

Harper College
Results of 2010 Transfer Graduate Survey

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Executive Summary

This report presents the results of the Transfer Graduate Survey of 2010 Harper College graduates of transfer programs. Approximately 20% (n=445) of the graduates responded to the survey.

Overall, the results were positive. A clear majority of 2010 graduates (79%) reported that their main objective in attending Harper was to take coursework for transfer to another college. This is below the 87% reported by the 2009 graduates. 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 78% 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 Northern Illinois University (14%).

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 88% 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 93% of respondents gave ratings of “*good*” or “*excellent*”. Similarly, more than 60% of the respondents were satisfied Academic Advising at Harper College; more 2009 graduates (70%) indicated being satisfied. Overall there was some decline in the positive responses given for services provided by the college by comparison to 2009 graduate response.

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 2010 graduates seem less satisfied with than those who graduated in 2009. 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 2010 with transfer degrees (e.g., A.A., A.S., etc.). The survey was administered by telephone in Fall 2010, with follow-up mailings in Spring 2011.¹ 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 via telephone in the spring 2011 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 2,255 graduates in 2010, as well as the demographic characteristics of the graduates from the previous year.

Table 1. Demographic Characteristics of All Graduates

Racial/Ethnic Group	Graduates 2009		Graduates 2010	
	Number	Percent	Number	Percent
Asian/Pacific Islander	202	9%	234	10%
American Indian/Alaskan Native	2	1%	6	< 1%
African American	44	3%	90	4%
Hispanic	185	9%	239	11%
White	1474	69%	1482	66%
Other/Unknown	192	9%	204	9%
Gender				
Female	1369	64%	1458	65%
Male	759	36%	797	35%

Table 1 Continued

Age Group	Graduates 2009		Graduates 2010	
	Number	Number	Number	Percent
18 and Under	28	1%	55	2%
19 to 24	966	45%	1061	47%
25 to 40	804	38%	702	31%
Over 40	330	16%	437	19%

The number of graduates who self identified within specific ethnic groups remained consistent between both the 2009 and 2010 cohorts; with white being the overwhelming majority at 66%. Similarly, the majority (65%) of graduates were female. In terms of age, the largest proportion graduates were between 19 and 24 years old (47%).

The first question of the survey asks respondents for their main objective in attending Harper College. The following eight outlines the outcomes related data as reported by the respondents. For the purpose of comparison data, each table shows responses from both the 2009 and 2010 transfer graduates.

Table 2: Question 1 – Main Objective in Attending Harper

What was your main objective in attending Harper College?	2009 (N=310)		2010 (N=439)	
	Number	Percent	Number	Percent
Obtain skills needed for entry into new or different job	23	7.4%	47	10.7%
Improve skills needed in present job	3	1.0%	17	3.9%
Explore courses to decide on a career	5	1.6%	7	1.6%
Take coursework for transfer to another college	269	86.8%	347	79.0%
Personal interest or self-improvement	10	3.2%	21	4.8%

The large majority of respondents (79%) reported that their main objective in attending Harper was to take coursework for transfer to another college. This is lower than the 87% reported by the 2009 graduates. This is due in part to the slight increase in the number of graduates who reported that their objective was to “*obtain skills needed for entry into new or different jobs*” and “*improve skills needed in present job*”. Only 1% (n=7) reported that they were attending Harper to “*explore courses to decide on a career*”.

Table 3: Question 2 – Success in Achieving Objective

To what extent were you successful in achieving your educational objective?	2009 (N=310)		2010 (N=441)	
	Number	Percent	Number	Percent
Very successful	253	81.6%	329	74.6%
Successful	39	12.6%	91	20.6%
Somewhat successful	16	5.2%	15	3.4%
Not at all successful	2	0.6%	6	1.4%

- Nearly all respondents (94%) indicated that they were “*successful*” or “*very successful*” in achieving their educational objective.
- Less than 2% 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.	2009		2010	
	Number	Percent	Number	Percent
Ability to verbally communicate effectively' (N=299)			(N=440)	
Extremely helpful	137	45.8%	227	51.6%
Helpful	138	46.2%	185	42.0%
Not very helpful	21	7.0%	24	5.5%
Not helpful at all	3	1.0%	4	0.9%
Ability to communicate in writing effectively (N=300)			(N=440)	
Extremely helpful	134	44.7%	203	46.1%
Helpful	144	48.0%	200	45.5%
Not very helpful	19	6.3%	33	7.5%
Not helpful at all	3	1.0%	4	0.9%
Ability to understand scientific concepts (N=273)			(N=432)	
Extremely helpful	114	41.8%	175	40.5%
Helpful	136	49.8%	195	45.1%
Not very helpful	19	7.0%	54	12.5%
Not helpful at all	4	1.5%	8	1.9%
Ability to explain and apply the scientific method (N=275)			(N=432)	
Extremely helpful	113	41.1%	174	40.4%
Helpful	130	47.3%	180	41.6%
Not very helpful	24	8.7%	58	13.4%
Not helpful at all	8	2.9%	20	4.6%

Table 4: Continued

Please rate how your education at Harper College helped you in each of the following areas.	2009		2010	
	Number	Percent	Number	Percent
Ability to appreciate other points of view	(N=304)		(N=440)	
Extremely helpful	183	60.2%	288	65.5%
Helpful	106	34.9%	125	28.4%
Not very helpful	12	3.9%	24	5.5%
Not helpful at all	3	1.0%	3	0.6%
Ability to appreciate diversity and other cultures	(N=301)		(N=437)	
Extremely helpful	181	60.1%	295	67.5%
Helpful	96	31.9%	112	25.7%
Not very helpful	21	7.0%	23	5.2%
Not helpful at all	3	1.0%	7	1.6%
Ability to identify, develop, and solve quantitative problems	(N=302)		(N=437)	
Extremely helpful	129	42.7%	203	46.5%
Helpful	139	46.0%	186	42.6%
Not very helpful	29	9.6%	42	9.6%
Not helpful at all	5	1.7%	6	1.3%
Ability to use computers and technology	(N=287)		(N=430)	
Extremely helpful	139	48.4%	194	45.1%
Helpful	102	35.5%	157	36.5%
Not very helpful	31	10.8%	58	13.5%
Not helpful at all	15	5.2%	21	4.9%

- Respondents consistently rated their Harper education as being “*helpful*” or “*extremely helpful*” in developing their academic abilities. Each item was received a positive rating of at least 88 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.	2009		2010	
	Number	Percent	Number	Percent
Class Size	(N=310)		(N=442)	
Excellent	196	63.2%	298	67.4%
Good	99	31.9%	128	28.9%
Average	14	4.5%	14	3.2%
Poor	0	0%	0	0.0%
Not applicable	1	0.3%	2	0.5%
Quality of instruction	(N=310)		(N=441)	
Excellent	173	55.8%	238	53.9%
Good	118	38.1%	179	40.6%
Average	18	5.8%	20	4.6%
Poor	1	0.3%	3	0.7%
Not applicable	--	--	1	0.2%
Course content	(N=310)		(N=441)	
Excellent	152	49.0%	224	50.7%
Good	138	44.5%	194	43.9%
Average	19	6.1%	21	4.6%
Poor	1	0.3%	1	0.4%
Not applicable	--	--	1	0.4%
Fairness of grading	(N=310)		(N=441)	
Excellent	169	54.5%	268	60.7%
Good	126	40.7%	153	34.7%
Average	15	4.8%	16	3.7%
Poor	0	0%	4	0.9%
Faculty teaching ability	(N=310)		(N=441)	
Excellent	167	53.9%	251	53.9%
Good	118	38.1%	168	38.1%
Average	23	7.4%	17	7.4%
Poor	2	0.6%	5	0.6%
Faculty concern for students	(N=310)		(N=440)	
Excellent	175	56.5%	250	56.8%
Good	111	35.8%	140	31.8%
Average	22	7.1%	40	9.1%
Poor	2	0.6%	6	1.4%
Not applicable	--	--	4	0.9%
Faculty availability	(N=310)		(N=439)	
Excellent	174	56.1%	267	60.8%
Good	105	33.9%	123	28.0%
Average	25	8.1%	39	8.8%
Poor	2	0.6%	3	0.8%
Not applicable	4	1.3%	7	1.6%

- Respondents consistently rated instruction at Harper as being “*Excellent*” or “*Good*” developing their academic abilities. Each item was received a positive rating of at least 88 percent; which consistent with the reported 2009 ratings.

- Faculty teaching ability, Faculty concern for students and Faculty availability all received an “average” rating by at 9% 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		2010	
	Number	Percent	Number	Percent
Financial Aid services	(N=310)		(N=440)	
Very satisfied	69	22.3%	76	17.4%
Somewhat satisfied	23	7.4%	45	10.2%
Somewhat dissatisfied	9	2.9%	31	7.0%
Very dissatisfied	12	3.9%	29	6.6%
Did not use	197	63.5%	259	58.8%
Academic advising	(N=310)		(N=440)	
Very satisfied	158	51.0%	151	34.3%
Somewhat satisfied	76	24.5%	123	27.9%
Somewhat dissatisfied	20	6.5%	69	15.7%
Very dissatisfied	12	3.9%	40	9.1%
Did not use	44	14.2%	57	13.0%
Career planning	(N=310)		(N=437)	
Very satisfied	73	23.5%	69	15.8%
Somewhat satisfied	50	16.1%	86	19.7%
Somewhat dissatisfied	28	9.0%	55	12.6%
Very dissatisfied	8	2.6%	16	3.6%
Did not use	151	48.7%	211	48.3%
College transfer planning	(N=310)		(N=440)	
Very satisfied	94	30.2%	115	26.2%
Somewhat satisfied	62	20.0%	107	24.3%
Somewhat dissatisfied	16	5.2%	50	11.4%
Very dissatisfied	12	3.9%	26	6.0%
Did not use	126	40.6%	141	32.1%
Counseling	(N=310)		(N=439)	
Very satisfied	63	20.3%	113	25.7%
Somewhat satisfied	35	11.3%	86	19.6%
Somewhat dissatisfied	7	2.3%	51	11.6%
Very dissatisfied	6	1.9%	25	5.7%
Did not use	199	64.2%	164	37.4%
Tutoring	(N=310)		(N=438)	
Very satisfied	82	26.5%	87	19.9%
Somewhat satisfied	37	11.9%	69	15.7%
Somewhat dissatisfied	7	2.3%	28	6.4%
Very dissatisfied	4	1.3%	16	3.6%
Did not use	180	58.1%	238	54.4%

Table 6: Continued

Rate your satisfaction with each office or service listed below.	2009		2010	
	Number	Percent	Number	Percent
Library/audio visual services	(N=310)		(N=439)	
Very satisfied	176	56.8%	178	41.0%
Somewhat satisfied	55	17.7%	133	30.2%
Somewhat dissatisfied	6	1.9%	32	7.9%
Very dissatisfied	0	0.0%	4	0.0%
Did not use	73	23.5%	92	20.9%
Student activities	(N=310)		(N=438)	
Very satisfied	52	16.8%	63	14.4%
Somewhat satisfied	37	11.9%	59	13.5%
Somewhat dissatisfied	8	2.6%	33	7.5%
Very dissatisfied	1	0.3%	11	2.5%
Did not use	212	68.4%	272	62.1%
Registration procedures	(N=310)		(N=438)	
Very satisfied	205	66.1%	186	42.5%
Somewhat satisfied	73	23.5%	160	36.5%
Somewhat dissatisfied	22	7.1%	63	14.4%
Very dissatisfied	7	2.3%	23	5.3%
Did not use	3	1.0%	6	1.3%
Access for disabled on campus	(N=309)		(N=437)	
Very satisfied	76	24.6%	67	15.3%
Somewhat satisfied	21	6.8%	32	7.3%
Somewhat dissatisfied	2	0.6%	14	3.2%
Very dissatisfied	0	0%	4	1.0%
Did not use	210	68.0	320	73.2%
Availability of computers for out-of-class use	(N=309)		(N=439)	
Very satisfied	204	66.0%	204	46.5%
Somewhat satisfied	39	12.6%	105	23.9%
Somewhat dissatisfied	12	3.9%	41	9.3%
Very dissatisfied	1	0.3%	8	1.8%
Did not use	53	17.2%	81	18.5%
Career Center	(N=310)		(N=436)	
Very satisfied	76	24.5%	94	21.6%
Somewhat satisfied	37	11.9%	55	12.6%
Somewhat dissatisfied	13	4.2%	25	5.7%
Very dissatisfied	3	1.0%	8	1.8%
Did not use	181	58.4%	254	58.3%

- For five of the items in the above table, more than 50% of students indicated “*did not use*” as related to the service. Those services are Financial Aid services, Tutoring, Student activities, Access for disabled on campus and the Career center.
- With the exception of “*Counseling*”, “*Student Activities*” and “*Career Center*” all services listed above were rated noticeably lower by the 2010 graduates than the 2009 graduates.

Table 7: Question 6 – Rating Convenience of Harper Locations

Rate the convenience of the courses taken in terms of their location.	2009		2010	
	Number	Percent	Number	Percent
Harper main campus – Palatine	(N=310)		(N=440)	
Very convenient	258	83.2%	367	83.4%
Convenient	49	15.8%	66	15.0%
Not convenient	2	0.6%	5	1.1%
Not applicable	1	0.3%	2	0.5%
Northeast Center – Wheeling	(N=309)		(N=439)	
Very convenient	33	10.7%	48	10.9%
Convenient	15	4.9%	25	5.7%
Not convenient	4	1.3%	18	4.1%
Not applicable	257	83.1%	348	79.3%
WEB or Internet based – from home or office	(N=309)		(N=437)	
Very convenient	117	37.9%	200	45.8%
Convenient	31	10.0%	28	6.4%
Not convenient	8	2.6%	10	2.3%
Not applicable	153	49.5%	199	45.5%
Harper Professional Center – Schaumburg	(N=309)		(N=439)	
Very convenient	6	1.9%	22	5.0%
Convenient	3	1.1%	7	1.6%
Not convenient	2	0.6%	7	1.6%
Not applicable	298	96.4%	403	91.8%
Other	(N=309)		(N=426)	
Very convenient	4	1.3%	3	0.7%
Convenient	2	0.6%	2	0.5%
Not convenient	0	0%	2	0.5%
Not applicable	303	98.1%	419	98.3%

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 45% of the graduates surveyed indicated that Web or Internet based course were convenient. This is a bit of an increase from the 38% reported by the 2009. Additionally, the table above illustrates that approximately 80% 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 facility.

Table 8: Question 7 – Current Educational Status

Which of the following best describes your current educational status?	2009 (N=408)		2010 (N=440)	
	Number	Percent	Number	Percent
Full-time student	177	57.5%	252	57.3%
Part-time student	40	13.0%	67	15.2%
Not currently enrolled – plan to enroll at a later date	74	24.0%	75	17.0%
Not currently enrolled – no plans to enroll	17	5.5%	46	10.5%

Seventy-two percent of the respondents reported being enrolled at least part-time at another institution, with the majority (57%) enrolled full-time. An additional 17% reported that

they had plans to enroll in the future. Only a small proportion (10%) reported that they were not enrolled and had no plans to enroll in the future, but this was the double the amount of students who reported on this item in 2009.

Table 9: Question 8 – Transfer Institution

Which institution do you currently attend?	2009 (N=216)		2010 (N=320)	
	Number	Number	Number	Percent
Columbia College	5	2.3%	7	2.2%
DePaul University	8	4.0%	16	5.0%
DeVry University	3	1.4%	--	--
Illinois State University	15	5.1%	20	6.3%
Northeastern Illinois University	22	10.2%	43	13.4%
Northern Illinois University	31	14.4%	46	14.4%
Roosevelt University	25	11.6%	25	7.8%
Eastern Illinois University	3	1.4%	--	--
University of Illinois – Chicago (UIC)	10	4.6%	10	3.1%
Harper College	42	19.4%	34	10.6%
Elmhurst College	--	--	8	2.5%
University of Illinois at Urban Champaign	--	--	12	3.8%
Other	52	24.1%	99	30.9%

Among the responding Harper graduates who were currently enrolled in another institution (apart from Harper), a small majority (14%) attend Northern Illinois University. Northeastern Illinois University and University of Illinois at Chicago are also relatively common transfer destinations, with approximately 10 to 13 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?	2009 (N=3207)		2010 (N=317)	
	Number	Percent	Number	Percent
Same as my Harper major	52	25.1%	92	29.0%
Related to my Harper major	114	55.1%	158	49.9%
Entirely new area	41	19.8%	67	21.1%

When asked about their current major, the largest proportion of respondents (49%) indicated that their major was related to, but not identical to, their Harper major. Others reported that they had the same major or an entirely new field of study (29% and 21%, respectively). 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=186)		2010 (N=313)	
	Number	Percent	Number	Percent
Yes	153	82.3%	221	70.6%
No (if No, continue with question 12)	33	17.7%	92	29.4%
What was the main reason why some credits did not transfer?	(N=34)		(N=98)	
Some credits would transfer as elective only	8	23.5%	45	45.9%
Entirely new field of study at transfer institution	2	5.9%	9	9.2%
Grades were not high enough to earn transfer credits	0	0.0%	6	6.1%
Other	24	70.6%	38	38.8%

Most graduates (70%) reported that all of their Harper credits transferred to their new institution; this is significantly less than the 82% reported last year. Among those graduates who could not transfer all of their credits, the most common reason (45%) was that some credits would transfer as elective only; double the number indicated by 2009 graduates. Thirty-eight percent 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?	2009 (N=280)		2010 (N=292)	
	Number	Percent	Number	Percent
Bachelor’s Degree	143	51.1%	80	27.4%
Master’s Degree	112	40.0%	159	54.5%
Doctorate Degree	13	4.6%	44	15.0%
Professional Degree	12	4.3%	9	3.1%

- More respondents were reported aspiring to a Master’s degree (54%) than a Bachelor’s degree (27%).
- A small proportion reported aspiring to obtain a 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?	2009 (N=310)		2010 (N=439)	
	Number	Percent	Number	Percent
Yes	68	21.9%	100	22.8%
No	242	78.1%	339	77.2%
What type of courses have you taken?	(N=66)		(N=103)	
Credit courses	58	87.9%	92	89.3%
Continuing Education courses	8	12.1%	11	10.7%

- Twenty-two 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 (89%) 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?	2009 (N=4306)		2010 (N=441)	
	Number	Percent	Number	Percent
Excellent	174	56.9%	230	52.1%
Good	104	34.0%	165	37.4%
Average	27	8.8%	40	9.1%
Poor	0	0%	6	1.4%
Very poor	1	0.3%	0	0.0%

- When asked how well their Harper education prepared them for continuing their education, nearly 90 percent reported that their preparation was “*excellent*” or “*good*”, which coincides with the responses from the 2009 graduates.
- Less than 2% 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?	2009 (N=309)		2010 (N=440)	
	Number	Percent	Number	Percent
Employed full-time – 30 hours or more per week	93	30.1%	136	30.9%
Employed part-time – less than 30 hours per week	124	40.1%	160	36.4%
Full-time military service	0	0.0%	0	0.0%
Unemployed, seeking employment	28	9.1%	59	13.4%
Unemployed, not seeking employment	64	20.7%	85	19.3%
Of those unemployed and not seeking employment:	(N=151)		(N=91)	
Full-time student	44	86.2%	65	71.5%
Full-time homemaker	3	5.9%	8	8.8%
Health disability	1	2.0%	2	2.2%
Family responsibilities	2	3.9%	6	6.6%
Other	1	2.0%	10	10.9%

- The majority of respondents (76%) reported being employed at least part-time.
- Among those unemployed, 59% (85 of 144) reported that they were not seeking employment.
- Being a full-time student was the most frequently cited reason for not seeking employment (cited by 71% 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.	2009 (N=307)		2010 (N=440)	
	Number	Percent	Number	Percent
Definitely yes	114	37.1%	192	43.6%
Yes	174	56.7%	203	46.2%
No	18	5.9%	42	9.5%
Definitely no	1	0.3%	3	0.7%

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. This was a slight decline of the 94% reported in 2009.

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?	2009 (N=310)		2010 (N=439)	
	Number	Percent	Number	Percent
Definitely yes	188	60.6%	322	73.3%
Yes	119	38.4%	112	25.5%
No	3	1.0%	2	0.5%
Definitely no	0	0%	3	0.7%
Would you return to Harper for educational or personal enrichment courses in the near future?	(N=493)		(N=442)	
Definitely yes	142	45.8%	226	51.2%
Yes	147	47.4%	188	42.5%
No	19	6.1%	23	5.2%
Definitely no	2	0.6%	5	1.1%

- When asked if they would recommend Harper to friends and family, respondents were very positive: 98% 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”.

Summary

As previously illustrated, the overall results of the survey were positive. Approximately 20% (n=445) of the graduates responded to the survey. A clear majority of 2010 graduates (79%) 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 (61%) reported being enrolled in another college or university at least part-time, and 78% 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 Northern Illinois University (14%). Last year, the majority of the 2009 graduates opted to attend University of Illinois at Chicago.

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 88% 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 2009 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% 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. This is very much in line with the responses of the 2009 graduates.

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 2010 graduates seem less satisfied with than those who graduated in 2009; 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"/>
<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.....
- f. Ability to use computers and technology.....

	Not helpful at all	Not very helpful	Helpful	Extremely helpful
.....	<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"/>

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.....

	Not applicable	Poor	Average	Good	Excellent
.....	<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"/>

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.....
- f. Student activities.....
- i. Registration procedures.....
- j. Access for disabled on campus.....
- k. Availability of computers for out-of-class use.....
- l. Career Center.....

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Did not use
.....	<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"/>
.....	<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"/>

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
18. As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. On a one to four scale where one is "definitely no" and four is "definitely yes", would you recommend Harper College to your friends and family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Would you return to Harper for educational or personal enrichment courses in the near future?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. What did you like best at Harper College?

22. How can the College improve in its instruction?

23. How can the College improve in its services?

Thank you for completing this survey

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