

Harper College
Results of 2005 Career Graduate Survey

Prepared by the Office of Research
Teaming to serve research needs of the College
June 19, 2006

Executive Summary

This report presents the results of the Career Graduate Survey of all 2005 Harper College graduates of career programs.

Similar to graduates in 2004, the 2005 respondents were positive. Nearly half of the 2005 graduates (49.6%) reported that their main objective in attending Harper was to obtain skills needed for a new job. A clear majority of 2005 graduates (67%) have not been enrolled in another college or university since leaving Harper.

Over 85 percent of the respondents reported being employed at least part-time; 65 percent were employed full-time. Of those not seeking employment, 33 percent stated that they were a full-time student. Regarding employment, 72 percent of the employed respondents were working a job related to their major program of study, and employed graduates reported working an average of 36.57 hours per week with an average wage of \$19.65 per hour.

A clear majority of respondents (88%) reported being satisfied with their jobs. About 46 percent reported finding their jobs after leaving Harper, while 28 percent were employed while enrolled in their college program. Respondents were roughly equally split between working in the Harper district and out-of-district (49% and 47%, respectively).

Graduates continue to be satisfied with their educational experiences at Harper. Satisfaction levels were at least 80 percent for nearly all facets of the major program with satisfaction levels for information on current employment opportunities better than 71 percent. Satisfaction with general education is even better with at least 88 percent of respondents reporting satisfaction with nearly every facet (job preparation received a satisfaction level of 76.6%).

When respondents were asked to rate several aspects of Harper instruction, at least 81 percent reported being satisfied with each aspect. Over 93 percent of 2005 graduates reported that Harper's main campus location and 93 percent also rated online courses as convenient, respectively. Of the respondents that used Harper services, more than 74 percent were satisfied with the services used; at least 80 percent were satisfied with 10 of the 12 listed services available. Yet, majorities of 2005 graduates reported that they did not use eight of the college offices and services available to them. Very large majorities of 2005 graduates would recommend Harper to their friends and family as well as return for education or personal enrichment courses (98% and 93%, respectively).

In general, recent graduates of Harper's career programs appear to be employed, satisfied in their career choices, and satisfied with the services and instruction that Harper provides, which is a continued trend from 2004. For the most part, there were no significant differences between the responses of 2005 graduates at Harper and the graduates in 2004.

Introduction

The Harper College Career Graduate Survey is conducted via mail during the Fall 2005 semester with Harper alumni who graduated in fiscal year 2005 with A.A.S. degrees and various career program certificates. The questions on the survey are largely based on the Occupational Follow-Up Survey, which is required by ICCB for career programs under review. For graduates that did not return the mailed survey, the Career Graduate Survey was conducted via telephone¹ in March and April 2006. For the Career Graduate Survey, 665 Harper graduates from career programs were surveyed and 366 completed surveys were received, for a response rate of 55 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 and verbatim responses to open-ended questions.

For results from graduates of transfer programs, refer to the *Results of 2005 Transfer Graduate Survey*. Results for specific career programs can be found in the *Results of 2005 Career Graduate Survey – Program-Level Results*.

Results and Discussion

Table 1 presents the demographic characteristics (racial/ethnic group, gender, and age group) for all 665 career graduates in 2005, as well as the demographic characteristics of the 366 survey respondents.

Table 1: Demographic Characteristics of Graduates and Survey Respondents

Racial/Ethnic Group	Graduates		Respondents	
	Number	Percent	Number	Percent
Asian/Pacific Islander	80	12.0%	41	11.2%
American Indian/Alaskan Native	1	0.2%	1	0.3%
African American	20	3.0%	10	2.7%
Hispanic	41	6.2%	20	5.5%
White	472	71.0%	264	72.1%
Other/Unknown	51	7.7%	30	8.2%
Gender				
Female	465	69.9%	264	72.1%
Male	199	29.9%	102	27.9%

¹ Beginning in 2005 with the survey of 2004 graduates, the survey was administered by telephone in an effort to increase response rate and shorten cycle time.

Table 1: Continued

Age Group ^a	Graduates		Respondents	
	Number	Percent	Number	Percent
18 and Under	0	0.0%	0	0.0%
19 to 24	170	25.6%	91	24.9%
25 to 40	287	43.2%	146	39.9%
Over 40	208	31.3%	129	35.2%

^a Graduates over 40 years old were more likely to respond than younger students ($\chi^2=6.27$, $df=2$, $p<.05$).

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.

Table 2: Question 1 – Main Objective in Attending Harper

What was your main objective in attending Harper College?	2005 (N=359)		2004 (N=293)	
	Number ^{a, b}	Percent	Number	Percent
Obtain skills needed for entry into new or different job	178	49.6%	169	57.7%
Improve skills needed in present job	59	16.4%	49	16.7%
Explore courses to decide on a career	34	9.5%	19	6.5%
Take coursework for transfer to another college	48	13.4%	28	9.6%
Personal interest or self-improvement	40	11.1%	28	9.6%

^a Responses were significantly different by age group ($\chi^2=47.43$, $df=8$, $p<.05$).

^b Responses were significantly different by gender ($\chi^2=16.96$, $df=4$, $p<.05$).

Most respondents (76%) reported that their main objective was to gain job skills for entry into a new or different job, improve their skills in their current job, or explore courses to decide on a career. Over 24 percent reported that their main objective was to take coursework in order to transfer to another college or enhance personal interest or self-improvement. Regarding 2005 graduates, younger students were more likely to report taking coursework in order to transfer to another college (30% compared to 15% of graduates over 24 years old), and females were more likely to report that they wanted to obtain skills in order to start a new or different job (56% compared to 35% of male graduates).

Table 3: Question 2 – Educational Status

What is your educational status?	2005 (N=359)		2004 (N=295)	
	Number ^{a,b}	Percent	Number	Percent
Have not been enrolled in a college/university since leaving Harper	239	66.6%	202	68.5%
Have been enrolled in another college/university since leaving this college but not currently enrolled	23	6.4%	21	7.1%
Currently enrolled in a field of study related to previous community college program	80	22.3%	61	20.7%
Currently enrolled in a field of study unrelated to previous community college program	17	4.7%	11	3.7%

^a Responses were significantly different by age group ($\chi^2=14.30$, $df=6$, $p<.05$).

^b Responses were significantly different by racial/ethnic group ($\chi^2=36.42$, $df=15$, $p<.05$).

Most respondents (67%) have not been enrolled in another college or university since leaving Harper. Just over 22 percent of respondents were currently enrolled in a related program of study, whereas fewer than 5 percent were currently enrolled in a field of study unrelated to the previous college program. Among the 2005 respondents, younger graduates were more likely to state that they were currently enrolled in a field related to their previous college program (32% compared to 19% of graduates over 24 years old). Also, Hispanic graduates were more likely to be enrolled in a field related to their previous college program (43% compared to 21% of non-Hispanics).

Table 4: Question 3 – Employment Status

What is your present employment status ?	2005 (N=364)		2004 (N=294)	
	Number	Percent	Number	Percent
Employed full-time – 30 hours or more per week	236	64.8%	203	69.0%
Employed part-time – less than 30 hours per week	74	20.3%	51	17.3%
Full-time military service	0	0.0%	0	0.0%
Unemployed, seeking employment	31	8.5%	22	7.5%
Unemployed, not seeking employment	23	6.3%	18	6.1%
Of those unemployed and not seeking employment :	(N=27)		(N=18)	
Full-time student	9	33.3%	2	11.1%
Full-time homemaker	4	14.8%	5	28.6%
Health disability	1	3.7%	1	5.6%
Family responsibilities	5	18.5%	2	11.1%
Other	8	29.6%	7	38.9%

Harper's graduates appeared to be successful at finding full-time employment after graduation; over 85 percent of Harper graduates were employed at least part-time with 65 percent employed full-time. Under 15 percent were unemployed with just over 6 percent not seeking employment. Of those not seeking employment, just under 52 percent stated they were full-time students or involved in family responsibilities. Under 15 percent were full-time homemakers. 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

How closely is your present job related to your former community college program?	2005 (N=310)		2004 (N=255)	
	Number	Percent	Number	Percent
Related	224	72.3%	183	71.8%
Not related (please mark the one best reason why)	86	27.7%	72	28.2%
Of those present jobs not related:	(N^a=83)		(N=72)	
Preferred to work in another field	10	12.0%	16	22.2%
Found better paying job in another field	10	12.0%	7	9.7%
Could not find a job in my field of preparation	23	27.7%	24	33.3%
Worked previously in my field of preparation, but changed	2	2.4%	n/a	n/a
Preferred not to move to new locality	3	3.6%	n/a	n/a
Temporary job while in transition – either in college, between jobs, or summer employment	19	22.9%	9	12.5%
Took job in order to get preferred working hours	2	2.4%	2	2.8%
Did not complete program or pass licensing test to be eligible to work in my field	2	2.4%	3	4.2%
Other	12	14.5%	10	13.9%

^a Responses were significantly different by age group ($\chi^2=30.02$, $df=16$, $p<.05$).

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%), 28 percent could not find a job in their field of preparation. Also, 13 percent maintained temporary work while in transition (e.g., summer employment, etc.). Of note, 24 percent of the graduates in a non-related job preferred to work in another field or found better paying jobs in other fields. Younger graduates in 2005 that were employed in non-related jobs were more likely to report that they acquired temporary jobs while in transition (57% compared to 11% of graduates over 24 years old). Of the respondents that indicated “Other”, there was no clear indication as to their present status.

Table 6: Hours Worked and Salary

Question Text	2005			2004		
	N	Mean	SD	N	Mean	SD
Q5. On the average, how many hours do you work each week? Do not include overtime hours.	307 ^a	36.57	10.10	248	36.72	9.17
Q6. What is your present hourly salary before deductions? Include commission but not overtime pay.	233	\$19.65	\$10.58	184	\$18.29	\$9.50

^a Responses were significantly different by gender ($F=14.25$, $df=1$, $p<.05$).

The mean hours worked per week for Harper graduates was 36.57 and Harper graduates were earning an average hourly salary of \$19.65. Male graduates in 2005 were more likely to

work more hours per week on average (39.93 hours per week for males compared to 35.22 hours per week for female graduates).

Table 7: Question 7 – Job Satisfaction

In general, how satisfied are you with your present job?	2005 (N=311)		2004 (N=253)	
	Number	Percent	Number	Percent
Very satisfied	149	47.9%	122	48.2%
Somewhat satisfied	124	39.9%	90	35.6%
Somewhat dissatisfied	22	7.1%	20	7.9%
Very dissatisfied	16	5.1%	21	8.3%

Respondents reported a high level of job satisfaction with almost 88 percent satisfied to some degree with their employment.

Table 8: Question 8 – Time in Present Job

When did you begin working in your present job?	2005 (N=310)		2004 (N=246)	
	Number ^a	Percent	Number	Percent
Before entering the college program	81	26.1%	71	28.9%
While enrolled in the college program	87	28.1%	56	22.8%
After leaving the college program	142	45.8%	119	48.4%

^a Responses were significantly different by gender ($\chi^2=6.54$, $df=2$, $p<.05$).

Nearly half of Harper graduates (46%) reporting finding their job after leaving Harper. Just over 26 percent began working before enrolling in their program. Male graduates in 2005 were less likely to report that they began working in their present job after leaving the college program (35% compared to 50% of female graduates).

Table 9: Question 9 – Location of Employment

Where is the location of your primary place of employment?	2005 (N=311)		2004 (N=254)	
	Number	Percent	Number	Percent
With Harper College district	151	48.6%	128	50.4%
Outside Harper College district, but in Illinois	147	47.3%	120	47.2%
Outside Illinois	13	4.2%	6	2.4%

About half (49%) of graduates were employed within the Harper district, whereas 47 percent worked outside of the district but within the state of Illinois.

Table 10: Question 10 – Satisfaction with Major Program of Study

Rate your satisfaction with the following items as they pertain to skill courses in your major program of study.	2005		2004	
	Number	Percent	Number	Percent
Content of courses in your program	(N=361)		(N=293)	
Very satisfied	215	59.6%	181	61.8%
Somewhat satisfied	127	35.2%	98	33.4%
Somewhat dissatisfied	13	3.6%	12	4.1%
Very dissatisfied	6	1.7%	2	0.7%
Lectures, lab experiences, and group and individual projects	(N=357)		(N=286)	
Very satisfied	194	54.3%	158	55.2%
Somewhat satisfied	137	38.4%	111	38.8%
Somewhat dissatisfied	19	5.3%	12	4.2%
Very dissatisfied	7	2.0%	5	1.7%
Equipment, facilities, and materials ^a	(N=356)		(N=291)	
Very satisfied	205	57.6%	129	44.3%
Somewhat satisfied	110	30.9%	122	41.9%
Somewhat dissatisfied	26	7.3%	31	10.7%
Very dissatisfied	15	4.2%	9	3.1%
Job preparation	(N=346)		(N=279)	
Very satisfied	146	42.2%	134	48.0%
Somewhat satisfied	131	37.9%	94	33.7%
Somewhat dissatisfied	49	14.2%	36	12.9%
Very dissatisfied	20	5.8%	15	5.4%
Preparation for further education ^b	(N=339)		(N=272)	
Very satisfied	170	50.1%	119	43.8%
Somewhat satisfied	121	35.7%	105	38.6%
Somewhat dissatisfied	30	8.8%	41	15.1%
Very dissatisfied	18	5.3%	7	2.6%
Information on current employment opportunities and trends	(N=344)		(N=271)	
Very satisfied	122	35.5%	78	28.8%
Somewhat satisfied	124	36.0%	98	36.2%
Somewhat dissatisfied	63	18.3%	56	20.7%
Very dissatisfied	35	10.2%	39	14.4%
Overall, how satisfied are you that your program provided you with the skills for your job?	(N=348)		(N=236)	
Very satisfied	185	53.2%	123	52.1%
Somewhat satisfied	128	36.8%	91	38.6%
Somewhat dissatisfied	28	8.0%	15	6.4%
Very dissatisfied	7	2.0%	7	3.0%

^a Responses of 2004 and 2005 graduates were significantly different ($\chi^2=13.46$, $df=3$, $p<.05$).

^b Responses of 2004 and 2005 graduates were significantly different ($\chi^2=9.44$, $df=3$, $p<.05$).

Harper graduates reported being satisfied with each facet of their major program of study. Just under 95 percent were satisfied with the content of courses in their program. Also, nearly 93 percent were satisfied with provided equipment, facilities, and materials, and 90 percent were satisfied overall that their program provided them with the skills required for their job. The 2005 graduates were more satisfied than graduates in 2004 with facets involving equipment, facilities,

and materials ($\chi^2=13.46$, $df=3$, $p<.05$) and preparation for further education ($\chi^2=9.44$, $df=2$, $p<.05$).

Table 11: Question 11 – Satisfaction with General Education

Rate your satisfaction with the following items as they pertain to skill courses outside your major program of study.	2005		2004	
	Number	Percent	Number	Percent
Content of courses outside your program	(N=215)		(N=87)	
Very satisfied	95	44.2%	50	57.5%
Somewhat satisfied	99	46.0%	33	37.9%
Somewhat dissatisfied	13	6.0%	3	3.4%
Very dissatisfied	8	3.7%	1	1.1%
Lectures, lab experiences, and group and individual projects	(N=215)		(N=84)	
Very satisfied	92	42.8%	41	48.8%
Somewhat satisfied	104	48.4%	36	42.9%
Somewhat dissatisfied	12	5.6%	6	7.1%
Very dissatisfied	7	3.3%	1	1.2%
Equipment, facilities, and materials	(N=215)		(N=87)	
Very satisfied	102	47.4%	45	51.7%
Somewhat satisfied	91	42.3%	32	36.8%
Somewhat dissatisfied	15	7.0%	8	9.2%
Very dissatisfied	7	3.3%	2	2.3%
Job preparation	(N=209)		(N=77)	
Very satisfied	66	31.6%	26	33.8%
Somewhat satisfied	94	45.0%	38	49.4%
Somewhat dissatisfied	29	13.9%	7	9.1%
Very dissatisfied	20	9.6%	6	7.8%
Preparation for further education	(N=210)		(N=83)	
Very satisfied	82	39.0%	39	47.0%
Somewhat satisfied	104	49.5%	31	41.0%
Somewhat dissatisfied	17	8.1%	7	8.4%
Very dissatisfied	7	3.3%	3	3.6%

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 lectures, lab experiences, and projects (91%) as well as content of courses outside their program (90%).

Table 12: Question 12 – Rating Harper Instruction

Rate the instruction at Harper College.	2005		2004	
	Number	Percent	Number	Percent
Class Size ^a	(N=354)		(N=239)	
Excellent	169	47.7%	89	37.7%
Good	135	38.1%	119	49.8%
Average	43	12.1%	29	12.1%
Poor	7	2.0%	2	0.8%

Table 12: Continued

Rate the instruction at Harper College.	2005		2004	
	Number	Percent	Number	Percent
Quality of instruction	(N=357)		(N=240)	
Excellent	165	46.2%	101	42.1%
Good	143	40.1%	108	45.0%
Average	43	12.0%	27	11.3%
Poor	6	1.7%	4	1.7%
Course content	(N=358)		(N=239)	
Excellent	156	43.6%	90	37.7%
Good	165	46.1%	127	53.1%
Average	32	8.9%	21	8.8%
Poor	5	1.4%	2	0.8%
Fairness of grading	(N=355)		(N=240)	
Excellent	172	48.5%	101	42.1%
Good	124	34.9%	108	45.0%
Average	48	13.5%	25	10.4%
Poor	11	3.1%	6	2.5%
Faculty teaching ability	(N=355)		(N=238)	
Excellent	168	47.3%	113	47.5%
Good	136	38.3%	99	41.6%
Average	44	12.4%	20	8.4%
Poor	7	2.0%	6	2.5%
Faculty concern for students	(N=351)		(N=234)	
Excellent	157	44.7%	104	44.4%
Good	129	36.8%	94	40.2%
Average	55	15.7%	29	12.4%
Poor	10	2.8%	7	3.0%
Faculty availability	(N=354)		(N=236)	
Excellent	165	46.6%	108	45.8%
Good	130	36.7%	91	38.6%
Average	51	14.4%	29	12.3%
Poor	8	2.3%	8	3.4%

^a Responses of 2004 and 2005 graduates were significantly different ($\chi^2=9.36$, $df=3$, $p<.05$).

Respondents gave favorable ratings to all aspects of the instruction at Harper College, with at least 81 percent rating each aspect either “Excellent” or “Good”. Comparing 2005 and 2004 graduates, class size was the only aspect with a difference that was statistically significant ($\chi^2=9.36$, $df=3$, $p<.05$), with 2005 graduates rating this aspect more positively than in 2004.

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

Rate the location of the courses taken in terms of convenience.	2005		2004	
	Number	Percent	Number	Percent
Harper main campus – Palatine ^a	(N=358)		(N=240)	
Very convenient	234	65.4%	127	52.9%
Convenient	99	27.7%	92	38.3%
Not convenient	25	7.0%	21	8.8%
Northeast Center – Wheeling	(N=74)		(N=41)	
Very Convenient	28	37.8%	10	24.4%
Convenient	20	27.0%	13	31.7%
Not convenient	26	35.1%	18	43.9%
WEB or Internet based – from home or office ^b	(N=93)		(N=53)	
Very convenient	67	72.0%	26	49.1%
Convenient	20	21.5%	22	41.5%
Not convenient	6	6.5%	5	9.4%
Harper Professional Center – Schaumburg	(N=46)		(N=16)	
Very convenient	17	37.0%	6	37.5%
Convenient	19	41.3%	9	56.3%
Not convenient	10	21.7%	1	6.3%
Other	(N=25)		(N=13)	
Very convenient	11	44.0%	9	69.2%
Convenient	9	36.0%	1	7.7%
Not convenient	5	20.0%	3	23.1%

^a Responses of 2004 and 2005 graduates were significantly different ($\chi^2=9.40$, $df=2$, $p<.05$).

^b Responses of 2004 and 2005 graduates were significantly different ($\chi^2=7.90$, $df=2$, $p<.05$).

Over 93 percent of respondents rated the Harper campus in Palatine convenient for the location of their courses, which is a statistically significant increase from 2004 ($\chi^2=9.40$, $df=2$, $p<.05$). Also, 94 percent of respondents rated online courses as convenient for them, which is a statistically significant increase from last year ($\chi^2=7.90$, $df=2$, $p<.05$). In terms of the extension sites, 65 percent of the 2005 graduates stated that the Northeast Center was convenient, and 78 percent of the respondents rated the Harper Professional Center as convenient.

Table 14: Question 14 – Satisfaction with College Services

Rate your satisfaction with each office or service listed below.	2005		2004	
	Number	Percent	Number	Percent
Financial Aid services	(N=95)		(N=63)	
Very satisfied	49	51.6%	36	57.1%
Somewhat satisfied	30	31.6%	18	28.6%
Somewhat dissatisfied	7	7.4%	7	11.1%
Very dissatisfied	9	9.5%	2	3.2%
Did not use	261		232	

Table 14: Continued

Rate your satisfaction with each office or service listed below.	2005		2004	
	Number	Percent	Number	Percent
Academic advising	(N=228)		(N=157)	
Very satisfied	103	45.2%	69	43.9%
Somewhat satisfied	80	35.1%	66	42.0%
Somewhat dissatisfied	31	13.6%	15	9.6%
Very dissatisfied	14	6.1%	7	4.5%
Did not use	128		138	
Career planning	(N=155)		(N=109)	
Very satisfied	56	36.1%	41	37.6%
Somewhat satisfied	60	38.7%	45	41.2%
Somewhat dissatisfied	28	18.1%	17	15.6%
Very dissatisfied	11	7.1%	6	5.5%
Did not use	198		186	
College transfer planning	(N=101)		(N=69)	
Very satisfied	38	37.6%	26	37.7%
Somewhat satisfied	44	43.6%	25	36.2%
Somewhat dissatisfied	10	9.9%	12	17.4%
Very dissatisfied	9	8.9%	6	8.7%
Did not use	254		226	
Counseling	(N=143)		(N=93)	
Very satisfied	57	39.9%	40	43.0%
Somewhat satisfied	56	39.2%	43	46.2%
Somewhat dissatisfied	26	18.2%	9	9.7%
Very dissatisfied	4	2.8%	1	1.1%
Did not use	214		202	
Tutoring ^a	(N=106)		(N=73)	
Very satisfied	42	39.6%	36	49.3%
Somewhat satisfied	45	42.5%	29	39.7%
Somewhat dissatisfied	15	14.2%	5	6.8%
Very dissatisfied	4	3.8%	3	4.1%
Did not use	250		220	
Library/audio visual services	(N=271)		(N=216)	
Very satisfied	157	57.9%	129	59.7%
Somewhat satisfied	96	35.4%	70	32.4%
Somewhat dissatisfied	17	6.3%	10	4.6%
Very dissatisfied	1	0.4%	7	3.2%
Did not use	85		78	
Student activities	(N=104)		(N=66)	
Very satisfied	42	40.4%	23	34.8%
Somewhat satisfied	48	46.2%	34	51.5%
Somewhat dissatisfied	11	10.6%	6	9.1%
Very dissatisfied	3	2.9%	3	4.5%
Did not use	249		227	

^a Responses of 2005 graduates were significantly different by racial/ethnic group ($\chi^2=33.09$, $df=15$, $p<.05$).

Table 14: Continued

Rate your satisfaction with each office or service listed below.	2005		2004	
	Number	Percent	Number	Percent
Registration procedures	(N=341)		(N=236)	
Very satisfied	185	54.3%	120	50.8%
Somewhat satisfied	124	36.4%	96	40.7%
Somewhat dissatisfied	27	7.9%	11	4.7%
Very dissatisfied	5	1.5%	9	3.8%
Did not use	13		3	
Access for disabled on campus ^b	(N=70)		(N=63)	
Very satisfied	44	62.9%	35	55.6%
Somewhat satisfied	19	27.1%	21	33.3%
Somewhat dissatisfied	5	7.1%	4	6.3%
Very dissatisfied	2	2.9%	3	4.8%
Did not use	280		174	
Availability of computers for out-of-class use ^c	(N=242)		(N=182)	
Very satisfied	148	61.2%	107	58.8%
Somewhat satisfied	66	27.3%	63	34.6%
Somewhat dissatisfied	24	9.9%	8	4.4%
Very dissatisfied	4	1.7%	4	2.2%
Did not use	110		59	
Career Center	(N=141)		(N=97)	
Very satisfied	66	46.8%	45	46.4%
Somewhat satisfied	57	40.4%	43	44.3%
Somewhat dissatisfied	10	7.1%	6	6.2%
Very dissatisfied	8	5.7%	3	3.1%
Did not use	208		144	

^b Responses of 2005 graduates were significantly different by racial/ethnic group ($\chi^2=22.91$, $df=12$, $p<.05$).

^c Responses of 2005 graduates were significantly different by age group ($\chi^2=17.97$, $df=6$, $p<.05$).

Among graduates using the services, the respondents were most satisfied with library/AV services (93% satisfied), registration procedures (91% satisfied), and access for the disabled on campus (90% satisfied). The least utilized services (percentage of respondents that “did not use”) included access for the disabled (80%), financial aid services (73%), college transfer planning (72%), student activities (71%), and tutoring (70%). Hispanic respondents were more likely to be “very satisfied” with tutoring services (55% compared to 38% of non-Hispanics), and Asian respondents were more likely to be “very satisfied” with access for the disabled on campus (75% compared to 62% of non-Asians). Also, younger graduates in 2005 were more likely to be satisfied with the availability of computer for out-of-class use (94% compared to 86% of graduates over 24 years old).

Table 15: Question 15 – Student Recommendation of Harper

Would you recommend Harper College to your friends and family?	2005 (N=363)		2004 (N=240)	
	Number	Percent	Number	Percent
Definitely yes	282	77.7%	197	82.1%
Yes	75	20.7%	38	15.8%
No	6	1.7%	3	1.3%
Definitely no	0	0.0%	2	0.8%

Over 98 percent of Harper graduates would recommend Harper to their friends and family.

Table 16: Question 16 – Future Educational Plans at Harper

Would you return to Harper for educational or personal enrichment courses in the near future?	2005 (N=362)		2004 (N=241)	
	Number ^a	Percent	Number	Percent
Definitely yes	243	67.1%	165	68.5%
Yes	92	25.4%	54	22.4%
No	2	0.3%	14	5.8%
Definitely no	0	0.6%	8	3.3%

^a Responses were significantly different by racial/ethnic group ($\chi^2=31.23$, $df=15$, $p<.05$).

Over 92 percent of respondents reported that they would return to Harper for educational or personal enrichment courses in the near future. Hispanic graduates in 2005 were more likely than African-American graduates to report that they would return to Harper for educational or personal enrichment courses in the future (100% of Hispanics compared to 90% of African-American graduates).

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

What did you like best about Harper? (N=442)	Number	Percent
Faculty	83	18.8%
Location/Close to Home	59	13.3%
Campus/Specific Facilities	47	10.6%
Courses/Curriculum	45	10.2%
Convenience, in general	37	8.4%
Other/No General Trend	31	7.0%
Specific Programs/Courses	28	6.3%
Affordability/Low Cost	23	5.2%
Class Schedules/Availability	21	4.8%
Quality of Education	17	3.8%
Collegiate Atmosphere/Experience	16	3.6%
Class Size	14	3.2%

When asked to comment on the best part of their Harper experience, graduates most frequently mentioned faculty members, course curriculum, and specific programs and courses (35% combined) as well as the location of the Harper campus (in Palatine) and specific facilities and campus improvements (24% combined).

Table 18: Question 18 – Comments about Instructional Improvements

How can the College improve its instruction? (N=205)	Number	Percent
Improve Experience/Quality of Teachers	35	17.1%
Add/Improve Courses or Improve Class Availability	30	14.6%
No Change	26	12.7%
Add/Improve Technology/Equipment	16	7.8%
Improve Faculty Interaction with Students	16	7.8%
Other/No General Trend	16	7.8%
Check for Teacher Favoritism/Improve Faculty Professionalism	14	6.8%
Improve Class Information	9	4.4%

Regarding instructional improvements, 17 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 course (although no courses were consistently mentioned) or improving class availability. Also, 13 percent suggested no change to instruction.

Table 19: Question 19 – Comments about Service Improvements

How can the College improve its services? (N=113)	Number	Percent
Improve Quality of Specific Office/Personnel	25	22.1%
No Change	22	19.5%
Other/No General Trend	22	19.5%
Improve Parking	15	13.2%
More Information on Available Services	10	8.8%
Improve Quality/Access of Counselors/Advisors	9	8.0%

Regarding service improvements, 22 percent of the comments related to improving the quality of specific offices, or specific personnel within campus services, although no office or service was consistently mentioned.

Summary

Graduates of career programs at Harper in 2005 were positive about their experiences with their field of study and the services and instruction provided at Harper in general. Most respondents reported that their main objective was to obtain job skills for entry into a new or different job.

For 2005 graduates, their studies in career programs at Harper were beneficial to their experience in seeking and acquiring employment. Most respondents (85%) reported being employed at least part-time with 65 percent being employed full-time. Most of the respondents (72%) were working in a field that was related to their college program. Career graduates in 2005 averaged 36.57 hours per week and averaged an hourly salary of \$19.65. Harper graduates were satisfied with their present employment situation (88% satisfied), with 46 percent reporting that they found their job after leaving the program. Also, nearly half (49%) of the 2005 graduates reported working within the Harper district.

Consistent with the experiences of 2004 graduates, most respondents were satisfied with all facets of their major program of study and with their general education courses. Career graduates at Harper continued to give favorable ratings for the instruction of courses and the convenience of the main Harper campus in Palatine as well as online courses. Both extension sites were rated convenient or better by a majority of respondents who used those sites.

At least 74 percent of the 2005 graduates were satisfied with all facets of college services, with at least 80 percent satisfied with 10 of the 12 listed services. 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 (93%).

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

- 2032 Don't have permission to work.
- 2065 Moving in two weeks.
- 2097 Part-time student.
- 2133 Enough wealth.
- 2134 Look to start my own business.
- 2324 I am working on my own business.

If your present job is not related to your college program, what is the one best reason why?

Survey ID Q4-1-10 Other

- 2026 Still in school full time.
- 2105 Had same job for 17 years.
- 2116 Never intended to change fields, got certificate for self-improvement.
- 2132 Moved.
- 2137 Actively seeking employment in field of study.
- 2251 It's related but don't like company and I also want to move into accounting when I finish at
- 2274 Previous job before entering program.
- 2326 Currently applying for job - degree related.
- 2494 Had job before entering college and keep it to help pay for school.
- 2556 Waiting for position to open.
- 2652 Didn't transition into new field yet.

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

Survey ID Q13e Other

- 2054 COD
- 2056 Elk Grove High School
- 2067 Elk Grove High School
- 2071 COD
- 2137 Barrington High School
- 2179 College of Lake County
- 2206 Elk Grove
- 2247 Elk Grove High School
- 2298 Elk Grove
- 2323 CLC
- 2399 Elgin Community College
- 2426 COD
- 2431 ECC
- 2478 College of DuPage
- 2570 Oakton

2633 COD
2635 COD
2636 COD

What did you like best about Harper?

Survey ID Q17 Like Best

2001 I graduated with a Fire Science Degree and the most memorable aspect of school was the teachings of XXXXXXXXXXXX and XXXXXXXXXXXX. I will never forget them and they had a great impact on me.

2005 Location.

2007 The variety of classes and career options. The brand new buildings and all the new equipment.

2010 Formal instruction, very knowledgeable faculty. Physical look of buildings.

2011 Convenience of taking online courses.

2013 Good teachers.

2014 Staff - genuinely concerned.

2015 Easy to get to, the instructors were just great. They were very knowledgeable. The people were generally very nice.

2016 Nice school. Convenient location.

2017 Convenient.

2022 Close to home. And the many classes they offered in the evening.

2023 Convenience and smaller classes available to home.

2028 I love the new science building.

2031 Instructors in most cases. Students in group. HPC location. Graduating.

2032 Equipment, facilities, tutoring.

2035 Location, classes were great. Overall, wonderful learning experience.

2038 Was able to attend and work at Harper.

2039 Convenience.

2040 Campus close.

2041 Had atmosphere of a four year school. Helpful instructors.

2043 Courtesy of teachers.

2045 The atmosphere.

2046 Facility was nice. Good teachers.

2052 Convenient, good scheduling.

2054 Good education.

2055 Convenient location. Nice facility. Content of courses in the program.

2056 Flexibility of hours and classes.

2058 Good job of preparing me for state boards and my job.

2060 Used to be close to where I live and options of times to take classes and availability.

2061 Teachers. Subjects covered well. Good, organized classes.

2063 Campus.

2064 Teachers, each a pleasure.

- 2065 Very professional school. Math and science department, very good.
- 2066 The technology was great.
- 2067 Welcoming and safe environment.
- 2070 The teachers.
- 2076 Curriculum director was great. If not for his guidance I would not have gone to school.
- 2077 Affordability of tuition, course fees, reasonable textbook costs. Great facilities. Everything.
- 2078 My course I studied in my program.
- 2079 I liked the teachers in marketing department.
- 2082 ACC 155. Financial Accounting.
- 2083 The continued up to date stuff in the learning and teaching structures.
- 2084 Convenience - enjoyed the course (Real Estate).
- 2085 Teachers.
- 2088 Ease of getting around the campus.
- 2091 Convenience.
- 2097 Environment.
- 2101 Convenient and close to home.
- 2103 Quality of instruction.
- 2104 Great instructors (nursing).
- 2105 Convenience. Class instruction was above average.
- 2106 Convenience of location.
- 2109 Facilities clean. 99% of teachers are good.
- 2111 Convenience of location.
- 2112 Close to home. Involvement with community interest. Liked the job fairs.
- 2114 Convenience.
- 2115 Parking.
- 2116 Convenience, low cost.
- 2118 Availability of classes. Registration.
- 2119 Variety of courses.
- 2121 The campus.
- 2122 Convenience and small class size.
- 2126 The personal involvement the staff has with the students regarding their education.
- 2127 The tuition is reasonable.
- 2132 Convenient.
- 2133 Tuition cost.
- 2134 Location. Courses offered.
- 2135 The new Avante Center. The Mega labs, instructors, classrooms at Avante, Nursing labs, cleanliness.
- 2137 The excellent faculty. I really enjoyed my time at Harper and am very appreciative of the bright and dedicated teaching staff.
- 2139 Quality of education.

- 2143 Small classrooms. Some wonderful teachers. Academic and Counseling Department always so willing to help and give best advice.
- 2144 They had the program I wanted.
- 2146 Availability.
- 2147 Harper is a very involved college with it's community and students. It's great to have teachers who care so much.
- 2149 The variety of science/medical programs.
- 2150 Harper College helped me to "go forward" just like the school's tag line says. I was able to finish my associate degree in two years in the field I want to get into. I don't feel like I wasted any time by going there.
- 2151 Adjunct teachers - Paralegal Program, fellow students.
- 2153 The curriculum.
- 2155 Class layout. Availability.
- 2161 Convenience, cost.
- 2164 Fast track courses.
- 2165 Open class enrollment.
- 2166 They were flexible.
- 2167 They offer lots of good classes.
- 2172 Location, time of classes.
- 2175 Nice campus, well kept. Organization in classes, stick to syllabus.
- 2176 They offer good classes and have good teachers.
- 2180 Liked the Early Childhood Dept. Developed friendships. Good school and a great reputation.
- 2183 Compared to CLC program, I believe Harper offered better classes and better instruction for my chosen field.
- 2186 Good, experienced teachers.
- 2192 I liked the courses that are available at Harper. The instructors were very personable and well-informed.
- 2199 The location.
- 2204 Informality and convenience.
- 2206 Convenience.
- 2208 Content of the courses.
- 2212 The Megalab availability. The architecture facility also practices architecture - application aspects are great!
- 2213 Great program.
- 2215 The location and small class size.
- 2217 Convenient, affordable.
- 2218 Convenient.
- 2219 Atmosphere, warm, always willing to help.
- 2220 Nice electronics program.
- 2224 Availability and computer lab.
- 2225 The evening classes.
- 2232 Variety of courses available in my area of study.
- 2233 The facilities.

- 2235 I had good teachers.
- 2240 The facilities.
- 2241 Good value.
- 2243 Convenience.
- 2245 Very nice place.
- 2247 It's close to home. I was able to fit classes in around my schedule.
- 2250 Location, some classes.
- 2251 Internet classes, 5 minutes from my house. For the most part text books are great. Evening class offerings.
- 2253 A great junior college.
- 2255 Location.
- 2256 The music concerts, viewing the old B & W films. The teachers and the instruction.
- 2258 Good quality instruction.
- 2260 Offered a good paralegal program.
- 2262 Got education and job I wanted.
- 2263 The price.
- 2265 Excellent teaching. Harper was an enriching experience, learned so much. Excellent text books, tutoring and the Academic Counseling department helped me graduate even though I was a long time student. I am very grateful for the help of the faculty.
- 2266 Graduating with the degree and the education.
- 2268 Convenient, cost (low).
- 2272 Quality of education for a reasonable price, especially as a returning student for a second career.
- 2274 The courses.
- 2278 The class size and the in-depth content learned in the interpreting program.
- 2279 Very effective and efficient.
- 2281 The faculty - good at and very happy with what they do. The class sizes - small, kind of personalized treatment.
- 2282 Convenient, tuition. Architectural program is great in comparison to other schools reputation.
- 2283 Great students, made a lot of friends.
- 2284 Class size and campus.
- 2285 The fact that it offered fashion degrees.
- 2286 Campus location, general courses.
- 2287 Easy access to everything, facilities.
- 2288 Convenience of location. Staff, facility.
- 2290 I liked the way the instructor taught the classroom and in my opinion he seemed to be nice, smart, and also very well moralized.
- 2293 The instructors in the Paralegal Program. Their real world experience was an excellent source of information.
- 2295 Having small class sizes, and a video lab.
- 2297 Close to home.
- 2298 Like the university "feel". Great atmosphere, easy access.

- 2299 Convenience.
- 2301 Very good nursing program.
- 2306 The Fashion Design Program is very up to date. Skills I learned there, allowed me to fit in at the Fashion Institute of Technology in NYC. The facilities are always improving!
- 2307 Internet courses, close to home.
- 2312 Convenience.
- 2315 Convenient location, price compared to other institutions, facilities, programs offered, convenient class schedule.
- 2317 Less expensive than private college. Convenient. Teachers were mostly capable to get instruction across.
- 2318 Convenience of location.
- 2319 The atmosphere. Everyone was pretty much friendly. Everything was easy to get to on or off campus.
- 2321 Convenient, helpful and very friendly.
- 2323 XXXXXXXXXXXX was great. He was instrumental in hiring excellent faculty.
- 2326 Satisfied with everything.
- 2327 Convenient.
- 2328 Looks like a regular four year college. Many courses available for early childhood. Fast Track Program great for adults 25 and over.
- 2330 Course selection and class hours.
- 2332 Good instructors.
- 2334 Campus is set up like a university. You don't feel like you're at a community college.
- 2337 Close, good value.
- 2338 One of the best schools in the area. The science courses and the teachers are excellent.
- 2339 Teachers.
- 2341 The way teachers explained everything.
- 2344 Excellent educators.
- 2347 Faculty in the Criminal Justice Program were phenomenal! They were always available for questions or concerns and were extremely supportive.
- 2348 Top nursing schools.
- 2349 The facility to use the library.
- 2351 It offered classes with my career goal in mind.
- 2352 I got the best financial help ever and the MLK Jr. Scholarship. Thank you very much. The education was great and affordable. I also accomplished my AutoCad Architectural Certificate and I thank the architectural faculty department for helping me accomplish my dreams and finding an awesome job in the field of my studies.
- 2354 Tuition.
- 2355 The fact that teachers are great. Skilled, educated and accessible.
- 2356 The location.
- 2360 Tuition, some of the faculty.
- 2362 The instructors.
- 2365 The staff in the various offices were very helpful.
- 2370 Great atmosphere.

- 2371 Harper College has a better campus than most four year universities. It is beautiful and enjoyable to be there. The staff in Academic Advising & Counseling I117 is the absolute best. They go all out to help students.
- 2372 Diversity. Up to date technology.
- 2375 Teachers.
- 2377 Good campus. Good teachers.
- 2383 Over all very good education.
- 2385 The specific class I took in the electronics field.
- 2391 Small size. Faculty helpful. Close to home.
- 2392 The teachers are very nice.
- 2395 Good class sizes. Instructors were very helpful and knowledgeable. Assistance was great and facilities were very good.
- 2399 Great faculty.
- 2400 Location to where I was working at the time and of course the in-district rates. My certificate course had great teachers.
- 2406 All the courses they have to offer.
- 2410 The schedule, open 7 days a week, night available for full-time employees.
- 2413 Quality of teachers.
- 2415 Convenience of location. Internet courses.
- 2417 Availability of courses.
- 2418 Great, understanding business management teachers. Computer lab facilities are excellent.
- 2419 New buildings. Avante. Instructors.
- 2420 Nice campus.
- 2421 Convenience.
- 2423 Faculty and location.
- 2428 Good programs. Teachers are very caring.
- 2431 Liked adjunct faculty because they actually work in the field.
- 2434 The new nursing facility was beautiful. The nursing instructors.
- 2435 Offered good courses.
- 2436 Education.
- 2438 Great teachers.
- 2441 Convenience at location and availability of classes.
- 2442 Very good scholastic experience, four year college feel.
- 2444 Schedule fit my life style.
- 2447 My paralegal major.
- 2448 Convenience.
- 2450 The Criminal Justice program was good.
- 2452 The teachers have a drive for excellence in students.
- 2456 Convenient and competitive.
- 2457 The campus setting, resources available.
- 2458 Got to take in high school.
- 2460 Convenience of location.

- 2463 The new facility, Avante was beautiful. Parking was much better than prior classes held in D Bldg. Location close to home.
- 2464 Class room courses and online courses were well structured. Also, the training was very convenient. Also, the English tutoring center was an excellent help.
- 2465 The new building is very clean.
- 2466 I met some great instructors during semester. Also, students get some opportunity in some point.
- 2470 Program very good. Everything in general.
- 2476 Instructors.
- 2478 It offered me the opportunity to pursue a paralegal certificate close to home.
- 2479 All teachers friendly, helpful. Big difference from school in Poland.
- 2485 Location and field experiences of instructors.
- 2489 Convenient, close, reasonable prices, good reputation.
- 2490 Close. Convenient. Staff. Instructors techniques to get you to learn.
- 2491 The teachers in the Interior Design program had great insight into the industry, very helpful.
- 2492 The education.
- 2493 Met instructors above and beyond teaching ability.
- 2494 Convenience.
- 2498 Programs offered.
- 2499 My major. Early Childhood Program good.
- 2502 Good program options.
- 2505 Close to home. A lot of staff willing to help you get through yor classes.
- 2507 Everything. The people, material and availability of the teachers to help their students.
- 2510 Close to home.
- 2512 Atmosphere. Everybody friendly. Opportunities.
- 2513 XXXXXXXXXXXX , the best instructor to ever have. XXXXXXXXXXXX, Math 080 really helps students, has very caring qualities! Great teacher.
- 2514 Location and cost effective.
- 2520 Instructors were great.
- 2522 I felt like faculty and all staff was very interested in helping students to succeed. The atmosphere was very friendly.
- 2523 How involved the teachers are.
- 2525 Good and different opportunities.
- 2530 Teachers were knowledgeable.
- 2538 Location. Tuition.
- 2541 Teachers were very helpful.
- 2542 Convenience of location.
- 2543 Tuition.
- 2544 Computer availability.
- 2545 Convenient.
- 2548 The medical assistant program instructors.
- 2549 Course content. Convenient.

- 2554 Teachers.
- 2556 Close to home.
- 2557 Convenience to my home, parking was easier this year.
- 2558 The concern for students by teachers. Equipment availability.
- 2559 Liked the ambience.
- 2561 Convenience.
- 2562 Small class size in the CIS core classes. Availability of up to date technology to use in the CIS labs. Knowledgeable instructors who enjoyed teaching their subject.
- 2563 Scheduling.
- 2564 Close to home. Faculty knowledgeable. Re: major - class sizes small, makes them more personable. Library, pretty much had everything that was needed.
- 2565 Availability of computers for homework, internet access for research, etc, library resources. Variety of courses offered and its location. I think Harper should become a university. Overall, I'm very very satisfied with my education at Harper. I entered Harper without any clue of what I wanted to be. Harper gave me many options and I'm a RDH now in only 3.5 years.
- 2570 Chance to be more independent. Learn about a new side of myself. Make my own decisions. Make you feel comfortable.
- 2571 Courses were practical for real world experiences.
- 2577 Truly a community college, includes every race, religion, very diversified.
- 2579 Instructors were down to earth and very helpful and knowledgeable.
- 2581 Location.
- 2586 Availability of help. Staff was efficient.
- 2588 Diversity of programs. Location.
- 2592 Location and class hours.
- 2593 The atmosphere/feeling of community.
- 2597 Size of class in my program.
- 2600 Teaching style. Convenient and low cost.
- 2602 Content of courses. Ability of teaching staff. I feel that I got just as good an education as a four year college.
- 2603 Close to home.
- 2604 Convenient location. Community college atmosphere.
- 2606 Convenient.
- 2612 Location.
- 2614 Convenience, great experience.
- 2617 Program I was in.
- 2618 Highly qualified faculty in terms of educational experience and teaching skills.
- 2622 Nursing faculty was great.
- 2623 Location and price (when I first started). Staff was always available. Love the fact that all centers are listed on back of the semester registration catalog with numbers.
- 2626 Had program I wanted.
- 2628 Location, hours for evening courses.
- 2629 Convenient to get to.
- 2630 Had courses I needed.

- 2633 Enjoyed program, instructors and facilities.
- 2635 The classes that were well taught. Contract Law - XXXXXXXXXXXX, Criminal Procedures - officer from Buffalo Grove PD, Real Property Law - XXXXXXXXXXXX, Litigation - XXXXXXXXXXXX, Legal research - XXXXXXXXXXXX & XXXXXXXXXXXX.
- 2636 The law and how some teachers used their professional experiences to teach.
- 2637 Offer good courses.
- 2639 For helping with ESL, Math, and Reading.
- 2640 Program.
- 2646 Fashion Merchandising department. Computer labs.
- 2647 Tuition cost.
- 2648 Academic awareness. Programs. Staff.
- 2651 Convenience. Proximity to home.
- 2653 Good journalism instructors.
- 2654 Program.
- 2655 Teachers were nice and accessible. Small classes. Nice class rooms.
- 2656 Convenience.

How can the College improve its instruction?

Survey ID Q18 Improve Instruction

- 2001 I thought that all of my instructors did a wonderful job. XXXXXXXXXXXX and XXXXXXXXXXXX really stuck out for me.
- 2011 Offer more courses online.
- 2014 Expand in areas.
- 2015 I only took two courses and I had a great experience considering I didn't go to college.
- 2017 Care more about students.
- 2023 Make some programs four year to earn a better degree.
- 2028 Offer more online courses.
- 2031 Accounting course, instructor. Accounting scheduled for Fast Track during down time (no tutoring available) at main campus. More instructors using Blackboard.
- 2032 Pay close attention to quality of instructors. Expand the number of online courses.
- 2035 Excellent experience. No need for improvement.
- 2038 Textbooks.
- 2041 More hands on.
- 2046 Generally good.
- 2054 Instruction is very good already.
- 2055 Need to focus on job preparation! Need more faculty with good teaching skills. Smaller classes.
- 2056 Instruction is satisfactory.
- 2061 More classes for MOA program. More lab time, more externship time.
- 2064 Offer classes more often, have more times available.
- 2066 More teacher concern for students. Especially in the general education area.
- 2067 Have more classes available. Look into changing into a four year college.
- 2076 None needed.

- 2078 Need to take more of the administrative work away from the teachers so that they may have more of their focus on teaching.
- 2082 Some teachers had an accent and it actually made it easier for me to understand.
- 2083 Offer a better tutoring staff - more tutors and make sure they are qualified for the subjects.
- 2084 Good already - no improvement needed.
- 2088 Some computer classes were not available at the time/semester I wanted to take them. Had to wait extra semester to finish courses. Have them available each semester.
- 2101 Keep updated with technology.
- 2109 The assistant/aide was not good or encouraging. Didn't learn anything from her.
- 2112 Nothing.
- 2114 Keep hiring good teachers.
- 2115 Improvement on the internet courses.
- 2116 Hire qualified instructors. While my instructors possessed content knowledge they had limited teaching skills (e.g. preparing curricula, lecture techniques, managing class discussion).
- 2121 Better teachers.
- 2132 More consideration - math instructors.
- 2133 Expand on architecture courses.
- 2134 Some educators were excellent. Others were either well informed but were unable to "teach" others or were not interested in teaching. Select instructors who know how to "teach" not just share their knowledge.
- 2144 The classes need to have more information on what is used in the career.
- 2150 Some of the material covered in the marketing classes was too repetitive, but overall I feel like I have a good grasp on the material. I will definitely be able to finish Bachelor's degree at Columbus College Chicago without a problem.
- 2153 More staff.
- 2156 The variety of times available of courses. The new science building and the new computer lab.
- 2161 No improvement needed.
- 2164 Need more computers for fast track courses. Make sure the teachers know what they are doing/teaching.
- 2167 Update information.
- 2172 Get instructors who have life experience in classes that they teach. Most instructors were average or better. One or two instructors allowed me to gain credit hours and gave no knowledge. Waste of my time other than credit hours. Audit your instructors.
- 2176 More information and materials.
- 2180 Check background of teachers. Check credentials of teachers before hiring.
- 2192 No need for improvement.
- 2212 Doing great! Reputation is getting better and better.
- 2213 Echo cardio technologist school has flooded job market in this area. Only six out of 18 people in my class were able to find employment.
- 2219 Continue to use instructor evaluations at end of semester.
- 2224 Focus more on job relation (setting). Management classes I feel did not do this, based more on theory. Courses seemed to require major memorizing of material presented and not used in the job setting.
- 2225 Gear towards adult population.
- 2233 Find actual lawyers to teach the courses. More professional.

- 2235 When a new teacher starts teaching a particular class, the instruction should be consistent to the previous instructor's class curriculum.
- 2240 For paralegal to offer more diversified topics.
- 2243 Have up to date equipment.
- 2247 Continue to bring in qualified instructors.
- 2249 Coordinate faculty curriculum within a program. Different instructors (within the same program) graded differently, taught (emphasized) different aspects of the same subject. Allow students to voice their concerns about instructors without being reprimanded or even "black balled".
- 2250 Please do not have teachers strike again, that strike hurt me and a lot of other students.
- 2251 Don't use adjuncts, or if you use them, screen them better. They aren't always the best at teaching.
- 2253 They are very out of touch with what is going on in the medical field. Everything is electronic, not one class had electronic anything.
- 2255 Offer more varied courses in paralegal.
- 2262 Hard to get into nursing program.
- 2265 The teachers were difficult to reach by phone. I would call the instructors for help in classes. Would not return my calls after calling 3-4 times. Very aggravating and not very professional.
- 2266 Have an instructor grading sheet at end of the semester. Good way to grade teacher.
- 2268 Ok as it is.
- 2272 Keep class sizes to a small number and fight to keep excellent instructors. Evaluate nursing program policy/fairness for dismissing students.
- 2274 More feedback.
- 2278 Provide more information on theatrical interpreting. This area was ignored.
- 2279 Offer a four year program.
- 2281 I don't have any complaints.
- 2283 Some instructors were unfair with favorite students. Director of ultra sound program was extremely unfair.
- 2284 New counselors.
- 2285 Harper has the distinction of being the only community college in northern Illinois - maybe all of Illinois - that offers a fashion degree. However, the department's size and faculty do not reflect this advantage. With all the new construction on campus, there should now be room for the fashion department to spread out and give the department 21st century technology that is used in the work place, especially computer programming.
- 2286 Class size 15 - 20 students. Better course content.
- 2290 The College can improve its instruction by trying to use more technology in its teachings and practices.
- 2293 Try to get more involved with their students. A lot of times people won't take responsibility for their own actions.
- 2295 Many teachers in the interpreting/sign language department are not there for their students. They did not prepare us for the outside world, grades were given without percentages on the papers, and some of their egos got in the way of their teaching.
- 2298 Some teachers have elitist attitudes (statistics).
- 2299 Lacked individual attention.
- 2306 Employ instructors who are enthusiastic about their subjects. A knowledgeable teacher with a great attitude was almost always the reason for my favorite classes.
- 2307 More internet classes.
- 2312 Classes need to be more available.

- 2315 I did well in school but I had to do a lot of work on my own. I would think that more interaction with the instructor will improve the methods of learning.
- 2318 No improvement needed.
- 2319 Pay closer attention to all of the students opinions. Sometimes the teachers don't do that. Be available more often.
- 2323 Nothing.
- 2328 Some part-time instructors take too long to grade papers or aren't always adequately prepared.
- 2330 Hire real teachers that are trained in teaching, not former students.
- 2337 No value in internship in medical transcription field.
- 2347 Offer more variety of classes and have all classes available for all semesters.
- 2348 More instructors.
- 2352 I found that at least six of my instructors were racist or had some sort of racial discrimination against me when it came to grading. Everyone must be treated equal. Communication among instructors and students should not be based off your race.
- 2360 Better textbook.
- 2371 Some of the teachers are a little strange. But -- how can you change that? Most are wonderful, kind and caring.
- 2375 Become four year college.
- 2377 Make it into four year university.
- 2383 Good already.
- 2385 Improve some of the science-type classes. (biology, etc)
- 2386 For Criminal Justice, more field trips or group work in class.
- 2392 I was in the culinary program and the teachers need to be more prepared.
- 2395 No improvement.
- 2400 Offer more evening classes. Most of my classes were during the day, yet half the students were older, working class!
- 2415 Make sure that the teachers know what they are teaching.
- 2417 Offer more general courses in the evenings.
- 2418 The English teachers have to improve their attitudes. Some try to crush creativity and others demand too much work as if your life should revolve around their class, and put other responsibilities second.
- 2419 Nothing.
- 2423 More classroom time and less class cancellations.
- 2426 Small class size.
- 2431 Nothing.
- 2442 Change some instructors. No knowledge of subject.
- 2448 Focus on real world job market information in the courses.
- 2450 Get a better refund policy - a week is not enough time. Get rid of instructors where students constantly complain about, I have had some that ruin the course. Find a way to make book cheaper.
- 2452 Expanding courses.
- 2456 Give more information.
- 2457 The nursing instructors should not be so hard on all the students just because they suspected some students of cheating. They need to be encouraging, supporting of all of us. We all felt like we were being treated very badly and it put a damper on our graduation.

- 2458 More labs.
- 2463 Adjunct faculty needs to be monitored for knowledge of actual class material. Instruction with this faculty poor.
- 2465 Some programs were limited to other people and that's discrimination.
- 2466 Regarding Nursing program or hygiene (dental) program, all student should have equal opportunity to get in not only citizen or green card holder. As legal standing point, it is illegal to discriminate nationality and to provide certain education to certain group of people. Students have a right to sue you guys if they want.
- 2477 Harper needs to provide all students with more skills to prepare them for the job that they are aspiring towards, not just book smarts. Also, Harper needs to train on the software that is most frequently used in the job setting, ie. legal software for paralegal students that is used in most major law firms. Computer assisted legal research should be a requirement, not legal research with books. This is a skill that I needed for my job and I had very little preparation.
- 2485 Stop being so political sensitive! I was so angry when I heard on the radio about the art exhibit and the Muslin protestors. Hey! They are in the USA, freedom to do such an exhibit! If they don't like it DON'T LOOK.
- 2491 More designing classes for Autocad used in interior design specifically using office furniture and residential software. More classes on types of jobs available in the field.
- 2493 Some instructors are not fully prepared.
- 2498 Part-time teachers should be more prepared.
- 2502 Better organization for the online course.
- 2505 Try to have more books with study guides.
- 2507 Especially in the medical assisting program, the students need more instructors, especially in the clinical setting. There was too many skills to perform and not enough teachers to watch a class of 25 - 30 students. Also, Harper needs better teachers in the English department.
- 2512 Make study in real world situations.
- 2513 No improvement needed.
- 2514 Needs to use a more hands on approach. Have examples of forms that would be used on a daily basis in each county. Have a better balance between text book and real life circumstances. Also, maybe have more paralegals teach some classes.
- 2544 Career Center needs improvement.
- 2545 Make instructors more available for students (after hours, etc).
- 2548 More one - on - one in clinical area when the class is large.
- 2549 More classes available on the weekends.
- 2556 Be nicer to instructors - faculty/board needs to keep good teachers - and be more respectful to part-time teachers.
- 2557 Have instructors bring in experts in fields that pertain to your area of emphasis, for lectures and career guidance.
- 2558 Teachers did not seem prepared, some even appeared inept. Do not force students to study subjects that do not relate to their chosen degree.
- 2559 The instruction was good but employers want experience.
- 2564 Need to explain more. Some relied on students to do work. Teachers styles were good.
- 2579 Everything OK.
- 2586 Hire more instructors.
- 2592 Look closer at the teachers, not just their degrees but the way they treat students of different cultures and immigrants.

- 2593 Randomise/require teacher evaluations. It was my experiences that professors/instructors often chose the best/most loyal class to fill out teacher evaluations. Often, when I wanted to voice my opinion about a particular instructor, I had no outlet to do so.
- 2597 Make sure the teacher knows and understands what they are teaching so that they may answer questions better and make the lessons better understood.
- 2600 Happy with instruction as it was.
- 2602 Do not agree with the Business Simulation class, prefer conventional lecture classes.
- 2604 Offer higher wages to attract better instructors. Require courses on presentation skills, as well as refresher courses on presentation techniques.
- 2612 Stop putting freezes on hiring.
- 2614 Great science instructors. Some instructors in other areas didn't seem to understand what employers expect of graduates.
- 2622 No improvement needed.
- 2623 In my case, to slow down just a bit with the instruction. Every thing seems to be rushed and too much to cover in a small time period (all colleges do this).
- 2625 The course I was taking needed more hands-on instead of the hundreds of papers we needed to write.
- 2626 Need additional learning materials. More case studies (Echo Imaging).
- 2628 As far as the paralegal studies program, I would recommend having a course devoted to finding a job in a law firm. It is impossible to get hired without that experience. I was a 4.0 student and was faced with this problem, so I chose a job in my old field. I was hoping for a career change.
- 2630 Eliminate on-line courses, go to all in classroom.
- 2635 Replace the following instructors in Paralegal Studies: XXXXXXXXXXXX - worst instructor ever; wholly unfit to teach, XXXXXXXXXXXX - showed up for class when he felt like it, almost always unprepared. There were several other bad teachers, but they are no longer there. The quality of instruction overall was hit and miss - either great or awful without much in between.
- 2636 Try to give practical situations. Learn computer litigation software. More hands-on experience.
- 2640 Have teachers available to meet. Understand many students work full-time and cannot meet before 6:00.
- 2646 Show more videos that pertain to the courses.
- 2648 Add more courses dealing with interpreting.
- 2651 Some of the older instructors have been out of field so long they are not up on current trends/market expectations.
- 2655 Focus on what student needs to know to get a job.

How can the College improve its services?

Survey ID Q19 Improve Services

- 2001 For being a two year school, Harper is great. With the expanding facilities and improved landscaping it would be hard to improve. I never had a problem with any service.
- 2007 More classes/times for the most popular classes. Mainly the science classes that fill up the first day of early registration. Making early registration easier, not having to be in line two hours early to make sure you get the classes you want cause they fill up so fast.
- 2011 Offer more courses online.
- 2014 Fine.
- 2015 The parking was not always the easiest.
- 2016 Become a four year school.

- 2031 Interview students/questionnaire, survey while in program. Fast Track - held at HPC. No computer access offered to students on weekends or before class. Counseling advice, transcript evaluation, accurately accessed to proceed with transfer to four year college.
- 2032 Improve web registration. Web page is poor, not convenient. Increase time for refund in the beginning of studying, sometimes it is not enough time to recognize if the course or instructor fits to your interest. The cost of education is high in comparison to California, for example.
- 2035 Services were excellent. No improvement needed.
- 2038 Speed up the financial aid process.
- 2046 Mis-advised on career choices. There were no jobs available in my field (medical transcription) without prior experience.
- 2054 Follow up with former students. Need access to Career Center after graduating without paying.
- 2055 Need better library services, more informed and willing to help employees. Same as #18.
- 2056 By offering more advising on careers related to your career. Actual job placement.
- 2063 Give students more information on associate degrees.
- 2070 I don't agree with having classes in the trailer. You have to walk a mile just to use the bathroom.
- 2079 Counseling Center needs to be able to do more students. Teachers helped more than counselors.
- 2083 Better constructed financial aid and more parking and a better payment plan for classes at registration. Better job listings programs and maybe some recruiting on site job interviews.
- 2097 More parking.
- 2109 Rehearsals for or practice type interviews for jobs.
- 2112 Not enough computers. Library people need to know how computer software programs work.
- 2115 Give more funds to the science department.
- 2116 I found the few services I used (library, registration and bookstore) to be quite adequate.
- 2121 Don't go on strike.
- 2135 Too cold in winter to walk so far from the parking lot and from building to building. How about enclosed walkways or connect the buildings and why not a parking garage closer to the buildings?
- 2137 I would have liked to see some student activities in the evenings so that part-time students would feel more involved.
- 2149 The only problem I encountered was with the Financial Aid Dept. Maybe the changes already have been made - but when I called and needed info I was given wrong info and incorrect forms on several occasions. Training was needed.
- 2150 I wish that I would have used the career planning services, so maybe the College should promote them more.
- 2161 OK as it is.
- 2180 Registration procedures should be all together in one place.
- 2192 No need to improve its services.
- 2204 Good job already.
- 2208 Make the clinic bigger.
- 2212 Keep online registration and payment. Expand to four year program.
- 2219 Expand on library hours. Expand lab hours.
- 2224 Better access for help, for open labs. Also, students should be informed before enrolling in summer school or anytime the school will be closed for a period of time. There isn't always time to read all paper work and if you're new to college, you might not know.
- 2225 Offer more weekends.
- 2228 Tell people how hard it is to find a job instead of acting like the profession they are taking class for is the greatest thing in the world.

- 2235 Have better material and sources available for the interior design department.
- 2247 Nothing to add, keep up the good work!
- 2249 Replace the director of nursing. Allow students, rather than staff, register for their courses - allow them to choose times/classmates/instructors. Have the nursing lab open in the evenings - be sure it's staffed as posted. Re: if it opens at 9am - someone should be there at 9am (not 10am).
- 2251 Create a way for students to select a teacher or find out about a teacher's abilities to teach a class before we register for a class with a certain professor or adjunct.
- 2253 Talk to the students and find out what their wants and needs are.
- 2256 Some classes are scheduled during the day making it impossible for someone who works days to take them. Remove classes from hand book if not given at Harper.
- 2260 Get internet on all computers and word processing.
- 2265 Teachers need to be more available to their students. I feel they take on too many classes and can't handle the case load. This makes it difficult for students to learn and it depersonalizes them. They do not learn as effectively.
- 2266 Improve parking by the Wojcik Center.
- 2268 Quit dropping courses due to low minimum enrollment.
- 2272 Already feel like Harper does a great job at marketing - would like to see a push to meet the needs of older adults.
- 2281 The library could be open till 11pm and longer on weekends. The computers in the labs could all have identical software.
- 2285 The College does well in all but two areas: 1. The web site: on the website, it used to be easier to find classes and see details, and if they were still open. The site has changed recently and it's now more difficult. 2. Food Service: The food available at the satellite locations is not healthy. Please add more healthy snacks and beverages.
- 2286 Give better information on general services.
- 2289 The counselors should be more advised. I should have graduated a lot sooner than I did. There were classes I should have taken that I didn't because the counselors didn't advise me to when I asked.
- 2290 I think Harper is doing a fine job in service department.
- 2293 Record keeping. Realizing this is the THIRD time I have taken this survey. Once by phone and another paper. The letter sent with this was rude and uncalled for.
- 2295 Have teachers who grade fairly not playing the game of politics. In the sign field (in the real world) test don't matter, your sign and voicing skills do!!! Their interpreting 101 class should be the last class of the program to prepare you for the RH test.
- 2298 Explain curriculum in greater detail before student enrolls in classes they don't need.
- 2299 Improve how they presented the courses.
- 2301 Advertise the services available to students more.
- 2306 Increase availability of personnel.
- 2315 I think the services are great but somehow not everyone is aware of all the services offered by Harper.
- 2318 None needed.
- 2319 Better food choices in the cafeteria. Let there be more to offer. Also pay real close attention to the food department. (hint, hint, hint - Mr. XXXXXXXXXXXX).
- 2325 Have more services on career placement.
- 2327 Offer a four year program.
- 2328 Part-time teachers who have full-time jobs should adjust their curriculum accordingly. Harper staff should go over this with teachers before assigning classes.
- 2330 Stay with new technology. Do not go four years, keep it a junior college.

- 2332 My sole objective in taking and completing the paralegal certificate program at Harper was to obtain employment in the law field. Prior to enrolling I was told the job market was very good for paralegals. I have completed the program, including the optional internship class and to date have been unable to obtain a paralegal position. I had hoped that there would be better support and placement services in obtaining employment. That has not been the case. I feel Harper needs to do more in the way of job placement services. The school could do more in the way of job leads and providing contacts that might help lead to jobs.
- 2337 Fine as it is.
- 2352 Help, help, help the architectural department with better equipment. New computers would really help a lot. Computers in all my architectural courses were always breaking or crashing down. The drafting tables are horrible and new chairs are needed because they are all broken. The education is great but seriously look into new supplies for the architectural department.
- 2356 I was in the Plant Science division and the funding was cut, so it limited some field trips and other things we could have done outside of class.
- 2362 Not enough computers with CAD access. Hard to find other labs that had CAD access on the computers.
- 2365 Better parking.
- 2370 Maintain friendly atmosphere.
- 2371 I had no problems with anything - except Financial Aid Department - student aides do not know enough. Need well paid permanent people to help in this department like XXXXXXXXXXXX. He is the best. He always took care of my problem.
- 2377 Four year university.
- 2383 I was satisfied with the services.
- 2385 Help a little more with college transfer. (although I didn't take advantage of these services either). Didn't know it was available.
- 2386 They are adequate but for Academic Advising, Career Center, etc. you should advertise more or pass out flyers in class. I just never really thought to use them but I wish I did.
- 2395 No improvement.
- 2399 More parking. More computers. Limited access on computer for those only using them for personal reasons and not for school work.
- 2400 Registration - you run all over the place because either someone doesn't know or gives you the wrong answer. Definite lack of communication between departments.
- 2418 On the website, it's hard to find the department numbers. There should be more Word computers in the library. More money should be put into culinary equipment and facility. It is in a very sorry state right now.
- 2421 Offer more classes at different times of the day.
- 2428 Financial Aid needs to be more accurate when entering information on students.
- 2431 Nothing.
- 2450 More tutoring, it is always crowded, I sat in the tutoring an hour and half before I got help. The parking lot, it's not safe. Speed bumps might help, more lights in the parking lot and easier access from home to the Harper Library.
- 2456 Have better counselors.
- 2457 Students need a source to go to when they are having a problem with faculty. Not having to struggle through a bad experience that could affect our grade and learning experience.
- 2463 Registration was always a problem with pre-requisites especially in MOA Program. Not possible to apply for classes online because of pre-requisites which were overridden by coordinator, but involved visit to coordinator making registration procedure much too complicated and time consuming.
- 2464 I had few issues about parking. But Harper did whatever it could do.

- 2465 The security people never come on time. My classmate had to wait 20 minutes for someone to come help her.
- 2466 Need to research and investigate the processing of certain program like nursing, hygiene, and anything related to limited program. School in the US cannot provide discriminated program and that is against the law.
- 2478 I think the website could be more user friendly. I was told I didn't need a password to access the career link, but I did. However, it didn't explain anything of what was needed for access. Also, I think the registration process is cumbersome. Especially for out of district students. No one explains that either until you are in line to register and you don't have what you need. No one will hire me in the legal profession without experience. Can you find practices that are willing to give a new graduate a chance to gain experience?
- 2485 Being too politically correct actually drives students away.
- 2489 Offer the programs students want at present time - I applied for nursing two times and got on a waiting list (with all pre-reqs finished). That is not a good policy.
- 2490 More availability at the food court.
- 2493 By listening to students when they have problems and follow up with them.
- 2498 Offer more internet courses.
- 2505 Make availability on the weekends for people who work full time. They close by the time people can get to the campus.
- 2512 Contact with counselor after each semester.
- 2513 Everything I used was great. Offer workout facilities to past students at no charge.
- 2520 Better job services.
- 2525 Have more skilled academic advisors.
- 2542 Advertise the school more.
- 2543 Better parking.
- 2544 Offer open house for jobs.
- 2545 Better parking.
- 2548 Spend more time training in clinical area - EKG, injections, phlebotomy.
- 2549 Parking.
- 2556 Don't raise tuition.
- 2557 Make it accessible 24 hours a day, seven days a week, 365 days a year!
- 2558 Clubs are very bad, specifically Honors Program, Chess Club and IPSA, Indian Pakistani Students Assoc. Operator usually rude at switchboard. Teachers concern is great, however, skills are lacking, college services are not good and requirements of many degrees is unfair, forcing students to study subjects immaterial to their chosen degree.
- 2559 Make sure the course offerings correlate to job openings.
- 2564 Parking definitely a problem.
- 2565 Number of classes offered for biology, i.e. Human Anatomy, Physiology, etc. should be increased. They are always full. It was really hard for us (dental hygiene students) to find patients. If Harper can do something about that, it would make this program much easier.
- 2576 Not happy with guidance counselors, so I really don't feel I should be answering this survey.
- 2577 When paying cash and the class is cancelled, there is too long a wait for refund especially if you would like to enroll in another class. The money is tied up and can't apply to another class.
- 2579 Everything OK.
- 2581 Parking.
- 2586 Open more classes.

- 2592 More than just one option for evening classes.
- 2593 Improve Harper College website. I often found it to be confusing to get to pages like the Academic Calendar and information about instructors. I believe you should be able to look up a teachers end of class evaluation statistics before you choose to take their class.
- 2600 Good as it is.
- 2604 Update web site to allow click-through to course descriptions in registration area of site. Set better expectations for applicants to the Nursing Program - I was on "pins and needles" for six months, where as the expectation was set for 3 months.
- 2612 The hygiene program.
- 2614 Better career advising.
- 2618 Be more diligent in the selection of textbooks. Students pay a premium for textbooks which are not even used or not necessary for the course.
- 2623 Parking could be a problem, many times it was hard for me to find a parking spot. What you are doing is excellent! These forms are great! The consulting, Tutoring and Career Centers need to continue with their services.
- 2625 More practice interpreting, less papers.
- 2628 Better copy machines. Harper's are outdated. Library priviledges for alumni.
- 2630 Very good already.
- 2635 My entrance conuselor completely misled me about financial aid available, leaving me dangling. Then, on top of that, the inadequately trained staff at the financial aid desk gave me incorrect information about scholarships repeatedly. I was a 4.0 student and got zilch aid wise. If I had been accurately informed in these matters, I would have settled for a certificate rather than a degree. I'm still paying off the debt and am angry about that.
- 2640 More places to get food/coffee.
- 2646 More advertisment.
- 2655 Research job market and find out what student needs the most in market.

Career Graduate Follow-up Survey



HARPER COLLEGE 2005 CAREER GRADUATE FOLLOW-UP

Congratulations on your graduation from Harper College. In order to improve programs and services, we need your feedback concerning the time you spent at Harper. Your responses will be kept confidential.

Please take a few moments to complete the survey and return it in the enclosed pre-stamped envelope. Thank you!

Use pencil/black ink

1. What was your main objective in attending Harper college? Mark **ONE** response.

- a. Obtain skills needed for entry into new or different job
- b. Improve skills needed in present job
- c. Explore courses to decide on a career
- d. Take coursework for transfer to another college
- e. Personal interest or self-improvement

2. What is your educational status? Mark **ONE** response.

- a. Have not been enrolled in a college/university since leaving Harper
- b. Have been enrolled in another college/university since leaving this college but am not currently enrolled
- c. Currently enrolled in field of study related to previous community college program
- d. Currently enrolled in field of study unrelated to previous community college program

3. What is your present employment status? Mark **ONE** response a-e.

- a. Employed full-time - 30 hours or more per week
- b. Employed part-time - less than 30 hours per week
- c. Full-time military service
- d. Unemployed, seeking employment
- e. Unemployed, not seeking employment - mark **ONE** reason below, if "e" selected:
 - 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?

- a. Related - (go directly to question 5)
- b. Not related - (answer question below before going to question 5)

If your present job is **NOT** related to your college program, what is the **ONE BEST** reason why?

- a. Preferred to work in another field
- b. Found better paying job in another field
- c. Could not find a job in my field of preparation
- d. Worked previously in my field of preparation, but changed
- e. Preferred not to move to new locality
- f. Temporary job while in transition - either in college, between jobs, or summer employment
- g. Took job in order to get preferred working hours
- h. Did not complete program or pass licensing test to be eligible to work in my field
- i. Health problems prevented me from working in my field of preparation
- j. Other - specify: _____

Survey number

0000000000
0000000000
0000000000
0000000000
0000000000
0000000000
0000000000
0000000000
0000000000
0000000000

Continue on next page

PN 06-543m

5. On the average, how many hours do you work each week? Do not include overtime hours. 60 hrs. **MAXIMUM.**

Hours

- (0) (0)
- (1) (1)
- (2) (2)
- (3) (3)
- (4) (4)
- (5) (5)
- (6) (6)
- (7) (7)
- (8) (8)
- (9) (9)

_____ hours worked per week.

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

Dollars Cents

- (0) (0) (0) (0)
- (1) (1) (1) (1)
- (2) (2) (2) (2)
- (3) (3) (3) (3)
- (4) (4) (4) (4)
- (5) (5) (5) (5)
- (6) (6) (6) (6)
- (7) (7) (7) (7)
- (8) (8) (8) (8)
- (9) (9) (9) (9)

\$_____ hourly salary

(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.

- a. Very dissatisfied
- b. Somewhat dissatisfied
- c. Somewhat satisfied
- d. Very satisfied

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

- a. Before entering the college program
- b. While enrolled in the college program
- c. After leaving the college program

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

- a. Within Harper College district
- b. Outside Harper College district, but in Illinois
- c. Outside Illinois

Very satisfied
 Somewhat satisfied
 Somewhat dissatisfied
 Very dissatisfied

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

PN 06-540m

12. Please rate the instruction in general in each of the following:

Not applicable
 Poor
 Average
 Good
 Excellent

<input type="checkbox"/>	a. Class size.....	<input type="radio"/>				
<input type="checkbox"/>	b. Quality of instruction.....	<input type="radio"/>				
<input type="checkbox"/>	c. Course content.....	<input type="radio"/>				
<input type="checkbox"/>	d. Fairness of grading.....	<input type="radio"/>				
<input type="checkbox"/>	e. Faculty teaching ability.....	<input type="radio"/>				
<input type="checkbox"/>	f. Faculty concern for students.....	<input type="radio"/>				
<input type="checkbox"/>	g. Faculty availability.....	<input type="radio"/>				

13. Please rate the location of the courses taken in terms of convenience:

Not applicable
 Not convenient
 Convenient
 Very convenient

<input type="checkbox"/>	a. Harper main campus in Palatine.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	b. Northeast Center in Wheeling.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	c. WEB or Internet based from home or office.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	d. Harper Professional Center in Schaumburg.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	e. Other - specify:.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very satisfied
 Somewhat satisfied
 Somewhat dissatisfied
 Very dissatisfied
 Did not use

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

4. Definitely yes
 3. Yes
 2. No
 1. Definitely no

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?

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

Continue on next page

PN 06-540m

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? Please fill in information below.

Supervisor name: _____

Title: _____

Name of company: _____

Company address: _____

City: _____ State: _____ Zipcode: _____

Thank you for completing this survey

PN 06-540m