

Harper College
Results of 2006 Transfer Graduate Survey

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Executive Summary

This report presents the results of the Transfer Graduate Survey of 2006 Harper College graduates of transfer programs.

In most cases, the results were positive. A majority of 2006 graduates (80%) reported that their main objective in attending Harper was to take coursework for transfer to another college. The great majority (94%) indicated that they were successful in reaching their educational objectives. More than three-quarters (76%) reported being enrolled in another college or university at least part-time, and 72% 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 (16%). Three quarters (75%) of respondents reported being employed at least part-time; 37% 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: 81% to 94% 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 89% of respondents gave ratings of “good” or “excellent”. More than 78% of respondents were satisfied with support services at the College (e.g., Financial Aid, Academic Advising, Tutoring, Library, Student Activities, etc.).

The great majority (91%) rated their preparation at Harper as either “excellent” or “good”. Nearly all (over 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 (89%). With regard to Harper’s diversity requirement for graduation, a very large majority (89%) reported that their experiences at Harper helped them to appreciate diversity and different cultures and values.

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 a few statistically significant differences between the responses of 2006 graduates and 2005 graduates; in these cases, the 2006 graduates were typically more positive. These differences may represent some successes in Harper’s continuous improvement processes.

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 2006 with transfer degrees (e.g., A.A., A.S., etc.). The survey was administered by telephone in Fall 2006, with follow-up mailings in Spring 2007.¹ For the Transfer Graduate Survey, 478 of 817 Harper graduates were contacted and surveyed, for a response rate of 58.5%. This represents a continued improvement over the 52.3% response rate achieved in the prior year.

The report is organized into four sections: Executive Summary, Introduction, Results and Discussion, and Summary. 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. The Summary provides a brief recap of the results. Appendix A presents the verbatim responses to open-ended questions and a copy of the survey instrument.

For results from graduates of career programs, refer to the *Results of 2006 Career Graduate Survey*. Results for specific career programs can be found in the *Results of 2006 Career Graduate Survey – Program-Level Results*.

Results and Discussion

Table 1 presents the demographic characteristics (racial/ethnic group, gender, and age group) for all 817 transfer graduates from 2006, as well as the demographic characteristics of the 478 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).

¹ Beginning in 2005 with the survey of 2004 graduates, the survey was administered by telephone in an effort to increase response rate and shorten cycle time. For the 2005 survey, response rate was increased from approximately 25% to 43% and cycle time was reduced from two years to 18 months. The cycle time for the current survey is one year.

Table 1: Demographic Characteristics of Graduates and Survey Respondents

Racial/Ethnic Group	Graduates		Respondents	
	Number	Percent	Number	Percent
Asian/Pacific Islander	77	9.4%	43	9.0%
American Indian/Alaskan Native	1	0.1%	0	0.0%
African American	16	2.0%	7	1.5%
Hispanic	62	7.6%	31	6.5%
White	569	69.6%	344	72.0%
Other/Unknown	92	11.3%	53	11.1%
Gender				
Female	472	57.8%	278	58.2%
Male	344	42.1%	199	41.6%
Age Group				
18 and under	1	0.1%	1	0.2%
19 to 24	594	72.7%	341	71.3%
25 and older	222	27.2%	136	28.5%

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. Question 18 asks respondents if their experiences at Harper have led them to a greater appreciation of diversity and different cultures. Questions 19 and 20 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?	2005 (N=370)		2006 (N=477)	
	Number	Percent	Number	Percent ^a
Obtain skills needed for entry into new or different job	17	4.6%	26	5.5%
Improve skills needed in present job	3	0.8%	4	0.8%
Explore courses to decide on a career	38	10.3%	35	7.3%
Take coursework for transfer to another college	302	81.6%	381	79.9%
Personal interest or self-improvement	10	2.7%	31	6.5%

^a Responses were significantly different by age group ($\chi^2=45.70$, $df=8$, $p<.01$).

The large majority of respondents (80%) 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 70% for adult

respondents) or “exploring courses to decide on a career” (8%, compared to 4% for adult respondents), and less likely than adult respondents to indicate they were “obtaining skills needed for entry into a new or different job” (4%, compared to 11% for adults; $\chi^2=45.70$, $df=8$, $p<.01$). 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?	2005 (N=371)		2006 (N=477)	
	Number	Percent	Number	Percent ^a
Very successful	270	72.8%	379	79.5%
Successful	74	19.9%	71	14.9%
Somewhat successful	24	6.5%	25	5.2%
Not at all successful	3	0.8%	2	0.4%

^a Responses were significantly different by gender ($\chi^2=8.92$, $df=3$, $p<.05$).

Nearly all respondents (94%) indicated that they were successful or very successful in achieving their educational objective. Females were more likely than males to indicate that they had been “very successful” in reaching their educational objective (82% vs. 75%; $\chi^2=8.92$, $df=3$, $p<.01$). There were no statistically significant differences 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.	2005		2006	
	Number	Percent	Number	Percent
Ability to verbally communicate effectively ^a	(N=371)		(N=475)	
Extremely helpful	191	51.5%	275	57.9%
Helpful	171	46.1%	170	35.8%
Not very helpful	8	2.2%	22	4.6%
Not helpful at all	1	0.3%	8	1.7%
Ability to communicate in writing effectively ^b	(N=371)		(N=475)	
Extremely helpful	189	50.9%	263	55.4%
Helpful	163	43.9%	175	36.8%
Not very helpful	15	4.0%	33	6.9%
Not helpful at all	4	1.1%	4	0.8%
Ability to understand scientific concepts	(N=369)		(N=470)	
Extremely helpful	151	40.9%	223	47.4%
Helpful	165	44.7%	169	36.0%
Not very helpful	45	12.2%	68	14.5%
Not helpful at all	8	2.2%	10	2.1%
Ability to explain and apply the scientific method	(N=368)		(N=471)	
Extremely helpful	147	39.9%	189	40.1%
Helpful	166	45.1%	194	41.2%
Not very helpful	45	12.2%	73	15.5%
Not helpful at all	10	2.7%	15	3.2%

Table 4: Continued

Please rate how your education at Harper College helped you in each of the following areas.	2005		2006	
	Number	Percent	Number	Percent
Ability to appreciate other points of view ^{c, d}	(N=370)		(N=478)	
Extremely helpful	225	60.8%	330	69.0%
Helpful	127	34.3%	121	25.3%
Not very helpful	14	3.8%	24	5.0%
Not helpful at all	4	1.1%	3	0.6%
Ability to appreciate diversity and other cultures ^e	(N=369)		(N=476)	
Extremely helpful	238	64.5%	319	67.0%
Helpful	113	30.6%	116	24.4%
Not very helpful	15	4.1%	33	6.9%
Not helpful at all	3	0.8%	8	1.7%
Ability to identify, develop, and solve quantitative problems ^f	(N=369)		(N=470)	
Extremely helpful	154	41.7%	218	46.4%
Helpful	177	48.0%	192	40.9%
Not very helpful	32	8.7%	50	10.6%
Not helpful at all	6	1.6%	10	2.1%
Ability to use computers and technology ^g	(N=365)		(N=470)	
Extremely helpful	170	46.6%	241	51.3%
Helpful	135	37.0%	141	30.0%
Not very helpful	49	13.4%	61	13.0%
Not helpful at all	11	3.0%	27	5.7%

^a Responses were significantly different by year of graduation ($\chi^2=14.56$, $df=3$, $p<.01$).

^b Responses were significantly different by age group ($\chi^2=20.30$, $df=6$, $p<.01$).

^c Responses were significantly different by racial/ethnic group ($\chi^2=7.86$, $df=3$, $p<.05$).

^d Responses were significantly different by year of graduation ($\chi^2=9.18$, $df=3$, $p<.05$).

^e Responses were significantly different by age group ($\chi^2=14.33$, $df=6$, $p<.05$).

^f Responses were significantly different by age group ($\chi^2=15.96$, $df=6$, $p<.05$).

^g Responses were significantly different by age group ($\chi^2=22.92$, $df=6$, $p<.01$).

Respondents consistently rated their Harper education as being helpful or extremely helpful in developing their academic abilities. Positive ratings ranged from 81% (ability to explain and apply the scientific method and ability to use computers and technology) to 94% (ability to verbally communicate effectively and ability to appreciate other points of view). Looking at ratings of “extremely helpful”, respondents were most positive about ability to appreciate other points of view (69%) and ability to appreciate diversity (67%), both with over 60% of graduates giving the most positive response.

When rating how their Harper education helped them, there were several statistically significant differences based on demographic 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 in writing (66% vs. 52% for traditional-age graduates; $\chi^2=20.30$, $df=6$, $p<.01$) and their ability to solve quantitative problems (51% vs. 45% for traditional-age graduates; $\chi^2=15.96$, $df=6$, $p<.05$). Traditional-age graduates were more likely than adult graduates to report that their Harper experience was “extremely helpful” in terms of their ability to appreciate diversity (69% vs. 63% for adult graduates; $\chi^2=14.33$, $df=6$, $p<.05$). Minority

graduates were more likely than white graduates to report that their Harper experience was “extremely helpful” in terms of their ability to appreciate other points of view (78% vs. 66%; $\chi^2=7.86$, $df=3$, $p<.05$).

There were also statistically significant differences based on year of graduation. Compared to the 2005 graduates, the 2006 graduates were more likely to report that their Harper experience was “extremely helpful” in developing their verbal communication ability (58% vs. 52%; $\chi^2=14.56$, $df=3$, $p<.01$) and their ability to appreciate other points of view (69% vs. 60%; $\chi^2=9.18$, $df=3$, $p<.05$).

Table 5: Question 4 – Rating Instruction at Harper

Rate the instruction at Harper College.	2005		2006	
	Number	Percent	Number	Percent
Class Size	(N=370)		(N=474)	
Excellent	218	58.9%	291	61.4%
Good	124	33.5%	153	32.3%
Average	25	6.8%	29	6.1%
Poor	3	0.8%	1	0.2%
Quality of instruction	(N=371)		(N=475)	
Excellent	187	50.4%	246	51.8%
Good	149	40.2%	194	40.8%
Average	33	8.9%	33	6.9%
Poor	2	0.5%	2	0.4%
Course content	(N=371)		(N=477)	
Excellent	177	47.7%	239	50.1%
Good	158	42.6%	213	44.7%
Average	36	9.7%	24	5.0%
Poor	0	0.0%	1	0.2%
Fairness of grading	(N=369)		(N=477)	
Excellent	200	54.2%	268	56.2%
Good	137	37.1%	177	37.1%
Average	31	8.4%	30	6.3%
Poor	1	0.3%	2	0.4%
Faculty teaching ability	(N=371)		(N=475)	
Excellent	197	53.1%	252	53.1%
Good	141	38.0%	198	41.7%
Average	30	8.1%	24	5.1%
Poor	3	0.8%	1	0.2%
Faculty concern for students	(N=370)		(N=476)	
Excellent	200	54.1%	254	53.4%
Good	128	34.6%	183	38.4%
Average	40	10.8%	36	7.6%
Poor	2	0.5%	3	0.6%
Faculty availability	(N=368)		(N=473)	
Excellent	207	56.3%	255	53.9%
Good	118	32.1%	166	35.1%
Average	39	10.6%	51	10.8%
Poor	4	1.1%	1	0.2%

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 89% of respondents gave positive ratings (i.e., “excellent” or “good”) to every facet and at least 50% rated each facet as “excellent”. The facet that received the most positive rating (61% of respondents rating as excellent) was class size. 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.	2005		2006	
	Number	Percent	Number	Percent ^a
Financial Aid services ^b	(N=150)		(N=161)	
Very satisfied	70	46.7%	99	61.5%
Somewhat satisfied	60	40.0%	39	24.2%
Somewhat dissatisfied	12	8.0%	15	9.3%
Very dissatisfied	8	5.3%	8	5.0%
Did not use	221		315	
Academic advising ^c	(N=331)		(N=422)	
Very satisfied	144	43.5%	253	60.0%
Somewhat satisfied	124	37.5%	114	27.0%
Somewhat dissatisfied	39	11.8%	41	9.7%
Very dissatisfied	24	7.3%	14	3.3%
Did not use	40		54	
Career planning ^d	(N=209)		(N=213)	
Very satisfied	82	39.2%	86	40.4%
Somewhat satisfied	95	45.5%	79	37.1%
Somewhat dissatisfied	23	11.0%	41	19.2%
Very dissatisfied	9	4.3%	7	3.3%
Did not use	163		263	
College transfer planning ^e	(N=263)		(N=328)	
Very satisfied	112	42.6%	170	51.8%
Somewhat satisfied	109	41.4%	110	33.5%
Somewhat dissatisfied	25	9.5%	40	12.2%
Very dissatisfied	17	6.5%	8	2.4%
Did not use	109		150	
Counseling ^f	(N=234)		(N=304)	
Very satisfied	106	45.3%	163	53.6%
Somewhat satisfied	99	42.3%	101	33.2%
Somewhat dissatisfied	16	6.8%	32	10.5%
Very dissatisfied	13	5.6%	8	2.6%
Did not use	137		173	
Tutoring	(N=193)		(N=233)	
Very satisfied	103	53.4%	146	62.7%
Somewhat satisfied	67	34.7%	69	29.6%
Somewhat dissatisfied	19	9.8%	11	4.7%
Very dissatisfied	4	2.1%	7	3.0%
Did not use	179		244	

Table 6: Continued

Rate your satisfaction with each office or service listed below.	2005		2006	
	Number	Percent	Number	Percent ^a
Library/audio visual services ^g	(N=296)		(N=405)	
Very satisfied	165	55.7%	267	65.9%
Somewhat satisfied	119	40.2%	124	30.6%
Somewhat dissatisfied	10	3.4%	13	3.2%
Very dissatisfied	2	0.7%	1	0.2%
Did not use	76		71	
Student activities	(N=172)		(N=212)	
Very satisfied	73	42.4%	113	53.3%
Somewhat satisfied	86	50.0%	79	37.3%
Somewhat dissatisfied	10	5.8%	16	7.5%
Very dissatisfied	3	1.7%	4	1.9%
Did not use	200		265	
Registration procedures ^{h, i}	(N=371)		(N=468)	
Very satisfied	196	52.8%	284	60.7%
Somewhat satisfied	144	38.8%	148	31.6%
Somewhat dissatisfied	23	6.2%	32	6.8%
Very dissatisfied	8	2.2%	4	0.9%
Did not use	1		9	
Access for disabled on campus ^j	(N=127)		(N=140)	
Very satisfied	69	54.3%	94	67.1%
Somewhat satisfied	51	40.2%	39	27.9%
Somewhat dissatisfied	4	3.1%	5	3.6%
Very dissatisfied	3	2.4%	2	1.4%
Did not use	241		336	
Availability of computers for out-of-class use ^k	(N=302)		(N=410)	
Very satisfied	198	65.6%	293	71.5%
Somewhat satisfied	84	27.8%	90	22.0%
Somewhat dissatisfied	16	5.3%	23	5.6%
Very dissatisfied	4	1.3%	4	1.0%
Did not use	70		67	
Career Center ^l	(N=200)		(N=219)	
Very satisfied	102	51.0%	144	65.8%
Somewhat satisfied	85	42.5%	68	31.1%
Somewhat dissatisfied	12	6.0%	7	3.2%
Very dissatisfied	1	0.5%	0	0.0%
Did not use	172		258	

^a Percentages are based on respondents using the service.

^b Responses were significantly different by year of graduation ($\chi^2=9.39$, $df=3$, $p<.05$).

^c Responses were significantly different by year of graduation ($\chi^2=22.36$, $df=3$, $p<.01$).

^d Responses were significantly different by gender ($\chi^2=9.88$, $df=3$, $p<.05$).

^e Responses were significantly different by year of graduation ($\chi^2=11.63$, $df=3$, $p<.01$).

^f Responses were significantly different by year of graduation ($\chi^2=9.68$, $df=3$, $p<.05$).

^g Responses were significantly different by year of graduation ($\chi^2=8.16$, $df=3$, $p<.05$).

^h Responses were significantly different by age group ($\chi^2=14.76$, $df=6$, $p<.05$).

ⁱ Responses were significantly different by year of graduation ($\chi^2=7.89$, $df=3$, $p<.05$).

^j Responses were significantly different by age group ($\chi^2=12.11$, $df=3$, $p<.01$).

^k Responses were significantly different by age group ($\chi^2=20.35$, $df=6$, $p<.01$).

^l Responses were significantly different by year of graduation ($\chi^2=10.54$, $df=3$, $p<.05$).

Graduates reported being generally satisfied with support services at Harper: satisfaction levels ranged from 78% for career planning to 97% for library/AV services. Relatively high proportions of graduates (ranging from 40% to 72%) 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 some differences in satisfaction levels based on demographic group. Females were more likely than males to report being “somewhat dissatisfied” with career planning (25% vs. 10%; $\chi^2=9.88$, $df=3$, $p<.05$). Young adults were more likely than adults to report being “somewhat dissatisfied” with registration procedures (7% vs. 5%; $\chi^2=14.76$, $df=6$, $p<.05$). Young adults were more likely than adults to report being “very satisfied” with access for the disabled on campus (71% vs. 55%; $\chi^2=12.11$, $df=3$, $p<.01$). Adults were more likely than young adults to report that they were “very satisfied” with the availability of computers for out-of-class use (78% vs. 70%; $\chi^2=20.35$, $df=6$, $p<.05$).

There were also statistically significant differences based on year of graduation. Compared to the 2005 graduates, the 2006 graduates were more likely to be “very satisfied” with:

- Financial aid services (62% vs. 47%; $\chi^2=9.39$, $df=3$, $p<.05$);
- Academic advising (60% vs. 44%; $\chi^2=22.36$, $df=3$, $p<.01$);
- College transfer planning (52% vs. 43%; $\chi^2=11.63$, $df=3$, $p<.01$);
- Counseling (54% vs. 45%; $\chi^2=9.68$, $df=3$, $p<.05$);
- Library/AV services (66% vs. 56%; $\chi^2=8.16$, $df=3$, $p<.05$);
- Registration procedures (61% vs. 53%; $\chi^2=7.89$, $df=3$, $p<.05$); and
- Career center services (66% vs. 51%; $\chi^2=10.54$, $df=3$, $p<.05$).

These differences may reflect the result of the continuous improvement processes in place at Harper College.

Table 7: Question 6 – Rating Convenience of Harper Locations

Rate the convenience of the courses taken in terms of their location.	2005		2006	
	Number	Percent	Number	Percent
Harper main campus – Palatine	(N=371)		(N=477)	
Very convenient	274	73.9%	380	79.7%
Convenient	93	25.1%	92	19.3%
Not convenient	4	1.1%	5	1.0%
Northeast Center – Wheeling	(N=48)		(N=96)	
Very Convenient	22	45.8%	43	44.8%
Convenient	11	22.9%	31	32.3%
Not convenient	15	31.3%	22	22.9%
WEB or Internet based – from home or office	(N=92)		(N=185)	
Very convenient	64	69.6%	115	62.2%
Convenient	25	27.2%	60	32.4%
Not convenient	3	3.3%	10	5.4%

Table 7: Continued

Rate the convenience of the courses taken in terms of their location.	2005		2006	
	Number	Percent	Number	Percent
Harper Professional Center – Schaumburg	(N=20)		(N=40)	
Very convenient	11	55.0%	16	40.0%
Convenient	9	45.0%	19	47.5%
Not convenient	0	0.0%	5	12.5%
Other	(N=2)		(N=2)	
Very convenient	1	50.0%	2	100.0%
Convenient	0	0.0%	0	0.0%
Not convenient	1	50.0%	0	0.0%

Graduates were asked to rate the convenience of the locations for Harper classes. The majority of respondents (80%) 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 telecourses. 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?	2005 (N=371)		2006 (N=478)	
	Number	Percent	Number	Percent ^a
Full-time student	238	64.2%	309	64.6%
Part-time student	55	14.8%	53	11.1%
Not currently enrolled – plan to enroll at a later date	51	13.7%	80	16.7%
Not currently enrolled – no plans to enroll	27	7.3%	36	7.5%

^a Responses were significantly different by age group ($\chi^2=66.20$, $df=6$, $p<.01$).

More than three-quarters of the respondents (76%) reported being enrolled at least part-time at another institution, with the majority (65%) enrolled full-time. An additional 17% reported that they had plans to enroll in the future. A small proportion (8%) 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 (74% vs. 35%; $\chi^2=66.20$, $df=6$, $p<.01$).

Table 9: Question 8 – Transfer Institution

Which institution do you currently attend?	2005 (N=291)		2006 (N=362)	
	Number	Percent	Number	Percent
Columbia College	8	2.7%	13	3.6%
DePaul University	19	6.5%	20	5.5%
Elmhurst College	6	2.1%	12	3.3%
Illinois State University	24	8.2%	25	6.9%
Northeastern Illinois University	28	9.6%	34	9.4%
Northern Illinois University	37	12.7%	56	15.5%
Roosevelt University	32	11.0%	38	10.5%
University of Illinois – Champaign-Urbana	9	3.1%	11	3.0%
University of Illinois – Chicago (UIC)	15	5.2%	31	8.6%
Harper College	37	12.7%	27	7.5%
Other ^a	76	26.1%	95	26.2%
Eastern Illinois University	6	2.1%	8	2.2%
Western Illinois University	1	0.3%	8	2.2%
National Louis University	2	0.7%	6	1.7%
Southern Illinois University	2	0.7%	5	1.4%

^a The four most frequently mentioned schools from 2006 are listed below. Other schools were mentioned by only one or two respondents.

Among the Harper graduates who were currently enrolled in another institution, the largest proportion (16%) were attending Northern Illinois University. Roosevelt University and Northeastern Illinois University were also relatively common transfer destinations: 11% and 9% 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?	2005 (N=292)		2006 (N=359)	
	Number	Percent	Number	Percent
Same as my Harper major	93	31.8%	91	25.3%
Related to my Harper major	111	38.0%	169	47.1%
Entirely new area	88	30.1%	99	27.6%

When asked about their current major, the largest proportion of respondents (47%) 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 (25% and 28%, 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?	2005 (N=260)		2006 (N=342)	
	Number	Percent	Number	Percent
Yes	193	74.2%	249	72.8%
No (if NO, continue with question 12)	67	25.8%	93	27.2%
What was the main reason why some credits did not transfer?	(N=67)		(N=95)	
Some credits would transfer as elective only	22	32.8%	27	28.4%
Entirely new field of study at transfer institution	14	20.9%	12	12.6%
Grades were not high enough to earn transfer credits	3	4.5%	2	2.1%
Other	28	41.8%	54	56.8%

Most graduates (73%) 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 (28%) was that some credits would transfer as elective only. A majority (57%) of those with non-transferring credits indicated “other”. An examination of their written responses shows a range of reasons. Most often, respondents appeared to not understand why their credits did not transfer. In some cases, respondents had too many Harper credits and their transfer institution would only accept a maximum of 60 credits. In other cases, respondents appear to have taken developmental or ESL courses at Harper (these courses carry no transfer credit). 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?	2005 (N=338)		2006 (N=427)	
	Number	Percent	Number	Percent ^a
Bachelor’s Degree	127	37.6%	198	46.4%
Master’s Degree	155	45.9%	187	43.8%
Doctorate Degree	41	12.1%	29	6.8%
Professional Degree	15	4.4%	13	3.0%

^a Responses were significantly different by year of graduation ($\chi^2=10.49$, $df=3$, $p<.05$).

The largest proportion of respondents (46%) indicated that they aspired to earn a Bachelor’s degree. A similar proportion (44%) reported that they aspired to a Master’s degree. Relatively small proportions reported aspiring to doctoral or professional degrees. Compared to 2005 graduates, the 2006 graduates appeared to have more modest educational goals: relative to the prior year, more 2006 graduates aspired to a Bachelor’s degree (46% vs. 38%) and fewer aspired to a Doctoral degree (7% vs. 12%; $\chi^2=10.49$, $df=3$, $p<.05$). 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? ^a	2005 (N=371)		2006 (N=474)	
	Number	Percent	Number	Percent
Yes	93	25.1%	100	21.1%
No	278	74.9%	374	78.9%
What type of courses have you taken?	(N=97)		(N=100)	
Credit courses	90	92.8%	99	99.0%
Continuing Education courses	7	7.2%	7	7.0%

^a Responses were significantly different by gender ($\chi^2=4.29$, $df=1$, $p<.05$).

One-fifth of respondents (21%) 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 (99%) reported taking credit courses. Females were more likely than males to indicate that they had taken additional courses at Harper after completing their degree/certificate (24% vs. 16%, $\chi^2=4.29$, $df=1$, $p<.05$). There were no statistically significant differences by 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?	2005 (N=371)		2006 (N=474)	
	Number	Percent	Number	Percent ^a
Excellent	206	55.5%	256	54.0%
Good	126	34.0%	177	37.3%
Average	35	9.4%	37	7.8%
Poor	3	0.8%	4	0.8%
Very poor	1	0.3%	0	0.0%

^a Responses were significantly different by gender ($\chi^2=7.90$, $df=3$, $p<.05$).

When asked how well their Harper education prepared them for continuing their education, 91% reported that their preparation was “excellent” or “good”. Very few respondents (less than one percent of all respondents) reported a negative perception of the preparation they received at Harper. Males were more likely than females to report that their preparation was “good” (42% vs. 34%), while females were relatively more likely to indicate that their preparation was “average” (11% vs. 4%; $\chi^2=7.90$, $df=3$, $p<.05$). There were no statistically significant differences by year of graduation.

Table 15: Question 17 – Employment Status

What is your present employment status ^a ?	2005 (N=371)		2006 (N=463)	
	Number	Percent	Number	Percent
Employed full-time – 30 hours or more per week	126	34.0%	173	37.4%
Employed part-time – less than 30 hours per week	148	39.9%	176	38.0%
Full-time military service	1	0.3%	0	0.0%
Unemployed, seeking employment	18	4.9%	32	6.9%
Unemployed, not seeking employment	78	21.0%	82	17.7%
Of those unemployed and not seeking employment^b:	(N=86)		(N=103)	
Full-time student	73	84.9%	96	93.2%
Full-time homemaker	3	3.5%	1	1.0%
Health disability	1	1.2%	1	1.0%
Family responsibilities	3	3.5%	0	0.0%
Other	6	7.0%	5	4.9%

^a Responses were significantly different by age group ($\chi^2=38.30$, $df=6$, $p<.01$).

^b Responses were significantly different by age group ($\chi^2=19.91$, $df=3$, $p<.01$).

Three-fourths of respondents (75%) reported being employed at least part-time. Among those unemployed, 72% (82 of 114) reported that they were not seeking employment. Being a full-time student was the most frequently cited reason for not seeking employment (cited by 93% of respondents). Adult graduates were more likely than traditional-age graduates to report being employed full-time (62% vs. 30%; $\chi^2=38.30$, $df=6$, $p<.01$); among those unemployed and not seeking employment, traditional-age graduates were more likely than adult graduates to report being full-time students (97% vs. 71%; $\chi^2=19.91$, $df=3$, $p<.01$). There were no statistically significant differences based on year of graduation.

Table 16: Question 18 – Appreciation for Diversity

As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values. ^a	2006 (N=476)	
	Number	Percent
Definitely yes	190	39.9%
Yes	233	48.9%
No	48	10.1%
Definitely no	5	1.1%

^a This question was new to the 2006 survey.

A large majority of respondents (89%) reported that their experiences at Harper have led them to a better appreciation for diversity and different cultures and values. There were no statistically significant differences based on demographic group. This question was new to the 2006 survey; therefore, comparisons to the prior year's graduates are not possible.

Table 17: Questions 19 and 20 – 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?	2005 (N=372)		2006 (N=478)	
	Number	Percent	Number	Percent
Definitely yes	314	84.4%	407	85.1%
Yes	54	14.5%	69	14.4%
No	2	0.5%	2	0.4%
Definitely no	2	0.5%	0	0.0%
Would you return to Harper for educational or personal enrichment courses in the near future? ^a	(N=370)		(N=477)	
	Number	Percent	Number	Percent
Definitely yes	259	70.0%	293	61.4%
Yes	79	21.4%	132	27.7%
No	23	6.2%	43	9.0%
Definitely no	9	2.4%	9	1.9%

^a Responses were significantly different by year of graduation ($\chi^2=8.08$, $df=3$, $p<.05$).

When asked if they would recommend Harper to friends and family, respondents were overwhelmingly positive: almost 100% said yes or definitely yes. Similarly, when asked if they would return to Harper for credit or continuing education courses in the near future, 89% said yes or definitely yes. Note that for these two questions, 85% and 61%, 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. The 2006 graduates were somewhat less likely than the 2005 graduates to indicate that they would “definitely” return to Harper in the near future (61% vs. 70%; $\chi^2=8.08$, $df=3$, $p<.05$).

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 18: Question 21 – Ten Most Frequent Positive Comments about Harper

What did you like best about Harper? (N=407)	Number	Percent
Location/close to home	100	24.9%
Faculty/specific teachers	93	23.1%
Affordable/low cost	50	12.4%
Convenience (general)	44	10.9%
Class size (small classes)	42	10.4%
Quality of education	40	10.0%
Other	36	9.0%
Class schedules/availability	31	7.7%
Specific service	18	4.5%
Courses/curriculum	14	3.5%

When asked what they liked best at Harper, common answers were the location, the faculty, the low cost of attending, the convenience of the College (flexibility of class schedules, etc.), the small class sizes, and the quality of education.

Table 19: Question 22 – Five Most Frequent Comments about Instructional Improvements

How can the College improve its instruction? (N=230)	Number	Percent
Improve experience/quality of teachers	38	16.5%
No change	24	10.4%
Four-year school	18	7.8%
Improve faculty interaction with students	15	6.5%
Improve faculty availability (e.g., add more full-time)	5	2.1%

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 faculty interaction with students, and to improve the availability of faculty (e.g., add more full-time faculty). The second most common response was that no change was needed.

Table 20: Question 23 – Five Most Frequent Comments about Service Improvements

How can the College improve its services? (N=251)	Number	Percent
Improve quality of specific office/personnel	59	23.5%
No change	54	21.5%
Improve parking	26	10.4%
Improve registration (access or process)	13	5.2%
Improve access to advisors/counselors	8	3.2%

When asked how the College can improve in its services, respondents often suggested improving the quality of a specific office, improving parking, improving registration (either access to registration during busy times or the registration process itself), 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 2006 graduates (80%) reported that their main objective in attending Harper was to take coursework for transfer to another college, and nearly all (94%) indicated that they were successful in reaching their educational objectives. More than three quarters (76%) of respondents 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; 72% reported majoring in a program similar or related to their field of study at Harper. Three quarters (75%) of respondents reported being employed at least part-time; 37% 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: 81% to 94% 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 89% of respondents gave ratings of “good” or “excellent”. More than 78% of respondents were satisfied with support services at the College (e.g., Financial Aid, Academic Advising, Tutoring, Library, Student Activities).

The great majority (91%) rated their preparation at Harper as either “excellent” or “good”. Nearly all (more than 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 (89%). Regarding Harper’s diversity requirement for graduation, a very large majority (89%) reported that their experiences at Harper made them better able to appreciate diversity and different cultures.

In their open responses, respondents indicated that the convenience, the quality of the faculty, the affordable cost, the small class size, and the quality of education were among the things that they liked best about Harper. Common suggestions for how the College can improve instruction were to improve the experience levels of faculty, to become a four-year school, and to improve the availability of faculty. Respondents’ suggestions for improving Harper’s services included improving specific services, improving parking, improving registration (by improving access during busy times and/or the process itself) 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 2006 graduates were parallel to those of the 2005 graduates. In the relatively few cases where there were statistically significant differences, the 2006 graduates were more positive. These differences may represent the impact of the continuous improvement processes in place at Harper.

Appendix A
Responses to Open-Ended Questions
Survey Instrument

Responses to Open-Ended Questions

Which institution do you currently attend?

Survey ID Q8 Institution Other

10001	Ferris State University, Big Rapids, Michigan
10009	Eastern Illinois University
10014	Argosy, Schaumburg, IL
10018	North Central, Naperville
10025	Northwestern University
10036	University of Pittsburg (PA).
10051	Trinity Christian College, Palos Heights, IL
10060	University of Phoenix (Online)
10064	Eastern Illinois University
10065	Harrington, Chicago, IL
10074	Colorado Technical University - Online
10076	Wheaton College, IL
10084	Concordia River Forest
10085	University of Iowa, Iowa City, Iowa
10094	Robert Morris Aurora, IL
10110	Franklin University - Ohio
10120	Lakeland College Mattoon, IL
10128	Bradley University Peoria, IL
10149	Loyola University
10158	National-Louis University Lisle, IL
10161	Eastern Illinois University
10163	Eastern Illinois University
10172	University of Tampa Tampa, FL
10175	IU (independent student)
10178	Augustana Rock Island, IL
10180	Indiana University at Bloomington
10186	Eastern Illinois University
10187	Western Illinois Macomb, IL
10189	Art Institute in Schaumburg
10201	St Xavier Chicago
10218	St. Leo's University Dade City, FL
10240	Loyola University
10241	Southern Illinois University
10245	Knox College Galisburg, IL
10256	St Louis University St Louis, MO
10283	Oakton Community College

10310 North Park University Chicago, IL
10338 Illinois College Jacksonville, IL
10340 Benedictine Lisle, IL
10347 Southern Illinois University
10357 Midwestern University Downers Grove
10359 Empire Cosmetology Arlington Hts. IL
10372 North Park University
10374 National Louis
10377 Bradley University
10390 St Xavier Chicago, IL
10395 University of Illinois, Springfield
10403 Western Illinois University McComb, IL
10404 Southern Illinois University
10405 Eastern
10432 University of Minnesota
10440 Concordia University River Forest, IL
10447 Western University
10448 National Louis University
10459 National Louis Wheeling, IL
10466 University of Phoenix Schaumburg, IL
10467 National Louis University
10468 Loyola
10469 Eastern Illinois University
10470 Mercy School of Nursing Charlotte, NC
10471 University of Phoenix Schaumburg, IL
10486 Chicago College of Performing Arts
10491 ITT Technical Mt Prospect, IL
10492 Southern Illinois University at Carbondale
10512 Chicago State University
10522 University of Iowa
10539 University of Texas in Arlington
10542 University of Wisconsin
10553 DeVry University
10558 Lovas College
10561 Arizona State Tempe, AZ
10569 Argosy Schaumburg, IL
10592 College of Lake County
10618 Western Illinois University
10628 Eastern Illinois
10629 National Louis
10661 Southern Illinois University - Carbondale

10667	University of Mississippi	Oxford, MS
10672	North Central College	Naperville, IL
10688	University of Iowa	
10702	Rush	Chicago
10712	Florida International University	Miami, FL
10720	Lake Forest	
10722	Elgin Community College	
10733	Saddleback College	CA
10738	Indiana University	Bloomington, IN
10747	National Louis	
10752	Argosy University	
10756	Concorde Career Insitutute: Arlington, TX (LVN program) and Excelsior College (online LVN-RN program)	
10765	Western Illinois University	Macomb, IL
10767	Western Illinois University	Macomb, IL
10786	Judson College	Elgin, IL
10793	Western Illinois University	Macomb, IL
10808	Western Illinois University	
10809	Valparaiso University	Valparaiso, IN

Count of Majors – Alphabetic List

<i>Q9 Major/course</i>	<i>Count</i>
Accounting	7
Accounting and Business	1
Acting	1
Actuarial Science	1
Advertising	1
American Sign Language	1
Anthropology	3
Applied Behavioral Science Management	1
Architecture	1
Art	1
Audio Arts & Acoustics	1
Automotive Technology	1
Aviation	1
B.S. Management	1
Bachelor of General Studies	1
Bachelors in Nursing	1
Bachelors of Science	1
Bachelor's of Science and Business	1
Bachlors in Science and Business Management	1

Bi-lingual Elementary Education	1
Bio Chemistry	1
Biological Science	1
Biological Sciences	2
Biology	8
Biology and Occupational Therapy	1
Business	6
Business Accounting	1
Business Administration	5
Business and finance.	1
Business Associate	1
Business Communications.	1
Business Management	10
Business Management (B.S.M. fast track program - cohort)	1
Business Management/Finance	1
Business Marketing	1
Business Teacher Education	1
Business, Marketing Management	1
Business/Entrepreneur	1
Chemistry	2
Cinema	1
Cinema, Major & Entrepreneurship, student	1
CLS/Forensics	1
Commerce	1
Communication	2
Communications	7
Communications - broadcasting	1
Computer Drafting & Design	1
Computer Networking	1
Computer Science	2
Construction Management	1
Cosmetology	1
Criminal Justice	4
Critical Care Therapy	1
Dietician and Nutrition	1
Don't have one.	1
Early Childhood Education	3
Early Childhood Education - major/Psychology - minor.	1
Early Education	1
Earth Science	1

Economics	2
Economics/Anthropology	1
Education	6
Education/Social Science	1
Elementary Ed, Middle School Math	1
Elementary Education	27
English	8
English - T - certification	1
English Teacher	1
English/Education	1
Environmental Science	1
Family and Consumer Science	1
Family and Consumer Sciences	1
Family Social Services	1
Film and theater	1
Film and video	1
Film and Video major	1
Film/Video	1
Finance	8
Finance and economics	1
Fire Science	1
Fire Science Degree	1
General Computer Science	1
General Hygiene	1
General Studies	3
General Study	1
Geography	1
Geography/Environmental Studies	1
Geology & Environmental Geo-Sciences	1
German	1
Global	1
Graphic Arts	1
Health and Sports Studies	1
Health and Wellness	1
Health Education	1
HealthCare	1
History	6
History Education	3
History.	2
History/Education	1
History/Secondary Education	1

Hospitality	2
Hospitality Management	1
Hotel/Restaurant Management	1
Human Resource Management	1
Human Resources	1
Industrial Psychology	1
Interactive Multimedia	2
Interior Design	1
International Business	1
International Studies	2
Japanese (language)	1
Journalism	6
Justice Studies	1
Kinesiology	1
Law Enforcement	1
Law Enforcement and Justice Administration	1
LVN/LVN-RN Bridge Program	1
Maintenance Technology	1
Management	1
Management & Marketing	1
Marketing	13
Math	1
Mathematics	3
Mechanical Engineering	1
Media Studies	1
Meteorologist	1
Music	1
Music Business	1
Music Industry	1
Music/Education	1
Nuclear Medicine Tech.	1
Nursing	11
Nursing and teaching.	1
Operation Management IDS	1
Organizational Communications	1
PE Teacher	1
Pharmacy	2
PharmD - Pharmacy	1
Philosophy	1
Photo Journalism	1
Physical Education	5

Physical Therapy	1
Physical Therapy Assistant	1
Political Science	7
Political Science.	1
Pre-law/ Psychology	1
Pre-med	1
Pre-nursing	1
Pre-pharmacy	1
Psychology	30
Public Relation/Public Administration	1
Radiologic Technology	1
Radiology Technician	1
Recreation	1
Safety	1
Secondary Education	4
Secondary Education/Mathematics	1
Social and Behavioral Sciences	1
Social Science	1
Social Science Education	1
Sociology	7
Spanish	1
Spanish and Justice Studies	1
Special Education	3
Speech and Language Pathology	1
Speech Pathology	1
Technical Education	1
Technology Education	2
Theater	1
Theater, Dance	1
Theatre/Dance Performance	1
Ultra Sound	1
Undecided	1
Web Development	1

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

Survey ID Q12 Other

- 10001 Ferris didn't require the classes I took at Harper
- 10027 The UIC didn't take it.
- 10044 Was told they would but they didn't.
- 10050 Given bad advice by a counselor at Harper about what classes to take.
- 10052 Honors.

10092 Don't know.

10118 No reason, they just didn't.

10127 They didn't qualify as transferable.

10129 60/67, I had too many.

10131 A new rule on campus.

10144 Some were too old.

10145 Roosevelt wouldn't take them.

10223 Didn't apply as a major - bad advising.

10226 They were not applicable for Roosevelt.

10228 Counselor gave poor advice.

10249 DePaul wouldn't accept them.

10278 Weren't equivalent to what was needed.

10304 Don't know.

10310 They didn't count.

10316 They didn't accept them as credits.

10329 Required labs that weren't available at Harper.

10330 Don't know why.

10336 I don't know why.

10363 Biology, it wouldn't count.

10372 sign language - not available at N.P.U.

10376 Non-general education class.

10385 Had more credits than the max.

10411 Not specific to my major.

10416 Counselors' fault, told me they would transfer initially then they didn't.

10417 I don't know.

10431 Some were not related to my career.

10432 Waiting for an explanation.

10436 I don't know.

10452 Wouldn't transfer, changed procedures at DePaul.

10499 Took only a certain amount of credits.

10503 Too many Spanish classes.

10524 Some courses were too specific in subject.

10530 Don't know.

10542 Zoology (physics) not required at Wisconsin.

10543 I had more than enough credits.

10559 I don't know.

10562 Didn't transfer to another school.

10563 Too many credits.

10669 They wouldn't accept courses because they weren't compatible with their classes.

10672 ESL classes didn't count.

10706 Didn't offer the course at Harper.

- 10718 Psychology 106 and Reading 099.
- 10723 N. E. only accepted 60 credits and I had 68.
- 10757 I don't know why.
- 10765 The university didn't take them.
- 10768 More credits than allowed to transfer.
- 10816 Needed a higher level course in order to transfer.

What is your present employment status? Unemployed, not seeking employment.

Survey ID Q17e5 Other

- 10035 Volunteer work.
- 10175 H4 type of visa
- 10401 Planning to continue education
- 10578 Athlete

What did you like best at Harper College?

Survey ID Q21 Best at Harper

- 10001 Equal or better education then going to a university. Cheaper price for a equivalent education.
- 10003 I was happy with the easy access of the location.
- 10004 The location was convenient.
- 10005 The faculty, very nice and down to earth.
- 10009 XXXXXXXXXXXX, math instructor was very helpful, cared about students.
- 10014 Instructors were great. Flexibility in scheduling classes. General environment of the school was great.
- 10020 Quality of education obtained for a fraction of a university.
- 10025 The teachers, they were very helpful.
- 10026 Small class size.
- 10027 Great technology for outside of class use.
- 10030 The teachers, they were good and also caring.
- 10032 Convenience. Class size, small enough to be personal. Cost.
- 10033 Location, price.
- 10035 My Spanish teacher, I didn't even need to take Spanish but I liked her so much, I took it over and over again.
- 10036 Convenience (close to home).
- 10041 Teachers were caring and helpful.
- 10042 The teachers actually taught and showed interest to their students.
- 10043 The school's layout. Easy and accessible.
- 10044 Price.
- 10046 Most of the teachers were very good.
- 10049 Close to home.
- 10051 Good value for the quality of education.

- 10052 Faculty attention and helpful, especially in the transfer area. Math 103 didn't prepare me for higher classes.
- 10056 Instructors cared about students progress.
- 10057 Faculty was challenging, very professional, and concerning.
- 10058 Great scheduling - convenient.
- 10059 The reasonable cost and convenience.
- 10060 I loved the campus, plus how close it was to my home. You can't beat a 15 minute drive.
- 10062 Convenient to home.
- 10063 Availability of courses, location.
- 10064 I don't know.
- 10065 The price, that's just it, the cost.
- 10066 Location and ease of getting into courses you need or desire.
- 10067 Availability of everything. And a well known university so close to home.
- 10069 Most professional of all Jr. colleges in Chicago area.
- 10070 Location and teachers.
- 10074 The teachers were knowledgeable, had clear lesson plans they were fair they spoke English. They were responsive. The availability of classes and the cost were reasonable.
- 10075 Small class sizes were great.
- 10078 Was undecided on major so cost and location.
- 10079 The teachers were helpful. They were always there for you way more than at a university. I am thankful for that, it made a big difference. I learned ore at Harper because of the way the teachers taught the class.
- 10081 Location, I could walk, it way so close. Cost was reasonable. Good context and availability of courses.
- 10083 The counseling, always available, at least my counselor was, to answer questions.
- 10084 Great teachers.
- 10089 The location. Very convenient.
- 10091 Lots of available class time, which was very convenient for me.
- 10092 Small class sizes allowing more quality time with teachers.
- 10094 Cheap, not a four year school. Right down the street.
- 10096 The convenience, overall, the location. The hours of the classes.
- 10097 The class availability, days and times were convenient.
- 10098 There is a variety of classes available with many choices of days and times.
- 10099 The variety of classes in areas of study.
- 10102 The location, convenience, close to home. The faculty was great.
- 10103 Convenience of scheduling.
- 10108 The education classes, a lot of material and knowledge.
- 10110 Just the flexibility of the schedule.
- 10112 The Art department, the instructors were fun. I enjoyed the field trip to the Art Museum. I got a lot out of it.
- 10113 Affordable
- 10115 Everything was very professional and convenient.
- 10118 Convenience of location, near my house.
- 10122 Liked the smaller class sizes.

- 10123 Convenience - the class hours and days of availability.
- 10126 The atmosphere, it was pleasant. The teachers were nice.
- 10128 Small class sizes and class times were convenient.
- 10129 Close to home and class times.
- 10130 Convenient location.
- 10136 It was an opportunity to improve my grades as well as improve as a student athlete. I played football at Harper.
- 10141 The night time history teachers, XXXXXXXXXXXX knew how to explain things and was fair to everyone.
- 10143 The overall convenience. Also it was outstanding educational wise.
- 10147 Everything, just everything.
- 10149 Overall, I got a good foundation, good teachers, class size.
- 10151 Teachers were helpful, when you need, help, they help you a lot.
- 10152 The tuition. The cost was adequate.
- 10160 The cost of tuition.
- 10161 Just the overall atmosphere and the teachers actually knew you by name.
- 10163 I liked the fact that it is local. The schedule was flexible and the environment was nice.
- 10164 Availability of night courses. Variety of courses. Convenience
- 10165 Nice in cost.
- 10168 Convenient location, majority of teachers are out going and willing to help. Class sizes were more broken down so there's more one on one time with the teachers.
- 10169 The location, close to home.
- 10170 Close to home.
- 10172 The diversity of the student body.
- 10173 The convenience. The cost and quality of classes, Harper is a great community resource.
- 10175 Instruction, material used (text books, etc) extra curricular activities, location, facilities (buildings X, Y, Z).
- 10177 Course availability was very good.
- 10178 The availability of different activities. The honor's program. Most teachers were very personal. The music department was great.
- 10180 Course availability, courses were available at all times of day and evening. Very convenient.
- 10185 The Women's Center. They were very helpful.
- 10186 Location, it was close to my house.
- 10187 I was able to easily schedule the courses I needed.
- 10189 All of the art teachers were very well with instruction. Kept you very busy, taught you a lot.
- 10192 Convenient, the location. The tuition was fair. And academically good.
- 10194 Taught me what high school shouldn't have.
- 10195 Extra curricular activities were great. XXXXXXXXXXXX, (History of Latin America), XXXXXXXXXXXX, XXXXXXXXXXXX, were all fantastic teachers.
- 10197 Scholarship, I got a free ride, for two years.
- 10201 Teachers were especially helpful in terms of assisting students that intended to transfer to further their education.
- 10202 The staff was excellent, very well informed and approachable.

- 10205 Excellent in preparing students for transfer.
- 10206 Price.
- 10207 The advising, the teachers were great. They did a great job.
- 10211 The campus. Convenient. All the resources.
- 10217 Meeting new people, I live in Algonquin but went to Harper to get away from the same crowd from high school.
- 10218 The staff was always very helpful. It's a perfect college for a two year degree.
- 10220 Classes, teachers, close to home.
- 10223 The organization.
- 10225 The availability of classes were very good. How many times and how often classes were offered per year is excellent.
- 10226 Convenient location.
- 10228 Cool teachers - their concern for students even though the size of the classes were large.
- 10229 The advising - they were very helpful with getting my classes and transfers for Northern. I used the business building, the J building I think.
- 10231 Reasonably priced, wide variety of classes.
- 10233 Location, it was close to home.
- 10235 Faculty - always there for the students.
- 10238 I liked a lot of the teachers, what I got out of the class was great.
- 10241 Provided a welcoming environment, and good learning experience.
- 10242 It's cheap. The class size is good and they offer lots of services.
- 10243 Accessibility of classes.
- 10245 The class size. I didn't feel lost and the teachers were very professional.
- 10247 Convenience (location), easy online registration and price.
- 10248 Classes were fun and I learned a lot.
- 10249 Professor XXXXXXXXXXXX - superior knowledge far and above any history teacher I ever had or will have. XXXXXXXXXXXX, he just helped in terms of communication and public speaking.
- 10250 The evening classes offered made it simple because I work days full-time.
- 10252 Convenient location.
- 10253 Closeness.
- 10256 The theater program, the faculty was great, passionate and well-gearred.
- 10258 The teachers - they were professional and very knowledgeable.
- 10259 Convenience of class choice.
- 10263 Instructors and administration were very understanding as far as students varied personal needs.
- 10265 The Honor's Program. It was enriching.
- 10268 The classes, everything was convenient, location, days and hours.
- 10270 XXXXXXXXXXXX sociology course really opened my eyes to theory!
- 10272 The price.
- 10273 The small class size, you can have a relationship with your professor. Now at UIC the teacher doesn't even know your name.
- 10278 Close to home. Flexible scheduling. Great environment.
- 10280 Very convenient, close to home.

- 10283 Class availability.
- 10284 Convenience, availability of courses.
- 10288 The small class sizes.
- 10289 The new science building has really nice classrooms and set up. And the wireless internet through out the school.
- 10294 The location.
- 10299 Convenient location and small class size.
- 10301 The activities, the clubs, they were fun and the hours were convenient.
- 10302 The classes, they offered a variety.
- 10303 The environment of the school was very conducive to the learning experience.
- 10304 Teachers were always available and reliable.
- 10305 The teachers did a good job with helping you when you need it.
- 10308 The honors courses - they had a smaller number of students and were more challenging - they really made me work hard.
- 10310 Everything. If it were a four year school I would have stayed.
- 10313 It was close to home, it was a good place to start.
- 10316 Very close.
- 10323 The counselors were very helpful.
- 10326 The teachers. They were very helpful and knowledgeable and easy to talk to.
- 10328 Teachers were very supportive of students.
- 10329 The small environment, the one on one.
- 10330 Prepared me for the university.
- 10331 The good price. The location. And the school's good reputation.
- 10332 The convenience, the location, so close to home.
- 10336 Exceeded my academic expectations.
- 10340 I liked everything. Harper is a great school. The professors were knowledgeable, the quality and faculty were excellent.
- 10341 The teachers. They care about the students. I didn't find that at any other school.
- 10343 The guitar class I took, XXXXXXXXXXXX had a great knowledge of playing guitar and made the class fun.
- 10344 Teachers, they were so involved, they wanted to teach instead of just doing their job. Small classes enabled the ability to work with the teacher.
- 10347 The fact that I could drive to all my classes. Also, the high availability of computer use for those who didn't have one.
- 10348 The tutoring in the writing department and the accessibility for the disabled.
- 10350 Location - the location was convenient.
- 10351 The small class sizes, the familiarity of a smaller campus made my experience at Harper that much more easier.
- 10353 I could relate to the staff because I am their age. They could appreciate my work and the load I carried.
- 10355 I liked everything about the College.
- 10356 The student-teacher ratio allows more attention. It was an easy transition from high school.
- 10357 Small class sizes, personal interaction with instructors, class schedule, Avant building, campus builing layout and landscape (beautiful), specific awesome instructors; XXXXXXXXXXXX and XXXXXXXXXXXX. The tutoring Center with all of the tutors were a

Godsend. The faculty are what makes or breaks a higher learning institution and Harper is blessed with some phenomenal instructors!

- 10358 Convenience of location.
- 10359 The technology in the new building and everything is so organized.
- 10360 Convenient location.
- 10361 It's only four miles away from my home.
- 10363 Class availability.
- 10364 The teachers, they were all very nice.
- 10365 Convenient, nice campus.
- 10369 I really appreciated my English professor, she really cared about her students.
- 10372 The diversity. Some good teachers. The convenience of location.
- 10374 Good instructors.
- 10375 The size of the campus, not too big and not too small.
- 10376 The ability to get ahead on general education credits before transferring schools.
- 10377 Many different sections for courses - availability to make a schedule convenient for me.
- 10379 You can tell that some teachers care a lot more than others.
- 10380 I liked everything. Professors were caring. The small classes were convenient.
- 10381 Great experience!
- 10383 The whole program, the good programs offered, the location and excellent teachers.
- 10385 Tuition cost, up-to-date technology, building layouts (wide hallways, connected buildings, etc.).
- 10386 Good instructors, up-to-date technology, cheap tuition, good food.
- 10387 Very comfortable environment and more than any other school.
- 10388 Convenience of location. The diversity and the teacher - student ratio.
- 10389 Compared to the two other schools I have attended, I feel I understood better and I got further in learning.
- 10390 Small classes. Nice location and new technology.
- 10392 Cost of tuition. Amount of sections offered per class, and availability of class time.
- 10394 Convenient, hours of classes, location, close to home.
- 10400 The faculty was nice. The curriculum was good. The environment was comfortable.
- 10401 The teachers, they reached the right spot in me, took me by the hand and guided me through.
- 10404 People were great.
- 10405 The closeness, small class size allowed better interaction with the professors.
- 10406 They are experts in their field. So overall everything is great.
- 10407 Everything. Really. I liked it all.
- 10408 The atmosphere, friendly and very community like.
- 10409 The ability to still live at home and it prepared me well for the college I would transfer to.
- 10410 Convenience of location, close to home.
- 10411 Close to home.
- 10412 The small classes, able to get the proper attention from the teachers.
- 10413 The whole community. The students. The teachers, everything about it was nice.
- 10414 I did like the class sizes, the convenience of the location.

- 10416 The location near my house.
- 10417 The campus is beautiful with its reconstruction. Very safe. Every teacher is extra nice and very helpful.
- 10419 The teachers actually know you personally and are willing to see that you are aware of what is necessary to continue your education. They care.
- 10420 Everything. Wonderful teachers. Close to home. Financially affordable. I made lots of friends.
- 10423 Close to home.
- 10424 The convenience of location and the availability of courses.
- 10425 Location.
- 10429 Diversity.
- 10432 The flexibility of the online classes.
- 10433 Calculus - XXXXXXXXXXXX.
- 10435 It was real close to my house.
- 10436 I guess the location, the class size and availability of the professors.
- 10437 Convenience of my schedule and it's close.
- 10440 The classes, the teachers.
- 10443 The instructors and counselors helped a lot with guiding me in achieving my goals.
- 10444 I enjoyed the instructors, the facility was nice. I had a good comfort level and enjoyed being there. It was a nice place to be. I spent many years at Harper and it was great. I'm definitely going back for more classes.
- 10445 Loved the programs, respect from peers and colleagues, great education for price, teachers were very helpful.
- 10447 The campus - it was a nice place overall.
- 10448 Class size. Course options.
- 10450 The teachers. They were nice and knowledgeable.
- 10451 Convenient location.
- 10452 Not sure.
- 10454 Price and location.
- 10455 Class size and education.
- 10457 Most classes were pretty small allowing for a more personal learning experience.
- 10459 The teachers, they were fair, actually beyond fair. They were considerate.
- 10463 Accessible, good class size.
- 10464 The real experience the instructors brought to the classrooms.
- 10466 I got a lot out of my classes. A lot of knowledge, more than what I am getting now.
- 10467 Cost of tuition.
- 10468 There were lots of different times to take classes.
- 10469 The teaching and the atmosphere.
- 10471 The diversity. I enjoyed the convenience of being close to home.
- 10472 Close to home.
- 10480 Price.
- 10481 Convenience.
- 10486 Faculty, they were very professional and knowledgeable.

- 10487 Convenience of location. And the teachers knowledge.
- 10488 I liked the small class sizes and being able to talk to the teachers one on one.
- 10491 Convenience in location.
- 10492 Location. Down to earth college. Great education.
- 10494 Convenient.
- 10495 Better running facilities. More one to one interaction between teachers and students.
- 10499 Art department teachers were helpful and fun.
- 10503 Landscaping, well kept and clean campus.
- 10505 The teachers, XXXXXXXXXXXX, XXXXXXXXXXXX, XXXXXXXXXXXX, they are down to earth and easy to relate to.
- 10508 Low cost.
- 10509 Convenience of location.
- 10510 Location, price.
- 10512 I love every experience I had.
- 10514 Faculty was very well educated and knowledgeable.
- 10515 Small classes. Classes weren't all on blackboard, there were discussions in class.
- 10516 Great convenience and environment.
- 10519 The number and diversity of the courses offered at Harper.
- 10522 The instructors/professors are extremely passionate about what they teach. Plus, they break it down (the lessons) to make them fun, which makes the learning memorable.
- 10524 Modern and new facilities. Professors were approachable. Wasn't all chalkboard, some professors used the AV.
- 10525 Availability of classes.
- 10527 Beautiful campus and was easy to get around. Professors were great, helpful and interesting.
- 10528 The location was close to my home, also saved me money than starting at a four year university.
- 10529 The class instructors were good, 99% of my experience was good. The content of the class and the knowledge of the instructors were good.
- 10530 The new building, very broad, and I like the science labs that they have there.
- 10531 XXXXXXXXXXXX was great. I still stay in contact with her.
- 10532 The convenience, location and times of classes.
- 10534 I appreciated the techniques used for teaching.
- 10536 It was close to my home.
- 10539 Student activities were fun and interesting.
- 10541 Convenience of location.
- 10542 All my friends went there.
- 10543 The new campus they made.
- 10544 The whole school. But basically the closeness of the buildings.
- 10546 The disability access, always more than willing to accommodate. The staff was helpful and friendly.
- 10548 Convenience of location.
- 10549 Attending with peers.
- 10550 Faculty. The quality of education I received.

- 10553 Close. And the teachers were helpful and knowledgeable.
- 10554 Convenience of location. Harper offered more courses than the other community colleges in the area.
- 10556 Everything was organized and everything was easy to find.
- 10557 Close to home, affordable.
- 10558 Many classes offered at wide variety of times.
- 10559 The teachers. I had a good experience in each class.
- 10561 Convenience, close to home. Courses - relatively easy to take.
- 10562 My experience at Harper socially, and it has given me a greater appreciation for education.
- 10563 Convenient. Most of the courses transferred.
- 10565 The teachers were well educated. They cared about the students. They were trying to improve the school. They kept adding more buildings so there would be more classrooms.
- 10566 Convenient. Class size, diversity.
- 10567 Convenient location. Campus has a pleasant atmosphere. Teachers were helpful.
- 10569 Convenience of location.
- 10573 Faculty and counselors were very helpful.
- 10575 How it was geared toward logical education.
- 10578 Everything!
- 10585 Compact campus, very easy to get from class to class.
- 10592 Faculty was very helpful.
- 10593 It was convenient and a great education. I have a child so convenience is important to me. Harper helps you to do your best.
- 10594 Very diverse atmosphere. I made lots of new and interesting friends while I was there.
- 10595 Teachers very creative and knowledgeable.
- 10596 XXXXXXXXXXXX, he got the whole class involved. I felt comfortable. It was a fun place to be. Everyone was friends there. It felt like a community.
- 10598 Convenience, location.
- 10601 I liked the way the professors taught. They were personable and easy to understand unlike the professors at UIC.
- 10602 The financial relief it gave me through a scholarship.
- 10603 The class sizes were small.
- 10605 Close to home.
- 10606 Convenience of location.
- 10607 Great environment for learning. Teachers were excellent.
- 10609 The convenience, close to home. Also the classes were more hands-on.
- 10611 Flexibility and convenience of classes considering I do work full-time.
- 10613 Good teachers except for maybe one.
- 10615 Class size was nice, smaller more personal.
- 10616 Low cost, convenient.
- 10617 Teachers were helpful, everyone was very open-minded. Lots of diversity.
- 10619 Convenience, it was very close to home.
- 10621 Very convenient.
- 10622 Small class size.

- 10626 The selection of teachers and classes.
- 10628 Everything was great, affordable, and a good education.
- 10629 Faculty was great, for the most part.
- 10631 Easier to get ahead then the school I'm at now, classes were always available.
- 10633 I feel I received a very good education from Harper.
- 10635 Ability to be a visionary school.
- 10636 Teachers made sure to help and wanted me to succeed.
- 10641 The quality of instruction prepared me well for further education.
- 10642 The education courses, the teachers are really good.
- 10644 Education department was excellent. Very caring as well.
- 10649 Everything was great.
- 10650 Convenience of being close to my home.
- 10653 Library was great. Good resources. Computer lab was very helpful. Lots of classes at the right time of day.
- 10656 I liked everything.
- 10657 Convenience, location.
- 10660 Location.
- 10662 Convenient locations and the tutoring was very helpful.
- 10663 Professors were very enthusiastic, willing to help.
- 10665 The tuition was waived because my dad works there.
- 10666 I loved the faculty. I had wonderful teachers!
- 10667 I liked the small class size.
- 10668 Convenience - where it was located. Courses offered.
- 10669 The schedule of the classes, they were available at all different times.
- 10672 A lot of classes were offered at different times. It was also inexpensive.
- 10676 Faculty and library, they were excellent with wonderful references. Campus close to home. Price was good.
- 10678 The affordability and class size.
- 10679 Campus is up to date. Everyone was pretty nice.
- 10681 Somewhat close to my house.
- 10683 Class size was great (nice and small).
- 10684 The courses, the variety offered.
- 10686 The teachers - all were knowledgeable and accessible - as well as very capable of getting the material across to the students.
- 10687 Enjoyed every aspect of my time at Harper.
- 10688 The selection of courses was good.
- 10689 The huge number of sections for different courses.
- 10692 Basically, the teachers. My English and criminal justice teachers were amazing.
- 10694 The faculty. The teachers were passionate and loved working and teaching us. Truly better than the faculty at NIU.
- 10695 The location - close to home. And, it's inexpensive.
- 10697 Class availability, convenience of class times.
- 10698 The people that I met there.

- 10699 The faculty was very helpful. And the availability of the computer lab.
- 10702 Convenient. Professional instructors.
- 10706 Quality of classes. They prepared you well.
- 10707 Anthropology department. Their commitment to the students. Their knowledge of the subject and their enthusiasm of the topic.
- 10712 Great tutoring program.
- 10717 Diverse people at Harper.
- 10718 Close to my house, large campus, you can also use the Pace Bus.
- 10719 The institution was very approachable. The professors were approachable. Convenient location.
- 10720 The closeness of the location. Small classrooms. I made a lot of lasting friendships.
- 10723 The overall academic community was top notch.
- 10725 The fact that Harper offered all the courses I needed to prepare for transfer.
- 10727 The teachers. They were very helpful, very accommodating.
- 10732 The availability of staff.
- 10733 The wide range of computer labs and the up to date technology.
- 10738 I think the College is just outstanding. It should be a four year college. It's an incredible place with incredible teachers. It should be a four year college.
- 10743 Able to select classes I wanted at the times most convenient for me.
- 10744 Close to home.
- 10745 Courses offered. Diversity 101, it was helpful to me with my major as well as everyday life. Teachers focused on helping students.
- 10747 Instructors were passionate about teaching.
- 10751 The location. The cost. Good teachers and the registration process was perfect.
- 10752 Variety of classes and availability of credit transfers.
- 10756 XXXXXXXXXXXX in the Academic records office. She was so helpful and helped me successfully earn my AA degree even after some personal struggles.
- 10757 The fact the professors are different than the university, they spend time with the students and concentrate on the students.
- 10758 The facilities, the computer access.
- 10759 The fact that it was close to home. The cost, allowing me to save money. The entire curriculum.
- 10760 I definitely liked the class size, it gave a lot of attention to each individual student.
- 10764 Location, price. Counselors were always available. It's more personal than a university.
- 10765 Teachers made class interesting. Overall, I had a good experience. The small class size was nice.
- 10766 Open-ended. My history teacher - XXXXXXXXXXXX and my sociology teacher - XXXXXXXXXXXX were great impacts on me, they taught in a very interesting manner.
- 10767 When I finally got the right counselor, it was then easy to figure out which classes to take.
- 10768 Price.
- 10771 Class size, easier to understand. More personable.
- 10772 The location and the cost.
- 10773 Convenient location and great class hours.
- 10774 Quality of teaching.
- 10777 The diversity and meeting new people.

- 10778 I'm thankful that I started there. Staff was great. They're there for the students.
- 10781 Environment and meeting new people.
- 10786 Location.
- 10787 Sports programs and activities.
- 10788 The convenience. Well, the location as well as the ease of getting into the College.
- 10793 The environment, it was good because you chose whether to be very involved or barely involved.
- 10798 The staff. Very helpful, very honorable.
- 10804 Price.
- 10805 The teachers. They were very helpful.
- 10808 The location - so close to home. The easiness of transferring.
- 10809 The fact that there is such a great diversity there.
- 10812 Location.
- 10813 The overall experience - it was a good experience.
- 10814 Flexibility of scheduling. I could take the same classes at different times and days.
- 10816 Class size.

How can the College improve in its instruction?

Survey ID Q22 Improve instruction

- 10003 Become a four year college.
- 10004 Nothing.
- 10005 Offer more classes online.
- 10014 Great already, I had a wonderful education experience.
- 10020 Better communication between universities in which the student will transfer to in order to send them in the right direction.
- 10025 I can't think of anything.
- 10026 The counselors did not answer my questions correctly (why?) they gave me wrong information on which courses would transfer.
- 10030 Offer more evening classes.
- 10035 I had a problem with one teacher over the summer, oh, but that's OK.
- 10041 No strikes.
- 10042 They're doing fine.
- 10043 Maybe information sessions by guidance counselors once or twice a year.
- 10049 No improvements.
- 10050 There was a teacher who knew less than most of the students and just passed them by giving them extra credit.
- 10052 First rate services.
- 10055 Make sure the professors are qualified.
- 10057 Innovating technology.
- 10059 It was fine as it was.
- 10062 Offer more off hour (night weekend) courses.
- 10063 More availability of teachers.

- 10064 XXXXXXXXXXXX, English, she needs to listen to student input. I learned absolutely nothing in her class. The material she used was not proper for public school. When you start out with 30 students and end up with 4 for finals, you know there's a problem.
- 10065 I don't know.
- 10066 I don't know off the top of my head.
- 10067 Nothing.
- 10069 Make Harper a four year school.
- 10070 Don't think they need improvement.
- 10074 More real life lessons, more projects, then tests not so much lectures and tests would be nice.
- 10076 Continue to expand the honors program.
- 10078 Some teachers need to teach more in depth in order for students to really understand the subject.
- 10081 I can't think of anything off the top of my head.
- 10083 Maybe for some people, get dorms. But as far as I'm concerned nothing.
- 10084 Make it four years.
- 10086 Not all of my credits counted towards graduation, even though they did count towards transfer. That was an issue so I had to take some summer classes.
- 10089 Part-time teachers schedules are over loaded.
- 10092 I don't know.
- 10094 More teacher evaluations, a few have been around too long. Time to retire.
- 10096 Get more in tune with the current programs.
- 10097 Offer more hours for availability of the advisors.
- 10098 No improvement needed.
- 10099 No improvement.
- 10102 They don't pay enough attention to the art department. Not enough hot water to clean-up but the President of Harper has plenty of hot water in his bathroom made of marble with a shower, as well as a \$90,000 a year clothing allowance.
- 10108 They weigh the tests too heavily. I'm not good at testing, my grades were A's before testing.
- 10112 No problem personally but make advisors more available for those who need them.
- 10113 Parking
- 10118 I don't know.
- 10120 A lot of teachers spoke English as a second language and they had a hard time teaching and I couldn't understand them.
- 10123 I can't think of anything off the top of my head.
- 10126 I don't know.
- 10127 Examine your math department.
- 10136 Athletics should have a higher priority.
- 10144 They need to get away from the high school mentality and get into college mentality.
- 10147 It's excellent.
- 10149 No problems there.
- 10151 Hove more job services.
- 10152 The teachers could be more open-minded.
- 10154 Teachers need to be more approachable.
- 10161 Not a thing I can think of.
- 10163 I don't know.

- 10164 More full-time staff.
- 10169 I don't know, not applicable.
- 10170 Have more full-time teachers, the part-time teachers were hard to get a hold of.
- 10173 Personally, I think the teachers should be evaluated by the students but also the other teachers, not just rely on the students. That would benefit a lot.
- 10178 Some teachers should not be teaching. Math statistics - XXXXXXXXXXXX, he was very unfair. Some students could use books on tests, some could not. He was never prepared and late often. XXXXXXXXXXXX, she was nice, very caring but she taught as if we already knew what she was teaching and didn't take time to be certain we were at that level.
- 10185 The computer teacher wouldn't let me make up work even though my son was in the hospital. I would have gotten an A but ended up with a C. His name is XXXXXXXXXXXX. I believe he is a drinker, and he was rude.
- 10186 It can't. I didn't have any problems with the instruction.
- 10192 Some of the night teachers are hard to get in touch with. Unlike the day full-time teachers.
- 10194 Smaller classes.
- 10197 Should have English speaking instructors.
- 10201 More hands on in the classroom. Not just theory.
- 10206 Pay your teachers more.
- 10207 I don't really know.
- 10211 More science courses.
- 10217 Nothing that I can think of.
- 10218 Provide extra help for the struggling students, science is not easy for everyone.
- 10220 Nothing.
- 10223 Better advising, I was guided incorrectly about what classes to take.
- 10225 More awareness in the advising in how they can help you transfer or actual planning for the future.
- 10229 Offer four year.
- 10233 Make it a little more challenging. Class assessment and tests. Compared to U of I, it was just too easy.
- 10235 Understand diversity of each class and plan the curriculum accordingly.
- 10238 The part-time professors need to be on the same agenda as the full-time professors.
- 10241 Have more courses on diversity.
- 10242 Get more parking spaces.
- 10243 They're adequate.
- 10245 Nothing I can think of off the top of my head.
- 10248 Become a four year college.
- 10256 Nothing I can think of.
- 10258 Some people are given passing grades when they should fail. Blatantly allows herself to hint on multiple choice tests by letting certain students know if they're hot or cold. Another class, some students used dictionaries on tests.
- 10263 Some first year teachers (adolescent psychology) were lacking in basic teaching ability.
- 10265 Be certain that classes offered in the catalog aren't cancelled, be able to follow through so the course can be completed. My computer class was cancelled, web and design.
- 10268 Not sure.
- 10270 Allow students free use of fitness center. Offer four year degrees, and higher level classes for business students.

- 10279 Sometimes it was hard to get a hold of the part-time teachers if you needed help. Like if you had a question for homework or something.
- 10289 Teachers shouldn't use power point for teaching.
- 10294 More student to student involvement on on campus.
- 10301 I don't know.
- 10302 Can't think of anything.
- 10308 Just keep teachers who care about students, will take the time to help no matter what, and keep teachers who enjoy teaching.
- 10310 It can't everything's fine.
- 10313 Everything is fine.
- 10316 Larger political science department.
- 10323 I don't know.
- 10326 I think everything is fine.
- 10329 Become a university.
- 10331 I'm indifferent, I can't think of anything.
- 10332 The teachers need to make it more clear on what they want and expect from the students.
- 10333 Screen the teachers more. In general the full-time teachers weren't into teaching.
- 10340 Maybe break down the lecture classes. Smaller classes would be to an advantage.
- 10341 Math elementary teachers, it was difficult to understand and only one teacher went out of her way to be sure we understood.
- 10347 They need counselors who know exactly what to get into to transfer to a four year college.
- 10348 The library hours.
- 10350 I don't know. I
- 10355 I don't know.
- 10356 I don't think it's necessary for improvement as far as the instructors are concerned.
- 10357 A few (very few) of the instructors are dishonest or not very good at teaching their subjects.
- 10358 I don't know.
- 10359 Make it more accommodating to students. I wasn't told I was missing a class by an advisor for nursing and ended switching over to cosmetology.
- 10364 That's hard to answer. I think everything's fine.
- 10369 I didn't think the advisors were very helpful, so I think a need for improvement is there.
- 10372 Some teachers were not so good. One lady, foreign, she was very unfair, didn't teach the topic, it was a waste of time and I feel I didn't even deserve the credit.
- 10375 I don't know.
- 10377 Course descriptions exactly what the class is about.
- 10379 Offer more night classes.
- 10380 I can't think of a thing. I truly had a positive experience at Harper.
- 10381 Keep it the way it is.
- 10383 I can't think of anything.
- 10386 Nothing, it's good as of right now.
- 10389 Hard to say.
- 10390 I don't know.
- 10392 Provide more quiet study areas and computer labs.

- 10394 I don't know.
- 10400 I would have said make certain courses available at more convenient times but you have done that since I've left about four years ago.
- 10401 Lower the time of general classes, less hours.
- 10405 I don't know.
- 10406 No need for improvement.
- 10407 I don't think anything needs improvement.
- 10408 Nothing I can think of.
- 10409 The counselors should be more involved and upfront about which courses transfer.
- 10410 Offer more online courses.
- 10412 Nothing, really.
- 10413 The night chemistry class. The part-time teachers weren't serious like the full-time staff. Being only a part-time job for them, coming from their full-time jobs, they didn't take it as seriously.
- 10414 Everything's OK.
- 10416 Make the professors be certain that each student is understanding before pushing on.
- 10417 The math course I took. I felt like I was pushed back, demoted.
- 10420 Math and science should have their teachers more available for their students.
- 10424 Certain teachers should retire, they have over stayed their welcome.
- 10429 They do a really good job.
- 10432 More classes available online.
- 10435 I can't think of anything.
- 10436 I really don't know.
- 10437 Nothing I can think of right now
- 10440 It's OK.
- 10445 More hands on/field classes before finishing/leaving the program.
- 10447 I can't think of anything.
- 10448 Relate instruction to "real world" concepts.
- 10450 I have no idea.
- 10451 Better communication with other schools. Help students figure out what they need in order to transfer.
- 10454 Need to pay teacher their worth.
- 10455 Have good teachers because I took some courses in which students left the class as a result of unhelpful teachers.
- 10459 No problems there.
- 10466 Teacher availability out of class.
- 10467 More courses and/or fast track programs for the working adult.
- 10471 Counseling - didn't get proper guidance. Counselor should ask the student what their goals are, don't just tell them take whatever they want. I was lost, didn't know where to start.
- 10486 It was difficult getting a hold of faculty.
- 10495 Nothing.
- 10508 Better availability.
- 10512 I hope that there will be a four year nursing program, in order for people like me to stay and finish in Harper.
- 10522 I wasn't aware of the services offered by the school, such as career planning and the center. It

- would have helped me in my decision as to what to major in.
- 10529 They need to get rid of the desks with the chairs attached to them, nothing fits on the desks.
- 10531 Offer a B.A. degree.
- 10536 Highly consider replacing teachers that have been there for ten years or longer. It took me four tries to pass calculus and that's pretty sad.
- 10539 Part-time teachers need to have more time available to help students.
- 10546 I don't think the College can improve.
- 10549 Courses need to take a slower pace.
- 10550 Some classes were too big.
- 10563 Need better teachers, some were not that informative. Class size, some had too many students while others only had about 10 students.
- 10569 Offer a bachelor program.
- 10575 More screening on staff and faculty.
- 10593 It should become a four year university.
- 10595 Other than one of my teachers quitting in the middle of my course, I loved everything about Harper.
- 10596 Bring back team teaching.
- 10601 Use different text books. I didn't learn much from the readings.
- 10605 Hire teachers that like to teach rather than just do it because it is a job.
- 10607 Make it a four year school.
- 10609 Make summer school slow down.
- 10611 Overall, it's pretty good. I think they're doing great generally. A few teachers weren't that good, but everything can't be perfect.
- 10613 Health - I forget his name, he was very inappropriate. Everything he talked about, he related to sex. I was very uncomfortable. He told of a personal sexual experience once.
- 10617 More availability of classes.
- 10633 Make it a four year school.
- 10635 Keep going in the same direction - offer four year degree.
- 10642 The counselors need to tell the same thing because they all told me different things and it was confusing.
- 10644 Start overhauling the academic advisors. They are totally screwed up. They misguided me completely about what would transfer over.
- 10650 They're doing a pretty good job.
- 10668 Everything's OK.
- 10669 I was guided to take classes I really didn't need. The counselors need to pay better attention to what they're doing.
- 10679 I thought everything was fine.
- 10681 Should have a more broad study of programs.
- 10685 Make Harper a four year school.
- 10687 Make it a four year school.
- 10689 Difficult subjects should be taught by professors without accents. I had a problem grasping calculus because of the accent of my professor.
- 10695 The financial aid needs better qualified people to explain how it works.
- 10699 Registration hours should be extended. More biology instructors.

- 10707 Improve instructors who are under qualified. I will leave it at that.
- 10720 More study guides per student and more study time before tests.
- 10722 Their political science online telecourse videos are like eight year old. It's ridiculous, political science needs to be current.
- 10725 It's good.
- 10726 Tell you more about what programs transfer.
- 10732 It would be incredibly helpful if there was some sort of standards in the way the professors teach the course.
- 10738 Become a four year college.
- 10744 I'm happy with it.
- 10745 Work more closely with other institutions so students know exactly what to take, not having to spend additional money for unnecessary courses.
- 10747 As long as the instructors continue their education, and pass that knowledge along to Harper students, that is all the improvement they need.
- 10752 Get students to be more prepared. ATA recommended.
- 10756 Easier access to academic advisors. It was hard getting an appointment and finding someone who was willing to listen and help.
- 10758 Some teachers seem unqualified for teaching.
- 10759 The dean of Liberal Arts should follow through when there's a complaint made about a teacher. They want us to speak up but then they don't do anything.
- 10760 The internet courses should be looked at more closely. Some of the instructors that run the program, the dates and deadlines aren't the same as the actual dates and deadlines.
- 10766 Stop treating us like we're children. If we miss a day, we can't make-up work. It's the test score that seems to only matter.
- 10767 I'm unsure.
- 10774 It would help a lot if the class bookstore wouldn't wait till the last minute to make up their mind and then the school year gets there and we don't have every book we need.
- 10775 For the freshman generalize better what they need like what classes they need to take.
- 10778 Offer four year college program. Better prepare students for their second education. I got a great education, I highly recommend Harper but why doesn't the work force look at it as a Bachelor's degree?
- 10781 I'm not sure.
- 10786 Better teacher - student relations.
- 10788 The instruction is fine.
- 10793 I don't feel they prepare you well enough for a four year curriculum.
- 10804 More qualified instructors in their field.
- 10808 Professors more accessible, more hours.
- 10809 Off the top of my head, I can't think of anything.
- 10813 No improvement there.

How can the College improve in its services?

Survey ID Q23 Improve services

- 10002 Get more counselors who care more because a lot of them don't. I really liked XXXXXXXXXXXX, the others weren't really helpful.
- 10003 I think everything is fine.

- 10004 Everything was fine.
- 10005 Observe more of the Jewish holidays.
- 10009 Make Harper a four year school.(Build dorms).
- 10014 They seemed fine as they were.
- 10020 Take a look at the whole picture when a student needs help in and not only on one thing.
- 10025 In the "no smoking" area there are cigarettes all over the ground so a canister should be installed even so.
- 10030 No answer there.
- 10033 More parking.
- 10035 Nothing, they're doing fine.
- 10036 Better informed counselors (course selection and transfer).
- 10042 They need more locations of campuses.
- 10043 Safety wise, more lights by the lake side of parking and additional emergency phones.
- 10044 Make sure that the credits Harper says transfer actually do.
- 10049 No improvements.
- 10050 Evaluate the teachers better.
- 10055 Improve the advising. People recommended me courses that didn't transfer. I wasted half a year.
- 10056 Services are fine the way they are.
- 10057 Food service should have nutritional information.
- 10058 Seems fine as it is.
- 10059 The services were all very good.
- 10062 Don't believe they need improvement.
- 10064 I had absolutely no problem. Everyone was very helpful.
- 10065 I don't know.
- 10066 I was told certain courses would be accepted and then ended up being pointless. Bad guidance.
- 10067 Academic Advising, it took a long time for me to get a good advisor. When I finally found her, she was great.
- 10069 Need a larger library (more resources).
- 10070 Don't think they need improvement.
- 10079 They need more parking, but I love the way all the buildings were connected, it was really nice.
- 10081 Offer more health related programs.
- 10084 Registration is tough.
- 10089 I think everything's fine.
- 10091 I was satisfied.
- 10092 I don't know.
- 10094 There's a pretty wide range already.
- 10096 It's pretty good the way it is, I even have my little brother attending now.
- 10097 Make awareness more on the hours of registration as well as when the fees are due.
- 10098 Make it a requirement to see a transfer advisor upon registration.
- 10099 Everything's OK.

- 10102 The decorations are extreme, if the cost of them are taking away the possibility of better facilities, we can do with less decorations. Harper is a very expensive school.
- 10108 My counselor, he offered advice for my associates and then at graduation I find out I'm one credit short. He didn't care because he was retiring and wouldn't get back with me. It was about five years ago.
- 10110 Make more online services available.
- 10112 Registration needs to be longer, more days and hours available.
- 10118 Offer more online classes.
- 10123 I think they've got it pretty well covered over there.
- 10126 No more teacher strikes.
- 10130 If it would be four year college that would be good.
- 10136 Don't know.
- 10143 Focus more on all departments, not just math and science.
- 10147 It's excellent.
- 10149 Again, no problems there as well.
- 10151 The parking lot needs more parking spaces.
- 10152 No way I can think of.
- 10161 More night classes and child care.
- 10163 Assign advisors to help students pick out the correct courses that will transfer. We don't know what we're doing.
- 10172 Advertise the student activities better (i.e. clubs, service organizations).
- 10175 Services are good, but there should be more communication between different departments.
- 10178 I feel the services were fine.
- 10185 It's so spread-out. The buildings should be connected.
- 10186 Supply more computers, the lab when I was there was small and didn't have many computers on hand.
- 10192 No need for changes.
- 10207 Make more advisors available before registration.
- 10217 It's pretty good. There were many changes by the time I left there about a year and a half ago. They're doing fine.
- 10218 Nothing else.
- 10220 Put more trees so it's not so windy.
- 10223 Offer something to make it more community-like. Bring people together.
- 10226 The counseling, they were no help. I ended up taking a lot of classes I didn't need.
- 10228 Get counselors that know what they're doing. Guide the students correctly.
- 10233 Send emails out to students to let them know there are people to help them out.
- 10235 Separate classes according to diversity.
- 10237 Make it a four year college.
- 10238 Offer more hours from the Health Center. Night students should have access as well as day students.
- 10240 The parking is terrible, more parking spaces or designated spaces.
- 10241 OK as it is.
- 10242 It's good.
- 10243 Nothing I can think of off the top of my head.

- 10245 And again, off the top of my head, I can't think of a thing.
- 10247 Advisors led me in wrong direction one time.
- 10248 I don't know.
- 10249 Prepared me by far, but the requirements at a university were so much higher than at Harper, Harper could have been more challenging.
- 10250 I was very unhappy that I was charged out of district fees because I moved during the semester.
- 10256 The transfer procedure, make more awareness to the students about what transfers to your new institution.
- 10258 Radiology class. I was charged for classes I didn't get, never had lab equipment. Get the right equipment - a bigger budget - to have a successful program.
- 10265 I think it's good.
- 10268 Not sure.
- 10270 Parking structures are needed!
- 10272 Offer four year degrees.
- 10278 Need to provide more information on transferable courses/credits.
- 10279 Have a hockey team.
- 10280 Financial aid took too long, they wouldn't explain anything to me. When I asked them questions they didn't know the answer.
- 10283 Have more career programs like physical therapy.
- 10288 Needs to be more advertisement for financial aid and scholarship deadlines. More advertising would be helpful.
- 10289 More awareness of student activities, more student activities to choose from.
- 10294 The Testing Center needs to have longer hours. It's really hard to find time to come in and take tests with the hours that they are open.
- 10299 Need more parking lots.
- 10301 Reduce text book prices.
- 10302 The parking was BAD!
- 10303 They were fine.
- 10305 Post what career services are available.
- 10308 They are good as is.
- 10310 Make registration lines shorter.
- 10313 Everything is fine.
- 10316 Make it a four year college.
- 10323 I don't know.
- 10326 Everything is running smoothly.
- 10329 I can't think of anything.
- 10331 Expand the parking lot.
- 10332 Get better counselors - academic, so they can advise better.
- 10336 Counseling and academic advising were not satisfactory compared to Columbia.
- 10338 Financial aid, them getting things done on time. I had to pay for a semester myself. I had to go back there four or five times just to get one thing done.
- 10340 I really can't think of any, I really like Harper.
- 10341 I'm satisfied with the services, overall.

- 10350 Get a bigger parking lot.
- 10355 I can't think of anything.
- 10356 Well, not necessarily by advertising their services but making awareness of what's available.
- 10358 Become a four year college.
- 10359 It's fine.
- 10361 Don't like the online classes. My personal learning style didn't work with them. I need to ask questions as I go along when I'm learning.
- 10364 Have more handicap access available. It seems to be limited.
- 10369 As I mentioned getting advisors more involved.
- 10372 Admissions Process - make themselves more clear.
- 10374 Offer B.A.
- 10375 The food services close too early. Remain open later than 5:00pm.
- 10379 Counseling. I could have finished at Harper in min. one semester, max two. Instead I spent two years when I transferred there. I had two counselors (advisors), 1st one made me miss a year of school time. The second counselor helped me graduate in one semester.
- 10380 Again, I can't think of anything that needs improvement.
- 10381 Make the registration office more easily accessible.
- 10383 I'd have to think that over.
- 10386 Have their hours available at night, 5 - 9pm.
- 10389 Financial aid should be easier to receive. Scholarship deadlines should be by Spring not by Fall.
- 10390 They're doing fine.
- 10392 Provide a percentage of tuition back throughout semester, if dropping a course, not just after the first day. Provide more classes at Northeast Center. Offer buy back for books throughout year. Harper stated that after receiving an Associate's degree, Roosevelt would accept me as a junior, but this was not the case. Make sure all agreements between colleges are accurate. Also, advising needs to be revised. Check in with students throughout the year before signing up for classes to ensure students are taking proper classes towards degree.
- 10394 Maybe offer more classes at different hours.
- 10400 I don't see the need for improvement.
- 10401 I think I am sad about the cost of classes, for out-of-district students. I used to be able to afford when I was in the district, now that I moved out of district I have to quit going there.
- 10405 I'm sorry I really was satisfied with everything so I can't think of anything.
- 10406 No need for improvement.
- 10407 Again, I'm fine with everything.
- 10408 Parking, they need to make more parking available.
- 10409 Nothing I can think of, no, everything is good.
- 10410 Provide more help with transferring. Let us know "exactly" what will transfer over.
- 10411 Services were good enough already.
- 10412 I can't think of anything.
- 10413 The services are excellent.
- 10414 Everything is fine.
- 10416 Become a university! Counselors more knowledgeable, it cost me more money to take summer courses because I was told initially they would transfer but they did not.
- 10417 I think everything is great.

- 10420 Extend registration and advising hours.
- 10424 Registration lines, they are too long.
- 10429 Everything was good.
- 10431 More financial assistance. Announce what they are going to do and what they can do to help you.
- 10432 More parking space.
- 10433 Offering more scholarships.
- 10435 You guys are great, there's nothing to change.
- 10436 The academic advisors should be more knowledgeable, updated on which courses transfer.
- 10437 Offer more classes.
- 10440 Sometimes academic administration is too busy. More counselors available would be good.
- 10444 The course selection and availability wasn't there, but I learned to be flexible. The student activities was not available for night time and older students.
- 10445 Doing a great job.
- 10447 I haven't been back there in awhile but it was fine.
- 10448 Tutoring could become more "one on one". When using the Tutoring Center for math, you have to share a tutor with others.
- 10449 More parking.
- 10450 I have no idea. I think everything is fine.
- 10452 I was fine with everything they offered.
- 10454 Bigger stands in the football field.
- 10459 Finding a parking spot was always difficult.
- 10463 Services were fine.
- 10467 Services were pretty good, but registration usually seemed to be a prolonged, difficult process.
- 10469 I was very satisfied when I was at Harper so no changes needed.
- 10471 Registration should be worked on.
- 10480 More parking spaces.
- 10481 Make it a four year school.
- 10488 I think everything is good.
- 10495 Somehow shorten lines at time of registration, maybe by having more staff members help students.
- 10503 Need to work on advising, counseling, and financial aid offices. I never receive good help.
- 10509 More parking.
- 10512 Continue to expand, and keep up with the good works.
- 10515 Financial aid and registration departments need to be more friendly and helpful.
- 10516 Advertise them more.
- 10519 Keep counseling offices open longer, evenings, weekends.
- 10522 Aside from awareness, just making the services a bit more friendly/approachable will help.
- 10524 Financial aid department needs to be more organized in not losing paperwork.
- 10529 The counseling office - the people in it don't know what they're talking about. It's terrible. I had to do my counseling at Elmhurst where I transferred to. I tried three times at Harper with three different people and all of them didn't know what they were talking about.
- 10544 More parking. Especially in the winter.

10546 I am very satisfied therefore, I can't give an answer.

10550 Services were all very good and helpful.

10553 Parking, it's impossible to get a decent parking space.

10557 Good enough as it is.

10561 Academic counselors, more availability and better understanding. They need to be better informed.

10567 Hard to get into the ultra sound program. No guidance as to achieving acceptance into that program.

10569 Services were adequate as they are.

10575 Faculty needs to be more high profile and knowledgeable.

10578 It should be a four year school. I would have stayed.

10594 More parking.

10595 Nothing, I think they were wonderful.

10598 I didn't have any issues so I can't say anything. Everything ran smoothly while I was there.

10601 Academic counselors need some work. They have an attitude problem. They are snotty.

10603 Make it more known to students what classes are available.

10606 Parking, was really bad.

10607 I believe the services are fine the way they are.

10609 I'm satisfied with the services.

10611 Parking isn't always convenient.

10617 Registration process should be available all day instead of at certain times.

10628 Advisors were inconsistent with their advice. Each one told a different story.

10635 Fix parking lot - make it more accessible. Have to walk too far to get to class.

10641 Have more social activities.

10644 Get after the academic advisors now!

10649 No problems with the services, they took care of all of my needs.

10650 The parking needs improvement.

10660 Friendlier employees.

10666 Have more information available related to counseling.

10668 I didn't use too many, I can't think of anything.

10672 Professors should have more time for students to meet with them after class.

10679 Make all services that are available known.

10685 They were fine.

10686 I didn't use them much, so I'm not sure.

10689 Honestly, I found everything perfect.

10692 Oh, the parking is terrible, my car was hit twice while I was attending there.

10697 Better advising services. The counselors should be more informed of transferring degrees.

10698 I don't have any problems with the services.

10699 It's just all fantastic.

10707 Have an online program where you can transfer transcripts to another college.

10720 More availability of academic advisors.

10725 I think everything is fine.

- 10727 Parking. Not enough parking available.
- 10733 Get more windows at the registration office, it is always crowded there.
- 10745 Again, give better direction as to what courses transfer, to which institutions.
- 10747 Services were fine as is.
- 10750 Financial aid should be an easier process.
- 10751 Make it known as to what is available out there.
- 10752 More academic counselors. Very hard to get an appointment.
- 10756 Make more announcements of everything available. It's hard to search for something you don't know exists!
- 10758 They're doing pretty good.
- 10759 I don't think it can. I'm satisfied with the services offered.
- 10760 Their services are pretty good although the athletics should go out and scout better than they do.
- 10766 Guidance counselors need to advise more wisely, poor guidance cost me another two years of college because I was informed improperly as to my credits transferring to Northern.
- 10767 No improvement needed.
- 10771 I was fine with the services there.
- 10772 I'd need more time in order to give an answer to this one. I'd have to think a bit.
- 10774 Not too sure.
- 10777 It's fine the way it is.
- 10778 They need "smiling faces" working at the office where you go to pay your costs. They're the first people we see and you want to deal with friendly people.
- 10781 Everything was fine.
- 10783 The counselors need to give better guidance.
- 10786 Better/more advertisement of services.
- 10793 No changes needed.
- 10798 Have later hours for the tutoring.
- 10805 I don't have any comments for that, everything is fine.
- 10808 Everything's OK.
- 10813 I can't think of anything.
- 10814 Doesn't need improvement.

Transfer Graduate Follow-up Survey



Harper College

Harper College 2006 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

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

Survey number

01	02	03	04	05
06	07	08	09	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35

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
a. Class size.....	<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"/>
c. Course content.....	<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"/>
e. Faculty teaching ability.....	<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"/>
g. Faculty availability.....	<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
a. Financial Aid services.....	<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"/>
c. Career planning.....	<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"/>
e. Counseling.....	<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"/>
g. Library/audio visual services.....	<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"/>
i. Registration procedures.....	<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"/>
k. Availability of computers for out-of-class use.....	<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"/>

Continue on next page

PN 07-100m

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

	Very convenient	Convenient	Not convenient	Not applicable
a. Harper main campus in Palatine.....	<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"/>
c. WEB or Internet based from home or office.....	<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"/>
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)

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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: _____

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

19. 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?.....

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

	1. Definitely no	2. No	3. Yes	4. Definitely yes
18. As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. 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?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Would you return to Harper for educational or personal enrichment courses in the near future?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. What did you like best at Harper College?

22. How can the College improve in its instruction?

23. How can the College improve in its services?

Thank you for completing this survey

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