

Harper College
Results of 2004 Transfer Graduate Survey

*Prepared by the Office of Research
Teaming to serve research needs of the College
December 22, 2005*

Executive Summary

This report presents the results of the Transfer Graduate Survey of 2004 Harper College graduates of transfer programs.

In most cases, the results were positive. A majority of 2004 graduates (79.0%) reported that their main objective in attending Harper was to take coursework for transfer to another college. The great majority (95.8%) indicated that they were successful in reaching their educational objectives. Nearly three-quarters (74.1%) reported being enrolled in another college or university at least part-time, and 71.8% reported majoring in a program similar or related to their field of study at Harper. Among the enrolled graduates, the most frequent transfer destination was Northern Illinois University (20.4%). More than three-quarters (77.6%) of respondents reported being employed at least part-time; 40.2% were employed full-time.

Graduates appeared satisfied with their experiences at Harper. When asked how their Harper education helped them in a variety of areas (e.g., communicating in writing, communicating verbally, understanding scientific concepts, and appreciating diversity), respondents were quite positive: 84.4% to 95.7% of them rated their experiences as “helpful” or “extremely helpful”. Respondents were also satisfied with various facets of the instruction at Harper: when rating factors such as class size, quality of instruction, and course content, more than 90% of respondents gave ratings of “good” or “excellent”. More than 80% of respondents were satisfied with support services at the College (e.g., Financial Aid, Academic Advising, Tutoring, Library, Student Activities).

The great majority (93.4%) rated their preparation at Harper as either “excellent” or “good”. Nearly all (98.6%) said that they would recommend Harper to friends and family and would return to Harper for either educational or personal enrichment courses in the near future (93.8%).

In general, recent graduates of Harper’s transfer programs appear to be pursuing their educational goals, satisfied with their experiences at Harper, and confident that their education at Harper has helped to prepare them for the future.

Introduction

The Harper College Transfer Graduate Survey is conducted the spring after Harper students graduated. The survey was conducted via telephone¹ with Harper alumni who graduated in fiscal year 2004 with transfer degrees (e.g., A.A., A.S., etc.). For the Transfer Graduate Survey, 282 of 663 Harper graduates were contacted and surveyed, for a response rate of 42.5%.

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

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

Results and Discussion

Table 1 presents the demographic characteristics (racial/ethnic group and gender) for all 663 transfer graduates from 2004, as well as the demographic characteristics of the 282 survey respondents. The racial/ethnic and gender groups did not show significant response bias (i.e., one group was not significantly more or less likely to respond to the survey).

Table 1: Demographic Characteristics of Graduates and Survey Respondents

| Racial/Ethnic Group | Graduates | | Respondents | |
|--------------------------------|-----------|---------|-------------|---------|
| | Number | Percent | Number | Percent |
| Asian/Pacific Islander | 53 | 8.0% | 14 | 5.0% |
| American Indian/Alaskan Native | 2 | 0.3% | 1 | 0.4% |
| African American | 19 | 2.9% | 4 | 1.4% |
| Hispanic | 58 | 8.8% | 23 | 8.2% |
| White | 494 | 74.6% | 223 | 79.4% |
| Other/Unknown | 36 | 5.4% | 16 | 5.7% |
| Gender | | | | |
| Female | 398 | 60.1% | 167 | 59.4% |
| Male | 264 | 39.9% | 114 | 40.6% |

The first question of the survey asks respondents for their main objective in attending Harper College. The next two questions ask respondents to report how well they met their goal and how their Harper education helped them. Next, respondents were asked to rate several facets of instruction at Harper, to rate their satisfaction with student services, and to rate the convenience of Harper's campuses. Questions 7 through 13 ask about their current educational

¹ Conducting the survey via telephone is a change from past practice in an attempt to provide more timely data to the College.

experience: if they were currently enrolled, which institution they attended, their major, if their Harper credits transferred, and the degree they planned to earn. Respondents were then asked if they had taken any courses at Harper after completing their degree, how they would rate their Harper education, and their employment status. Questions 18 and 19 ask respondents to report on their recommendation of Harper to others and a possible return to Harper, respectively.

Table 2: Question 1 – Main Objective in Attending Harper

| What was your main objective in attending Harper College? (N=281) | Number | Percent^a |
|--|---------------|----------------------------|
| Obtain skills needed for entry into new or different job | 15 | 5.3% |
| Improve skills needed in present job | 7 | 2.5% |
| Explore courses to decide on a career | 22 | 7.8% |
| Take coursework for transfer to another college | 222 | 79.0% |
| Personal interest or self-improvement | 15 | 5.3% |

^a Responses of females and males were significantly different ($\chi^2=12.60$, $df=4$, $p<.05$).

The large majority of respondents (79.0%) reported that their main objective in attending Harper was to take coursework for transfer to another college. Very small proportions of respondents selected any of the other response choices. Responses to this question differed by gender: female respondents were more likely than males to indicate they were “exploring courses to decide on a career” (10.2%, compared to 4.4% for males), and less likely than males to indicate they were “taking coursework for transfer to another college” (73.1%, compared to 87.6% for males; $\chi^2=12.60$, $df=4$, $p<.05$).

Table 3: Question 2 – Success in Achieving Objective

| To what extent were you successful in achieving your educational objective? (N=281) | Number | Percent^a |
|--|---------------|----------------------------|
| Very successful | 198 | 70.5% |
| Successful | 71 | 25.3% |
| Somewhat successful | 10 | 3.6% |
| Not at all successful | 2 | 0.7% |

^a Responses of females and males were significantly different ($\chi^2=11.75$, $df=3$, $p<.01$).

Nearly all respondents (95.8%) indicated that they were successful or very successful in achieving their educational objective. While both females and males reported being successful in reaching their educational objectives, females were more likely than males to report being “very successful” (75.3%, as compared to 63.2% for males; $\chi^2=11.75$, $df=3$, $p<.01$).

Table 4: Question 3 – Rating Education at Harper

| Please rate how your education at Harper College helped you in each of the following areas. | Number | Percent |
|---|--------|---------|
| Ability to verbally communicate effectively ^a (N=279) | | |
| Extremely helpful | 136 | 48.7% |
| Helpful | 133 | 47.7% |
| Not very helpful | 9 | 3.2% |
| Not helpful at all | 1 | 0.4% |
| Ability to communicate in writing effectively ^{b, c} (N=278) | | |
| Extremely helpful | 129 | 46.4% |
| Helpful | 135 | 48.6% |
| Not very helpful | 11 | 4.0% |
| Not helpful at all | 3 | 1.1% |
| Ability to understand scientific concepts ^d (N=272) | | |
| Extremely helpful | 94 | 34.6% |
| Helpful | 141 | 51.8% |
| Not very helpful | 28 | 10.3% |
| Not helpful at all | 9 | 3.3% |
| Ability to explain and apply the scientific method ^e (N=269) | | |
| Extremely helpful | 97 | 36.1% |
| Helpful | 130 | 48.3% |
| Not very helpful | 29 | 10.8% |
| Not helpful at all | 13 | 4.8% |
| Ability to appreciate other points of view ^f (N=278) | | |
| Extremely helpful | 158 | 56.8% |
| Helpful | 108 | 38.8% |
| Not very helpful | 9 | 3.2% |
| Not helpful at all | 3 | 1.1% |
| Ability to appreciate diversity and other cultures (N=278) | | |
| Extremely helpful | 161 | 57.9% |
| Helpful | 95 | 34.2% |
| Not very helpful | 14 | 5.0% |
| Not helpful at all | 8 | 2.9% |
| Ability to identify, develop, and solve quantitative problems (N=275) | | |
| Extremely helpful | 99 | 36.0% |
| Helpful | 147 | 53.5% |
| Not very helpful | 20 | 7.3% |
| Not helpful at all | 9 | 3.3% |
| Ability to use computers and technology ^g (N=262) | | |
| Extremely helpful | 105 | 40.1% |
| Helpful | 116 | 44.3% |
| Not very helpful | 28 | 10.7% |
| Not helpful at all | 13 | 5.0% |

^a Responses of females and males were significantly different ($\chi^2=11.75$, $df=3$, $p<.01$).

^b Responses of minorities and whites were significantly different ($\chi^2=11.75$, $df=3$, $p<.01$).

^c Responses of females and males were significantly different ($\chi^2=11.75$, $df=3$, $p<.01$).

^d Responses of minorities and whites were significantly different ($\chi^2=11.75$, $df=3$, $p<.01$).

^e Responses of minorities and whites were significantly different ($\chi^2=11.75$, $df=3$, $p<.01$).

^f Responses of females and males were significantly different ($\chi^2=11.75$, $df=3$, $p<.01$).

^g Responses of females and males were significantly different ($\chi^2=11.75$, $df=3$, $p<.01$).

Respondents consistently rated their Harper education as being helpful or extremely helpful in developing their academic abilities. Positive ratings ranged from 84.4% (ability to use computers and technology) to 95.7% (ability to verbally communicate effectively). Looking at ratings of “extremely helpful,” respondents were most positive about ability to appreciate diversity (57.9%) and ability to appreciate other points of view 56.8%), both with over 50% of graduates giving the most positive response.

When rating how their Harper education helped them, there were a number of statistically significant differences by gender and by racial/ethnic group. Females were more likely than males to say that their Harper education was “extremely helpful” in the areas of verbal communication (54.3% vs. 40.4%; $\chi^2=11.53$, $df=3$, $p<.01$), written communication (54.0% vs. 35.1%; $\chi^2=10.08$, $df=3$, $p<.05$), and ability to appreciate other points of view (63.4% vs. 46.9%; $\chi^2=10.69$, $df=3$, $p<.05$). Males, in contrast, appeared more likely to report that their education was “helpful” (but not “extremely helpful”) in terms of their ability to use computers and technology (54.5% vs. 36.8%; $\chi^2=14.28$, $df=4$, $p<.01$).

Minorities were more likely than white students to say that their Harper education was “extremely helpful” in the areas of understanding scientific concepts (50.9% vs. 30.2%; $\chi^2=10.39$, $df=3$, $p<.05$), and explaining and applying the scientific method (47.3% vs. 33.2%; $\chi^2=9.03$, $df=3$, $p<.05$).

Table 5: Question 4 – Rating Instruction at Harper

| Rate the instruction at Harper College. | Number | Percent |
|--|---------------|----------------|
| Class Size (N=280) | | |
| Excellent | 164 | 58.6% |
| Good | 92 | 32.9% |
| Average | 24 | 8.6% |
| Poor | 0 | 0.0% |
| Quality of instruction (N=282) | | |
| Excellent | 169 | 59.9% |
| Good | 98 | 34.8% |
| Average | 14 | 5.0% |
| Poor | 1 | 0.4% |
| Course content (N=282) | | |
| Excellent | 145 | 51.4% |
| Good | 123 | 43.6% |
| Average | 13 | 4.6% |
| Poor | 1 | 0.4% |
| Fairness of grading (N=282) | | |
| Excellent | 163 | 57.8% |
| Good | 97 | 34.4% |
| Average | 20 | 7.1% |
| Poor | 2 | 0.7% |

Table 5: Continued

| Rate the instruction at Harper College. | Number | Percent |
|--|---------------|----------------|
| Faculty teaching ability (N=282) | | |
| Excellent | 170 | 60.3% |
| Good | 90 | 33.7% |
| Average | 20 | 7.1% |
| Poor | 4 | 1.4% |
| Faculty concern for students (N=281) | | |
| Excellent | 167 | 59.4% |
| Good | 90 | 32.0% |
| Average | 20 | 7.1% |
| Poor | 4 | 1.4% |
| Faculty availability (N=279) | | |
| Excellent | 172 | 61.6% |
| Good | 85 | 30.5% |
| Average | 21 | 7.5% |
| Poor | 1 | 0.4% |

Graduates were very positive when asked about several facets of instruction at Harper such as class size, course content, and faculty teaching ability. At least 90% of respondents gave positive ratings (i.e., “excellent” or “good”) to every facet; at least half rated each facet as “excellent”. The facet that received the most positive rating (61.6% of respondents rating as excellent) was faculty availability. Importantly, there were no statistically significant differences by gender or racial/ethnic group in any of the ratings of instruction.

Table 6: Question 5 – Satisfaction with College Services

| Rate your satisfaction with each office or service listed below. | Number | Percent^a |
|---|---------------|----------------------------|
| Financial Aid services (N=87) | | |
| Very satisfied | 53 | 60.9% |
| Somewhat satisfied | 21 | 24.1% |
| Somewhat dissatisfied | 10 | 11.5% |
| Very dissatisfied | 3 | 3.4% |
| Did not use | 195 | |
| Academic advising (N=239) | | |
| Very satisfied | 133 | 55.6% |
| Somewhat satisfied | 69 | 28.9% |
| Somewhat dissatisfied | 26 | 10.9% |
| Very dissatisfied | 11 | 4.6% |
| Did not use | 42 | |
| Career planning (N=145) | | |
| Very satisfied | 60 | 41.4% |
| Somewhat satisfied | 59 | 40.7% |
| Somewhat dissatisfied | 20 | 13.8% |
| Very dissatisfied | 6 | 4.1% |
| Did not use | 137 | |

Table 6: Continued

| Rate your satisfaction with each office or service listed below. | Number | Percent |
|---|---------------|----------------|
| College transfer planning (N=197) | | |
| Very satisfied | 106 | 53.8% |
| Somewhat satisfied | 69 | 35.0% |
| Somewhat dissatisfied | 12 | 6.1% |
| Very dissatisfied | 10 | 5.1% |
| Did not use | 85 | |
| Counseling (N=172) | | |
| Very satisfied | 83 | 48.3% |
| Somewhat satisfied | 63 | 36.6% |
| Somewhat dissatisfied | 21 | 12.2% |
| Very dissatisfied | 5 | 2.9% |
| Did not use | 110 | |
| Tutoring (N=131) | | |
| Very satisfied | 77 | 58.8% |
| Somewhat satisfied | 49 | 37.4% |
| Somewhat dissatisfied | 4 | 3.1% |
| Very dissatisfied | 1 | 0.8% |
| Did not use | 150 | |
| Library/audio visual services (N=219) | | |
| Very satisfied | 151 | 68.9% |
| Somewhat satisfied | 57 | 26.0% |
| Somewhat dissatisfied | 6 | 2.7% |
| Very dissatisfied | 5 | 2.3% |
| Did not use | 63 | |
| Student activities (N=128) | | |
| Very satisfied | 65 | 50.8% |
| Somewhat satisfied | 51 | 39.8% |
| Somewhat dissatisfied | 7 | 5.5% |
| Very dissatisfied | 5 | 3.9% |
| Did not use | 154 | |
| Registration procedures (N=276) | | |
| Very satisfied | 167 | 60.5% |
| Somewhat satisfied | 85 | 30.8% |
| Somewhat dissatisfied | 19 | 6.9% |
| Very dissatisfied | 5 | 1.8% |
| Did not use | 4 | |
| Access for disabled on campus ^b (N=86) | | |
| Very satisfied | 49 | 57.0% |
| Somewhat satisfied | 35 | 40.7% |
| Somewhat dissatisfied | 1 | 1.2% |
| Very dissatisfied | 1 | 1.2% |
| Did not use | 196 | |

Table 6: Continued

| Rate your satisfaction with each office or service listed below. | Number | Percent |
|---|---------------|----------------|
| Availability of computers for out-of-class use (N=228) | | |
| Very satisfied | 152 | 66.7% |
| Somewhat satisfied | 68 | 29.8% |
| Somewhat dissatisfied | 5 | 2.2% |
| Very dissatisfied | 3 | 1.3% |
| Did not use | 53 | |
| Career Center (N=135) | | |
| Very satisfied | 76 | 56.3% |
| Somewhat satisfied | 49 | 36.3% |
| Somewhat dissatisfied | 7 | 5.2% |
| Very dissatisfied | 3 | 2.2% |
| Did not use | 147 | |

^a Percentages are based on respondents using the service.

^b Among respondents who used the service, responses of minorities and whites were significantly different ($\chi^2=7.87$, $df=3$, $p<.05$).

Graduates reported being generally satisfied with support services at Harper: satisfaction levels ranged from 82.1% for career planning to 97.7% for access for the disabled on campus. Relatively high proportions of graduates (ranging from 48.3% to 68.9%) reported being “very satisfied” with each service. Note that graduates had the option of indicating that they did not use a given service; as would be expected, some services (such as registration and the library) were used by more graduates than others (such as disability services, tutoring, and the career center). There was only one statistically significant difference among demographic groups: minorities were more likely than whites to indicate some level of dissatisfaction with access for disabled on campus (11.2% of minority reported being dissatisfied, as compared to 0% of white respondents; $\chi^2=7.87$, $df=3$, $p<.05$).

Table 7: Question 6 – Rating Convenience of Harper Locations

| Rate the convenience of the courses taken in terms of their location. | Number | Percent |
|--|---------------|----------------|
| Harper main campus – Palatine (N=282) | | |
| Very convenient | 192 | 68.1% |
| Convenient | 83 | 29.4% |
| Not convenient | 7 | 2.5% |
| Northeast Center – Wheeling (N=36) | | |
| Very Convenient | 15 | 41.7% |
| Convenient | 15 | 41.7% |
| Not convenient | 6 | 16.7% |
| WEB or Internet based – from home or office (N=45) | | |
| Very convenient | 28 | 62.2% |
| Convenient | 15 | 33.3% |
| Not convenient | 2 | 4.4% |

Table 7: Continued

| Rate the convenience of the courses taken in terms of their location. | Number | Percent |
|--|---------------|----------------|
| Harper Professional Center – Schaumburg (N=6) | | |
| Very convenient | 2 | 33.3% |
| Convenient | 4 | 66.7% |
| Not convenient | 0 | 0.0% |
| Other (N=8) | | |
| Very convenient | 4 | 50.0% |
| Convenient | 0 | 0.0% |
| Not convenient | 4 | 50.0% |

Graduates were asked to rate the convenience of the locations for Harper classes. The majority of respondents (68.1%) reported that the main campus was very convenient. Small proportions of graduates reported using other locations; however, respondents generally rated these sites as convenient or very convenient. Web/internet courses were rated only slightly less convenient than courses on the main campus. Respondents indicating “Other” were referring to courses offered at Elk Grove High School, Barrington High School, and telecourses. There were no significant differences in responses by demographic group.

Table 8: Question 7 – Current Educational Status

| Which of the following best describes your current educational status? (N=282) | Number | Percent^a |
|---|---------------|----------------------------|
| Full-time student | 177 | 62.8% |
| Part-time student | 32 | 11.3% |
| Not currently enrolled – plan to enroll at a later date | 52 | 18.4% |
| Not currently enrolled – no plans to enroll | 21 | 7.4% |

^a Responses of females and males were significantly different ($\chi^2=7.95$, $df=3$, $p<.05$).

Nearly three-quarters of the respondents (74.1%) reported being enrolled at least part-time at another institution; the majority (62.8%) were enrolled full-time. An additional 18.4% reported that they had plans to enroll in the future. A small proportion (7.4%) reported not being enrolled, with no plans to enroll in the future. Females and males responded to this question significantly differently: females were less likely than males to report being full-time students (56.9% vs. 71.1%), and more likely to report that they were not currently enrolled but plan to enroll in the future (23.4% vs. 11.4%).

Table 9: Question 8 – Transfer Institution

| Which institution do you currently attend? (N=206) | Number | Percent |
|--|--------|---------|
| Columbia College | 2 | 1.0% |
| DePaul University | 14 | 6.8% |
| Elmhurst College | 12 | 5.8% |
| Illinois State University | 12 | 5.8% |
| Northeastern Illinois University | 21 | 10.2% |
| Northern Illinois University | 42 | 20.4% |
| Roosevelt University | 24 | 11.7% |
| University of Illinois – Champaign-Urbana | 4 | 1.9% |
| University of Illinois – Chicago (UIC) | 10 | 4.9% |
| Harper College | 22 | 10.7% |
| Other ^a | 42 | 20.4% |
| Eastern Illinois University | 6 | 2.9% |
| Loyola University | 5 | 2.4% |
| North Central College | 3 | 1.5% |

^a The three most frequently mentioned schools are listed below. Other schools were mentioned by only one or two respondents.

Among the Harper graduates who were currently enrolled, the largest proportion (20.4%) were attending Northern Illinois University. Roosevelt University and Northeastern Illinois University were also relatively common transfer destinations: 11.7% and 10.2% of respondents attended these institutions, respectively. Respondents choosing “other” indicated a range of different institutions. The top three “other” institutions are shown in the table; verbatim responses are included in the Appendix.

Table 10: Question 10 – Current Major

| How would you describe your current major? (N=202) | Number | Percent |
|--|--------|---------|
| Same as my Harper major | 59 | 29.2% |
| Related to my Harper major | 86 | 42.6% |
| Entirely new area | 57 | 28.2% |

When asked about their current major, the largest proportion of respondents (42.6%) indicated that their major was related to, but not identical to, their Harper major. Approximately equal proportions reported that they had the same major or an entirely new field of study (29.2% and 28.2%, respectively). Respondents were also asked to write in their current major or course of study; verbatim responses are shown in the Appendix. There were no statistically significant differences by demographic group.

Table 11: Questions 11 and 12 – Transferring Credits

| Question Text | Number | Percent |
|---|--------|---------|
| Did all of your Harper College credits transfer to your current institution? (N=191) | | |
| Yes | 151 | 79.1% |
| No (if NO, continue with question 12) | 40 | 20.9% |
| What was the main reason why some credits did not transfer? (N=40) | | |
| Some credits would transfer as elective only | 20 | 50.0% |
| Entirely new field of study at transfer institution | 2 | 5.0% |
| Grades were not high enough to earn transfer credits | 1 | 2.5% |
| Other | 17 | 42.5% |

Most graduates (79.1%) reported that all of their Harper credits transferred to their new institution. Among those graduates who could not transfer all of their credits, the most common reason (50.0%) was that some credits would transfer as elective only. A large minority (42.5%) of those with non-transferring credits indicated “other”; an examination of their written responses shows a range of reasons, but perhaps the most common was that they had too many Harper credits and their transfer institution would only accept a maximum of 60 credits. There were no statistically significant differences by demographic group.

Table 12: Question 13 – Educational Goals

| What is the highest degree you plan to earn? (N=251) | Number | Percent |
|--|--------|---------|
| Bachelor’s Degree | 108 | 43.0% |
| Master’s Degree | 121 | 48.2% |
| Doctorate Degree | 19 | 7.6% |
| Professional Degree | 3 | 1.2% |

The largest proportion of respondents (48.2%) indicated that they aspired to earn a Master’s degree. A nearly equivalent proportion (43.0%) reported that they aspired to a Bachelor’s degree. Relatively small proportions reported aspiring to doctoral or professional degrees. There were no statistically significant differences by demographic group.

Table 13: Questions 14 and 15 – Additional Coursework at Harper

| Have you taken additional courses at Harper since receiving your degree or certificate? (N=279) | Number | Percent |
|---|--------|---------|
| Yes | 52 | 18.6% |
| No | 227 | 81.4% |
| What type of courses have you taken? (N=50) | | |
| Credit courses | 47 | 94.0% |
| Continuing Education courses | 3 | 6.0% |

Less than one-fifth of respondents (18.6%) reported taking additional courses at Harper after completing their degree or certificate. Although this is a relatively small proportion, it may be notable that some graduates return to Harper even after achieving their primary goal. Of those

graduates who have taken additional courses at Harper, the great majority (94.0%) reported taking credit courses. There were no statistically significant differences by demographic group.

Table 14: Question 16 – Preparation at Harper

| How would you rate your Harper education in terms of how well it prepared you for continuing your education? (N=274) | Number | Percent |
|---|---------------|----------------|
| Excellent | 174 | 63.5% |
| Good | 82 | 29.9% |
| Average | 17 | 6.2% |
| Poor | 0 | 0.0% |
| Very poor | 1 | 0.4% |

When asked how well their Harper education prepared them for continuing their education, 93.4% reported that their preparation was “excellent” or “good”. A single respondent (less than one half of one percent of all respondents) reported a negative perception of the preparation they received at Harper. There were no statistically significant differences by demographic group.

Table 15: Question 17 – Employment Status

| What is your present employment status? (N=281) | Number | Percent^a |
|---|---------------|----------------------------|
| Employed full-time – 30 hours or more per week | 113 | 40.2% |
| Employed part-time – less than 30 hours per week | 105 | 37.4% |
| Full-time military service | 0 | 0.0% |
| Unemployed, seeking employment | 21 | 7.5% |
| Unemployed, not seeking employment | 42 | 14.9% |
| Of those unemployed and not seeking employment: (N=41) | | |
| Full-time student | 32 | 78.0% |
| Full-time homemaker | 4 | 9.8% |
| Health disability | 1 | 2.4% |
| Family responsibilities | 1 | 2.4% |
| Other | 3 | 7.3% |

^a Responses of minorities and whites were significantly different ($\chi^2=11.51$, $df=3$, $p<.01$).

The majority (77.6%) of respondents reported being employed at least part-time. Among those unemployed, two-thirds (42 of 63) reported that they were not seeking employment. Being a full-time student was the most frequently cited reason for not seeking employment (cited by 78% of respondents). Minority graduates and white graduates had significantly different responses to this question: minority graduates were more likely to report that they were unemployed and not seeking employment (28.8% vs. 11.3%; $\chi^2=11.51$, $df=3$, $p<.01$).

Table 16: Questions 18 and 19 – Recommend and Return to Harper

| 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? (N=282) | Number | Percent |
|---|---------------|----------------|
| Definitely yes | 248 | 87.9% |
| Yes | 30 | 10.6% |
| No | 2 | 0.7% |
| Definitely no | 2 | 0.7% |
| Would you return to Harper for educational or personal enrichment courses in the near future? (N=278) | | |
| Definitely yes | 206 | 74.1% |
| Yes | 55 | 19.8% |
| No | 11 | 4.0% |
| Definitely no | 6 | 2.2% |

When asked if they would recommend Harper to friends and family, respondents were overwhelmingly positive: 98.5% said yes or definitely yes. Similarly, when asked if they would return to Harper for credit or continuing education courses in the near future, 93.9% said yes or definitely yes. Note that for these two questions, 87.9% and 74.1%, respectively, gave the most positive answer. Marketing research tells us that the group that responds with the most positive answer to questions like these (called “top-1 box” responses) are the loyal customers who are the most likely to recommend Harper and return as students in the future. Importantly, there were no statistically significant differences by demographic group for either of these questions.

Respondents were also asked to respond to several open-ended questions. Their verbatim responses are presented in the Appendix. Thematic analyses of their responses are presented in tables below.

Table 17: Question 20 – Ten Most Frequent Positive Comments about Harper

| What did you like best about Harper? (N=383) | Number | Percent |
|---|---------------|----------------|
| Faculty/Specific Teachers | 72 | 18.8% |
| Convenience, in general | 56 | 14.6% |
| Location/Close to Home | 51 | 13.3% |
| Affordability/Low Cost | 42 | 11.0% |
| Class Size/Small Classes | 23 | 6.0% |
| Class Schedules/Availability | 18 | 4.7% |
| Campus/Specific Facilities | 18 | 4.7% |
| Course Curriculum or Specific Courses/Program | 17 | 4.4% |
| Quality of Education | 12 | 3.1% |
| Ability to Transfer | 10 | 2.6% |
| Other | 29 | 7.6% |

When asked what they liked best at Harper, common answers were the faculty, the convenience of the College, the low cost of attending, and the small class sizes.

Table 18: Question 21 – Five Most Frequent Comments about Instructional Improvements

| How can the College improve its instruction? (N=159) | Number | Percent |
|--|--------|---------|
| Become a Four-Year School | 25 | 15.7% |
| No Change Needed | 24 | 15.1% |
| Create New Courses/Improve Class Availability | 21 | 13.2% |
| Improve Experience/Quality of Teachers | 20 | 12.6% |
| Improve Faculty Interaction with Students | 13 | 8.2% |

When asked how the College can improve in its instruction, common answers were to become a four-year school, to improve the availability of classes, to improve experience levels of faculty, and to improve faculty interaction with students. The second-most-common response was that no change was needed.

Table 19: Question 19 – Five Most Frequent Comments about Service Improvements

| How can the College improve its services? (N=121) | Number | Percent |
|---|--------|---------|
| Improve Quality of a Specific Office/Personnel | 31 | 25.6% |
| No Change Needed | 30 | 24.8% |
| Improve Parking | 23 | 19.0% |
| More Information on Available Services | 12 | 9.9% |
| Improve Access to Advisors/Counselors | 9 | 7.4% |

When asked how the College can improve in its services, respondents often suggested improving the quality of a specific office, improving parking, providing more information on available services, and improving access to advisors and counselors. Similar to the comments on improving instruction, the second-most-common response was that no change was needed.

Summary

Harper's graduates of transfer programs were positive about their experiences at Harper, and about how their education here helped prepare them for further study.

A majority of 2004 graduates (79.0%) reported that their main objective in attending Harper was to take coursework for transfer to another college, and nearly all (95.8%) indicated that they were successful in reaching their educational objectives. Nearly three-quarters (74.1%) reported that they had successfully transferred to another college or university (Northern Illinois University was the most common transfer destination) and were enrolled at least part-time; 71.8% reported majoring in a program similar related to their field of study at Harper. More than three-quarters (77.6%) of respondents reported being employed at least part-time; 40.2% were employed full-time.

Graduates reported being well-satisfied with the instruction and services at Harper. When asked how their Harper education helped them in a variety of areas such as communicating in writing, communicating verbally, understanding scientific concepts, and appreciating diversity, respondents were quite positive: 84.4% to 95.7% of them rated their experiences as "helpful" or "extremely helpful". Respondents were also satisfied with various facets of the instruction at

Harper: when rating factors such as class size, quality of instruction, and course content, more than 90% of respondents gave ratings of “good” or “excellent”. More than 80% of respondents were satisfied with support services at the College (e.g., Financial Aid, Academic Advising, Tutoring, Library, Student Activities).

The great majority (93.4%) rated their preparation at Harper as either “excellent” or “good”. Nearly all (98.6%) said that they would recommend Harper to friends and family and would return to Harper for credit or continuing education courses in the future (93.8%).

In their open responses, respondents indicated that the quality of the faculty, the convenience, and the cost were among the things that they liked best about Harper. Common suggestions for how the College can improve instruction were to become a 4-year school, to improve the availability of classes, and to improve the quality of faculty. Respondents’ suggestions for improving Harper’s services included improving specific services, improving parking, and providing more information on the services that are available. Graduates very frequently replied that no changes were needed either to instruction or to services.

In summary, recent graduates of Harper’s transfer programs appear to be pursuing their educational goals, satisfied with their experiences at Harper, and confident that their education at Harper has helped to prepare them for the future. They appear to be loyal and satisfied students who will recommend Harper to others and consider returning here themselves.

Appendix A
Responses to Open-Ended Questions
Survey Instrument

Responses to Open-Ended Questions

Which institution do you currently attend?

Survey ID Q8k Other

| | |
|-----|------------------------------------|
| 4 | U. Phoenix, Schaumburg Campus |
| 14 | Miss. St. |
| 33 | Western Illinois University |
| 35 | University of Wisconsin (Parkside) |
| 95 | Eastern Illinois University |
| 113 | University of Iowa |
| 115 | Loyola University |
| 125 | National Lewis |
| 150 | Art Institute of Chicago |
| 165 | SIU |
| 182 | Bradley University |
| 184 | University of Phoenix |
| 234 | Carthage College |
| 242 | North Central |
| 245 | Loyola |
| 251 | Beloit College |
| 258 | Loyola University Medical Center |
| 261 | Eastern Illinois |
| 262 | Southern Illinois |
| 282 | Eastern Illinois University |
| 293 | Eastern Illinois University |
| 305 | Loyola |
| 314 | North Central College |
| 336 | Penn State |
| 345 | Quincy University |
| 347 | Argosy in Illinois |
| 368 | Eastern University |
| 372 | University of Wisconsin - Parkside |
| 409 | Georgia Southern University |
| 419 | North Central College |
| 467 | Bradley |
| 473 | N C State |
| 480 | U of I Springfield |
| 509 | Indiana University |
| 533 | Eastern Illinois |
| 539 | Notre Dame |

| | |
|-----|---|
| 547 | University of Indiana |
| 568 | Harrington College of Design |
| 570 | University of Phoenix |
| 597 | Trinity Intl University |
| 616 | ITT |
| 617 | Loyola University |
| 624 | Dominican University |
| 650 | Trinity International University |
| 657 | Benedictine University |
| 658 | Illinois Institute of Art at Schaumburg |

Count of Majors – Alphabetic List

| <i>Q9Major</i> | <i>Count</i> |
|--------------------------------------|---------------------|
| Accounting | 9 |
| Anthropology | 3 |
| Applied Science | 1 |
| Architectural Studies | 1 |
| Architecture | 1 |
| Art | 2 |
| Art (studio) | 1 |
| Art Education | 1 |
| Arts, Entertainment | 1 |
| Bilingual Education | 2 |
| Biological Science | 1 |
| Biology | 4 |
| Business | 8 |
| Business Administration | 5 |
| Business Finance | 1 |
| Business Information Systems | 1 |
| Business Management | 6 |
| Business/Finance | 1 |
| Business/Marketing | 1 |
| Chemistry | 2 |
| Chemistry for Secondary Education | 1 |
| Civil Engineering | 2 |
| Clinical Exercise Physiology | 1 |
| Clinical Psychology | 1 |
| Communication | 2 |
| Communications | 2 |

| | |
|-----------------------------------|----|
| Communications - Public Relations | 1 |
| Communications Radio and TV | 1 |
| Computer Science | 2 |
| Computer Security | 1 |
| Corporate Communications | 1 |
| Cosmetology | 1 |
| Criminal Justice | 1 |
| Culinary Management (B.S.) | 1 |
| Early Childhood | 1 |
| Ecology | 1 |
| Economics | 4 |
| Education | 2 |
| Elementary Education | 18 |
| English | 5 |
| English Literature | 1 |
| English Teacher Certificate | 1 |
| English/Secondary Education | 1 |
| Family Consumer Science | 1 |
| Finance | 3 |
| Finance & Econ | 1 |
| Finance/ Marketing | 1 |
| Fine Arts | 2 |
| General Studies | 2 |
| Graphic Design | 1 |
| Health Care Administration | 1 |
| Health Education | 1 |
| Health Science | 1 |
| Health Science Pre Med | 1 |
| History | 6 |
| History Education | 2 |
| History of Economics | 1 |
| Industrial Technology | 1 |
| Information Systems | 1 |
| Interior Design | 3 |
| International Business | 1 |
| Journalism | 1 |
| Kinesiology | 1 |

| | |
|---|---|
| Logistic Mat. | 1 |
| Management | 1 |
| Marketing | 2 |
| Marketing Management | 2 |
| Math | 1 |
| Mathematics | 2 |
| Medical | 1 |
| Meteorology | 1 |
| Microbiology & Immunology | 1 |
| Music Business | 1 |
| Natural Sciences | 1 |
| Nursing | 7 |
| Nutrition/Dietetics | 1 |
| Nutritionist | 1 |
| Organization Communication | 1 |
| Parks and Recreation | 1 |
| Pharmacy | 1 |
| Philosophy | 3 |
| Physical Education | 4 |
| Political Science | 3 |
| Poly Science | 1 |
| Pre-pharmacy | 1 |
| Product Design | 1 |
| Psych | 1 |
| Psychology | 4 |
| Psychology & Sociology | 1 |
| Radiology | 1 |
| Science | 1 |
| Secondary Education | 4 |
| Secondary Education & History (double major) | 1 |
| Secondary Education (Spanish) | 1 |
| Secondary Education in English | 1 |
| Secondary Math Education | 1 |
| Social Sciences/Secondary Education | 1 |
| Social Services | 1 |
| Social Work | 2 |
| Sociology | 4 |

| | |
|-----------------------|---|
| Spanish | 1 |
| Special Education | 2 |
| Speech Communications | 1 |
| Speech Pathology | 2 |
| Studio Art | 1 |
| Ultra Sound Tech | 1 |

What was the main reason why some credits did not transfer?

Survey ID Q12d Other

- 20 Exceeded amount accepted by four year college.
- 43 DePaul changed their curriculum right when I got there so some of my courses I took didn't go with theirs.
- 107 DePaul would not accept some Art credits.
- 166 NEIU considered some courses from Harper too basic.
- 182 Classes were not offered at Bradley.
- 213 Too many electives.
- 258 Math classes were lower than U of I at Champaign-Urbana standards.
- 261 I don't know, I think they didn't meet the school's requirements.
- 284 Education course that they would not validate at DePaul.
- 355 I had 67 credits but Northeastern only accepts 60 credits from a community college.
- 419 It was a Harper required course DIT.
- 488 Maximum limit on how many credit hours can transfer.
- 549 Don't know.
- 580 Not taught at Roosevelt.
- 597 Current school too small.
- 617 Too many.
- 623 My paralegal courses didn't transfer cause it's a different field. Also, I took a physical science course that I needed two labs for but we only had one at Harper.

What did you like best about Harper College?

Survey ID Q20 Like Best

- 4 Close to job - good math tutor.
- 8 Convenient and cheap.
- 9 Convenient.
- 10 Close to home, cheap, gave me a great education.
- 11 Good campus, good parking, good size classes.
- 12 Access & Disability good. Writing center good.
- 13 Received full scholarship.
- 14 Teachers helpful.
- 18 Teachers.
- 20 Environment.
- 23 Atmosphere, people.
- 26 It's layout, I like the technology in the middle of nature.

29 Teachers were great.
30 Closeness, classes were good.
33 Close to home, inexpensive.
34 Convenience, and class availability.
35 Easy, teachers good.
37 The faculty.
42 Convenience.
43 The faculty were amazing, I was able to communicate with them easily.
45 Cheap tuition, good education for a good price.
52 Teachers were very helpful.
56 Small classes, teachers, location.
62 Convenient, good staff.
63 Close, good education.
64 Good professors.
66 The teachers.
67 Close to home. Impressed by teachers.
70 All great learning.
71 Cost.
73 Close to home.
77 Close to home.
78 Convenience, access.
81 Convenience, cost.
89 The teachers in the math lab.
92 Community ties/cost.
94 Class times, success services.
95 The one on one interaction with the teachers, it helped with learning the material.
97 Location, fees.
98 Price.
99 Teachers, small classes.
101 Flexible schedule of classes is great.
102 Inexpensive, close.
103 Liked teachers. Good.
107 Quality of classes.
113 Harper's small class size and teacher's availability.
115 Availability of classes.
116 Convenient.
121 It is a fair price for the classes. It is very accessible to take courses there.
122 Convenience/good faculty.
124 Free pizza they gave away in the courtyard. The technology and the fact that everything was new.
125 Diversity - good teachers.
126 It's close and fairly inexpensive.

134 It got me ready for a university.
135 Cost, location.
136 Convenience, cost effective.
137 Close to home. Good instructors.
138 Close to home. Good layout.
142 It had a great class size for each course.
144 Convenient location. Good transferability of courses to four year institution.
150 Faculty excellent. Small classes.
151 Close to home, good teachers. I was well prepared for transfer to four year college.
162 The teachers.
163 Convenient, nice people.
164 Faculty, great.
165 Everything!!
166 Availability - future looking programs.
170 They gave me a scholarship.
180 The school was cheap and convenient.
181 The overall academics.
182 Convenience.
183 Location, faculty was good.
184 Location.
185 Convenience of the schedule.
186 The tuition price and convenience.
188 Close to my home.
190 A great place to finish all the general education requirements to transfer to another college. It is a great location to commute from home without having to pay room and board.
191 Great people, diversity.
199 Class size.
200 The athletic department.
203 Atmosphere.
204 It was like a family.
206 The atmosphere - everyone was easy going and seemed to care.
207 The faculty was good.
209 It helped to get the two years out of the way then transfer.
211 Cheap.
212 It was a good transition from high school to college.
213 Convenience, affordable.
215 The staff, if you had a problem you could talk to them and they would try to help you.
219 The convenient hours of the classes. The teachers did a great job at making the courses
224 It's a good academic school. I got a lot out of it.
225 Convenience.
228 Classes.
229 All the faculty is great.

230 I like the diversity of the students.
231 Career center, writing center were very helpful.
233 It is close to my home, and I liked the small class size - you got to know your professor and weren't just another number.
234 Close to home.
240 The girls at the college.
241 Close and convenient.
242 The location.
245 Location, cost.
248 Close to home.
251 Decent pricing of hours.
256 It was a convenient location to take some starting off classes.
258 I like the personal relationship between student and teacher and that it is a much smaller environment than four year universities.
260 The teachers were good.
261 Affordable.
262 Faculty.
265 Everything, everyone was friendly, teachers and courses were available, great course selection.
267 Convenience.
270 Convenience.
271 Location and class sizes.
275 Small class size and good faculty.
277 Convenient.
278 The ability to cater to non-traditional students. Being at Harper helped me focus on what I wanted to do, working there as well made me part of the Harper family.
279 The pricing.
280 Very good teachers.
282 Teachers, help, friendly.
284 Diversity.
287 Location.
291 No unnecessary elective. Convenient.
292 Convenient location.
293 Prepared me very well for continuing my education.
296 Inexpensive.
301 Convenience, good professors.
303 Soccer.
304 Availability of classes.
305 Arts and science courses.
306 The facilities, - computers, library, everything was self explanatory and easy access.
307 Small class size.
308 The opportunity to afford school.
309 Convenience.

310 The variety of courses.
 314 The athletics.
 316 Close to home.
 318 Teachers.
 320 Attentive teachers.
 322 It was a convenient location.
 325 Convenience.
 332 Convenient.
 336 Convenience.
 337 Convenience.
 339 Convenience, good technology.
 341 Courses related to my major.
 345 Campus and environment.
 347 It was a great stepping stone, faculty was great, I learned a lot, it's the best community college.
 348 Low cost.
 354 Convenient.
 355 Affordable.
 358 Convenience.
 361 Convenience, course selection excellent. Available at different times of day.
 364 Location, transfer program.
 365 Cost, scholarship.
 368 Price, convenience.
 372 I was on a full scholarship.
 373 Classes offered when I needed them. Flexible.
 374 Fully prepared for four year college!!
 375 Close.
 378 Convenience, small classes.
 381 The care for the students was very high. The faculty worked hard on making sure the students did good.
 382 Convenience and small class size.
 383 The campus.
 384 Class size.
 386 The sign languages classes.
 389 Availability of classes.
 391 Convenience.
 392 Convenience.
 394 The total package.
 395 Convenience.
 397 I like how the campus was constructed and the diversity of the course content.
 408 Convenient, they had every class I needed.
 409 The faculty was very knowledgeable and understanding and easy to approach outside of class.
 The courses, they had high standards. They didn't let you slack off.

410 It gave me a good education.
411 Classes.
412 The wide course selection, good faculty.
413 Class size.
414 Location.
415 It was difficult. I thought it was going to be a breeze, but I was very challenged and it prepared me for NIU.
419 Everything.
420 Teachers.
422 Close to home.
423 Quality education.
424 Convenient.
425 Since I work there I get a tuition ride off if I take classes.
426 Comfortable environment.
428 The layout of the campus.
432 Availability of teachers, their willingness to help. Also, the student activities were great.
439 Faculty availability.
440 The College in general.
442 Made me feel comfortable to go back after all these years.
449 Small classes, helpful teachers.
456 Close to home. Cost.
457 Close, flexibility of classes.
458 Convenient, affordability, level of education.
465 The sign language program was great.
467 Teachers, attentive. Diversity.
469 The campus is not too big so it is easy to get around.
472 Honors Program great.
473 People.
474 The convenience.
480 All - teachers were great.
487 Teachers.
488 The convenience and the fact that it was much cheaper than a four year school.
490 Teachers were very helpful. There were places to rest between classes.
492 I liked the class offerings and its registration procedures.
494 A very nice school, too bad it's not a four year.
495 Faculty great, good access to everything.
507 The location.
509 Internet courses.
513 I had a great German teacher, she was the best!
514 Convenient and affordable.
515 Convenient.
516 Access to anything, type of courses.

517 Convenient. Courses transferable.
518 Nice school, great professors!
519 Convenience and affordable costs.
520 The convenience.
521 Teachers were excellent.
531 Convenience.
532 Location and class times.
533 I really liked the teachers and the environment.
534 Prepared for further education. Teachers cared.
538 Size - class size.
539 Teachers.
542 Close to home.
543 Good opportunities.
545 The classes and the teachers.
546 Good school, I felt very taken care of there.
547 Faculty.
549 Convenience.
554 All my courses were great.
556 Good education for half the price.
557 Class sizes were manageable, wide variety of classes.
559 It's close to home and I like the remodeled buildings.
561 The small class sizes, I liked that they added the new building.
568 All the teachers were good.
570 Faculty.
572 Location, class size.
576 The teachers were very helpful in teaching the courses.
580 Teachers, Mr. XXXXXXXXXXXX.
581 Good instructors.
583 Saved money.
584 Affordable.
594 The transferability.
597 Cost, convenience.
602 Teachers really cared.
604 It was a convenient location.
608 Locations - services. Variety of courses.
609 Tox scanning is best course around.
613 Convenience.
615 Availability of the teachers.
616 Convenient, close and cheap.
617 Student activities.
620 Convenience, cost.

623 I had some real caring, available teachers.
 624 The part time teachers were the best.
 625 The courses were very explanatory, they were descriptive when choosing what courses to take.
 626 Class size.
 627 It's convenient and they had all the courses I wanted to take.
 636 Location and cost.
 638 Good instructors. Good school.
 639 Diversity of the students. Parking lot spaces.
 644 Convenience, feels like a four year college. It's professional.
 650 Teachers.
 653 It was a convenient location and it was a good college to go to for a transition from high school to a four year university.
 654 Teaching quality was great.
 657 Everything - campus, teachers.
 658 Convenience.

How can the College improve in its instruction?

Survey ID Q21 Improve Instruction

8 Don't know.
 10 Don't use the book as much.
 11 Unsure.
 12 Make sure class size is small.
 18 Tougher standards for the students.
 20 Teachers need to be more interested in making sure students understand material.
 23 Fine as is.
 26 I don't think they can.
 29 Core courses smaller.
 30 No complaints.
 33 More full time teachers.
 35 Transferability of courses. Poor.
 42 Standardized the curriculum, some teachers do their own thing and it doesn't make sense.
 Professor XXXXXXXXXXXX was hard to follow, was too fast and there wasn't time to go back and review, he taught Algebra 103. Professor XXXXXXXXXXXX for speech was excellent, she was well organized, and the flow of the class was logical.
 56 Doing fine.
 62 OK, no change.
 64 Vague surveys, inaccurate evaluation.
 66 Don't know.
 67 Become a four year college.
 70 Good already.
 73 Better teachers.
 81 It's fine.
 89 Don't know.

92 Some bad teachers.

101 Teachers - more available for student questions.

103 I was in Honors Program and thought it was excellent.

107 Separate continuing education students from full-time students.

115 Having a harder grading scale.

116 Offer more four year degrees.

121 To become a four year college.

125 No change needed.

137 Lecture classes too large.

138 Go to four year.

144 Everything was good.

150 More space for studio art.

164 Parking.

165 Some night teachers were poorer, less interested in students than the day time instructors.

166 Start baccalaureate program.

180 For it not to have any strikes.

183 More full-time instructors.

185 Teachers really didn't care about the students.

186 They have better qualified teachers than other schools, so keep it up.

188 Make sure instructors are qualified.

190 To keep up on its information relevant to the profession, stay up to date. Teacher to be more motivated.

191 More difficult courses.

199 Everything's great.

200 Make it a four year school.

203 Teachers that speak better English.

206 Offer four year degrees.

207 Hire more teachers that are there for teaching, not just people who are knowledgeable in the field.

212 More office hours for faculty.

214 Don't know, not much you guys can do, you already do a really good job.

228 Offer more evening classes.

229 More library resources.

231 Make classes more challenging to prepare for a university.

234 Working with students to get them to transfer and know more about the colleges because they were either dishonest or not up to date.

240 Some of the teachers need to stop treating the students like it is still high school, as in strictness.

241 Maintain small class sizes.

242 Part time faculty are harder to get a hold of at the campus.

251 Continue to hire good teachers.

258 Make some of the science courses cover more materials, they didn't prepare me for the science courses at a four year institution.

260 The teachers should have more flexible office hours.

261 Reduce class size, make part time teachers more available.

267 More technology - computers, etc.

275 Have evaluation forms filled out by students for all teachers.

278 Keep faculty happy including the adjuncts because they deliver so much. Also, I had to flunk the telecourse just to find out that wasn't the best way for me to learn. I think students should be aware of the pros and cons, maybe see evaluations from students who took it before.

280 Nothing.

282 Good job, no improvement needed.

284 Teachers seem like they don't want to be there.

287 Good already.

291 Would like to see more four year degrees offered at Harper.

292 One of the teachers was very negative, it was a math course.

293 Did a fine job. No improvement needed.

301 More writing courses.

304 Increase the technology available in the classes - computers and keep the technology updated.

308 Have more full-time teachers.

309 Screen some professors better, watch them teach, have better evaluations.

314 They told me all my courses would transfer over to North Central, but of my 60 credits only about 20 transferred over.

322 Have smaller classes.

332 Very satisfied.

341 More time availability for classes.

345 It's fine.

347 Prepare students more if they are going to a four year school. Be harder to get them ready.

364 Fine now.

365 Teachers more attentive to individual student's needs.

373 Go to four year college.

378 More hands on, less homework.

381 The science department needs a better tutoring program. My astronomy course was really hard and you could only get a tutor by appointment.

384 The math department needs more tutors, there was too many students and not enough tutors.

402 Watch the classrooms, be more critical on teachers, make sure they are not getting lazy.

409 Nothing.

410 Hire less liberal teachers.

412 I didn't have any problems.

414 Teachers need to use experience from real world life. The teachers taught straight out of the book and I didn't like that. Teachers at Roosevelt do a much better job.

415 Offer more classes.

419 The teachers should use PowerPoint for notes, it's more organized.

422 Parking was bad.

423 More technology based.

457 Good as is.

458 Make it a four year school.

- 465 More convenient parking, the parking lot is so far away.
- 469 More classes in the extra hall.
- 472 Hiring more full-time teachers dedicated to education.
- 480 Make it a four year school.
- 487 Offer more classes.
- 488 Class size, if the classes were smaller you could have more access to the faculty and you could increase your benefits.
- 495 Too much text book, need more hands on.
- 509 Offer more internet courses.
- 513 I don't know.
- 514 Make more available one on one time with the teachers.
- 515 Listen to student ratings of the teachers, some teachers were bad.
- 517 Fine, see no way to improve them.
- 518 More accessible classes.
- 519 Make sure there is open communication between the teachers and students. There usually was but just make sure.
- 520 Don't know.
- 531 Don't know.
- 532 Everything was great.
- 533 Offer four year degrees.
- 534 More advice for career planning.
- 539 More critical in English department.
- 543 Fair grading.
- 547 They can't.
- 556 Expand the number of classes, give more options to students.
- 557 Foreign language class moved way to fast for a 101 class, it was too accelerated.
- 559 Have teachers give out notes to be filled in while the teacher is lecturing. It helps on the tests.
- 568 Get better Academic Advising.
- 572 Great.
- 576 To become a four year institution.
- 580 Four year.
- 604 Having more of a variety of classes, like going more in depth on a specific topic instead of jamming it all in one class.
- 608 More varied courses at different times of day.
- 609 Some teachers are hard to understand.
- 615 Offer more courses or bachelor degree programs.
- 620 Four year degree.
- 623 Pay part time teachers more and take care of them because they are a huge asset to the school. I liked them better than the full time.
- 624 Some teachers in the math department didn't speak English.
- 627 Become a four year school.
- 638 Be a four year college.
- 653 Offer more of a variety of classes.

- 656 Screen the teachers better.
658 Availability of teachers.

How can the College improve in its services?

Survey ID Q22 Improve Services

- 4 Parking.
8 Don't know.
10 Make the parking lot bigger.
11 Don't know.
14 Parking, improving registration.
20 They do very well now.
26 Continue to reach out to the older people for continuing education.
28 Four year school would be nice.
34 Get more full time teachers.
35 Good already, no improvement needed.
37 Parking is horrendous. There is not enough spaces, it should be first come, first served and faculty should have underground parking.
45 Make the same classes scheduled for all different times.
52 Counselors need to stop advising students to take courses they really don't need to take.
56 Better information given to students so they can make better decisions.
64 Does fine.
66 Provide more counselors.
73 Notify students on which courses do not transfer to a four year school.
78 Access to advisors.
81 Make the students more aware of the services that are offered.
89 Don't know.
92 More maintenance work.
94 Counseling.
103 Advisors need more experience.
107 More parking.
116 Better parking, more. Transportation in cold weather from parking lots.
121 Do not have any complaints.
125 Everything was very good.
135 Pleased with everything.
136 Want a four year school.
137 Good, no problem.
144 Counseling service needs more attentive people working there.
151 Good service.
163 Services were all OK.
164 Don't fix what is not broken.
165 Offer courses at different times during the day.
180 Nothing.

181 Have more of the main classes on evenings and weekends.

182 Make it a four year college.

186 Everything is fine.

188 There should be more academic counselors.

190 Have more people available so there isn't a long wait to talk to counselors or advisors.

191 Counselors could be more knowledgeable.

199 Everything's good.

204 Class that helps you to transfer or continue your education.

206 Have more counselors since there are a lot of students.

211 Everything's fine.

212 Parking was a hassle.

214 Don't know, you guys have great services.

229 Better cafeteria.

230 Lower the cost of course credits.

231 Everything's fine.

234 Parking.

240 The parking lot is too crazy and too packed.

242 More windows to pay for tuition.

251 Send more email to inform people about the school.

256 More parking.

258 Very good, can't offer any suggestions.

262 Let people know more about the services.

267 Better parking.

275 The full-time faculty was the best, so have the outside teachers be full-time cause they are the

278 Have early counseling, consistent counseling and online counseling. I want to be able to get a "taste of a course" before I register for it - not audit it but be able to sit in on one or two classes to see if I'm interested. Also, they need to inform students of the Honors Program right away. I was there three years before I knew and that it pays for partial tuition at a four year college. Also, bring awareness to other programs - program board, senate that give students tuition reimbursement.

279 Better parking.

282 Readily available - good.

291 Satisfied.

292 Academic advising needs to be more knowledgeable.

293 Allocation of funds.

301 Great already.

303 More open to student's comments.

304 Lower the tuition costs.

305 Financial aid counselors could be better informed about programs.

307 More class availability. My microbiology course is Tue/Thurs mornings but the labs are Mon/Wed afternoons so it doesn't work with my schedule. I wish they would be right after my lectures.

308 No improvement needed.

314 Better academic advising - knowing what courses transfer to what schools.

318 No need to.

320 Inform incoming students about availability of services better. Advertise them.

322 Less student workers and more employees who know more information to answer my questions.

332 Have four year degrees.

339 Faster with the grading procedures and have evaluations with any problems in grading.

345 It's fine.

358 Four year program.

361 Service.

365 Transcripts - office did not send with AP scores - inefficient.

368 More parking.

373 Satisfied.

374 Parking.

375 Better parking.

384 The academic advising could be more helpful with providing information about careers and different majors to the students.

389 More social clubs.

394 Keep expanding.

395 The counseling center wasn't organized.

397 Have an answering machine after hours at the offices.

409 Change the cafeteria. No one goes, it's too expensive. The President and the administration should be more closely linked to the students. The administration doesn't care about the students. The parking sucks and the tuition keeps getting raised.

411 Fine.

412 I didn't have any problems.

422 More night classes.

439 More tutoring offered.

457 More advisors, no time for students.

465 More services available in the evenings, most of them close at certain times.

467 Open weekends and nights.

469 Don't know.

472 Have more informational pamphlets advertising the services that are available.

488 Don't know.

492 Have the library open longer.

494 Career counseling could be nicer. It is very hard to get an appointment.

495 More info on availability of services.

509 I've been very satisfied with everything.

513 They should have more activities for students who attend at night, not just the students in the day time.

514 I don't know.

515 Taking surveys from students is good. About the staff and services.

516 Pamphlets on availability of services.

518 No problems.

519 Make it a four year school.

520 Don't know.

521 Advising - conflicting advice from different people.
531 Don't know.
533 Advisor appointments were difficult to get.
534 Good tutoring program.
539 No, OK.
549 Better parking.
554 Inform the students more about the available services and their operating times.
559 Offer a Bachelor's in Nursing Science.
568 Have better parking.
570 Make the parking closer.
572 Make Harper a four year college.
576 Advertise them more so that the students are aware that they are available.
580 Parking.
602 Transfer.
608 Good as is.
626 Counselors were misleading (not on purpose).
638 OK as is.
654 Didn't know College had a Career Center, need to advertise it more.
658 Advertise to students the services the school has to offer.

Transfer Graduate Follow-up Survey



Harper College

Harper College Transfer Graduate Follow-up Survey 2005

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

Use pencil/ black ink

Survey number

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

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

2. To what extent were you successful in achieving your educational objective?

- ☐ a. Very successful
- ☐ b. Successful
- ☐ c. Somewhat successful
- ☐ d. Not at all successful

3. Please rate how your education at Harper College helped you in each of the following areas:

Not helpful at all
Not very helpful
Helpful
Extremely helpful

- a. Ability to verbally communicate effectively.....
- b. Ability to communicate in writing effectively.....
- c. Ability to understand scientific concepts.....
- d. Ability to explain and apply the scientific method.....
- e. Ability to appreciate other points of view.....
- f. Ability to appreciate diversity and other cultures.....
- g. Ability to identify, develop and solve quantitative problems.....
- h. Ability to use computers and technology.....

Not applicable
Poor
Average
Good
Excellent

4. Rate the instruction at Harper College.

- a. Class size.....
- b. Quality of instruction.....
- c. Course content.....
- d. Fairness of grading.....
- e. Faculty teaching ability.....
- f. Faculty concern for students.....
- g. Faculty availability.....

Very satisfied
Somewhat satisfied
Somewhat dissatisfied
Very dissatisfied
Did not use

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

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

Continue on next page

PN 05-100

☐ Not applicable
☐ Not convenient
☐ Convenient
☐ Very convenient

6. Rate the convenience of the courses taken in terms of their location?

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

7. Which of the following best describes your current educational status?

☐ a. Full-time student (12 credit hours or more) (continue with question 8)
☐ b. Part-time student (continue with question 8)
☐ c. Not currently enrolled - plan to enroll at a later date (skip to question 13)
☐ d. Not currently enrolled - no plans to enroll (skip to question 14)

8. Which institution do you currently attend? (Do not read list)

☐ a. Columbia College in Chicago
☐ b. DePaul University
☐ c. Elmhurst College
☐ d. Illinois State University
☐ e. Northeastern Illinois University
☐ f. Northern Illinois University
☐ g. Roosevelt University
☐ h. University of Illinois at Champaign-Urbana
☐ i. University of Illinois at Chicago
☐ j. Harper College
☐ k. Other, specify: _____

9. What is your current major/ course of study?

10. How would you describe your current major?

☐ a. Same as my Harper major
☐ b. Related to my Harper major
☐ c. Entirely new area

11. Did all of your Harper College credits transfer to your current institution?

☐ a. Yes (if YES, skip to question 13)
☐ b. No (if NO, continue with question 12)

12. What was the main reason why some credits did not transfer?

☐ a. Some credits would transfer as elective only
☐ b. Entirely new field of study at transfer institution
☐ c. Grades were not high enough to earn transfer credits
☐ d. Other, specify: _____

13. What is the highest degree you plan to earn?

☐ a. Bachelor's Degree
☐ b. Master's Degree
☐ c. Doctorate Degree
☐ d. Professional Degree

14. Have you taken additional courses at Harper since receiving your degree or certificate?

☐ a. Yes (if YES, continue with question 15)
☐ b. No (if NO, skip to question 16)

15. What type of courses have you taken? (Mark ALL that apply.)

☐ a. Credit courses
☐ b. Continuing Education courses (non-credit)

Continue on next page

16. How would you rate your Harper education in terms of how well it prepared you for continuing your education?

- ☐ a. Excellent
- ☐ b. Good
- ☐ c. Average
- ☐ d. Poor
- ☐ e. Very poor

17. What is your present employment status? (Mark **ONE** response.)

- ☐ a. Employed full-time - 30 yours 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 - indicate reason below
 - ☐ 1. Full-time student
 - ☐ 2. Full-time homemaker
 - ☐ 3. Health disability
 - ☐ 4. Family responsibilities
 - ☐ 5. Other - specify: _____

4 Definitely yes

3 Yes

2 No

1 Definitely no

18. 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?

☐ ☐ ☐ ☐

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

☐ ☐ ☐ ☐

20. What did you like best at Harper College?

21. How can the College improve in its instruction?

22. How can the College improve in its services?

Thank you for completing this survey

PN 05-100