

**Survey of Illinois Community College Students about  
the Community College Baccalaureate**

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# Survey of Illinois Community College Students about the Community College Baccalaureate

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## Acknowledgements

The Illinois Community College Trustees Association (ICCTA) gratefully acknowledges the support provided by the Joyce foundation for the research and policy education work on behalf of the community college baccalaureate. We also wish to also express our appreciation to the members of the CCB Advisory Committee, which provided advice on our survey and reaction to our results. The author greatly appreciates the leadership provided by Jim Reed, Executive Director of the ICCTA.

The ICCTA is especially thankful for the colleges participating in the two rounds of the CCB student survey:

Round 1: Black Hawk College, Harper College, Moraine Valley Community College, and Shawnee Community College.

Round 2: Illinois Valley Community College, Joliet Junior College, Kankakee Community College, Kishwaukee College, Parkland College, and Sauk Valley Community College.

We thank the staff from each of these colleges who assisted with survey development and administered the survey, and we are grateful to the 2,400 students across Illinois who took a few minutes of their valuable time to give us insights into their goals, their challenges and their aspirations.

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## Survey of Illinois Community College Students about the Community College Baccalaureate

### Executive Summary

The Illinois Community College Trustees Association (ICCTA), with funding from the Joyce Foundation, conducted a survey of community college students as part of its research on the implementation of the community college baccalaureate (CCB). Ten colleges participated in the two rounds of the survey, and 2,400 responses were obtained.

Key findings of the survey include:

- 77 percent of respondents planned to continue their education following completion of their degree or certificate program at their community college. A substantial majority of working students (69 percent) and job-seeking students (61 percent) still intend to continue their education, despite the challenges of doing so while working.
- 62 percent of respondents had plans to pursue a bachelor's degree, and another 29 percent were thinking about getting a bachelor's degree but hadn't made plans to do so. This strong interest in bachelor's degree attainment held true regardless of whether the respondent was not working, working full-time or working part-time.
- Among the ten percent of respondents who did not have plans to pursue a bachelor's degree, about half said they did not need a bachelor's degree to achieve their personal goals. The others were about equally divided between those who had to work and would not have time for school, and those who said they couldn't afford the cost.
- 75 percent of respondents indicated that they would be much more interested in pursuing a bachelor's degree if their community college offered one at a lower cost, and another 11 percent indicated that they would be somewhat more interested in pursuing a bachelor's degree under these conditions. It is notable that 40 percent of students who *hadn't* thought about getting a bachelor's degree would be much more interested if their college offered one. Even among those students who said that they knew they *would not* be pursuing a bachelor's degree, 22 percent would be much more interested in getting one if they could do so at their community college.
- The average time for students to travel to their community college was 24 minutes, and the average time for them to travel to their nearest university was 43 minutes. The average additional commutation time (based on individual responses) was 20 minutes. Students with longer additional commuting time estimates were not less likely to intend to pursue a bachelor's degree, however.
- 45 percent of respondents were working 25 hours or more per week, and another 33 percent were working less than 25 hours per week. However, working did not have much affect on student interest in pursuing a bachelor's degree.
- 189 respondents provided suggestions on programs of study they would like to see included if CCB was approved for their college. The most popular programs included BSN, business administration, psychology, accounting, computer science, and education.
- 440 respondents provided comments regarding the idea of CCB at their college. 90 percent of these comments were supportive, and cost was by far the most frequently mentioned reason mentioned by the commenters.

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### Student Survey for CCB Case-Making

Survey Background/Goals. During phase three of our research initiative in support of CCB case-making in Illinois, one of our goals was to learn about what our community college students think of the idea of allowing community colleges to confer the baccalaureate degree. Since the CCB is meant to create new opportunities for baccalaureate enrollment and completion for Illinois students, it is essential that the student voice be included in our research work. This entailed conducting an online survey of a sample of current students who were expected to graduate soon. The purpose of this survey was to gather information about what these students planned to do after graduation, including their plans for further education and work. Most importantly, we were interested in gathering information about students' interest in seeking a bachelor's degree, the barriers they may face in doing so, and their interest in seeking a bachelor's degree at the community college, if that should become possible in Illinois.

This paper presents the results of our survey project. The summary results are presented for each question, followed by a discussion of the relationships between the responses for several of the survey questions.

Survey planning and questionnaire development. A general invitation to participate in the student survey was distributed to community colleges by ICCTA on 3/12/2024, followed by an orientation meeting on 3/26/2024. This meeting included a discussion of the goals, scope and procedures for conducting the survey, and the tasks that each participating college would need to do. The meeting also included a discussion of the suggested survey questions. Colleges were invited to consider their participation and also to suggest changes, deletions or additional survey questions. A final version of the survey questions was distributed to colleges for their review. Four colleges elected to participate: Black Hawk College, Harper College, Moraine Valley Community College, and Shawnee Community College.

Following the completion of the survey, the CCB Advisory Committee reviewed the results. This conversation led to the decision to conduct a second survey round. This step was taken to expand the number of colleges involved with the survey to increase representation across all Illinois colleges, and to improve our ability to suggest that the survey results were representative of Illinois community college students generally.

The second-round invitation was distributed on 7/2/2024, and an orientation meeting was held on 7/22/2024. This meeting was similar to the round one meeting, except that it included a review of results from round one, and discussion of additional questions and response categories. Six colleges agreed to participate in this round: Illinois Valley Community College, Joliet Junior College, Kankakee Community College, Kishwaukee College, Parkland College, and Sauk Valley Community College.

Survey Procedure. The first round was conducted in the spring of 2024 and the second round was conducted in the fall of 2024. The survey was developed using Survey Monkey, and a general link was distributed to round one colleges on 4/15/2024, and round two colleges on 8/30/2024. The colleges were responsible for selecting the students who received the survey link, and then distributing the link within an email which explained the purpose of the survey, and provided the

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content needed to obtain each participating student's consent. Each college also sent at least one reminder email to its distribution list. The surveys were kept open for about one month.

Following completion of the survey data collection, each college received the following files:

- A summary PowerPoint file with results for all students.
- A summary PowerPoint file with results for the college's students.
- An Excel file with the individual responses for the college's students.

In addition, a master file was created with data for all survey respondents, and a pivot table was created to support this analysis.

### Overview of Results

The summary results from the survey are presented in this section, in question order. The Appendix provides tables of the results for each question by college.

#### Question 1. What community college are you attending?

Since the survey was distributed via a general survey link, the only way to know which college the respondent attended was to ask. In addition, we asked each college to indicate how many students were sent the survey link, so that we could estimate the response rate by college. Table 1 shows the number of responses obtained by college, along with the number of students that received the email invitation to complete the survey, and an estimated response rate.

There are two notable findings from the overall counts of survey distribution and student responses. The first is the substantial variation in the scope of the distribution. Joliet Junior College (JJC) distributed the survey as broadly as possible, sending the link to every person who was taking a class at the college. Their wide distribution resulted in many responses, but a low response rate. Other colleges were more selective in their distribution, focusing on those expected to graduate in the spring of 2024 (Round one colleges) or those expected to graduate in the next year or two (Round two colleges).

The second finding is the wide variation in the number of responses obtained. Five colleges obtained fewer than 100 responses, and two colleges obtained fewer than 30 responses. For this reason, college-level results should be viewed with caution. Response rates also varied substantially, from a low of 2.8 percent to a high of 18.6 percent.

Since the JJC responses are the majority of total responses, their data is displayed separately from the Round 2 summary results for most of the tables and figures in this report.

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Table 1. Student Survey Distribution, Respondents and Response Rate by College

Round	College	Estimated Survey Population	Respondents	Estimated Response Rate
1	Black Hawk	290	54	18.6%
1	Harper	782	123	15.7%
1	Moraine Valley	1,402	158	11.3%
1	Shawnee	269	19	7.1%
2	Illinois Valley Community College	191	27	14.1%
2	Joliet Junior College	49,000	1,372	2.8%
2	Kankakee Community College	1,516	83	5.5%
2	Kishwaukee College	1,889	229	12.1%
2	Parkland College	3,049	264	8.7%
2	Sauk Valley Community College	1,591	71	4.5%
	Totals	59,979	2,400	4.0%
	Totals (not including JJC)	10,979	1,028	9.4%

### Question 2. What certificate or degree do you expect to receive when you graduate?

This question was asked to help us investigate if there were differences in the other responses, particularly those related to the student's plans following graduation, that might be related to the type of degree or certificate toward which the student was working. We will return to this question later in the discussion of relationships among responses. The detail for this question by college is shown in the Appendix tables.

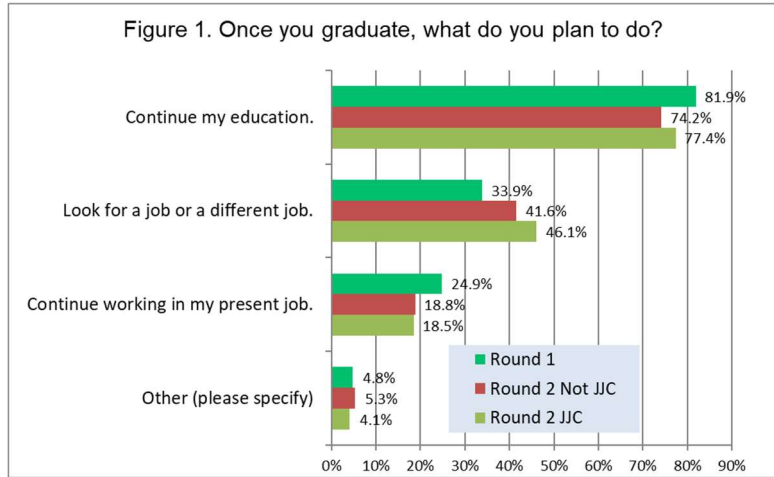
### Question 3. When do you expect to receive this degree or certificate?

This question was added for Round two. Round one was sent to students who had an expected graduation date in the spring or summer of 2024. Round two was not targeted at students expected to graduate soon. Having data on the student's expected graduation date allows us to investigate any differences that might exist in plans for future education between those who are expecting to graduate soon and those whose graduation is further in the future, or who do not yet know when they will graduate. We will return to this question later in the discussion of relationships among responses. The detail for this question by college is shown in the Appendix tables.

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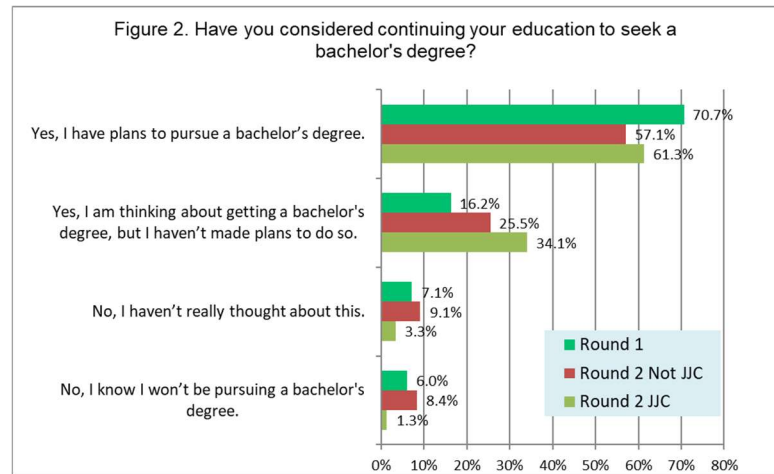
### Question 4. Once you graduate, what do you plan to do?

Figure 1 summarizes the responses to this question. Respondents could select as many of these options as were applicable, so the percentages are greater than 100 for this question. Overall, 77 percent of respondents indicated that they intended to continue their education. This varied somewhat between the two rounds and was higher for JJC. Between 34 and 46 percent of respondents plan to look for a job or a different job, and about 20 percent plan to continue working in their present job.



### Question 5. Have you considered continuing your education to receive a bachelor's degree?

Figure 2 summarizes the responses to this question. Across all respondents, 62 percent of respondents have plans to pursue a bachelor's degree, and another 29 percent are thinking about getting a bachelor's degree but haven't made plans to do so. These responses varied somewhat by survey round, with Round one respondents being more likely to report having a plan, and Round two respondents being more likely to report having thought about getting a bachelor's degree without a plan to do so. This was especially true for JJC respondents. But majorities of both rounds said they had a plan to obtain a bachelor's degree.



This finding is consistent with national survey data on the goals of community college students. For example, a 2022 report by CCCSE<sup>1</sup> indicates that:

*“Most students who attend community college intend to transfer; in fact, in a 2022 data collection through the Survey of Entering Student Engagement (SENSE), 83% of respondents reported that they had plans to transfer to a four-year college or university (N = 7,572). But according to the National Student Clearinghouse Research Center, only 32% of community college students transfer—and of those who do, only about half earn a bachelor’s degree within six years.”*

<sup>1</sup> CCCSE. (2023). Helping community college students climb the transfer ladder. <https://cccse.org/NR2023>.

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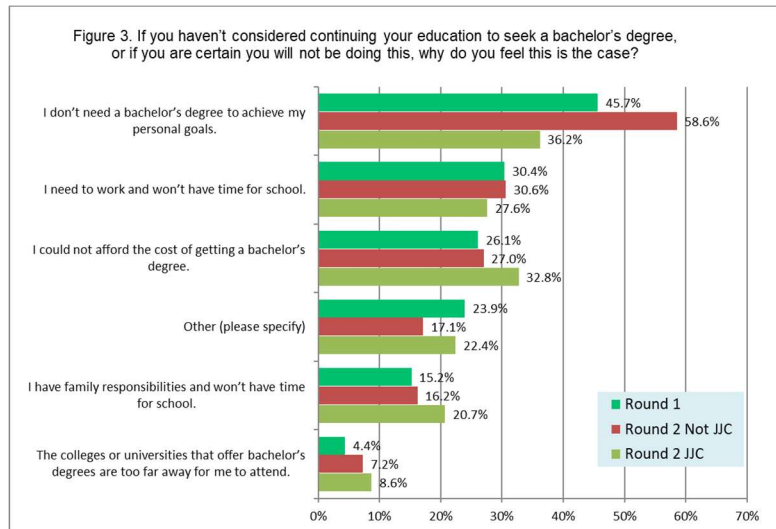
Question 6. If you have considered continuing your education to seek a bachelor's degree, have you thought about where you will attend?

This question was asked of respondents who answered question 5 by indicating that they had plans to pursue a bachelor's degree or they were thinking about doing so. Overall, 61 percent of these students said they had a specific college or university in mind for getting their bachelor's degree. Excluding the JJC value of 55 percent (the lowest among colleges) resulted in an overall value of 71percent.

Question 7. If you haven't considered continuing your education to seek a bachelor's degree, or if you are certain that you will not be doing this, why do you feel this is the case?

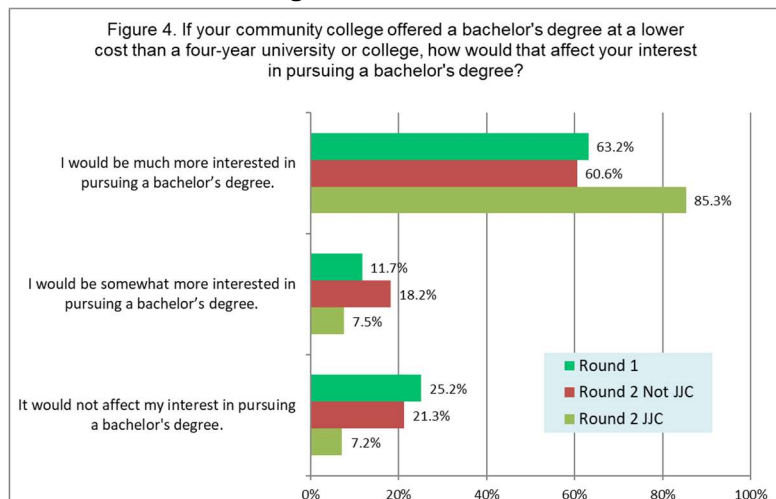
This question was asked of respondents who answered question 5 by indicating they knew they would not be pursuing a bachelor's degree or hadn't really thought about pursuing a bachelor's degree. Respondents could select as many reasons as

were applicable, so the percentages are greater than 100 for this question. Figure 3 shows the results for this question by survey round. Recall that those answering question 5 in either of these ways constituted less than ten percent of all students. Overall, 50 percent of these respondents said they didn't need a bachelor's degree to achieve their personal goals. 30 percent had to work and wouldn't have time for school, and 28 percent couldn't afford the cost. These results were similar across the survey rounds, with the exception of Round two respondents (other than JJC), who were much more likely to indicate that they did not need a bachelor's degree. On the other hand, JJC respondents were more likely to indicate that they couldn't afford the cost of getting a bachelor's degree than the respondents from the other colleges.



Question 8. If your community college offered a bachelor's degree at a lower cost than a four-year university or college, how would that affect your interest in pursuing a bachelor's degree?

This question (and the remainder of questions) was asked of all respondents. Figure 4 shows the results for this question by survey round. Overall, 75 percent of respondents indicated that they





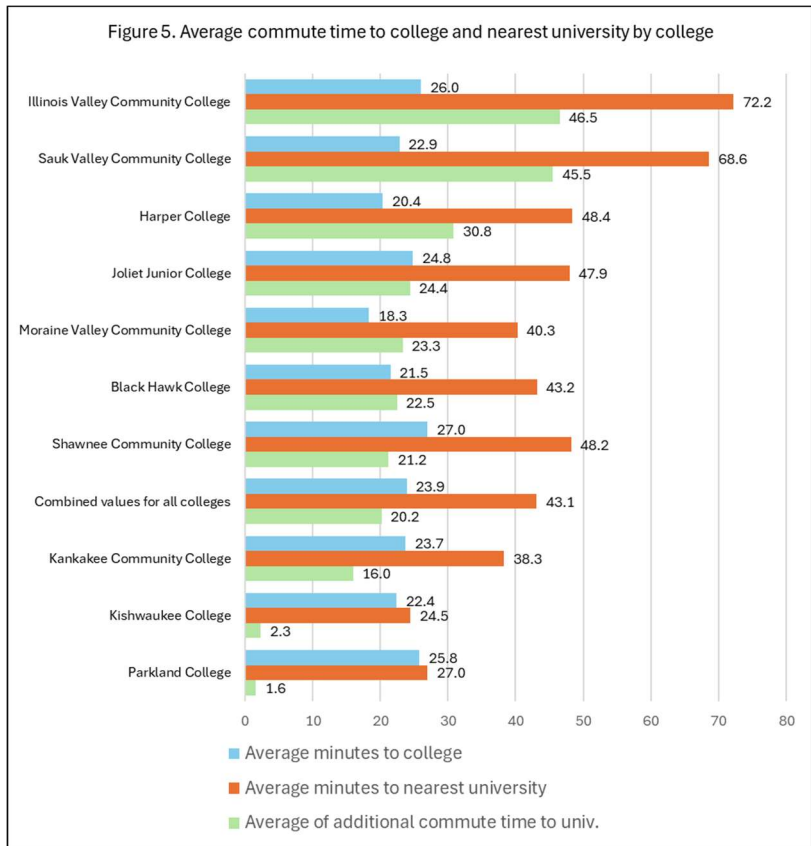
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would be much more interested in pursuing a bachelor's degree if their community college offered one at a lower cost, and another 11 percent indicated that they would be somewhat more interested. JJC respondents were the most interested in this possibility, with 93 percent having either “much more” or “somewhat more” interest.

Question 9. How often do you attend classes on campus (rather than online)? Question 10. About how many minutes does it take you to travel to campus one way? Question 11. About how many minutes would it take you to travel to your nearest four-year university?

Questions nine, ten and eleven were included to gather information on the role that distance and modes of instruction might play in students’ interest in continuing their education to seek a bachelor's degree. Overall, 34 percent of students reported attending all classes on campus, 28 percent had most classes on campus, 25 percent had some classes on campus, and 13 percent had no classes on campus.

The average time for students to travel to their community college was 24 minutes and the average time for students to travel to their nearest four-year university was 43 minutes. Using the minutes data reported by those

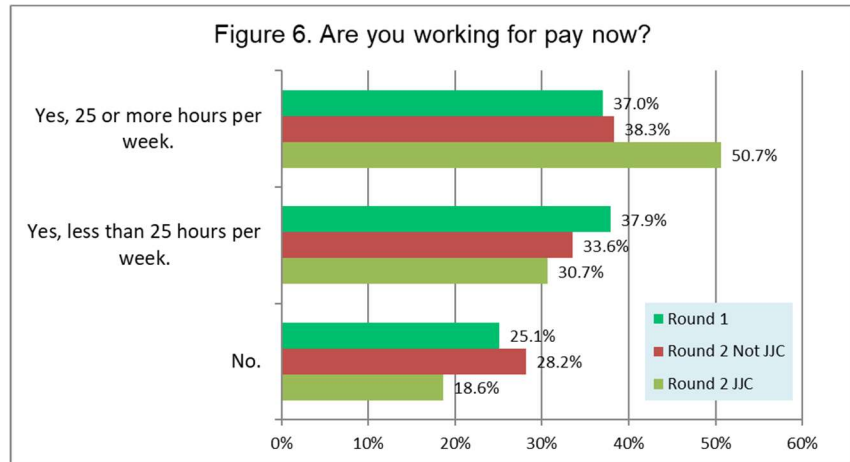


who responded to both of these questions, an “additional commute minutes” value was computed, representing the difference between the commute time for the college and the commute time for the nearest university. These data are summarized by college in Figure 5. Colleges located in baccalaureate education “deserts” (IVCC, Sauk Valley) have the longest added commute for students to attend a university, but colleges located in urban areas can also have significant additional commute times to reach the closest university (Harper, JJC, Moraine Valley).

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### Question 12. Are you working for pay now?

Question 12 was included in the survey to assess the relationship between labor force status and the student's interest in pursuing a bachelor's degree. Figure 6 shows the results for this question by survey round. Overall, 45 percent of respondents were working at least 25 hours per week. 33 percent were working less than 25 hours per week, and 22 percent were not working. Over 50 percent of JJC students reported working more than 25 hours per week, which raised the overall values appreciably. For the other colleges, students working full-time and part-time were similar percentages.



### Question 13. If your community college were to offer a bachelor's degree, what programs would you like to see offered?

Question 13 provided respondents a place to make up to three suggestions for programs that they would like to see their college offer, if CCB became possible in Illinois. 1,368 respondents provided one or more suggestions for programs. The most frequently cited programs areas include Bachelor of Science in Nursing, business admin/ management, psychology, accounting, computer science, and education.

### Question 14. Please share any other comments you may have about the possibility of your community college offering a bachelor's degree.

This question afforded students an opportunity to provide their own thoughts about the idea of their community college offering a bachelor's degree. 440 respondents provided comments, representing 18 percent of all survey respondents. These comments were reviewed and characterized as positive, negative or neutral, and one or two key words were assigned representing the core idea or reason offered. The overall reaction to CCB was enthusiastically supportive, with 90 percent of commenters supporting the adoption of CCB in their college, 6 percent neutral, and 4 percent negative. The number one reason given for supporting CCB was the lower cost, cited by 44 percent of commenters (Table 2).

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Table 2. Students' Reasons for Supporting CCB in their College

Topic	Mentions	Percent of all Comments
Lower cost, less debt	116	44.6%
Distance and travel time to college	26	10.0%
Prospect of specific programs being offered	24	9.2%
Likes idea of staying at college where they started	19	7.3%
Better option for students with family responsibilities	11	4.2%
Values the campus community	10	3.8%
Worried about problems with transfer	9	3.5%
Better option for working students	9	3.5%

The following is a sample of comments offered by students:

*If my community college offered a bachelor's degree I would 100% take advantage of that program and continue my education there! It is a lot closer to home so then I wouldn't have to use as much gas as it is super expensive. I love my community college, all professors are super understanding and nice and teach very well and understand what it means to be an effective teacher. I would love to see a special education bachelor's program offered here!!*

*I am interested in getting a bachelor's degree in cybersecurity but going to Lewis seems out of my budget. If JJC were to offer a bachelor's for cybersecurity I would feel much more comfortable and confident in my ability to achieve it. I love JJC and the resources they offer, and I feel they would help me to achieve my goals.*

*This would greatly serve a large community! I am a First-Generation student here and pursuing continuing my education and if it would be possible to do so at a lower cost would lessen my burdens of working full time and being a full-time student. It would make many of my dreams a possibility.*

*I would much rather earn a bachelor's degree at my current community college. As of right now I don't have any future plans on applying for or completing a bachelor's degree, but my current community college is extremely close to home and at a great price with high-quality education. I would 100% consider getting a bachelor's degree if it was at my current community college.*

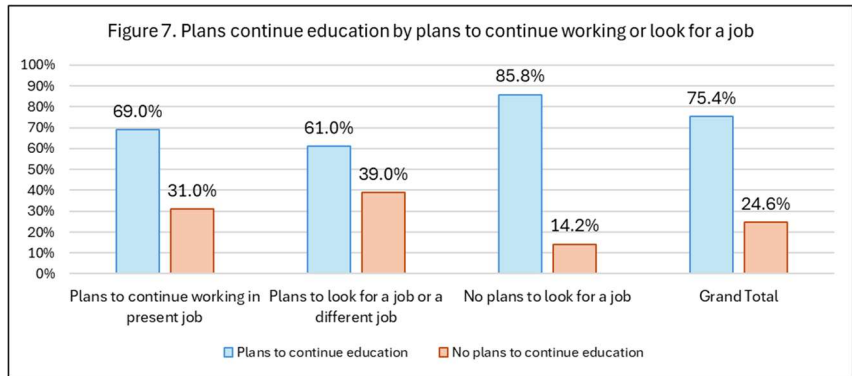
*If Sauk Valley Community College were to offer a Bachelor's degree program, it would genuinely be life-changing for me. In order to go into a Bachelor's degree program that I like and am qualified for, I would need to travel over 2 hours every single day in order to make it to physical classes. If Sauk were to offer the same degree, I would travel 30 minutes to get to school. This would save me an obscene amount of money and time, which I could then put into my children. The price and the availability of the degree alone would make it more than worth it to me.*

**Relationships among responses**

Several questions concerning the relationship among survey responses are discussed in this section.

Do students' plans related to work after graduation affect the student's interest in continuing their education?

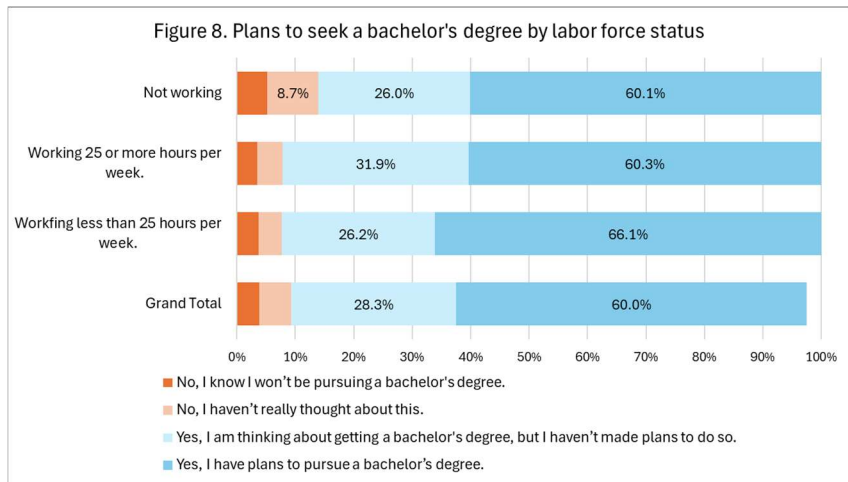
This question was addressed by cross tabulating the responses to question 4 about the students' post-graduation plans. Figure 7 shows the results of this comparison. Students who intend to continue working in their present job, or who plan to look for a job or a different job are less likely to have



plans to continue their education, compared to students who have no plans to look for a job. This is not a surprising result, since employment and school compete for a student's time. The more interesting result is that a substantial majority of working students (69 percent) and job-seeking students (61 percent) still intend to continue their education, despite the challenges of doing so while working.

Does labor force status affect the student's interest in pursuing a bachelor's degree?

This question was addressed by cross tabulating the answers to question 5 on plans to pursue a bachelor's degree with the answers to question 12 on whether the student was currently working. The results of this comparison are shown in Figure 8. Most respondents indicated that they had plans to pursue a bachelor's

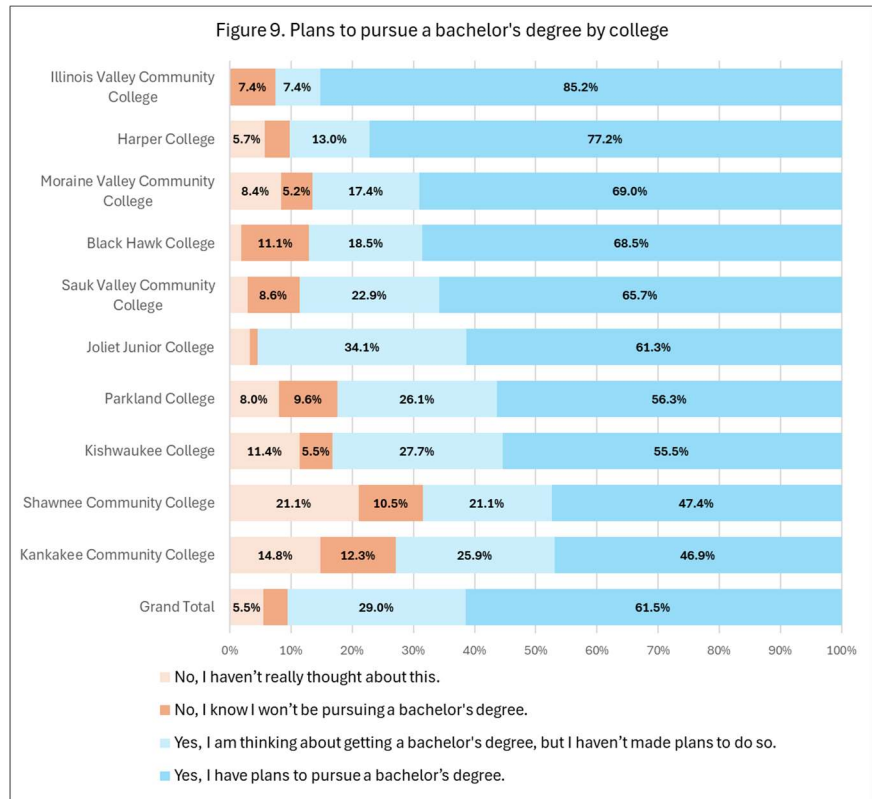


degree, or that they were thinking about doing so, but hadn't made plans. This holds true regardless of whether the respondent was not working, working full-time or part-time.

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### How does a student's interest in pursuing a bachelor's degree vary by college?

Figure 9 summarizes the answers to question 4 on plans to pursue a bachelor's degree by the college of the respondent. The colleges are displayed in rank order based on the percentage of respondents who had plans to pursue their bachelor's degree. There is substantial variation across colleges for this question, ranging from 47 percent to 85 percent of respondents with plans to pursue a bachelor's degree. However, even for the colleges with the lowest percentage of students planning to pursue their bachelor's degree, most students either had plans to do so, or were thinking about doing so, but had not made plans. Caution should be used in interpreting these results given the small number of respondents from some colleges (Table 1).

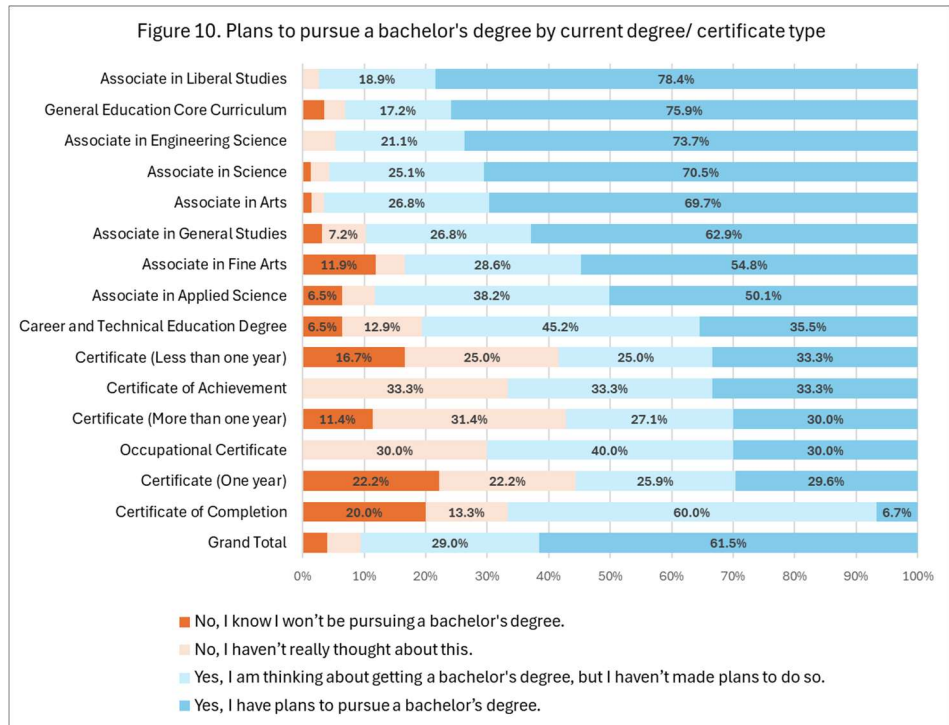


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Does the degree or certificate type that was being sought by the student affect the student's interest in pursuing a bachelor's degree?

This question was addressed by cross tabulating the responses to question 5 on plans to pursue a bachelor's degree with the responses to question 2 on the degree or certificate being sought by the respondent. The results of this comparison are shown in Figure 10, with types of degrees/certificates ranked by the respondent's intent to pursue a bachelor's degree following graduation. Here as

well there is substantial variation in the bachelor's degree plans by type of degree or certificate being sought by the student, with the percentage of respondents with plans to seek a bachelor's degree ranging from a high of 78 percent for the associate in liberal studies to a low of 7 percent for the certificate of completion. This is not a surprising result,

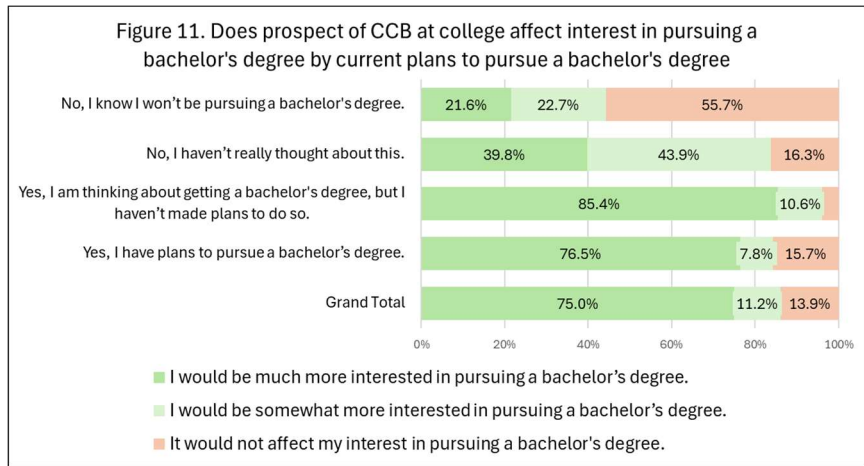


since the various certificate programs offered by the colleges are not intended to prepare students for transfer to a bachelor's program. What is more interesting is that even among students in the shortest-term certificate programs, most either have plans to seek the bachelor's degree, or have at least thought about doing so. Also notable is that half of the students in the associate of applied science programs have plans to pursue their bachelor's degree, even though these programs are not necessarily intended to prepare students for transfer.

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How do the students' current plans for pursuing a bachelor's degree relate to their interest in pursuing a bachelor's degree if this could be offered by their community college at a lower cost?

This question was addressed by cross tabulating the responses to question 5 on plans to pursue a bachelor's degree with the responses to question 8 on the student's interest in pursuing a bachelor's degree if their college could offer such a program at lower cost. The results of this comparison are shown in Figure 11. It is



perhaps not surprising that 85 percent of students who were thinking about getting a bachelor's degree, but hadn't made plans to do so, would be much more interested in pursuing a bachelor's degree if their community college was able to offer it. But it is also notable that 40 percent of students who *hadn't* thought about getting a bachelor's degree would be much more interested, and another 44 percent of these students would be somewhat more interested. Even among those students who said that they knew they *would not* be pursuing a bachelor's degree, 22 percent would be much more interested, and another 23 percent of these students would be somewhat more interested. These values suggest that the presence of a CCB program option at the community college could have a substantial impact on baccalaureate enrollment by community college students.

Does the students' assessment of the additional distance to the nearest university relate to their interest in pursuing a bachelor's degree?

The 'additional commute minutes' value that was calculated from the respondent's answers to questions 10 and 11 was summarized by student interest in pursuing a bachelor's degree. Table 3 shows the results of this comparison. We might expect that students with a lengthier commute to their closest university would be less interested in pursuing a bachelor's degree, but this did not turn out to be the case. In fact, students who intended to pursue their bachelor's degree had longer additional commute times on average than students who knew they were not seeking a bachelor's degree or who hadn't thought about it. This was true overall, and for all but two of the colleges. This result could be an artifact of the low numbers of students who did not intend to pursue the bachelor's degree, or perhaps lower awareness of the times involved by those who weren't thinking about university attendance. It might also be that the commute times are proxying for other student characteristics, such as neighborhood. This cannot be investigated with the existing survey data.



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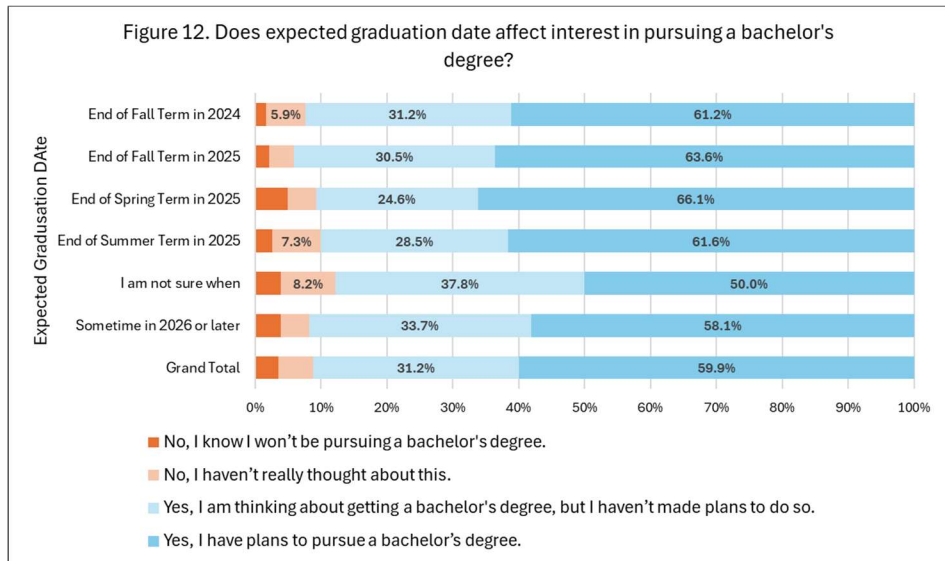
Table 3. Average additional commute time to nearest university by interest in pursuing a bachelor's degree, and college.

College	Considered Seeking Bachelor's Degree?	
	Yes/ Yes but no plans yet	No/ Not thought about it
Black Hawk College	24.8	-1.5
Harper College	32.2	11.5
Illinois Valley Community College	46.2	53.0
Joliet Junior College	24.5	20.6
Kankakee Community College	18.3	9.3
Kishwaukee College	1.5	6.7
Moraine Valley Community College	24.2	17.1
Parkland College	3.0	-5.2
Sauk Valley Community College	47.3	34.4
Shawnee Community College	25.2	8.3
Grand Total	21.1	9.5

Does the student’s expected graduation date affect their interest in pursuing a bachelor's degree?

This question can be asked for Round 2 respondents only, since expected graduation date was added for that round. This question was addressed by cross tabulating the responses to question 5 on plans to pursue a bachelor's degree with the responses to question 3 on the student’s expected graduation date.

Figure 12 shows the results of this comparison. It does not appear that the time to graduation has much to do with the student’s interest in pursuing a bachelor's degree once they



graduate. The interest in pursuing the bachelor's degree is about the same across all timeframes, with slightly fewer students who were not sure when they will graduate expressing an interest in getting their bachelor's degree.



### Recommendations for future research

#### Survey procedures.

As mentioned above, the survey procedure was designed to minimize effort, both to encourage colleges to participate, and to encourage students to respond. A general survey link was created, rather than a customized link for each email address to which the survey was distributed. While this ensured confidentiality and simplified administration, it also meant that we do not know who responded to the survey. Therefore, there is no way to connect the survey responses to the other information that colleges have collected about their students. This choice in design was appropriate given the time and resources available for the project, but it does limit what can be done with the analysis. If future surveys are conducted, customizing the link should be considered. The disadvantage of a customized link is the need for procedures to protect student confidentiality, including controls on who can access the raw survey responses, and the need to create a de-identified version of the survey response file.

Colleges primarily used email to distribute the survey link and most followed up with multiple reminders to complete the survey. JJC used a broader strategy, which coupled very widespread distribution with availability of the survey link via computers in common areas, and text distribution. Another advantage of a customized survey link is the ability to target follow-up reminders to those who haven't responded. Other methods to increase response, including incentives, can sometimes increase response rates.

#### Survey questions.

As a strategy to encourage responses, questions were limited to ensure that the survey could be completed in less than five minutes. This meant that some questions that would have been useful to have asked were not, especially demographic information (e.g., age, race/ethnicity and gender). Creating a customized link for future surveys would address this weakness as well, since all the data the colleges have about students, including demographic information, would be potentially available to link to the responses. This would allow disaggregation of the responses by age, race and gender, which would be useful for understanding the equity implications of CCB development. Linking survey responses to other student data would also enable colleges to look at responses by the specific program of study in which the student was taking courses, which would offer a more detailed view of the potential market for particular CCB programs.

#### Focus groups.

We have already used the results of our student survey as part of our CCB background discussion with the employer focus groups that we recently conducted. These focus groups were with employers in healthcare and manufacturing selected by the colleges that participated in the student survey project. The survey results could also be used to inform the development of a focus group with students at the college level. This could take the form of a general focus group drawn from students across the college, meant to explore issues for CCB implementation. Focus groups could also be used to explore in-depth student interest in CCB development for a program of study for an occupation or occupational group.

**Survey of Illinois Community College Students about the Community College Baccalaureate**

**Tables Appendix**

<b>Question 2. What certificate or degree do you expect to receive when you graduate?</b>											
College	Black Hawk College	Harper College	Illinois Valley Community College	Joliet Junior College	Kankakee Community College	Kishwaukee College	Moraine Valley Community College	Parkland College	Sauk Valley Community College	Shawnee Community College	Grand Total
Associate in applied science	15	16	6	350	6	22	27	51	13	1	507
Associate in arts	27	53	4	503	14	57	36	39	22	4	759
Associate in engineering science		9	1	20	4	8	4	14	1		61
Associate in fine arts	1			21	2	1	4	12	2		43
Associate in general studies		3		31	13	5	12	27	5	2	98
Associate in liberal studies		2		8		2	16	9	1		38
Associate in science	9	22	15	309	19	113	34	66	17	4	608
Career and Technical Education Degree				18	3	2		7	1		31
Certificate (Less than one year)		2		12	5	2	9	4		2	36
Certificate (More than one year)	1	11	1	25	3	4	9	14	2		70
Certificate (One year)	1	5		14	5	7	6	7	5	6	56
Certificate of Achievement				7							7
Certificate of Completion				12	3			1			16
General Education Core Curriculum				20	2	3		4	1		30
Occupational Certificate				4	2	1		4			11
Grand Total	54	123	27	1354	81	227	157	259	70	19	2371

**Survey of Illinois Community College Students about the Community College Baccalaureate**

<b>Question 3. When do you expect to receive this degree or certificate? (Round 2 Colleges Only)</b>							
College	End of Fall Term in 2024	End of Fall Term in 2025	End of Spring Term in 2025	End of Summer Term in 2025	I am not sure when I will complete my degree or certificate.	Sometime in 2026 or later	Total Respondents
Illinois Valley Community College	18.5%	3.7%	55.6%	0.0%	7.4%	14.8%	27
Joliet Junior College	12.8%	12.5%	18.5%	7.9%	16.3%	32.0%	1,358
Kankakee Community College	8.4%	8.4%	16.9%	8.4%	15.7%	42.2%	83
Kishwaukee College	11.8%	13.2%	31.6%	5.3%	15.8%	22.4%	228
Parkland College	10.6%	9.5%	30.0%	8.0%	12.5%	29.3%	263
Sauk Valley Community College	1.4%	7.0%	40.8%	8.5%	8.5%	33.8%	71
Total Percents	11.9%	11.7%	22.7%	7.5%	15.3%	30.8%	
Total Respondents	242	238	460	153	311	626	2,030

**Survey of Illinois Community College Students about the Community College Baccalaureate**

<b>Question 4. Once you graduate, what do you plan to do?</b>					
<b>College</b>	<b>Continue working in my present job.</b>	<b>Look for a job or a different job.</b>	<b>Continue my education.</b>	<b>Other</b>	<b>Total Respondents</b>
Black Hawk College	25.9%	40.7%	79.6%	9.3%	54
Harper College	22.8%	29.3%	85.4%	3.3%	123
Illinois Valley Community College	14.8%	37.0%	85.2%	3.7%	27
Joliet Junior College	18.5%	46.1%	77.4%	4.1%	1,331
Kankakee Community College	17.3%	46.9%	70.4%	3.7%	81
Kishwaukee College	20.0%	40.5%	73.6%	5.0%	220
Moraine Valley Community College	24.7%	32.3%	82.3%	5.1%	158
Parkland College	19.5%	42.9%	72.0%	7.3%	261
Sauk Valley Community College	15.7%	35.7%	84.3%	1.4%	70
Shawnee Community College	36.8%	57.9%	63.2%	0.0%	19
Total Percents	19.5%	43.0%	77.2%	4.6%	
Total Respondents	458	1,008	1,809	107	2,344

**Survey of Illinois Community College Students about the Community College Baccalaureate**

<b>Question 5. Have you considered continuing your education to receive a bachelor's degree?</b>					
College	No, I haven't really thought about this.	No, I know I won't be pursuing a bachelor's degree.	Yes, I am thinking about getting a bachelor's degree, but I haven't made plans to do so.	Yes, I have plans to pursue a bachelor's degree.	Total Respondents
Black Hawk College	1.9%	11.1%	18.5%	68.5%	54
Harper College	5.7%	4.1%	13.0%	77.2%	123
Illinois Valley Community College	0.0%	7.4%	7.4%	85.2%	27
Joliet Junior College	3.3%	1.3%	34.1%	61.3%	1,331
Kankakee Community College	14.8%	12.3%	25.9%	46.9%	81
Kishwaukee College	11.4%	5.5%	27.7%	55.5%	220
Moraine Valley Community College	8.4%	5.2%	17.4%	69.0%	155
Parkland College	8.0%	9.6%	26.1%	56.3%	261
Sauk Valley Community College	2.9%	8.6%	22.9%	65.7%	70
Shawnee Community College	21.1%	10.5%	21.1%	47.4%	19
Total Percents	5.5%	4.0%	29.0%	61.5%	
Total Respondents	129	93	679	1,440	2,341

**Survey of Illinois Community College Students about the Community College Baccalaureate**

<b>Question 6. If you have considered continuing your education to seek a bachelor's degree, have you thought about where you will attend?</b>			
College	No.	Yes.	Total Respondents
Black Hawk College	19.1%	80.9%	47
Harper College	17.1%	82.9%	111
Illinois Valley Community College	20.8%	79.2%	24
Joliet Junior College	45.1%	54.9%	1,241
Kankakee Community College	40.4%	59.6%	57
Kishwaukee College	39.0%	61.0%	182
Moraine Valley Community College	26.3%	73.7%	133
Parkland College	27.0%	73.0%	211
Sauk Valley Community College	33.9%	66.1%	62
Shawnee Community College	38.5%	61.5%	13
Total Percents	38.7%	61.3%	
Total Respondents	805	1,276	2,081

**Survey of Illinois Community College Students about the Community College Baccalaureate**

<b>Question 7. If you haven't considered continuing your education to seek a bachelor's degree, or if you are certain that you will not be doing this, why do you feel this is the case?</b>							
College	I could not afford the cost of getting a bachelor's degree.	I need to work and won't have time for school.	I have family responsibilities and won't have time for school.	The colleges or universities that offer bachelor's degrees are too far away for me to attend.	I don't need a bachelor's degree to achieve my personal goals.	Other	Total Respondents
Black Hawk College	14.3%	14.3%	0.0%	0.0%	71.4%	28.6%	7
Harper College	15.4%	38.5%	23.1%	7.7%	23.1%	38.5%	13
Illinois Valley Community College	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	1
Joliet Junior College	32.8%	27.6%	20.7%	8.6%	36.2%	22.4%	58
Kankakee Community College	38.1%	19.0%	23.8%	14.3%	57.1%	9.5%	21
Kishwaukee College	25.0%	38.9%	11.1%	2.8%	63.9%	19.4%	36
Moraine Valley Community College	38.1%	38.1%	19.0%	0.0%	47.6%	19.0%	21
Parkland College	24.4%	28.9%	17.8%	6.7%	53.3%	22.2%	45
Sauk Valley Community College	25.0%	37.5%	12.5%	12.5%	62.5%	0.0%	8
Shawnee Community College	20.0%	0.0%	0.0%	20.0%	60.0%	0.0%	5
Total Percents	28.4%	29.8%	17.2%	7.0%	49.8%	20.0%	
Total Respondents	61	64	37	15	107	43	215

**Survey of Illinois Community College Students about the Community College Baccalaureate**

<b>Question 8. If your community college offered a bachelor's degree at a lower cost than a four-year university or college, how would that affect your interest in pursuing a bachelor's degree?</b>				
<b>College</b>	<b>I would be much more interested in pursuing a bachelor's degree.</b>	<b>I would be somewhat more interested in pursuing a bachelor's degree.</b>	<b>It would not affect my interest in pursuing a bachelor's degree.</b>	<b>Total Respondents</b>
Black Hawk College	64.8%	11.1%	24.1%	54
Harper College	52.5%	10.7%	36.9%	122
Illinois Valley Community College	72.0%	4.0%	24.0%	25
Joliet Junior College	85.3%	7.5%	7.2%	1,286
Kankakee Community College	52.6%	25.6%	21.8%	78
Kishwaukee College	64.5%	16.1%	19.4%	217
Moraine Valley Community College	71.1%	10.7%	18.1%	149
Parkland College	55.3%	21.2%	23.5%	255
Sauk Valley Community College	72.5%	10.1%	17.4%	69
Shawnee Community College	64.7%	29.4%	5.9%	17
Total Percents	75.0%	11.2%	13.9%	
Total Respondents	1,703	254	315	2,272



**Survey of Illinois Community College Students about the Community College Baccalaureate**

<b>Question 9. How often do you attend classes on campus (rather than online)?</b>					
College	All of my classes are on campus.	Most of my classes are on campus.	Some of my classes are on campus.	None of my classes are on campus.	Total Respondents
Black Hawk College	30.2%	30.2%	28.3%	11.3%	53
Harper College	16.7%	30.0%	30.8%	22.5%	120
Illinois Valley Community College	36.0%	32.0%	24.0%	8.0%	25
Joliet Junior College	38.3%	27.2%	22.9%	11.6%	1,266
Kankakee Community College	45.5%	24.7%	24.7%	5.2%	77
Kishwaukee College	16.8%	27.1%	34.6%	21.5%	214
Moraine Valley Community College	25.0%	35.1%	25.7%	14.2%	148
Parkland College	35.9%	31.1%	20.7%	12.4%	251
Sauk Valley Community College	36.8%	32.4%	25.0%	5.9%	68
Shawnee Community College	17.6%	11.8%	29.4%	41.2%	17
Total Percents	33.8%	28.4%	24.7%	13.2%	
Total Respondents	756	635	553	295	2,239

**Survey of Illinois Community College Students about the Community College Baccalaureate**

<b>Question 12. Are you working for pay now?</b>				
College	No.	Yes, 25 or more hours per week.	Yes, less than 25 hours per week.	Total Respondents
Black Hawk College	14.0%	34.0%	52.0%	50
Harper College	23.3%	35.3%	41.4%	116
Illinois Valley Community College	12.0%	44.0%	44.0%	25
Joliet Junior College	18.7%	50.7%	30.6%	1,217
Kankakee Community College	37.5%	37.5%	25.0%	72
Kishwaukee College	25.5%	41.0%	33.5%	212
Moraine Valley Community College	27.8%	40.3%	31.9%	144
Parkland College	29.4%	34.9%	35.7%	238
Sauk Valley Community College	28.1%	40.6%	31.3%	64
Shawnee Community College	47.1%	29.4%	23.5%	17
Total Percents	22.3%	45.1%	32.6%	
Total Respondents	481	972	702	2,155