

Harper College
Results of 2009 Transfer Graduate Survey

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Executive Summary

This report presents the results of the Transfer Graduate Survey of 2009 Harper College graduates of transfer programs.

Overall, the results were positive. A clear majority of 2009 graduates (87%) reported that their main objective in attending Harper was to take coursework for transfer to another college. Nearly all of the respondents (94%) indicated that they were successful in reaching their educational objectives. In terms of academic advancement, most graduates (71%) reported being enrolled in another college or university at least part-time, and 80 percent also 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 University of Illinois at Chicago (19%).

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, understanding scientific concepts, appreciating diversity, etc), respondents were very positive; at least 82 percent rated their experiences as *“helpful”* or *“extremely helpful”* across all items. Respondents also reported high levels of satisfaction with the various facets of the instruction at Harper. On factors such as class size, quality of instruction, and course content, at least 90 percent of respondents gave ratings of *“good”* or *“excellent”*. Similarly, more than 70 percent of the respondents were satisfied Academic Advising at Harper College. Overall there was some decline in the positive responses given for services provided by the college by comparison to 2008 graduate responses.

Most respondents (91%) 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 (93%). Regarding Harper’s diversity requirement for graduation 94 percent reported that their experiences at Harper helped them to appreciate diversity and different cultures.

In general, recent graduates of Harper’s transfer programs appear to be actively 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 are some areas of Harper College services that the 2009 graduates seem less satisfied with than those who graduated in 2008. Those items are highlighted in the body of the report.

Introduction

The Harper College Transfer Graduate Survey was conducted with Harper alumni who graduated in fiscal year 2009 with transfer degrees (e.g., A.A., A.S., etc.). The survey was administered by telephone in Fall 2009, with follow-up mailings in Spring 2010.¹ Initially, graduates were surveyed via a mail based questionnaire. For those graduates whom did not return the mailed survey, the Transfer Graduate Survey was conducted over the telephone in the spring 2010 semester

The report is organized into four sections: Executive Summary, Introduction, Results and Discussion, and Summary. The Executive Summary presents a synopsis of the overall results. The Introduction provides an overview of the report, specifically the process and basic organization of the data. The Results and Discussion Section displays the data in tabular format. The Summary section highlights results of interest. The Appendix presents contains a copy of the survey instrument.

Results and Discussion

Table 1 presents the demographic characteristics (racial/ethnic group, gender, and age group) for all 2128 graduates in 2009, as well as the demographic characteristics of the graduates from the previous year.

Table 1: Demographic Characteristics of Graduates

Racial/Ethnic Group	Graduates 2008		Graduates 2009	
	Number	Percent	Number	Percent
Asian/Pacific Islander	205	9%	202	9%
American Indian/Alaskan Native	5	<1%	2	1%
African American	83	4%	44	3%
Hispanic	225	10%	185	9%
White	1602	69%	1474	69%
Other/Unknown	210	9%	192	9%
Gender				
Female	1453	62%	1369	64%
Male	877	38%	759	36%

Table 1: Continued

Age Group	Graduates 2008		Graduates 2009	
	Number	Percent	Number	Percent
18 and Under	83	4%	28	1%
19 to 24	1079	46%	966	45%
25 to 40	800	34%	1004	38%
Over 40	368	16%	330	16%

The number of graduates who self identified within specific ethnic groups remained consistent between both the 2008 and 2009 cohorts; with white being the overwhelming majority at 69 percent. Similarly, the majority (64%) of graduates were female. In terms of age, the largest proportion graduates were between 19 and 24 years old (45%).

The first question of the survey asks respondents for their main objective in attending Harper College. The following outlines the outcomes related data as reported by the respondents. For the purpose of comparison data, each table shows responses from both the 2008 and 2009 graduates.

Table 2: Question 1 – Main Objective in Attending Harper

What was your main objective in attending Harper College?	2008 (N=497)		2009 (N=310)	
	Number	Percent	Number	Percent
Obtain skills needed for entry into new or different job	19	3.8%	23	7.4%
Improve skills needed in present job	12	2.4%	3	1.0%
Explore courses to decide on a career	20	4.0%	5	1.6%
Take coursework for transfer to another college	425	85.5%	269	86.8%
Personal interest or self-improvement	21	4.2%	10	3.2%

The large majority of respondents (87%) reported that their main objective in attending Harper was to take coursework for transfer to another college. This is consistent with the responses given by the 2008 graduates. Only 1% (n=3) reported that they were attending Harper to improve skills needed in their present jobs.

Table 3: Question 2 – Success in Achieving Objective

To what extent were you successful in achieving your educational objective?	2008 (N=492)		2009 (N=310)	
	Number	Percent	Number	Percent
Very successful	404	82.1%	253	81.6%
Successful	60	12.2%	39	12.6%
Somewhat successful	22	4.5%	16	5.2%
Not at all successful	6	1.2%	2	0.6%

- Nearly all respondents (94%) indicated that they were “*successful*” or “*very successful*” in achieving their educational objective.
- Less than 1 percent of the respondents reported that they were “not at all successful” in obtaining their goal.

Table 4: Question 3 – Rating Education at Harper

Please rate how your education at Harper College helped you in each of the following areas.	2008		2009	
	Number	Percent	Number	Percent
Ability to verbally communicate effectively	(N=486)		(N=299)	
Extremely helpful	252	51.9%	137	45.8%
Helpful	205	42.2%	138	46.2%
Not very helpful	19	3.9%	21	7.0%
Not helpful at all	10	2.1%	3	1.0%
Ability to communicate in writing effectively	(N=481)		(N=300)	
Extremely helpful	248	51.6%	134	44.7%
Helpful	198	41.2%	144	48.0%
Not very helpful	23	4.8%	19	6.3%
Not helpful at all	12	2.5%	3	1.0%
Ability to understand scientific concepts	(N=458)		(N=273)	
Extremely helpful	205	44.8%	114	41.8%
Helpful	194	42.4%	136	49.8%
Not very helpful	41	9.0%	19	7.0%
Not helpful at all	18	3.9%	4	1.5%
Ability to explain and apply the scientific method	(N=456)		(N=275)	
Extremely helpful	193	42.3%	113	41.1%
Helpful	191	41.9%	130	47.3%
Not very helpful	53	11.6%	24	8.7%
Not helpful at all	19	4.2%	8	2.9%

Table 4: Continued

Please rate how your education at Harper College helped you in each of the following areas.	2008		2009	
	Number	Percent	Number	Percent
Ability to appreciate other points of view	(N=487)		(N=304)	
Extremely helpful	320	65.7%	183	60.2%
Helpful	141	29.0%	106	34.9%
Not very helpful	17	3.5%	12	3.9%
Not helpful at all	9	1.8%	3	1.0%
Ability to appreciate diversity and other cultures	(N=486)		(N=301)	
Extremely helpful	314	64.6%	181	60.1%
Helpful	132	27.2%	96	31.9%
Not very helpful	31	6.4%	21	7.0%
Not helpful at all	9	1.9%	3	1.0%
Ability to identify, develop, and solve quantitative problems	(N=481)		(N=302)	
Extremely helpful	213	44.3%	129	42.7%
Helpful	217	45.1%	139	46.0%
Not very helpful	40	8.3%	29	9.6%
Not helpful at all	11	2.3%	5	1.7%
Ability to use computers and technology	(N=455)		(N=287)	
Extremely helpful	219	48.1%	139	48.4%
Helpful	152	33.4%	102	35.5%
Not very helpful	60	13.2%	31	10.8%
Not helpful at all	24	5.3%	15	5.2%

- Respondents consistently rated their Harper education as being “*helpful*” or “*extremely helpful*” in developing their academic abilities. Each item received a positive rating of at least 82 percent.
- Looking at ratings of “*extremely helpful*”, respondents were most positive about ability to appreciate other points of view and ability to appreciate diversity.

Table 5: Question 4 – Rating Instruction at Harper

Rate the instruction at Harper College.	2008		2009	
	Number	Percent	Number	Percent
Class Size	(N=494)		(N=310)	
Excellent	306	61.9%	196	63.2%
Good	147	29.8%	99	31.9%
Average	36	7.3%	14	4.5%
Poor	5	1.0%	0	0%
Not applicable			1	0.3%
Quality of instruction	(N=495)		(N=310)	
Excellent	280	56.6%	173	55.8%
Good	177	35.8%	118	38.1%
Average	34	6.9%	18	5.8%
Poor	4	0.8%	1	0.3%
Course content	(N=497)		(N=310)	
Excellent	255	51.3%	152	49.0%
Good	199	40.0%	138	44.5%
Average	38	7.6%	19	6.1%
Poor	5	1.0%	1	0.3%
Fairness of grading	(N=497)		(N=310)	
Excellent	279	56.1%	169	54.5%
Good	180	36.2%	126	40.7%
Average	34	6.8%	15	4.8%
Poor	4	0.8%	0	0%
Faculty teaching ability	(N=496)		(N=310)	
Excellent	279	56.3%	167	53.9%
Good	185	37.3%	118	38.1%
Average	27	5.4%	23	7.4%
Poor	5	1.0%	2	0.6%
Faculty concern for students	(N=492)		(N=310)	
Excellent	266	54.1%	175	56.5%
Good	175	35.6%	111	35.8%
Average	50	10.2%	22	7.1%
Poor	1	0.2%	2	0.6%
Faculty availability	(N=487)		(N=310)	
Excellent	291	59.8%	174	56.1%
Good	159	32.6%	105	33.9%
Average	33	6.8%	25	8.1%
Poor	4	0.8%	2	0.6%
Not applicable			4	1.3%

- Respondents consistently rated instruction at Harper as being “*Excellent*” or “*Good*” developing their academic abilities. Each item received a positive rating of at least 90 percent.
- Faculty teaching ability, Faculty concern for students and Faculty availability all received an “average” rating by at 7 percent of the respondents. Though not particularly high, it is noted that other items tended to be rated lower.

Table 6: Question 5 – Satisfaction with College Services

Rate your satisfaction with each office or service listed below.	2009		2009	
	Number	Percent	Number	Percent
Financial Aid services	(N=139)		(N=310)	
Very satisfied	86	61.9%	69	22.3%
Somewhat satisfied	38	27.3%	23	7.4%
Somewhat dissatisfied	7	5.0%	9	2.9%
Very dissatisfied	8	5.8%	12	3.9%
Did not use	358		197	63.5%
Academic advising	(N=414)		(N=310)	
Very satisfied	247	59.7%	158	51.0%
Somewhat satisfied	105	25.4%	76	24.5%
Somewhat dissatisfied	37	8.9%	20	6.5%
Very dissatisfied	25	6.0%	12	3.9%
Did not use	81		44	14.2%
Career planning	(N=217)		(N=310)	
Very satisfied	102	47.0%	73	23.5%
Somewhat satisfied	76	35.0%	50	16.1%
Somewhat dissatisfied	24	11.1%	28	9.0%
Very dissatisfied	15	6.9%	8	2.6%
Did not use	275		151	48.7%
College transfer planning	(N=315)		(N=310)	
Very satisfied	181	57.5%	94	30.2%
Somewhat satisfied	86	27.3%	62	20.0%
Somewhat dissatisfied	32	10.2%	16	5.2%
Very dissatisfied	16	5.1%	12	3.9%
Did not use	181		126	40.6%
Counseling	(N=246)		(N=310)	
Very satisfied	134	54.5%	63	20.3%
Somewhat satisfied	86	35.0%	35	11.3%
Somewhat dissatisfied	18	7.3%	7	2.3%
Very dissatisfied	8	3.3%	6	1.9%
Did not use	250		199	64.2%
Tutoring	(N=217)		(N=310)	
Very satisfied	135	62.2%	82	26.5%
Somewhat satisfied	65	30.0%	37	11.9%
Somewhat dissatisfied	15	6.9%	7	2.3%
Very dissatisfied	2	0.9%	4	1.3%
Did not use	279		180	58.1%

Table 6: Continued

Rate your satisfaction with each office or service listed below.	2008		2009	
	Number	Percent	Number	Percent
Library/audio visual services	(N=405)		(N=310)	
Very satisfied	271	66.9%	176	56.8%
Somewhat satisfied	121	29.9%	55	17.7%
Somewhat dissatisfied	13	3.2%	6	1.9%
Very dissatisfied	0	0.0%	0	0.0%
Did not use	92		73	23.5%
Student activities	(N=195)		(N=310)	
Very satisfied	113	57.9%	52	16.8%
Somewhat satisfied	70	35.9%	37	11.9%
Somewhat dissatisfied	9	4.6%	8	2.6%
Very dissatisfied	3	1.5%	1	0.3%
Did not use	299		212	68.4%
Registration procedures	(N=489)		(N=310)	
Very satisfied	309	63.2%	205	66.1%
Somewhat satisfied	143	29.2%	73	23.5%
Somewhat dissatisfied	25	5.1%	22	7.1%
Very dissatisfied	12	2.5%	7	2.3%
Did not use	7		3	1.0%
Access for disabled on campus	(N=103)		(N=309)	
Very satisfied	69	67.0%	76	24.6%
Somewhat satisfied	29	28.2%	21	6.8%
Somewhat dissatisfied	3	2.9%	2	0.6%
Very dissatisfied	2	1.9%	0	0%
Did not use	390		210	68.0
Availability of computers for out-of-class use	(N=421)		(N=309)	
Very satisfied	305	72.4%	204	66.0%
Somewhat satisfied	89	21.1%	39	12.6%
Somewhat dissatisfied	22	5.2%	12	3.9%
Very dissatisfied	5	1.2%	1	0.3%
Did not use	75		53	17.2%
Career Center	(N=228)		(N=310)	
Very satisfied	136	59.6%	76	24.5%
Somewhat satisfied	75	32.9%	37	11.9%
Somewhat dissatisfied	12	5.3%	13	4.2%
Very dissatisfied	5	2.2%	3	1.0%
Did not use	268		181	58.4%

- For most of the three of the items in the above table, approximately 60 percent of students indicated “*did not use*” as related to the service. Those services are Student activities, Access for disabled on campus and the Career center.
- With the exception of “*registration procedures*” all services listed above were rated noticeably lower by the 2009 graduates than the 2008 graduates.

Table 7: Question 6 – Rating Convenience of Harper Locations

Rate the convenience of the courses taken in terms of their location.	2008		2009	
	Number	Percent	Number	Percent
Harper main campus – Palatine	(N=492)		(N=310)	
Very convenient	417	84.8%	258	83.2%
Convenient	69	14.0%	49	15.8%
Not convenient	6	1.2%	2	0.6%
Not applicable			1	0.3%
Northeast Center – Wheeling	(N=94)		(N=309)	
Very convenient	53	56.4%	33	10.7%
Convenient	27	28.7%	15	4.9%
Not convenient	14	14.9%	4	1.3%
Not applicable			257	83.1%
WEB or Internet based – from home or office	(N=251)		(N=309)	
Very convenient	182	72.5%	117	37.9%
Convenient	60	23.9%	31	10.0%
Not convenient	9	3.6%	8	2.6%
Not applicable			153	49.5%
Harper Professional Center – Schaumburg	(N=22)		(N=309)	
Very convenient	16	72.7%	6	1.9%
Convenient	5	22.7%	3	1.1%
Not convenient	1	4.5%	2	0.6%
Not applicable			298	96.4%
Other	(N=2)		(N=309)	
Very convenient	1	50.0%	4	1.3%
Convenient	1	50.0%	2	0.6%
Not convenient	0	0.0%	0	0%
Not applicable			303	98.1%

Graduates were asked to rate the convenience of the locations for Harper classes. The large majority of respondents (83%) reported that the main campus was very convenient. Approximately 38 percent of the graduates surveyed indicated that Web or Internet based course were convenient. This is a considerable decline from the 72 percent of 2008 graduates who reported positively on this item. Additionally, the table above illustrates that more than 80 percent of the graduates described the Northeast center and the Harper Professional center “not applicable” in terms of convenience. Such a rating generally indicates that the respondent may not have utilized the facilities.

Table 8: Question 7 – Current Educational Status

Which of the following best describes your current educational status?	2008 (N=497)		2009 (N=308)	
	Number	Percent	Number	Percent
Full-time student	319	64.2%	177	57.5%
Part-time student	38	7.6%	40	13.0%
Not currently enrolled – plan to enroll at a later date	96	19.3%	74	24.0%
Not currently enrolled – no plans to enroll	44	8.9%	17	5.5%

Seventy percent of the respondents reported being enrolled at least part-time at another institution, with the majority (57%) enrolled full-time. An additional 24 percent reported that they had plans to enroll in the future. Only a small proportion (6%) reported that they were not enrolled and had no plans to enroll in the future.

Table 9: Question 8 – Transfer Institution

Which institution do you currently attend?	2008 (N=357)		2009 (N=216)	
	Number	Number	Number	Percent
Columbia College	12	3.4%	5	2.3%
DePaul University	27	7.6%	8	4.0%
Devry University	5	1.4%	3	1.4%
Illinois State University	26	7.3%	15	5.1%
Northeastern Illinois University	34	9.5%	22	10.2%
Northern Illinois University	44	12.3%	31	14.4%
Roosevelt University	48	13.4%	25	11.6%
Eastern Illinois University	4	1.1%	3	1.4%
University of Illinois – Chicago (UIC)	21	5.9%	10	4.6%
Harper College	27	7.6%	42	19.4%
Other			52	24.1%

Among the responding Harper graduates who were currently enrolled in another institution (apart from Harper), a small majority (19%) attend University of Illinois at Chicago. Northern Illinois University, Roosevelt and Northeastern Illinois University are also relatively common transfer destinations, with approximately 10 to 14 percent of graduates attending each of these schools. Respondents choosing “other” indicated a range of different institutions.

Table 10: Question 10 – Current Major

How would you describe your current major?	2008 (N=346)		2009 (N=207)	
	Number	Percent	Number	Percent
Same as my Harper major	81	23.4%	52	25.1%
Related to my Harper major	168	48.6%	114	55.1%
Entirely new area	97	28.0%	41	19.8%

When asked about their current major, the largest proportion of respondents (55%) indicated that their major was related to, but not identical to, their Harper major. The remaining graduates reported that they had the same major or an entirely new field of study (25% and 20%, 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?	2008 (N=339)		2009 (N=186)	
	Number	Percent	Number	Percent
Yes	263	77.6%	153	82.3%
No (if NO, continue with question 12)	76	22.4%	33	17.7%
What was the main reason why some credits did not transfer?	(N=74)		(N=34)	
Some credits would transfer as elective only	14	18.9%	8	23.5%
Entirely new field of study at transfer institution	10	13.5%	2	5.9%
Grades were not high enough to earn transfer credits	1	1.4%	0	0%
Other	49	66.2%	24	70.6%

Most graduates (82%) 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 (24%) was that some credits would transfer as elective only. A majority (71%) of those with non-transferring credits indicated “other”. In viewing their written responses a range of reasons were revealed. Most commonly, respondents had more Harper credits than could be accepted at their new institute. Generally schools accept a maximum of 60 credits for transfer.

Table 12: Question 13 – Educational Goals

What is the highest degree you plan to earn?	2008 (N=443)		2009 (N=280)	
	Number	Percent	Number	Percent
Bachelor’s Degree	201	45.4%	143	51.1%
Master’s Degree	198	44.7%	112	40.0%
Doctorate Degree	27	6.1%	13	4.6%
Professional Degree	17	3.8%	12	4.3%

- More respondents were reported aspiring to a Bachelor’s degree (51%) than a Master’s degree (40%).
- A small proportion reported aspiring to doctoral or professional degrees.

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

Have you taken additional courses at Harper since receiving your degree or certificate?	2008 (N=492)		2009 (N=310)	
	Number	Percent	Number	Percent
Yes	98	19.9%	68	21.9%
No	394	80.1%	242	78.1%
What type of courses have you taken?	(N=101)		(N=66)	
Credit courses	92	91.1%	58	87.9%
Continuing Education courses	9	8.9%	8	12.1%

- Twenty percent of the graduates reported taking additional courses at Harper after completing their degree or certificate.
- Of those graduates who have taken additional courses at Harper, the large majority (88%) reported taking credit versus non-credit courses.

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?	2008 (N=493)		2009 (N=306)	
	Number	Percent	Number	Percent
Excellent	274	55.6%	174	56.9%
Good	174	35.3%	104	34.0%
Average	40	8.1%	27	8.8%
Poor	2	0.4%	0	0%
Very poor	3	0.6%	1	0.3%

- When asked how well their Harper education prepared them for continuing their education, 90 percent reported that their preparation was “*excellent*” or “*good*”, which coincides with the responses from the 2008 graduates.
- Less than 1% of the graduates reported a negative perception of the preparation they received at Harper.

Table 15: Question 17 – Employment Status

What is your present employment status?	2008 (N=491)		2009 (N=309)	
	Number	Percent	Number	Percent
Employed full-time – 30 hours or more per week	151	30.8%	93	30.1%
Employed part-time – less than 30 hours per week	197	40.1%	124	40.1%
Full-time military service	2	0.4%	0	0%
Unemployed, seeking employment	41	8.4%	28	9.1%
Unemployed, not seeking employment	100	20.4%	64	20.7%
Of those unemployed and not seeking employment:	(N=105)		(N=151)	
Full-time student	90	85.7%	44	86.2%
Full-time homemaker	2	1.9%	3	5.9%
Health disability	1	1.0%	1	2.0%
Family responsibilities	1	1.0%	2	3.9%
Other	11	10.5%	1	2.0%

- The majority of respondents (70%) reported being employed at least part-time.
- Among those unemployed, 70 percent (64 of 92) 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).

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.	2008 (N=491)		2009 (N=307)	
	Number	Percent	Number	Percent
Definitely yes	151	30.8%	114	37.1%
Yes	298	60.7%	174	56.7%
No	40	8.1%	18	5.9%
Definitely no	2	0.4%	1	0.3%

A large majority of respondents (94%) reported that their experiences at Harper have led them to a better appreciation for diversity and different cultures and values. This was a slight improvement to the 92 percent reported in 2008.

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?	2008 (N=495)		2008 (N=310)	
	Number	Percent	Number	Percent
Definitely yes	259	52.3%	188	60.6%
Yes	228	46.1%	119	38.4%
No	5	1.0%	3	1.0%
Definitely no	3	0.6%	0	0%
Would you return to Harper for educational or personal enrichment courses in the near future?	(N=493)		(N=310)	
Definitely yes	184	37.3%	142	45.8%
Yes	265	53.8%	147	47.4%
No	38	7.7%	19	6.1%
Definitely no	6	1.2%	2	0.6%

- When asked if they would recommend Harper to friends and family, respondents were very 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, 93 percent said “yes” or “definitely yes”.

The following tables for questions 21 through 23 involve open-ended questions regarding what respondents liked best about Harper and ways for Harper to improve its instruction and services, respectively. Tables for these questions include the most prevalent comments made by respondents and involve the total number of comments stated by respondents to each question. In some instances respondents provided more than one comment per question. Similarly, some respondents opted not to provide comments to specific questions.

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

What did you like best about Harper? (N=288)	Number	Percent
Faculty	79	27.4%
Convenience/Location	86	29.8%
Affordable tuition	62	21.2%
Small class size	21	7.3%
Quality education	10	3.5%
Campus/Facilities	9	3.1%
Variety of classes	8	2.7%
Availability of support services	3	1.0%
Overall environment	2	.69%
Flexible schedule	5	1.7%
Other	5	1.7%

When asked what they liked best at Harper, common answers were the faculty, the convenient location and affordable tuition.

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

How can the College improve its instruction? (N=56)	Number	Percent
Faculty assist students more	25	44.6%
Offer four-year degrees	7	12.5%
Other	4	7.2%
No changes needed	2	3.5%
More faculty availability (e.g., office hours)	10	17.8%
More challenging	5	8.9%
Offer more courses	3	5.4%

- More than 40 percent of the graduates articulated that they would like to see more commitment from the faculty to assisting the students.
- Related to the above statement nearly of 20 percent of the respondents would like to see an increase/improvement in faculty office hours.

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

How can the College improve its services? (N=40)	Number	Percent
Improve specific services	15	37.5%
Improve parking	10	25.0%
Other	4	10.0%
Offer four-year degrees	7	17.5%
No change needed	2	5.0%
Help students transfer	2	5.0%

- As in previous years the most prevalent comments regarding improvements are related to improving specific on campus services.
- One fourth of the respondents indicated the need for improved parking.

Summary

As previously illustrated, the overall results of the survey were positive. A clear majority of 2009 graduates (87%) reported that their main objective in attending Harper was to take coursework for transfer to another college. Nearly all of the respondents (94%) indicated that they were successful in reaching their educational objectives. In terms of academic advancement, most graduates (71%) reported being enrolled in another college or university at least part-time, and 80 percent also 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 University of Illinois at Chicago (19%). Last year, the majority of the 2008 graduates opted to attend Roosevelt University.

Graduates reported being satisfied with the instruction and services at Harper. When asked how their Harper education helped them in a variety of areas (e.g., communicating in writing, understanding scientific concepts, appreciating diversity, etc), respondents were very positive: at least 82 percent rated their experiences as “*helpful*” or “*extremely helpful*” across all items. Overall there was some decline in the positive responses given for services provided by the college by comparison to 2008 graduate response.

The great majority (91%) rated their preparation at Harper as either “*excellent*” or “*good*”. Ninety-nine percent of the graduates stated that they would recommend Harper to friends and family. Similarly, 93 percent would return to Harper for credit or continuing education courses in the future. Regarding Harper’s diversity requirement for graduation, a large majority (94%) reported that their experiences at Harper made them better able to appreciate diversity and different cultures.

As a part of the 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 was most prevalent. Many responses were related to the faculty working harder to better serve the students and meet their needs. Another standout response was that Harper College becomes a four-year school. This is an expected common since such a high rate of respondents indicated that they would return Harper to pursue educational goals.

In Summary, recent graduates of Harper’s transfer programs appear to be actively 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 are some areas of Harper College services that the 2009 graduates seem less satisfied with than those who graduated in 2008; however, most responses are positive and consistent with those of graduates from previous years.

**Appendix
Survey Instrument**

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"/>
<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"/>

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

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

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

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

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

	Excellent	Good	Average	Poor
a. Class size.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Quality of instruction.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Course content.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Fairness of grading.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Faculty teaching ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Faculty concern for students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Faculty availability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

Continue on next page

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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?.....

4. Definitely yes	<input type="checkbox"/>
3. Yes	<input type="checkbox"/>
2. No	<input type="checkbox"/>
1. Definitely no	<input type="checkbox"/>

21. What did you like best at Harper College?

22. How can the College improve in its instruction?

23. How can the College improve in its services?

Thank you for completing this survey

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