

Harper College
Results of 2007 Transfer Graduate Survey

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Executive Summary

This report presents the results of the Transfer Graduate Survey of 2007 Harper College graduates of transfer programs.

In most cases, the results were positive. A majority of 2007 graduates (95%) reported that their main objective in attending Harper was to take coursework for transfer to another college. Nearly all (98%) indicated that they were successful in reaching their educational objectives. Three-quarters (75%) reported being enrolled in another college or university at least part-time, and 74 percent 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%). More than three quarters (77%) of respondents reported being employed at least part-time; 42 percent 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 90 percent of respondents gave ratings of “good” or “excellent”. More than 80 percent of respondents were satisfied with support services at the College (e.g., Financial Aid, Academic Advising, Tutoring, Library, Student Activities, etc.).

The great majority (93%) rated their preparation at Harper as either “excellent” or “good”. Nearly all (99%) said that they would recommend Harper to friends and family and would return to Harper for either educational or personal enrichment courses in the near future (92%). 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 generally few statistically significant differences in responses based on demographic categories (gender, age group, and racial/ethnic group); these differences are noted in the body of the report. There were also few statistically significant differences between the responses of 2007 graduates and 2006 graduates; in these cases, the 2007 graduates were usually more positive. However, despite their somewhat more positive ratings of their experiences, the 2007 graduates were less likely than the 2006 graduates to report that they would “definitely” recommend Harper to friends or return to Harper themselves. This finding merits further discussion and investigation.

Introduction

The Harper College Transfer Graduate Survey is conducted during the fall and spring after Harper students graduated. The survey was conducted with Harper alumni who graduated in fiscal year 2007 with transfer degrees (e.g., A.A., A.S., etc.). The survey was administered by telephone in Fall 2007, with follow-up mailings in Spring 2008.¹ For the Transfer Graduate Survey, 469 of 809 Harper graduates were responded to the survey, for a response rate of 58.0%.

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 2007 Career Graduate Survey*. Results for specific career programs can be found in the *Results of 2007 Career Graduate Survey – Program-Level Results*.

Results and Discussion

Table 1 presents the demographic characteristics (racial/ethnic group, gender, and age group) for all 809 transfer graduates from 2007, as well as the demographic characteristics of the 469 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	67	8.3%	37	7.9%
American Indian/Alaskan Native	1	0.1%	1	0.2%
African American	13	1.6%	9	1.9%
Hispanic	58	7.2%	26	5.6%
White	597	73.8%	350	74.9%
Other/Unknown	73	9.0%	44	9.4%
Gender				
Female	458	56.6%	265	56.7%
Male	351	43.4%	202	43.3%
Age Group				
18 and under	0	0.0%	0	0.0%
19 to 24	588	72.7%	350	74.9%
25 and older	221	27.3%	117	25.1%

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?	2006 (N=477)		2007 (N=462)	
	Number	Percent	Number	Percent ^{a, b}
Obtain skills needed for entry into new or different job	26	5.5%	9	1.9%
Improve skills needed in present job	4	0.8%	4	0.9%
Explore courses to decide on a career	35	7.3%	9	1.9%
Take coursework for transfer to another college	381	79.9%	437	94.6%
Personal interest or self-improvement	31	6.5%	3	0.6%

^a Responses were significantly different by age group ($\chi^2=24.77$, $df=10$, $p<.01$).

^b Responses were significantly different by year of graduation ($\chi^2=50.29$, $df=4$, $p<.01$).

Nearly all respondents (95%) 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” (96%, compared to 85% for adult respondents; $\chi^2=24.77$, $df=8$, $p<.01$). The 2007 graduates were also more likely than the 2006 graduates to report that they were taking courses for transfer (95% vs. 80%; $\chi^2=50.29$, $df=4$, $p<.01$).

Table 3: Question 2 – Success in Achieving Objective

To what extent were you successful in achieving your educational objective?	2006 (N=477)		2007 (N=465)	
	Number	Percent	Number	Percent ^a
Very successful	379	79.5%	397	85.4%
Successful	71	14.9%	57	12.3%
Somewhat successful	25	5.2%	9	1.9%
Not at all successful	2	0.4%	2	0.4%

^a Responses were significantly different by year of graduation ($\chi^2=9.33$, $df=3$, $p<.05$).

Nearly all respondents (98%) indicated that they were successful or very successful in achieving their educational objective. The 2007 graduates were more likely than 2006 graduates to indicate that they had been “very successful” in reaching their educational objective (85% vs. 80%; $\chi^2=9.33$, $df=3$, $p<.01$). There were no statistically significant differences by demographic group.

Table 4: Question 3 – Rating Education at Harper

Please rate how your education at Harper College helped you in each of the following areas.	2006		2007	
	Number	Percent	Number	Percent
Ability to verbally communicate effectively ^a	(N=475)		(N=468)	
Extremely helpful	275	57.9%	251	53.6%
Helpful	170	35.8%	187	40.0%
Not very helpful	22	4.6%	27	5.8%
Not helpful at all	8	1.7%	3	0.6%
Ability to communicate in writing effectively	(N=475)		(N=468)	
Extremely helpful	263	55.4%	241	51.5%
Helpful	175	36.8%	184	39.3%
Not very helpful	33	6.9%	38	8.1%
Not helpful at all	4	0.8%	5	1.1%
Ability to understand scientific concepts ^a	(N=470)		(N=464)	
Extremely helpful	223	47.4%	182	39.2%
Helpful	169	36.0%	200	43.1%
Not very helpful	68	14.5%	61	13.1%
Not helpful at all	10	2.1%	21	4.5%
Ability to explain and apply the scientific method	(N=471)		(N=462)	
Extremely helpful	189	40.1%	184	39.8%
Helpful	194	41.2%	190	41.1%
Not very helpful	73	15.5%	63	13.6%
Not helpful at all	15	3.2%	25	5.4%

^a Responses were significantly different by year of graduation ($\chi^2=11.00$, $df=3$, $p<.05$).

Table 4: Continued

Please rate how your education at Harper College helped you in each of the following areas.	2006		2007	
	Number	Percent	Number	Percent
Ability to appreciate other points of view ^b	(N=478)		(N=468)	
Extremely helpful	330	69.0%	311	66.5%
Helpful	121	25.3%	129	27.6%
Not very helpful	24	5.0%	22	4.7%
Not helpful at all	3	0.6%	6	1.3%
Ability to appreciate diversity and other cultures ^c	(N=476)		(N=467)	
Extremely helpful	319	67.0%	305	65.3%
Helpful	116	24.4%	117	25.1%
Not very helpful	33	6.9%	37	7.9%
Not helpful at all	8	1.7%	8	1.7%
Ability to identify, develop, and solve quantitative problems	(N=470)		(N=464)	
Extremely helpful	218	46.4%	197	42.5%
Helpful	192	40.9%	216	46.6%
Not very helpful	50	10.6%	44	9.5%
Not helpful at all	10	2.1%	7	1.5%
Ability to use computers and technology	(N=470)		(N=461)	
Extremely helpful	241	51.3%	221	47.9%
Helpful	141	30.0%	145	31.5%
Not very helpful	61	13.0%	62	13.4%
Not helpful at all	27	5.7%	33	7.2%

^b Responses were significantly different by racial/ethnic group ($\chi^2=11.01$, $df=3$, $p<.05$).

^c Responses were significantly different by racial/ethnic group ($\chi^2=9.42$, $df=3$, $p<.05$).

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) to 94% (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 (67%) and ability to appreciate diversity (65%), both with over 60% of graduates giving the most positive response.

When rating how their Harper education helped them, there were some statistically significant differences based on graduation year and demographic group. The 2007 graduates were less likely than the 2006 graduates to say that their Harper education was “extremely helpful” in terms of their ability to understand scientific concepts (39% vs. 47%; $\chi^2=11.00$, $df=3$, $p<.05$). Compared to white graduates, minority graduates were more likely to report that their Harper education was “extremely helpful” in terms of their ability to appreciate other points of view (70% vs. 65%; $\chi^2=11.00$, $df=3$, $p<.05$) and ability to appreciate diversity (75% vs. 62%; $\chi^2=9.42$, $df=3$, $p<.05$).

Table 5: Question 4 – Rating Instruction at Harper

Rate the instruction at Harper College.	2006		2007	
	Number	Percent	Number	Percent
Class Size ^a	(N=474)		(N=469)	
Excellent	291	61.4%	333	71.0%
Good	153	32.3%	110	23.5%
Average	29	6.1%	25	5.3%
Poor	1	0.2%	1	0.2%
Quality of instruction	(N=475)		(N=469)	
Excellent	246	51.8%	268	57.1%
Good	194	40.8%	167	35.6%
Average	33	6.9%	32	6.8%
Poor	2	0.4%	2	0.4%
Course content	(N=477)		(N=469)	
Excellent	239	50.1%	256	54.6%
Good	213	44.7%	186	39.7%
Average	24	5.0%	24	5.1%
Poor	1	0.2%	3	0.6%
Fairness of grading	(N=477)		(N=469)	
Excellent	268	56.2%	298	63.5%
Good	177	37.1%	150	32.0%
Average	30	6.3%	19	4.1%
Poor	2	0.4%	2	0.4%
Faculty teaching ability	(N=475)		(N=468)	
Excellent	252	53.1%	279	59.6%
Good	198	41.7%	158	33.8%
Average	24	5.1%	28	6.0%
Poor	1	0.2%	3	0.6%
Faculty concern for students	(N=476)		(N=468)	
Excellent	254	53.4%	269	57.5%
Good	183	38.4%	150	32.1%
Average	36	7.6%	41	8.8%
Poor	3	0.6%	8	1.7%
Faculty availability ^{b, c}	(N=473)		(N=464)	
Excellent	255	53.9%	286	61.6%
Good	166	35.1%	148	31.9%
Average	51	10.8%	25	5.4%
Poor	1	0.2%	5	1.1%

^a Responses were significantly different by year of graduation ($\chi^2=10.13$, $df=3$, $p<.05$).

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

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

Graduates were very positive when asked about several facets of instruction at Harper such as class size, course content, and faculty teaching ability. At least 90 percent of respondents gave positive ratings (i.e., “excellent” or “good”) to every facet and at least 55 percent rated each facet as “excellent”. The facet that received the most positive rating (71% of respondents rating as excellent) was class size. The 2007 graduates were more likely to give “excellent” ratings to class size (71% vs. 61% for 2006 graduates; $\chi^2=10.13$, $df=3$, $p<.05$) and faculty availability (62% vs. 54% for 2006 graduates; $\chi^2=14.28$, $df=3$, $p<.01$). Minority graduates in 2007 were also

more likely to rate faculty availability as “excellent” (69% vs. 59% for white graduates; $\chi^2=10.37$, $df=3$, $p<.05$).

Table 6: Question 5 – Satisfaction with College Services

Rate your satisfaction with each office or service listed below.	2006		2007	
	Number	Percent	Number	Percent ^a
Financial Aid services	(N=161)		(N=160)	
Very satisfied	99	61.5%	91	56.9%
Somewhat satisfied	39	24.2%	43	26.9%
Somewhat dissatisfied	15	9.3%	16	10.0%
Very dissatisfied	8	5.0%	10	6.3%
Did not use	315		308	
Academic advising	(N=422)		(N=398)	
Very satisfied	253	60.0%	221	55.5%
Somewhat satisfied	114	27.0%	114	28.6%
Somewhat dissatisfied	41	9.7%	42	10.6%
Very dissatisfied	14	3.3%	21	5.3%
Did not use	54		70	
Career planning	(N=213)		(N=217)	
Very satisfied	86	40.4%	105	48.4%
Somewhat satisfied	79	37.1%	68	31.3%
Somewhat dissatisfied	41	19.2%	38	17.5%
Very dissatisfied	7	3.3%	6	2.8%
Did not use	263		249	
College transfer planning	(N=328)		(N=318)	
Very satisfied	170	51.8%	172	54.1%
Somewhat satisfied	110	33.5%	103	32.4%
Somewhat dissatisfied	40	12.2%	28	8.8%
Very dissatisfied	8	2.4%	15	4.7%
Did not use	150		149	
Counseling	(N=304)		(N=266)	
Very satisfied	163	53.6%	155	58.3%
Somewhat satisfied	101	33.2%	77	28.9%
Somewhat dissatisfied	32	10.5%	26	9.8%
Very dissatisfied	8	2.6%	8	3.0%
Did not use	173		202	
Tutoring	(N=233)		(N=218)	
Very satisfied	146	62.7%	126	57.8%
Somewhat satisfied	69	29.6%	73	33.5%
Somewhat dissatisfied	11	4.7%	15	6.9%
Very dissatisfied	7	3.0%	4	1.8%
Did not use	244		250	

Table 6: Continued

Rate your satisfaction with each office or service listed below.	2006		2007	
	Number	Percent	Number	Percent ^a
Library/audio visual services	(N=405)		(N=402)	
Very satisfied	267	65.9%	267	66.4%
Somewhat satisfied	124	30.6%	118	29.4%
Somewhat dissatisfied	13	3.2%	12	3.0%
Very dissatisfied	1	0.2%	5	1.2%
Did not use	71		64	
Student activities	(N=212)		(N=204)	
Very satisfied	113	53.3%	111	54.4%
Somewhat satisfied	79	37.3%	69	33.8%
Somewhat dissatisfied	16	7.5%	19	9.3%
Very dissatisfied	4	1.9%	5	2.5%
Did not use	265		260	
Registration procedures	(N=468)		(N=458)	
Very satisfied	284	60.7%	295	64.4%
Somewhat satisfied	148	31.6%	131	28.6%
Somewhat dissatisfied	32	6.8%	24	5.2%
Very dissatisfied	4	0.9%	8	1.7%
Did not use	9		6	
Access for disabled on campus	(N=140)		(N=112)	
Very satisfied	94	67.1%	80	71.4%
Somewhat satisfied	39	27.9%	28	25.0%
Somewhat dissatisfied	5	3.6%	1	0.9%
Very dissatisfied	2	1.4%	3	2.7%
Did not use	336		353	
Availability of computers for out-of-class use	(N=410)		(N=391)	
Very satisfied	293	71.5%	292	74.7%
Somewhat satisfied	90	22.0%	70	17.9%
Somewhat dissatisfied	23	5.6%	21	5.4%
Very dissatisfied	4	1.0%	8	2.0%
Did not use	67		76	
Career Center	(N=219)		(N=200)	
Very satisfied	144	65.8%	132	66.0%
Somewhat satisfied	68	31.1%	52	26.0%
Somewhat dissatisfied	7	3.2%	13	6.5%
Very dissatisfied	0	0.0%	3	1.5%
Did not use	258		267	

^a Percentages are based on respondents using the service.

Graduates reported being generally satisfied with support services at Harper: combining “somewhat” and “very satisfied” responses, satisfaction levels ranged from 80 percent for career planning to 96 percent for library/AV services and access for disabled on campus. Relatively high proportions of graduates (ranging from 48% to 75%) reported being “very satisfied” with each service. Note that graduates had the option of indicating that they did not use a given service; as would be expected, some services (such as registration and academic advising) were used by more graduates than others (such as disability services and financial aid services). There

were no statistically significant differences in satisfaction levels based on graduation year or demographic group.

Table 7: Question 6 – Rating Convenience of Harper Locations

Rate the convenience of the courses taken in terms of their location.	2006		2007	
	Number	Percent	Number	Percent
Harper main campus – Palatine ^a	(N=477)		(N=467)	
Very convenient	380	79.7%	405	86.7%
Convenient	92	19.3%	56	12.0%
Not convenient	5	1.0%	6	1.3%
Northeast Center – Wheeling	(N=96)		(N=86)	
Very convenient	43	44.8%	40	46.5%
Convenient	31	32.3%	29	33.7%
Not convenient	22	22.9%	17	19.8%
WEB or Internet based – from home or office ^b	(N=185)		(N=188)	
Very convenient	115	62.2%	146	77.7%
Convenient	60	32.4%	34	18.1%
Not convenient	10	5.4%	8	4.3%
Harper Professional Center – Schaumburg	(N=40)		(N=24)	
Very convenient	16	40.0%	14	58.3%
Convenient	19	47.5%	6	25.0%
Not convenient	5	12.5%	4	16.7%
Other	(N=2)		(N=2)	
Very convenient	2	100.0%	2	100.0%
Convenient	0	0.0%	0	0.0%
Not convenient	0	0.0%	0	0.0%

^a Responses were significantly different by year of graduation ($\chi^2=9.54$, $df=2$, $p<.01$).

^b Responses were significantly different by year of graduation ($\chi^2=11.07$, $df=2$, $p<.01$).

Graduates were asked to rate the convenience of the locations for Harper classes. The large majority of respondents (87%) 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. The 2007 graduates rated both the main campus and web/internet courses as more convenient than their counterparts in 2006.

Table 8: Question 7 – Current Educational Status

Which of the following best describes your current educational status?	2006 (N=478)		2007 (N=469)	
	Number	Percent	Number	Percent ^a
Full-time student	309	64.6%	306	65.2%
Part-time student	53	11.1%	48	10.2%
Not currently enrolled – plan to enroll at a later date	80	16.7%	71	15.1%
Not currently enrolled – no plans to enroll	36	7.5%	44	9.4%

^a Responses were significantly different by age group ($\chi^2=67.22$, $df=6$, $p<.01$).

Approximately three-quarters of the respondents (75%) reported being enrolled at least part-time at another institution, with the majority (65%) enrolled full-time. An additional 15 percent reported that they had plans to enroll in the future. A small proportion (9%) 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. 39%; $\chi^2=67.22$, $df=6$, $p<.01$).

Table 9: Question 8 – Transfer Institution

Which institution do you currently attend?	2006 (N=362)		2007 (N=356)	
	Number	Percent	Number	Percent ^b
Columbia College	13	3.6%	9	2.5%
DePaul University	20	5.5%	26	7.3%
Elmhurst College	12	3.3%	16	4.5%
Illinois State University	25	6.9%	23	6.5%
Northeastern Illinois University	34	9.4%	46	12.9%
Northern Illinois University	56	15.5%	50	14.0%
Roosevelt University	38	10.5%	45	12.6%
University of Illinois – Champaign-Urbana	11	3.0%	8	2.2%
University of Illinois – Chicago (UIC)	31	8.6%	28	7.9%
Harper College	27	7.5%	32	9.0%
Other ^a	95	26.2%	73	20.5%
Eastern Illinois University	8	2.2%	6	1.7%
Loyola University	3	0.8%	6	1.7%
National Louis University	7	1.9%	4	1.1%
Western Illinois University	8	2.2%	3	0.8%
Judson College	1	0.3%	3	0.8%
Robert Morris College	1	0.3%	3	0.8%

^a The six most frequently mentioned schools from 2007 are listed below. Other schools were mentioned by only one or two respondents.

^b Responses were significantly different by age group ($\chi^2=39.11$, $df=20$, $p<.01$).

Among the Harper graduates who were currently enrolled in another institution, the largest proportion (14%) were attending Northern Illinois University. Northeastern Illinois University and Roosevelt University were also relatively common transfer destinations, with approximately 13 percent of graduates attending each of these schools. Respondents choosing “other” indicated a range of different institutions. The top six “other” institutions are shown in the table; verbatim responses are included in the Appendix. Responses to this question were significantly different based on age group. Graduates age 25 and older were more likely to continue their enrollment at Harper (24% vs. 5% for graduates age 19 to 24; $\chi^2=39.11$, $df=20$, $p<.01$) and correspondingly less likely to be enrolled at many of the other common schools.

Table 10: Question 10 – Current Major

How would you describe your current major?	2006 (N=359)		2007 (N=354)	
	Number	Percent	Number	Percent
Same as my Harper major	91	25.3%	82	23.2%
Related to my Harper major	169	47.1%	180	50.8%
Entirely new area	99	27.6%	92	26.0%

When asked about their current major, the largest proportion of respondents (51%) 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 (23% and 26%, 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?	2006 (N=342)		2007 (N=343)	
	Number	Percent	Number	Percent
Yes	249	72.8%	268	78.1%
No (if NO, continue with question 12)	93	27.2%	75	21.9%
What was the main reason why some credits did not transfer?	(N=95)		(N=72)	
Some credits would transfer as elective only	27	28.4%	23	31.9%
Entirely new field of study at transfer institution	12	12.6%	10	13.9%
Grades were not high enough to earn transfer credits	2	2.1%	4	5.6%
Other	54	56.8%	35	48.6%

Most graduates (78%) 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 (32%) was that some credits would transfer as elective only. A large minority (49%) of those with non-transferring credits indicated “other”. An examination of their written responses showed a range of reasons. Most commonly, respondents had too many Harper credits and their transfer institution would only accept a maximum of 60 credits. There were no statistically significant differences by demographic group or year of graduation.

Table 12: Question 13 – Educational Goals

What is the highest degree you plan to earn?	2006 (N=427)		2007 (N=409)	
	Number	Percent	Number	Percent
Bachelor’s Degree	198	46.4%	198	48.4%
Master’s Degree	187	43.8%	170	41.6%
Doctorate Degree	29	6.8%	24	5.9%
Professional Degree	13	3.0%	17	4.2%

The largest proportion of respondents (48%) indicated that they aspired to earn a Bachelor’s degree. A similar proportion (42%) reported that they aspired to a Master’s degree. Relatively small proportions reported aspiring to doctoral or professional degrees. There were no statistically significant differences by demographic group or year of graduation.

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

Have you taken additional courses at Harper since receiving your degree or certificate?	2006 (N=474)		2007 (N=466)	
	Number	Percent	Number	Percent
Yes	100	21.1%	85	18.2%
No	374	78.9%	381	81.8%
What type of courses have you taken?	(N=100)		(N=83)	
Credit courses	99	99.0%	70	84.3%
Continuing Education courses	7	7.0%	13	15.7%

Nearly one-fifth of respondents (18%) 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 large majority (84%) reported taking credit courses. There were no statistically significant differences by demographic group or year of graduation.

Table 14: Question 16 – Preparation at Harper

How would you rate your Harper education in terms of how well it prepared you for continuing your education?	2006 (N=474)		2007 (N=468)	
	Number	Percent	Number	Percent ^a
Excellent	256	54.0%	297	63.5%
Good	177	37.3%	136	29.1%
Average	37	7.8%	33	7.1%
Poor	4	0.8%	2	0.4%
Very poor	0	0.0%	0	0.0%

^a Responses were significantly different by year of graduation ($\chi^2=9.27$, $df=3$, $p<.05$).

When asked how well their Harper education prepared them for continuing their education, 93 percent 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. The 2007 graduates had a better perception of their preparation than the 2006 graduates (64% “excellent” vs. 54% “excellent”; $\chi^2=9.27$, $df=3$, $p<.05$). There were no statistically significant differences by demographic group.

Table 15: Question 17 – Employment Status

What is your present employment status?	2006 (N=463)		2007 (N=456)	
	Number	Percent	Number	Percent ^a
Employed full-time – 30 hours or more per week	173	37.4%	158	34.6%
Employed part-time – less than 30 hours per week	176	38.0%	193	42.3%
Full-time military service	0	0.0%	2	0.4%
Unemployed, seeking employment	32	6.9%	28	6.1%
Unemployed, not seeking employment	82	17.7%	75	16.4%
Of those unemployed and not seeking employment:	(N=103)		(N=99)^b	
Full-time student	96	93.2%	85	85.9%
Full-time homemaker	1	1.0%	2	2.0%
Health disability	1	1.0%	2	2.0%
Family responsibilities	0	0.0%	3	3.0%
Other	5	4.9%	7	7.1%

^a Responses were significantly different by age group ($\chi^2=53.77$, $df=8$, $p<.01$).

^b Responses were significantly different by age group ($\chi^2=35.12$, $df=8$, $p<.01$).

More than three-fourths of respondents (77%) reported being employed at least part-time. Among those unemployed, 73 percent (75 of 103) reported that they were not seeking employment. Being a full-time student was the most frequently cited reason for not seeking employment (cited by 86% of respondents). Adult graduates were more likely than traditional-age graduates to report being employed full-time (61% vs. 26%; $\chi^2=53.77$, $df=8$, $p<.01$); among

those unemployed and not seeking employment, traditional-age graduates were more likely than adult graduates to report being full-time students (91% vs. 67%; $\chi^2=35.12$, $df=8$, $p<.01$). 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.	2006 (N=476)		2007 (N=469)	
	Number	Percent	Number	Percent ^a
Definitely yes	190	39.9%	133	28.4%
Yes	233	48.9%	286	61.0%
No	48	10.1%	47	10.0%
Definitely no	5	1.1%	3	0.6%

^a Responses were significantly different by year of graduation ($\chi^2=15.93$, $df=3$, $p<.01$).

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. While the 2007 graduates responded positively to this question, they were less likely to respond “definitely yes” than the 2006 graduates (28% vs. 40%; $\chi^2=15.93$, $df=3$, $p<.01$). There were no statistically significant differences based on demographic group.

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?	2006 (N=478)		2007 (N=467)	
	Number	Percent	Number	Percent ^{a, b}
Definitely yes	407	85.1%	320	68.5%
Yes	69	14.4%	143	30.6%
No	2	0.4%	4	0.9%
Definitely no	0	0.0%	0	0.0%
Would you return to Harper for educational or personal enrichment courses in the near future?	(N=477)		(N=468) ^{c, d}	
Definitely yes	293	61.4%	176	37.6%
Yes	132	27.7%	255	54.5%
No	43	9.0%	33	7.1%
Definitely no	9	1.9%	4	0.9%

^a Responses were significantly different by year of graduation ($\chi^2=36.79$, $df=2$, $p<.01$).

^b Responses were significantly different by gender ($\chi^2=9.16$, $df=2$, $p<.05$).

^c Responses were significantly different by year of graduation ($\chi^2=71.44$, $df=3$, $p<.01$).

^d Responses were significantly different by gender ($\chi^2=16.49$, $df=3$, $p<.01$).

When asked if they would recommend Harper to friends and family, respondents were overwhelmingly positive: 99 percent said yes or definitely yes. Similarly, when asked if they would return to Harper for credit or continuing education courses in the near future, 92 percent said yes or definitely yes. For these two questions, 69 percent and 38 percent, 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. In a departure

from prior years, female graduates responded more positively to these questions than male graduates. Females were more likely than males to report that they would definitely recommend (74% vs. 61%; $\chi^2=9.16$, $df=2$, $p<.05$) and definitely return to Harper (45% vs. 28%; ($\chi^2=16.49$, $df=3$, $p<.01$). The 2007 graduates were less likely than the 2006 graduates to indicate that they would definitely recommend Harper (69% vs. 85%; $\chi^2=36.79$, $df=2$, $p<.01$) or return to Harper in the near future (38% vs. 61%; $\chi^2=71.44$, $df=3$, $p<.01$).

Although the responses of 2007 graduates to these questions were still quite positive, the change in the proportion giving the most positive response is notable. The reasons for the shift are unclear. The demographic composition of the 2007 and 2006 respondents was not significantly different. There were no obvious differences in how the surveys were administered. When there were statistically significant differences in the responses to other survey questions, they typically favored the 2007 graduates. One potential explanation is the large increase in the proportion of graduates whose primary goal was to take classes to prepare for transfer (see Table 2). Students whose focus is on transferring may approach the College with a more “transactional” mindset (i.e., they just want to take their classes and leave, and may not invest themselves in becoming a part of the College community), but this explanation is tentative.

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=429)	Number	Percent
Convenient/location	135	31.5%
Faculty	128	29.8%
Small class size	70	16.3%
Affordable tuition	45	10.5%
Campus	34	7.9%
Flexible schedule	33	7.7%
Overall environment	29	6.8%
Quality education	27	6.3%
Variety of classes	22	5.1%
Availability of support services	21	4.9%

When asked what they liked best at Harper, common answers were the convenient location, the faculty, the small class sizes, the low cost of attending, the appearance and condition of the campus and facilities, and the flexibility of scheduling classes.

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

How can the College improve its instruction? (N=118)	Number	Percent
No change needed	19	16.1%
Offer four-year degrees	14	11.9%
Faculty should take courses more seriously	9	7.6%
More faculty availability (e.g., office hours)	8	6.8%
More challenging	6	5.1%

When asked how the College can improve in its instruction, the most common answer was that no change was needed. The second most common was that Harper should offer four-year degrees. Some graduates also suggested that faculty take courses more seriously (more preparation, etc.), that faculty should be more available for students, and that classes should be more challenging.

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

How can the College improve its services? (N=151)	Number	Percent
Improve parking	24	15.9%
Improve specific service	22	14.6%
Help students transfer	15	9.9%
No change needed	14	9.3%
Offer four-year degrees	12	7.9%

When asked how the College can improve in its services, respondents often suggested improving parking, improving the quality of a specific office, providing more assistance to students who want to transfer, and offering four-year degrees. Similar to the comments on improving instruction, the fourth 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 very large majority of 2007 graduates (95%) reported that their main objective in attending Harper was to take coursework for transfer to another college, and nearly all graduates (98%) indicated that they were successful in reaching their educational objectives. Three quarters (75%) 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; 74 percent reported majoring in a program similar or related to their field of study at Harper. More than three quarters (77%) of respondents reported being employed at least part-time; 42 percent 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 percent to 94 percent 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, at least 90 percent of respondents gave ratings of “good” or “excellent”. More than 80 percent of respondents were satisfied with support services at the College (e.g., Financial Aid, Academic Advising, Tutoring, Library, Student Activities).

The great majority (93%) rated their preparation at Harper as either “excellent” or “good”. Nearly all (99%) said that they would recommend Harper to friends and family and would return to Harper for credit or continuing education courses in the future (92%). Regarding Harper’s diversity requirement for graduation, a 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 small class size, the affordable cost, and the campus/facilities were among the things that they liked best about Harper. When asked how the College can improve instruction, the most common response was that no change was needed. Some graduates did suggest that the College become a four-year school, that faculty should take classes more seriously, that faculty can be more available to students, and that classes can be made more challenging. Respondents’ suggestions for improving Harper’s services included improving parking, improving specific services, helping students to transfer, and offering four-year degrees. As with the question regarding how to improve instruction, graduates frequently replied that no changes were needed 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 2007 graduates were parallel to those of the 2006 graduates. In the cases where there were statistically significant differences, the 2007 graduates were usually more positive. For example, the 2007 graduates reported that they were more successful at achieving their educational goal and that they were better prepared for future education. The 2007 graduates also gave more positive ratings to class size and faculty availability. Despite these improvements, however, the 2007 graduates were less likely to report that they would definitely recommend or return to Harper than the 2006 graduates. The decline in the proportions of graduates who would “definitely” recommend and return to Harper merits some additional consideration; the decline cannot be attributed to a decline in graduates’ perceptions of the College or to a change in survey administration methods.

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

10008	Cooking & Hospitality of Chicago
10021	DeVry
10023	Loyola University in Chicago
10030	Southern Illinois University
10062	Judson University
10081	Robert Morris
10088	Aurora University
10095	Robert Morris College
10096	Benedictine University
10118	Eckerd College
10121	George Washington University
10131	Loyola University
10133	Illinois Technological Institute
10142	Western Kentucky University
10158	Western Illinois University
10164	Argosy University
10170	National Louis University
10178	University of Wisconsin, LaCrosse
10190	Governor State University
10197	Eastern Illinois University
10201	Moody Bible Institution
10209	National Louis University
10212	University of Arizona
10221	Indiana University, South Bend
10223	Loyola
10250	University of Tampa
10267	Eastern Illinois University
10320	LeHigh University
10336	Bradley University
10343	Eastern Illinois University
10346	National Louis University
10356	Loyola University
10372	National Louis University
10376	Temple University
10386	Judson
10403	Loyola University Chicago

10418	North Park
10430	Eastern Illinois University
10433	SIUC
10460	Eastern Illinois University
10464	Didn't transfer
10470	University of Iowa
10472	Institute of Art, Schaumburg
10484	Christian Life College
10494	North Central College
10512	Parkland Community College
10535	Northwestern University
10552	University of Illinois Chicago
10554	Concordia University
10575	Aurora University
10581	University of Illinois Chicago
10582	University of Wisconsin, Milwaukee
10583	Western Illinois University
10588	Winona State University
10591	Eastern Illinois University
10603	University of Illinois Chicago
10606	University of Illinois
10609	Western Illinois University
10618	College of DuPage
10626	North Central College
10632	Judson College
10656	Loyola
10662	Americare Institute, Schaumburg
10682	DeVry
10700	Robert Morris
10711	University of Phoenix
10712	Indiana University
10714	University of Wisconsin, Park Side
10733	University of Missouri
10769	Elgin Community College
10785	St. Mary College, Indiana
10807	Brigham Young University

Count of Majors – Most Common to Least Common **

<i>Q9 Major/course</i>	<i>Count</i>
Elementary Education	23
Psychology	21

Finance	16
Marketing	15
Accounting	12
Biology	12
Communications	12
History	11
Nursing	11
Criminal Justice	10
Business	9
Physical Education	9
Business Management	8
Special Education	8
Political Science	7
Business Administration	6
Computer Science	5
Education	5
Journalism	5
Sociology	5
Economics	4
Early Childhood Education	3
Mathematics	3
Secondary Education	3
Advertising	2
Dance	2
Fashion Design	2
Fiction Writing	2
Fine Arts	2
Health Education	2
Health Information Management	2
Justice Studies	2
Liberal Arts	2
Math Education	2
Mechanical Engineering	2
Philosophy	2
Public Relations	2
Social Work	2
Youth Ministry	2
Administration	1
Advertising and PR	1
Anthropology	1
Applied Science	1
Architectural Studies	1

Art	1
Art Education	1
Athletic Training	1
Audio Arts and Acoustics	1
BG. Management	1
Bio-Chemistry	1
Biological Science	1
Biology and Forensic Science	1
Business Information Assistant	1
Business Marketing	1
Business/Finance	1
Business/International Finance	1
Business/Science Management	1
Certificate	1
Chemical Engineering	1
Chemistry	1
Chemistry and Biology	1
CIS	1
Civil Engineering	1
Communications/Media	1
Computer Technology	1
Crime Scene Investigator	1
Culinary	1
Early Education	1
Electronics	1
English	1
English and Elementary Education	1
English/Economics	1
English/Secondary Education	1
Exercise Science	1
Exercise--Fitness	1
F.C.S.	1
Finance & International Business	1
Finance/Marketing	1
General Associology	1
General Education	1
General Study	1
Geology	1
Heating & Air Conditioning	1
High School Teaching	1
History & Art History	1
History/Secondary Education	1

History--teacher certification	1
Industrial Engineering	1
Intergraded Communication	1
Interior Architecture	1
IT	1
Jewish Studies	1
Journalism/Political Science	1
Justice	1
Law Enforcement	1
Law Enforcement & Justice	1
Law Enforcement Justice Administration	1
Liberal Studies	1
Marine Science/Biology	1
Marine Science/Modern Languages	1
Marketing Emphasis in Sales	1
Math and International	1
Mathematics--Secondary Education	1
MBA, Business	1
Medical Assistant	1
Ministry	1
Music	1
Music Education	1
Nutrition and Dietetics	1
Nutrition Science	1
Pharmacy	1
Photography	1
Physical Education/Health	1
Physical Education/Teacher	1
Pre-Nursing	1
Pre-Pharmacy	1
Professional Communications	1
Psychology/History	1
Public Health	1
Public Relations and Political Science	1
Radiologic Sciences	1
Recreation, Sport and Tourism	1
Rehabilitation & Exercise	1
Science	1
Secondary Education/English	1
Secondary Education/History	1
Secondary Health Education	1
Secondary Math Education	1

Social Studies/Education	1
Sonogram	1
Spanish	1
Spanish/Business	1
Special Education and Cert Elementary Education	1
Speech/Language Pathologist	1
Technical Management	1
Theater	1
Theater/Art	1
Undecided	1
Veterinary Tech	1
World Language Education	1
X-Ray	1

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

Survey ID Q12 Other

10034	Had too many credits.
10126	Miscommunication with counselor.
10133	Miscommunication between schools.
10172	Had too many credits. I transferred in the max amount allowed.
10209	Don't know.
10212	Too many credits; Arizona would only accept 60, I had 100.
10225	Some courses I took at Harper did not apply to my major at DePaul.
10258	Physical Ed credits did not transfer.
10332	Cuz your guidance counselors failed to guide me.
10356	All that was necessary, there were extras.
10374	Not equivalent.
10419	More than needed.
10433	Too many credits.
10441	Changed policy.
10464	Didn't transfer.
10472	Didn't accept.
10527	Too many.
10544	Limit.
10562	I had to take a lot of extra classes I didn't need.
10591	Bad advice from counselor.
10619	Not equivalent.
10639	No compatible to current credits.
10669	Different requirements.
10671	Limit of what was accepted.

10681 Too many credits.
10698 U of I to NIU too many credits.
10730 Too many.
10737 I didn't go to an advisor.
10741 Was not related.

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

Survey ID Q17e5 Other

10128 Interviewing.
10412 I'm student teaching now.
10413 Student--part-time.
10774 None.

What did you like best at Harper College?

Survey ID Q21 Best at Harper

10003 The wrestling program.
10005 They have higher level instructors that they are bringing in, so they need to keep doing that.
10006 The chemistry lab is fantastic--better than the ones at Roosevelt.
10007 The campus is nice and teachers were very good.
10008 Friendly.
10010 They have a great campus. Teachers are well selected.
10014 Class Size.
10016 Convenience and class size.
10017 The tuition.
10018 Optional 8 week courses, when available.
10021 I could not imagine a better 2 year college. I learned more than I thought I would at Harper.
It made a big difference in my life.
10022 Stay at home, save money, rather than jump into a 4 year away from home.
10024 Class size.
10029 Variety of classes.
10030 Cheap, close by, quality education.
10031 Counseling, campus, close by.
10033 Its proximity.
10034 The convenience of campus. It allowed me to work part-time and go to classes.
10036 I liked how the counselors were aware of everything and the class size.
10040 Close by, teachers were well qualified.
10042 Convenience, quality of education.
10045 Convenience of location.
10046 The class size and easy to get to.
10050 The campus, very nice and easy to navigate.
10052 Close by.

- 10053 The instruction was excellent. You can tell the difference when you switch to a university that the teachers at Harper enjoy teaching and care about the students.
- 10056 The price.
- 10058 I enjoyed my professors. I took Introduction to Education and my teachers were there for me and always helped me. The teachers were always available and nice. They were all very helpful.
- 10066 Teachers well qualified, nice campus, convenient.
- 10067 It's proximity.
- 10068 The class size, it's such a big college. I wasn't overwhelmed or afraid to speak in class.
- 10069 Location, teachers helpful, overall class structure.
- 10072 I had a wonderful experience at Harper, great instructors.
- 10073 The teachers were always willing to help. I felt comfortable in each classroom. Online classes were very convenient.
- 10074 The campus and the environment.
- 10075 Campus, students, classes, professors.
- 10077 The Honor's Program. It really helped me adapt to U of I.
- 10078 It was well organized. Easy to register, understand maps, and talk to the professors.
- 10080 It was inexpensive, smaller classes and more time with the professors.
- 10081 Local, class sizes, affordable, good teachers.
- 10082 I thought the instructors were outstanding. The class availability was great. The Tutoring Center was good.
- 10084 The evening classes really fit my schedule.
- 10086 I really liked how close it was to home and it didn't cost me an arm and leg.
- 10088 The Sign Language program. The teacher was very likable.
- 10089 The diversity. The wide spectrum of classes.
- 10090 The campus location was convenient, and the cost for classes was cheap.
- 10093 Good variety of classes.
- 10095 The class size was good, and there was a lot of opportunity for one-on-one instruction.
- 10096 Everything! Very comfortable.
- 10097 An excellent school to start out with.
- 10098 The fact that I started off there and didn't have to go directly into a four year university.
- 10099 Small classes.
- 10102 The different classes they offer.
- 10104 The cost of the classes was cheap.
- 10108 It was modern, the building.
- 10110 I felt like I was still in high school. It was great.
- 10113 Convenient location, small classes.
- 10118 60 hours tuition free, speech team, good education with students of all ages/backgrounds.
- 10119 The best about Harper I liked the atmosphere and the teachers.
- 10121 Small classes, good reputation, good teachers, close to home, variety of classes
- 10122 I had some really good teachers there. It was close to my home, affordable, and up-to-date technology.

- 10123 The fact that it was conveniently located. The availability of courses, the cost was reasonable.
- 10126 The classes were offered conveniently to my every day lifestyle.
- 10127 Variety of classes, times of classes available.
- 10128 Affordability, all credits transferred
- 10131 Class size, good teachers, a lot of computer labs.
- 10133 Math and English teachers good, Tutoring Center, availability of computer labs, very good Math Department.
- 10139 Location and size of classes.
- 10140 The nicest community college. The teachers are nice to get along with. I was impressed.
- 10142 The convenience and the faculty were wonderful to be around.
- 10143 Small class sizes, one to one with teachers.
- 10147 Small class size.
- 10148 Availability of teachers, technology up-to-date.
- 10151 The location was definitely my favorite feature. It was so close to home.
- 10152 Small class size, professors knew material.
- 10153 Close by.
- 10154 The campus was nice size. Diversity. The faculty was friendly. The feeling of the overall campus was warm and friendly.
- 10156 Nearness, fairness of grading, flexibility in what was expected of me.
- 10158 The teachers really knew the subjects, told me what to do and get on to a four year university.
- 10159 One of the best community colleges in the country. Good atmosphere, great place to study, close by.
- 10160 The instructors were good.
- 10161 Some really good teachers.
- 10164 Teachers well organized, very knowledgeable and thorough
- 10165 Very close to home.
- 10170 Night classes were great, availability.
- 10172 It was close to home, it was affordable.
- 10174 I liked that it was close to home, I could live at home and go to school with a college atmosphere.
- 10177 XXX, she's in the Physical Education Department, she taught me many, many things I think she should be voted as teacher of the year.
- 10178 The teachers, very nice and personable, and they knew what they were talking about.
- 10179 The convenience, location and price.
- 10180 I loved Harper. My professors truly cared about me--best I've had, great honors program, easy to balance work and school, right price, all the buildings connected, convenient, diverse in culture and age, tons of class choices for degree and offered each semester.
- 10181 Atmosphere, friendly, knowledgeable.
- 10183 The faculty. The excitement of teaching. They made teaching enjoyable.
- 10184 Location and it was a good school. I am going back. I should have stayed there.

- 10190 The quality of teaching.
- 10191 I liked that it was extremely convenient and very close to home. I also liked a lot of people I knew from high school (Fremd) went to Harper as well. The teachers were also all great.
- 10193 Basically the small class size and the easy transition from high school to college.
- 10197 Close to home, well maintained campus.
- 10198 A wonderful organized facility.
- 10200 Great class sizes (small), excellent faculty who truly care about students' success and well-being. Also, excellent tutoring center!!
- 10201 The faculty, available and friendly.
- 10203 Campus size--good layout.
- 10204 Convenience and expense.
- 10205 I really enjoyed the staff and teachers because they ll were very approachable and they made the subjects very easy to understand.
- 10207 The expansion of the campus, the referendum, the technology advancement.
- 10208 The teachers were very pro-active, it was nice as an adult going back to school.
- 10209 It's class size was good, they were not really big.
- 10211 Availability of courses, convenient location.
- 10212 Teachers were fantastic, interested in educating students.
- 10215 Staff's availability.
- 10217 Close by, friendly, helpful teachers, variety.
- 10218 Environment, campus set up well, teachers good.
- 10222 Resources were good, teachers well qualified.
- 10223 Teachers helpful--knowledgeable, class size.
- 10225 Convenient location, a good variety of courses.
- 10227 Diversity, small classes, teachers always available.
- 10230 It was close to home.
- 10233 Everything is up-do-date. Teachers very approachable, friendly, helpful.
- 10236 Diversity, small class size.
- 10238 I liked the small classes.
- 10239 The science program was excellent, very well run. The head of the department was great.
- 10246 Teachers were so friendly and very understanding. My absolute favorite was XXX (I took almost all of her classes) and XXX. He made learning so much fun and he really pushed you to succeed! I loved him! Harper was the best experience I've ever had. We moved and I went to CLC. It is so not the same. I loved everything about Harper! I was 32 when I went to college for the first time with 4 children. I finally graduated and have a great job. I cannot say enough good things about Harper!
- 10248 Convenient, classes always fit my schedule.
- 10252 Extra curricular activities and great education. A well balanced experience for me.
- 10257 The environment. It was friendly, great teachers, and good courses.
- 10258 Great course selection.
- 10261 Staff and educators were very organized, teachers were very smart and prepared. Convenient location.

- 10262 The cost of education and modern design of the campus. buildings.
- 10267 Convenience. Times/schedules of classes really fit my schedule.
- 10271 The Tutoring Center, the availability.
- 10272 Everything about Harper. Classes--classes well prepared--biology, class size, layout of campus.
- 10273 Convenient, good education, inexpensive.
- 10274 Small size classes, lot of variety and times of classes.
- 10276 Schedule of classes, location, good teachers.
- 10278 Teachers were very attentive and helpful.
- 10279 I like the fact that the faculty was interested in me and my education.
- 10283 Technology good.
- 10292 Instructors were very helpful, especially in terms of class size. It was a much more intimate setting and that made it easier.
- 10293 Location, atmosphere, some good teachers.
- 10295 Teacher assistance was excellent.
- 10297 Location, access.
- 10298 Location was convenient.
- 10301 Convenient--close to home, the classes all transfer.
- 10302 It's hard to say. I absolutely loved everything about Harper. I loved instructors, students, classes, class sizes and convenient location. I feel that any other college that I might go to will not measure up to Harper!
- 10304 Close by.
- 10305 The professors wanted to be there and enjoyed teaching.
- 10307 Scheduling was flexible, liked two days a week that I was available and the scheduled allowed me to still be enrolled full-time.
- 10308 Freedom and independence given to students, nice facility.
- 10309 They have much better teachers than the universities.
- 10311 The faculty was knowledgeable and the school location was convenient.
- 10312 I like the flexible course hours.
- 10313 Teachers--flexible.
- 10314 Faculty was very good--always available, home ec. teacher was awesome, teachers made me feel I was worth their time.
- 10315 Plenty of time to get homework done, math degree center very helpful, writing center hours very helpful.
- 10316 The location to my house.
- 10317 Availability of teachers and help services.
- 10318 Affordability.
- 10319 Convenient, local, small class sizes, good campus layout.
- 10320 Nothing specific, overall good experience.
- 10321 Teachers were very helpful and the classes in the main building were convenient. I was able to get to my classes in a short amount of time. The extra curricular activities were great.
- 10322 It was very convenient.

- 10323 The main facility was state of the art, the teachers were available and understanding.
- 10328 Class size was small.
- 10329 Nice facility, great teachers.
- 10330 The teachers and the amount of classes they offered. The variety of classes.
- 10331 It was just really close to my house.
- 10334 Location, availability of classes.
- 10335 Small class size.
- 10336 Close by.
- 10337 The location was convenient. The access to computers was never a problem. The appointments with advisors were very flexible.
- 10338 Convenience, close to home.
- 10342 Convenience, cost, teachers good.
- 10343 Small class sizes. The faculty really did care.
- 10346 Close by, faculty friendly and helpful.
- 10352 Knowledgeable instructors, the personal attention was fantastic.
- 10355 Close by, good teachers.
- 10356 There was a lot of great things about Harper. The teachers were fantastic. I had a wonderful experience. Level of commitment.
- 10358 Faculty in early childhood department were very organized and knowledgeable.
- 10359 Small classes, good variety of classes.
- 10361 The speech team was a very important experience for me, I enjoyed it very much.
- 10362 The class size and faculty availability.
- 10363 Class sizes.
- 10365 Everything!
- 10367 Convenient and I learned a lot.
- 10368 The full-time faculty.
- 10369 Location in Palatine is close to my house.
- 10371 Just mainly convenience.
- 10372 Teachers did excellent job at making themselves available--seemed interested, passionate about what they were teaching.
- 10374 The teachers were great, knowledgeable, helpful and kind.
- 10376 Class size.
- 10377 Professors well educated, diverse, close to home.
- 10380 Nice campus.
- 10386 Availability of classes, close by.
- 10389 Clean, professional.
- 10390 Learning and I could commute easily.
- 10393 Full-time faculty, close by.
- 10394 A few teachers were really great. Some weren't so good.
- 10395 Variety of classes.
- 10400 Good atmosphere of school, good class layout.
- 10401 It's proximity, cost and quality of education.

- 10403 I felt I received a good value. My classes were helpful for furthering my education.
- 10408 The classes were very good. Overall educational experience was great.
- 10409 Schedule flexibility.
- 10411 Many days and times options for a class.
- 10412 Teachers very involved, wanted their students to succeed.
- 10413 The art department is excellent, the teaching instruction and availability of supplies, it's very well equipped.
- 10415 Real world experience from teachers.
- 10417 Diversity, excellent instruction, close by.
- 10419 The environment was very good.
- 10421 Very accessible, lots of class options and times.
- 10423 Location, teachers, class sizes.
- 10425 The casualness of the classes. I'm returning to Harper to take continuing education courses.
- 10427 Some of the teachers were great and I really enjoyed their classes. The tutoring center was very helpful.
- 10430 I liked that it was close to home.
- 10431 Friendly faculty, comfortable environment.
- 10432 Variety of courses available to students.
- 10433 Good atmosphere; fair teachers; education and fun oriented institution.
- 10434 Close by, teachers always available and knowledgeable.
- 10436 Faculty cared about students.
- 10440 My teachers were very good and nice.
- 10441 People were great--instructors and students.
- 10442 Mostly the diversity of people, I learned a lot from the differences in people.
- 10445 Flexible classes.
- 10446 Campus is very nice, clean, teachers overall very good.
- 10447 Definitely absolute great faculty. They were very helpful.
- 10453 It was affordable.
- 10456 It was a very good starting point for continuing my education. The quality of instruction was excellent. The technology was very up-do-date. The entire school was very clean.
- 10460 Small class sizes, close to home, could work while attending school, flexible class schedules.
- 10461 The campus is beautiful. It is very clean it it looks lie a garden outside. There is a lot of diversity of cultures and backgrounds in the student body. There are many student activities and a lot of opportunity to get involved.
- 10464 Flexibility.
- 10465 Teaching, counselors.
- 10468 Class size and the location. Easy to meet people and easy to transfer.
- 10470 It was close to home so I could save money.
- 10471 Convenience of location.
- 10472 It was convenient.
- 10473 Convenient, teachers and counselors took a lot of time with me.

- 10474 I liked that it was close to home and they offered a significant amount of classes.
- 10475 Small classes, close to home.
- 10476 Very convenient.
- 10477 Flexibility of classes--the variety and times of availability were great.
- 10478 Quality of education.
- 10481 I thought it was nice, like high school.
- 10482 Whenever I needed something, it was available.
- 10484 It was easy to get there.
- 10485 Courses were readily available for my schedule.
- 10486 Technology good, clean campus.
- 10488 Price, location and small classes.
- 10492 Faculty--professional and helpful.
- 10494 Instructors were very personable and easy to get along with.
- 10498 Psychological department was always available and helpful.
- 10499 Availability of classes.
- 10500 The classes were affordable, I was able to complete all my "gen ed" there.
- 10502 The tutoring center was very helpful in helping me to keep up my grades.
- 10503 Small classes, choosing courses on-line, easy commute, more classes than others.
- 10507 Close by, good teachers.
- 10512 Close to home, nice campus.
- 10513 Teachers were really good.
- 10514 Facility nice, layout good. I had a really good experience at Harper, it's a good school.
- 10515 Close by.
- 10516 Personal attention students receive.
- 10517 I liked the whole experience.
- 10518 Location, class size, professors, everything. It's a good school and I like school.
- 10519 The convenience and the tutoring center, I got a lot of help. It was challenging but not difficult.
- 10521 Teachers, the quality, they knew what they were doing.
- 10526 Affordable, good tutoring program. I have nothing but good things to say about Harper.
- 10527 Cheap and close.
- 10528 Small class size and the teachers.
- 10529 Scheduling was very convenient.
- 10530 I liked everything about Harper.
- 10532 The interaction with the teachers.
- 10533 I liked the professors. I liked that the building was clean. There wasn't anything I didn't like.
- 10535 Quality of education, facility, extra activities were good.
- 10537 The broad range of available classes.
- 10540 A lot of people. The atmosphere was comfortable.
- 10541 The professors, they were very knowledgeable, flexible.
- 10544 The upgrade in the science area. The labs, etc.

- 10547 The atmosphere was comfortable.
- 10549 The way the classes were set-up. The faculty was very convenient to me.
- 10552 Convenience of location.
- 10553 New science building is great for science majors. XXX was a great chemistry professor!
- 10554 The whole atmosphere, it was very comfortable, the location. Everything was great.
- 10557 The feeling like you're at home. Everybody is so helpful.
- 10558 Very convenient and I loved how down-to-earth the teachers were.
- 10559 Faculty, the technology.
- 10560 Times of classes--easy to schedule.
- 10561 Nice campus, good layout.
- 10562 Location and I had a few really good teachers.
- 10563 Convenient location.
- 10564 Teachers, how they were available when you needed them.
- 10565 It was convenient. I got a good education. Better than I got at U.I.C.
- 10566 Class size, close by, best academic reputation of all the area colleges.
- 10567 The guidance counselors, teachers were very nice, the student activities center.
- 10568 There was nothing I didn't like.
- 10569 The music faculty were excellent, the PAC was awesome.
- 10570 I must admit that Harper College has no flaws!! I enjoyed every course that I took there. Teachers, faculty and staff are very nice and well-informed. UIC has many disadvantages when it comes to making appointments with counselors or other academic advisors. I MISS HARPER COLLEGE!!
- 10571 The wide variety of classes.
- 10572 The classes were good size. The teachers were very available. It was a diverse campus.
- 10574 I liked the excellent teachers.
- 10578 It helped me prepare to transfer to a university. It helped financially. I was able to afford it.
- 10579 Class size and flexible course times.
- 10580 Close to home, low cost.
- 10581 I liked the teachers. It made an easy transition from high school to college.
- 10582 I think it was the respect the instructors gave to the students.
- 10583 Inexpensive, close by, small classes.
- 10587 Location and class size.
- 10588 Football program.
- 10589 The instructors.
- 10591 I liked the fact that I was able to live at home and it was just a step up from high school.
- 10595 Athletics, all their athletics programs were great.
- 10597 I enjoyed everything about Harper and I wish it was a four year university. I was sad when I had to transfer.
- 10598 The fact that it was inexpensive.
- 10599 I think the feel, the relativity to home. The broad spectrum of what college can be.
- 10600 The activities, job fair, library, computer lab.
- 10602 Classes were great, teachers well informed and caring, class sizes, sports.

- 10603 The teachers, they take the responsibility. They like to teach. They are there for the students.
- 10604 The small classes, it was a great learning environment.
- 10605 Probably the proximity and the class size.
- 10606 I really enjoyed the instructors. I was blessed with wonderful teachers.
- 10607 The teachers found time for me, the class sizes were great.
- 10608 Well priced, close to home.
- 10609 Teachers, well qualified, knowledgeable.
- 10610 I appreciate the honors program. I hope they can expand it.
- 10611 The classes, everything.
- 10617 Diversity, teachers.
- 10618 Faculty, the teaching method and the course content.
- 10619 The availability of registration access online.
- 10622 Wonderful staff that are willing to take time out for their students.
- 10623 Small classes, a couple of my teachers were very effective.
- 10625 Small classes.
- 10626 Availability of classes, teachers helpful and always available, academic advising good.
- 10628 Location, very convenient.
- 10630 Cost.
- 10632 A lot of the teachers, the people that attended there.
- 10633 Everything.
- 10639 The campus all connected, convenient, the teachers were great.
- 10640 The teachers were good.
- 10641 The location.
- 10643 The teachers. They were friendly and really great.
- 10645 Local, tuition, and close to home.
- 10647 I liked everything about the college in general, and about the academic advising services, in particular. I want to thank XXXX for her hard work in helping me prepare and transfer to the right four-year institution, ISU. I am grateful to everyone who contributed to the success of this process especially XXXX.
- 10649 I loved the classes and teachers. I worked there a year so I go to know a lot of the faculty.
- 10650 Location.
- 10653 Teachers knowledgeable and helpful.
- 10656 Teachers, they were very well trained.
- 10657 It's location, faculty were very knowledgeable.
- 10659 Small classes, low tuition, close by.
- 10660 Convenience, close to the house.
- 10661 It's convenient.
- 10662 The closeness, for example easy to get from A Building to C Building.
- 10663 Small classes, 90% of teachers helpful and caring.
- 10664 It was close, good classes.

- 10667 The instructors are very good. XXX in speech, made the class feel comfortable so it was easy.
- 10668 Flexibility of schedule.
- 10669 It's close to my home.
- 10670 Scheduling. I could pick my own times, basically.
- 10671 Everything. Course availability.
- 10672 Not sure, maybe the class sizes.
- 10676 I enjoyed a couple of classes a lot.
- 10677 The teaching method and the small classes.
- 10678 Small class size.
- 10679 The classes and the location.
- 10681 The teachers were very nice and well structured.
- 10682 The services they offer, tutoring, advising.
- 10683 Small class sizes, attentive teachers.
- 10684 All the instructor's I had were wonderful.
- 10687 Convenience, schedule of the classes, several campuses, good teachers, good advisor.
- 10688 Environment, friendly and provided an excellent education.
- 10690 Convenience, low cost, good teachers.
- 10691 Convenience, knowledgeable faculty.
- 10695 Great location, professors are friendly and approachable, flexible class times and internet/web classes for the working parents like me.
- 10696 The convenience, quality of classes, quantity of classes as well.
- 10697 Convenience, class times.
- 10698 Smaller classrooms, individual.
- 10699 The sociology department staff, so knowledgeable.
- 10700 New facilities, 2 teachers were excellent, no sport scholarships.
- 10702 Teachers, students, class size great. It was a lot of fun to learn. Campus great condition.
- 10704 The location, the writing center. The convenient hours of the services they offered.
- 10705 The faculty, the teachers were just wonderful. Excellent, accommodating, interesting.
- 10706 Not sure.
- 10707 The convenience of it. They offer so many classes.
- 10708 The selection of classes, the quality of the teachers.
- 10710 The friendly atmosphere, the easy transition from high school to college.
- 10711 The convenience.
- 10712 The atmosphere, comfortable feeling. I felt at home.
- 10714 Not too far, inexpensive.
- 10715 Availability of computers, tutoring center, everything!
- 10718 Class size. That was the most important thing to me.
- 10721 Close by, tutoring was good.
- 10725 Class size, counselors were the best, teachers knowledgeable.
- 10726 Cheap, close.
- 10728 It's close to my home, the courses they offer, the teachers knowledge.

10730 My relationship with a couple of the teachers.

10733 Close by, availability of classes.

10735 Close by, different times available for classes.

10737 How convenient, class size, faculty support--they care.

10738 The education, different courses offered, diversity.

10740 The small classrooms, the teachers were awesome, they helped me to grow.

10741 Close by, good price.

10743 Teachers, class material, good variety of classes.

10745 Campus appearance, easy to navigate.

10751 Close by.

10752 Small class size, flexibility of classes.

10755 The classroom sizes, amount of courses offered. Nice teachers, very helpful.

10758 Close by, inexpensive, good course work.

10759 It was a convenient location, extremely inexpensive.

10760 The teachers, they're very knowledgeable.

10762 Small class size.

10764 Everything.

10765 Very convenient. The professors were very easy to talk to, they helped me a lot.

10766 Close by, inexpensive, class sizes.

10769 The availability of tuition, location and the equipment.

10772 Nothing really.

10773 The convenience of the class times.

10774 Very helpful tutoring center, friendly faculty--always willing to help out.

10775 Course offerings, there's so many to choose from.

10776 Flexibility.

10777 Convenient location and classes.

10780 Many different types of classes, inexpensive.

10781 Convenient, contract agreements with area universities was primary reason I chose Harper.

10784 Teaching great, classes challenging.

10787 The landscaping, ponds, foundations, etc.

10791 The educational experience.

10795 Cost was low, online classes.

10798 Very streamlined.

10800 Availability of classes, layout of campus, nice science building.

10801 The classes, so efficient. The teachers were close to the students.

10802 Computer access.

10803 The campus, the new science building. It's fresh and updated.

10805 The small size of classes, facilities, and the teachers.

10807 Diversity of students.

104578 Convenience and cost.

110339 Teachers care more than at other universities.

How can the College improve in its instruction?

Survey ID Q22 Improve instruction

- 10005 There should be a way so the students can rate the teachers and courses after their class is over.
- 10007 Maybe have challenging classes to prepare for 4 year universities.
- 10010 I might come over there to join the teachers. I would like to teach there.
- 10018 More effort to contact students when class is not going to meet.
- 10022 Start offering bachelors and masters. Harper would really succeed in this.
- 10031 Teachers were good.
- 10034 Many instructors seemed like they didn't care about the students. Now that I'm at DePaul, I realize that many Harper instructors did not take the courses seriously. Overall, good instructors.
- 10040 I had a great experience, so nothing.
- 10042 Very happy the way it is.
- 10069 Making classes more challenging.
- 10072 I wouldn't change a thing.
- 10075 For Harper to go to a 4-year college.
- 10077 Foreign language teacher, XXXX, her class was not very serious, she was very hard to reach.
- 10078 Add bachelor's degree.
- 10082 I worked my butt-off. I was a straight A student at Harper but could not do better than a B at University of Illinois Chicago. More prep maybe.
- 10090 Offer wider range of associate degrees.
- 10095 The instructors need to be trained on how to teach. Their personal career experience is not good enough.
- 10108 Offer a bachelor's program.
- 10119 Doesn't have to improve.
- 10122 Expand the Music program.
- 10123 It's pretty good.
- 10140 Make it a four year college.
- 10154 I think it's fine.
- 10156 I cannot think of anything off the top of my head.
- 10177 Switch to a four year university.
- 10180 Hire more teachers like XXX (science department/chemistry).
- 10191 By offering four-year degrees.
- 10194 Lengthen course semesters.
- 10197 Everything is fine as it is. No improvement necessary.
- 10200 Some teachers seem unapproachable. But overall, good experience with faculty. Some teachers also lack good lesson plans.
- 10201 Update the classrooms, especially the science area.
- 10207 Continue to launch the process of becoming a four year university.
- 10211 Harper didn't prepare me for certain coursework. I found that out when I got to I.S.U.
- 10257 Better communication, more open office hours.
- 10258 Fine as it is already.

- 10278 I think the instruction was fine, needs no change.
- 10279 Sometimes the class size was so large it was difficult to receive personal attention.
- 10293 Biology needs to be improved, boring lectures.
- 10297 More class availability for part time students.
- 10301 Some teachers seemed not to be interested in what they were teaching.
- 10307 Academic Advising was not very helpful. I was informed by a student about paperwork that I needed to fill-out for graduation and that there was a deadline for that to be turned in.
- 10309 More multi-media technology in the classrooms.
- 10311 It would help if the teachers would explain the text more in their own words.
- 10323 Offer more challenging courses.
- 10337 Decrease the class size so there is more one-on-one instruction. More morning (early bird) classes.
- 10338 Teachers were excellent.
- 10342 Screen professors more.
- 10363 Doing a good job.
- 10368 The part-time faculty showed little interest in teaching.
- 10369 Improve on the quality of teachers. Some are too demanding.
- 10371 Some of the teachers need to be more professional.
- 10372 More flexibility in assignments--many students work or are parents--it's more difficult for them.
- 10374 Nothing. Well, maybe better organization for certain teachers.
- 10401 Make it a 4 year college.
- 10403 However, some of my instructors seemed unfocused.
- 10405 The diversity issue is over rated.
- 10411 Improve on academic advising. Have mandatory advising on transferring.
- 10413 Maybe more space for the students in the painting studio.
- 10417 Make a 4 year college.
- 10426 They had a photography display at Harper targeted to my religion and that wasn't right. I wasn't happy about it. It was in 2006.
- 10427 Very very difficult to get a hold of a teacher when class is not in session. Teachers need to make it easier to get in touch with them if we have questions.
- 10433 Part-time teachers should be more accessible.
- 10434 Post on blackboard.
- 10440 More substitute teachers available.
- 10442 Cheaper books!
- 10446 Some teachers who are not as devoted as part-time teachers they are not as prepared, the class is lost.
- 10460 I feel that the instruction was good and did not need improving.
- 10461 The CIS department needs better instruction. The instructors do not teach the fundamentals. They are not thorough in teaching what is needed to work in the IT field.
- 10470 Fine as it is already.
- 10471 No improvement needed.
- 10478 Better class/career counseling.

- 10484 Some teachers seem to be more qualified than others.
- 10488 I had a math teacher that was very hard to understand because of a heavy accent.
- 10498 The teachers need to have more office hours.
- 10500 Better interaction with students.
- 10502 Keep all the teachers at the same level with their curriculum. XXX very unfair, did not help students when they asked, made cynical comments back. Treated like elementary students.
- 10526 It's fine as it is.
- 10544 Counselors should be more available.
- 10553 A little harder and faster with the education.
- 10562 Math courses--the teachers didn't speak good enough English--and when I did the math class at Roosevelt, I got an A.
- 10570 There is really nothing to improve.
- 10587 Make it a four-year college.
- 10591 Be more clear on what will and will not transfer.
- 10597 I wish it was a 4 year university.
- 10599 I totally liked all my teachers so nothing needs improvement.
- 10604 Don't let the teachers go on strike, keep them happy.
- 10605 Make it a four year school.
- 10611 4 year university.
- 10622 The strike term was disruptive for the students.
- 10625 Geography lab and lecture did not tie in together.
- 10633 Become a 4-year institution.
- 10636 More teacher availability, smaller class sizes for anatomy and physiology.
- 10643 More openness with students.
- 10647 I think the college is doing a great job right now. The college should continue in this current path in order to achieve the highest possible degree of excellence.
- 10649 Four year university.
- 10657 Offer more sections of classes. I knew people who wanted to be dental assistants but the classes were filled.
- 10667 A few instructors are hard to understand. I had an algebra and a science class like that.
- 10670 More detailed information about career paths.
- 10676 Teachers need to be more prepared and treat us like adults.
- 10682 More classes available at longer hours and lesser days.
- 10702 No, I had a great experience at Harper.
- 10704 Keep the classroom alive. Add a little humor.
- 10707 The teachers didn't seem to care very much. They were just there to teach and didn't provide extra time when needed.
- 10730 More open-minded.
- 10735 More time explaining to students.
- 10745 Some teachers do not seem to care anymore.
- 10759 Bachelor's degrees.
- 10760 Part-time teachers should offer more help to the students, make more time.

- 10769 I wasn't very satisfied with the registration and choices of the nursing program.
- 10772 Better advisors. I wasted a year and a half and my money at Harper.
- 10774 No, they did a really good job.
- 10775 Science classes fill up too quickly, offer more weekend or evening classes.
- 10776 High math requirements.
- 10780 The surveys given to students mid-way through the class, do not always ask the right questions.
I would like more specific about teacher abilities.
- 10781 Make courses more difficult.
- 10787 Make sure that all of the teachers can speak English well and that they can teach effectively.
- 10807 Use a peer to peer model. Let the students teach each other.
- 110339 Don't let teachers hand write lecture notes.

How can the College improve in its services?

Survey ID Q23 Improve services

- 10006 I had a counselor that misguided me several times. I cannot remember her name.
- 10017 Academic advising was misleading.
- 10018 More training. The staff lack a true concept of the student's struggle to handle all the paperwork involved in most endeavors, from registering, seeking financial aid, to paying for books or in my case, even trying to join Phi Theta Kappa. I would love to talk to someone about my numerous experiences in nearly all aspects of the services I used, or attempted to use. I am not bitter about them, but even when I asked who can I file a complaint to the staff did not know. I started writing a letter to accompany this survey to illustrate my frustration and difficulties the staff imposed on me, but the true story is too long to write. I like Harper it helped me achieve my goals and provided new ones. But I would also like to see it improve, particularly if it attempts a transition to a 4 year institution.
- 10021 Not such a heavy work load for the on-line classes.
- 10022 Some professors need to be more 'down to earth'. Most are good.
- 10030 Academic advising--more personal, more concerned about students.
- 10031 Offer more classes for upper levels.
- 10034 The academic advising services were very unsatisfactory. It is the one major problem I had. Whenever, I needed to see an instructor, I couldn't. The lack of advisors could definitely be improved.
- 10040 Counseling--more personalized, I took more classes than I needed to.
- 10043 The parking is terrible, there are not enough spaces and the parking is way too far.
- 10045 Be more proactive in helping students get into universities.
- 10062 There were not enough parking spaces.
- 10065 Parking was bad.
- 10072 Wouldn't change anything--on-line registration was great.
- 10088 Better parking!
- 10090 Library should be 24 hours.
- 10099 Parking.

- 10118 Parking! Garage??
- 10119 Good enough.
- 10121 Become a four year.
- 10123 Offer a four year degree.
- 10127 Become 4 year.
- 10128 More parking.
- 10133 Expanding tutoring and engineering.
- 10139 Offer more majors.
- 10156 These are questions to ask while we're in the middle of the course, while it's still fresh in our minds.
- 10164 Career planning and transfer--I needed more help but never received it.
- 10165 Offer more majors.
- 10179 More computers.
- 10180 Parking was difficult, sometimes dangerous. I feel Harper makes people feel very comfortable. However, some people get too comfortable and don't move on to a 4 year school, even when they have enough credits to graduate.
- 10181 Word processing on computers. Bring back the practice throwing cage.
- 10191 The upstairs of the library should have a check-out.
- 10194 Expand course curriculum. Expand parking lot.
- 10197 Services are fine too.
- 10209 Open later, campus in general OK.
- 10217 Academic advising to be more informed.
- 10222 Go to a 4 year college.
- 10223 Offer more classes with credits that transfer.
- 10225 Make teachers more available.
- 10236 It was all good.
- 10238 Make it a 4 year.
- 10248 Building I counselors not very helpful.
- 10250 Fine as they are.
- 10270 Make it a 4 year school.
- 10271 The campus parking is too far.
- 10273 I was led to take some classes I didn't need.
- 10278 Everything I wanted was available to me.
- 10279 Counseling needs to have more information about transferring.
- 10293 By making sure credits are transferable for students.
- 10297 To have orientation to discuss transfer of credits, traffic.
- 10309 More guidance counseling for the class scheduling.
- 10312 4 year school.
- 10315 I wasn't informed well as to how many credits I needed at Harper and for my transfer to DePaul. I could've stayed at Harper longer--I wish I would've know this.
- 10317 More variety in helping with different classes.
- 10319 I didn't feel I had direction on what to do after Harper. I didn't feel that I was well enough

- informed about what credits I needed to transfer. I was glad I ended up taking more classes at Harper, it saved money, but it was only by accident.
- 10321 Parking during peek hours.
- 10323 I think it was great. I wish it was a 4 year college.
- 10328 Later hours.
- 10330 They need more parking spaces.
- 10337 Increase the number of advisers available during registration. Better communication with the financial aid office, maybe face-to-face communication.
- 10338 The school needs a better screening process. There are out of district students who use in district addresses. I should not be forced to buy an activity when I didn't use it. I should have an option.
- 10346 Parking.
- 10355 Make it a 4 year school.
- 10363 I was misled in knowing what classes I needed to take.
- 10369 Have more computers for use in the library. Have more advising counselors. There were never enough and someone would have to wait weeks to see one at a convenient time.
- 10371 Parking is dangerous, not very well laid-out.
- 10372 Academic advising was not at all helpful.
- 10393 Support student publications more, get journalism department, newer technology.
- 10395 OK as it is.
- 10400 Shortage of academic advisors.
- 10401 Broaden it's networking with other 4 year out of state colleges.
- 10409 I would suggest going back to being able to submit more through computer use.
- 10411 On academic advising, on transferring schools and career advising.
- 10412 Library not up-to-date. Better communication between universities about planning. I wanted to be better prepared.
- 10419 More parking.
- 10423 Availability of science and physiology classes--not enough teachers.
- 10427 Some counselors are not as efficient as others in helping us choose classes. I ended up taking some wrong classes.
- 10432 Counselors need to spend more time with each student.
- 10447 Need to advertise more in the city.
- 10456 I did not receive the correct answers from advisors and it set me back one semester.
- 10460 The services were good and I feel that it was very convenient to make an appointment.
- 10461 The advising and counseling center is terrible. They tell you to take classes that you don't need to transfer. Harper tries to keep you there a long-time instead of finishing there in two years.
- 10474 Everything was satisfactory.
- 10482 Parking for students difficult. Suggestion--enclosed walkway for winter.
- 10494 There needs to be more information that they are available.
- 10499 They need to finish the construction.
- 10500 They need to have more windows open during registration.

- 10503 Become a 4 year.
- 10515 Parking impossible.
- 10518 Reduce prices for books or have a rental program available.
- 10535 Smaller classes, some classes were 100 students.
- 10540 I was advised improperly. I ended up being there three years instead of two, as planned.
- 10549 The counselors should take us more seriously. Not very helpful.
- 10553 Harper is not as difficult as UIC. Maybe increase expectance of students with how hard the classes are.
- 10558 Advisory could be more crucial. I didn't find out what I needed until I transferred.
- 10560 Become more socially active.
- 10562 I feel like Harper was so focused on making itself look good that they didn't care what happened after I left. I ended up taking classes I didn't really need.
- 10563 Fine as it is.
- 10565 Send out more information about what they offer.
- 10569 The music department could use new equipment.
- 10570 Just stay the way it is and never copy other public universities!
- 10572 Advising. I had a very hard time scheduling an appointment.
- 10574 Some of the classes should have more sections available, especially BIO 160 and BIO 161. Not being able to take those in the fall or spring pushed my graduation back a full year.
- 10575 The administration staff was poor. They did everything late and it was frustrating.
- 10579 Make a requirement for freshmen students to work with career services.
- 10595 Get some dorms in there.
- 10598 Parking is dangerous and not convenient.
- 10599 I cannot think of anything.
- 10602 There were credits I needed towards a major I didn't know I had to have to be eligible for a sport at Northern.
- 10603 I don't like how they charge for a fork and napkin in the cafeteria, that should be included in the tuition.
- 10604 Make academic counseling more readily available. Many times I tried to get an appointment and they just seemed so overwhelmed.
- 10606 Online courses, tele-courses, should be enhanced, blackboard is out of style.
- 10617 More computers for out of class use.
- 10622 The prices for the food was too high.
- 10625 Academic advising difficulty to get into for full-time students.
- 10626 Become 4 year school.
- 10630 Be more knowledgeable as to what will or will not transfer.
- 10639 The survey the students are asked to do at school should be taken more to heart by the teachers.
- 10641 Parking is horrific!
- 10647 By going the extra mile with the belief that there is always room for improvement.
- 10650 Make it a four year college.
- 10662 Better academic advising.

- 10663 Night nursing classes. I have to go to another school because Harper doesn't have night nursing classes.
- 10667 Offering 4 year degrees.
- 10669 The transfer situation, make sure all our credits are going to transfer.
- 10676 When I went, I didn't register online and it was a nightmare.
- 10677 Better advice when it comes to transferring.
- 10681 Wireless access is interrupted too much especially in the new building.
- 10695 Academic and career planning advisors need more training. It would be nice to have the same advisor/counselor from beginning to end.
- 10697 They do a good job.
- 10698 Course planning was lax--did not know what they were talking about most of the time.
- 10702 Hard to find parking.
- 10705 4 year!
- 10718 Need more computers.
- 10721 Parking.
- 10733 More parking.
- 10741 I had the wrong information given to me about which classes I needed for my degree.
- 10766 Academic advising--when trying to find classes that fit what you need, the people helping you many times gave conflicting advice. A lot of my friends had the same problem.
- 10772 No parking.
- 10773 Make activities and curriculum more aware. Get more flyers out!
- 10776 More parking by classrooms, offer some 300 level courses.
- 10777 Parking.
- 10780 The services I used were good.
- 10781 Services were fine, everyone was helpful.
- 10787 It's good already.
- 10793 Higher cheaper teachers.
- 10801 I never saw anything about student activities except in the very beginning.
- 10802 The construction fee when you enroll for classes.
- 10803 Expand the sonography program.
- 10807 Have more time for the students. Focus more on the students.
- 110339 Build a parking garage.

Transfer Graduate Follow-up Survey



Harper College

Harper College 2007 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

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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:

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

	Extremely helpful	Helpful	Not very helpful	Not helpful at all
a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	<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:

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

	Excellent	Good	Average	Poor	Not applicable
a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

	Did not use	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
a.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue on next page

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

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

- a. Full-time student, 12 credit hours or more Continue with question 8
- b. Part-time student Continue with question 8
- c. Not currently enrolled - plan to enroll at a later date Skip to question 13
- d. Not currently enrolled - no plans to enroll Skip to question 14

8. Which institution do you currently attend?

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

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

10. How would you describe your current major?

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

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

- a. Yes, skip to question 13
- b. No, continue with question 12

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

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

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

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

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

- a. Yes, continue with question 15
- b. No, skip to question 16

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

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

Continue on next page

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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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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

PN 08-100m