

**Harper College**  
**Results of 2005 Transfer Graduate Survey**

*Prepared by the Office of Research*  
*Teaming to serve research needs of the College*  
*May 23, 2006*

## Executive Summary

This report presents the results of the Transfer Graduate Survey of 2005 Harper College graduates of transfer programs.

In most cases, the results were positive. A majority of 2005 graduates (82%) reported that their main objective in attending Harper was to take coursework for transfer to another college. The great majority (93%) indicated that they were successful in reaching their educational objectives. More than three-quarters (79%) reported being enrolled in another college or university at least part-time, and 70% 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 (13%). Nearly three-quarters (74%) of respondents reported being employed at least part-time; 34% 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% to 98% 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 88% of respondents gave ratings of “good” or “excellent”. More than 81% of respondents were satisfied with support services at the College (e.g., Financial Aid, Academic Advising, Tutoring, Library, Student Activities, etc.).

The great majority (90%) rated their preparation at Harper as either “excellent” or “good”. Nearly all (99%) 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 (91%).

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. There were no statistically significant differences between the responses of the 2005 graduates and the responses of the 2004 graduates.

## **Introduction**

The Harper College Transfer Graduate Survey is conducted the spring after Harper students graduated. The survey was conducted with Harper alumni who graduated in fiscal year 2005 with transfer degrees (e.g., A.A., A.S., etc.). The survey was administered by telephone in Fall 2005, with follow-up mailings in Spring 2006.<sup>1</sup> For the Transfer Graduate Survey, 372 of 711 Harper graduates were contacted and surveyed, for a response rate of 52.3%. This represents a substantial improvement over the 42.5% response rate achieved in the prior year.

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 2005 Career Graduate Survey*. Results for specific career programs can be found in the *Results of 2005 Career Graduate Survey – Program-Level Results*.

## **Results and Discussion**

Table 1 presents the demographic characteristics (racial/ethnic group, gender, and age group) for all 711 transfer graduates from 2005, as well as the demographic characteristics of the 372 survey respondents (note that demographic information was not available for all respondents). There was no statistically significant response bias in any demographic group (i.e., one group was not significantly more or less likely to respond to the survey).

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<sup>1</sup> 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. Response rate was increased from approximately 25% to 43% and cycle time was reduced from two years to 18 months. For this year's survey, response rate was increased to 52% and cycle time was further reduced to one year.

**Table 1: Demographic Characteristics of Graduates and Survey Respondents**

Racial/Ethnic Group	Graduates		Respondents	
	Number	Percent	Number	Percent
Asian/Pacific Islander	52	7.3%	25	6.8%
American Indian/Alaskan Native	0	0.0%	0	0.0%
African American	17	2.4%	9	2.4%
Hispanic	62	8.7%	27	7.3%
White	514	72.3%	273	74.2%
Other/Unknown	66	9.3%	34	9.2%
<b>Gender</b>				
Female	414	58.2%	215	58.4%
Male	297	41.8%	153	41.6%
<b>Age Group</b>				
18 and under	3	0.4%	3	0.8%
19 to 24	507	71.3%	272	73.9%
25 and older	201	28.3%	93	25.3%

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 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?	2004 (N=281)		2005 (N=370)	
	Number	Percent	Number	Percent <sup>a</sup>
Obtain skills needed for entry into new or different job	15	5.3%	17	4.6%
Improve skills needed in present job	7	2.5%	3	0.8%
Explore courses to decide on a career	22	7.8%	38	10.3%
Take coursework for transfer to another college	222	79.0%	302	81.6%
Personal interest or self-improvement	15	5.3%	10	2.7%

<sup>a</sup> Responses were significantly different by age group ( $\chi^2=49.04$ ,  $df=8$ ,  $p<.01$ ).

The large majority of respondents (82%) reported that their main objective in attending Harper was to take coursework for transfer to another college. Small proportions of respondents selected any of the other response choices. Responses to this question differed by age group: traditional college-age respondents (19 to 24 years old) were more likely than adult respondents to indicate they were "taking coursework for transfer" (83%, compared to 77% for adult respondents) or "exploring courses to decide on a career" (12%, compared to 8% for adult respondents), and less likely than adult respondents to indicate they were "obtaining skills

needed for entry into a new or different job” (3%, compared to 10% for adults;  $\chi^2=49.04$ ,  $df=8$ ,  $p<.01$ ). There were no statistically significant differences in responses based on year of graduation.

**Table 3: Question 2 – Success in Achieving Objective**

To what extent were you successful in achieving your educational objective?	2004 (N=281)		2005 (N=371)	
	Number	Percent	Number	Percent
Very successful	198	70.5%	270	72.8%
Successful	71	25.3%	74	19.9%
Somewhat successful	10	3.6%	24	6.5%
Not at all successful	2	0.7%	3	0.8%

Nearly all respondents (93%) indicated that they were successful or very successful in achieving their educational objective. There were no statistically significant differences by any demographic group or by year of graduation.

**Table 4: Question 3 – Rating Education at Harper**

Please rate how your education at Harper College helped you in each of the following areas.	2004		2005	
	Number	Percent	Number	Percent
Ability to verbally communicate effectively <sup>a</sup>	(N=279)		(N=371)	
Extremely helpful	136	48.7%	191	51.5%
Helpful	133	47.7%	171	46.1%
Not very helpful	9	3.2%	8	2.2%
Not helpful at all	1	0.4%	1	0.3%
Ability to communicate in writing effectively	(N=278)		(N=371)	
Extremely helpful	129	46.4%	189	50.9%
Helpful	135	48.6%	163	43.9%
Not very helpful	11	4.0%	15	4.0%
Not helpful at all	3	1.1%	4	1.1%
Ability to understand scientific concepts <sup>b</sup>	(N=272)		(N=369)	
Extremely helpful	94	34.6%	151	40.9%
Helpful	141	51.8%	165	44.7%
Not very helpful	28	10.3%	45	12.2%
Not helpful at all	9	3.3%	8	2.2%
Ability to explain and apply the scientific method	(N=269)		(N=368)	
Extremely helpful	97	36.1%	147	39.9%
Helpful	130	48.3%	166	45.1%
Not very helpful	29	10.8%	45	12.2%
Not helpful at all	13	4.8%	10	2.7%
Ability to appreciate other points of view	(N=278)		(N=370)	
Extremely helpful	158	56.8%	225	60.8%
Helpful	108	38.8%	127	34.3%
Not very helpful	9	3.2%	14	3.8%
Not helpful at all	3	1.1%	4	1.1%

**Table 4: Continued**

Please rate how your education at Harper College helped you in each of the following areas.	2004		2005	
	Number	Percent	Number	Percent
Ability to appreciate diversity and other cultures	(N=278)		(N=369)	
Extremely helpful	161	57.9%	238	64.5%
Helpful	95	34.2%	113	30.6%
Not very helpful	14	5.0%	15	4.1%
Not helpful at all	8	2.9%	3	0.8%
Ability to identify, develop, and solve quantitative problems	(N=275)		(N=369)	
Extremely helpful	99	36.0%	154	41.7%
Helpful	147	53.5%	177	48.0%
Not very helpful	20	7.3%	32	8.7%
Not helpful at all	9	3.3%	6	1.6%
Ability to use computers and technology	(N=262)		(N=365)	
Extremely helpful	105	40.1%	170	46.6%
Helpful	116	44.3%	135	37.0%
Not very helpful	28	10.7%	49	13.4%
Not helpful at all	13	5.0%	11	3.0%

<sup>a</sup> Responses were significantly different by age group ( $\chi^2=21.54$ ,  $df=6$ ,  $p<.01$ ).

<sup>b</sup> Responses were significantly different by age group ( $\chi^2=14.41$ ,  $df=6$ ,  $p<.05$ ).

Respondents consistently rated their Harper education as being helpful or extremely helpful in developing their academic abilities. Positive ratings ranged from 84% (ability to use computers and technology) to 98% (ability to verbally communicate effectively). Looking at ratings of “extremely helpful”, respondents were most positive about ability to appreciate diversity (65%) and ability to appreciate other points of view (61%), both with over 60% of graduates giving the most positive response.

When rating how their Harper education helped them, there were two statistically significant differences by age group. Adult graduates were more likely than traditional-age graduates to report that their Harper experience was “extremely helpful” in terms of their ability to communicate verbally (61% vs. 49% for traditional-age graduates;  $\chi^2=21.54$ ,  $df=6$ ,  $p<.01$ ) and their ability to understand scientific concepts (48% vs. 39% for traditional-age graduates;  $\chi^2=14.42$ ,  $df=6$ ,  $p<.05$ ). There were no other statistically significant differences by demographic group or by year of graduation.

**Table 5: Question 4 – Rating Instruction at Harper**

Rate the instruction at Harper College.	2004		2005	
	Number	Percent	Number	Percent
Class Size	(N=280)		(N=370)	
Excellent	164	58.6%	218	58.9%
Good	92	32.9%	124	33.5%
Average	24	8.6%	25	6.8%
Poor	0	0.0%	3	0.8%
Quality of instruction	(N=282)		(N=371)	
Excellent	169	59.9%	187	50.4%
Good	98	34.8%	149	40.2%
Average	14	5.0%	33	8.9%
Poor	1	0.4%	2	0.5%
Course content	(N=282)		(N=371)	
Excellent	145	51.4%	177	47.7%
Good	123	43.6%	158	42.6%
Average	13	4.6%	36	9.7%
Poor	1	0.4%	0	0.0%
Fairness of grading	(N=282)		(N=369)	
Excellent	163	57.8%	200	54.2%
Good	97	34.4%	137	37.1%
Average	20	7.1%	31	8.4%
Poor	2	0.7%	1	0.3%
Faculty teaching ability	(N=282)		(N=371)	
Excellent	170	60.3%	197	53.1%
Good	90	33.7%	141	38.0%
Average	20	7.1%	30	8.1%
Poor	4	1.4%	3	0.8%
Faculty concern for students	(N=281)		(N=370)	
Excellent	167	59.4%	200	54.1%
Good	90	32.0%	128	34.6%
Average	20	7.1%	40	10.8%
Poor	4	1.4%	2	0.5%
Faculty availability	(N=279)		(N=368)	
Excellent	172	61.6%	207	56.3%
Good	85	30.5%	118	32.1%
Average	21	7.5%	39	10.6%
Poor	1	0.4%	4	1.1%

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 88% of respondents gave positive ratings (i.e., “excellent” or “good”) to every facet and at least 48% rated each facet as “excellent”. The facet that received the most positive rating (59% of respondents rating as excellent) was class size. Importantly, there were no statistically significant differences by demographic group or graduation year 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.	2004		2005	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Financial Aid services	(N=87)		(N=150)	
Very satisfied	53	60.9%	70	46.7%
Somewhat satisfied	21	24.1%	60	40.0%
Somewhat dissatisfied	10	11.5%	12	8.0%
Very dissatisfied	3	3.4%	8	5.3%
Did not use	195		221	
Academic advising	(N=239)		(N=331)	
Very satisfied	133	55.6%	144	43.5%
Somewhat satisfied	69	28.9%	124	37.5%
Somewhat dissatisfied	26	10.9%	39	11.8%
Very dissatisfied	11	4.6%	24	7.3%
Did not use	42		40	
Career planning	(N=145)		(N=209)	
Very satisfied	60	41.4%	82	39.2%
Somewhat satisfied	59	40.7%	95	45.5%
Somewhat dissatisfied	20	13.8%	23	11.0%
Very dissatisfied	6	4.1%	9	4.3%
Did not use	137		163	
College transfer planning	(N=197)		(N=263)	
Very satisfied	106	53.8%	112	42.6%
Somewhat satisfied	69	35.0%	109	41.4%
Somewhat dissatisfied	12	6.1%	25	9.5%
Very dissatisfied	10	5.1%	17	6.5%
Did not use	85		109	
Counseling	(N=172)		(N=234)	
Very satisfied	83	48.3%	106	45.3%
Somewhat satisfied	63	36.6%	99	42.3%
Somewhat dissatisfied	21	12.2%	16	6.8%
Very dissatisfied	5	2.9%	13	5.6%
Did not use	110		137	
Tutoring	(N=131)		(N=193)	
Very satisfied	77	58.8%	103	53.4%
Somewhat satisfied	49	37.4%	67	34.7%
Somewhat dissatisfied	4	3.1%	19	9.8%
Very dissatisfied	1	0.8%	4	2.1%
Did not use	150		179	
Library/audio visual services	(N=219)		(N=296)	
Very satisfied	151	68.9%	165	55.7%
Somewhat satisfied	57	26.0%	119	40.2%
Somewhat dissatisfied	6	2.7%	10	3.4%
Very dissatisfied	5	2.3%	2	0.7%
Did not use	63		76	



**Table 6: Continued**

Rate your satisfaction with each office or service listed below.	2004		2005	
	Number	Percent <sup>a</sup>	Number	Percent <sup>a</sup>
Student activities	(N=128)		(N=172)	
Very satisfied	65	50.8%	73	42.4%
Somewhat satisfied	51	39.8%	86	50.0%
Somewhat dissatisfied	7	5.5%	10	5.8%
Very dissatisfied	5	3.9%	3	1.7%
Did not use	154		200	
Registration procedures	(N=276)		(N=371)	
Very satisfied	167	60.5%	196	52.8%
Somewhat satisfied	85	30.8%	144	38.8%
Somewhat dissatisfied	19	6.9%	23	6.2%
Very dissatisfied	5	1.8%	8	2.2%
Did not use	4		1	
Access for disabled on campus	(N=86)		(N=127)	
Very satisfied	49	57.0%	69	54.3%
Somewhat satisfied	35	40.7%	51	40.2%
Somewhat dissatisfied	1	1.2%	4	3.1%
Very dissatisfied	1	1.2%	3	2.4%
Did not use	196		241	
Availability of computers for out-of-class use	(N=228)		(N=302)	
Very satisfied	152	66.7%	198	65.6%
Somewhat satisfied	68	29.8%	84	27.8%
Somewhat dissatisfied	5	2.2%	16	5.3%
Very dissatisfied	3	1.3%	4	1.3%
Did not use	53		70	
Career Center	(N=135)		(N=200)	
Very satisfied	76	56.3%	102	51.0%
Somewhat satisfied	49	36.3%	85	42.5%
Somewhat dissatisfied	7	5.2%	12	6.0%
Very dissatisfied	3	2.2%	1	0.5%
Did not use	147		172	

<sup>a</sup> Percentages are based on respondents using the service.

Graduates reported being generally satisfied with support services at Harper: satisfaction levels ranged from 81% for academic advising to 96% for library/AV services. Relatively high proportions of graduates (ranging from 39% to 66%) 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 academic advising) were used by more graduates than others (such as disability services and financial aid services). There were no statistically significant differences by demographic group or by year of graduation.

**Table 7: Question 6 – Rating Convenience of Harper Locations**

Rate the convenience of the courses taken in terms of their location.	2004		2005	
	Number	Percent	Number	Percent
Harper main campus – Palatine	(N=282)		(N=371)	
Very convenient	192	68.1%	274	73.9%
Convenient	83	29.4%	93	25.1%
Not convenient	7	2.5%	4	1.1%
Northeast Center – Wheeling	(N=36)		(N=48)	
Very Convenient	15	41.7%	22	45.8%
Convenient	15	41.7%	11	22.9%
Not convenient	6	16.7%	15	31.3%
WEB or Internet based – from home or office	(N=45)		(N=92)	
Very convenient	28	62.2%	64	69.6%
Convenient	15	33.3%	25	27.2%
Not convenient	2	4.4%	3	3.3%
Harper Professional Center – Schaumburg	(N=6)		(N=20)	
Very convenient	2	33.3%	11	55.0%
Convenient	4	66.7%	9	45.0%
Not convenient	0	0.0%	0	0.0%
Other	(N=8)		(N=2)	
Very convenient	4	50.0%	1	50.0%
Convenient	0	0.0%	0	0.0%
Not convenient	4	50.0%	1	50.0%

Graduates were asked to rate the convenience of the locations for Harper classes. The majority of respondents (74%) 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 Barrington High School and “the center on Palatine Road”. There were no significant differences in responses by demographic group or by year of graduation.

**Table 8: Question 7 – Current Educational Status**

Which of the following best describes your current educational status?	2004 (N=282)		2005 (N=371)	
	Number	Percent	Number	Percent <sup>a</sup>
Full-time student	177	62.8%	238	64.2%
Part-time student	32	11.3%	55	14.8%
Not currently enrolled – plan to enroll at a later date	52	18.4%	51	13.7%
Not currently enrolled – no plans to enroll	21	7.4%	27	7.3%

<sup>a</sup> Responses were significantly different by age group ( $\chi^2=60.68$ ,  $df=6$ ,  $p<.01$ ).

More than three-quarters of the respondents (79%) reported being enrolled at least part-time at another institution, with the majority (64%) enrolled full-time. An additional 14% reported that they had plans to enroll in the future. A small proportion (7%) reported not being enrolled, with no plans to enroll in the future. Traditional-age graduates were more likely than adult graduates to report being enrolled full-time (75% vs. 33%;  $\chi^2=60.68$ ,  $df=6$ ,  $p<.01$ ).

**Table 9: Question 8 – Transfer Institution**

Which institution do you currently attend?	2004 (N=206)		2005 (N=291)	
	Number	Percent	Number	Percent
Columbia College	2	1.0%	8	2.7%
DePaul University	14	6.8%	19	6.5%
Elmhurst College	12	5.8%	6	2.1%
Illinois State University	12	5.8%	24	8.2%
Northeastern Illinois University	21	10.2%	28	9.6%
Northern Illinois University	42	20.4%	37	12.7%
Roosevelt University	24	11.7%	32	11.0%
University of Illinois – Champaign-Urbana	4	1.9%	9	3.1%
University of Illinois – Chicago (UIC)	10	4.9%	15	5.2%
Harper College	22	10.7%	37	12.7%
Other <sup>a</sup>	42	20.4%	76	26.1%
Loyola University	5	2.4%	5	1.7%
Western Illinois University	1	0.0%	5	1.7%
Eastern Illinois University	6	2.9%	4	1.4%
Southern Illinois University	2	1.0%	4	1.4%

<sup>a</sup> The four most frequently mentioned schools from 2005 are listed below. Other schools were mentioned by only one or two respondents.

Among the Harper graduates who were currently enrolled, the largest proportion (13%) were attending Northern Illinois University. Roosevelt University and Northeastern Illinois University were also relatively common transfer destinations: 11% and 10% of respondents attended these institutions, respectively. Respondents choosing “other” indicated a range of different institutions. The top four “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?	2004 (N=202)		2005 (N=292)	
	Number	Percent	Number	Percent
Same as my Harper major	59	29.2%	93	31.8%
Related to my Harper major	86	42.6%	111	38.0%
Entirely new area	57	28.2%	88	30.1%

When asked about their current major, the largest proportion of respondents (38%) 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 (32% and 30%, 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 or year of graduation.

**Table 11: Questions 11 and 12 – Transferring Credits**

Did all of your Harper College credits transfer to your current institution?	2004 (N=191)		2005 (N=260)	
	Number	Percent	Number	Percent
Yes	151	79.1%	193	74.2%
No (if NO, continue with question 12)	40	20.9%	67	25.8%
What was the main reason why some credits did not transfer?	(N=40)		(N=67)	
Some credits would transfer as elective only	20	50.0%	22	32.8%
Entirely new field of study at transfer institution	2	5.0%	14	20.9%
Grades were not high enough to earn transfer credits	1	2.5%	3	4.5%
Other	17	42.5%	28	41.8%

Most graduates (74%) 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 (33%) was that some credits would transfer as elective only. A large minority (42%) 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 or year of graduation.

**Table 12: Question 13 – Educational Goals**

What is the highest degree you plan to earn?	2004 (N=251)		2005 (N=338)	
	Number	Percent	Number	Percent <sup>a</sup>
Bachelor’s Degree	108	43.0%	127	37.6%
Master’s Degree	121	48.2%	155	45.9%
Doctorate Degree	19	7.6%	41	12.1%
Professional Degree	3	1.2%	15	4.4%

<sup>a</sup> Responses were significantly different by racial/ethnic group ( $\chi^2=10.11$ ,  $df=3$ ,  $p<.05$ ).

The largest proportion of respondents (46%) indicated that they aspired to earn a Master’s degree. A similar proportion (38%) reported that they aspired to a Bachelor’s degree. Relatively small proportions reported aspiring to doctoral or professional degrees. Minority graduates were more likely than white graduates to aspire to Master’s degrees (52% vs. 43%) and Doctorate degrees (18% vs. 10%;  $\chi^2=10.11$ ,  $df=3$ ,  $p<.05$ ). There were no statistically significant differences by year of graduation.

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

Have you taken additional courses at Harper since receiving your degree or certificate?	2004 (N=279)		2005 (N=371)	
	Number	Percent	Number	Percent
Yes	52	18.6%	93	25.1%
No	227	81.4%	278	74.9%
What type of courses have you taken?	(N=50)		(N=97)	
Credit courses	47	94.0%	90	92.8%
Continuing Education courses	3	6.0%	7	7.2%

One-fourth of respondents (25%) 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 (93%) reported taking credit courses. There were no statistically significant differences by demographic group or year of graduation.

**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?	2004 (N=274)		2005 (N=371)	
	Number	Percent	Number	Percent
Excellent	174	63.5%	206	55.5%
Good	82	29.9%	126	34.0%
Average	17	6.2%	35	9.4%
Poor	0	0.0%	3	0.8%
Very poor	1	0.4%	1	0.3%

When asked how well their Harper education prepared them for continuing their education, 90% reported that their preparation was “excellent” or “good”. Very few respondents (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 or year of graduation.

**Table 15: Question 17 – Employment Status**

What is your present employment status <sup>a</sup> ?	2004 (N=281)		2005 (N=371)	
	Number	Percent	Number	Percent
Employed full-time – 30 hours or more per week	113	40.2%	126	34.0%
Employed part-time – less than 30 hours per week	105	37.4%	148	39.9%
Full-time military service	0	0.0%	1	0.3%
Unemployed, seeking employment	21	7.5%	18	4.9%
Unemployed, not seeking employment	42	14.9%	78	21.0%
<b>Of those unemployed and not seeking employment <sup>b</sup>:</b>	<b>(N=41)</b>		<b>(N=86)</b>	
Full-time student	32	78.0%	73	84.9%
Full-time homemaker	4	9.8%	3	3.5%
Health disability	1	2.4%	1	1.2%
Family responsibilities	1	2.4%	3	3.5%
Other	3	7.3%	6	7.0%

<sup>a</sup> Responses were significantly different by age group ( $\chi^2=36.41$ ,  $df=8$ ,  $p<.01$ ).

<sup>b</sup> Responses were significantly different by age group ( $\chi^2=27.60$ ,  $df=8$ ,  $p<.01$ ).

The majority (74%) of respondents reported being employed at least part-time. Among those unemployed, 81% (78 of 96) reported that they were not seeking employment. Being a full-time student was the most frequently cited reason for not seeking employment (cited by 85% of respondents). Adult graduates were more likely than traditional-age graduates to report being employed full-time (54% vs. 27%;  $\chi^2=36.41$ ,  $df=8$ ,  $p<.01$ ); among those unemployed and not seeking employment, traditional-age graduates were more likely than adult graduates to report being full-time students (97% vs. 52%;  $\chi^2=27.60$ ,  $df=8$ ,  $p<.01$ ).

**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?	2004 (N=282)		2005 (N=372)	
	Number	Percent	Number	Percent
Definitely yes	248	87.9%	314	84.4%
Yes	30	10.6%	54	14.5%
No	2	0.7%	2	0.5%
Definitely no	2	0.7%	2	0.5%
Would you return to Harper for educational or personal enrichment courses in the near future?	(N=278)		(N=370)	
Definitely yes	206	74.1%	259	70.0%
Yes	55	19.8%	79	21.4%
No	11	4.0%	23	6.2%
Definitely no	6	2.2%	9	2.4%

When asked if they would recommend Harper to friends and family, respondents were overwhelmingly positive: 99% said yes or definitely yes. Similarly, when asked if they would return to Harper for credit or continuing education courses in the near future, 91% said yes or definitely yes. Note that for these two questions, 84% and 70%, 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 or year of graduation 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=502)	Number	Percent
Faculty/specific teachers	102	20.3%
Location/close to home	68	13.5%
Convenience (general)	58	11.6%
Class size (small classes)	41	8.2%
Affordable/low cost	40	8.0%
Courses/curriculum	31	6.2%
Class schedules/availability	29	5.8%
Other	24	4.8%
Specific service	18	3.6%
Quality of education	16	3.2%

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

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

How can the College improve its instruction? (N=146)	Number	Percent
Improve experience/quality of teachers	29	19.9%
Four-year school	21	14.4%
No change	20	13.7%
Create new courses/improve course availability	17	11.6%
Improve faculty interaction with students	13	8.9%

When asked how the College can improve in its instruction, common answers were to improve experience levels of faculty, to become a four-year school, to improve the availability of classes, and to improve faculty interaction with students. The third 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=137)	Number	Percent
Improve quality of specific office/personnel	44	32.1%
Improve parking	23	16.8%
Other	20	14.6%
No change	19	13.9%
Improve counselor/advisor access	13	9.5%

When asked how the College can improve in its services, respondents often suggested improving the quality of a specific office, improving parking, and improving access to advisors and counselors. Similar to the comments on improving instruction, the fourth most common response was that no change was needed. The “other” category denotes comments that did not fit into any other category.

## 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 2005 graduates (82%) reported that their main objective in attending Harper was to take coursework for transfer to another college, and nearly all (93%) indicated that they were successful in reaching their educational objectives. More than three-quarters (79%) 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; 70% reported majoring in a program similar or related to their field of study at Harper. Nearly three-quarters (74%) of respondents reported being employed at least part-time; 34% 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% to 98% 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 88% of respondents gave ratings of “good” or “excellent”. More than 81% of respondents were satisfied with support services at the College (e.g., Financial Aid, Academic Advising, Tutoring, Library, Student Activities).

The great majority (90%) rated their preparation at Harper as either “excellent” or “good”. Nearly all (99%) said that they would recommend Harper to friends and family and would return to Harper for credit or continuing education courses in the future (91%).

In their open responses, respondents indicated that the quality of the faculty, the convenience, the small class size, and the cost were among the things that they liked best about Harper. Common suggestions for how the College can improve instruction were to improve the quality of faculty, to become a four-year school, and to improve the availability of classes. Respondents’ suggestions for improving Harper’s services included improving specific services, improving parking, and improving access to advisors and counselors. Graduates 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. For the most part, responses of the 2005 graduates were parallel to those of the 2004 graduates. There were no statistically significant differences based on the respondents’ graduation year.



**Appendix A**  
**Responses to Open-Ended Questions**  
**Survey Instrument**

## Responses to Open-Ended Questions

### *Which institution do you currently attend?*

#### *Survey ID Q8k Other*

1002	University of Florida
1011	Western Illinois University
1020	College of the Ozarks
1022	Southern Illinois University
1034	Institute of Art (Schaumburg)
1039	University of Kentucky
1051	University of Wisconsin, Milwaukee
1057	Western Illinois
1070	Illinois Institute of Art Schaumburg
1079	Baylor University, Texas
1081	Purdue
1085	Lindenwood University, Missouri
1095	Loyola
1102	McCormick
1103	Concordia
1111	Northern Arizona
1121	University of Iowa
1124	University of Colorado
1138	Eastern Illinois University
1141	Western IL
1155	Eastern Illinois
1160	Governor's State University
1164	Harrington College of Design
1180	Bradley University
1184	Hawaii Pacific University
1196	Indiana University
1219	Concordia University
1225	Western Illinois
1227	Southern Illinois in Carbondale
1235	Kendall College
1244	Dominican
1246	University of Wisconsin - Madison
1257	Concordia University in River Forest
1259	University of Wisconsin in Madison
1269	Loyola University
1287	University of Colorado

1293	ASU AZ
1302	University of North Carolina
1303	Loyola University Chicago
1320	Loyola University - Chicago
1344	National Louis
1353	Columbia of Missouri
1362	North Central
1367	National Louis
1375	University Miami Florida
1376	Emmaus Bible college
1381	Liberty University (Lynchburg, VA)
1384	Southern Illinois University
1391	Northwestern
1396	North Park
1415	Trinity International University
1426	Iowa State University
1451	Judson College
1452	Benedictine University - Lisle, IL
1456	IADT (Schaumburg)
1460	Judson
1468	College of DuPage
1476	Indiana
1481	Benedictine University
1483	University of Phoenix
1496	DeVry
1503	Florida State
1505	Illinois Tech.
1515	Grane Valley, Michigan
1533	University Texas, Austin
1557	Westwood College, O'Hare
1567	Loyola University (Chicago)
1583	Eastern Illinois University
1585	McCormack College
1628	Lake Erie College of Medicine
1629	Eastern Illinois University
1657	SIU - Carbondale
1676	Western Illinois University
1689	North Central Naperville
1708	Rockford College

***Count of Majors – Alphabetic List***  
***Q9Major***

***Count***

Accounting	9
Accounting/Finance	1
Acting	1
Advertising	1
Aerospace Engineering	1
Anthropology	1
Architecture	2
Art Education	1
Art History	1
Audio	1
AVN/AS	1
Bachelor's in Design	1
Biblical Studies	1
Bio Chemistry	1
Biochemistry	1
Bio-Chemistry	1
Bio-Engineering	1
Biology	7
Biology, Pre-Vet	1
Blood - Criminology	1
Broadcast Journalism	1
Business	4
Business Administration	3
Business and Hospitality	1
Business Development	1
Business Finance	1
Business Management	9
Business Science/Leadership	1
Business/Marketing	1
Chemistry	2
Communication	1
Communications	5
Computer Engineering	1
Computer Science	1
Computer systems	1
Counseling	1
Court Reporting	2
Criminal Justice	5
Criminal Justice Sciences	1
Crminal Justice	1
Diagnostic Medical Stenography	1

Domestic Violence Counseling	1
Early Childhood Education	1
Early Childhood Education, Special Education	1
Economics	2
Education	5
Electrical Engineering	2
Elementary Education	16
Elementary Education - minor: Mathematics	1
English	4
English (Secondary Education)	1
English Education	1
English in Secondary Education	1
English/Political Science	1
English/Secondary Education	1
Exercise Science	1
Exersize Science	1
Family and Consumer Sciences Education	1
Film and Video	1
Film Editing	1
Finance	13
Finance & Economics (double major)	1
Fire Science Technology	1
Food and Beverage Maintenance	1
Foreign Languages	1
Forensic Chemistry	1
Game Art and Design	1
General Business Administration	1
General Education	1
General Studies	2
Geography	1
Geology	2
Graphic Design	2
Health	1
Health Science	1
High School English Teacher	1
History	9
History/Africa Studies	1
History/Secondary Education	1
Hospitality and Tourism Management	1
Human Resource Development	1
Human Resource Management	2

Human Resources	1
Indiana - Sociology, Harper - no major	1
Information Technology	1
Insurance Program	1
Interior Design	1
International Cinema and Media	1
Jazz Studies	1
Journalism	5
Justice Studies	1
Law	1
Law Enforcement & Justice Administration/Criminal Justice	1
Marketing	7
Marketing Communications	1
Massage Therapy	1
Math	1
Mechanical Engineering	3
Movement Science	1
Music	1
Music and Psychology	1
Music Education	1
Network Security	1
Nursing	11
Nutrition	1
Nutrition/dietician	1
Operational Management	1
Pharmacy	2
Philosophy	1
Photo Journalism	1
Physical Education	2
Physical Education (K - 12)	1
Physical Education K - 12	1
Physical Therapy	1
Physics	2
Political Science	4
Pre Med	2
Pre-Nursing	1
Professional Communication	1
Psychology	19
Psychology (clinical)	1
Public Communication	1
Radio Production	1

Radiology	1
Radiology Technician	1
Real Estate	2
Recreation	2
Rhetoric	1
Science	1
Secondary Education	4
Secondary Education - Biology	1
Secondary Education (Spanish)	1
Social Work	3
Sociology	6
Technology	1
Television Writing	1
Theater	2
Ultra Sound Technician	2
Undecided	1
Undecided due to very bad Harper advisement.	1
Undeclared	1
Youth Ministry	1
Zoology	1

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

***Survey ID Q12d Other***

1002	Another state.
1038	No idea why.
1079	Out of state.
1085	Comes down to very poor advising.
1111	Only a maximum amount of credits would transfer.
1138	Did not need them to transfer.
1160	Too many hours.
1204	Northeastern didn't accept some of the courses.
1218	ISU didn't accept some history courses.
1226	They were Harper required courses that Roosevelt didn't accept.
1333	Don't know.
1334	UIC didn't accept them.
1407	Would not specify.
1415	Don't know.
1418	Still working on getting some transferred.
1426	I had too many credits at Harper - only 60 would transfer.
1466	Duplicate class.
1536	RU doesn't offer some of the classes Harper does.
1542	The math was not at a 100 level.

- 1545 They just didn't transfer.
- 1557 Gym classes don't transfer.
- 1608 Too many credit hours.
- 1617 Don't know.
- 1632 Poor counseling/advising.
- 1639 Too many credits.
- 1657 Harper courses (not legible).

***What did you like best about Harper College?  
Survey ID Q20 Like Best***

- 1002 Faculty. Technology department.
- 1003 Close to home, low cost.
- 1008 Convenience.
- 1010 Convenience, good teachers, enjoyable to be there.
- 1011 Convenient, affordable.
- 1014 Convenience, cost.
- 1016 Convenience of class schedules.
- 1018 The faculty.
- 1020 Close/convenient, low cost.
- 1021 The quality of instruction. The library.
- 1022 Community.
- 1025 Convenient.
- 1028 The price.
- 1035 The teachers.
- 1038 It's a great "prep" for a four year degree.
- 1039 Zoology with Professor XXXXXXXXXXXX.
- 1040 Convenience.
- 1041 The science program was incredible, even better than UIC. The teaching staff was incredible and the technology was up to date. The laboratory environment was great.
- 1046 Teachers and classes were great. Good grounding for further education.
- 1052 The faculty was very welcoming.
- 1053 Small class size was good.
- 1055 Close to home, comfortable environment, great teachers and resources.
- 1056 Convenience.
- 1057 Close and affordable.
- 1058 Psychology 101.
- 1059 Good transition school.
- 1062 Small classes. Teachers cared.
- 1063 Late registration, access to Photo Shop, Quark, etc, registration set up, and course availability (for most part).
- 1066 General Education was good.
- 1069 The accessibility and ease of entrance. The variety of courses, it didn't take a lot of effort to get in. They have a focused goal to help you get an Associates Degree and transfer you to another school.



- 1070 Faculty and class size.
- 1071 Small class sizes.
- 1077 Small class sizes.
- 1079 Cheap.
- 1080 The professional presence and good services provided at the College. The availability of classes were excellent because they catered to everyone's needs whether it was night or day classes.
- 1081 Low cost.
- 1082 Theater teachers.
- 1085 Close to home.
- 1087 Small class sizes.
- 1088 Class size.
- 1090 The teachers taught well, they were easy to understand.
- 1095 Accessibility of the library and computer center.
- 1096 Evening classes were great.
- 1102 A wide range of classes to take.
- 1103 Great atmosphere, good faculty.
- 1105 The teachers.
- 1106 Good start.
- 1107 The teachers showed interest helping their students to succeed in their classes. There were a variety of class times available to meet students' needs. Most of the buildings on the Palatine campus were located close together to easily get from one class to the next.
- 1110 Faculty.
- 1111 Very good college for a community college.
- 1114 Friendly environment, caring staff.
- 1116 Convenient. The teachers and staff were helpful and their technology was great.
- 1117 The convenience. The small class size. The Tutoring Center.
- 1119 Teachers were always there for me.
- 1121 Convenient. Teachers were great.
- 1124 Convenient, low cost, good place to begin higher education.
- 1126 Very cheap but also very respected around the community.
- 1127 It was good.
- 1129 Close to home.
- 1130 The location and cost.
- 1132 Convenience. Course content.
- 1134 The whole thing. I loved everything about it.
- 1138 Class size.
- 1139 Convenience.
- 1141 It was close to my house, so the drive was easy.
- 1144 Courses were just as challenging as any four year college I've been to. Great teachers.
- 1148 Convenient.
- 1150 The Art teachers.
- 1151 The level of education of the instructors, they are extremely educated.

- 1152 Convenience.
- 1153 The College was conveniently located, extremely easy to register for classes, (no waiting in line).
- 1154 Support Disability Services was excellent.
- 1155 Everything.
- 1156 Convenient. Instruction was very good. Low cost.
- 1158 Overall, everything.
- 1161 Football team. The courses in my major.
- 1163 Academics. Teachers.
- 1164 Class size.
- 1165 Diversity and teachers.
- 1166 Convenient location.
- 1167 XXXXXXXXXXXX helped me find my path in life, both career and personal. XXXXXXXXXXXX rekindled my love affair with education and learning. XXXXXXXXXXXX helped me take the next step in my life, ISU.
- 1169 Clean, modern, safe location. Faculty.
- 1170 The course content in the classes.
- 1171 The classes were easier and smaller than the university. The convenience of the location.
- 1172 The extra support available and the Math Lab and Tutoring Center.
- 1174 Faculty was very good and accessible.
- 1176 Size of classes. Preparation for a university. Location of campus. Scheduling.
- 1177 Convenience of location.
- 1179 Tuition.
- 1180 The College was clean. The faculty was very helpful.
- 1182 The College was convenient and cheap.
- 1183 Convenience of location.
- 1184 Good price and financial aid.
- 1186 Location. Staff was helpful and friendly.
- 1187 I had a wonderful teacher that directed me and helped me, her name is XXXXXXXXXXXX.
- 1189 Faculty.
- 1192 Advising Center. Resources to help pick courses and apply to other college.
- 1193 Good learning environment.
- 1194 Classes were great. Instruction was better than at my four year school.
- 1196 Internet courses.
- 1197 The diversity.
- 1198 Teachers.
- 1202 The availability of teachers. The campus size and the amount of class times available.
- 1204 Faculty.
- 1205 Small class size. The one - on - one interaction with the teachers.
- 1206 Convenience of location and courses available times.
- 1207 Location was convenient.
- 1209 Convenience of location.
- 1212 Class size. Teachers.

- 1217 Teachers.
- 1218 Teacher available. Variety of courses, clubs, and organizations. Excellent history classes.
- 1219 Overall, I liked everything.
- 1220 Great instructors.
- 1222 Class sizes.
- 1223 Wide variety of options of courses for the careers.
- 1225 Convenience of location. Cheaper tuition.
- 1226 Convenience of its location.
- 1228 Teachers. Diversity of students.
- 1231 There were some excellent teachers.
- 1233 Convenient location, class size, instruction.
- 1234 I had the resources at my fingertips. Once I figured out where everything was, I used it. The Career Center, Health and Psychological Services, Academic Advising, etc. I had the tools to make my college experience the best it could be. These resources helped me to be a successful college student.
- 1235 Convenience of location.
- 1237 Convenience of location. Classes were easier.
- 1238 The knowledge and personal experiences that many professors had to offer. They did not hesitate to tell us as a class how the world really works (business professors).
- 1239 Teachers.
- 1241 Great instructors.
- 1242 Convenience of location.
- 1243 Excellent instructors. Offers so much.
- 1244 Convenient.
- 1246 As a history major, I felt the history courses offered were rigorous and a good preparation for transferring to UW. Some were even more difficult than intermediate classes at UW!
- 1250 Class size.
- 1251 Pleasant environment. Good library.
- 1252 Everything.
- 1253 Wide variety of classes.
- 1257 Class size. Price.
- 1259 Convenience of location.
- 1260 I liked that it was close and convenient. I liked most of my instructors.
- 1262 Convenience of location. Teachers were very pleasant and willing to help all students.
- 1269 Convenience of location. Teachers.
- 1270 Convenient.
- 1279 Convenience of location.
- 1280 It's nice and close to home.
- 1281 It was close to home.
- 1282 New buildings. The teachers were very helpful and very educated.
- 1283 Affordable. Convenient.
- 1284 Convenience. Good education for the cost.
- 1287 Teachers.

- 1290 Nice campus. Great teachers. Convenient.
- 1293 Teachers/classes/education.
- 1294 Teachers.
- 1296 Convenience of location. Variety of courses.
- 1299 The new computer systems.
- 1302 Great teachers. Students and instructors can communicate directly with one another.
- 1303 The preparation that my education there gave me for a four year school like Loyola. The staff was excellent and I developed several great relationships with teachers.
- 1307 I took night classes and was impressed with all the instructors.
- 1308 Faculty.
- 1317 Availability of courses. Student - teacher ratio.
- 1319 Teachers were very approachable which was very helpful in the courses.
- 1320 Being able to take all the general elective courses and getting them out of the way and transferring to another college and saving money.
- 1322 Convenience of location.
- 1324 Teachers and courses.
- 1326 Convenient. Cost effective education.
- 1333 Convenient.
- 1334 Friendly environment.
- 1335 Teacher availability.
- 1338 The convenience of location. Availability of courses.
- 1339 Faculty.
- 1342 Great teachers, caring.
- 1344 Courses available at different times of the day.
- 1347 How well the courses prepared for continuing education to a Bachelors degree.
- 1350 Faculty.
- 1352 Everything. People were helpful. Was able to take the courses I wanted at the times that fit my schedule!
- 1353 Good teachers.
- 1358 Convenient. Small class sizes.
- 1359 Class size, one-on-one with instructors was great.
- 1360 Small class sizes.
- 1362 Professors were top notch.
- 1363 Courses offered and chemistry.
- 1364 Credit transfer.
- 1365 Staff was great. Especially night instructors.
- 1366 Convenience. Transfer program was good.
- 1367 Faculty, impressed with the staff.
- 1369 Teachers help.
- 1372 The smaller classes were good.
- 1374 Convenience.
- 1375 Friendly environment.

- 1376 XXXXXXXXXXXX history classes, they were amazing and made me start liking history.
- 1378 Convenience.
- 1379 Convenient, cost.
- 1381 Low cost. Location, convenience.
- 1384 Convenient, low cost.
- 1388 The teachers actually cared.
- 1390 Class size.
- 1391 Staff - diverse. Population, helpful.
- 1394 Best of the community colleges.
- 1395 Class size, more personal.
- 1396 Convenience.
- 1397 Diverse, close to home, good teachers.
- 1402 Social aspects were great.
- 1404 Great sense of community - excellent education.
- 1406 Good experience with all the professors and it was convenient.
- 1407 Honor Society.
- 1410 Class size.
- 1413 The whole experience.
- 1415 Convenience, multitude of classes.
- 1418 Convenient, flexible. Teachers were willing to help.
- 1419 Variety of course offerings.
- 1420 Small classes, not more than 30 students per class!
- 1421 Instructors very helpful.
- 1422 Convenient to work.
- 1425 Honors Program was great.
- 1426 I loved most of the faculty!
- 1433 Great education - starting place for further education.
- 1435 Availability of courses and times are good.
- 1436 Good class size, good communications with administration.
- 1441 Sports department was excellent.
- 1447 Close to home.
- 1448 Availability of courses.
- 1450 Convenient location.
- 1451 Convenience. Great selection of courses, especially night courses.
- 1452 I would have to say first is the diversity of the school of age and race. Second the closeness and participation between students and faculty.
- 1453 Good teachers. Great learning experience.
- 1454 Convenience, good schedule of courses (day times). Location of facilities.
- 1456 Convenient.
- 1459 New building was nice.
- 1460 Location, cost.
- 1463 Flexible schedules, location, cost.

- 1464 The Career Center.
- 1465 Convenience.
- 1466 The challenge and opportunity it gave me. My time there was hard because of all I was doing, but Harper (faculty/courses) gave me the opportunity to succeed and move forward to a brighter future.
- 1467 An excellent school, high quality at an affordable price.
- 1469 Convenient.
- 1472 Clubs and organizations.
- 1473 Clubs and organizations.
- 1476 Class size and how the teachers were always available and the relationships you can have with them because of the small class size.
- 1477 The smaller classes are good.
- 1481 Schedule flexibility.
- 1482 I liked the education I received and the teachers. Compared to other community colleges Harper is the best and the academics are geared toward what you need to do well at a four year university. I had an excellent experience at Harper and am grateful that I got the opportunity to attend such a great community college.
- 1487 Convenience, close to home, inexpensive.
- 1494 Convenient schedule.
- 1496 Friendly campus. Professional instructors.
- 1499 Great teachers. Great programs. Great location. Good Career Center. Good info available. Best teachers ever - better than DePaul's.
- 1500 I was very involved at Harper College, so I enjoyed every single minute I spent in this particular institution, however, my favorite part of Harper was the counseling services I received from the Multicultural Center. XXXXXXXXXXXX was an excellent advisor and friend. XXXXXXXXXXXX is an inspiration and XXXXXXXXXXXX is always pushing us to do our best. I also enjoyed the class size because the teachers/instructors really care.
- 1501 Convenience of classes and schedule, inexpensive.
- 1503 People were great.
- 1504 Location.
- 1505 Cost, convenience.
- 1506 Close to home.
- 1512 Convenience.
- 1514 Convenient, nice environment.
- 1516 Convenience.
- 1519 Good instructors.
- 1520 Energetic, knowledgeable instructors. Diversity of students and courses.
- 1529 Saved money. Good education.
- 1531 The teachers, class size and class time choices.
- 1532 Good teaching for the money.
- 1533 The class size.
- 1536 Interaction between teachers and students. Excellent course selection and time slots. Knowledgeable teachers.
- 1537 Convenient, a lot of classes were offered.
- 1538 Convenient and financially reasonable.
- 1540 How the teachers taught. The teachers were always available and willing to help.

- 1541 Class availability.
- 1542 Professors.
- 1544 Good tutoring program.
- 1545 Close to home.
- 1546 Convenience, (except NEC) and more cost effective.
- 1547 Close to home.
- 1551 Location.
- 1552 Great community college.
- 1553 Inexpensive and close to home.
- 1557 Ability to pick my own classes and times.
- 1558 The small class size.
- 1559 The faculty.
- 1561 Close to home.
- 1562 Small class size.
- 1565 The price.
- 1567 Access was easy. Close, convenient, I really liked my teachers.
- 1573 Location.
- 1574 Close. Everything transferred (credits).
- 1576 The classes were offered at the times I needed to take them.
- 1578 Convenient location.
- 1579 Teachers were fantastic.
- 1581 Class size was good.
- 1583 Small class size is great, good teachers.
- 1585 Close to home. Great institution, extremely happy with all aspects of Harper College.
- 1588 A couple of professors were really nice.
- 1589 All of Harper's credits transferred to my current school. Harper also has many different courses to offer. Great teachers and very affordable.
- 1590 Location.
- 1592 Teachers were kind, caring.
- 1593 The location. The building and the grounds are beautiful.
- 1594 I like that It is close. It is a good community college.
- 1595 The diversity of the professors.
- 1596 The flexibility. Knowledge and support of instructors. Variety of courses and diverse population.
- 1600 Convenient, class selection, registration process.
- 1601 Location.
- 1608 Class size.
- 1609 Low cost.
- 1610 The time and convenience of each class.
- 1611 The teachers were helpful if questions were asked. Helped prepare for university.
- 1613 Good computer availability.
- 1614 Convenient. Accessible.
- 1617 Location.

- 1619 Class size.
- 1628 The facility.
- 1629 Cost. Convenience.
- 1631 Diversity.
- 1632 Teachers who care and are concerned.
- 1634 Convenience of location.
- 1635 Good teachers.
- 1639 It was close to home.
- 1647 Teachers and CNA and Coding program.
- 1648 Everything is great.
- 1652 Convenient.
- 1657 The scenery and landscaping.
- 1658 Cheap education.
- 1659 Variety of courses.
- 1660 Good faculty and facilities. Very convenient location.
- 1661 Counselors were very helpful on transferring.
- 1663 The convenience.
- 1667 The counselors.
- 1668 Small classes. Welcome environment.
- 1677 Convenience.
- 1678 Very convenient.
- 1681 Convenience, cost.
- 1686 Convenient for people who work full-time, the availability of classes was great.
- 1687 Convenience of location.
- 1689 The availability of the courses.
- 1691 Everything was super.
- 1694 The Honors Program.
- 1695 I love/loved the Women's Program and Disability Center. Both helped me complete my degree. Initially, at the Academic Advising Center the counselor there had me taking classes I already had from a previous school - i.e., PSY101.
- 1704 Convenience.
- 1708 Convenience of campus. Small campus, most of the time it was easy to walk from class to class.
- 1709 Location.
- 1711 The environment in which to meet people.

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

***Survey ID Q21 Improve Instruction***

- 1008 Harper should learn about their professors more.
- 1018 More in-depth courses.
- 1039 Offer classes that aren't age-biased in the interior design department.
- 1046 It was very good as it was.
- 1051 The English department needs a stricter curriculum that the students have to follow.
- 1052 Cut down on cost of textbooks.



- 1053 Doing a good job already.
- 1057 Get rid of some of the teachers.
- 1058 Diversity 101 was the worst class I ever took.
- 1063 Better balance of liberal and conservative professors.
- 1069 Full time faculty instead of adjunct faculty members would help students to understand the curriculum more. Extra curricular activities should be better supported by the College. Harper has good sports teams and people aren't supportive of them.
- 1071 Motivate students more.
- 1081 Good already.
- 1082 Reduce lecture hall sizes.
- 1085 Hire teachers who actually care about students. Be more adaptive to students when they are teaching.
- 1087 Make sure they are not sexually harassing their students, especially in the art department.
- 1088 Teachers' availability.
- 1095 Better syllabus.
- 1107 Make the classes more comparable to upper level courses to provide a reality check for a smoother transition to another college or university.
- 1110 Make it a four year university.
- 1132 The placement tests the College made you take that wouldn't transfer out.
- 1141 Hire more teachers who have real-life experience in the classes they teach, i.e., criminal justice -  
- retired cops.
- 1150 More smaller classes.
- 1152 Better orientation.
- 1153 Improve quality of math instructors.
- 1165 Make sure that the books needed for the classes are going to be used often for the course.
- 1167 I was pleased with 99% of my instructors. I think that is exactly what made my experience so enjoyable and fulfilling.
- 1169 To have someone sit thru some classes to make sure the professor is doing a good job.
- 1170 More extracurricular activities.
- 1172 I'd like to see smaller class size.
- 1174 Make it into a four year college.
- 1176 Higher standards for professors. I had a few classes where the professors were experts in their fields, they did not know how to teach which made it very hard to learn.
- 1179 Keep the class sizes small.
- 1184 More times for courses.
- 1186 Needs more computer technology.
- 1197 Take more time to teach things, sometimes they speed through things.
- 1202 The only class I had problems in, the teacher has since retired.
- 1204 Teachers need to be more available and need to make the classes more understandable.
- 1205 Teachers should be more available after class.
- 1206 Need more afternoon classes.
- 1212 Make it a four year college.
- 1220 Need more instructors with Doctorates.
- 1228 Keep the classes small.

- 1234 The only thing I can think of is to offer more advanced placement classes. Maybe offer annual retreats/seminars for the professors to keep their teaching up to date and motivated. More challenging.
- 1237 Make it a four year college.
- 1238 I believe they are going in the right direction. When I first started attending Harper it was known as a community college, now is known as "Harper College".
- 1246 I felt terribly unprepared with regards to foreign language. Harper's Spanish 3 was not adequate preparation for Spanish 202 once I transferred.
- 1260 It should become a four year college.
- 1270 Smaller classes.
- 1307 Make sure you have confident, talented teachers who are qualified.
- 1317 More technology in the classroom.
- 1326 More qualified instructors.
- 1333 Need more full time staff teachers.
- 1338 Make it a four year college.
- 1344 More classes offered in the evening.
- 1350 Have a degree in journalism.
- 1352 I was very pleased with the instruction, teachers and availability of courses. I don't see how they can improve on it.
- 1362 Good job already.
- 1363 More reinforcement for student development.
- 1364 Teacher availability.
- 1365 Eliminate "required" text books. Some required books are never used in class. Either get books we can use or eliminate the requirement.
- 1366 Some faculty, hard to follow, possibly first time instructors.
- 1374 Smaller class size.
- 1378 Broader business curriculum.
- 1381 The part time instructors need to be more closely supervised. So they stay on the subject matter they are supposed to teach.
- 1384 Fine as it is.
- 1390 Clearer on what they expect. Don't change the requirements of the course after enrollment.
- 1394 Good already.
- 1396 Teachers need to explain the material better.
- 1404 It is fine as it is.
- 1410 Some teachers would not use the text books.
- 1413 Students need to find a connection with their teachers because some kids go to school and mess around and don't get anything done, teachers need to get in touch with the students.
- 1415 Teachers needed to reach out more to students.
- 1420 Have a cafeteria in X or Y building. Too far to walk to A building. Food not too good.
- 1422 Good already, no improvement needed.
- 1423 Their book policy is rotten, have books available at the time of the courses, not late or not have them at all. Review the books they use before giving them to the students.
- 1426 Make the registration process easier for new students.
- 1433 Good already.

- 1452 If Harper was an institution that offered higher degrees such as B.S. degrees, I would have stayed to complete my education.
- 1453 Make registration for first time students less confusing.
- 1460 More quality instructors.
- 1463 I applied two years in a row for Harper's RN program and didn't get accepted. Since then I've completed my B.A. at NIU and have a great paying career. However, I still wish I had my RN.
- 1464 Availability of Bachelor Degrees.
- 1466 A select few, (very select) from the faculty do not belong there. They make the experience unbearable and even if you get past them, they steal the opportunity of learning and enjoying the course work.
- 1473 Time frame of course, to have all courses available each semester.
- 1481 Giving more out of class time.
- 1482 There's not much to improve for instruction, but parking needs a lot of improvement.
- 1487 Employ advisors that would rather help a student with classes and future planning.
- 1500 I had a bad experience with one instructor in the French department. I talked about my concern with the head of the French department, XXXXXXXXXXXX, and she advised me on how to improve my studying. But the instructor was horrible. So I propose to have someone to come every so often to monitor the instructors and give surveys to students to see how they feel about the material and instructor.
- 1503 Availability of teachers to consult with students.
- 1504 Expect more out of the students.
- 1506 Explain things more instead of just reading from text books.
- 1520 No opinion, does a superior job already.
- 1529 Be more selective in the hiring of instructors. Some didn't seem to know much about the subjects they were teaching.
- 1531 I have a lot of history classes. Use visual aids and professional when giving a class. It will make it more interesting. The course was good but the little things help.
- 1533 Hire more experienced faculty.
- 1536 Getting better advisors. Getting the word out on student activities.
- 1540 I don't think the instruction should change.
- 1541 Teacher availability, hard to get a hold of them outside of class.
- 1546 I feel Academic Advising may have led me to take a few classes I didn't need and never informed me of 3 classes I did need.
- 1559 Make it easier to register on line.
- 1565 Get rid of the older teachers.
- 1576 Instructors need to give more individualized attention to students.
- 1579 No need for improvement.
- 1581 Just keep doing what they are doing.
- 1585 Doing a fine job already.
- 1590 More educated teachers.
- 1594 I don't feel that there is anything they should change.
- 1596 Require instructors to update and follow syllabus more closely.
- 1600 Teachers are too easy, not motivated.
- 1610 There are some teachers who are very unapproachable and it makes it hard to get questions answered, especially when a teacher would dance around what was asked.

- 1611 Reach out to the students and get in touch with their needs.
- 1631 Do an evaluation on the teachers before hiring them.
- 1632 Better advising. Work one-on-one with institutions.
- 1635 Health/science areas (physiology) need more instructors in order to offer courses at different days and times.
- 1647 More parking and less construction.
- 1657 Hire more Caucasian instructors that can speak English. There were too many Middle Eastern instructors and I had a hard time comprehending what they said.
- 1660 Do more of a background check on the teachers for qualification.
- 1668 More instructors for courses.
- 1677 Make it a four year school.
- 1678 More variety of classes.
- 1686 The math department instruction could improve. The teaching style was bad.
- 1689 Some teachers need to be more clear on what they want.
- 1694 The professors should utilize the technology available rather than old fashioned methods.
- 1695 I like XXXXXXXXXXXX (anatomy) but when it came to taking his exams, I felt very lost. I think Harper is doing a good job but if it could add more time slots, instructors and availability for Nursing that would be awesome!
- 1708 Instruction was always good, I enjoyed the teachers.

***How can the College improve in its services?***

***Survey ID Q22 Improve Services***

- 1010 Counselors were unavailable when they were needed.
- 1021 Sometimes early registration falls when people who are interested in a particular course are still in classes. Probably a way to solve this problem is to assign a different day for people who take classes on different days, and reserve a number of places for each group. Probably a difficult solution.
- 1025 Academic advisors seem to be lacking. Advising courses that don't need to be taken.
- 1039 Get better advisors that know what they are doing, and know how to CORRECTLY help students who plan to transfer outside of Illinois.
- 1040 Register on-line for your first initial enrollment.
- 1041 The counselors were not helpful. I think they lacked the necessary knowledge to be helpful.
- 1046 Better academic and transfer advising.
- 1052 Get rid of XXXXXXXXXXXX.
- 1063 Make it a four year university.
- 1066 Make it a four year degree school.
- 1067 Help more with financial aid.
- 1069 Parking was horrible, you would have to walk at least a half a mile to get anywhere on the campus no matter where you parked.
- 1071 More academic advisors or better ones.
- 1080 I believe the services were very good.
- 1082 Academic advisors need to be more informed about what courses are needed for the majors and degrees and how to complete them in two years.
- 1087 Counselors were confusing because I went to a few different ones and they all gave me different advice on what classes to take to get my degree.
- 1096 Stagger class times.

- 1107 Provide more parking spaces. Make sure that advisors are knowledgeable for all local transfer schools. They knew nothing about Elmhurst College and told me it was up to me to find out anything and everything I needed to know.
- 1111 More available service hours.
- 1116 Offer more Bachelor programs.
- 1141 Parking was horrible when I was there.
- 1151 Become a four year college. They are beyond a two year college. I went to Oakton and I give them a one and Harper a four.
- 1153 During the end of each semester, there is an increased need for counselors and only a few (illegible) are usually able to get an appointment. It would be nice to see more counselors available.
- 1154 Bigger office for Disability Services and more testing rooms.
- 1163 Becoming a four year college.
- 1164 Offer student housing so that the students could get to know each other better.
- 1165 The registration should be more streamlined.
- 1167 The Counseling and Academic Advising Services were not helpful and in fact hurtful. If it were not for XXXXXXXXXXXX I might have missed my opportunity to attend ISU. By the way, thank you again, XXXXXXXXXXXX.
- 1169 Advertise its services more so that students know what is available to them.
- 1170 More counselors available so there is less time to wait.
- 1171 The College needs more parking.  
The counselors need to be better informed on what is needed to transfer to another college.
- 1172 Develop a writing center to meet the needs of all academic areas.
- 1174 Having first year/new student have a mandatory meeting with an academic advisor so that they are sent on the right direction.
- 1176 Make advisors more accessible.
- 1179 Have more computers and parking spaces available.
- 1183 More parking.
- 1193 Counselors need to be better informed on what classes are needed for all majors.
- 1198 More academic advisors available, especially around registration time.
- 1202 I feel that Harper met all my needs.
- 1218 Extended library hours.
- 1223 More people working in the financial aid department.  
The counselors and advisors need to be on the same page as to what to tell students what classes they need to take for their chosen careers.
- 1225 More help on choosing the right college.
- 1227 Provide more public transportation. A bigger window of time for students to use the pool.
- 1234 Harper needs to advertise its services! They are extremely helpful. The problem is - nobody knows they exist. They can't help if nobody knows they are here.
- 1235 Counseling wasn't very helpful when it came to college transfer planning.
- 1238 I think they are good in helping in any way they can. The help is there if you look for it.
- 1245 More tutors for advanced courses.
- 1246 I always felt I had to jump through so many hoops and ask so many different people to get my questions answered. And I'd get different answers from everyone! I think the staff is friendly and tries hard, but I really got frustrated at times dealing with the administrative end of things. Also, I wish I had more guidance regarding the school I transferred to - everything's so geared towards schools in Illinois.
- 1250 More counselors and advisors available.

- 1251 Good already.
- 1260 Maybe more or mandatory meetings with students to check their progress.
- 1279 Counselors need to be better informed on what courses and degrees are needed for each students' major.
- 1280 It should change to a four year college soon. So I can go back and finish my degree there. I like it at Harper and it's closer to home.
- 1281 Offer a couple more classes in the summer (CHM201).
- 1287 Counselors need to have more hours of availability.
- 1293 Allow students to bypass beginner classes such as Reading 090 etc. if they want to. It's pointless money and waste of time.
- 1296 Advertise events better.
- 1307 Make sure they are always in touch with the students' needs.  
Also, keep in touch with what employers want and what classes to take and what fields students should get into to make money.  
Some people don't know what they want to do, so let them know what fields are the ones that make money because that is what everyone wants to do.
- 1317 Longer hours.
- 1324 Counselors need to be more informed of what courses are required for all majors.
- 1326 No complaints about the services.
- 1333 Transfer planning staff out of touch with what other schools require.
- 1342 More advisors.
- 1344 Make them known more so that students are aware that they are available.
- 1347 More parking.
- 1350 Counselors need to be better informed about college transferring as it pertains to the courses that will transfer.
- 1352 Services were great. No suggestions for improvement.
- 1353 Counseling was lacking. Advisors didn't seem to know which courses were transferable or which schools would accept them.
- 1362 Advising and academic area, some of the advisors gave conflicting advice, or seemed to not know what they were doing.
- 1363 More availability for books in Career Counseling Center.
- 1364 Just fine the way they are.
- 1365 Have more ATM machines.
- 1367 Parking - build a parking garage.
- 1369 Offer more courses in sciences.
- 1374 More General Ed classes. Especially science, offered at more convenient times.
- 1375 Shuttle buses for the winter time.
- 1384 No improvement needed.
- 1411 The counselors were never available.
- 1413 Help students more, tell them about the Tutoring Center, the student center, make these things known.
- 1419 Better descriptions of the courses - more in-depth.
- 1420 Better registration (in-person). Too long to wait.
- 1421 Information on course transfer was inaccurate. Some advisors didn't seem to know what they were doing.

- 1422 No complaints.
- 1423 The College is no good for students who are in a career and want to improve their profession but they are good for students coming out of high school.
- 1425 Parking (improve).
- 1426 Make a "Where To Go Book" - that explains where students go to register, to see an advisor, or any other important events.
- 1433 Services were satisfactory.
- 1436 Advertise the services more.
- 1448 More parking.
- 1451 Better academic advisors. Had me taking courses I didn't need.
- 1452 Offer higher degrees.
- 1458 Try to move on to four year college, I would really like to return.
- 1459 No complaints.
- 1463 Have more space for RN applicants.
- 1466 I think they were great and it seemed like all areas of the College were already trying to improve. With that type of attitude and faculty culture, I don't think there is anything else one can ask for.
- 1467 Four year school, offer a Bachelors.
- 1473 More bilingual staff.
- 1476 More counselors or more open doors, instead of always having to make appointments.
- 1477 Sometimes on-line registration is not up when it's supposed to be.
- 1481 Adding more parking lots.
- 1482 Some of the people that work in the registration office are rude and make it seem like a chore to help. Maybe more polite staff who seem happy to help instead of miserable and rude. But that's only my experience and a few others.
- 1487 Provide more knowledge about services. I didn't use a lot because I didn't know about them.
- 1499 Maybe diversify its location. For example, place a site in the city (Chicago) or near by it.
- 1500 I used all of its services from the medical to the tutoring services, and I would encourage Harper's administrators to continue pulling resources for all of the services because a lot of the students benefit from all the free extra help we can get. Thanks!
- 1501 No problems, thought services were good.
- 1516 Fine as it is.
- 1519 Counseling/advising services should have longer operating hours, otherwise they were good.
- 1520 Longer library hours.
- 1529 The services were pretty good already.
- 1531 More computers would be nice. There are some at the library, but they are always taken. Doing research papers at Harper was fun. You have to fight for computer time.
- 1536 I disliked the chaos in the parking lots. Teacher lots were always empty, whereas the student lots were always full. I even got into a car accident in one of the parking lots.
- 1538 Becoming a university or offering Bachelor's and Master's degrees.
- 1541 Advertise the Career Center more.
- 1542 More student activities and more information about them.
- 1544 Have more counselors available at all times of the day.
- 1546 Academic Advising needs more advisors. I believe they can not give students the proper attention because they are taking on too much.
- 1553 No parking spots available most of the time.

- 1557 Have Financial Aid contact people more, maybe a letter in the mail because I never got that.
- 1558 More student activities, not just clubs.
- 1574 More computers in the library.
- 1576 Expand operation hours for the academic advisors.
- 1588 Make sure it's more clear on what is needed to graduate and get what you need done as fast as possible.
- 1589 Make students more aware of their programs and encourage to participate.
- 1590 Offer more certificate programs.
- 1592 More parking.
- 1593 Wish Harper was a four year school.
- 1594 No. I feel that the services that I had were good, and they shouldn't have to be improved.
- 1596 Have more parking - parking garage possible?
- 1610 To check equipment to make sure it works before it is brought to a classroom for a teacher to use in class.
- 1611 Offer more programs and classes.
- 1632 Same as above - better advising. Work one-on-one with institutions.
- 1647 Already great.
- 1648 Financial Aid has too long of a wait.
- 1657 They can improve the academic counseling. I was told a different story every time I went there.
- 1661 Financial Office needs to be more friendly and forthcoming.
- 1663 Become a four year school.
- 1676 Not enough parking spaces, the school needs car registration or something.
- 1687 More parking spaces.
- 1694 Offer more variety of courses as part of the Honors Program.
- 1695 By meeting the needs of the community and keeping up with the tech demands and RN demands in adding more classes and availability for the working student over 25 or 35 years old - we have to work - and support our family. I wasn't able to complete my goal in nursing until the hospital (NCH) partnered up with Harper to implement a part-time nursing - which is excellent for me (a single parent) with health disabilities. I had been searching and praying for a part-time nursing program and I'm glad, happy, enthusiastic, and just down right delirious about the opportunity to participate in this program and I look forward to earning my BSN, my Masters and maybe my PhD from Harper as well. Years ago when I first enrolled at Harper I couldn't afford child care and each of my instructors allowed my two small children (ages 3 & 5) in class with me as long as they were not disruptive. That experience has actually prepared my children (ages 14 & 17) to sit and listen at a very young age - thank you!
- 1708 Parking for D building is too far.
- 1709 More parking spaces.
- 1711 More parking.



# Transfer Graduate Follow-up Survey



Harper College

## Harper College 2005 Transfer 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

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

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:

- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
|   | Extremely helpful     | Helpful               | Not very helpful      | Not helpful at all    |
| a. Ability to verbally communicate effectively.....                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Ability to communicate in writing effectively.....                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Ability to understand scientific concepts.....                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Ability to explain and apply the scientific method.....            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Ability to appreciate other points of view.....                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Ability to appreciate diversity and other cultures.....            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Ability to identify, develop, and solve quantitative problems..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Ability to use computers and technology.....                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Please rate the instruction at Harper College in each of the following:

- |                                      |                       |                       |                       |                       |                       |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                      | Excellent             | Good                  | Average               | Poor                  | Not applicable        |
| a. Class size.....                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Quality of instruction.....       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Course content.....               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Fairness of grading.....          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Faculty teaching ability.....     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Faculty concern for students..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Faculty availability.....         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Please rate your satisfaction with each office or service listed: Mark the **ONE** that most clearly represents the opinion.

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|  | Did not use           | Very dissatisfied     | Somewhat dissatisfied | Somewhat satisfied    | Very satisfied        |
| a. Financial Aid services.....                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Academic advising.....                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Career planning.....                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. College transfer planning.....                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Counseling.....                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Tutoring.....                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Library/audio visual services.....                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Student activities.....                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Registration procedures.....                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Access for disabled on campus.....                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Availability of computers for out-of-class use..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Career Center.....                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Continue on next page

PN 06-100m

Not applicable  
 Not convenient  
 Convenient  
 Very convenient

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

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

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?

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, skip to question 13

b. 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, continue with question 15

b. 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 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: \_\_\_\_\_

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 06-100m