Math or physical science             |
| <input type="checkbox"/> D. Education                     | <input type="checkbox"/> M. Nursing                              |
| <input type="checkbox"/> E. Engineering and technologies  | <input type="checkbox"/> N. Other biological and health sciences |
| <input type="checkbox"/> F. English - literature - speech | <input type="checkbox"/> O. Social Science                       |
| <input type="checkbox"/> G. Home Economics                | <input type="checkbox"/> P. Other - specify: _____               |
| <input type="checkbox"/> H. Humanities                    |  |
| <input type="checkbox"/> I. Journalism                    |  |
- 19- How related is your present major to your major at Harper? Check (x) one.
- ☐ A. They are identical.
  - ☐ B. They are closely related.
  - ☐ C. They are somewhat related.
  - ☐ D. They are not related.

- Over -

20- What portion of the courses that you took at Harper College were you able to transfer?  
If you do not know for sure, make the best estimate you can. Check (x) one.

- |   |   |
|---|---|
| <input type="checkbox"/> A. 0 - 20 percent  | <input type="checkbox"/> E. 80 - 90 percent         |
| <input type="checkbox"/> B. 20 - 40 percent | <input type="checkbox"/> F. All but 2 or 3 courses  |
| <input type="checkbox"/> C. 40 - 60 percent | <input type="checkbox"/> G. All but one course      |
| <input type="checkbox"/> D. 60 - 80 percent | <input type="checkbox"/> H. Transferred all courses |

21- What is your approximate cumulative grade point average on a 4.0 basis at college you now attend? Check (x) the closest GPA.

- |     |                              |  |                              |                              |                              |
|-----|------------------------------|--|------------------------------|------------------------------|------------------------------|
| "A" | <input type="checkbox"/> 4.0 | <input type="checkbox"/> 3.8           | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.2 |
| "B" | <input type="checkbox"/> 3.0 | <input type="checkbox"/> 2.8           | <input type="checkbox"/> 2.6 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 2.2 |
| "C" | <input type="checkbox"/> 2.0 | <input type="checkbox"/> 1.8           | <input type="checkbox"/> 1.6 | <input type="checkbox"/> 1.4 | <input type="checkbox"/> 1.2 |
| "D" | <input type="checkbox"/> 1.0 | <input type="checkbox"/> Less than 1.0 |                              |                              |                              |

22- How much does it cost you and/or your family per year to attend your present college? Include tuition, books, room and board, and personal expenses (i.e., the total out-of-pocket cost to everyone for your education).

- |   |   |
|---|---|
| <input type="checkbox"/> A. Less than \$500   | <input type="checkbox"/> H. \$ 4,000 - \$ 5,000 |
| <input type="checkbox"/> B. \$ 500 - \$1,000  | <input type="checkbox"/> I. \$ 5,000 - \$ 6,000 |
| <input type="checkbox"/> C. \$1,000 - \$1,500 | <input type="checkbox"/> J. \$ 6,000 - \$ 7,000 |
| <input type="checkbox"/> D. \$1,500 - \$2,000 | <input type="checkbox"/> K. \$ 7,000 - \$ 8,000 |
| <input type="checkbox"/> E. \$2,000 - \$2,500 | <input type="checkbox"/> L. \$ 8,000 - \$10,000 |
| <input type="checkbox"/> F. \$2,500 - \$3,000 | <input type="checkbox"/> M. \$10,000 - \$12,000 |
| <input type="checkbox"/> G. \$3,000 - \$4,000 | <input type="checkbox"/> N. \$12,000 - \$15,000 |
|   | <input type="checkbox"/> O. Over \$15,000       |

## Evaluation

23- Rate the benefit of the following Management Courses to you in your current situation.  
Check (x) one column for each.

Course	Great Benefit	Beneficial	Of Some Benefit	Of No Benefit	Did Not Take Course
A. MGT/111 - Intro. to Business Org.	_____	_____	_____	_____	_____
B. MGT/115 - Intro. to International Business	_____	_____	_____	_____	_____
C. MGT/150 - Business Math	_____	_____	_____	_____	_____
D. MGT/154 - Small Business Mgmt.	_____	_____	_____	_____	_____
E. MGT/160 - Principles of Supervision	_____	_____	_____	_____	_____
F. MGT/167 - Records & Information Management	_____	_____	_____	_____	_____
G. MGT/168 - OSHA Standards and Compliance	_____	_____	_____	_____	_____
H. MGT/170 - Principles of Individual Financial Planning	_____	_____	_____	_____	_____
I. MGT/173 - Forms Management	_____	_____	_____	_____	_____
J. MGT/204 - Training and Develop- ment	_____	_____	_____	_____	_____
K. MGT/218 - Introduction to Finance	_____	_____	_____	_____	_____
L. MGT/225 - Applied Gen'l Statistics	_____	_____	_____	_____	_____
M. MGT/250 - Franchising	_____	_____	_____	_____	_____
N. MGT/265 - Human Resources Management	_____	_____	_____	_____	_____
O. MGT/270 - Principles of Manage- ment	_____	_____	_____	_____	_____
P. MGT/275 - Labor Mgmt. Relations	_____	_____	_____	_____	_____
Q. MGT/280 - Human Relations	_____	_____	_____	_____	_____
R. MGT/291 - Problems in Manage- ment & Supervision	_____	_____	_____	_____	_____

24- What topics should be covered more thoroughly in the above classes? - Specify - \_\_\_\_\_

25- What Management courses would you like to see Harper offer that are not currently available? - Specify - \_\_\_\_\_

26- As Harper develops new courses or adds topics to existing courses, what is the best way to inform you of these changes? Check (x) the **one** best way.

- |                                    |  |
|------------------------------------|--|
| _____ A. Mailings to the home      | _____ F. Word of mouth from relative or friend |
| _____ B. Cable Television          | _____ G. Bulletin boards on campus             |
| _____ C. Newspaper articles or ads | _____ H. Harbinger                             |
| _____ D. Literature at work        | _____ I. Other - Specify - _____               |
| _____ E. Word of mouth at work     |  |

- Over -

27- Would you prefer compressed course offerings which meet more than 3 hours per week but less than 16 weeks? Check (x) your preference.

\_\_\_\_\_ A. Prefer present format - 16 weeks 3 hours per week

\_\_\_\_\_ B. Prefer 4-1/2 hours per week for 12 weeks

\_\_\_\_\_ C. Prefer 6 hours per week for 8 weeks

\_\_\_\_\_ D. Prefer 12 hours per week for 4 weeks

\_\_\_\_\_ E. Other - Specify - \_\_\_\_\_

\_\_\_\_\_

**THANK YOU** for taking time out of your busy schedule to respond to this survey. Your responses are very important to Harper College!

### **Operational Staff:**

Janice Cook, Administrative Secretary  
Cal Meltesen, Research Analyst  
Karla Hill, Research Clerk  
Susannah Swift, Clerk  
Donna Woodruff, Clerk