Harper College
Results of 2004 Career Graduate Survey

Prepared by the Office of Research
Teaming to serve research needs of the College
December 21, 2005
Executive Summary

This report presents the results of the Career Graduate Survey of all 2004 Harper College graduates of career programs.

In most cases, the results were positive. A majority of 2004 graduates (58%) reported that their main objective in attending Harper was to obtain skills needed for a new job. Most 2004 graduates (69%) have not been enrolled in another college or university since leaving Harper.

Over 86 percent of the respondents reported being employed at least part-time; 69 percent were employed full-time. Of those not seeking employment, 28 percent stated that they were a full-time homemaker. 72 percent of employed respondents were working in a field related to their major. Of the 28 percent of employed respondents in a field not related to their major, 33 percent could not find a job in their field of preparation and 22 percent preferred to work in another field. Respondents reported working an average of 36.72 hours per week with an average wage of $18.29 per hour.

The great majority of respondents (84%) reported being satisfied with their jobs. Over 48 percent reported finding their jobs after leaving Harper, while under 29 percent were employed before entering their college program. Respondents were roughly equally split between working in the Harper district and out-of-district (50% and 47%, respectively).

Respondents appeared to be satisfied with their educational experiences at Harper. Satisfaction levels were better than 80 percent for nearly all facets of the major program with satisfaction levels for information on current employment opportunities better than 65 percent. Satisfaction with general education is even better with more than 83 percent of respondents reporting satisfaction with each facet.

Respondents were also asked to rate several aspects of Harper instruction; more than 84 percent reported being satisfied with each aspect. Over 91 percent of 2004 graduates reported that Harper’s main campus location was convenient for their courses; over 90 percent of respondents that used Internet-based courses were satisfied with its convenience. Of the respondents that used Harper services, more than 73 percent were satisfied with the services used; more than 85 percent were satisfied with 10 of the 12 listed services available. Yet, significant majorities of 2004 graduates reported that they did not use eight of the college offices and services available to them. Significant majorities of 2004 graduates would recommend Harper to their friends and family as well as return for education or personal enrichment courses (98% and 91%, respectively).

In general, recent graduates of Harper’s career programs appear to be employed, satisfied in their professional careers, and satisfied with their experiences at Harper.
Introduction

The Harper College Career Graduate Survey is conducted one year after Harper students in career programs graduated in 2004. The questions on the survey are largely based on the Occupational Follow-Up Survey, which is received by ICCB for career programs under review. The Career Graduate Survey was conducted via telephone\(^1\) with Harper alumni who graduated in fiscal year 2004 with A.A.S. Degrees and various career program certificates. For the Career Graduate Survey, 625 Harper graduates from career programs were surveyed and 293 completed surveys were received, for a response rate of 47 percent.

The report is organized into three sections: Executive Summary, Introduction, and Results and Discussion. The Executive Summary highlights results of interest. The Introduction provides an overview of the process, including response rate and the organization of the report. The Results and Discussion Section provides tabular results of responses from Harper career graduates. Appendix A presents a copy of the survey instrument.

For results from graduates of transfer programs, refer to the Results of 2004 Transfer Graduate Survey. Results for specific career programs can be found in the Results of 2004 Career Graduate Survey – Program-Level Results.

Results and Discussion

Table 1 presents the demographic characteristics (racial/ethnic group and gender) for all 625 career graduates in 2004, as well as the demographic characteristics of the 293 survey respondents.

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>Graduates</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>91</td>
<td>14.6%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>African American</td>
<td>23</td>
<td>3.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>35</td>
<td>5.6%</td>
</tr>
<tr>
<td>White</td>
<td>436</td>
<td>69.8%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>39</td>
<td>6.2%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>437</td>
<td>69.9%</td>
</tr>
<tr>
<td>Male</td>
<td>188</td>
<td>30.1%</td>
</tr>
</tbody>
</table>

\(^{1}\) Conducting the survey via telephone is a change from past practice, in an attempt to provide more timely data to the College.

\(^{2}\) Asian/Pacific Islander and Hispanic graduates were less likely to respond than White graduates ($\chi^2=12.82$, df=5, p<.05).
The first question of the survey asks respondents for their main objective in attending Harper College. The next eight questions ask respondents to report on their outcomes: current employment status, current educational status, hourly pay, job satisfaction, etc. Questions 10, 11, and 14 ask respondents to report on their satisfaction with their experience at Harper: coursework in their major field of study, coursework outside their major field, and Harper’s support services. Questions 12 and 13 ask respondents to report on the instruction and convenience of Harper’s various locations, respectively. Questions 15 and 16 ask respondents to report on their recommendation of Harper to others and a possible return to Harper, respectively.

Table 2: Question 1 – Main Objective in Attending Harper

<table>
<thead>
<tr>
<th>What was your main objective in attending Harper College? (N=293)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain skills needed for entry into new or different job</td>
<td>169</td>
<td>57.7%</td>
</tr>
<tr>
<td>Improve skills needed in present job</td>
<td>49</td>
<td>16.7%</td>
</tr>
<tr>
<td>Explore courses to decide on a career</td>
<td>19</td>
<td>6.5%</td>
</tr>
<tr>
<td>Take coursework for transfer to another college</td>
<td>28</td>
<td>9.6%</td>
</tr>
<tr>
<td>Personal interest or self-improvement</td>
<td>28</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

Most respondents reported that their main objective was to gain job skills, either for entry into a new or different job or to improve their skills in their current job. Over 25 percent reported that their main objective was to explore courses in deciding on a career, take coursework in order to transfer to another college, or personal interest or self-improvement.

Table 3: Question 2 – Educational Status

<table>
<thead>
<tr>
<th>What is your educational status? (N=295)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have not been enrolled in a college/university since leaving Harper</td>
<td>202</td>
<td>68.5%</td>
</tr>
<tr>
<td>Have been enrolled in another college/university since leaving this college but am not currently enrolled</td>
<td>21</td>
<td>7.1%</td>
</tr>
<tr>
<td>Currently enrolled in field of study related to previous community college program</td>
<td>61</td>
<td>20.7%</td>
</tr>
<tr>
<td>Currently enrolled in field of study unrelated to previous community college program</td>
<td>11</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Most respondents (over 68%) have not been enrolled in another college or university since leaving Harper. Just over 20 percent of respondents were currently enrolled in a related program of study, whereas fewer than 4 percent are currently enrolled in a field of study that is unrelated to the previous college program.
Table 4: Question 3 – Employment Status

<table>
<thead>
<tr>
<th>What is your present employment status? (N=294)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full time – 30 hours or more per week</td>
<td>203</td>
<td>69.0%</td>
</tr>
<tr>
<td>Employed part time – less than 30 hours per week</td>
<td>51</td>
<td>17.3%</td>
</tr>
<tr>
<td>Full-time military service</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unemployed, seeking employment</td>
<td>22</td>
<td>7.5%</td>
</tr>
<tr>
<td>Unemployed, not seeking employment</td>
<td>18</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

Of those unemployed and not seeking employment: (N=18)

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td>Full-time homemaker</td>
<td>5</td>
<td>27.8%</td>
</tr>
<tr>
<td>Health disability</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td>Family responsibility</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>38.9%</td>
</tr>
</tbody>
</table>

Harper’s graduates appeared to be successful at finding full-time employment after graduation; over 86 percent of Harper graduates were employed at least part-time with 69 percent employed full-time. Over 13 percent were unemployed with just over 6 percent not seeking employment. Of those not seeking employment, 29 percent were full-time homemakers; full-time students and graduates with family responsibilities represent just under 12 percent each. Of the respondents that indicated “Other”, there was no clear indication as to their present status.

If respondents were employed, they were asked to complete questions 4 through 9. Respondents who were not currently employed were asked to go to question 10. Tables 5 through 9 report results for the employed respondents only.

Table 5: Question 4 and 4-1 – Relationship of Current Job to College Program

<table>
<thead>
<tr>
<th>How closely is your present job related to your former community college program? (N=255)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related</td>
<td>183</td>
<td>71.8%</td>
</tr>
<tr>
<td>Not related (please mark the one best reason why)</td>
<td>72</td>
<td>28.2%</td>
</tr>
</tbody>
</table>

Of those present jobs not related: (N=72)

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred to work in another field</td>
<td>16</td>
<td>22.2%</td>
</tr>
<tr>
<td>Found better paying job in another field</td>
<td>7</td>
<td>9.7%</td>
</tr>
<tr>
<td>Could not find a job in my field of preparation</td>
<td>24</td>
<td>33.3%</td>
</tr>
<tr>
<td>Temporary job while in transition – either in college between jobs or summer employment</td>
<td>9</td>
<td>12.5%</td>
</tr>
<tr>
<td>Took job in order to get preferred working hours</td>
<td>2</td>
<td>2.8%</td>
</tr>
<tr>
<td>Did not complete program or pass licensing test to be eligible to work in my field of preparation</td>
<td>3</td>
<td>4.2%</td>
</tr>
<tr>
<td>Other/unknown</td>
<td>10</td>
<td>13.9%</td>
</tr>
</tbody>
</table>

A clear majority of Harper graduates (72%) were working in a field related to their former college program. Of the respondents that did not have a job related to their program (28%), 33 percent could not find a job in their field of preparation. Also, 22 percent of the non-related job graduates preferred to work in another field and 13 percent maintained temporary work while in transition, which involved either staying in college between jobs or working during the summer.
Table 6: Hours Worked and Salary

<table>
<thead>
<tr>
<th>Question Text</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5. On the average, how many hours do you work each week? Do not include overtime hours. (N=248)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q6. What is your present hourly salary before deductions? Include commission but not overtime pay. (N=184)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean hours per week amount for Harper graduates was 36.72 with an average hourly salary of $18.29. Note that there are fewer respondents for the salary question compared to the number of hours.

Table 7: Question 7 – Job Satisfaction

<table>
<thead>
<tr>
<th>In general, how satisfied are you with your present job? (N=253)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>122</td>
<td>48.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>90</td>
<td>35.6%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>20</td>
<td>7.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>21</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Respondents reported a high level of job satisfaction with almost 84 percent satisfied to some degree with their employment.

Table 8: Question 8 – Time in Present Job

<table>
<thead>
<tr>
<th>When did you begin working in your present job? (N=246)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before entering the college program</td>
<td>71</td>
<td>28.9%</td>
</tr>
<tr>
<td>While enrolled in the college program</td>
<td>56</td>
<td>22.8%</td>
</tr>
<tr>
<td>After leaving the college program</td>
<td>119</td>
<td>48.4%</td>
</tr>
</tbody>
</table>

Nearly half of Harper graduates (48%) reporting finding their job after leaving Harper. Just under 29 percent began working before enrolling in their program.

Table 9: Question 9 – Location of Employment

<table>
<thead>
<tr>
<th>Where is the location of your primary place of employment? (N=254)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within district</td>
<td>128</td>
<td>50.4%</td>
</tr>
<tr>
<td>Outside district, but in Illinois</td>
<td>120</td>
<td>47.2%</td>
</tr>
<tr>
<td>Outside Illinois</td>
<td>6</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

A slight majority (50%) of graduates were employed within the Harper district, whereas 47 percent work outside of the district but within the state of Illinois.
Harper graduates reported being satisfied with each facet of their major program of study. Over 94 percent were satisfied with the content of courses in their program. Also, over 90 percent were satisfied overall that their program provided them with the skills required for their job. A significant minority of respondents (35%) were generally dissatisfied with information on current employment opportunities.
Table 11: Question 11 – Satisfaction with General Education

<table>
<thead>
<tr>
<th>Rate your satisfaction with the following items as they pertain to general education or other courses outside your major program of study.</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of courses outside of your program (N=87)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>50</td>
<td>57.5%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>33</td>
<td>37.9%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>3</td>
<td>3.4%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Lectures, lab experiences and group and individual projects (N=84)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>41</td>
<td>48.8%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>36</td>
<td>42.9%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>6</td>
<td>7.1%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>1</td>
<td>1.2%</td>
</tr>
<tr>
<td>Equipment, facilities, and materials (N=87)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>45</td>
<td>51.7%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>32</td>
<td>36.8%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>8</td>
<td>9.2%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>Job preparation (N=77)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>26</td>
<td>33.8%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>38</td>
<td>49.4%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>7</td>
<td>9.1%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>6</td>
<td>7.8%</td>
</tr>
<tr>
<td>Preparation for future education (N=83)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>39</td>
<td>47.0%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>31</td>
<td>41.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>7</td>
<td>8.4%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>3</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

As with the respondents’ major program of study, Harper graduates reported a high level of satisfaction with courses outside of their major. Respondents were most satisfied with the content of courses outside of their program (95%) and lectures, lab experiences, and projects (92%).

Table 12: Question 12 – Rating Harper Instruction

<table>
<thead>
<tr>
<th>Rate the instruction at Harper College</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size (N=239)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>89</td>
<td>37.2%</td>
</tr>
<tr>
<td>Good</td>
<td>119</td>
<td>49.8%</td>
</tr>
<tr>
<td>Average</td>
<td>29</td>
<td>12.1%</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>0.8%</td>
</tr>
<tr>
<td>Quality of instruction (N=240)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>101</td>
<td>42.1%</td>
</tr>
<tr>
<td>Good</td>
<td>108</td>
<td>45.0%</td>
</tr>
<tr>
<td>Average</td>
<td>27</td>
<td>11.3%</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
Table 12: Continued

<table>
<thead>
<tr>
<th>Rate the instruction at Harper College</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course content (N=239)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>90</td>
<td>37.7%</td>
</tr>
<tr>
<td>Good</td>
<td>127</td>
<td>53.1%</td>
</tr>
<tr>
<td>Average</td>
<td>21</td>
<td>8.8%</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Fairness of grading (N=240)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>101</td>
<td>42.1%</td>
</tr>
<tr>
<td>Good</td>
<td>108</td>
<td>45.0%</td>
</tr>
<tr>
<td>Average</td>
<td>25</td>
<td>10.4%</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Faculty teaching ability (N=238)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>113</td>
<td>47.5%</td>
</tr>
<tr>
<td>Good</td>
<td>99</td>
<td>41.6%</td>
</tr>
<tr>
<td>Average</td>
<td>20</td>
<td>8.4%</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Faculty concern for students (N=234)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>104</td>
<td>44.4%</td>
</tr>
<tr>
<td>Good</td>
<td>94</td>
<td>40.2%</td>
</tr>
<tr>
<td>Average</td>
<td>29</td>
<td>12.4%</td>
</tr>
<tr>
<td>Poor</td>
<td>7</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>Faculty availability (N=236)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>108</td>
<td>45.8%</td>
</tr>
<tr>
<td>Good</td>
<td>91</td>
<td>38.6%</td>
</tr>
<tr>
<td>Average</td>
<td>29</td>
<td>12.3%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>8</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Respondents gave a favorable rating to all aspects of the instruction at Harper College. Over 90 percent of Harper graduates rated course content either “Excellent” or “Good”.

Table 13: Question 13 – Rating Course Convenience of Harper Locations

<table>
<thead>
<tr>
<th>Rate the convenience of the courses in terms of their location.</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harper main campus -- Palatine (N=240)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very convenient</td>
<td>127</td>
<td>52.9%</td>
</tr>
<tr>
<td>Convenient</td>
<td>92</td>
<td>38.3%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>21</td>
<td>8.8%</td>
</tr>
<tr>
<td>Northeast Center -- Wheeling (N=41)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Convenient</td>
<td>10</td>
<td>24.4%</td>
</tr>
<tr>
<td>Convenient</td>
<td>13</td>
<td>31.7%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>18</td>
<td>43.9%</td>
</tr>
</tbody>
</table>
Table 13: Continued

<table>
<thead>
<tr>
<th>Rate the convenience of the courses in terms of their location.</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB or Internet based -- from home or office (N=53)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very convenient</td>
<td>26</td>
<td>49.1%</td>
</tr>
<tr>
<td>Convenient</td>
<td>22</td>
<td>41.5%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>5</td>
<td>9.4%</td>
</tr>
<tr>
<td>Harper Professional Center -- Schaumburg (N=16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very convenient</td>
<td>6</td>
<td>37.5%</td>
</tr>
<tr>
<td>Convenient</td>
<td>9</td>
<td>56.3%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>1</td>
<td>6.3%</td>
</tr>
<tr>
<td>Other (N=13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very convenient</td>
<td>9</td>
<td>69.2%</td>
</tr>
<tr>
<td>Convenient</td>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>3</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

Over 91 percent of respondents rated the Harper campus in Palatine convenient for the location of their courses. Among those that used off-campus locations, most indicated that online courses and the Harper Professional Center were convenient; the Northeast Center was rated as least convenient (44%).

Table 14: Question 14 – Satisfaction with College Services

<table>
<thead>
<tr>
<th>Rate your satisfaction with each office or service listed below.</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid services (N=63)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>36</td>
<td>57.1%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>18</td>
<td>28.6%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>7</td>
<td>11.1%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>2</td>
<td>3.2%</td>
</tr>
<tr>
<td>Did not use</td>
<td>232</td>
<td></td>
</tr>
<tr>
<td>Academic advising (N=157)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>69</td>
<td>43.9%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>66</td>
<td>42.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>15</td>
<td>9.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7</td>
<td>4.5%</td>
</tr>
<tr>
<td>Did not use</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Career planning (N=109)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>41</td>
<td>37.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>45</td>
<td>41.2%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>17</td>
<td>15.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>6</td>
<td>5.5%</td>
</tr>
<tr>
<td>Did not use</td>
<td>186</td>
<td></td>
</tr>
</tbody>
</table>
Table 14: Continued

<table>
<thead>
<tr>
<th>Rate your satisfaction with each office or service listed below.</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College transfer planning (N=69)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>26</td>
<td>37.7%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>25</td>
<td>36.2%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>12</td>
<td>17.4%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>6</td>
<td>8.7%</td>
</tr>
<tr>
<td>Did not use</td>
<td>226</td>
<td></td>
</tr>
<tr>
<td>Counseling (N=93)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>40</td>
<td>43.0%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>43</td>
<td>46.2%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>9</td>
<td>9.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Did not use</td>
<td>202</td>
<td></td>
</tr>
<tr>
<td>Tutoring (N=73)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>36</td>
<td>49.3%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>29</td>
<td>39.7%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>5</td>
<td>6.8%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>3</td>
<td>4.1%</td>
</tr>
<tr>
<td>Did not use</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>Library/audio visual services (N=216)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>129</td>
<td>59.7%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>70</td>
<td>32.4%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>10</td>
<td>4.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7</td>
<td>3.2%</td>
</tr>
<tr>
<td>Did not use</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Student activities (N=66)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>23</td>
<td>34.8%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>34</td>
<td>51.5%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>6</td>
<td>9.1%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>3</td>
<td>4.5%</td>
</tr>
<tr>
<td>Did not use</td>
<td>227</td>
<td></td>
</tr>
<tr>
<td>Registration procedures (N=236)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>120</td>
<td>50.8%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>96</td>
<td>40.7%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>11</td>
<td>4.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>9</td>
<td>3.8%</td>
</tr>
<tr>
<td>Did not use</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Access for disabled on campus (N=63)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>35</td>
<td>55.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>21</td>
<td>33.3%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>4</td>
<td>6.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>3</td>
<td>4.8%</td>
</tr>
<tr>
<td>Did not use</td>
<td>174</td>
<td></td>
</tr>
</tbody>
</table>
According to the respondents, the most utilized services were registration procedures (92% satisfied), availability of computers for out-of-class use (93% satisfied), and library/AV services (92% satisfied). The least utilized services (percentage of respondents that “did not use” added) included financial aid services (79%), student activities (78%), college transfer planning (77%), and access for disabled on campus (73%).

Over 97 percent of Harper graduates would recommend Harper to their friends and family.

Nearly 81 percent of respondents reported that they would return to Harper for educational or personal enrichment courses in the near future. The following tables for questions 17 through 19 involve open-ended questions regarding what respondents liked best about Harper and ways for Harper to improve its instruction and services, respectively. Tables for these
questions include the most prevalent comments made by respondents, and involve the total number of comments stated by respondents to each question (since Harper graduates were allowed to state as many comments as needed.)

Table 17: Question 17 – Positive Comments about Harper

<table>
<thead>
<tr>
<th>What did you like best about Harper? (N=320)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Specific Teachers</td>
<td>64</td>
<td>20.0%</td>
</tr>
<tr>
<td>Course Curriculum or Specific Courses/Program</td>
<td>64</td>
<td>20.0%</td>
</tr>
<tr>
<td>Convenience, in general</td>
<td>40</td>
<td>12.5%</td>
</tr>
<tr>
<td>Location/Close to Home</td>
<td>36</td>
<td>11.3%</td>
</tr>
<tr>
<td>Campus/Specific Facilities</td>
<td>25</td>
<td>7.8%</td>
</tr>
<tr>
<td>Affordability/Low Cost</td>
<td>23</td>
<td>7.2%</td>
</tr>
<tr>
<td>Class Schedules/Availability</td>
<td>19</td>
<td>5.9%</td>
</tr>
<tr>
<td>Experience with Other Students</td>
<td>11</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Forty percent of the comments made by career graduates involved their satisfaction with their courses and programs and their interaction with faculty members.

Table 18: Question 18 – Comments about Instructional Improvements

<table>
<thead>
<tr>
<th>How can the College improve its instruction? (N=160)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve Quality/Experience of Faculty</td>
<td>28</td>
<td>17.5%</td>
</tr>
<tr>
<td>Improve/Add Specific Program</td>
<td>24</td>
<td>15.0%</td>
</tr>
<tr>
<td>Create New Courses or Improve Class Availability</td>
<td>20</td>
<td>12.5%</td>
</tr>
<tr>
<td>No Improvements Needed</td>
<td>16</td>
<td>10.0%</td>
</tr>
<tr>
<td>Add More Teachers</td>
<td>11</td>
<td>6.9%</td>
</tr>
<tr>
<td>Improve Faculty Professionalism/Check for Teacher Favoritism</td>
<td>11</td>
<td>6.9%</td>
</tr>
<tr>
<td>Improve/Add Technology/Equipment</td>
<td>11</td>
<td>6.9%</td>
</tr>
<tr>
<td>Add Online Courses</td>
<td>8</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Regarding instructional improvements, 18 percent of the comments focused on improving the quality and general experience of faculty, while 15 percent were focused on adding or improving a specific program (although no program was consistently mentioned).

Table 19: Question 19 – Comments about Service Improvements

<table>
<thead>
<tr>
<th>How can the College improve its services? (N=80)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Improvements Needed</td>
<td>32</td>
<td>40.0%</td>
</tr>
<tr>
<td>Improve/Add Parking</td>
<td>13</td>
<td>16.3%</td>
</tr>
<tr>
<td>Improve Quality of Specific Office/Personnel</td>
<td>10</td>
<td>12.5%</td>
</tr>
<tr>
<td>Improve Access to Counselors/Advisors</td>
<td>6</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

The overriding comment regarding service improvements was that no improvements were needed (40%).

Prepared by the Office of Research

December 21, 2005
Summary

Graduates of career programs at Harper were positive about their experiences with their field of study and Harper in general. Most respondents reported that their main objective was to gain job skills for entry into a new or different job or to improve skills needed in their present job.

For 2004 graduates, involvement in career programs enhanced their ability to seek and acquire employment. Most respondents reported being employed at least part-time with 69 percent reported being employed full-time. Most of the respondents (72%) were working in a field that was related to their college program. Career graduates in 2004 averaged 36.72 hours per week and averaged an hourly salary of $18.29. Most Harper graduates were satisfied with their present employment situation. Nearly half reported finding their job after leaving the program. Also, nearly half of the 2004 graduates work within the Harper district.

Most respondents were satisfied with all facets of their major program of study as well as general education courses. Harper graduates gave a favorable rating for the instruction of courses and the convenience of the main Harper campus in Palatine. A minority of respondents had experience with extension sites or online courses, but those with experience reported them to be convenient.

Of the college services that were frequently used by 2004 graduates, most were satisfied with registration procedures, availability of computers for out-of-class use, and library/AV services. Of special note, great majorities of Harper graduates reported that they would recommend Harper to friends and family (98%) and would return in order to take educational or personal enrichment courses (91%).
Appendix A
Responses to Open-Ended Questions
Survey Instrument
Responses to Open-Ended Questions

What is your present employment status?
Survey ID Q3-5 Other
159  Retired.
230  Changing jobs now.
252  Retired.
423  Taking time off.
433  Starting own business.
542  I don't know what I want to do.

If your present job is not related to your college program, what is the one best reason why?
Survey ID Q4-1-10 Other
26  Just switched jobs.
27  I'm at a job in finances I had before Harper. There hasn't been good timing with getting a job in journalism. Either no positions were available or I wasn't ready.
33  Had job before I went to Harper.
57  Classes are for personal interest.
425  I had a new opportunity I took.
515  I took classes there to maybe change jobs but I realized I would be making less than I am now.

Rate the convenience of the courses taken in terms of their location.
Survey ID Q13e Other
28  Elk Grove High School
33  DuPage campus at College of DuPage for Harper courses.
75  Northwest Community Hospital
190  Elk Grove
217  Elk Grove
259  High school at Wheeling
339  COD Campus
401  Elk Grove
419  Wheeling High School
462  Elk Grove High School
535  Elk Grove High School

What did you like best about Harper?
Survey ID Q17 Like Best
0  Smaller classes, teachers were great.
1  Great community. Good for adult student.
4  The availability of night classes.
5  Staff and curriculum. Fantastic college.
6  I liked the Fashion Design program I was in, the teachers were all good.
8  Convenient.
10  Teachers.
The campus.

It was very convenient.

I liked the personal attention I got because of the small size of the classes and the school.

I liked my Executive Assistant program. Coordinator XXXXXXXXXX, she helped me a lot.

I liked the class size, variety of majors - many choices, and it was very affordable.

Convenient, affordable, also after taking just one journalism course at Harper I was able to get a column in the Daily Herald - obviously the course was very helpful.

It was a great community college.

It was convenient.

Close to home.

The curriculum and it had a good reputation.

The culinary program and teachers were good. The facilities were easy to get around.

I enjoyed my nursing program. It helped a lot.

The convenient location.

Convenient.

Courses, teachers.

It was easy to register. I liked the variety of teachers how some were from out in the work place. Also the variety of options for taking a course - online, at own pace.

It is convenient. I'm still at Oakton.

The variety of courses.

The large amount of clinical time we got in the nursing program. Other schools don't give you as much one on one time with the patients.

Convenience.

They had courses for my personal interest.

The course content good.

It was convenient.

All the general education course instructors were really good. XXXXXXXXXX in biology was really good at explaining extremely hard concepts to average students.

Tutoring. They're also growing and improving the campus with new buildings and a wider variety of classes.

Convenience.

I was about 50 when I went back to Harper and all the students and teachers were very welcoming. I didn't feel out of place.

The cost was low.

Education, convenience.

Instruction, convenience.

All the content of the courses was good.

It had a nice atmosphere on campus.

Close to home, always upgrading.

Teachers outstanding.

Teachers.

That they offer the hygiene program.

Convenient, low cost.
Convenient, reasonable cost for education.
The location, computer labs, the library, everything.
I don't know, the courses.
Convenient location, quality education for a reasonable price.
The small class size, also they are on the cutting edge of new career programs.
Location.
Quality education, close to home.
Convenient, the faculty, had fun with the students. It was a good experience.
The teachers were good.
It was convenient. They were flexible and the facilities were nice and up to date.
Convenience. Quality education, nice, organized. More affordable than a four year college.
Convenient.
Close to home.
Reasonable cost. Good instructors.
All the services are easy and convenient to use, like registering and paying the bill.
It was convenient, reasonably priced and the guidance counselors were excellent. They took the time to explain things to you. I believe his name was XXXXXXXXXXX and I think he's now
The teachers are working professional individuals, when they talk to you, you can tell they know what they are talking about.
All the teachers, they knew the subject very well.
Good location close to my home.
The location.
The flexibility of courses.
Basically, they offered the courses I needed. My teachers helped us to achieve our goals.
Instructors.
The availability of classes.
Closest, good scheduling of courses.
My paralegal courses and teachers.
Course availability.
Convenient.
People, classes.
The material in the courses.
Mainly the location and course content.
Convenience.
Location.
Good equipment.
Instructors were great in the nursing program.
Convenient.
Company provided the finances for me to attend.
I liked the convenient online course.
The experience.
Small classes.
Location.

Campus is a pleasing atmosphere.

Easy to learn.

Convenience, good faculty.

Nice campus. Good instructors.

The instructors in the nursing program were very helpful in learning everything needed to know for the field.

Convenient and program.

Teachers and convenient hours.

Good career programs.

The faculty and program were great.

Small class size.

The way program was set up. Instructors.

Convenience. Cost.

Better facilities. Friendlier.

Good faculty.

Had courses I wanted. Got help I needed.

I liked most of my teachers - can't remember names and it was convenient.

It's a great place, great overall experience. Many opportunities - ways to go. Kids can find out what they want to be in life.

Hours/availability of classes were excellent.

Very convenient.

Location, teachers good.

Classes at all different hours.

Had courses for the career that I wanted to enter.

Everything was put together - the curriculum.

The nice campus.

Cost.

Location.

The orientations.

Its location is very convenient for me and affordable.

Location.

The campus and Harper uses technology to its advantage.

I was glad they offered a course for a paralegal degree.

Convenient - good fit time wise for dividing school vs. work.

Like going to school.

The staff, they provide appropriate courses, I like the environment.

I liked that they offered a paralegal program because not many places did. It was affordable.

Everything, close.

My wife works there so the tuition is free.

Courses offered, faculty.
278 Everything. Campus easy to get around. Campus is beautiful.
280 The quality of the instruction.
285 Having contemporaries in class.
290 Instructors made me feel comfortable.
291 Very convenient, inexpensive.
292 They had attorneys teach some of the courses and it was like being taught exactly what is going to be in the field.
294 Location, good courses.
298 Availability of college and course content.
299 Close, courses I wanted were offered.
300 Close to home. Had courses for the certificate I desired.
301 Environment. Good courses, good counseling for Woman's Program.
302 Staff in Plant Science center is excellent.
304 Way courses were set up.
305 Criminal Justice program.
308 The location, classes and instructors.
309 Convenient.
320 Location.
332 Variety of days and times that you can take courses.
334 Location.
338 My field of study had excellent faculty. High caliber.
339 Had programs I wanted.
345 Easy to find classrooms.
347 One on one contact with the advisor of the program I was in. XXXXXXXXXXX is her name.
349 Laid back style - helpful instructors!
350 Teachers knew what they were teaching. They were very knowledgeable.
351 Faculty in interior design program were very knowledgeable, they had real world experience.
352 Teachers.
355 A lot of courses to select from.
356 Campus, convenience.
357 The location was very convenient.
366 They had a good nursing program. It's highly known.
372 The low priced tuition.
373 Availability of courses.
376 Class size.
378 The teachers were all great.
379 Location.
382 The teachers were professionals in the field for fire science.
383 Location. Transferability of courses to four year school.
385 Everything was good.
389 Convenience.
392 I enjoyed everything.
I enjoyed the teachers and classes. Schedules, faculty, good experience. Convenience, easy to get around campus, a lot of help from staff. All the instructors were good. Harper is a bargain. Meeting other students. Option of web classes. Location was good and tuition was cheap. Local and convenient. The affordable classes for a quarter of the price of university courses. Teachers. The courses were interesting. Also, XXXXXXXXXX was a very helpful tutor. He helped me in web development. Some instructors I really liked and learned a lot. Students friendly. The environment and the equipment was good. Teachers care. Good training. Staff was good with older students. The culinary program. Close to home. Classes were directly applicable to the work I was doing. Convenient, inexpensive. The quality of instructors and courses were good. Instruction was really good. Convenient. Everything was good. The quality of teachers, all of my teachers impacted my course of direction in a positive way. I liked the atmosphere on campus, the teachers seemed interested in the students and interested in helping. The quality of education. Satellite campus at COD was very convenient. I don't know, the students. Good variety of courses. The quality of instructors and teachers, their professionalism and knowledge they brought in the classroom. Good programs. Heating and air conditioning course was very good. Location, courses, and the facility. The course, the cost and the convenience. It was professional. Size - closeness. Program fit schedule. Good teachers.
The courses were at all different times. They were very flexible.
Convenience, internet courses, friendly teachers.
Convenience.
Many options - courses.
Teachers.
I liked taking online courses, it helped while I was working.
More flexible hours.
The way accounting was taught was very practical.
Learning.
I like the facilities, teachers, and the fact that you can get a class in the time frame you need. My kids also have gone there and are still going there, we are a Harper family.
The quality of the classroom.
Inexpensive way to explore courses.
Convenient, close by. Women's Program helped me a lot.
It was good getting back to school.
Teachers. Grounds are beautiful. It's nice.
The facilities are great!
Teachers were excellent. Always ready to listen. Harper College is one of the best colleges in the United States.
Courses.
Closeness to home.
I liked the variety of the courses, the location and instructors.

**How can the College improve its instruction?**

**Survey ID Q18 Improve Instruction**

0  Good as is!
4  I thought it was very excellent, they had websites and PowerPoint presentations.
5  Become four year college.
6  I think it would be better if the teachers gave out handbooks or how-to books in their classes instead of a bunch of different flyers.
10 Have the teachers that have been working there for a long time switch and do something else because it's getting so repetitive for them that they're starting to lose it.
14 I was in the Nursing Program and some of the teachers did not care about the students, just the grades and not the personal development.
15 I think they should have outside influence from people in the field come in the courses to monitor or help some times. I think it would be beneficial.
27 Keep hiring teachers who are experienced in the world field.
31 No idea - already good.
39 Watch the instructors in the Dental Hygiene Program. There was some favoritism the teachers had with some students in the clinics.
50 Some teachers didn't know the material well. Some need teaching experience.
54 Have more people in field teaching.
55 They already got a new nursing building with a larger area.
57 The plant science buildings need updating.
Have English speaking teachers.

They should check out the unfair grading in the Dental Hygienist Program. They run their own program there and there is a lot of favoritism. Also, the instructors like to stress the students out as if they are in medical school.

Start over with new teachers. The teachers showed favoritism. Minority students got special treatment with grading. The teachers abused their authority. They were cruel to certain students and embarrassed them in front of patients.

Better teachers.

Get better teachers who know how to teach.

Good. More updated courses, maybe in nursing.

Part time instructors lacking in skills.

The faculty could be more fair with grading.

Hire more qualified teachers.

Fine job.

Not sure.

The instructors need to be more up to date. Interior Design.

Teachers all great. More office hours for faculty and have faculty e mail addresses.

I had a Rabbi for World Religion who didn't talk enough about Christianity. He spent most of the class time on Judaism. I didn't like that.

I had one or two teachers who had heavy military experience which made it hard to understand them. They were not flexible, they were hard to manage with.

No improvement needed.

The women in registration need to pay attention to what they are doing. They make a lot of mistakes.

Offer more online courses.

Fine the way it is.

Excellent.

Update technology especially in paralegal area.

Maybe add some online researching programs like "Amica" and others to the program. My teacher said it would be good for the students to have a better chance of being hired.

Teachers less rude.

Some courses did not follow what is happening in real world.

Get an internship program for the paralegal to help us find jobs.

Smaller class size.

Look a little harder for instructors. Some of them were lacking teaching ability.

Revamp dental hygiene program procedures and grading.

More facilities (new construction).

New technology, up to date with classes.

More lab equipment in IT lab.

Get feedback from the students on how the instructors are doing.

Part time instructors need teaching staff supervision.

Too lax to get in, then so many people dropped out because they weren't prepared.

No improvement needed.

New books, material.

Can't improve. Very good.
Quality of instructors could improve.

No improvement needed.

Better class availability.

Instructors with practical experience in the field of study.

Hire more nursing faculty and staff.

More student input.

Some how get rid of the bad teachers.

Do more out - reaching to older students. I think learning is a lifetime thing and I think a lot of older adults don't feel comfortable going back to college, and they should.

I don't have an answer for that.

Classes at all different hours.

Some of the book content wasn't related to the courses.

More permanent staff, the professionalism of staff is questionable at times, some instructors were too arrogant.

More courses.

I think what they lead you to believe in the courses about the job is not true, it's different.

More legal writing classes.

I wished they had more choices for the paralegal courses in the summer.

In large classes teachers don't have time for individual students.

Have someone sit in and rate the instructors because some of them are great but others are very

Offer more outside instruction, additional learning resources.

There's no way, it's great.

More cohesive programs.

Felt culinary program needs more attention and resources from the school.

Offer a Bachelors in fire science.

Retain HVAC instructor. He was very good.

Lousy open entry classes. Twenty four hour mandatory return of e-mail by instructors.

More OJT, less book work.

I am very satisfied with everything.

Too much disparity in the levels of the quality of the instructors.

Have a bigger lab for nursing.

Having teachers who not only teach but actively work in the field of preparation.

Satisfied.

No, instruction is excellent.

Materials should be updated, the computer programs were nothing like the real world.

Satisfied with instruction.

Tuition could be cheaper.

Interior design teachers weren't good enough teachers to be there.

More hands on training.

Find better teachers.

More courses, better teachers.

More teachers.
I think they did great, no improvements are needed.

Better teachers, more down to earth teachers.

Should have afternoon classes for Banking and Finance, class too long in the evening.

Turn into a four year college.

Have more lab work in management.

Some teachers could do better in teaching, some were excellent.

Make the content of the program reflect the real world because it did not. Specifically related to computer skills.

Have a four year degree program.

Keep changing the programs to meet the changes in the computer world.

I had to take a course on the internet, that was the only way it was offered, and I didn't get as much out of it as if I would have in a classroom with the personal attention. Maybe don't have the only option the internet for some courses.

Hire high grade instructors and do not fire them!

More real world application.

Be more prepared for lessons (teachers).

Offer core curriculum with a lower enrollment fee.

Have more hands on and projects in the courses so we can use what we learn.

I think they need more materials like projects and worksheets in the courses so you know you understand. In my ultra sound physics course there was none.

Some teachers were not born in the US and have accents making it hard to understand.

Two internships instead of just one. A lot of law firms look down on just one internship.

Better quality control in the teachers.

Work with students on individual basis.

Make more and improve online courses. Make the school a four year school.

More student oriented.

The instructors should have the skills of what they are teaching, some of them know the material but are not educators, so they don't know how to teach it.

Prepare better for the field.

More night programs.

More instructors.

Demand more from the students, they made it too easy and some kids could just slide by.

Make it a four year college.

Some teachers don't know how to teach, they just know the material.

Have more internships to prepare you for the real world.

At the end of an online course they should have the students rate the program like they do with the teachers, there were some things to improve.

Carefully choose instructors. Better prepared lessons.

The only problem I've had was when an instructor had to leave half way through the course for business purposes and that was understandable but it was kind of a problem.

Offer a wider variety of courses.

Class availability.

Helping to get people jobs. Lining up job for people in their field. Networking.

No improvement needed.
How can the College improve its services?

Survey ID  Q19 Improve Services

0  More literature on jobs/careers.
1  Offer a B.A.
12  Turn into a four year school.
14  Offer more courses. Have more of a variety of different fields.
26  Update some of the buildings.
27  They don't do enough mailing in the area about the Performing Art Center. If I didn't ask to be put on their waiting list, I wouldn't have known about the performances.
29  Offer more community programs where people who aren't enrolled can join.
31  No improvement needed.
37  Change its administration.
50  Have the different offices and centers available more.
55  Registration needs to be organized better with the financial aid office.
56  It was pretty good.
64  Get a new administration.
65  Start a degree completion for the Associate and Applied Science degree for students wishing to get their baccalaureate. Otherwise that degree doesn't transfer to other schools and you have to start all over even when you have more than enough hours.
66  Hire more teachers so the class size is smaller. Pay the teachers more. Get more educational tools for the students instead of improving the campus.
68  Better parking lots.
69  I think making the school a four year school would hurt them. They should stay a two year school.
72  Let people be aware of the services they have.
75  Registration staff should be better informed and trained, have the answers to questions and not have to pass the student question on to someone else.
81  Cheaper books.
84  Parking.
96  More internet courses.
103  More online courses I can access at home.
105  Make parking more convenient, it was kind of hectic.
107  Having more information about all the different departments on the internet.
109  Nothing, I was very happy with the services.
110  Make more aware of services available.
114  Better counselors.
120  The services are great.
121  It was fine.
123  Same as above. (The women in registration need to pay attention to what they are doing they make a lot of mistakes.)
134  Fine the way it is.
138  Excellent.
145  More availability of counseling and academic advising.
159  Services are OK.
160 Good job.
162 More weekend programs.
168 More informed personnel in financial aid.
171 Make more evening courses.
174 Services are good now.
180 They're pretty good.
185 Get feedback from students on how things are going.
200 No improvement needed.
201 Easier to get info on financial assistance.
203 Can't improve. Very good.
215 None needed.
228 Parking spaces.
230 Everything was marvelous. Just have extended hours for the math labs and library.
235 I don't have an answer for that.
236 Recruit from within.
241 Have the professors be more available.
258 More available.
261 Have people in field come to the school and give lectures on the skills you actually need. And what a typical day in the field would be.
271 A parking garage would be nice.
274 Extend library hours - more internet courses.
278 Good enough already.
280 Nothing can be improved, everything's wonderful.
281 Offer more classes at CLC.
292 More career placement tests.
298 The expansion already did that. (improved services)
299 No complaints.
301 More parking.
302 Communicate up front what classes are transferable to continue your education.
304 More choices from advisors.
308 Everything was great.
309 No good parking.
322 Move parking closer to the building.
338 Parking, hard to find spot for convenient handicap parking. Hard to get into building while on crutches.
347 No improvements are needed.
349 No, everything worked fine.
350 Have more career choices for students.
352 More online courses. Get BS (offer).
356 More labs.
366 Have longer hours for the open lab in the nursing program.
373 More input from industry for applicable courses.
Parking.

They do everything they can, I can't complain, except for the bookstore because it's always

More night time and reasonably priced classes.

Have more classes in management styles.

The entrances and exits of the campus aren't convenient. Also, at the College of DuPage, they
don't allow anyone to smoke within 20 feet of the entrances of the buildings, but they don't have
that at Harper. I'm not a smoker and I had to walk through clouds of smoke and there was spit all
over the ground just to get in the building. It's disgusting.

Be more patient.

Have a bigger parking lot.

Have more tutors, especially in the evenings. XXXXXXXXXX was the only one.

Everything was good.

Beef up security at 10pm or later at night.

Work on registration procedures, it was very disorganized.

Be more attentive to individual students - take more time.

Everything is great.

Improve parking.

No need.

I don't know, they were pretty good.

No need to improve services.

Adding more nursing classes at various times of day.

Good already.

Providing more online courses.

Parking was bad, totally inconvenient. The only spaces that were available were nowhere near
the classes I needed to be at.

Keep the website updated.

I thought they did a pretty good job.

Keep doing what you're doing.

Return legal books to library for paralegal students.

Everything is good.

Make it easier to schedule appointments with the advisors.

More on job training after the book work.

It's hard to get in touch with the head of the departments. I've left messages but have had no call
backs.

Need more communication in the counseling areas.
Career Graduate Follow-up Survey

Harper College
HARPER COLLEGE CAREER GRADUATE
FOLLOW-UP SURVEY - 2005

Use pencil/ black ink.

Congratulations on your graduation from Harper College. In order to improve programs and services, faculty and administrators need your feedback concerning the time you spent at Harper.

1. What was your main objective in attending Harper College? (Mark ONE response.)
   - [ ] 1. Obtain skills needed for entry into new or different job
   - [ ] 2. Improve skills needed in present job
   - [ ] 3. Explore courses to decide on a career
   - [ ] 4. Take coursework for transfer to another college
   - [ ] 5. Personal interest or self-improvement

2. What is your educational status? (Mark ONE response.)
   - [ ] 1. Have not been enrolled in a college/university since leaving Harper
   - [ ] 2. Have been enrolled in another college/university since leaving this college but am not currently enrolled
   - [ ] 3. Currently enrolled in field of study related to previous community college program
   - [ ] 4. Currently enrolled in field of study unrelated to previous community college program

3. What is your present employment status?
   - [ ] 1. Employed full time - 30 hours or more per week
   - [ ] 2. Employed part time - less than 30 hours per week
   - [ ] 3. Full-time military service
   - [ ] 4. Unemployed, seeking employment
   - [ ] 5. Unemployed, not seeking employment - indicate reason below
     1. Full-time student
     2. Full-time homemaker
     3. Health disability
     4. Family responsibilities
     5. Other - specify

(Continue with questions 4 through 9 only if employed. If not employed skip to question 10.)

4. How closely is your present job related to your former community college program?
   - [ ] 1. Related - (go directly to question 5)
   - [ ] 2. Not related - (answer question 4-1 before going to question 5)

(Continue with question 4-1 only if response to question 4 was "not related").

4-1. If your present job is not related to your college program, what is the ONE BEST reason why?
   - [ ] 01. Preferred to work in another field
   - [ ] 02. Found better paying job in another field
   - [ ] 03. Could not find a job in my field of preparation
   - [ ] 04. Worked previously in my field of preparation, but changed
   - [ ] 05. Preferred not to move to new locality
   - [ ] 06. Temporary job while in transition - either in college, between jobs or summer employment
   - [ ] 07. Took job in order to get preferred working hours
   - [ ] 08. Did not complete program or pass licensing test to be eligible to work in my field of preparation
   - [ ] 09. Health problems prevented me from working in my field of preparation
   - [ ] 10. Other - specify

Continue on next page

PN 05-540

Prepared by the Office of Research December 21, 2005
5. On average, how many hours do you work each week? Do not include overtime hours. 60 hrs. MAXIMUM.

6. What is your present hourly salary before deductions, including commission but not overtime pay.

Dollars  Cents
$______ per hour

(Note: If employed full time and do not know the hourly salary, use the following guide to convert the salary: Weekly salary divided by 40 = salary per hour Monthly salary divided by 173 = salary per hour Annual salary divided by 2,080 = salary per hour)

7. In general, how satisfied are you with your present job? (Mark ONE response.)
   
   □ 1. Very dissatisfied
   □ 2. Somewhat dissatisfied
   □ 3. Somewhat satisfied
   □ 4. Very satisfied

8. When did you begin working in your present job?

   □ 1. Before entering the college program
   □ 2. While enrolled in the college program
   □ 3. After leaving the college program

9. Where is the location of your primary place of employment?

   □ 1. Within Harper College district
   □ 2. Outside Harper College district, but in Illinois
   □ 3. Outside Illinois

10. Rate your satisfaction with the following items as they pertain to skill courses in your major program of study. (Mark the ONE that most clearly represents the opinion.)

   a. Content of courses in your program
   b. Lectures, lab experiences and group and individual projects
   c. Equipment, facilities, and materials
   d. Job preparation
   e. Preparation for further education
   f. Information on current employment opportunities and trends
   g. Overall, how satisfied are you that your program provided you with the skills required for your job?

11. Rate your satisfaction with the following items as they pertain to general education or other courses outside your major program of study. (Mark the ONE that most clearly represents the opinion.)

   a. Content of courses outside of your program
   b. Lectures, lab experiences and group and individual projects
   c. Equipment, facilities and materials
   d. Job preparation
   e. Preparation for further education

Continue on next page
12. Rate the instruction at Harper College.
   
   a. Class size..............................
   b. Quality of instruction................
   c. Course content........................
   d. Fairness of grading...................
   e. Faculty teaching ability............... 
   f. Faculty concern for students.........
   g. Faculty availability...................

13. Rate the convenience of the courses taken in terms of their location.

   a. Harper main campus (Palatine)............
   b. Northeast Center (Wheeling)..............
   c. WEB or Internet based (from home or office)
   d. Harper Professional Center (Schaumburg)
   e. Other, specify_________________________

14. Rate your satisfaction with each office or service listed below. (Mark the ONE that most clearly represents the opinion.)

   a. Financial Aid services...................
   b. Academic advising......................
   c. Career planning.........................
   d. College transfer planning............... 
   e. Counseling.............................. 
   f. Tutoring................................ 
   g. Library/audio visual services.........
   h. Student activities......................
   i. Registration procedures.................
   j. Access for disabled on campus.........
   k. Availability of computers for out-of-class use.
   l. Career Center...........................

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15. On a one to four scale where one is "definitely no" and four is "definitely yes", would you recommend Harper College to your friends and family? 

   - Definitely yes
   - Yes
   - No
   - Definitely no

16. Would you return to Harper for educational or personal enrichment courses in the near future?

   - Yes
   - No
17. What did you like best about Harper?

18. How can the College improve its instruction?

19. How can the College improve its services?

May we have your permission to send your supervisor a questionnaire regarding how well graduates of Harper College perform on the job? (If 'yes', then ask for information below)

Supervisor name: ____________________________
Title: ______________________________________
Name of company: __________________________
Company address: __________________________
City: __________________________ State: __________ Zipcode: __________

Thank you for completing this survey.