Occupational Preparation

The 2011-2012 Annual Monitoring Report
Presented to the
Highland Community College Board of Trustees

Occupational Preparation ENDS Statement:

Highland Community College will provide appropriate services to develop a professional adult population with workforce skills necessary for sustained employment at a family-wage level.

The categories of benchmark data for reporting success towards the above ENDS Statement are developed by consensus of local employers, faculty, students, and administrators. The foremost consideration for benchmark selection is relevance to employment. Additionally, the measures must be quantifiable. New benchmarks are developed as program assessment requires.

1. Perkins Data. Compiled by the ICCB with their new “Postsecondary Perkins Online Data System” (PODS).
   http://iccbdbsrv.iccb.org/perfmeasure/home.html

2. Licensure Rates. Measure the pass rates of state licensing examinations.


4. Graduate Survey 2011. Occupational Results
Perkin’s PODS Data

Illinois Community College Board
Highland Community College versus STATEWIDE
Program Years: 2007 - 2010

Highland Community College
Program Year 2007

<table>
<thead>
<tr>
<th>Measure</th>
<th>Transfer</th>
<th>Returning</th>
<th>Completions</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Actual Level of Performance (ALP)</th>
<th>ALP vs. State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>5</td>
<td>10</td>
<td>81</td>
<td>95</td>
<td>150</td>
<td>64.00%</td>
<td>-5.64%</td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>81</td>
<td>150</td>
<td>54.00%</td>
<td>-3.46%</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>23</td>
<td>142</td>
<td>--</td>
<td>165</td>
<td>249</td>
<td>66.27%</td>
<td>1.19%</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>97</td>
<td>122</td>
<td>79.51%</td>
<td>9.78%</td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>107</td>
<td>967</td>
<td>11.07%</td>
<td>-9.54%</td>
</tr>
<tr>
<td>5P2: Nontraditional Completers</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>14</td>
<td>126</td>
<td>11.11%</td>
<td>-4.56%</td>
</tr>
</tbody>
</table>

Arrows Compare to State Average

STATEWIDE
Program Year 2007

<table>
<thead>
<tr>
<th>Measure</th>
<th>Transfer</th>
<th>Returning</th>
<th>Completions</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Actual Level of Performance (ALP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>1,611</td>
<td>1,853</td>
<td>16,339</td>
<td>19,803</td>
<td>28,437</td>
<td>69.64%</td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>16,339</td>
<td>28,437</td>
<td>57.46%</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>2,447</td>
<td>12,716</td>
<td>--</td>
<td>15,163</td>
<td>23,299</td>
<td>65.08%</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>21,322</td>
<td>30,577</td>
<td>69.73%</td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>27,618</td>
<td>134,022</td>
<td>20.61%</td>
</tr>
<tr>
<td>5P2: Nontraditional Completers</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4,579</td>
<td>29,223</td>
<td>15.67%</td>
</tr>
</tbody>
</table>

→ at least one percent greater
↑ less than one percent greater
= equal/no change
↓ less than one percent lower
↓ at least one percent lower

SOURCE OF DATA: Annual Enrollment Completion Data [A1], National Student Clearinghouse, IL Dept of Employment Security Unemployment Insurance Wage Records [Ul], and the University of Baltimore’s Federal Employment Data Exchange System [FEDES]
Illinois Community College Board
Highland Community College versus STATEWIDE
Program Years: 2007 - 2010

**Highland Community College**
**Program Year 2008**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Transfer</th>
<th>Returning</th>
<th>Completions</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Actual Level of Performance (ALP)</th>
<th>ALP vs. State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>19</td>
<td>20</td>
<td>178</td>
<td>217</td>
<td>303</td>
<td>71.62%</td>
<td>-2.10%</td>
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<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>178</td>
<td>303</td>
<td>58.75%</td>
<td>0.91%</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>23</td>
<td>140</td>
<td>--</td>
<td>163</td>
<td>255</td>
<td>63.92%</td>
<td>-1.21%</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>93</td>
<td>123</td>
<td>75.61%</td>
<td>8.66%</td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>111</td>
<td>929</td>
<td>11.95%</td>
<td>-8.16%</td>
</tr>
<tr>
<td>5P2: Nontraditional Completers</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>16</td>
<td>134</td>
<td>11.94%</td>
<td>-3.19%</td>
</tr>
</tbody>
</table>

Arrows Compare to State Average

**STATEWIDE**
**Program Year 2008**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Transfer</th>
<th>Returning</th>
<th>Completions</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Actual Level of Performance (ALP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>3,318</td>
<td>1,648</td>
<td>18,089</td>
<td>23,055</td>
<td>31,274</td>
<td>73.72%</td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>18,089</td>
<td>31,274</td>
<td>57.84%</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>1,991</td>
<td>12,706</td>
<td>--</td>
<td>14,697</td>
<td>22,566</td>
<td>65.13%</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>20,537</td>
<td>30,674</td>
<td>66.85%</td>
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<tr>
<td>5P1: Nontraditional Participation</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>27,349</td>
<td>135,994</td>
<td>20.11%</td>
</tr>
<tr>
<td>5P2: Nontraditional Completers</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4,465</td>
<td>29,505</td>
<td>15.13%</td>
</tr>
</tbody>
</table>

- at least one percent greater
- less than one percent greater
- equal/no change
- less than one percent lower
- at least one percent lower

**SOURCE OF DATA:** Annual Enrollment Completion Data (A1), National Student Clearinghouse, IL Dept of Employment Security Unemployment Insurance Wage Records (UI), and the University of Baltimore's Federal Employment Data Exchange System (FEDES)
Illinois Community College Board
Highland Community College versus STATEWIDE
Program Years: 2007 - 2010

Highland Community College
Program Year 2009

<table>
<thead>
<tr>
<th>Measure</th>
<th>Transfer</th>
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<th>Denominator</th>
<th>Actual Level of Performance (ALP)</th>
<th>ALP vs. State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>40</td>
<td>25</td>
<td>161</td>
<td>226</td>
<td>302</td>
<td>74.83%</td>
<td>-4.15%</td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>161</td>
<td>302</td>
<td>53.31%</td>
<td>-6.37%</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>10</td>
<td>73</td>
<td>--</td>
<td>83</td>
<td>196</td>
<td>42.35%</td>
<td>-5.39%</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>91</td>
<td>132</td>
<td>68.94%</td>
<td>3.16%</td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>112</td>
<td>991</td>
<td>11.30%</td>
<td>-9.36%</td>
</tr>
<tr>
<td>5P2: Nontraditional Completers</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>24</td>
<td>146</td>
<td>16.44%</td>
<td>1.42%</td>
</tr>
</tbody>
</table>

Arrows Compare to State Average

STATEWIDE
Program Year 2009

<table>
<thead>
<tr>
<th>Measure</th>
<th>Transfer</th>
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<th>Numerator</th>
<th>Denominator</th>
<th>Actual Level of Performance (ALP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>3,630</td>
<td>2,092</td>
<td>17,690</td>
<td>23,412</td>
<td>29,642</td>
<td>78.98%</td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>17,690</td>
<td>29,642</td>
<td>59.68%</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>1,714</td>
<td>8,753</td>
<td>--</td>
<td>10,467</td>
<td>21,925</td>
<td>47.74%</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>20,803</td>
<td>31,627</td>
<td>65.78%</td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>28,495</td>
<td>137,990</td>
<td>20.67%</td>
</tr>
<tr>
<td>5P2: Nontraditional Completers</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4,601</td>
<td>30,638</td>
<td>15.02%</td>
</tr>
</tbody>
</table>

↑ at least one percent greater
↑ less than one percent greater
= equal/no change
↓ less than one percent lower
↓ at least one percent lower

SOURCE OF DATA: Annual Enrollment Completion Data (A1), National Student Clearinghouse, IL Dept of Employment Security Unemployment Insurance Wage Records (UI), and the University of Baltimore’s Federal Employment Data Exchange System (FEDES)
# Illinois Community College Board
Highland Community College versus STATEWIDE
Program Years: 2007 - 2010

## Highland Community College
Program Year 2010

<table>
<thead>
<tr>
<th>Measure</th>
<th>Transfer</th>
<th>Returning</th>
<th>Completions</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Actual Level of Performance (ALP)</th>
<th>ALP vs. State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>21</td>
<td>14</td>
<td>143</td>
<td>178</td>
<td>242</td>
<td>73.55%</td>
<td>-5.92%</td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>143</td>
<td>242</td>
<td>59.09%</td>
<td>-2.40%</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>5</td>
<td>64</td>
<td>--</td>
<td>69</td>
<td>168</td>
<td>41.07%</td>
<td>-6.62%</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
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<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>122</td>
<td>1,232</td>
<td>9.90%</td>
<td>-9.74%</td>
</tr>
<tr>
<td>5P2: Nontraditional Completers</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>8</td>
<td>160</td>
<td>5.00%</td>
<td>-9.71%</td>
</tr>
</tbody>
</table>

Arrows Compare to State Average

## STATEWIDE
Program Year 2010

<table>
<thead>
<tr>
<th>Measure</th>
<th>Transfer</th>
<th>Returning</th>
<th>Completions</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Actual Level of Performance (ALP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>3,064</td>
<td>2,205</td>
<td>18,018</td>
<td>23,287</td>
<td>29,300</td>
<td>79.48%</td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>18,018</td>
<td>29,300</td>
<td>61.49%</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>1,191</td>
<td>9,508</td>
<td>--</td>
<td>10,699</td>
<td>22,435</td>
<td>47.69%</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>29,353</td>
<td>149,411</td>
<td>19.65%</td>
</tr>
<tr>
<td>5P2: Nontraditional Completers</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4,242</td>
<td>28,829</td>
<td>14.71%</td>
</tr>
</tbody>
</table>

Arrows:
- ≥ at least one percent greater
- > less than one percent greater
- = equal/no change
- < less than one percent lower
- ≤ at least one percent lower

**SOURCE OF DATA:**
Annual Enrollment Completion Data (A1), National Student Clearinghouse, IL Dept. of Employment Security Unemployment Insurance Wage Records (U1), and the University of Baltimore’s federal Employment Data Exchange System (FEDES)
**Licensure Rates:**

State licensing examinations are administered to groups of graduates in the program areas shown below. Students in Nursing are assessed for LPN or RN licensure prior to employment in the field. Students in Cosmetology are scheduled for the State Board of Regulation examinations on completion of the HCC program. Cosmetologists must pass the examination prior to full employment in the field. Medical Coding certification examinations are conducted through the American Academy of Professional Coders. The Illinois Secretary of State's office or the appropriate office in another state examines those who complete the Commercial Truck Driving course. The following values reflect pass rates of HCC graduates tested in calendar years 2004 - 2010.

<table>
<thead>
<tr>
<th>Licensure Exam</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>82%</td>
</tr>
<tr>
<td>Nail Technician</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>70%</td>
</tr>
<tr>
<td>Cosmetology Teachers</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>90%</td>
</tr>
<tr>
<td>Nursing LPN</td>
<td>96%</td>
<td>88.9%</td>
<td>88%</td>
<td>100%</td>
<td>89%</td>
<td>100%</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>Nursing RN</td>
<td>100%</td>
<td>95%</td>
<td>96%</td>
<td>94%</td>
<td>97%</td>
<td>97%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Truck Driving</td>
<td>96%</td>
<td>99%</td>
<td>100%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>54%</td>
</tr>
<tr>
<td>Medical Coding</td>
<td>--</td>
<td>100%</td>
<td>100%</td>
<td>76%</td>
<td>85%</td>
<td>77%</td>
<td>89%</td>
<td>N/A</td>
</tr>
<tr>
<td>Medical Coding Advanced</td>
<td>--</td>
<td>--</td>
<td>90%</td>
<td>91%</td>
<td>80%</td>
<td>N/A</td>
<td>93%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Future licensure for other programs is dependent on industry standards and state/federal regulations.
Program Head Count

HCC Admissions and Records reports program headcount by major to the various departments on campus. The following chart shows the trend in total enrollment (headcount) for all HCC occupational programs. The table on the following page shows individual program headcount data with major codes.

### B. ASSOCIATE OF APPLIED SCIENCE DEGREES

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>Fy06</th>
<th>Fy07</th>
<th>Fy08</th>
<th>Fy09</th>
<th>Fy10</th>
<th>Fy11</th>
</tr>
</thead>
<tbody>
<tr>
<td>203 ACCOUNTING</td>
<td>39</td>
<td>44</td>
<td>51</td>
<td>38</td>
<td>50</td>
<td>81</td>
</tr>
<tr>
<td>205 BUSINESS ADMIN</td>
<td>31</td>
<td>30</td>
<td>39</td>
<td>32</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>206 INFORMATION SYSTEMS</td>
<td>22</td>
<td>24</td>
<td>37</td>
<td>32</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>208 MANAGEMENT/SUPERVISION</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>1</td>
</tr>
<tr>
<td>210 WEB DESIGN</td>
<td>3</td>
<td>11</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>211 OFFICE TECHNOLOGY</td>
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<td>0</td>
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<tr>
<td>220 INFORM/WRD PROCESSING</td>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
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</tr>
<tr>
<td>233 MEDICAL TRANSCRIPTION</td>
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<td>19</td>
<td>18</td>
<td>21</td>
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**C. CERTIFICATES**

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Occupational Graduate Survey Results for Select Items

Background
Of the 421 students who were awarded a degree or certificate in conjunction with the College’s spring 2011 Commencement, 246 complete the Graduate Survey and 55 of these graduates either received an Associate of Applied Science degree or a certificate. It is these 55 students’ responses who are represented in the following seven items of interest for the Occupational Monitoring Report to the Board of Trustees in February 2012. Also included in this report are demographics for these 55 students which should be taken into account when interpreting the survey results.

Respondent Demographics
The table below provides the demographic breakdowns of the Occupational survey respondents (n = 55). The table also allows for comparison of the demographic breakdowns for the survey respondents to that of the total population of the 2011 occupational graduates (N = 220). Where the proportions of occupational survey respondents differed from that of the full population of occupational graduates were in age and county of residence. The occupational survey graduates were slightly younger than the full population and quite a few more lived outside of the College’s district.

<table>
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<td>Gender</td>
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<tr>
<td>Male</td>
<td>34.5%</td>
<td>35.5%</td>
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<tr>
<td>Female</td>
<td>65.5%</td>
<td>63.2%</td>
</tr>
<tr>
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<td>0.0%</td>
<td>1.4%</td>
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<tr>
<td>Race or Ethnicity</td>
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<tr>
<td>White/Non-Hispanic</td>
<td>89.1%</td>
<td>90.9%</td>
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<tr>
<td>Ethnic Minority</td>
<td>9.1%</td>
<td>8.6%</td>
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<td>Unknown</td>
<td>1.8%</td>
<td>.5%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
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<tr>
<td>18 to 24</td>
<td>50.9%</td>
<td>27.7%</td>
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<td>25 to 29</td>
<td>5.5%</td>
<td>16.0%</td>
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<tr>
<td>30 to 34</td>
<td>12.7%</td>
<td>15.4%</td>
</tr>
<tr>
<td>35 to 39</td>
<td>5.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>40 to 44</td>
<td>5.5%</td>
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<tr>
<td>45 to 49</td>
<td>10.9%</td>
<td>8.1%</td>
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<tr>
<td>50 and over</td>
<td>9.1%</td>
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Survey Items
For each selected survey item that follows, the scale for the item is defined and both the mean response rate (and standard deviation) and frequency distribution of responses is provided as appropriate.

Course assignments and projects were consistent with course objectives and the measures for evaluation

- Agreement scale (1 = Strongly disagree to 4 = Strongly disagree)
- n = 55, M = 3.51, SD = .51
- Frequency Distribution

<table>
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<th>Frequency</th>
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<tr>
<td>Agree</td>
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<tr>
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<td>0</td>
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<tr>
<td>Unknown</td>
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Overall, Highland instructors are effective in helping students learn

- Agreement scale (1 = Strongly disagree to 4 = Strongly disagree)
- n = 54, M = 3.48, SD = .50
- Frequency Distribution

<table>
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<tr>
<td>Agree</td>
<td>28</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
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I participated in discussions about my career goals with a Highland staff person

- Frequency Distribution

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<td>74.5</td>
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<tr>
<td>No</td>
<td>13</td>
<td>23.6</td>
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<tr>
<td>I don’t know/Unknown</td>
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The career exploration and development tools available at Highland (e.g. Career Cruising, assessments, job fairs, etc.) are:

- Usefulness Scale (1 = Not at all useful to 4 = Very useful)
- n = 36, M = 2.97, SD = .85
- Frequency Distribution

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<td>18.2</td>
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<td>Useful</td>
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<td>30.9</td>
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<tr>
<td>Somewhat useful</td>
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<td>12.7</td>
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<tr>
<td>Not at all useful</td>
<td>2</td>
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<tr>
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My education at Highland prepared me for my next academic or occupational goals.

- Agreement scale (1 = Strongly disagree to 4 = Strongly disagree)
- n = 50, M = 3.48 , SD = .61
- Frequency Distribution

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<td>0.0</td>
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<tr>
<td>Strongly Disagree</td>
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<td>1.8</td>
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<tr>
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While earning my degree(s) and/or certificate(s) I would describe myself primarily as (Choose the option that best fits you.):

- Frequency Distribution

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<td>18.2</td>
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If you do not plan to continue your education (transfer), choose the best option that describes your employment:

- Frequency Distribution

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<td>I am not employed, but am seeking employment</td>
<td>16</td>
<td>29.1</td>
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<td>I am employed (or have secured employment) and finishing my HCC degree or certificate is important for my position</td>
<td>23</td>
<td>41.8</td>
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<tr>
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<td>16.4</td>
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<tr>
<td>Unknown</td>
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<td>9.1</td>
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