Harper College
Results of 2007 Career Graduate Survey

Prepared by the Office of Research
Teaming to serve research needs of the College
June 10, 2008
Executive Summary

This report presents the results of the Career Graduate Survey of all 2007 graduates of Harper College career programs.

Similar to graduates in 2006, the 2007 respondents were positive. A majority of 2007 graduates (60%) reported that their main objective in attending Harper was to obtain skills needed for a new job. A clear majority of 2007 graduates (68%) 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, with 65 percent of those respondents employed full-time. Of those not seeking employment, 58 percent stated that they were a full-time student and 15 percent indicated being a full-time homemaker. In terms of job experience, 77 percent of the employed respondents were working in a job related to their Harper major, and employed graduates reported working an average of 36.94 hours per week with an average wage of $19.39 per hour. A clear majority of respondents (88%) reported being satisfied, overall, with their jobs. About 43 percent reported finding their jobs after leaving Harper, while 33 percent were employed before enrolling at Harper.

Graduates in 2007 were satisfied with their educational experiences at Harper. Satisfaction levels were at least 86 percent for nearly all aspects of the major program, with satisfaction levels for information on current employment opportunities at 72 percent. Satisfaction with general education at Harper was better, as a whole, with at least 92 percent of respondents reporting satisfaction with nearly every facet (job preparation received a satisfaction level of 83%).

When respondents were asked to rate facets of Harper instruction, at least 86 percent reported being satisfied with each listed category. Over 96 percent of 2007 graduates rated Harper’s main campus as convenient and 94 percent also rated online courses at Harper as convenient. Of the respondents that used Harper services, at least 80 percent were satisfied with the listed services, and at least 85 percent were satisfied with nine of the twelve listed services available. However, majorities of 2007 graduates reported that they did not use eight of the college offices and services available to them. Nearly all of the 2007 graduates would recommend Harper to their friends and family (98%), and a clear majority of respondents (89%) would return for education or personal enrichment courses.

In general, recent graduates of Harper’s career programs appear to be employed, satisfied in their job experience, and satisfied with the services and instruction that Harper provides, which is a continued trend from 2004. There were notable differences between 2006 and 2007 graduates, mainly in regards to hours per week, some ratings of services and instruction, and appreciation of diversity at Harper, which is discussed further in the Results and Discussion section.
Introduction

The Harper College Career Graduate Survey was conducted via mail during the fall 2007 semester with Harper alumni who graduated in fiscal year 2007 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 telephone in March and April 2008. For the Career Graduate Survey, 1,300 Harper graduates from career programs were surveyed and 772 completed surveys were received, for a response rate of 59 percent.

The report is organized into four sections: Executive Summary, Introduction, Results and Discussion, and Summary. The Executive Summary presents a high-level overview of results. 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. The Summary section highlights results of interest. The Appendix 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 2007 Transfer Graduate Survey. Results for specific career programs can be found in the Results of 2007 Career Graduate Survey – Program-Level Results.

Results and Discussion

Table 1 presents the demographic characteristics (racial/ethnic group, gender, and age group) for all 1,300 career graduates in 2007, as well as the demographic characteristics of the 772 survey respondents.

Table 1: Demographic Characteristics of Graduates and 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>151</td>
<td>11.6%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td>African American</td>
<td>49</td>
<td>3.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>109</td>
<td>8.4%</td>
</tr>
<tr>
<td>White</td>
<td>893</td>
<td>68.7%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>95</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Graduates</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Female</td>
<td>901</td>
<td>69.3%</td>
</tr>
<tr>
<td>Male</td>
<td>397</td>
<td>30.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Age Groupa</th>
<th>Graduates</th>
<th></th>
<th>Respondents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>18 and Under</td>
<td>9</td>
<td>0.7%</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>19 to 24</td>
<td>360</td>
<td>27.7%</td>
<td>202</td>
<td>26.2%</td>
</tr>
<tr>
<td>25 to 40</td>
<td>573</td>
<td>44.1%</td>
<td>326</td>
<td>42.2%</td>
</tr>
<tr>
<td>Over 40</td>
<td>358</td>
<td>27.5%</td>
<td>242</td>
<td>31.3%</td>
</tr>
</tbody>
</table>

a Older graduates were more likely to respond than younger graduates ($\chi^2=19.22$, df=3, p<.05).

The proportion of respondents and graduates overall were similar among the main demographics (i.e., ethnicity, gender, and age). A majority of respondents and graduates were White (71% and 69%, respectively), while 12 percent of respondents and graduates, each, were Asian. A majority of both respondents and graduates were female (70% and 69%, respectively). The largest proportion of respondents and graduates were between 25 and 40 years old (42% and 44%, respectively). Older graduates were more likely to respond to the 2007 Career Graduate Survey ($\chi^2=19.22$, df=3, 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. Question 15 asks about the respondents’ appreciation for diversity and varying cultures and Harper. Questions 16 and 17 ask respondents if they would recommend Harper to others and return themselves.

Table 2: Question 1 – Main Objective in Attending Harper

<table>
<thead>
<tr>
<th>What was your main objective in attending Harper College?a</th>
<th>2006 (N=621)</th>
<th>2007 (N=772)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Obtain skills needed for entry into new or different job</td>
<td>352</td>
<td>56.7%</td>
</tr>
<tr>
<td>Improve skills needed in present job</td>
<td>73</td>
<td>11.8%</td>
</tr>
<tr>
<td>Explore courses to decide on a career</td>
<td>51</td>
<td>8.2%</td>
</tr>
<tr>
<td>Take coursework for transfer to another college</td>
<td>87</td>
<td>14.0%</td>
</tr>
<tr>
<td>Personal interest or self-improvement</td>
<td>58</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

a Responses were significantly different by year of graduation ($\chi^2=19.21$, df=4, p<.05).

b Responses were significantly different based on age group ($\chi^2=87.98$, df=12, p<.05).

A majority of respondents indicated that their main objective at Harper was to obtain skills needed for entry into a new job (60%), while 17 percent reported that they were attending Harper to improve skills needed in their present jobs and 12 percent reported that they were taking coursework in order to transfer. Older respondents were more likely to report that their main objective at Harper was to obtain skills needed for new or different jobs ($\chi^2=87.98$, df=12,
p<.05). The same significant difference is apparent between graduates in 2007 and 2006 ($\chi^2=19.21$, df=4, p<.05).

Table 3: Question 2 – Educational Status

<table>
<thead>
<tr>
<th>What is your educational status?</th>
<th>2006 (N=622)</th>
<th>2007 (N=769)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have not been enrolled in a college/university since leaving Harper</td>
<td>438</td>
<td>520</td>
</tr>
<tr>
<td>Have been enrolled in another college/university since leaving this college but not currently enrolled</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>Currently enrolled in a field of study related to previous community college program</td>
<td>125</td>
<td>186</td>
</tr>
<tr>
<td>Currently enrolled in a field of study unrelated to previous community college program</td>
<td>29</td>
<td>40</td>
</tr>
</tbody>
</table>

* Responses were significantly different based on age group ($\chi^2=63.63$, df=9, p<.05).

A clear majority of respondents (68%) indicated that they have not been enrolled in another college since leaving Harper, while 24 percent reported that they are currently enrolled in a field related to their previous program at Harper. Older respondents were more likely to indicate that they have not been enrolled in another college since leaving Harper ($\chi^2=63.63$, df=9, p<.05).

Table 4: Question 3 – Employment Status

<table>
<thead>
<tr>
<th>What is your present employment status?</th>
<th>2006 (N=625)</th>
<th>2007 (N=767)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time – 30 hours or more per week</td>
<td>388</td>
<td>501</td>
</tr>
<tr>
<td>Employed part-time – less than 30 hours per week</td>
<td>145</td>
<td>148</td>
</tr>
<tr>
<td>Full-time military service</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Unemployed, seeking employment</td>
<td>38</td>
<td>58</td>
</tr>
<tr>
<td>Unemployed, not seeking employment</td>
<td>53</td>
<td>59</td>
</tr>
</tbody>
</table>

Of those unemployed and not seeking employment:

<table>
<thead>
<tr>
<th>What is your present employment status?</th>
<th>2006 (N=59)</th>
<th>2007 (N=73)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>Full-time homemaker</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Health disability</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

* Responses were significantly different based on gender ($\chi^2=29.19$, df=8, p<.05).

Most respondents (85%) reported being employed at least part-time, with 65 percent having full-time jobs. Of the respondents that indicated being unemployed and not seeking employment (8%), 58 percent were full-time students while 15 percent were full-time homemakers and 12 percent indicated “Other”, though there was no general trend within this
group. Older respondents ($\chi^2=65.97$, df=12, $p<.05$) and male respondents ($\chi^2=29.19$, df=8, $p<.05$) were more likely to report being employed full-time. Also, younger graduates that were unemployed and not seeking employment were more likely to be full-time students ($\chi^2=31.19$, df=8, $p<.05$).

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?</th>
<th>2006 (N=539)</th>
<th>2007 (N=653)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related</td>
<td>391</td>
<td>502</td>
</tr>
<tr>
<td>%</td>
<td>72.5%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Not related (please mark the one best reason why)</td>
<td>148</td>
<td>151</td>
</tr>
<tr>
<td>%</td>
<td>27.5%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Of those present jobs not related:</td>
<td>(N=138)</td>
<td>(N=128)</td>
</tr>
<tr>
<td>Preferred to work in another field</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>%</td>
<td>20.3%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Found better paying job in another field</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>%</td>
<td>5.8%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Could not find a job in my field of preparation</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>%</td>
<td>21.0%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Worked previously in my field of preparation, but changed</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>0.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Preferred not to move to new locality</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>0.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Temporary job while in transition – either in college, between jobs, or summer employment</td>
<td>37</td>
<td>28</td>
</tr>
<tr>
<td>%</td>
<td>26.8%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Took job in order to get preferred working hours</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>4.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Did not complete program or pass licensing test to be eligible to work in my field</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>5.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Health problems prevented me from working in my field of preparation</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>%</td>
<td>14.5%</td>
<td>21.1%</td>
</tr>
</tbody>
</table>

* Responses were significantly different based on age group ($\chi^2=17.01$, df=3, $p<.05$).

A clear majority of respondents (77%) reported that their present job was related to their former program at Harper. Of the respondents that indicated that their jobs were not related, 23 percent preferred to work in another field, 22 percent reported that they had a temporary job while in transition, and 18 percent could not find a job in their field. Of the 27 respondents (21%) that indicated “Other”, 15 reported that they already had a job before starting at Harper. Older respondents ($\chi^2=17.01$, df=3, $p<.05$) were more likely to report that their jobs related to their former program at Harper.
Table 6: Questions 5 and 6 – Hours Worked and Salary

<table>
<thead>
<tr>
<th>Question Text</th>
<th>2006 N</th>
<th>Mean</th>
<th>SD</th>
<th>2007 N</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.a</td>
<td>530</td>
<td>35.58</td>
<td>10.14</td>
<td>638b,c</td>
<td>36.94</td>
<td>10.90</td>
</tr>
<tr>
<td>Q6. What is your present hourly salary before deductions? Include commission but not overtime pay.</td>
<td>411</td>
<td>$19.33</td>
<td>$10.69</td>
<td>411d</td>
<td>$19.39</td>
<td>$9.52</td>
</tr>
</tbody>
</table>

a Responses were significantly different by year of graduation (F=4.76, df=1, p<.05).
b Responses were significantly different by gender (F=18.59, df=2, p<.05).
c Responses were significantly different by age group (F=8.78, df=3, p<.05).
d Responses were significantly different by age group (F=5.34, df=3, p<.05).

Harper graduates in 2007 reported working an average of 36.94 hours per week and earned an average hourly salary of $19.39. Male graduates in 2007 were likely to work more hours per week on average (40.66 hours per week for males compared to 35.21 hours per week for female graduates; F=18.59, df=2, p<.05). Also, older graduates in 2007 were likely to work more hours per week (38.60 hours for graduates 25 to 40 years old compared to 33.47 for graduates 19 to 24 years old; F=8.78, df=3, p<.05) and more likely to have a higher average hourly salary ($20.26 compared to $16.88 for the same age groups, respectively; F=5.34, df=3, p<.05). Graduates in 2007 worked longer hours than 2006 graduates (36.94 hours for graduates in 2007 compared to 35.58 hours for 2006 graduates; F=4.76, df=1, p<.05).

Table 7: Question 7 – Job Satisfaction

<table>
<thead>
<tr>
<th>In general, how satisfied are you with your present job?</th>
<th>2006 (N=534)</th>
<th>2007 (N=651)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>244</td>
<td>45.7%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>207</td>
<td>38.8%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>42</td>
<td>7.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>41</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

a Responses were significantly different based on gender (χ²=16.91, df=6, p<.05).

Respondents reported a high level of job satisfaction with 88 percent satisfied to some degree with their employment. Female respondents were more likely to indicate being satisfied with their present job (χ²=16.91, df=6, p<.05).

Table 8: Question 8 – Time in Present Job

<table>
<thead>
<tr>
<th>When did you being working in your present job?</th>
<th>2006 (N=533)</th>
<th>2007 (N=651)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Before entering the college program</td>
<td>167</td>
<td>31.3%</td>
</tr>
<tr>
<td>While enrolled in the college program</td>
<td>123</td>
<td>23.1%</td>
</tr>
<tr>
<td>After leaving the college program</td>
<td>243</td>
<td>45.6%</td>
</tr>
</tbody>
</table>
The largest group of Harper graduates (43%) reported finding their job after leaving Harper, while 33 percent began working before enrolling in their program and 24 percent indicated starting their job while enrolled in a Harper program.

Table 9: Question 9 – Location of Employment

<table>
<thead>
<tr>
<th>Where is the location of your primary place of employment?</th>
<th>2006 (N=527)</th>
<th>2007 (N=648)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Within Harper College district</td>
<td>313</td>
<td>59.4%</td>
</tr>
<tr>
<td>Outside Harper College district, but in Illinois</td>
<td>202</td>
<td>38.3%</td>
</tr>
<tr>
<td>Outside Illinois</td>
<td>12</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

A majority of respondents (58%) indicated that they are employed within the Harper district, while 40 percent indicated being employed outside Harper’s district though in Illinois.

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

<table>
<thead>
<tr>
<th>Rate your satisfaction with the following items as they pertain to skill courses in your major program of study.</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Content of courses in your program&lt;sup&gt;a&lt;/sup&gt;,&lt;sup&gt;b&lt;/sup&gt;,&lt;sup&gt;c&lt;/sup&gt;</td>
<td>(N=621)</td>
<td>(N=764)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>428</td>
<td>68.9%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>157</td>
<td>25.3%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>22</td>
<td>3.5%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>14</td>
<td>2.3%</td>
</tr>
<tr>
<td>Lectures, lab experiences, and group and individual projects</td>
<td>(N=618)</td>
<td>(N=759)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>376</td>
<td>60.8%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>196</td>
<td>31.7%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>29</td>
<td>4.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>17</td>
<td>2.8%</td>
</tr>
<tr>
<td>Equipment, facilities, and materials&lt;sup&gt;d&lt;/sup&gt;</td>
<td>(N=618)</td>
<td>(N=761)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>426</td>
<td>68.9%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>143</td>
<td>23.1%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>25</td>
<td>4.0%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>24</td>
<td>3.9%</td>
</tr>
<tr>
<td>Job preparation&lt;sup&gt;e&lt;/sup&gt;</td>
<td>(N=604)</td>
<td>(N=741)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>308</td>
<td>51.0%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>210</td>
<td>34.8%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>55</td>
<td>9.1%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>31</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

<sup>a</sup> Responses were significantly different by year of graduation ($\chi^2=7.91$, df=3, p<.05).
<sup>b</sup> Responses were significantly different based on gender ($\chi^2=13.40$, df=6, p<.05).
<sup>c</sup> Responses were significantly different based on age group ($\chi^2=22.88$, df=8, p<.05).
<sup>d</sup> Responses were significantly different by year of graduation ($\chi^2=10.70$, df=3, p<.05).
<sup>e</sup> Responses were significantly different based on racial/ethnic group ($\chi^2=22.20$, df=12, p<.05).
Table 10: Continued

<table>
<thead>
<tr>
<th>Rate your satisfaction with the following items as they pertain to skill courses in your major program of study.</th>
<th>2006</th>
<th></th>
<th>2007</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Preparation for further education&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>330</td>
<td>55.6%</td>
<td>398</td>
<td>53.4%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>195</td>
<td>32.9%</td>
<td>275</td>
<td>36.9%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>47</td>
<td>7.9%</td>
<td>57</td>
<td>7.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>21</td>
<td>3.5%</td>
<td>16</td>
<td>2.1%</td>
</tr>
<tr>
<td>Information on current employment opportunities and trends&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>227</td>
<td>38.5%</td>
<td>236</td>
<td>32.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>224</td>
<td>38.0%</td>
<td>286</td>
<td>39.4%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>90</td>
<td>15.3%</td>
<td>149</td>
<td>20.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>48</td>
<td>8.1%</td>
<td>54</td>
<td>7.4%</td>
</tr>
<tr>
<td>Overall, how satisfied are you that your program provided you with the skills for your job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>359</td>
<td>59.6%</td>
<td>439</td>
<td>59.7%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>196</td>
<td>32.6%</td>
<td>238</td>
<td>32.4%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>27</td>
<td>4.5%</td>
<td>42</td>
<td>5.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>20</td>
<td>3.3%</td>
<td>16</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

<sup>1</sup> Responses were significantly different based on gender ($\chi^2=13.31$, df=6, p<.05).

<sup>2</sup> Responses were significantly different by year of graduation ($\chi^2=8.65$, df=3, p<.05).

At least 72 percent of the respondents were satisfied with all categories involving their major program of study; 96 percent were satisfied with the content of program courses, 93 percent were satisfied with Harper equipment and facilities, 93 percent were satisfied with lectures and course projects, and 90 percent were satisfied with the preparation level for further education. Overall, 92 percent were satisfied that their program provided them with skills for their job.

Graduates in 2007 were less likely to be “very satisfied” with the content of program courses ($\chi^2=7.91$, df=3, p<.05), Harper equipment and facilities ($\chi^2=10.70$, df=3, p<.05), and with information on current employment opportunities ($\chi^2=8.65$, df=3, p<.05) than 2006 graduates. Female respondents were more likely to be satisfied with the content of program courses ($\chi^2=13.40$, df=6, p<.05) and the preparation level for further education ($\chi^2=13.31$, df=6, p<.05). Respondents between 19 and 24 years old were more likely than respondents between 25 and 40 years old to be satisfied with the content of program courses ($\chi^2=22.88$, df=9, p<.05). Hispanic respondents were more likely than Asian and “Other” ethnic respondents to be satisfied with job preparation ($\chi^2=22.20$, df=12, 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Content of courses outside your program&lt;sup&gt;a&lt;/sup&gt;</td>
<td>(N=305)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>144</td>
<td>47.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>141</td>
<td>46.2%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>11</td>
<td>3.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>9</td>
<td>3.0%</td>
</tr>
<tr>
<td>Lectures, lab experiences, and group and individual projects</td>
<td>(N=303)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>140</td>
<td>46.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>136</td>
<td>44.9%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>17</td>
<td>5.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>10</td>
<td>3.3%</td>
</tr>
<tr>
<td>Equipment, facilities, and materials</td>
<td>(N=303)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>168</td>
<td>55.4%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>111</td>
<td>36.6%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>13</td>
<td>4.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>11</td>
<td>3.6%</td>
</tr>
<tr>
<td>Job preparation</td>
<td>(N=293)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>119</td>
<td>40.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>125</td>
<td>42.7%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>33</td>
<td>11.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>16</td>
<td>5.5%</td>
</tr>
<tr>
<td>Preparation for further education</td>
<td>(N=297)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>150</td>
<td>50.5%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>110</td>
<td>37.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>27</td>
<td>9.1%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>10</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

<sup>a</sup> Responses were significantly different based on age group ($\chi^2=28.03$, df=9, p<.05).

At least 83 percent of the respondents were satisfied with all categories involving courses outside their major program; 93 percent were satisfied with the content of courses outside their program, 92 percent were satisfied with Harper equipment and facilities, 92 percent were satisfied with lectures and course projects, and 90 percent were satisfied with the preparation for further education. Younger respondents were more likely to be satisfied with the preparation for further education within courses outside their major ($\chi^2=28.03$, df=9, p<.05).
Table 12: Question 12 – Rating Harper Instruction

<table>
<thead>
<tr>
<th>Rate the instruction at Harper College.</th>
<th>2006 Number</th>
<th>2006 Percent</th>
<th>2007 Number</th>
<th>2007 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size(^{a,b}) (N=616) (N=767)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>363</td>
<td>58.9%</td>
<td>483</td>
<td>63.0%</td>
</tr>
<tr>
<td>Good</td>
<td>194</td>
<td>31.5%</td>
<td>227</td>
<td>29.6%</td>
</tr>
<tr>
<td>Average</td>
<td>51</td>
<td>8.3%</td>
<td>56</td>
<td>7.3%</td>
</tr>
<tr>
<td>Poor</td>
<td>8</td>
<td>1.3%</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Quality of instruction(^c) (N=620) (N=767)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>315</td>
<td>50.8%</td>
<td>438</td>
<td>57.1%</td>
</tr>
<tr>
<td>Good</td>
<td>246</td>
<td>39.7%</td>
<td>258</td>
<td>33.6%</td>
</tr>
<tr>
<td>Average</td>
<td>48</td>
<td>7.7%</td>
<td>64</td>
<td>8.3%</td>
</tr>
<tr>
<td>Poor</td>
<td>11</td>
<td>1.8%</td>
<td>7</td>
<td>0.9%</td>
</tr>
<tr>
<td>Course content (N=623) (N=766)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>322</td>
<td>51.7%</td>
<td>416</td>
<td>54.3%</td>
</tr>
<tr>
<td>Good</td>
<td>242</td>
<td>38.8%</td>
<td>293</td>
<td>38.3%</td>
</tr>
<tr>
<td>Average</td>
<td>50</td>
<td>8.0%</td>
<td>55</td>
<td>7.2%</td>
</tr>
<tr>
<td>Poor</td>
<td>9</td>
<td>1.4%</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>Fairness of grading (N=619) (N=766)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>329</td>
<td>53.2%</td>
<td>459</td>
<td>59.9%</td>
</tr>
<tr>
<td>Good</td>
<td>214</td>
<td>34.6%</td>
<td>236</td>
<td>30.8%</td>
</tr>
<tr>
<td>Average</td>
<td>68</td>
<td>11.0%</td>
<td>61</td>
<td>8.0%</td>
</tr>
<tr>
<td>Poor</td>
<td>8</td>
<td>1.3%</td>
<td>10</td>
<td>1.3%</td>
</tr>
<tr>
<td>Faculty teaching ability (N=621) (N=764)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>341</td>
<td>54.9%</td>
<td>451</td>
<td>59.0%</td>
</tr>
<tr>
<td>Good</td>
<td>221</td>
<td>35.6%</td>
<td>237</td>
<td>31.0%</td>
</tr>
<tr>
<td>Average</td>
<td>49</td>
<td>7.9%</td>
<td>66</td>
<td>8.6%</td>
</tr>
<tr>
<td>Poor</td>
<td>10</td>
<td>1.6%</td>
<td>10</td>
<td>1.3%</td>
</tr>
<tr>
<td>Faculty concern for students (N=618) (N=763)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>337</td>
<td>54.5%</td>
<td>435</td>
<td>57.0%</td>
</tr>
<tr>
<td>Good</td>
<td>195</td>
<td>31.6%</td>
<td>226</td>
<td>29.6%</td>
</tr>
<tr>
<td>Average</td>
<td>58</td>
<td>9.4%</td>
<td>81</td>
<td>10.6%</td>
</tr>
<tr>
<td>Poor</td>
<td>28</td>
<td>4.5%</td>
<td>21</td>
<td>2.8%</td>
</tr>
<tr>
<td>Faculty availability (N=620) (N=759)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>342</td>
<td>55.2%</td>
<td>436</td>
<td>57.4%</td>
</tr>
<tr>
<td>Good</td>
<td>193</td>
<td>31.1%</td>
<td>232</td>
<td>30.6%</td>
</tr>
<tr>
<td>Average</td>
<td>71</td>
<td>11.5%</td>
<td>75</td>
<td>9.9%</td>
</tr>
<tr>
<td>Poor</td>
<td>14</td>
<td>2.3%</td>
<td>16</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

\(^{a}\) Responses were significantly different by year of graduation (χ^2=8.91, df=3, p<.05).
\(^{b}\) Responses were significantly different based on gender (χ^2=20.16, df=6, p<.05).
\(^{c}\) Responses were significantly different by year of graduation (χ^2=8.06, df=3, p<.05).

At least 87 percent of respondents reported positive ratings toward all facets of instruction at Harper; 93 percent were satisfied with course content and class size, 91 percent were satisfied with quality of instruction and fairness of grading, and 90 percent were satisfied with faculty teaching ability. Graduates in 2007 were more likely than 2006 graduates to rate class size (χ^2=8.91, df=3, p<.05) and quality of instruction (χ^2=8.06, df=3, p<.05) “excellent”. Male respondents were more likely to positively rate class size (χ^2=20.16, df=6, p<.05).
Table 13: Question 13 – Rating Course Convenience of Harper Locations

<table>
<thead>
<tr>
<th>Rate the location of the courses taken in terms of convenience.</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Harper main campus – Palatine&lt;br&gt;(N=617)</td>
<td>423 68.6%</td>
<td>574 77.7%</td>
</tr>
<tr>
<td>Very convenient</td>
<td>163 26.4%</td>
<td>137 18.5%</td>
</tr>
<tr>
<td>Convenient</td>
<td>31 5.0%</td>
<td>28 3.8%</td>
</tr>
<tr>
<td>Northeast Center – Wheeling&lt;br&gt;(N=104)</td>
<td>45 43.3%</td>
<td>43 37.7%</td>
</tr>
<tr>
<td>Very Convenient</td>
<td>37 35.6%</td>
<td>36 31.6%</td>
</tr>
<tr>
<td>Convenient</td>
<td>22 21.2%</td>
<td>35 30.7%</td>
</tr>
<tr>
<td>WEB or Internet based – from home or office&lt;br&gt;(N=240)</td>
<td>165 68.8%</td>
<td>208 74.8%</td>
</tr>
<tr>
<td>Very convenient</td>
<td>65 27.1%</td>
<td>52 18.7%</td>
</tr>
<tr>
<td>Convenient</td>
<td>10 4.2%</td>
<td>18 6.5%</td>
</tr>
<tr>
<td>Harper Professional Center – Schaumburg&lt;br&gt;(N=76)</td>
<td>43 56.6%</td>
<td>42 60.0%</td>
</tr>
<tr>
<td>Very convenient</td>
<td>27 35.5%</td>
<td>17 24.3%</td>
</tr>
<tr>
<td>Convenient</td>
<td>6 7.9%</td>
<td>11 15.7%</td>
</tr>
<tr>
<td>Other&lt;br&gt;(N=21)</td>
<td>8 38.1%</td>
<td>13 59.1%</td>
</tr>
<tr>
<td>Very convenient</td>
<td>8 38.1%</td>
<td>6 27.3%</td>
</tr>
<tr>
<td>Convenient</td>
<td>5 23.8%</td>
<td>3 13.6%</td>
</tr>
</tbody>
</table>

\(^a\) Responses were significantly different by year of graduation ($\chi^2=14.42$, df=2, p<.05).

At least 69 percent of respondents reported the specific locations above as convenient or better; 96 percent rated the Harper main campus as convenient or better and 94 percent rated off-campus Internet courses as convenient or better. Of the 22 respondents that indicated “Other” as convenient or not, 6 stated the location of their employer or an internship, 5 indicated other community colleges in the Chicagoland area, and 5 stated clinical sites and hospital within the Harper district. Graduates in 2007 were more likely than 2006 graduates to rate Harper’s main campus as “very convenient” ($\chi^2=14.42$, df=2, p<.05).

Table 14: Question 14 – Satisfaction with College Services

<table>
<thead>
<tr>
<th>Rate your satisfaction with each office or service listed below.</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Financial Aid services&lt;br&gt;(N=171)</td>
<td>92 53.8%</td>
<td>121 56.5%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>38 22.2%</td>
<td>63 29.4%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>24 14.0%</td>
<td>19 8.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>17 9.9%</td>
<td>11 5.1%</td>
</tr>
<tr>
<td>Did not use</td>
<td>450</td>
<td>553</td>
</tr>
<tr>
<td>Academic advising&lt;br&gt;(N=334)</td>
<td>162 48.5%</td>
<td>193 46.1%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>107 32.0%</td>
<td>156 37.2%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>39 11.7%</td>
<td>49 11.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>26 7.8%</td>
<td>21 5.0%</td>
</tr>
<tr>
<td>Did not use</td>
<td>287</td>
<td>346</td>
</tr>
</tbody>
</table>
Table 14: Continued

<table>
<thead>
<tr>
<th>Rate your satisfaction with each office or service listed below.</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Career planning&lt;sup&gt;a&lt;/sup&gt; (N=241)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>114</td>
<td>47.3%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>85</td>
<td>35.3%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>21</td>
<td>8.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>21</td>
<td>8.7%</td>
</tr>
<tr>
<td>Did not use</td>
<td>380</td>
<td>0.0%</td>
</tr>
<tr>
<td>College transfer planning (N=160)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>77</td>
<td>48.1%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>52</td>
<td>32.5%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>18</td>
<td>11.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>13</td>
<td>8.1%</td>
</tr>
<tr>
<td>Did not use</td>
<td>458</td>
<td>0.0%</td>
</tr>
<tr>
<td>Counseling&lt;sup&gt;b&lt;/sup&gt; (N=223)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>109</td>
<td>48.9%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>73</td>
<td>32.7%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>24</td>
<td>10.8%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>17</td>
<td>7.6%</td>
</tr>
<tr>
<td>Did not use</td>
<td>398</td>
<td>0.0%</td>
</tr>
<tr>
<td>Tutoring&lt;sup&gt;c&lt;/sup&gt; (N=194)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>118</td>
<td>60.8%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>52</td>
<td>26.8%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>13</td>
<td>6.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>11</td>
<td>5.7%</td>
</tr>
<tr>
<td>Did not use</td>
<td>423</td>
<td>0.0%</td>
</tr>
<tr>
<td>Library/audio visual services&lt;sup&gt;d&lt;/sup&gt; (N=437)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>282</td>
<td>64.5%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>131</td>
<td>30.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>17</td>
<td>3.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7</td>
<td>1.6%</td>
</tr>
<tr>
<td>Did not use</td>
<td>180</td>
<td>0.0%</td>
</tr>
<tr>
<td>Student activities</td>
<td>(N=160)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>74</td>
<td>46.3%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>68</td>
<td>42.5%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>11</td>
<td>6.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7</td>
<td>4.4%</td>
</tr>
<tr>
<td>Did not use</td>
<td>456</td>
<td>0.0%</td>
</tr>
<tr>
<td>Registration procedures</td>
<td>(N=599)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>345</td>
<td>57.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>199</td>
<td>33.2%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>32</td>
<td>5.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>23</td>
<td>3.8%</td>
</tr>
<tr>
<td>Did not use</td>
<td>18</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<sup>a</sup> Responses were significantly different by year of graduation ($\chi^2=9.80, df=3, p<.05$).
<sup>b</sup> Responses were significantly different by year of graduation ($\chi^2=10.92, df=3, p<.05$).
<sup>c</sup> Responses were significantly different based on age group ($\chi^2=25.37, df=9, p<.05$).
<sup>d</sup> Responses were significantly different based on age group ($\chi^2=19.62, df=9, p<.05$).
Table 14:  Continued

<table>
<thead>
<tr>
<th>Rate your satisfaction with each office or service listed below.</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Access for disabled on campus</td>
<td>(N=133)</td>
<td>(N=127)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>93</td>
<td>69.9%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>32</td>
<td>24.1%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>6</td>
<td>4.5%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>2</td>
<td>1.5%</td>
</tr>
<tr>
<td>Did not use</td>
<td>485</td>
<td>63.6%</td>
</tr>
<tr>
<td>Availability of computers for out-of-class use</td>
<td>(N=421)</td>
<td>(N=506)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>287</td>
<td>68.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>99</td>
<td>23.5%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>26</td>
<td>6.2%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>9</td>
<td>2.1%</td>
</tr>
<tr>
<td>Did not use</td>
<td>196</td>
<td>46.6%</td>
</tr>
<tr>
<td>Career Center</td>
<td>(N=218)</td>
<td>(N=241)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>122</td>
<td>56.0%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>68</td>
<td>31.2%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>19</td>
<td>8.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>9</td>
<td>4.1%</td>
</tr>
<tr>
<td>Did not use</td>
<td>398</td>
<td>51.7%</td>
</tr>
</tbody>
</table>

At least 80 percent of the respondents that used Harper student services were satisfied with all of the listed services above; 97 percent were satisfied with access for the disabled on campus, 95 were satisfied with library and AV services, 92 percent were satisfied with the Career Center, 92 percent were satisfied with registration procedures, 91 percent were satisfied with the availability of out-of-class computers, and 90 percent were satisfied with student activities. Graduates in 2007 were more likely than 2006 graduates to be satisfied with counseling services ($\chi^2=10.92$, df=3, $p<.05$), though less likely to be satisfied with career planning ($\chi^2=9.80$, df=3, $p<.05$) at Harper. Respondents between 25 and 40 years old were more likely to be satisfied with tutoring services than respondents over 40 years old ($\chi^2=9.80$, df=3, $p<.05$). Also, younger respondents were more likely to be “very satisfied” with library/AV services ($\chi^2=19.62$, df=9, $p<.05$).

Table 15:  Question 15 – Diversity at Harper

<table>
<thead>
<tr>
<th>As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values?</th>
<th>2006 (N=625)</th>
<th>2007 (N=752)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>189</td>
<td>30.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>286</td>
<td>46.3%</td>
</tr>
<tr>
<td>No</td>
<td>133</td>
<td>21.5%</td>
</tr>
<tr>
<td>Definitely no</td>
<td>10</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

a Responses were significantly different by year of graduation ($\chi^2=8.57$, df=3, $p<.05$).
b Responses were significantly different based on age group ($\chi^2=17.52$, df=9, $p<.05$).

A clear majority of respondents (82%) indicated that they had a better appreciation for diversity and different cultures as a result of their experiences at Harper. Graduates in 2007 were
more likely than 2006 graduates to have developed a better appreciation for diversity and different cultures ($\chi^2=8.57$, df=3, p<.05). Also, younger respondents were more likely to have developed a better appreciation for diversity ($\chi^2=17.52$, df=9, p<.05).

Table 16: Question 16 – Student Recommendation of Harper

<table>
<thead>
<tr>
<th>Would you recommend Harper College to your friends and family?</th>
<th>2006 (N=625)</th>
<th>2007 (N=766)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>433</td>
<td>479</td>
</tr>
<tr>
<td>Yes</td>
<td>177</td>
<td>270</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Definitely no</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>69.3%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Yes</td>
<td>28.3%</td>
<td>35.2%</td>
</tr>
<tr>
<td>No</td>
<td>1.6%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Definitely no</td>
<td>0.8%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

As in 2006, nearly 98 percent of Harper graduates would recommend Harper to their friends and family.

Table 17: Question 17 – Future Educational Plans at Harper

<table>
<thead>
<tr>
<th>Would you return to Harper for educational or personal enrichment courses in the near future?</th>
<th>2006 (N=623)</th>
<th>2007 (N=765)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>384</td>
<td>335</td>
</tr>
<tr>
<td>Yes</td>
<td>196</td>
<td>342</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>70</td>
</tr>
<tr>
<td>Definitely no</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>61.6%</td>
<td>43.8%</td>
</tr>
<tr>
<td>Yes</td>
<td>31.5%</td>
<td>44.7%</td>
</tr>
<tr>
<td>No</td>
<td>5.1%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Definitely no</td>
<td>1.8%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

* Responses were significantly different by year of graduation ($\chi^2=44.75$, df=3, p<.05).

Over 88 percent of Harper graduates would return for educational or personal enrichment courses in the near future. Graduates in 2007 were less likely than 2006 graduates to indicate that they would “definitely” return to Harper for educational or personal enrichment courses in the future ($\chi^2=44.75$, df=3, p<.05).

The following tables for questions 18 through 20 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 18: Question 18 – Positive Comments about Harper

<table>
<thead>
<tr>
<th>What did you like best about Harper? (N=789)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>192</td>
<td>24.3%</td>
</tr>
<tr>
<td>Location/Close to Home</td>
<td>133</td>
<td>16.9%</td>
</tr>
<tr>
<td>Courses/Curriculum</td>
<td>122</td>
<td>15.5%</td>
</tr>
<tr>
<td>Specific Programs and Courses</td>
<td>66</td>
<td>8.4%</td>
</tr>
<tr>
<td>Campus and Facility Upgrades</td>
<td>61</td>
<td>7.7%</td>
</tr>
<tr>
<td>Class Schedule Hours/Availability</td>
<td>52</td>
<td>6.6%</td>
</tr>
<tr>
<td>Other/No General Trend</td>
<td>52</td>
<td>6.6%</td>
</tr>
<tr>
<td>Affordability/Low Cost</td>
<td>44</td>
<td>5.6%</td>
</tr>
<tr>
<td>Quality of Education/Campus Atmosphere</td>
<td>36</td>
<td>4.6%</td>
</tr>
<tr>
<td>Convenience, in General</td>
<td>31</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

Regarding what respondents liked best about the College, the most prevalent comment was Harper’s faculty (24% of comments). Other prevalent comments involving what respondents liked best about Harper included campus location or being close to their homes (17%), courses or program curriculum in general (16%), specific programs or courses (8%), and campus or facility upgrades (8%).

Table 19: Question 19 – Comments about Instructional Improvements

<table>
<thead>
<tr>
<th>How can the College improve its instruction? (N=266)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add/Improve Specific Programs</td>
<td>54</td>
<td>20.3%</td>
</tr>
<tr>
<td>Improve Experience/Quality of Teachers</td>
<td>38</td>
<td>14.3%</td>
</tr>
<tr>
<td>Create New Courses/Improve Class Availability</td>
<td>38</td>
<td>14.3%</td>
</tr>
<tr>
<td>Offer Four-Year Degrees</td>
<td>35</td>
<td>13.2%</td>
</tr>
<tr>
<td>Add/Improve Technology/Equipment</td>
<td>29</td>
<td>10.9%</td>
</tr>
<tr>
<td>Add More Teachers</td>
<td>22</td>
<td>8.3%</td>
</tr>
<tr>
<td>Other/No General Trend</td>
<td>22</td>
<td>8.3%</td>
</tr>
<tr>
<td>No Change</td>
<td>13</td>
<td>4.9%</td>
</tr>
<tr>
<td>Improve Faculty Interaction with Students</td>
<td>8</td>
<td>3.0%</td>
</tr>
<tr>
<td>More Real World/Hands-on Experience in Courses</td>
<td>7</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

When asking how Harper can improve its instruction, the most prevalent comment was the need to add or improve specific programs (20%), while respondents also noted the need to improve the experience or quality of teachers (14%). Also, respondents indicated the need to create new courses or improve class availability (14%) and the need to offer four-year degrees at Harper (13%).
Table 20: Question 20 – Comments about Service Improvements

<table>
<thead>
<tr>
<th>How can the College improve its services? (N=121)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add/Improve Parking</td>
<td>36</td>
<td>29.8%</td>
</tr>
<tr>
<td>Improve Quality of Specific Office/Personnel</td>
<td>29</td>
<td>24.0%</td>
</tr>
<tr>
<td>Other/No General Trend</td>
<td>17</td>
<td>14.0%</td>
</tr>
<tr>
<td>No Change</td>
<td>8</td>
<td>6.6%</td>
</tr>
<tr>
<td>More Information on Available Services</td>
<td>8</td>
<td>6.6%</td>
</tr>
<tr>
<td>Lower Prices (especially in Bookstore)</td>
<td>8</td>
<td>6.6%</td>
</tr>
<tr>
<td>Improve Academic Advisor Access</td>
<td>6</td>
<td>5.0%</td>
</tr>
<tr>
<td>Add Career Choices/Placement Test</td>
<td>5</td>
<td>4.1%</td>
</tr>
<tr>
<td>Improve Outdoor Campus Infrastructure (e.g., Sidewalks, Lighting, etc.)</td>
<td>4</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

When asking how Harper can improve its services, the most prevalent comment involved the need to add or improve parking (30%), while respondents also noted the need to improve the quality of specific offices (24%), though no particular office was continually targeted within the comments. Also, 14 percent of the comments could not be grouped into a particular category.
Summary

The career program graduates at Harper in 2007 were positive about their experiences with their major and the services and instruction provided at Harper in general. A majority of respondents (60%) reported that their main objective was to obtain job skills for entry into a new or different job.

As in 2006, the experience of 2007 graduates in career programs at Harper was beneficial toward 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 (77%) were working in a field that was related to their college program. Career graduates in 2007 averaged 36.94 hours per week and averaged an hourly salary of $19.39. Harper graduates were satisfied with their present employment situation (88% satisfied), with 43 percent reporting that they found their job after leaving the program. Also, a majority of the respondents (58%) reported working within the Harper district, which is roughly the same amount as 2006 graduates.

Consistent with the experiences of 2006 graduates, most respondents in 2007 were satisfied with all aspects of their major program of study and with their general education courses. Harper career graduates continued to rate instruction very favorably. Graduates in 2007 also gave positive ratings toward the convenience of Harper’s main campus, extension sites, and online courses.

At least 80 percent of the 2007 graduates were satisfied with all of the listed college services, with at least 85 percent satisfied with nine of the twelve listed services. A clear majority of respondents (82%) indicated that they had a better appreciation for diversity and different cultures as a result of their experiences at Harper. Nearly all of the 2007 career graduates (98%) indicated that they would recommend Harper to friends and family. A clear majority of respondents (89%) would return in order to take educational or personal enrichment courses.

Recent graduates of Harper’s career programs appear to be employed, satisfied in their job experience, and satisfied with the services and instruction that Harper provides, which emphasizes a continually positive trend since 2004 of Harper’s excellence in serving its students and the community. Despite these improvements, however, the 2007 career graduates were less likely to report that they would return to Harper than the 2006 career graduates. The decline in the proportions of career graduates who would “definitely” return to Harper merits some additional consideration.
Appendix
Responses to Open-Ended Questions
Survey Instrument
Responses to Open-Ended Questions

What is your present employment status? Unemployed, not seeking employment.
Survey ID Q3e5 Other
20420 Retired.
20451 Student teaching.
20599 Going back to country.
20622 Retail Management.
20870 Retired.
20871 Husband has cancer.
21010 Retired.
21107 Working but not in the field I went to school for.
21126 Working and still enrolled in Harper.

If your present job is not related to your college program, what is the reason why?
Survey ID Q4bj Other
20026 Had job previously.
20063 The pay does not meet my expectations.
20102 Took courses for personal knowledge.
20141 Already working at present job.
20232 Had job previously.
20259 Had job previously but working part-time in fire science.
20282 I'm at the job I had already before Harper while I finish my degree.
20296 Program needed for job not offered at Harper.
20309 Already had job before Harper.
20357 At job previously.
20471 Changed major after Harper.
20496 Had job previously.
20563 Had job before taking program.
20757 Finishing bachelor's.
20790 Won't get associates until May.
20864 Had job previously.
20937 Needed to complete a 2 year degree in Applied Science (MOA) to transfer towards new degree at another college.
20997 Makes my current skill set even more valuable.
21023 Job prior to taking college course.
21032 Already had job before Harper and like it.
21035 Had job.
21054 Same job as prior to program.
21195 Just a part-time job.
21197 Had job previously.
Rate the location of the courses taken in terms of convenience.

Survey ID  Q13e Other
20013  College of Lake County (Distance Learning).
20058  Job site.
20102  Northwest Community Hospital.
20109  Elk Grove High School.
20199  College of DuPage.
20222  Retired.
20254  Job site.
20274  Barrington High School.
20357  Prospect Heights.
20421  Live in McHenry.
20557  Doing internship.
20848  Prospect Heights.
20850  Hospital too far for clinical rotation.
20861  Northwest Community Hospital.
20871  College of DuPage.
20922  Northwest Community Hospital.
20981  Northwest Community Hospital.
21176  Off-site internships.
21227  On-site at work.
21241  College of DuPage.
21247  College of DuPage.
21254  They came to our work.

What did you like best about Harper?

Survey ID  Q18 Best about Harper
1  Convenience of location.
20001  A lot of different types of classes.
20002  Out of all the schools I visited, Harper's computers and technology is much better.
20004  Relaxed atmosphere.
20008  Location.
20009  Dental Hygiene program and services.
20013  The distance learning program.
20015  Small classes, flexible class times, good teachers.
20017  Low price.
20018  Convenience of location.
20019  Easy to get to, allowed me to obtain skills that I needed to seek new job opportunities. The instructors were accommodating to my busy schedule and work needs. The classes I took helped me to create a portfolio that got me my current position.
20020  Close by, variety of programs, nice facility, good teachers.
20021  Fast Track Program.
Location and prices.
Teachers nice helpful, great library.
Probably convenience, since I live so close.
It helped the older people with their careers.
B. Mgt. was excellent, teachers excellent, small classes.
It's close. I got as well an education at Harper as I would have going further away.
Availability of evening classes.
Location, class size.
Cost, close by.
Good teachers.
Small classes, easy to get around.
Teaching, classes, everything about Harper was great.
Nice teachers, close to home, cost.
Teachers were good.
Program availability.
Computers good, library good, tutoring very good.
Flexible classes.
Coursework had many direct connections to profession- practical assignments.
Convenience, they come to our job site.
Great teachers, class size.
The modern classrooms and facilities.
The resources for the students--there are many and they are great.
Convenience of location and format of classes.
No matter what, I always found a soft place to land. A great experience.
Faculty, class sizes.
New building very nice.
Convenience, location and transfer. Harper is well-known throughout the country.
They have a new clinic lab.
Teachers are nice, open, they listen to you, and understanding and organized.
Good place to learn.
The diversity of students and teachers. I'm bi-racial. My father is Italian and my mother is African-American. I felt very, very, very comfortable on campus. They have every ethnic group under the sun.
Good class times, nice buildings.
XXX is a very helpful personnel. Very fair instructor of the Medical Assisting program. After going through much grief and aggravation with the nursing program with no help from the Nurse Program director back in 03 for the last 5+ years, XXX offered up a way through the money sucking system you have over at Harper to get certification in some aspect of the medical field.
Adult classes.
The teachers. XXX taught well. I liked how she did her lectures.
Class sizes, most teachers approachable.
The education, teachers were very available.
Quality of teaching is excellent.
New buildings, latest technology, good environment, dedicated teachers.

Adult program was good.

Close by.

Class size.

The program for further education was great.

I appreciated the instructors, they connected well with the students.

Small classes, close by.

They cared a lot about their students. Not just there for the paycheck.

Convenience.

Most of my teachers were very competent. The computers and software worked.

Very close, not expensive. Teachers are very nice, they didn't treat me any differently even though I am foreign.

The variety of courses, especially the various times/dates that a class was available.

Close to home. Tuition prices up until this last year. Range of class times available to fit into busy schedule.

Wide range of industrial electronics courses.

Closeness and pricing. I was able to achieve my goal.

The teachers are good, the equipment is great.

The nursing program was phenomena, I learned a lot.

I love the teachers, who were very helpful and had great knowledge that helped me to develop different kinds of skills.

Class sizes, teachers.

Flexibility of classes.

Enjoyed all courses, cross-country.

They treat people well.

The location, it was very close to my house.

The convenient schedule for classes, 8 week sessions, fast track and the ease of registration.

The times of the classes offered were very convenient.

Variety of programs.

Location and cost.

The nursing program instructors were helpful and the instructors worked in the field which was nice.

The teachers have a lot of concern for their students. I was very motivated to learn.

Accelerated program was great.

Convenient, good classes.

Straight to the point. It was close to home.

Availability of courses I wanted to take.

Close by, well organized, great teaching, easy to get around.

The convenient classes, not too far.

Close by and the medical programs.

Very satisfied with program.

Close by.
Good feeling on campus--friendly, easy to get around.
New buildings, good teachers.

My main dissatisfaction was that I attended Harper for 2 years to prepare to be accepted into your R.N. program and was rejected each year. You had way too many applicants for the R.N. student positions available. During this time it was never really explained to me that I had little or no chance of being accepted into the program. It was extremely disappointing since my parents had paid taxes to this district for decades, I could not take advantage of the education at Harper. I feel that I wasted two years of my time and thousands of my parents money to attend Harper for those 2 years. I went to a four year school, received my B.S.N and R.N and am now working happily and successfully as a nurse in a hospital. I also don't understand why you want to expand your nursing program to include B.S.N when you cannot come close to meeting the demand for R.N. coursework. Perhaps you take the cart before the horse. My family also cannot understand why you want to discontinue the floral and landscaping programs, since my mother happily took part in some of those courses.

The class I wanted was available in the evening so I could continue to work my full time job.
I really liked and respected everyone of my instructors except for XXX and XXX. Both of them were very unprofessional and insulting.

Teachers very helpful.
Willingness of teachers to help, good education.
Good classes, good teachers.
It was close to home and did not need to commute to a farther college. It was somewhat more affordable and financial aid helped a lot. There were many free programs available to students.
Teachers, courses available, tutoring center, tuition fees.
Very economically and financially convenient.
Quality of the classes.
The counselors were very helpful, as well as the tutoring center. I also liked that the school provides you with reliable transfer information to other colleges.(ex: taking a class at Harper that can transfer to another college courses).
Instructors, Courses offered, EMT course was excellent.
Class size, I received a great education for the money.
It's close and I got a good education.
Location.
Night classes were great.
Their night classes, so convenient, all the teachers were great and very understanding, very welcoming.
Convenient location, easy to register, large selection of classes, teachers were good.
Overall the education I got was excellent and prepared me well for my job.
Clas size, teachers.
Close to home.
Only some of the instructors seemed to know how to teach--they knew subject but not the mechanics of teaching.
Convenient.
Close by, inexpensive.
I liked the Fast Track program, how they taught and structured it for working adults.
Good academic programs. It helped me figure out what I wanted to do.
A lot of opportunities to receive a good education.
I liked the best about Harper "laboratory."
I accomplished the goal I set out for.
The close proximity to home and work.

XXX. The subject of electrical engineering and electronics is very difficult to teach. I was surprised to see a well-structured system of classes that cascade or flow in an intelligent manner. Each builds on, or re-enforces the other. Stimulates students to think! To take interest and to participate. No just another day of classes! Other instructors were good also, but I can see the influence.

The schedule, the flexibility.

Great experience, the class availability was great.

The convenient location.

The quality of instructors they seem to be well informed about their subjects.

Convenience.

Location, low cost of tuition.

Harper was close to my house.

Fast track--very convenient.

Was the support and assistance offered to students. Administration and faculty all truly invested in each student to ensure that that student is successful at school and more importantly, life!

Variety of programs and lots of great services.

The convenience, building set-up, connected, clean campus.

Price, location, nursing program offered, recent nursing facility/equipment/lab upgrades.

The teachers that were suited for what I wanted versus the ones that were not.

Close by, excellent learning facility.

The convenience and the quality of the program I was in.

Convenient location, exceptional value for educational dollar. Harper is well connected and respected in the interior design community.

Flexibility of instructors.

The teachers--open and encouraging.

Teachers are engaged in and concerned about student's education.

The teachers really care about the students. I went to DeVry before and hated how teachers didn't really care about students.

The content of the courses.

It offered the classes that I was interested in. The health field.

Harper is a great community college that offers numerous courses and career programs. There is a lot of assistance for students who want to transfer to a 4-year institution. I like that Harper has new (updated) facilities, like bathrooms, lecture rooms, etc. It makes it aesthetically pleasing to the eye, and makes it comfortable place to go to school.

The location and the new facilities, especially for the nursing program.

It's a very good school. The quality of education is excellent.

The evening classes were very convenient.

I was trained well for my job, nice facility--up-to-date.

The proximity to my home, diversity of the programs they have.

Convenient location, teachers are excellent, Financial Aid program worked well for me.

Convenience, very close to home.

The programs offered and the campus is very nice. I liked most of my instructors as well--the good ones were very good and that was most of them. XXX is absolutely the best science teacher I have had.

It is a good school.
It was an in-district college, the instructors were very good. XXX, she was a great advisor, friend, counselor and teacher. She was wonderful. I learned a lot from her. The teachers really showed favoritism. The programs offered and the teachers. I learned what I went there for. It was challenging but not too difficult. Facilities were nice, labs were nice. The diversity. The instructors were really nice. I enjoyed the classes. I liked the students. It's a very nice campus. The teachers--they all seemed interested in their field, class size. The program I took was great. I liked the independent study. I could go 8 hours a day instead of 4 times a week. Teachers, class schedule. The convenience of classes. Weekends! The professors were great. They were very helpful. Environment was nice. Class sizes. Overall the professors, in all the years I've been back to Harper, I only had a problem with one of them. Instructors are really good. Since the renovation, the school is ten times better than a lot of other ones out there. Most professors were good. I just really liked the experience. The Internet classes. The many different programs and services available for the students. I also liked that the instructors (most) were enthusiastic about the subject they taught. Variety of courses offered. The nursing faculty. I loved how they did the program, so organized. I loved the schedule reflex. Convenience, the closeness. Convenience and offering of classes. Welcomed--taken care of. The facility was quite impressive, the diversity as well. The time the classes were held, convenient. The facilities are nice. The plant and soil sciences department is great and XXX, as well as XXX and XXX are excellent teachers and advisors. They're passionate about their teaching and very knowledgeable in their fields! Campus close by. Its close location to my place of employment, so that when I do return to get my BSN I do not have far to drive. Small class size. The teachers had real world experience. I thought my classes prepared me and armed me with information about Deaf Culture.
It's overall a good educational institution.

It's close and well known. On top of things. Convenient classes, big variety.

It was a new experience for me. Coming from another country. A good experience.

The overall atmosphere.

Qualified teachers, fully equipped labs, good variety of courses.

Availability of classes, convenience.

The new building was really nice, not having to travel far, good teachers.

Going through the program with the same group of people.

Most faculty in the program I was in are currently working in their fields. Very nice facilities. Diversity of student body.

Location and cost for in-district tuition.

Cost, access, Fast Track program.

Access in disability, adult learning.

Close by.

Course selection.

The sign language interpreting program has wonderful, supportive and fair instructors.

The teachers (majority) were still employed having an updated focus on the requirements needed in my area of study. Not just book smarts.

Facility and curriculum.

The campus itself, it's beautiful, you feel safe.

I've been going to Harper off and on since 2000 so I'm used to the school and the teachers. I'm going to go back there and take another class.

It's a very positive learning atmosphere. The staff is always concerned about the students progress and understanding of the class.

Adult fast track program, CCA agreement with Franklin University.

The nursing program was phenomenal.

The facilities are excellent, availability of computers is excellent, beautiful campus.

The experience and professional knowledge of the architecture faculty.

The whole experience!

The teachers were great. I was able to get a job at the site of the clinical experience. I am able to teach the new students when they come in. We enjoy their help!

The instructors really had heart, they really care about their students future.

Harper College provide me an educational opportunity to achieve my life long dream of becoming a RN.

Location, affordable.

The relationship with teacher and student.

The diversity.

Convenience and location.

Small class sizes.

Variety of classes.

Teachers, good environment.

Close by, great education, small class size.

It was very affordable and you are able to reach your teachers for more help.
The teachers were the best! Also, the location.
The instructors and being part of the community.
Friendly environment.
Schedule of classes fit my needs.
Teachers with experience, hands on and very knowledgeable.
The teachers were very helpful.
Close to area.
I loved having XXX as an instructor. She gave us the tools to be successful on our own, and because of all of her contacts, she helped me get a second job offer Harper. I passed a coding certification right out of school because of her.
Price, location.
Heating and air conditioning program was great.
The uniqueness of the instructors teaching the courses blending theory and practice bring education to a realistic level.
Accessibility.
The low cost and high reputation of the school.
Teachers very caring, always available.
Teachers were very helpful.
The facilities were great.
Close by, class sizes, online classes.
Convenient, close and transfer availability.
Hands on instruction, ELT teachers employed in field.
Online classes--saves a lot of time.
Small group of students, more one-on-one time.
Location and course offerings.
How close it was to home.
Availability of teachers, quick response of Registrar office and faculty, variety of programs offered.
Compared to two other state universities, I felt like I got a better education at Harper.
Teachers friendly and helpful.
That it was nearby. For the most part, teachers were willing to go above and beyond to meet the needs of students. The new XYZ buildings were fabulous. All the buildings should be like that. XXX in Student Activities was wonderful when I was there about trying to handle the ill behaved students.
Convenient location, small size classes, availability of labs.
New buildings very nice, the computer lab.
How it focused in on my job.
Outstanding teachers.
How close it is. It's a good school and offers good programs.
It was convenient.
Just keep up the good work.
The entire program was great.
Friendly, helpful, knowledgeable teachers who enjoyed what they were doing.
It was the best college out of all that I attended. Everyone made you feel like family.
Good job preparation.
Study oriented!
They had the program I wanted and it was in-district.
New facility, fire science was great.
Career program, easy to get around.
A very clean facility, professors were very understanding.
Close by, affordable, variety of classes.
Classes were cheap.
It was very convenient, the class sizes.
Committed staff (to students), well rounded school.
Convenience, cost, diversity and quality of instruction.
Convenience, people are willing to help.
Convenience, I completed very quickly by going 8 hours a day on Saturdays.
Availability of many different programs in the medical field.
Campus is very convenient, lots of free parking, very easy to get to from class to class, beautiful campus.
Location and the variety of courses offered.
Close by.
Broad academic availability, the instructors are great people.
Close by, variety of programs.
The environment.
Overall location.
Very high quality of education, very advanced. I find compared to several of my friends in other institutions for nursing, I am more advanced.
Very convenient, three miles away, teachers are excellent, computer access is good.
Everything was great. I loved the teachers, labs, it was the best.
They offer really good programs and the small class size.
The close relationships with faculty, easy to approach.
Ambiance, the Avante Bldg and the Mega Lab was very convenient and had a pleasant environment to study in.
Easy registration, teachers were knowledgeable.
Variety of classes, times of classes.
Facility, close by.
Close relationship with my teachers, especially those teachers in my field of study. The teachers always seemed to respect and value the students.
Very close to my house, able to use my Illinois Veterans Grant.
Everything. The way they treated me. They were always available when I needed them.
Ability to learn what I went for, teachers always available, close by.
Quality of teachers.
Convenience, types of classes offered.
Convenient—close to home. For a community college, they offer a great education.
The easy access. It was easy to get in and out so I never felt threatened.
Students friendly.
I got a good education.

Excellent nursing program.

Convenience and internet courses.

Location, library.

The teachers were very good.

Convenient, great instructors.

The head of the electronics program, XXX, extremely friendly, very intelligent. The best thing at Harper.

The web-based program.

General education was good.

It was convenient, the location.

XXX was a fantastic teacher. Her classes were interesting with lots of participation. She really knows her stuff and would research and get back to us on stuff she didn't know (unlike XXX!).

Nice campus, great overall experience.

The quality of the instruction was excellent.

Everything.

I liked that it offered the program I was interested in. The campus was convenient and provided a positive learning environment.

Close by, nice campus, overall nice staff.

Quality of education, very caring instructors.

The nursing lab was state of the art! I felt like it prepared me for real life experiences in the hospital. All the nursing staff was very knowledgeable and took the time to help. Especially XXX, she is a very inspirational instructor! XXX for Microbiology was also excellent!

Good equipment, up-to-date, teachers qualified.

I enjoyed the one on one communication with professionals and the availability of computers and the team projects with specific classes.

Availability, location, the teachers were pretty good.

Enjoyed the school entirely, great teachers, a wonderful experience.

Classes, they were very helpful for my future.

Classes were flexible, instructors nice, you don't feel tense in class.

The instructors, the night courses, all engaging, interesting and they really enjoyed teaching.

Location.

Instructors were good.

Teachers are nice, the computers are always available.

Fast track program worked out great for me.

Close by, making it very convenient for me.

The diversity, it's easy to get to, the environment is great.

Flexibility, availability, location.

The new wing, new facilities, the schedule.

A very good school, everything.

The classes, instructors, very easy to understand.

Good school. I got my certificate.

Offered me a convenient schedule for the courses I took.
Location, easy to get around, clean campus, everyone friendly and helpful.

Close by, easy to get around.

The overall experience, convenience and the teachers.

Size of the classes and location.

The professors, availability of computers, the overall campus.

The convenience.

The convenience of it.

I like it, I'm still going. They have a lot to offer. Going through the CNA program in the new building was very enjoyable.

The atmosphere. The students matter, they are important.

Great teachers except for the phlebotomy teacher.

Convenient, tuition is good.

It was an adult fast track program so it was quick.

Small class size, teachers were willing to help me.

The smallness of it.

The teachers and the availability.

The quality of the faculty, education, and facilities. The Cardiac Sonography program has a great reputation out in the medical world. Students graduating from the Cardiac Tech. program are definitely prepared for what lies ahead. It definitely helped me get into Loyola U. Chicago School of Nursing.

I am very happy and proud what I finished at Harper College and am using all my skills at my current job. Thank you :)

Friendly campus.

The up-to-date facility and the equipment.

A lot of fun, I enjoyed my teachers.

Availability of night classes, class size.

Easy access, great new facility for nursing program. Cohort program (NWCH/Harper) weekends.

Variety of programs offered. Harper programs were better stocked than other colleges I have been to.

Small classes, teachers available, beautiful campus.

Buildings--nice facility.

The classes, the teacher's support.

Convenience of being in the suburbs.
Flexibility of classes, nice campus.
Overall experience.
Teachers were very good, students were friendly.
The classes, the inexpensive cost.
The new X building and state of the art dental hygiene facility.
Campus, material, teachers well prepared.
Teachers were very helpful, classes very flexible.
Buildings and environment, the lab equipment.
Course selections.
Very nice faculty, good advising.
Given opportunity to learn and meet new people.
Teachers, Tutoring Center and Computer Lab.
Everything.
Teachers very good, clean, organized school.
Electronics lab, computers.
Easy to get to, offered classes I needed to get me started.
Convenient location, program offered.
Overall positive experience.
Small class sizes. More accomplished because of it.
Nursing program very organized, knowledgeable teachers.
Beautiful campus.
Laboratories were well organized.
Great professors!
Layout of campus.
The computer lab.
Good variety of programs.
The friends and two teachers I befriended.
Convenience, location and the campus.
Great location and advisors. Department heads very helpful with classes and program. Good mix of students with varied backgrounds.
Close to my home. Not expensive. Variety of programs and classes.
Environment.
Some instructors were great, some were just awful.
The convenience of being close and the course offerings.
Good teachers, good school.
It was pretty flexible with classes, night as well as day.
Variety of programs.
Everything, material and preparation.
Teachers were good, good medical assistant program.
The teachers, very personable.
Variety of courses.
From my perspective, the programs such as nursing and dental hygiene were very organized.

I got what I wanted.

Convenient location.

It’s just a reputable college. I knew that from growing up in Arlington Heights.

Everything!

Availability of classes.

Convenience of location.

Convenient times available.

It was right next door to my job.

Friendly instructors, helpful, knowledgeable.

The facilities were amazing.

I completed the program.

Location.

Classmates. It was interesting.

Up-to-date equipment, good teachers.

Quality of education (general classes).

The available information was there. Everything was spanned out and explained well.

Convenient location.

Small size of the classes.

The new building--the newest one they built.

Amount and variety of classes.

My instructor was great, she was always there and she had a positive attitude.

I didn't feel funny going to school as an older adult.

Some of the teachers were great, some were goofy.

The teachers were very helpful, knowledgeable.

Convenience, location and price.

Teachers were good. I really liked Harper.

The facility is good, everything about it.

How the program was set-up--easy to follow.

The classes were 'hands-on' and pertained to my job.

Good atmosphere, it is run well, focused students.

The classes.

The availability of instructors, resources available.

Evening class time. Adjust faculty practice/work in the field that they teach and are willing to go the "extra steps" to allow students exposure to skills they will need in the workplace.

Available to everyone, faculty is good.

The curriculum they offered.

Easy to get around, parking was good, teachers were great.

Smaller class sizes in ID Department and that many of my teachers work in that field and shared insight.

Small classes, newer facility.

The opportunity.
Fashion department.

Criminal justice--good variety of classes, great overall experience.

Great scheduling--flexible.

The tutoring center. Without it, I would not have passed.

Instructors were pleasant to work with.

The teachers were very friendly.

Location.

Convenience, location.

The science department--department head and instructors were great. Helped me and guided me in a good direction.

The science building is excellent, everything was up-to-date, technology and the resources.

Flexibility, cost, good nursing program.

Faculty was great.

Location, staff friendly.

Location.

Location and in my district.

The environment the nursing staff provided for the students.

The instructors were very informative and easy to get along with.

The instructors were wonderful, helpful and understanding.

Great teachers and a wonderful learning environment.

Location.

Price.

The facility was very good, the faculty were great. Everything was fine.

Instructors and courses were wonderful.

Flexible classes for evenings.

Teachers experienced, worldly. I felt I was taught everything that I needed.

Online classes.

The instructors, they were very accommodating.

A good experience. The program was good.

The closeness, the expense, real professors.

Classes were very convenient. Very helpful with job referrals.

The teachers were always available and patient since my English wasn't very good.

Instructor--real world experience--was very engaging.

Convenience of location, low cost for a very good education.

Proximity.

Instruction is great, good price.

Diversity of the people.

Teaching, everything!

The opportunity to get a degree through the Fast Track program.

The professors.

Convenient, flexible schedule.

Harper has the newest technology.
Ease of scheduling.
Class size was good, teachers were helpful.
They had a great nursing program.
Location, the education provided was good, diversity of students and faculty.
Personal experience between teacher and students, small class sizes.
Had the classes I wanted for my degree.
Convenience.
Diversity of cultures.
Finishing, the best thing about my Harper education is the quality of the night school teachers. Intuitive, alert and ready to go the extra mile for you. The only drawback to the extra mile with these teachers was, you had to work at, no free passes. I enjoyed my last 2 years in the management program and still return to see some of them to chat. XXX and XXX.
Most of the instructors at Harper College are excellent, especially the Math Department. Their Tutoring Center and Availability of their teachers is outstanding. XXX, XXX + XXX of the Math Department should be put on full-time status as they are truly outstanding teachers!
Great nursing program.
Closeness and low cost.
Teachers took time with students, they made sure I learned the things I needed for my career.
Quality of nursing program was great.
Amount of different classes and different times offered.
Close by, good price.
Everything!
Convenience, well respected, great nursing program.
Cost was the most important factor.
The Fast Track program was a great experience. It is nice to share your goals with a group that is striving for the same goal as you are.
Affordable education to explore interests.
Very open, helpful teachers, so much information available.
The fire science program was great.
The new facilities and the teachers.
Nice clinic.
Fast track program is phenomenal for working adults.
It's really clean from my perspective.
Everything.
A perfect experience, they really helped me a lot.
Close by, great education, inexpensive, great faculty.
Overall experience was absolutely wonderful.
Variety of schedules, good hours available.
Convenience and variety of programs.
They teach you how to be something in life.
It felt like a four year university.
Great teachers.
Convenience of location.
Equipment and the newness of the buildings.
Activities, variety of classes.
Flexible courses--hours, very important to me.
Location.
Nursing courses were nice.
Location, class size.
Everything.
It was a great school overall.
Small classes and the teachers concentrated on the students.
High standards of the nursing program. XXX is an excellent teacher! I loved microbiology with her and learned so much. XXX is the best physiology teacher anywhere. He’s thorough, fun consistent. XXX, XXX, XXX. XXX is the best Physiology teacher anywhere. He’s thorough, fun, considerate. XXX, XXX, XXX
The college itself, the whole experience.
Overall good.
Flexible schedules and various ways to complete classes (online).
Convenient, close and they offered a lot of classes.
The broad general base of the programs available, the safety of the environment.
Location and tuition, prices was great.
Convenience of location.
The teachers. I really had some great teachers. XXX ran the day care program, tremendous job, cared a lot.
It is accessible to my work and it is within the district.
Location and price.
Convenience of location.
Close to my home, people are friendly and I like the new building.
Location.
The freedom you had, the way they taught.
Convenience!
Location and the program overall.
People are nice.
What I like about Harper is that everyone is friendly and helpful.
Faculty, criminal justice program was excellent, academic advising, XXX and XXX were excellent.
Friendly, teachers available.
Location and availability of classes.
Variety of classes.
Location and quality of education.
Everything was good.
Patient, good and kind teachers.
Buildings corrected, good parking.
Overall, I was really comfortable with the environment.
Very easy to get to and a program for my field.
Location and convenience.
21154 Instructors, location.
21155 Great location, good prices, easy to use services.
21160 Equipment and flexibility of hours.
21161 The electronics program was really good. Everyone got along, the class size was excellent, great facilities and organization.
21162 Everything.
21164 Labs, electronics were great.
21165 Style of the classes, real life experience.
21167 Faculty were excellent.
21169 Harper is a million times better than Triton College.
21174 Small class sizes, getting to know your teachers.
21176 Quality of the teaching staff--they taught you practical knowledge that you can use in your career.
21177 Class schedules very flexible.
21180 Variety of classes, good teachers.
21182 Paralegal program.
21184 Everything was fine.
21189 Very pleased with the faculty--knowledgeable, available, interested in students.
21191 Probably the fact that I made many friends that I have remained close to even after leaving Harper.
21192 'Community' feel.
21193 The program. I knew I would definitely earn my certificate.
21197 Hours of the classes I was taking. It worked out well with my work schedule.
21198 Certificate programs were immediately useful in my job.
21200 Affordability.
21202 Class size was small.
21205 Teachers, except dental hygiene, were awesome.
21206 Campus--easy access, attractive.
21212 Close by, cost, good reputation.
21215 Excellent courses, faculty and friendly students.
21217 That I graduated.
21218 The instructors were very knowledgeable.
21220 Law enforcement teachers were excellent, program coordinator was excellent.
21221 I liked the fact that the college offered the class I needed.
21224 Nothing too impressive--just that Harper was close and could offer upper level classes.
21225 It worked with my schedule.
21227 Everything.
21228 Counselor I had kept me motivated totally.
21232 In many respects I am not an appropriate candidate for this survey. I already had an MBA when I pursued the Paralegal Certificate. Having had 21+ years of education, I did not experience the college or classes in the same manner as most of my classmates. I almost immediately entered a different high-paying field, in which I occasionally use my paralegal education.
21236 Close by, faculty.
21237 Instructors that show concern about their students.
21239 Diversity of the student body enhanced the learning experience and made it more interesting.
Course material.

XXX was a great instructor, he brought a lot of real world experience.

It's convenient.

It's like people really cared. My teacher was very helpful, guided us well. The facilities, nice and clean.

Physical facilities and content of courses- excellent books chosen.

Pleasant environment, all instructors were helpful and knowledgeable.

I was able to attend through my local college since they didn't offer the program.

They came to us.

Fast track program was great, geared to the working professional.

Selection of courses and convenience of location.

Being able to take classes from deaf professionals.

The price.

The technology.

The campus, the interior design program.

Excellent education department.

I enjoyed all of my classes and the access for disabilities helped me a lot especially with tutoring for my classes.

Diversity of the students and teachers.

Had the courses I wanted, great reputation, positive experience for me.

Finishing. I liked the cleanliness, the newness.

Fast track program was fantastic.

Classes, availability of the teachers.

Way the class was set-up, very easy.

The faculty in the sign language department. All of them are superb. Harper is extremely lucky to have XXX. She has been an important part of who I am today. Her knowledge, professionalism, experience and compassion are invaluable.


Very nice school.

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

**Survey ID  Q19 Improve Instruction**

1. Admit more people into the nursing program.

20001 Bachelor's degree in hotel management.

20006 They should of known more about the RN license they had me take the Illinois test when I lived in Tennessee.

20009 Ensure qualified teachers are hired.

20017 Look at getting more instructors for Nursing Assistant program.

20019 I would have liked to read the lecture or PowerPoint at home, then only come to class for labs. I did not feel I needed to be in the classroom for the lectures, a short demo or overview would suffice if I could have read the info beforehand. 4 hour classes after 8 hours of work was too much.

20023 More one on one time with teachers.

20032 Better instructors with good communication skills.

20043 XXX, economics instructor, would not extra credit and treated me very unfairly, would not help me at all whenever I asked. I didn't go back because of this. XXX did not help me find a job.
Go to 4 year.

Teachers need to be more helpful--more available.

Reduce the number of hours required for student teaching in ECE program for those working in centers.

Answer e-mails more promptly, not three to four days later.

It's already awesome.

Nursing class layout more realistic.

Become a 4 year.

Maybe a little more organization.

Class instructor, XXX, not interested, poor teacher.

Web class in Access has a textbook that is poorly written. Definitely needed a teacher at hand for that course because of the book.

For fire science program get a highly qualified and helpful aide for XXX. The abundance of classes and number of students the instruction started to suffer because of his busy schedule. Expand fire science program to give more hands-on training to students.

Expand on the commercial HAC programs.

Nursing program teaches too much material in too short a time, add another semester.

Go to a four year university.

The instructor was very rude. I felt completely ignored. The tutoring should have been included in my tuition costs. MTH 101 was the course.

The faculty will need to respond to student needs much quieter by e-mail when asked a question in regards to an assignment.

Make it a four year university for future students.

Evaluate tenured staff--ex: PSY instructor XXX. Oh my--so bad. I don't know where to start or where to end.

A couple of teachers lashed out at students, racist, one teacher came in drunk each time.

Bachelor degrees!

Some instructors could be updated.

Continue to employ instructors that are interested in updating curriculum-- staying up to date.

Get rid of the two instructors mentioned above.

Parking should be better. Books are too expensive.

Parking lots to students and financial aid employees.

Instruction was poor.

Better English speaking English teachers.

I personally didn't like the online classes. I feel I didn't learn anything, I had no option for a classroom class.

Offer more classes in different subject areas.

Teachers need to be more professional.

More communication between students and teachers.

Definitely on the right path.

The registration process was confusing.

Physics and cardiac technology program, they need tutors and someone else to teach physics.

The instructors in the business program need to be looked at, it was the supervision class. A teacher was cheating when giving out grades.
Become a 4 year college in numerous areas.

I only took one class.

Making sure that choices on textbooks are responsible! Textbooks for core classes don't change that much—so use textbooks for more than one semester! That way instruction on courses stays consistent, and students can buy used textbooks for course.

4 year degree for physical therapy.

Nursing instructors, by far, the weak point of the program. Instructor XXX was absent a higher % for lecture and clinical (over a 2 yr period) than she was present, the attitude/professionalism/political correctness concerning males of the nursing staff is entirely inferior compared to other majors of study (I have 2 previous degrees: AA and BS), and using students as a bargaining chip in contract/strike negotiations was unforgivable.

I was pretty much on my own. I taught myself quite a bit. Some teachers had bad attitudes.

Keep the horticulture.

Employ more working designers.

Add classes on the importance of accessories, artwork, etc. These are finishing touches we did not concentrate on.

Add classes on the client relationship & selling process. How to manage an interior design client.

The teachers are amazing.

Making the nursing program more available.

Improve instruction with the use of Blackboard. Many 4-year institutions use Blackboard—this will better prepare students.

Bring back the horticulture program. I am very upset that they no longer offer it.

From what I understand, year by year our program is getting better. We were the first class in the program so adjustments are being made.

It seemed to me like 90% of the students were white, and 75% of the male students failed.

Update the kitchen!

Better parking.

The landscape curriculum was rather dead-ending. Portability of the training was troubling. Certificate program would be wiser. Taught at a low level.

Make sure to listen to the students voice about their instructors strengths and weaknesses. I had one instructor that students complained about for several semesters and they remained teaching despite the many complaints.

Better communication during off-time.

Each one who failed in nursing failed because of critical care, the testing in nursing is not really fair.

Become a 4-year university.

Discuss the real world outside of dental hygiene. It's not so easy to get into the field.

Instruction was generally good, but the geology classes need to be updated & improved. That class was AWFUL!

Do what is right for the students and their education. DO NOT GIVE IN to the teachers and their unwillingness to change and grow in the college.

We weren't aware how difficult it is to get into the field for dental hygienist.

Not sure. I had an awesome experience.

When students complain about a poor instructor part way through the semester, replace him/her.

Stop requiring group work; it is just frustrating busy work.

Allow programs that have over 35-40 hr be able to apply for an associates degree not just a certificate of completion.

I would like to see more doctorate-level instructors in each field of study.
The nursing program was giving the impression of pushing you out. I did not like the instructors in that nursing program at all.

The SLIP program is in desperate need of new video cameras.

We had trouble learning from the nurses that weren't actually teachers.

Keep classrooms supplied with dry erasable markers that work!

For fast track, make teachers understand type of course and pace of course. To many teachers were surprised by class behavior (we were well prepared) and the schedule.

Add a bachelor's program for nursing.

Knowledge that is vital or most important should be highlighted. Teachers should be more open to student questions and available to students outside of class.

Keep up-to-date on technological advancements and trends.

Teach speed! How to get 10-12 people up in an hour.

Medical assistant students need an open lab to practice.

Fine as it is.

Instructors should be more invested in the classes they are teaching.

I'm satisfied with the instruction.

Better electrical courses, more advanced.

The instruction was fine, I learned what I needed to learn.

The nursing program is terrible. I was in it and saw how abusive and unfair the instructors were, particularly XXX. The clinical is so poorly run and the patient assignments are so random that it never matches what is going on in class.

Providing courses with enrollment less than 5 registered.

Offer basic classes at a variety of times. Like the gen ed classes, not just mornings.

Four year university.

Keep up with trends and be considerate of students' needs.

Some teachers were snobby and had attitudes. The technology services were sometimes faulty. When that happened, sometimes the tech guys didn't know how to fix it or would take forever to get to the classroom to fix it. Let students know when classes get cancelled unexpectedly. My time in Student Activities was bad- the students acted horribly. Please continue to enforce moral codes, whatever you do.

Organization is a key.

Better instructors for PSY 228 and biology.

The leader of the paralegal program should be replaced. There is a lot of dissatisfaction with XXX.

Do the LPN program!

Hire better instructors who teach well- about half of my instructors taught poorly. Have more day classes only one day (3hrs) per week.

Certain classes are not available that I could use for my major.

I have taken a few internet courses. Communication between the instructors and myself have been a little lacking. My last English 101 course was terrible.

It would help a lot if the main instructor of the program knew about what she was teaching! Also, it would help if she didn't stand there and read to us the notes she handed to us (we know how to read!) It was so boring-every class she taught. I'm discussing XXX.

Computer curriculum more consistent.

More weekend classes.

Some materials are antiquated (paralegal).

Instruction can be improved by adding or inviting professionals on all levels of various careers to
discuss the reality of life, careers, and balance. These individuals do not need a Masters to assist, just years of experience in various fields of study.

20653 Broader scope of the courses in the pneumatics field.
20673 The nursing program is difficult.
20680 More office hours.
20684 More teachers, my classroom was over crowded.
20685 Too much homework because of the back-to-back classes.
20702 More night/weekend classes.
20707 Smaller class size.
20732 Need more lab time in nursing program. This program is mostly hands-on at the job but not much hands-on in the class was given!
20746 The sciences are almost impossible to get into at night. A greater amount of time slots should be available.
20750 Be more careful of instructors selected.
20751 Satisfied with what they have now.
20778 Some teachers just read the text and didn't explain what the text meant.
20781 Business Simulation Class needs more teacher instruction.
20782 Nursing program--students felt very unprepared for the real world. Very poor program.
20793 Have more experience and educated teachers. The only teachers that I would highly recommend in the Paralegal Program are XXX and XXX. By far they are the most professional, knowledgeable and enthusiastic teachers in the Paralegal Program.
20798 More interaction with students during lab classes and less lecture. Use more visuals and handouts for subject matter being tested.
20799 More visuals.
20802 Have someone working in field talk about their experience.
20806 To be better prepared for what it's like in the real world with real people. “A day in the life of…” class would be very helpful.
20819 Proper teacher training as far as certain teacher's attitudes are concerned.
20825 The general ed courses were good. When I go into the X-Ray program it was the first year they had it. There were no labs, no equipment or materials and the coordinator was terrible, she had too much personal problems in her own life.
20842 The instructors should inform the students in the last semester of classes the "career paths." i.e. salary, etc. I was in interior design and unaware of the options, salary levels, etc. That should be part of a final professional practices class.
20850 Different instructors in the program.
20856 More aggressive, more strict professors.
20864 Graphic Arts. It took a long while to get my associates because it was difficult to get the next class started.
20869 The full-time teachers were very knowledgeable. The part-time teachers did not have a strong command of the topic.
20871 Add new instructors who are passionate about their jobs.
20874 More paralegal course electives for electronic data management, different legal topics, etc. Courses could be online, or offered periodically.
20889 Better computers for ID program to institute industry trend of more CAD work.
20893 Revamp the nursing program.
20897 Go to a 4 year.
20905  Have more teachers available for tutoring.
20911  H building--old equipment, dirty, falling apart, lighting not good, deficient in technology.
20930  Use NCLEX approved test questions. The instructors do not have the expertise as individuals to create appropriate test questions. NCLEX questions are critiqued by several people before approved.
20939  Offer more career oriented courses.
20952  By having all instructors in a particular health program (especially nursing) use and practice a fair grading system. Some are very strict and some way too easy. They should all be consistent.
20956  More career advising classes.
20962  More speakers instead of textbooks would be more helpful.
20963  How to get into the field you prepare for.
20965  More mentor programs.
20984  Bachelor programs.
20997  That is hard to say, the level of competence of the instructors is very high. Some times the educational absorption rate of the students is not up to the teachers speed. Making that teacher 'hard'. Maintain the current quality of the night teachers, let the students do the improving.
20998  The diagnostic imaging program (DMS) at Harper is a big disappointment. The only instructor for this program is XXX and she is horrible. She is not only unavailable most of the time, she also is not a teacher. Several complaints were issued to the Dean of Health Service but to no avail. The program is in its 3rd year- still not accredited, making it difficult in obtaining employment.
21005  Instructors could have shown more interest in the educational welfare of the students.
21013  Don't assume the students are at the same level of technology.
21019  Harper should ask how do courses apply to real life situations.
21021  I found the instruction to be everything I needed.
21028  Make the fire science program a four-year program.
21031  Care for students, study aids.
21035  4 year college.
21044  I don't like the instructor assessment format. I would prefer it be done online or through the mail so we can have more time and give more thought into it. Not just 5 minutes and after the course is over.
21048  Educate and train more people to carry on the work.
21054  Monitor the teachers better. They need to know that they are teaching adults not teenagers.
21087  Better variety of classes, especially for psychology.
21094  Hire more nursing instructors.
21102  Classroom structure, academic structure.
21103  I didn't finish the health insurance technician program and no one even bothered to contact me to find out why not.
21126  Well I think everything is fine, they don't need to improve.
21134  Keep pushing the four year degree programs.
21150  If Harper can improve its "hands-on" for my field of study it would greatly improve my job skills. One problem when I left Harper and went into my career choice. I never had hands on training. This is not only a great tool to teach but it impacts my safety in what I do.
21167  Better textbooks for statistics class.
21174  Better prepare for other colleges, make sure classes offered are available when scheduled.
21193  More beneficial to do clinicals for certified nursing assistant program. More time required, not just two weekends.
21217  The teachers need to be more focused. There needs to be less information and more focus on a single topic.
Have more skilled instructors.
The school needs to be more selective in the instructors, textbooks were outdated and poorly written.
The faculty was great and the instructors were good.
Continue to have instructors with real world experience.
Closer monitoring of instructors by department head, especially off-site teachers. Coursework in SAME course varied widely from Instructor and Instruction.
Paralegal program should contain the internship.
Hire more teachers that utilize their real world experience when teaching their courses.
Better funding for equipment, specifically audio-visual hardware and media.
Maintain quality.

How can the College improve its services?
Survey ID Q20 Improve services
20002 Make it so you can earn a bachelor's degree and more fast track programs.
20004 Parking.
20009 Financial Aid Services often spoke with students working in office- who I felt did not give appropriate guidance- Never spoke with faculty member.
20019 This is really nit-picky but sometimes it would have been nice to be in classes with more students who took it seriously. This is an age thing. There is a big difference in a 30 year old (myself) with a BFA already finished paying her own way to improve a job situation vs. a 19 year old who isn't paying their own way. I felt like class time was wasted.
20032 Create more classes for ESL but without entering that program--pronunciation classes and grammar and reading classes.
20053 Computer classes lacked help for students. XXX would not help her students. She would be on the computer for herself and act like we were bothering her if we needed her help.
20054 Counselors who enjoy their jobs and care about kids. Speech not a requirement.
20063 There were no quality counselors.
20066 Parking is just too inconvenient. There should be faculty and student parking lots, separately.
20072 Computers outdated.
20077 More office hours.
20082 Most courses were of no help they seem to not know about many programs too well. XXX was helpful and gave some good advice.
20092 No help for transferring. You had to find everything out on your own.
20105 Become a four year university.
20107 Have teachers forewarn students of problems with textbook content before assigning homework that is impossible to complete.
20108 Offer classes in morning. Don't switch each semester
20110 Have the online registration up at the correct times in order to let the people that cannot be around a computer all day have the same chance to get registered.
20118 More tutoring should be made available for the nursing program.
20124 Lower book prices.
20137 By making faculty accountable for their time and services, as well as Administration, Deans and Directors.
20141 Parking to be closer.
20145 Teachers park away from front/prime spaces. All employees should park further away from prime
Parking like it is in the rest of the world.

Job placement services. Companies want you to have experience--just a certificate is not enough.

The fast track program techers were better than the other teachers.

Books were unavailable or came in late. More time available for classes like anatomy.

Too hard to get into the classes you really want to. Parking is too far from buildings.

Go to 4 year.

Parking is bad.

Inform the office staff that many people aren't familiar with the campus- don't view questions as interruptions.

I can cope with the parking situation, but it really is ridiculous how far everyone has to walk to get from the parking lot to the buildings. All of the unnecessary and unused grass that separated the two should be made into parking spaces. I'm not lazy- I usually don't mind the walk. But all too often it is either raining or snowing or freezing on class days.

Incorporate more business simulation classes at Harper. Offer a 4 year degree program.

I wish it would be a 4 year college.

It was difficult to find parking and on a cold day it made it a bad experience.

Parking lot, better parking.

Grade dropping. Before you could drop a class and still keep a percentage of your grade. Now you only have a week. That really doesn't help people.

Extend hours for academic counseling. Once you could actually get an appointment, it was excellent.

It was hard for me to register because I'm in Kentucky and they wouldn't let my mom take care of anything or help me.

If you have online classes have them in a classroom, also the lab I used for one of my classes; actually are the computer labs. In general the staff doesn't know anything; when renting network items, etc. very unhelpful!!!

Make it a 4 year school.

Make classes more available.

Make them free to graduates.

Treat people like adults.

More communication for the new programs, ex if they do updates.

More opportunities in other languages

I have found everyone to be helpful and knowledgeable. No complaints.

They have excellent services.

Become a 4 year school.

Become a 4 year college in numerous areas.

I didn't need to use any services.

Engage alumni to help raise funds for school!

Make it a 4 year college. Website is very confusing, hard to find what you are looking for. Needs more detail.

NO recommendations. I realize getting quality nursing instructors in a high demand/short supply market is not $ feasible for Harper.

Keep the Plant Science and Park+ Golf programs to help the local community. It could actually save money by installing and maintaining some of campus.

Offer a mentor program for students, typically 1st year students. Invite guest speakers to talk about career options for students. In regards to the program, don't have students purchase materials not
used for the course. It is very costly. Try to minimize cost on books!

Registration more helpful, seemed like too much work in combination with everything else I had to do.

They don't care that we are not allowed to take our boards. I have to work full-time for one year before that happens.

The sidewalks weren't plowed very well especially near building D.

Registration for nursing is awful. Students have to cut class to stand in that long line.

Become a four year university.

The books were way too expensive. Photocopies of the few pages used would be nice since the books are barely used.

More flexible office hours.

More online courses.

More advisors that are knowledgeable are greatly needed!!! My "advisor," XXX was more helpful and knowledgeable than the advisors! That shouldn't be her job?!

More class availability on Fridays.

Renew some of the desks. They're out of date.

The college can improve its services by updating the technology in the sign language lab. The equipment is old and often the free-standing video cameras don't work. I also think some of the videotapes used in the classroom and for student practice should be updated.

Parking, maybe a special sticker and special section for ongoing students.

Parking stinks!

I did not use any services.

Change the answering service messages during summer hours. (ex: registration is closed on Friday during the summer, but the phone service still says its open). The new website is hard to navigate.

Improve registration procedure in the Fast Track program.

Lower prices!

Add a bachelor's program for nursing. I would like to stay at Harper to continue my education rather than having to travel to NIU.

Would love a bigger library with more student rooms and resources.

Improve lab equipment- chairs, drafting tables, etc.

Add one more teacher during the labs and clinical.

I was discouraged about using financial aid. There should be better advising and direction.

Parking is terrible!

I would not recommend fast track. I didn't learn anything, teachers went through the material so fast, I received good grades but learned nothing.

Let the student body know more about the services through classes and use positive reinforcement if they are used.

Better office hours.

They were fine the way they were.

I worked in the bookstore for book rush and I think students should have a good idea of the cost of books plus the tuition for the semester. Also, if teachers can teach from web-based instruction so an over $100 book is not needed, they should do it.

Same as question 19.

More online classes.

More advertising
Need more parking spots.

I am very happy with their current services, but if I can suggest that it is important to provide quick and valuable information.

Parking, many mornings I was late for class just because I couldn't get a parking spot. Maybe the ponds should be turned into parking.

Become a 4 year college. The technology services are sometimes faulty. I didn't know that there were laptops that could be loaned. When my advisor went from the ADS department to the Career Center, I was not aware of it until my advisor came to me. My name was also not pronounced correctly at graduation even with it phonetically spelled out. This disappointed me greatly.

Better customer service.

Better selection of hours for courses.

I would like more information if Harper is becoming a 4 year school.

Counseling staff was not helpful.

More times available for classes.

Put healthier food in the vending machines. I was there all day Saturdays, nothing healthy available.

I was satisfied with the services received.

Parking is a problem.

More computer activity programs.

No smoking by the doors.

Make career exploration and planning more available, especially in the first year.

Offer a 4 yr degree program. Have agreements with more colleges to accept all of Harpers' credits for transfer.

Hospital billing-coding class.

Better organized the audio visual area of the library.

More funding for the electronics program.

Registration should be less confusing.

By hiring teachers who know how to teach and who know about what they are teaching. Also, it would have helped a lot to get much more hands on experience out in the field. I know that schools on the west coast include this in their programs.

Better library, more computers.

Parking, upgrade equipment, more computers for printing, more samples available.

Provide more help at the end of the nursing program as to when to start looking for a job and how to go about doing this. Possibly offer a day where hospitals come to Harper to recruit new employees. I felt a bit abandoned towards the end regarding the process of when and how to start my job hunt.

Improvement of service could begin with better communication between registration and cancelled classes. Students all excited to begin new classes, purchase books and set goals for their course of study. When classes are cancelled and there is no communication between Harper departments, students feel the frustration and confusion.

Nothing other than with my daughter--she had poor academic advising.

Parking, hard to find a spot. You have to just keep driving around and around.

Bachelor's degree!

Go to a 4-year.

Parking, additional and more available.

Shuttle from the parking lot.

More flexible times for classes.

Don't go on strike.
All the services I ever needed were available and easily accessible.

Connect all buildings so you don't have to go outside in bad weather.

More evening classes.

Parking.

Better assistance from academic counselors, more job information.

Revamp the nursing program. It's too quick--nurses are not prepared enough in just 2 years.

Too many waiting lists for nursing program.

ECO cardiograph was misleading--there is little demand for male techs.

Get better people to work in the Finance Office and make classes better suited with the nursing program. Example- Nursing program does not even make medical terminology a mandatory class, even though it relates directly with nursing.

Cheaper books even if they are used or teachers should copy pages for the class.

The Career Center needs to be more specific with explanation of what your future job would be like. More hours for tutoring.

The teachers need to learn the technology they are given.

Bad job at phasing out architectural curriculum. It's going to set me back years in my schooling. I'm very upset about this.

Hire teachers who easily work with students as well as know subject matter.

4 year school.

It would have been nice to know for the cardiac tech program how many people want experience only. I cannot find a job because of this and I feel like I was deceived into thinking I would be able to get a good job.

The lighting situation. At night the students have to walk quite a distance and there's not a great deal of light.

Cardiac Tech program to be accredited.

Better lab equipment--many items were expired.

Parking was always hard.

Modernize administration for today's market.

Overall, I am very satisfied with my education at your institution. However, I do have concerns regarding the tuition rate specifically the radiology program for it is double the price compared to other healthcare programs. The rate is almost the same as going to a state school.

Parking is horrible!

Better online courses for adult programs for training.

Parking and book costs.

Parking is terrible.

Some classes more readily available, such as day care. It was so demanding.

Harper would do well to advertise to local businesses for adult education.

Add different/new courses.

More Internet classes offered.

The Mega Lab should enforce the use of reserved computers for nursing students only. It was very frustrating to try and complete nursing assignments that required the use of computer programs in the Mega Lab, when there were non-nursing students just checking their email or playing around on Myspace.

The parking is so difficult. You have to wait for someone to come out of the building and grab the spot.

Early Childhood Education Associates Degree Fast Track would be great. XXX is trying hard to
make that happen.

20913 Academic advisors guided several students to taking wrong classes. It go to be pretty costly.
20921 Night classes for nurses for non-accelerated classes.
20945 The books were very difficult to buy, too expensive. Don't change the books so often.
20950 More classes for evening students.
20952 Doing a great job! Keep it up! Proud to be a Harper Grad!
20955 Bachelor's program for criminal justice.
20964 Equipment--routers incapable of performing many tasks, cabling was bad.
20972 Harper doesn't really prepare you for a job. Same as DeVry. Why can't Harper refer the paralegal. I graduated with a 4.0 and applied at 20 firms--nothing.
20976 Variety of evening classes at other locations.
20990 Registration is a little chaotic, not very organized.
20997 Reduce the price gouging in the bookstore! Use a book for more than 1 semester for the same topic. Hire thinner police officers and take away (sell) the segways. Get their egos in check before trouble starts.
20998 Making sure that if a program is offered at Harper College, it is accredited before accepting applicants and their money! There are still a few programs that have been in existence for several years at Harper that are still not accredited, but were promised by the program coordinator that they would be (Echo Cardiac, DMS). Because hospitals require licensure, securing employment is difficult. I was refused repeatedly because of this. I now have to re-enter the DMS program at another college that is accredited or spend and spend another $5,000-$15,000.
21006 Parking was terrible!
21009 More programs for bio-med engineer, go to a 4 year.
21013 Be more customer service oriented (the students are in fact the customers).
21032 Match gen-eds with other colleges.
21048 Harper should give people the opportunity to improve themselves.
21053 Better parking
21063 Lower prices.
21074 More accounting courses online.
21086 It would help if there was help finding a job! I'm still looking and it has been 6 months.
21113 Expand the kitchen for culinary arts.
21126 By adding more staff members.
21146 Orientation for part-time students. A tour like they do for full-time students.
21148 There are Billing and Coding jobs unless you're in a coding only after the Billing and Coding class is Bogus! No jobs almost 3 yrs with Billing and Coding part-time and sucks no job! But Harper took my money. Bogus class.
21154 More parking.
21160 Cheaper books.
21164 Parking.
21167 Better parking.
21182 More help with transforming, I could have taken more classes at Harper.
21183 More parking spots.
21184 More help getting a job.
21189 More science classes--make times more available. Make more spots open for nursing program.
21205 Dental hygiene needs to be redone--teachers are terrible--having to find patients on my own was very
stressful.

More advertising for sports and events. I never knew what was going on.

More equipment for certified nursing assistant certificate.

Offer more courses.

Resume classes at College of DuPage.

They need updating on several of their buildings.

More parking spaces and closer.

Become 4 year.

More funding for staff to review students' work one-on-one (interactive lab time)

Update the labs and computers.

Library should be expanded, more material available. They really have to become a four year.

More availability of fast track for working students.

Having services open longer and more parking.

The academic advisor I had was not very helpful at all.

Don't cut corners.
Harper College

Harper College 2006 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:

Continue on next page
5. On the average, how many hours do you work each week? Do not include overtime hours. 8.0 hrs. MAXIMUM.

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

Dollars Cents

(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

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

- Class size
- Quality of instruction
- Course content
- Fairness of grading
- Faculty teaching ability
- Faculty concern for students
- Faculty availability

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

- Harper main campus in Palatine
- Northeast Center in Wheeling
- WEB or Internet based from home or office
- Harper Professional Center in Schaumburg
- Other - specify

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

- Financial Aid services
- Academic advising
- Career planning
- College transfer planning
- Counseling
- Tutoring
- Library/audio visual services
- Student activities
- Registration procedures
- Access for disabled on campus
- Availability of computers for out-of-class use
- Career Center

15. As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values.

16. 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?

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

Continue on next page
18. What did you like best about Harper?

19. How can the College improve its instruction?

20. 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