Harper College
Results of 2006 Career Graduate Survey

Prepared by the Office of Research
Teaming to serve research needs of the College
May 31, 2007
Executive Summary

This report presents the results of the Career Graduate Survey of all 2006 Harper College graduates of career programs.

Similar to graduates in 2005, the 2006 respondents were positive. A majority of 2006 graduates (57%) reported that their main objective in attending Harper was to obtain skills needed for a new job. A clear majority of 2006 graduates (70%) have not been enrolled in another college or university since leaving Harper.

Over 85 percent of the respondents reported being employed at least part-time, with 62 percent of those respondents employed full-time. Of those not seeking employment, 51 percent stated that they were a full-time student and 24 percent indicated being a full-time homemaker. In terms of job experience, 73 percent of the employed respondents were working a job related to their Harper major, and employed graduates reported working an average of 35.58 hours per week with an average wage of $19.33 per hour.

A clear majority of respondents (79%) reported being satisfied, overall, with their jobs. About 46 percent reported finding their jobs after leaving Harper, while 31 percent were employed before enrolling at Harper. More respondents in 2006 (59%) indicated working within the Harper district than in 2005 (49%), which is a significant difference ($\chi^2=10.28$, df=2, p<.05).

Graduates in 2006 were satisfied with their educational experiences at Harper. Satisfaction levels were at least 85 percent for nearly all aspects of the major program, with satisfaction levels for information on current employment opportunities better than 76 percent. Satisfaction with general education at Harper better, as a whole, with at least 87 percent of respondents reporting satisfaction with nearly every facet (job preparation received a satisfaction level of 83%).

When respondents were asked to rate facets of Harper instruction, at least 86 percent reported being satisfied with each listed category. Over 95 percent of 2006 graduates reported that online courses at Harper and 93 percent also rated Harper’s main campus as convenient, respectively. Of the respondents that used Harper services, at least 76 percent were satisfied with the listed services, and at least 80 percent were satisfied with 11 of the 12 listed services available. Though, majorities of 2006 graduates reported that they did not use eight of the college offices and services available to them. Nearly all of the 2006 graduates would recommend Harper to their friends and family as well as return for education or personal enrichment courses (98% and 93%, respectively).

In general, recent graduates of Harper’s career programs appear to be employed, satisfied in their job experience, and satisfied with the services and instruction that Harper provides, which is a continued trend from 2004. There were significant differences between 2005 and 2006 graduates, mainly in regards to place of employment and various aspects of services and instruction at Harper, which is discussed further within in the Results section.
Introduction

The Harper College Career Graduate Survey is conducted via mail during the fall 2006 semester with Harper alumni who graduated in fiscal year 2006 with A.A.S. degrees and various career program certificates. The questions on the survey are largely based on the Occupational Follow-Up Survey, which is required by ICCB for career programs under review. For graduates that did not return the mailed survey, the Career Graduate Survey was conducted via telephone in March and April 2007. For the Career Graduate Survey, 1,113 Harper graduates from career programs were surveyed and 627 completed surveys were received, for a response rate of 56 percent.

The report is organized into three sections: Executive Summary, Introduction, and Results and Discussion. The Executive Summary highlights results of interest. The Introduction provides an overview of the process, including response rate and the organization of the report. The Results and Discussion Section provides tabular results of responses from Harper career graduates. Appendix A presents a copy of the survey instrument and verbatim responses to open-ended questions.

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

Results and Discussion

Table 1 presents the demographic characteristics (racial/ethnic group, gender, and age group) for all 1,113 career graduates in 2006, as well as the demographic characteristics of the 627 survey respondents.

Table 1: Demographic Characteristics of Graduates and Survey Respondents

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>Graduates</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>145</td>
<td>13.0%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>3</td>
<td>0.3%</td>
</tr>
<tr>
<td>African American</td>
<td>43</td>
<td>3.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>83</td>
<td>7.5%</td>
</tr>
<tr>
<td>White</td>
<td>754</td>
<td>67.7%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>85</td>
<td>7.6%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>805</td>
<td>72.3%</td>
</tr>
<tr>
<td>Male</td>
<td>308</td>
<td>27.7%</td>
</tr>
</tbody>
</table>

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.
Table 1: Continued

| Age Group   | Graduates | | | Respondents | | |
|-------------|-----------|---|---|-------------|---|
|             | Number    | Percent | | Number      | Percent |
| 18 and Under| 13        | 1.7%     | | 10          | 1.6%    |
| 19 to 24    | 281       | 25.2%    | | 147         | 23.4%   |
| 25 to 40    | 490       | 44.0%    | | 273         | 43.5%   |
| Over 40     | 329       | 29.6%    | | 198         | 31.5%   |

The proportion of respondents and graduates overall were similar among the main demographics (i.e., ethnicity, gender, and age). A majority of respondents and graduates were White (71% and 68%, respectively), while 12 percent of respondents and 13 percent of graduates were Asian. Also, a majority of respondents and graduates were female (73% and 72%, respectively), whereas 27 percent of respondents and 28 percent of graduates were male. The most respondents and graduates were between 25 and 40 years old (44 percent, respectively), while 32 percent of respondents and 30 percent of graduates were over 40 years old, and 23 percent of respondents and 25 percent of graduates were between 19 and 24 years old.

The first question of the survey asks respondents for their main objective in attending Harper College. The next eight questions ask respondents to report on their outcomes: current employment status, current educational status, hourly pay, job satisfaction, etc. Questions 10, 11, and 14 ask respondents to report on their satisfaction with their experience at Harper: coursework in their major field of study, coursework outside their major field, and Harper’s support services. Questions 12 and 13 ask respondents to report on the instruction and convenience of Harper’s various locations, respectively. Question 15, which is new to the graduate survey, asks about the respondents’ appreciation for diversity and varying cultures and Harper. Questions 16 and 17 ask respondents to report on their recommendation of Harper to others and a possible return to Harper.

Table 2: Question 1 – Main Objective in Attending Harper

| What was your main objective in attaining Harper College? | 2005 (N=359) | | | 2006 (N=621) | | |
|----------------------------------------------------------|-------------|---|---|-------------|---|
|                                                          | Number      | Percent | | Number      | Percent |
| Obtain skills needed for entry into new or different job  | 178         | 49.6%    | | 352         | 56.7%   |
| Improve skills needed in present job                      | 59          | 16.4%    | | 73          | 11.8%   |
| Explore courses to decide on a career                     | 34          | 9.5%     | | 51          | 8.2%    |
| Take coursework for transfer to another college            | 48          | 13.4%    | | 87          | 14.0%   |
| Personal interest or self-improvement                      | 40          | 11.1%    | | 58          | 9.3%    |

a Responses were significantly different based on age group \( \chi^2=79.88, df=12, p<.05 \).
b Responses were significantly different based on gender \( \chi^2=20.30, df=4, p<.05 \).

A majority of respondents indicated that their main objective at Harper was to obtain skills needed for entry into a new job (57%), while 14 percent reported that they were taking coursework in order to transfer and 12 percent reported that they were attending Harper to improve skills needed in their present jobs. Older respondents \( \chi^2=79.88, df=12, p<.05 \) and
female respondents \((\chi^2=20.30, \text{ df}=4, p<.05)\) were more likely to report that their main objective at Harper was to obtain skills needed for new or different jobs.

### Table 3: Question 2 – Educational Status

<table>
<thead>
<tr>
<th>What is your educational status?</th>
<th>2005 (N=359)</th>
<th>2006 (N=622)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Percent</td>
<td>Numbera</td>
</tr>
<tr>
<td>Have not been enrolled in a college/university since leaving Harper</td>
<td>239</td>
<td>66.6%</td>
</tr>
<tr>
<td>Have been enrolled in another college/university since leaving this college but not currently enrolled</td>
<td>23</td>
<td>6.4%</td>
</tr>
<tr>
<td>Currently enrolled in a field of study related to previous community college program</td>
<td>80</td>
<td>22.3%</td>
</tr>
<tr>
<td>Currently enrolled in a field of study unrelated to previous community college program</td>
<td>17</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

\(^a\) Responses were significantly different based on age group \((\chi^2=40.14, \text{ df}=9, p<.05)\).

A clear majority of respondents (70%) indicated that they have not been enrolled in another college since leaving Harper, while 20 percent reported that they are currently enrolled in a field related to their previous program at Harper. Older respondents were more likely to indicate that they have not been enrolled in another college since leaving Harper \((\chi^2=40.14, \text{ df}=9, p<.05)\).

### Table 4: Question 3 – Employment Status

<table>
<thead>
<tr>
<th>What is your present employment status?</th>
<th>2005 (N=364)</th>
<th>2006 (N=625)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>%</td>
<td>Numbera, b</td>
</tr>
<tr>
<td>Employed full-time – 30 hours or more per week</td>
<td>236</td>
<td>64.8%</td>
</tr>
<tr>
<td>Employed part-time – less than 30 hours per week</td>
<td>74</td>
<td>20.3%</td>
</tr>
<tr>
<td>Full-time military service</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unemployed, seeking employment</td>
<td>31</td>
<td>8.5%</td>
</tr>
<tr>
<td>Unemployed, not seeking employment</td>
<td>23</td>
<td>6.3%</td>
</tr>
<tr>
<td>Of those unemployed and not seeking employment:</td>
<td>(N=27)</td>
<td>(N=59)</td>
</tr>
<tr>
<td>Full-time student</td>
<td>9</td>
<td>33.3%</td>
</tr>
<tr>
<td>Full-time homemaker</td>
<td>4</td>
<td>14.8%</td>
</tr>
<tr>
<td>Health disability</td>
<td>1</td>
<td>3.7%</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>5</td>
<td>18.5%</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>29.6%</td>
</tr>
</tbody>
</table>

\(^a\) Responses were significantly different based on age group \((\chi^2=37.50, \text{ df}=12, p<.05)\).

\(^b\) Responses were significantly different based on gender \((\chi^2=11.09, \text{ df}=4, p<.05)\).

Most respondents (85%) reported being employed at least part-time, with 62 percent having full-time jobs. Of the respondents that indicated being unemployed and not seeking employment (9%), 51 percent stated being full-time students while 24 percent were full-time homemakers and 12 percent indicated “Other”. Of the seven respondents that indicated “Other”,...
four were retired. Older respondents ($\chi^2=37.50$, df=12, $p<.05$) and male respondents ($\chi^2=11.09$, df=4, $p<.05$) were more likely to report being employed full-time.

If respondents were employed, they were asked to complete questions 4 through 9. Respondents who were not currently employed were asked to go to question 10. Tables 5 through 9 report results for the employed respondents only.

Table 5: Question 4 and 4-1 – Relationship of Current Job to College Program

<table>
<thead>
<tr>
<th>How closely is your present job related to your former community college program?</th>
<th>2005 (N=310)</th>
<th>2006 (N=539)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Related</td>
<td>224</td>
<td>72.3%</td>
</tr>
<tr>
<td>Not related (please mark the one best reason why)</td>
<td>86</td>
<td>27.7%</td>
</tr>
<tr>
<td>Of those present jobs not related:</td>
<td>(N=83)</td>
<td>(N=138)</td>
</tr>
<tr>
<td>Preferred to work in another field</td>
<td>10</td>
<td>12.0%</td>
</tr>
<tr>
<td>Found better paying job in another field</td>
<td>10</td>
<td>12.0%</td>
</tr>
<tr>
<td>Could not find a job in my field of preparation</td>
<td>23</td>
<td>27.7%</td>
</tr>
<tr>
<td>Worked previously in my field of preparation, but changed</td>
<td>2</td>
<td>2.4%</td>
</tr>
<tr>
<td>Preferred not to move to new locality</td>
<td>3</td>
<td>3.6%</td>
</tr>
<tr>
<td>Temporary job while in transition – either in college, between jobs, or summer employment</td>
<td>19</td>
<td>22.9%</td>
</tr>
<tr>
<td>Took job in order to get preferred working hours</td>
<td>2</td>
<td>2.4%</td>
</tr>
<tr>
<td>Did not complete program or pass licensing test to be eligible to work in my field</td>
<td>2</td>
<td>2.4%</td>
</tr>
<tr>
<td>Health problems prevented me from working in my field of preparation</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

a Responses were significantly different based on age group ($\chi^2=15.49$, df=3, $p<.05$).
b Responses were significantly different based on gender ($\chi^2=20.54$, df=1, $p<.05$).

A clear majority of respondents (73%) reported that their present job was related to their former program at Harper. Of the respondents that indicated that their jobs were not related, 27 percent reported that they had a temporary job while in transition, 21 percent could not find a job in their field, 20 percent preferred to work in another field, and 15 percent indicated “Other”. Of the 20 respondents that indicated “Other”, 6 reported that they already had a job before starting at Harper. Older respondents ($\chi^2=15.49$, df=3, $p<.05$) and female respondents ($\chi^2=20.54$, df=1, $p<.05$) were more likely to report that their jobs related to their former program at Harper.
Table 6: Hours Worked and Salary

<table>
<thead>
<tr>
<th>Question Text</th>
<th>2005</th>
<th></th>
<th></th>
<th>2006</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5. On the average, how many hours do you work each week? Do not include overtime hours.</td>
<td>307</td>
<td>36.57</td>
<td>10.10</td>
<td>530</td>
<td>35.58</td>
<td>10.14</td>
</tr>
<tr>
<td>Q6. What is your present hourly salary before deductions? Include commission but not overtime pay.</td>
<td>233</td>
<td>$19.65</td>
<td>$10.58</td>
<td>411</td>
<td>$19.33</td>
<td>$10.69</td>
</tr>
</tbody>
</table>

* Responses were significantly different by age group (F=8.80, df=3, p<.05).
* Responses were significantly different by gender (F=25.15, df=1, p<.05).
* Responses were significantly different by age group (F=12.77, df=3, p<.05).

The mean hours worked per week for Harper graduates was 35.58 and Harper graduates were earning an average hourly salary of $19.33. Male graduates in 2006 were more likely to work more hours per week on average (39.20 hours per week for males compared to 34.36 hours per week for female graduates; F=25.15, df=1, p<.05). Also, older graduates in 2006 were more likely to work more hours per week (36.29 hours for graduates 25 to 40 years old compared to 32.71 for graduates 19 to 24 years old; F=8.80, df=3, p<.05) and more likely to have a higher average hourly salary ($20.25 compared to $15.66 for the same age groups, respectively; F=12.77, df=3, p<.05).

Table 7: Question 7 – Job Satisfaction

<table>
<thead>
<tr>
<th>In general, how satisfied are you with your present job?</th>
<th>2005 (N=311)</th>
<th></th>
<th>2006 (N=534)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>149</td>
<td>47.9%</td>
<td>244</td>
<td>45.7%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>124</td>
<td>39.9%</td>
<td>207</td>
<td>33.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>22</td>
<td>7.1%</td>
<td>42</td>
<td>7.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>16</td>
<td>5.1%</td>
<td>41</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

Respondents reported a high level of job satisfaction with 79 percent satisfied to some degree with their employment.

Table 8: Question 8 – Time in Present Job

<table>
<thead>
<tr>
<th>When did you being working in your present job?</th>
<th>2005 (N=310)</th>
<th></th>
<th>2006 (N=533)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Before entering the college program</td>
<td>81</td>
<td>26.1%</td>
<td>167</td>
<td>31.3%</td>
</tr>
<tr>
<td>While enrolled in the college program</td>
<td>87</td>
<td>28.1%</td>
<td>123</td>
<td>23.1%</td>
</tr>
<tr>
<td>After leaving the college program</td>
<td>142</td>
<td>45.8%</td>
<td>243</td>
<td>45.6%</td>
</tr>
</tbody>
</table>

* Responses were significantly different based on gender ($\chi^2=11.73, df=2, p<.05$).

Nearly half of Harper graduates (46%) reported finding their job after leaving Harper, whereas 31 percent began working before enrolling in their program and 23 percent indicated starting their job while enrolled in a Harper program. Female respondents were more likely to find their job after leaving Harper ($\chi^2=11.73, df=2, p<.05$).
Table 9: Question 9 – Location of Employment

<table>
<thead>
<tr>
<th>Where is the location of your primary place of employment?</th>
<th>2005 (N=311)</th>
<th>2006 (N=527)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Within Harper College district</td>
<td>151</td>
<td>48.6%</td>
</tr>
<tr>
<td>Outside Harper College district, but in Illinois</td>
<td>147</td>
<td>47.3%</td>
</tr>
<tr>
<td>Outside Illinois</td>
<td>13</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

* Responses of 2005 and 2006 graduates were significantly different ($\chi^2=10.28$, df=2, p<.05).

A majority of respondents (59%) indicated that they are employed within the Harper district, while 38 percent indicated being employed outside Harper’s district though in Illinois. Graduates in 2006 were more likely than 2005 graduates to indicate that they work within the Harper district ($\chi^2=10.28$, df=2, p<.05).

Table 10: Question 10 – Satisfaction with Major Program of Study

<table>
<thead>
<tr>
<th>Rate your satisfaction with the following items as they pertain to skill courses in your major program of study.</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Content of courses in your program*a,b</td>
<td>(N=361)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>215</td>
<td>59.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>127</td>
<td>35.2%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>13</td>
<td>3.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>6</td>
<td>1.7%</td>
</tr>
<tr>
<td>Lectures, lab experiences, and group and individual projects*c</td>
<td>(N=357)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>194</td>
<td>54.3%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>137</td>
<td>38.4%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>19</td>
<td>5.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7</td>
<td>2.0%</td>
</tr>
<tr>
<td>Equipment, facilities, and materials*d,e</td>
<td>(N=356)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>205</td>
<td>57.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>110</td>
<td>30.9%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>26</td>
<td>7.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>15</td>
<td>4.2%</td>
</tr>
<tr>
<td>Job preparation*f</td>
<td>(N=346)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>146</td>
<td>42.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>131</td>
<td>37.9%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>49</td>
<td>14.2%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>20</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

*a Responses of 2005 and 2006 graduates were significantly different ($\chi^2=11.19$, df=3, p<.05).
*b Responses were significantly different based on racial/ethnic group ($\chi^2=28.76$, df=15, p<.05).
*c Responses were significantly different based on racial/ethnic group ($\chi^2=29.78$, df=15, p<.05).
*d Responses of 2005 and 2006 graduates were significantly different ($\chi^2=14.37$, df=3, p<.05).
*e Responses were significantly different based on racial/ethnic group ($\chi^2=31.93$, df=15, p<.05).
*f Responses of 2005 and 2006 graduates were significantly different ($\chi^2=9.46$, df=3, p<.05).
Table 10: Continued

<table>
<thead>
<tr>
<th>Rate your satisfaction with the following items as they pertain to skill courses in your major program of study.</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Preparation for further education&lt;sup&gt;g&lt;/sup&gt;</td>
<td>(N=339)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>170</td>
<td>50.1%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>121</td>
<td>35.7%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>30</td>
<td>8.8%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>18</td>
<td>5.3%</td>
</tr>
<tr>
<td>Information on current employment opportunities and trends</td>
<td>(N=344)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>122</td>
<td>35.5%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>124</td>
<td>36.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>63</td>
<td>18.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>35</td>
<td>10.2%</td>
</tr>
<tr>
<td>Overall, how satisfied are you that your program provided you with the skills for your job?&lt;sup&gt;h,i&lt;/sup&gt;</td>
<td>(N=348)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>185</td>
<td>53.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>128</td>
<td>36.8%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>28</td>
<td>8.0%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

<sup>g</sup> Responses were significantly different based on racial/ethnic group ($\chi^2=25.49, df=15, p<.05$).

<sup>h</sup> Responses of 2005 and 2006 graduates were significantly different ($\chi^2=8.93, df=3, p<.05$).

<sup>i</sup> Responses were significantly different based on racial/ethnic group ($\chi^2=25.16, df=15, p<.05$).

At least 76 percent of the respondents were satisfied with all categories involving their major program of study; 94 percent were satisfied with the content of program courses, 93 percent were satisfied with lectures and course projects, and 92 percent were satisfied with Harper equipment and facilities. Overall, 92 percent were satisfied that their program provided them with skills for their job.

Graduates in 2006 were more likely than 2005 graduates to be “very satisfied” with the content of program courses ($\chi^2=11.19, df=3, p<.05$), Harper equipment and facilities ($\chi^2=14.37, df=3, p<.05$), job preparation within their major ($\chi^2=9.46, df=3, p<.05$), and their program overall in providing skills for their jobs ($\chi^2=8.93, df=3, p<.05$). Hispanic and “Other” ethnic respondents were more likely than Black respondents to be “very satisfied” with the content of program courses ($\chi^2=28.76, df=15, p<.05$). Black and “Other” ethnic respondents were more likely than Asian and Hispanic respondents to be “very satisfied” with lectures and class projects ($\chi^2=29.78, df=15, p<.05$). White and “Other” ethnic respondents were more likely than Black and Asian respondents to be “very satisfied” with Harper equipment and facilities ($\chi^2=31.93, df=15, p<.05$). Black respondents were more likely than Asian and Hispanic respondents to be “very satisfied” with preparation for further education ($\chi^2=25.49, df=15, p<.05$). White respondents were more likely than Asian, Black, and “Other” ethnic respondents to be “very satisfied” that their program, overall, provided them with skills for their jobs ($\chi^2=25.16, df=15, p<.05$).
Table 11: Question 11 – Satisfaction with General Education

<table>
<thead>
<tr>
<th>Rate your satisfaction with the following items as they pertain to skill courses outside your major program of study.</th>
<th>2005</th>
<th></th>
<th>2006</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Content of courses outside your program</td>
<td>(N=215)</td>
<td>(N=305)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>95</td>
<td>44.2%</td>
<td>144</td>
<td>47.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>99</td>
<td>46.0%</td>
<td>141</td>
<td>46.2%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>13</td>
<td>6.0%</td>
<td>11</td>
<td>3.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>8</td>
<td>3.7%</td>
<td>9</td>
<td>3.0%</td>
</tr>
<tr>
<td>Lectures, lab experiences, and group and individual projects</td>
<td>(N=215)</td>
<td>(N=303)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>92</td>
<td>42.8%</td>
<td>140</td>
<td>46.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>104</td>
<td>48.4%</td>
<td>136</td>
<td>44.9%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>12</td>
<td>5.6%</td>
<td>17</td>
<td>5.6%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7</td>
<td>3.3%</td>
<td>10</td>
<td>3.3%</td>
</tr>
<tr>
<td>Equipment, facilities, and materials</td>
<td>(N=215)</td>
<td>(N=303)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>102</td>
<td>47.4%</td>
<td>168</td>
<td>55.4%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>91</td>
<td>42.3%</td>
<td>111</td>
<td>36.6%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>15</td>
<td>7.0%</td>
<td>13</td>
<td>4.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7</td>
<td>3.3%</td>
<td>11</td>
<td>3.6%</td>
</tr>
<tr>
<td>Job preparationa</td>
<td>(N=209)</td>
<td>(N=293)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>66</td>
<td>31.6%</td>
<td>119</td>
<td>40.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>94</td>
<td>45.0%</td>
<td>125</td>
<td>42.7%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>29</td>
<td>13.9%</td>
<td>33</td>
<td>11.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>20</td>
<td>9.6%</td>
<td>16</td>
<td>5.5%</td>
</tr>
<tr>
<td>Preparation for further educationb</td>
<td>(N=210)</td>
<td>(N=297)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>82</td>
<td>39.0%</td>
<td>150</td>
<td>50.5%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>104</td>
<td>49.5%</td>
<td>110</td>
<td>37.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>17</td>
<td>8.1%</td>
<td>27</td>
<td>9.1%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7</td>
<td>3.3%</td>
<td>10</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

a Responses were significantly different based on gender \( (\chi^2=10.43, \text{df}=3, p<.05). \)

b Responses of 2005 and 2006 graduates were significantly different \( (\chi^2=8.21, \text{df}=3, p<.05). \)

At least 83 percent of the respondents were satisfied with all categories involving courses outside their major program; 93 percent were satisfied with the content of courses outside their program, 92 percent were satisfied Harper equipment and facilities, and 91 percent were satisfied with lectures and course projects. Female respondents were more likely to be satisfied with job preparation within these courses \( (\chi^2=10.43, \text{df}=3, p<.05). \) Graduates in 2006 were more likely than 2005 graduates to be “very satisfied” with preparation for further education from these courses \( (\chi^2=8.21, \text{df}=3, p<.05). \)
Table 12: Question 12 – Rating Harper Instruction

<table>
<thead>
<tr>
<th>Rate the instruction at Harper College.</th>
<th>2005</th>
<th></th>
<th>2006</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Class Sizea (N=354)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>169</td>
<td>47.7%</td>
<td>363</td>
<td>58.9%</td>
</tr>
<tr>
<td>Good</td>
<td>135</td>
<td>38.1%</td>
<td>194</td>
<td>31.5%</td>
</tr>
<tr>
<td>Average</td>
<td>43</td>
<td>12.1%</td>
<td>51</td>
<td>8.3%</td>
</tr>
<tr>
<td>Poor</td>
<td>7</td>
<td>2.0%</td>
<td>8</td>
<td>1.3%</td>
</tr>
<tr>
<td>Quality of instructionb (N=357)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>165</td>
<td>46.2%</td>
<td>315</td>
<td>50.8%</td>
</tr>
<tr>
<td>Good</td>
<td>143</td>
<td>40.1%</td>
<td>246</td>
<td>39.7%</td>
</tr>
<tr>
<td>Average</td>
<td>43</td>
<td>12.0%</td>
<td>48</td>
<td>7.7%</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>1.7%</td>
<td>11</td>
<td>1.8%</td>
</tr>
<tr>
<td>Course content (N=358)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>156</td>
<td>43.6%</td>
<td>322</td>
<td>51.7%</td>
</tr>
<tr>
<td>Good</td>
<td>165</td>
<td>46.1%</td>
<td>242</td>
<td>38.8%</td>
</tr>
<tr>
<td>Average</td>
<td>32</td>
<td>8.9%</td>
<td>50</td>
<td>8.0%</td>
</tr>
<tr>
<td>Poor</td>
<td>5</td>
<td>1.4%</td>
<td>9</td>
<td>1.4%</td>
</tr>
<tr>
<td>Fairness of grading (N=355)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>172</td>
<td>48.5%</td>
<td>329</td>
<td>53.2%</td>
</tr>
<tr>
<td>Good</td>
<td>124</td>
<td>34.9%</td>
<td>214</td>
<td>34.6%</td>
</tr>
<tr>
<td>Average</td>
<td>48</td>
<td>13.5%</td>
<td>68</td>
<td>11.0%</td>
</tr>
<tr>
<td>Poor</td>
<td>11</td>
<td>3.1%</td>
<td>8</td>
<td>1.3%</td>
</tr>
<tr>
<td>Faculty teaching abilityc (N=355)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>168</td>
<td>47.3%</td>
<td>341</td>
<td>54.9%</td>
</tr>
<tr>
<td>Good</td>
<td>136</td>
<td>38.3%</td>
<td>221</td>
<td>35.6%</td>
</tr>
<tr>
<td>Average</td>
<td>44</td>
<td>12.4%</td>
<td>49</td>
<td>7.9%</td>
</tr>
<tr>
<td>Poor</td>
<td>7</td>
<td>2.0%</td>
<td>10</td>
<td>1.6%</td>
</tr>
<tr>
<td>Faculty concern for studentsd (N=351)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>157</td>
<td>44.7%</td>
<td>337</td>
<td>54.5%</td>
</tr>
<tr>
<td>Good</td>
<td>129</td>
<td>36.8%</td>
<td>195</td>
<td>31.6%</td>
</tr>
<tr>
<td>Average</td>
<td>55</td>
<td>15.7%</td>
<td>58</td>
<td>9.4%</td>
</tr>
<tr>
<td>Poor</td>
<td>10</td>
<td>2.8%</td>
<td>28</td>
<td>4.5%</td>
</tr>
<tr>
<td>Faculty availability (N=354)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>165</td>
<td>46.6%</td>
<td>342</td>
<td>55.2%</td>
</tr>
<tr>
<td>Good</td>
<td>130</td>
<td>36.7%</td>
<td>193</td>
<td>31.1%</td>
</tr>
<tr>
<td>Average</td>
<td>51</td>
<td>14.4%</td>
<td>71</td>
<td>11.5%</td>
</tr>
<tr>
<td>Poor</td>
<td>8</td>
<td>2.3%</td>
<td>14</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

a Responses of 2005 and 2006 graduates were significantly different ($\chi^2=12.20$, df=3, $p<.05$).

b Responses were significantly different based on gender ($\chi^2=8.09$, df=3, $p<.05$).

c Responses of 2005 and 2006 graduates were significantly different ($\chi^2=7.93$, df=3, $p<.05$).

d Responses of 2005 and 2006 graduates were significantly different ($\chi^2=15.22$, df=3, $p<.05$).

At least 86 percent of respondents reported positive ratings toward all facets of instruction at Harper; 91 percent were satisfied with the teaching ability of faculty, course content, and the quality of instruction and 90 percent were satisfied with class size. Graduates in 2006 were more likely to rate class size ($\chi^2=12.20$, df=3, $p<.05$), faculty teaching ability ($\chi^2=7.93$, df=3, $p<.05$), and concern of faculty for students ($\chi^2=15.22$, df=3, $p<.05$) “excellent”. Male respondents were more likely to indicate quality of instruction as “excellent” ($\chi^2=8.09$, df=3, $p<.05$).
Table 13: Question 13 – Rating Course Convenience of Harper Locations

<table>
<thead>
<tr>
<th>Rate the location of the courses taken in terms of convenience.</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Harper main campus – Palatine</td>
<td>(N=358)</td>
<td></td>
</tr>
<tr>
<td>Very convenient</td>
<td>234</td>
<td>65.4%</td>
</tr>
<tr>
<td>Convenient</td>
<td>99</td>
<td>27.7%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>25</td>
<td>7.0%</td>
</tr>
<tr>
<td>Northeast Center – Wheeling</td>
<td>(N=74)</td>
<td></td>
</tr>
<tr>
<td>Very Convenient</td>
<td>28</td>
<td>37.8%</td>
</tr>
<tr>
<td>Convenient</td>
<td>20</td>
<td>27.0%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>26</td>
<td>35.1%</td>
</tr>
<tr>
<td>WEB or Internet based – from home or office</td>
<td>(N=93)</td>
<td></td>
</tr>
<tr>
<td>Very convenient</td>
<td>67</td>
<td>72.0%</td>
</tr>
<tr>
<td>Convenient</td>
<td>20</td>
<td>21.5%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>6</td>
<td>6.5%</td>
</tr>
<tr>
<td>Harper Professional Center – Schaumburg¹</td>
<td>(N=46)</td>
<td></td>
</tr>
<tr>
<td>Very convenient</td>
<td>17</td>
<td>37.0%</td>
</tr>
<tr>
<td>Convenient</td>
<td>19</td>
<td>41.3%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>10</td>
<td>21.7%</td>
</tr>
<tr>
<td>Other</td>
<td>(N=25)</td>
<td></td>
</tr>
<tr>
<td>Very convenient</td>
<td>11</td>
<td>44.0%</td>
</tr>
<tr>
<td>Convenient</td>
<td>9</td>
<td>36.0%</td>
</tr>
<tr>
<td>Not convenient</td>
<td>5</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

¹ Responses of 2005 and 2006 graduates were significantly different ($\chi^2=6.69$, df=2, p<.05).

At least 78 percent of respondents reported the specific locations above as convenient or better; 96 percent rated off-campus Internet courses as convenient or better, 95 percent rated the Harper main campus as convenient or better, and 92 percent rated the Harper Professional Center (HPC) in Schaumburg as convenient or better. Of the 21 respondents that indicated “Other” as convenient or not, 5 stated high schools in the Harper district, 4 indicated other community colleges in the Chicagoland area, and 3 stated clinical sites and hospital within the Harper district. Graduates in 2006 were more likely than 2005 graduates to rate the HPC as convenient or better ($\chi^2=6.69$, df=2, p<.05).

Table 14: Question 14 – Satisfaction with College Services

<table>
<thead>
<tr>
<th>Rate your satisfaction with each office or service listed below.</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Financial Aid services</td>
<td>(N=95)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>49</td>
<td>51.6%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>30</td>
<td>31.6%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>7</td>
<td>7.4%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>9</td>
<td>9.5%</td>
</tr>
<tr>
<td>Did not use</td>
<td>261</td>
<td>5.9%</td>
</tr>
</tbody>
</table>
Table 14: Continued  
Rate your satisfaction with each office or service listed below.  

<table>
<thead>
<tr>
<th>Service</th>
<th>2005 Number</th>
<th>2006 Number</th>
<th>2005 Percent</th>
<th>2006 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising (N=228)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>103</td>
<td>162</td>
<td>45.2%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>80</td>
<td>107</td>
<td>35.1%</td>
<td>32.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>31</td>
<td>39</td>
<td>13.6%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>14</td>
<td>26</td>
<td>6.1%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Did not use</td>
<td>128</td>
<td>287</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career planning (N=155)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>56</td>
<td>114</td>
<td>36.1%</td>
<td>47.3%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>60</td>
<td>85</td>
<td>38.7%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>28</td>
<td>21</td>
<td>18.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>11</td>
<td>21</td>
<td>7.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Did not use</td>
<td>198</td>
<td>380</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College transfer planning (N=101)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>38</td>
<td>77</td>
<td>37.6%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>44</td>
<td>52</td>
<td>43.6%</td>
<td>32.5%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>10</td>
<td>18</td>
<td>9.9%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>9</td>
<td>13</td>
<td>8.9%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Did not use</td>
<td>254</td>
<td>458</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling (N=143)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>57</td>
<td>109</td>
<td>39.9%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>56</td>
<td>73</td>
<td>39.2%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>26</td>
<td>24</td>
<td>18.2%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>4</td>
<td>17</td>
<td>2.8%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Did not use</td>
<td>214</td>
<td>398</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring (N=106)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>42</td>
<td>118</td>
<td>39.6%</td>
<td>60.8%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>45</td>
<td>52</td>
<td>42.5%</td>
<td>26.8%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>15</td>
<td>13</td>
<td>14.2%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>4</td>
<td>11</td>
<td>3.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Did not use</td>
<td>250</td>
<td>423</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/audio visual services (N=271)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>157</td>
<td>282</td>
<td>57.9%</td>
<td>64.5%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>96</td>
<td>131</td>
<td>35.4%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>17</td>
<td>17</td>
<td>6.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>1</td>
<td>7</td>
<td>0.4%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Did not use</td>
<td>85</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student activities (N=104)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>42</td>
<td>74</td>
<td>40.4%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>48</td>
<td>68</td>
<td>46.2%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>11</td>
<td>11</td>
<td>10.6%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>3</td>
<td>7</td>
<td>2.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Did not use</td>
<td>249</td>
<td>456</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Responses of 2005 and 2006 graduates were significantly different ($\chi^2=10.02$, df=3, p<.05).

b Responses of 2005 and 2006 graduates were significantly different ($\chi^2=9.63$, df=3, p<.05).

c Responses of 2005 and 2006 graduates were significantly different ($\chi^2=15.54$, df=3, p<.05).
Table 14: Continued

<table>
<thead>
<tr>
<th>Rate your satisfaction with each office or service listed below.</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Registration procedures</td>
<td>(N=341)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>185</td>
<td>54.3%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>124</td>
<td>36.4%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>27</td>
<td>7.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>5</td>
<td>1.5%</td>
</tr>
<tr>
<td>Did not use</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Access for disabled on campus</td>
<td>(N=70)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>44</td>
<td>62.9%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>19</td>
<td>27.1%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>5</td>
<td>7.1%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>2</td>
<td>2.9%</td>
</tr>
<tr>
<td>Did not use</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td>Availability of computers for out-of-class use</td>
<td>(N=242)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>148</td>
<td>61.2%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>66</td>
<td>27.3%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>24</td>
<td>9.9%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>4</td>
<td>1.7%</td>
</tr>
<tr>
<td>Did not use</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>Career Center</td>
<td>(N=141)</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>66</td>
<td>46.8%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>57</td>
<td>40.4%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>10</td>
<td>7.1%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>8</td>
<td>5.7%</td>
</tr>
<tr>
<td>Did not use</td>
<td>208</td>
<td></td>
</tr>
</tbody>
</table>

At least 76 percent of the respondents that used Harper student services were satisfied with all of the listed services above; 95 percent were satisfied with library/AV services, 94 were satisfied with access for the disabled on campus, 92 percent were satisfied with the availability of computers for out-of-class use, 91 percent were satisfied with registration procedures, 89 percent were satisfied with student activities, 88 percent were satisfied with tutoring, and 87 percent were satisfied with the Career Center. Graduates in 2006 were more likely than 2005 graduates to be “very satisfied” with career planning ($\chi^2=10.02$, df=3, p<.05), counseling services ($\chi^2=9.63$, df=3, p<.05), and tutoring ($\chi^2=15.54$, df=3, p<.05) at Harper.

Table 15: Question 15 – Diversity at Harper

<table>
<thead>
<tr>
<th>As a result of my experiences at Harper, I have a better appreciation for diversity and different cultures and values?</th>
<th>2006 (N=625)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>189</td>
</tr>
<tr>
<td>Yes</td>
<td>286</td>
</tr>
<tr>
<td>No</td>
<td>133</td>
</tr>
<tr>
<td>Definitely no</td>
<td>10</td>
</tr>
</tbody>
</table>

Prepared by the Office of Research 13 May 31, 2007
A clear majority of respondents (77%) indicated that they had a better appreciation for diversity and different cultures as a result of their experiences at Harper.

Table 16: Question 16 – Student Recommendation of Harper

<table>
<thead>
<tr>
<th>Would you recommend Harper College to your friends and family?</th>
<th>2005 (N=363)</th>
<th>2006 (N=625)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>282</td>
<td>77.7%</td>
</tr>
<tr>
<td>Yes</td>
<td>75</td>
<td>20.7%</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>1.7%</td>
</tr>
<tr>
<td>Definitely no</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

\(^a\) Responses of 2005 and 2006 graduates were significantly different \((\chi^2=10.43, \text{df}=3, p<.05)\).

Over 97 percent of Harper graduates would recommend Harper to their friends and family, though 2006 graduates were less likely than 2005 graduates to indicate that they would “definitely” recommend Harper to friends and family \((\chi^2=10.43, \text{df}=3, p<.05)\).

Table 17: Question 17 – Future Educational Plans at Harper

<table>
<thead>
<tr>
<th>Would you return to Harper for educational or personal enrichment courses in the near future?</th>
<th>2005 (N=362)</th>
<th>2006 (N=623)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>243</td>
<td>67.1%</td>
</tr>
<tr>
<td>Yes</td>
<td>92</td>
<td>25.4%</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>6.9%</td>
</tr>
<tr>
<td>Definitely no</td>
<td>2</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Over 93 percent of Harper graduates would return for educational or personal enrichment courses in the near future.

The following tables for questions 18 through 20 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 (since Harper graduates were allowed to state as many comments as needed.)
Table 18: Question 18 – Positive Comments about Harper

<table>
<thead>
<tr>
<th>What did you like best about Harper? (N=728)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>172</td>
<td>23.6%</td>
</tr>
<tr>
<td>Location/Close to Home</td>
<td>138</td>
<td>19.0%</td>
</tr>
<tr>
<td>Campus/Specific Facilities</td>
<td>72</td>
<td>9.9%</td>
</tr>
<tr>
<td>Courses/Curriculum</td>
<td>57</td>
<td>7.8%</td>
</tr>
<tr>
<td>Class Schedules/Availability</td>
<td>56</td>
<td>7.7%</td>
</tr>
<tr>
<td>Quality of Education/Campus Atmosphere</td>
<td>44</td>
<td>6.0%</td>
</tr>
<tr>
<td>Affordability/Low Cost</td>
<td>42</td>
<td>5.8%</td>
</tr>
<tr>
<td>Other/No General Trend</td>
<td>36</td>
<td>4.9%</td>
</tr>
<tr>
<td>Specific Programs/Courses</td>
<td>35</td>
<td>4.8%</td>
</tr>
<tr>
<td>Convenience, in general</td>
<td>32</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

Harper faculty received the most comments (24%) regarding what respondents liked best about the College, while 19 percent of the comments indicated the campus location or being close to their homes. Also, 10 percent discussed specific campus facilities, while 8 percent liked the Harper curriculum and another 8 percent indicated the flexible class schedules at Harper.

Table 19: Question 19 – Comments about Instructional Improvements

<table>
<thead>
<tr>
<th>How can the College improve its instruction? (N=225)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve Experience/Quality of Teachers</td>
<td>45</td>
<td>20.0%</td>
</tr>
<tr>
<td>No Change</td>
<td>35</td>
<td>15.6%</td>
</tr>
<tr>
<td>Other/No General Trend</td>
<td>27</td>
<td>12.0%</td>
</tr>
<tr>
<td>Create New Courses/Improve Class Availability</td>
<td>24</td>
<td>10.7%</td>
</tr>
<tr>
<td>Add/Improve Specific Program</td>
<td>19</td>
<td>8.4%</td>
</tr>
<tr>
<td>Improve Faculty Interaction with Students</td>
<td>17</td>
<td>7.6%</td>
</tr>
<tr>
<td>Add/Improve Technology/Equipment</td>
<td>13</td>
<td>5.8%</td>
</tr>
<tr>
<td>Add More Teachers</td>
<td>13</td>
<td>5.8%</td>
</tr>
<tr>
<td>Offer Four-Year Degree</td>
<td>8</td>
<td>3.6%</td>
</tr>
<tr>
<td>Add Online Courses</td>
<td>6</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

When asking how Harper can improve its instruction, 20 percent of the comments stated that improvement was needed toward the experience or overall quality of teachers, whereas 16 percent indicated that no change was needed. Also, 11 percent indicated the need to create new courses or improve class availability. Twelve percent of the comments could not be categorized, though several of these comments referred to the need for small class sizes.
Table 20: Question 20 – Comments about Service Improvements

<table>
<thead>
<tr>
<th>How can the College improve its services? (N=179)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Change</td>
<td>49</td>
<td>27.4%</td>
</tr>
<tr>
<td>Improve Quality of Specific Office/Personnel</td>
<td>40</td>
<td>22.3%</td>
</tr>
<tr>
<td>Other/No General Trend</td>
<td>40</td>
<td>22.3%</td>
</tr>
<tr>
<td>Improve Counselor/Advisor Access</td>
<td>12</td>
<td>6.7%</td>
</tr>
<tr>
<td>Improve Parking</td>
<td>10</td>
<td>5.6%</td>
</tr>
<tr>
<td>Improve Online/Internet Information</td>
<td>8</td>
<td>4.5%</td>
</tr>
<tr>
<td>More Information on Available Services</td>
<td>8</td>
<td>4.5%</td>
</tr>
<tr>
<td>Add Career Choices/Placement Tests</td>
<td>6</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

When asking how Harper can improve its services, 27 percent of the comments indicated that no change was needed, while 22 percent indicated the need to improve the quality of specific offices, though no particular office was continually targeted within the comments. Also, 22 percent of the comments could not be grouped into a particular category, though several of these comments referenced the need to add or improve food services throughout the campus and extend office hours and computer labs on campus.

Summary

The career program graduates at Harper in 2006 were positive about their experiences with their major and the services and instruction provided at Harper in general. A majority of respondents (57%) reported that their main objective was to obtain job skills for entry into a new or different job.

As in 2005, the experience of 2006 graduates in career programs at Harper was beneficial toward seeking and acquiring employment. Most respondents (85%) reported being employed at least part-time with 62 percent being employed full-time. Most of the respondents (73%) were working in a field that was related to their college program. Career graduates in 2006 averaged 35.58 hours per week and averaged an hourly salary of $19.33. Harper graduates were satisfied with their present employment situation (79% satisfied), with 46 percent reporting that they found their job after leaving the program. Also, a majority of the respondents (59%) reported working within the Harper district, which is a significant increase from 2005 graduates ($\chi^2=10.28$, df=2, p<.05).

Consistent with the experiences of 2005 graduates, most respondents in 2006 were satisfied with all aspects of their major program of study and with their general education courses. Harper career graduates continued to give very favorable ratings toward the instruction of courses and the convenience of the main Harper campus in Palatine as well as online courses. Both extension sites were rated convenient or better by most respondents who used those sites.

At least 76 percent of the 2006 graduates were satisfied with all of the categorized college services, with at least 80 percent satisfied with 11 of the 12 listed services. Nearly all of the 2006 career graduates indicated that they would recommend Harper to friends and family (98%) and would return in order to take educational or personal enrichment courses (93%).
Appendix A
Responses to Open-Ended Questions
Survey Instrument
Responses to Open-Ended Questions

What is your present employment status?

Survey ID  Q3-5 Other

- 20120 Retired
- 20264 Retired.
- 20333 Joining military.
- 20444 Self-employed.
- 20493 Going back to my country.
- 20689 Not done with course.
- 20696 Waiting to get into nursing school.
- 20699 Retired.
- 21053 Retired.

If your present job is not related to your college program, what is the one best reason why?

Survey ID  Q4-1-10 Other

- 20029 Cannot afford to be a CAN. Pay too low.
- 20193 Just exploring to decide on what I want to do.
- 20208 Stay at home dad.
- 20323 To improve hobby skills.
- 20356 Already had present job before Harper.
- 20371 My degree is fire science and I'm not 21 yet to take the test.
- 20433 Working as temp.
- 20532 Secure position currently hold.
- 20591 The degree was only an AA.
- 20627 Taking more courses in my field to get a better job there.
- 20780 Had job before Harper.
- 20795 Already had job before Harper.
- 20846 Wanted certification in paralegal so when retire - can have other part-time options.
- 20886 New baby.
- 20940 Had this job before Harper.
- 20948 Already had job before Harper.
- 20993 Own a company.
- 21094 Finishing at Western IL.

Rate the location of the courses taken in terms of convenience.

Survey ID  Q13e Other

- 20287 Elk Grove
- 20324 Elk Grove Village High School
- 20590 Elk Grove High School
- 20597 In Des Plaines on Golf Rd.
- 20709 Clinical sites, children's/NIMC, West suburban
20728  Wheeling High School
20739  Clinical sites
20777  Northwest Community Hospital
20813  CLC
20826  Rockford
20846  COD
20927  Independent study
20935  CLC paralegal classes
20966  On-line courses
20997  Barrington High School
21086  COD

**What did you like best about Harper?**

**Survey ID**  Q18 Like Best

20001  Convenient location.
20003  It is so close to my home.
20006  Overall, instructors, courses.
20007  The teaching staff was very helpful and the location was convenient.
20011  Convenience from my home.
20014  The teaching, it was academically challenging.
20020  Context of the course. And outstanding instructors.
20023  The people, the teachers, better than California, very excellent. Very good, was very excellent.
20024  The class selections, a.m. or p.m. It's a good college.
20026  I liked the small class size.
20027  The nursing program was structured well. There were minimal surprises through out a semester.
20028  All the services for help.
20030  The nursing program was an excellent program that prepared me very well for my career field.
20034  The location.
20037  I loved my professor. He was so professional.
20039  Teachers were knowledgeable.
20042  Well acute, very impressive.
20046  The wide range of classes available and the location.
20051  It had my program.
20052  The small class size, it was more personal.
20054  Very close to my home. Mega Lab "Computer Lab".
20055  Atmosphere, teachers were available and many would bend their hours to accommodate the student.
20056  Good teachers. Just thought they were very, very good and competent.
20058  The atmosphere, everything. Very clean and comfortable.
20059  Campus, the location. It was nice, large size and lots of classes.
20066  The nursing program, the teachers, they were very supportive and helpful and very enthusiastic and all the teachers were actual nurses.
20068  The classroom atmosphere with the new additions were nice in the nursing courses.
Quality of instruction and facilities.
Close by and good communication with the instructors.
The course work was exactly what I needed.
The material, the environment, the teacher.
The nursing instructors were great. They were caring and wanted you to succeed.
Instructors, skilled and personable.
The facility, the location, resources and faculty.
Everything was very good.
Nursing Program was wonderful. I got what I needed without a need to transfer.
The staff, very nice and registration was so easy.
Curriculum for nursing program. Accessibility to teaching staff. Nursing program lecture labs great.
CIS 229.
The building where my class was.
Offering high school students courses.
Please keep the nurses pinning ceremony. For me, the culmination of the program was becoming a nurse - not graduating with an Assoc. degree. So the pinning ceremony is what was important to me.
Good school, helpful teachers. Because of Harper I am doing great in my field.
The teachers, they were down to earth and knew what they were talking about.
The availability of classes offered.
Convenience, price, flexible schedules, new mega lab.
The instructors were knowledgeable and they actually worked in the field that they taught. And the scheduling of the classes.
The campus was easy to work around. Nice facilities.
Flexibility in the classes. The management program is absolutely wonderful.
Everything, location, programs, teachers and online courses.
Class size and the faculty were both great.
Location.
The course itself and the instructor.
Availability of course programs both credit and continuing education.
For my major I thought almost all my teachers were amazing. Only a few that I butted heads.
Part time faculty members in the field with current knowledge of what's happening in the field.
Close and convenient.
The courses that they offer.
The faculty, the teaching style, one on one, not a low-off. Very challenging. Some of my friends that took summer classes say it's better than their four year college.
Flexibility of courses and you get to do as you wish.
The environment. People are very friendly and courteous. Teachers are great.
Convenience of location and courses offered.
I really was pleased about how all of the instructors respected our lives outside of the classroom. Aside from assignments, there was very little outside of work required to do outside of class. This shows the students their instructors respect their work and family life outside of school.
Convenient course times and a good selection of courses.
Variety of people and the large classes. I like a big class.
The education I got which allowed me to make a mid-life career change. The financial assistance I received, Pell, MAPP, and XXX scholarships. The women's program, which gave me financial assistance with book costs.

Close, convenient, good school and instructors.

Everything. It was great.

Small classes. Easy to talk to the professors.

Teachers, they were lawyers so by teaching me to become a paralegal that was excellent, they knew firsthand what they were talking about.

The new facility, nice atmosphere, all brand new.

Location.

The Cardiology Care Program was excellent. I chose to go to Harper because they were the only one offering this type of program.

The modern facilities.

The friendly faces.

Price.

My program coordinator was wonderful - he was very helpful and very open.

The teachers were so kind and so friendly.

The convenience of the classes that were available. Hours and days.

Close by. A good reputation, good instructors, and inexpensive. Good quality education at very affordable prices and convenient location.

Close to home. Inexpensive.

Convenient, good program.

Classes offered were good. Tuition was excellent and teachers were great.

The program was straight forward, very convenient.

My teacher, XXXXXXXXXX in the nursing assistance program, she answered all my questions well and I am a very difficult testing person but she prepared me well, she was very thorough.

The price.

The convenience of the location.

Overall, I had a wonderful experience.

The Career Center, I like the direction they give out.

Instructors are very good. Very knowledgeable and they're on your level. They don't talk above you but to you.

The campus - the layout was very upscale. The teachers were extremely helpful and very friendly.

The class size, I enjoyed that.

The facilities were technically updated.

The nursing faculty. Very nice and knowledgeable.

I was prepared well for my career change.

Convenient location, cost.

The professors, they were very friendly.

The atmosphere, oh it was so clean and neat. Compared to where I go now, it's a dump.

Avante's labs and equipment. Mainly its environment.

Convenient, it was close to my work.

Convenience of location and the cost.
I made a lot of friends.

Convenient to take over the internet.

Professor XXXXXXXXXX and the Ethics Bowl. I also liked the landscaping.

Close to home, convenient to get to.

It's good. The diversity and up to date in terms of technology.

Most of the instructors were well prepared for their class time. Many had expressed a passion for teaching subjects regarding paralegal studies.

Close to my home. Not expensive. Lots of my friends went there. Just a good school.

I don't know.

Location, relatively cheap, good teachers.

Location.

Loved up to date facilities! Instructors were great! Pretty much my whole experience was good!

It's affordable and has a good nursing program.

The schedule, evening classes since I work full-time days.

Location, very nice faculty and well experienced.

Proximity. I really liked what they offered.

Convenient location.

Ease of registration process.

Close to home - at least Wheeling campus only.

Convenience, close to my house. Some teachers were very understanding.

Variety of management classes.

Program (nursing) Friday and weekends, wouldn't have graduated without the flexible scheduling.

Good instructors.

Location, faculty.

Leaving!

The course I took, it was straight forward.

Convenient location. Courses were accommodating.

Convenience, local, and inexpensive.

The general college experience.

The teacher - student relationship was personable which made it a good experience. It was affordable, you could take any course you want.

The facilities, instructors, and the student body.

Convenience of location and affordable.

They over-prepared me and I appreciated that.

NSG program overall was excellent. I have recommended it to many people interested in the profession.

The faculty. They were always available and concerned. Gave one on one time which was helpful.

The program director was very knowledgeable, not only prepared me well for graduation but also for my future with Southern Illinois.

They offered online courses.

Convenient location.
The location and accessibility. The staff is friendly, at least most. Make sure to keep Mister Xxxxxx. He is an excellent statistics and calculus professor. He made learning fun and interesting.

Very educated and experienced teachers. Tuition is fair. Very helpful to the community because it is affordable. Harper is able to help a lot of people go forward in their lives because of their fair prices and financial aid. If it was more expensive, I don't think a lot of people would go here.

New facilities were good.

Close, new campus.

The most promising thing was the location. I live right behind them.

The teachers, very helpful and approachable.

I liked the location. I liked the size as well as the diversity. I also enjoyed the teachers. They were very knowledgeable and helpful in my department.

The teachers were great.

Close to home, low cost. Teachers were very helpful.

The teachers were wonderful. They helped me a lot they knew I was having trouble speaking and they helped me a lot. They were wonderful to me.

That they had many options for class times and days. That was very convenient.

I got through my program very quickly.

The flexible schedule of the courses.

A good night curriculum.

Close to home.

Everything!

The camaraderie. People doing what I'm doing.

Compared to McHenry, Harper blows it away. I liked everything. The instructors were excellent and the building so clean and up to date.

Availability of classes.

Easy to afford my education on my own.

Quite frankly, the teachers were very educated and they actually cared. Class size was great, perfect.

I was able to get a (didn't finish sentence).

I liked a lot of my teachers, they were sincere in helping you succeed.

Harper is the third institution I've been to, very nice campus, great professors compared to other schools. It's a good education, just a nice facility.

The location and the convenient hours that classes were offered.

The electronics program coordinator, Xxxxxx, just a very helpful guy. If you had any problems or questions he would be there. More instructors should be like him.

The classes and students in general. The teachers, everything.

The quality of education.

Convenience, small classes.

Everything. Absolutely everything.

Everybody there, they were so nice and helpful.

The support of the teachers, they care, we matter to them.

The location.

The age differential of classmates.

The labs in the science department were very modern.
The course content. The program I took was very knowledgeable.
The program I was in. The teachers were very informative and knowledgeable.
The new facility where my program was located, the up to date lab.
The location. Cost.
Location, close to home. Excellent, professional instructors, all of them enjoy teaching and want to be there. Cost, less expensive than four year colleges.
Availability of curriculum - offered the courses I needed.
Convenience of location. And the time courses were offered. And the online courses.
Teachers were great. Very helpful and knowledgeable.
Harper is a gorgeous and clean campus. Harper takes pride in itself. I am happy to put Harper down as my place of education!
The scheduling, I could schedule my classes around my schedule.
XXXXXXXXXX and XXXXXXXXXX - very knowledgeable and always available.
The teachers are really nice.
Biology courses were great. The library was great. A wide range of ages in the program, me being the oldest. The location was very accessible.
Location, knowledgeable instructors.
Convenient to get to and a good reputation.
The teachers were wonderful!
Location and the Fast Track program.
I don't know, I guess the many opportunities they offer.
Convenient, flexible course selection.
The location was convenient.
The convenience of the campus and the technology of the classroom.
Good education. The location was convenient.
Instructors were exciting. High school was so boring, if they had the same techniques, high school students would go further.
The location convenience.
Location.
Low cost of tuition. Live at home, save money while going to school.
Well organized college. Helpful staff. Good class schedule.
Convenience, diversity, good staff.
Close to home. Easy to work around my work schedule. And the teachers were good.
Easy to get to know the teachers. Teacher/student relationship. Easy to talk to and get help.
Location, the class size, the professors were great.
The convenience of the location.
Location, easy to get to.
Convenience of location, the modern facilities.
Instructors very professional, yet down to earth. Most open to ideas. Listen attentively to consensus. Willing to do what ever it takes to ensure student does not fail. Tutoring services are great and helpful.
Convenience of location.
The new building for the health and science program. There's more room for students compared to what they had before, it's amazing.

Convenient night courses.

Facilities and equipment were excellent.

Flexibility in class schedule.

Convenience of location. Variety of courses offered by the school was very good.

I enjoyed the schedules of classes, the beautiful new Avante building with all of it's updates and technology at hand.

Very convenient, very affordable.

Convenience of the evening classes.

Interesting courses, very challenging.

Convenient to get to. Good instructors.

Location, it was close to home.

The teachers were very helpful.

XXXXXXXXXX, XXXXXXXXXX who taught physiology and XXXXXXXXXX who taught math. They were always helpful, knowledgeable, approachable and willing to help you learn. I would recommend them to anybody.

Campus.

Excellent staff. Very educated, articulate, and professional.

Fulfilled my need to start career.

Classes were informative, I really enjoyed learning there.

Harper is close to my home. Harper has a very convenient campus, lots of parking, space.

Small class sizes. Equipment. Instructors.

Convenient and close to home.

Good teachers.

Really prepared me for my job.

The staff was very friendly and knowledgeable.

Convenient location. Interesting instructors. Excellent facilities.

Everything, great teachers.

Convenient location.

Convenient to home. XXXXXXXXXX from the Women's Program!! The new nursing class facilities.

I liked the age diversity of students in the nursing program. Awesome facilities.

Friendly atmosphere in a classroom, between students and teachers. Great knowledge of teachers on a given subject. Great online registration system.

Can't remember.

The teachers are outstanding! They care and are eager to help. They are second to none!

Convenient.

Location. Courses hours. Many subjects. Summer kids program, my lids love. Swim lessons.

The class that I took. The set-up. The campus is beautiful.

The convenience of location.

My anatomy teacher is terrific.

The nursing program was well structured. Very prepared.
Convenience to my home. Instructor. Course content.

It's hard to say what I liked best. It was convenient. Close to home, flexible hours and financially, it was good.

The instructors were great.

Teacher/student interaction, reliable. Course availability, evening hours after work.

The affordable price and the accessible location.

Location and price.

The teachers were good. It was close to home. The facilities were nice and roomy.

My program was taught by teachers straight like on the job, not out of a textbook. More real world.

Everything was good.

One of the best junior college in the area.

I think the quality of their education is excellent.

That the location was close to home, inexpensive, and able to interact with all the students with all the clubs and sporting teams.

Landscape - newly planted trees and flowers/fountain.

Personable instructors - very knowledgeable.

Criminal Justice teachers were good because they formerly or currently had experience in what they were teaching.

It's convenient, clean and self-explanatory.

The health care building.

The paralegal course that I took. The location and the price.

Great instructors.

I always enjoyed the instructors.

The staff. They were wonderful and willing to help. And they went out of their way.

Convenient.

Great instructors.

New Avante Center.

Close to where I live. Class sizes. Professors seem to know what they were doing.

The faculty, they were patient and gave plenty of their time.

Relevant education for the career I chose to go into.

The teachers - very knowledgeable, easy to approach and talk to.

Location. Most professors.

Location.

One of very few schools that offered my degree. Convenient class hours.

The faculty is very friendly and really cares about the students progress.

The instructors - very knowledgeable.

It was so close to my home.

Convenient. Teachers nice.

I like the teachers the best.


Small classes and the teachers are willing to help.
The faculty and the different schedules/availability of courses.

I was able to achieve my degrees at Harper for a low cost tuition, i.e., CAN Certificate, LPN License, AA degree, AAS degree next month. Availability of class times day/afternoon/night/weekends.

The Harper program. Fit very well with my work schedule.

Close to home.

The friendly atmosphere made it easy between the teachers and students.

Class size is great. Instructors in early child hood development were very helpful.

The program, well organized, thorough. The material was relevant.

Variety of classes. Convenience of hours. Staff.

The facilities were well equipped.

The last course that I took I became certified to draw blood. I only took the course because I have been trying to get into the RN nursing program for the past two years. I have passed all the requirements except the nursing entrance exam. I became frustrated, so I let it go. I have been an LPN for 25 years and I returned to school about 10 years ago. I wish that the years of my nursing experience could be taken into consideration. Every since I heard about Harper RN nursing program I wanted to take the program there. I express myself because I have spoken to other LPNs that have taken the RN entrance exam several times and have not been able to pass it and they have given up on their dream to become an RN. Don’t you think that is very sad. They say that the demand for RN is so high. Then why not help the LPN become RN. Thank you for listening.

Everything was good.

High quality institution, convenient.

Convenient - go after work. Telecourses. Tips from Career counselor. Took strengths test and found it useful.

Close to home and the cost was very reasonable.

Graduating.

New buildings W Y Z, and computers available in those buildings.

Absolutely everything.

The quality of education.

The faculty is wonderful and the Harper Professional Center is perfect for adult learners.

They offer so much of everything.

I don't know.

The teachers I had for my electronics courses were very approachable willing to help and solve any problem that you had.

Small classes.

The type of education that I received at Harper was much different compared to others I know in the same field. I commute 60 miles just to attend Harper.

Convenient campus.

New science building was great.

Teachers.

The teachers were very well educated. The wine and spirit class was the best class at Harper. I need to know knowledge about wine at my job and that class really helped.

Thorough teachers.

Everything. I appreciated being able to attend in the evening.
XXXXXXX - she's a very good teacher. She put a charge to the students, very motivating and challenging, overall, she's been good to me and that is important, especially when you're not from this country.

The people, the friends that I made there.

XXXXXXX, devoted to each person. Do-able through internet, even for a person my age.

In electronics, the faculty was available and helpful, real world experiences.

The layout of the science course.

Close to home.

The instructors were great and it was so close to my home.

Location.

The location. Close to home.

I had two great professors. They knew the class content very well and they were very passionate.

XXXXXXX, my instructor for my RN class. She was absolutely phenomenal. The class was great with the beds and everything.

I feel Harper is a highly qualified school. The science classes had up to date lab materials and real cadavers. I personally graduated from CAN class, but was only using that as pre-requisite for another RN program.

Great institution. Everything that we went over, it's self explanatory.

Facilities - clean and up-to-date. I appreciated how strict the grading system was for Interior Design. I was well prepared for Southern. Harper is much better than Southern.

Learning the basics of floral design by actually making floral arrangements in class and taking them home. The lab is well stocked with floral design materials and equipment.

Convenient location.

Location, prize investment in new science building, The Pizasso!

Multi-culture environment.

The equipment was excellent.

The atmosphere. It was easy-going and helpful.

Location.

XXXXXXX, XXXXXXXXXX and XXXXXXXXXX, they took the time to explain things, the most awesome teachers. They took the time, they were always available for extra help.

Teachers are really helpful and I like the way they teach and explain us everything. Also, the buildings are always clean and people always is saying 'hi' and smiling.

The variety of academic courses that they offer.

Convenient location.

Facility easy to get around. Easy to register.

Ease of convenience.

The location.

The instructors, they're wonderful.

The instructors (especially the attorneys). All instructors were very knowledgeable of their subject matter.

Excellence of academics. The courses were challenging and of the caliber of any four year university!

Everything was great.

Nice and clean classrooms.
I found a job in my field. Teachers were great. Helpful and very kind. Programs were very diversified. Class size and location. Faculty was excellent. Close to home, affordable. Close to home. They offered a lot. My teacher Mrs. XXXXXXXXXX was very helpful and always willing to listen to my concerns regarding my education. I definitely recommend the program to my friends. Convenient. Everything. It was a great experience. The convenience as well as the instructors. They were caring to the students needs. Laid back, make your own schedule. Convenience - location and night classes. Good teachers and the facilities were nice. Nice facility. Very clean. Good instructors. They were just good and helpful. The faculty was nice. The technology was high tech. Easy parking. I think most of the instructors are outstanding. I have attended EIU and DePaul University and I believe Harper has the most down to earth, knowledgeable instructors. I also felt the facilities were outstanding. Liked that teachers are all professional and approachable and knowledgeable. Near my home and a lot going on. The electronics program was very good. The teachers were great. They helped out a lot. It was a great program. The training for my program was very good. I was very happy. I got my job off the bulletin board in the classroom. I liked the new building. The new technology they put into it. The teachers were very helpful, either available or had websites if not. The variety of courses that are offered is great. Small class size. Class size. The teachers. Location, I loved it all around. Excellent CNA faculty. Course material was presented thoroughly. They had the program that I needed. Very close to my home. Flexible classes. It was convenient, close to my home. The hours of my course were good. The Paralegal Program. It was so close to my house. Close to home. Great instructors in electronics program. The experience, the learning and the surroundings. Location, tuition affordable, excellent facilities, class size. They offered the program I needed.
Convenience of location.  

The paralegal program.  

The “university feeling” at Harper was better than the other community colleges I attended.  

Convenience of location.  

Availability of courses.  

Career programs.  

Dental Hygiene clinic and resources, since it pertained to my career as an RDH.  

There were three instructors who were great in my three years at Harper. I am 47 and have had many teachers in my lifetime. They were XXXXXXXXXX, XXXXXXXXXX, and XXXXXXXXXX. They should be given special recognition. XXXXXXXXXX finally made math make sense to me. XXXXXXXXXX would assist me with any BIO question. He pushes his students to really understand the content of his material. XXXXXXXXXX knows cardiac information. She is probably the most hard working teacher I ever had. I still keep in touch with her via e-mail.  

Up-to-date studies.  

Convenient internet and open entry classes. Low cost. Wide variety of certificate programs.  

Great teachers/professors, XXXXXXXXXX.  

Close, convenient, very flexible.  

Convenient!  

Instructors were great.  

Diversity of courses, convenience of location, the experience of the instructors was very good.  

Convenience of location.  

The courses offered and the instruction.  

Convenient location.  

I liked that I could take courses that accommodated my work schedule.  

Location, courses offered, and campus accessibility.  

Qualification of instructors in the nursing program.  

Teachers were very friendly.  

I'm not sure.  

Affordability of classes.  

The quality of the course. The teachers were really nice.  

Everything about it. I learned a lot. It was wonderful.  

Chemistry labs and mega computer labs.  

Everything!  

The flexibility of the classes I took.  

The flexibility of being able to attend around my children's schedule.  

That I am done with it. But the facility was absolutely amazing. State of the art.  

Everything. Convenient.  

The Fire Science Program with XXXXXXXXXX. Excellent instructor, the way he ran the Fire Science Program. Great class scheduling, was very convenient. Made sure the students were learning. Helped find jobs after the program. Cared about the students.  

Convenience of location. Good learning experience.  

Good professors. Good location. Had everything I needed.  

The counselors and the orientation process. Orientation leaders and other staff were very helpful.  

Affordable, convenient location.
Very convenient.

I liked the program's structure that I was in, one step to the next. The teacher's that were good were very good.


XXXXXXXXX(biology) was an excellent teacher.

Affordable and they offered the program that I wanted.

Flexibility, accessibility and availability.

It was convenient and there were no issues getting help.

Close.

A great place to meet new people with similar interests. Being able to transfer credits better suited towards degree requirements.

Good school, good teachers, affordable and lots of programs.

The faculty of the plant sciences. They were great!

I took on-line review courses for a certified professional secretary exam which I passed. The instructors were accessible and the coursework was adequate to cover the necessary material.

Convenient location, low tuition prices, some teachers were excellent, flexible schedules.

The convenience to my home.

Close location.

Near to my house, convenient.

The people.

Closeness to home.

Good variety of programs to choose from.

Harper College was very helpful to my future and what to decide. Most of all I meet new friends and got a great education at the school.

Everything. Just everything.

Close to home, affordable and I got my degree all in one place.

Convenient location, great teachers, facility, equipment.

Location is very convenient.

Classes were structured. Teachers were professional. I liked the atmosphere in the class.

The interaction with the teachers. Certain teachers, that is. The friendships I've made.

Variety to choose, lots of options.

The location, the school was clean it was nice.

Overall, the location and the resources.

Best? Hours of classes.

The convenience of its location.

The academic classes were very usable for the real world.

ELT 143 - very hands on, everything was explained well.

Location.

Night courses were very convenient.

Simulated job experience.

Close to home, the nursing program was well regarded.

The instructors, their professionalism. The level of education that was taught. The interior is beautiful, cozy and comfortable.
All the classes that I went to, it was close to home, good teachers.

Newly renovated facilities.

Easy to get to, good education.


Convenient location, great education for the travel that I had to do.

The offering of plant science and park careers.

Curriculum, location, class scheduling in evening.

Convenience and cost.

The overall experience. And everyone was so friendly.

Nothing.

I liked my classes and instructors, they were very direct.

Convenience of location.

Convenient, close to home, lower tuition, two year program, new facilities for sciences, large computer lab.

The location.

I really liked my course and the teacher was very good.

Diversity of students attending Harper.

It was close to home and the price was good.

I like the lectures in the nursing program. I need to hear it and be able to ask questions. Not just reading or watching a movie.

The new people that I’ve met.

Diversity in the students as well as the teachers.

Close.

Convenience, tuition, small classes.

The courses for my field were very good. (CNA)

I enjoyed the step from high school to college. I was worried about gen ed classes and having 80-200 people in them. Definitely a great starting point and good way to knock out your gen eds.

Easy access to campus, parking, classes size. Had a great instructor: real estate, XXXXXXXXXX - the best.

The facilities - easy access and very comfortable.

Very convenient, nice facility. Good job preparation.

Flexible schedules.

The teachers in most cases.

Availability of courses and the teachers. They’re very experienced. Knowledgeable.

Nursing program is excellent!

My teacher, XXXXXXXXXX, she was always available, gave good advice, made sure we understood. She showed concern for us.

Wide range of classes, time they started.

The instructors - they are excellent.

My night classes, and XXXXXXXXXX is a stud.
How can the College improve its instruction?

Survey ID Q19 Improve Instruction

20006 No improvement needed.
20010 Did not prepare her for needed internet skills or web skills. Be more respectful of students time and resources. Made to buy books that were rarely used or needed and then they were hard to sell back.
20011 It's OK.
20020 Some instructors need better people skills. I felt humiliated by one certain instructor, I was older than him.
20024 Direct us to correct classes needed for transfer.
20027 The nursing program is advertised as a 1/2 day program 8 - 12. However, it is not. The 2nd year is full days. It did get difficult to have a full time job. That is something that should have been discussed during orientation.
20037 The web is not user friendly. It really needs a lot of work compared to other college websites.
20039 It's OK.
20042 Need more time for courses. Too much material for a short time.
20054 Have more "one day per week classes" - I am 47, when I took daytime classes, I had to go twice a week and with mostly younger students. Have more classes on Fridays.
20055 Have smaller classes.
20059 Teachers, they should have more real world experience.
20068 The behavior of the students were bad. For example eating, drinking and talking during the lectures. It was a distraction for other students. It needed to be enforced but it was not.
20074 Nothing comes to my mind.
20075 Make Harper four year degree school.
20076 Use real models of outside problems.
20081 Part-time instructors should be more available, they seem to always be in a hurry. No time.
20084 No changes needed.
20085 Nursing lab should have access to top (current used) supplies needed for skills testing. Example: when learning venipuncture, needles were not available or very limited. Some equipment outdated already.
20087 Instructors should share more of their experience and opinions.
20089 Nothing, I was very impressed.
20090 I can't explain why but the prevailing attitude in the nursing program is --- if I don't do this I am going to fail. It is very high pressure and not conducive to learning. There needs to be a better way to test students on skills and content. I learned best by reviewing the tests and being told why one answer was correct and another wasn't. It helped me learn to think and reason things out for myself. Due to other students cheating, this privilege was denied and my grades reflected that. It seems that the teachers should be able to come up with 3 forms of a test so that each group that goes through a particular module can get their own test and be able to review it without risk of passing on answers to the next group.
20093 No improvement needed.
20100 Instructors should stop being in such a hurry to leave after class. Get instructors who are actually interested in teaching, not so lazy.
20101 I don't see how.
20102 The teachers need to be willing to help everyone! Treat everyone as an equal, people from other countries should not be top priority over others. They (teachers) should pay more attention to what the students have to say in class and on the evaluations.
20105 They're going at a good pace.
Get a better website.

It appears the engineering building has been totally forgotten. The equipment for the interior design department is very meager. Not enough full time faculty for interior design department. Not FIDAK approved. Facility not available enough for students to finish projects, especially if teachers request final dropouts due a week prior to end of semester. Lock-up equipment not the whole department! Have teachers prepare material lists with book lists for students to prepare for semester not running around shopping the first week with everyone else.

Offer the RAC classes they say they offer.

Everything.

I was really satisfied.

Offer continuing education credit classes for the building codes and enforcement program to maintain active certification status in this field.

More involvement of students in whatever it is teachers are teaching. I just feel that it was very dry and boring. The teachers lectured the whole time. More 'hands on' tasks should be involved.

Overall, they do a great job.

Extremely satisfied, most teachers come across as passionate about what they taught and readily made themselves available, as needed, for personal one on one guidance/tutoring.

Recruit better instructors.

No need to improve.

Better access to upper management to discuss current problems.

There are some teachers that are excellent and need no improvement but others are not so good and need all around improvement.

I was pretty satisfied with the nursing program.

I didn't care for this one course where you had to make a project. I don't recall the name of it.

I haven't had a bad teacher so that's hard to say.

Nothing really. I didn't have any problems.

Gear career courses more toward the actual job and not just instructions by the book.

It can't.

Interior Design - update basic supplies.

Fire XXXXXXXXXX. His net prep classes were abysmal. Generally the labs didn't work. I went into my current job with no hands-on or net-working experience because the labs did not have the required equipment. XXXXXXXXXX and XXXXXXXXXX both routinely assigned labs that they knew didn't work. There were no functioning computers to work on for A+ hardware or software. I told XXXXXXXXXX that the labs needed to be overhauled and equipment was needed, but she just talked to XXXXXXXXXX and XXXXXXXXXX and they told her everything was fine. Harper can certainly do better with the labs.

Smaller classes.

Need more class assignments, projects or quizzes. For example, when on a job interview, I was asked questions regarding whether or not I had specific class room experience in filing a motion as a student in paralegal studies. Having to have said no to this and other similar questions may have contributed to not being chosen for the position.

We felt lost in class, our paralegal course could have been taught better to our understanding.

Be more strict, academically.

A little less work.

All teachers should be on the same guidelines.

Offer more of the early childhood classes, not just during one semester of the year.

Some teachers need to be more willing to teach and have more concern for the students.
A little more instruction on graduation. I didn't know I had to apply for graduation. 

Re-evaluate the teachers, they stink. 

The more personal relationships with teachers is important. 

Become a four year university. 

Make sure to eliminate instructors who act like they know everything and try to belittle little students. If they come from a university, why are they at Harper? I had a teacher in statistics who wrote the book for class and he acted like he was God. I had to transfer out of his class because of his condescending attitude. 

I don't like how they review tests. I was with the nursing program. 

Allow more time to get through tings. Example: there's too much homework in a small time frame. 

I would ask that you expand the amount of times throughout the day and night a course can be taken. 

In the paralegal course, they should concentrate more on helping people find jobs. 

I was satisfied the way it is. 

Focus more on what the students are there for, we don't want to know about their personal life. 

The web instruction was the worst I've ever seen. The instructor was unavailable and did not follow through or respond. Composition was the class and XXXXXXXXXX was the instructor. 

Faculty assessment by the College. Sit in classes and evaluate the teachers ability. 

Some teachers were so bad that the whole class would be affected by it. It's ridiculous how the process works. 

The general education teachers seem to care less than the career teachers. 

Pick instructors sooner so a student can decide the best one for the course when recommended. Or have time to drop the course. 

Break the material down a little. It's a bit rushed and you don't absorb much. 

Replace the administration. 

They can use a larger faculty. 

Our teacher wasn't very personable, she didn't know how to relate to the students. More business like. 

Sometimes the PowerPoint (computers) wouldn't work for the lecture (in Avante Center). There were a few lectures that were delayed a few minutes until the "kinks" were worked out. 

Become a four year institution. I would love a BA from Harper! It was sad to have to transfer. 

Extend the CNA course in order to have a more in depth course. 

Make instruction more relevant to job openings. Many employers will not hire you without, at a minimum, several months/years of a specific job-related work experience. 

Become a four year college so you don't have to go two years here and then two years there. 

Have peer appraisal for the instructors because some of the teachers lack dedication to the students and the subject they are teaching. 

Better teachers needed, more involved and hands - on. 

Have students participate more. 

I was misguided about transferring. Better academic counseling. 

Part-time instructors who have other jobs, know better what skills are needed and many times provide better education. Harper can use more instructors with jobs other than teaching. 

Better rating system for qualifying the teachers. 

Smaller classes. 

Offer more programs in architecture. Very limited courses. 

Hire instructors with practical experience in the field.
Try to interface course more with business community (besides business simulation classes). More projects, more hands on. Eliminate tests.

More organization with the way they do everything.

Please hire more qualified instructors. Some of them did not even know the intricacies of the subject that they were teaching.

More consistency. Some teachers were very knowledgeable and prepared, some were not.

They need to come together and agree on the same things. One instructor will tell you one thing and another instructor will tell you another.

More tutoring in more subjects.

Wish they had more room for more students in the nursing program, it was too limited. They should have evening classes for nursing, not just morning.

By providing more practical training to the students during course.

More times available for classes. The early childhood classes were mostly at night.

Pre-requisite classes and classes I needed to enroll and complete to obtain my degree were excellent. Some instructors in the nursing program are more compassionate/fair than others. Some instructors displayed different grading standards dependant on the student. I am grateful to the more compassionate/fair instructors.

I attended the Therapeutic Massage class. It was a one man show and I didn't feel that the instructor was fond of teaching, or had the students' learning as a priority. Even though we eventually had a syllabus, it was not followed. The lab time did not prepare us to the work force well, either. The program is new, but the Harper faculty should have prepared the instruction better and kept an eye on the process. I don't know if it has improved from then, but the first couple of classes certainly did not get what they signed and paid for. Also, we were not surveyed in the end, and didn't do exit interviews -- as we were supposed to. This is the first feed back I have been asked for. As far as I know, nobody has passed the National Certification exam yet from the very first class, some from the second. Personally, I was very disappointed with Harper. All that I gained from the experience was from my personal hard work and persistence to reach my goals, while very frustrated with instruction.

Counseling (Transfer). More science courses (hard to sign up for, always full).

On-line classes.

Less independent study, more class time.

Stop using the Blackboard.

Be certain off campus instructors provide work applicable to the program.

More online courses.

Allow test review in the nursing program.

Move on-line classes and services (self-service) lines get too long and administrative people are overwhelmed and ill prepared.

Make sure teachers are qualified.

Teachers should be more supportive. I had to quit for a time and because I am older, the teachers persuaded me not to come back. I wanted it so badly.

Any way it wants.

All of my teachers did a fine job teaching.

It's pretty good now, the only thing I wish that they had was more information on how to scan a paper document into an Adobe file.

I am a full-time employee in the medical field so it wasn't convenient for certain courses that also required me full-time.

Make the books cheaper.

Overview faculty and screen classrooms.

Reinstate the administrative technology department after you plan to close the department May 07. That is what I started a second degree and isn't going easy transferring to a far campus.
Better faculty in foreign language as well as English courses, or perhaps preparing new teachers in a better way so that they can handle classes better.

Make students more aware of what they need to take for transfer.

Don't hire OCD, and instructors i.e. XXXXXXXXXXX.

More in class participation - not just lecture.

Offer Chinese courses.


Be more direct about how lack of accreditation for a health care program has a direct impact on finding a job.

Newer resources for interior design students (samples are very outdated). Project guidelines were not always clear in the beginning, which led to changes late in the semester/before due date.

Have the instructors selected before the classes begin.

My nursing instructors always made himself available but I had several other instructors who were barely available.

Better instructors in the general education area.

Telecourse teachers need to be available more.

Make sure instructors have practical experience in field (subject) they teach.

Hire young teachers, instead of older people still giving instruction.

Excellent already.

Some of my teachers were really rude and I felt it was because I was so young. They were nice to the older students.

Guest speakers from course of studies - i.e., CEO's nurses, artists, designers, techs. Similar to "Actors Studio" on Bravo TV.

More career planning for after getting out. Not enough outside research for heating/air conditioning course.

Become a four year curriculum.

Did a fine job, no improvement needed.

No strikes.

New equipment. It was very hard to produce items when machines were broken.

It would be good if there was more instructors that spoke better English.

Less students per class, it's too chaotic with larger classes.

Be honest about how truly difficult it is to get into the Nursing program instead of allowing students to waste time and money on pre-requisites and then only open up 120 seats per year.

More full-time teachers and more office hours.

By offering every class required for certification every semester. Don't cancel a class that may be small because it only overloads the following class.

I didn't care for the teacher's theory technique.

Increase science teachers so you have a choice if you do not like someone's 'style' of teaching.

Screen more carefully and listen to student's complaints.

Everything's great.

Don't give us papers due every week. Don't give us eight books to read. Return our work that we do in a timely fashion. Don't tell us that you don't need your job or that you don't care about your job. Stop going on strike, ensure that the students have the ability to understand what they teach during class time.

I think everything is fine.
Everyone is very friendly. No change.

Pay the teachers more. They deserve it.

No need, excellent experience.

75% good teachers, 25% bad teachers.

Nursing program was limited. Need more instructors.

Some of your teachers are pretty bad. I failed some classes while I had to retake them later on and I passed those “hard” classes with better grades with other teachers.

Materials program needs an overhaul!! Modernize.

Not a thing.

I can't think of anything off the top of my head.

Maybe less lectures.

Offer a Bachelor's degree.

The teachers need more experience in their teaching skills.

I only have one suggestion. I thought that the Medical Transcription technology should have been presented. Or, give each student an assignment to research the different technologies and present to class.

Have a syllabus. Like to have a script to follow.

I can't think of anything.

If the instructors were available more it would be easier.

Cancellation of courses, making it an inconvenience. Lower restrictions.

I think they're pretty good.

The CNA course was great - XXXXXXXXXX is excellent - professional, smart, caring and kind.

Care more about the student, tend to them rather than worry about the dollar.

Human resources program should have internship, hands - on.

XXXXXXXXXX taught like a preacher. He didn't put much effort into teaching.

A few teachers were very hard to understand, language barriers.

More 'hands on' instruction. In paralegal coursework have students fill out forms they will need to use in every day work. Theory is good but practical experience should be included.

Fine the way it is.

The teachers should be more dedicated to students who are struggling.

Instructors can be more sympathetic to student's needs and not be so critical. Students would be more willing to learn if they felt/had more support from staff instead of negativity.

After three years of hard work I feel that some of my classes were a waste of time. I did not graduate with an associates, just a certificate. I could have received a BSN (nursing) in that amount of time. A person should not fail a class that far into the program.

Keep instructions for course computer lab assignments updated.

No improvement needed.

Smaller class sizes.

Satisfied with the program.

I can't think of anything.

In the nursing program the quality of the faculty was not good. Lack of professionalism. Seemed she had no interest in the topic, she was kind of just there.

Some of my teachers skills weren't very high.

From my area, it needs a class in QuickBooks.
Direct us to what we need to do to better prepare for our future job. Which courses to take.

Increased nursing faculty concern for students.

No problems.

It's good.

Make the teachers a little more subjective to evaluation. Maybe they would take things more seriously.

More choices in adult classes.

Certain teachers should have a better understanding of this program, they were negative about the program.

Hire different dietary teachers.

Need a more educated coordinator - unlike XXXXXXXX.

We were the first group and fast track so I assume they'll be more informed as to how to teach the program with more experience.

Students are customers, paying a lot of money, we deserve more in return.

I had a class where everything was on DVD, I prefer taking notes in class. It was harder to comprehend.

Financial aid availability info needs to be discussed, understood and better circulated.

The greenhouse and the plant science building need improvement!

More classes available in low demand classes.

Hire more full time help.

Have the health insurance class instructor know more about the self or group health plans. The class cannot only be one sided.

No need for improvement.

I can not think of anything.

Some teachers need to be complete, concise and clear in material.

Harper could offer more classes that are popular. Could caution you on picking faculty.

Offer a broader range for abstract.

Paralegal program didn't show much real life experience.

On the job experience and placement.

Happy with the instruction.

More online classes.

Ensure math tutors/part-time teachers are fully educated in all levels and aspects of math.

Need more teachers.

Up date equipment.

Have instructors that are better selected before getting hired.

Become a four year college.

Reduce class size.

Better assistance getting internships.

Just because I was older everyone expected me to know what to do without any instruction. I felt discriminated against because of my age.

Nothing I can think of.

It was OK as it is.

Don't nursing program structures.
21075  Offer more computer courses on Interior Design.
21076  Make a four year university out of Harper.
21088  Most teachers were great, however, a handful show very little interest in their jobs, so, get some
        better teachers and come up with better techniques of separating the qualified from un-qualified.
21093  Need fresh career counselors, the ones that are there now are not very good.
21094  I have had 45 operations and 3 kidney transplants and at times I felt my accommodations were not
        met by the professor. My advisor XXXXXXXXX in disability was GREAT!
21100  The program I was in, I could see favoritism being shown. It didn't affect me personally but I could
        tell very well.
21104  By closing down.
21106  Computer Science instructors need to have a fair and clear grading policy (especially
        XXXXXXXXX)
21107  Some teachers talked too much about their personal lives with not much concern for students needs.
21110  Keep up to date with other colleges in area.

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

**Survey ID Q20 Improve Services**

20006  No improvement needed.
20007  Hours extended later in the evening for classes that end at 8 and 9.
20010  Redundant classes and no computer web design classes that were needed for this field to prepare for
        job search.
20011  Registration needs more faculty. Lines are always way too long.
20023  In the winter I had to walk outside building to building, it was bad. I hope it's improved already. It
        was hard going building to building.
20024  I think everything's good.
20028  Availability of teachers for nursing program so there is a better chance for students to get in.
20037  Registration was a total mess. Everyone diving for the loose pages strewn all over the tables.
20039  Smaller classes.
20051  Monitor the MegaLab, very loud with their friends there, running around.
20054  Offer 4 year degrees. Have agreements with more colleges. For example, all my credits with Harper
        are accepted at NLU only. I want more choices.
20068  More parking space, sometimes there was no parking available. People were taking advantage and
        abusing the handicapped parking spaces.
20081  More office hours.
20084  Everything was fine.
20087  Offer your computer and web courses more frequently. Some are not offered even once per year, or
        they are cancelled for lack of interest. Offer more current computer and web courses, like Ruby
        /Rails, Ajax. Offer a database certificate.
20089  Nothing that I'm aware of. I didn't really use any.
20093  I think everything is great.
20100  Provide better customer service. People can't wait to get rid of you. Administrators are the worst.
        Customer service takes as long as it takes. Stop using books on management in connection with
        students.
20101  Certain buildings are inaccessible to parking.
The financial aid office is horrible! Every time I went in there they gave me grief, they were no help, they would send me to different offices on campus that would send me back to the financial aid office. And it would also help if there were people that would speak the English language clearly! Hire people that are well trained and know what they are doing. Work more with the students and their families that are coming in from out of town.

Everyone's cooperative, fine.

They need more ATM's and better food because a lot of us come there right from work.

I truly believe having only one week to decide if you want to stay in a class is very unfair if you want any refund. Taking away a gradual refund is totally unfair to the students. Looks like a money making boost for the school. I believe some teachers use this as a scare tactics too to discourage students and avoid large classes. Overwhelm students the first week to determine if you want to pursue your goal. I truly believe school is a money making business and only the truly dedicated stay in there. Teachers have reached their goals and don't care if you make it or not!

Offer the RAC classes they say they offer!

Offer more information in the beginning as to what is available with that degree chosen. I would have changed majors. Also job placement.

Services are good.

I didn't utilize many of their services, so I don't know.

More parking!!! A second large cafeteria/food service with more selection in the Avante building. Healthier snacks in vending machines!

Offer more outside help.

Be more flexible with hours for the working world.

No need to improve.

Everything.

ESL gave me a problem because I did not have my grades from my school in my country, instead of asking for them one time they made me provide them each semester.

Parking is a challenge.

I am a big fan of Harper.

They weren't very clear what was needed. They didn't recommend what to take to continue on.

Academic Advising, not helpful, hard to get in then rushed, bad advice.

Calling for information is sometimes awful. Registration people in the office were not too helpful, I had to deal with a manager and then everything was fine.

I was pretty satisfied with everything.

Financial Aid, it's difficult to get through.

Offer more web courses.

Become a four year college.

I think it's fine.

Make them more well known.

Make it easier to drop a class. If you're working, it can be very difficult to drop a class in person at the registrar's office. You should be able to drop the same way you registered, by phone, computer, or mail. My husband paid for a class he didn't complete because the drop period was so short. At least pro-rate it.

More programs.

Review the course descriptions in the catalog and compare it to what is actually being taught. Review the paralegal studies ABA approval criteria. Look into utilizing campus facilities in terms of offering BA/BS degrees.

Be more specific when explaining which classes we should take.
Teach us a way to save our documents. Make the Career Center more available.

Offer more online courses.

Be more available, extend hours.

I have been enrolled in 2 certificate programs which provided little or no career information. Many people taking classes are doing so for career advancement. Providing more career focused information would be a plus. Also, I believe the school should negotiate more fair book prices. I purchased textbooks elsewhere for 1/3 less.

The people that work in office should be friendly - not rude!

Let me know what the cost is going to be before I'm halfway through with my course.

More evening/weekend programs for working adults, mainly those with children and give them some priority.

Quit worrying about meeting quotas in order to get money from the government.

Warn the kids how hard it is to get a job in their field.

Offer a four year college.

Job placement services.

The library could use move computers and books. More benches outside so students can be outside.

The library should be better stocked, law books and case books.

Be sure to have tutoring services for all the classes being taught at Harper. Not just some of them.

Change building J. Very old facility and business classes are very popular so you may consider updating the building to attract more students.

I didn't use too many services but the ones I used were fine.

Make registration easier, you have to go from one building to another then back again. It's too cold!

The web courses should be improved.

Explain to students what classes from Harper would transfer over.

More parking.

The online classes that can only be taken online, I didn't like at all. I didn't have control over questions. E-mails answered slowly from teachers. Communication not available to proceed immediately.

Lengthen the time to drop a course with a refund. One week is not enough time to know if you and the instructor will click. Offer cheaper books and better rebates when turned in.

Have instructors.

The services were good.

Get better counselors.

Open the offices in the evening hours.

Better guidelines on what they need to prove that you're an in the district student. Nothing that I brought was good enough.

Have job placement services!

They don't need improvement.

I was satisfied with the services.

Cheaper text books for students. Bookstore should be non-profit and cheaper.

Extend office hours.

More office hours.

Don't be so rough on the out of district students as far as tuition costs.

Not sure, but would like to see school become four year college to obtain bachelor and master degrees in all fields (MKT, MGT, ACC, etc.).
20444  Hire more knowledgeable instructors.
20461  The counselors. I asked them questions and they couldn't answer my questions. I felt their not solving my problem. I didn't get appropriate help from them.
20462  By incorporating more practical training methods.
20474  More counselors. Better financial aid info (there always seemed to be problems).
20476  I don't use too many of the services.
20478  Advertise the services more. Some students weren't even aware that they were eligible for financial aid.
20483  Stop using our social security numbers for identification and spend less money on making the campus look good and more on the instructors and lab equipment.
20484  Have teacher hours for contact to accommodate the hours of the working person also.
20485  Good services all the way around.
20489  CAN program - clinicals should be in nursing home and hospital. Offer a true LPN program.
20491  Keep up the good work!
20495  Hire better administrative people or organize what department does what and inform employees of such.
20508  More professional counseling.
20515  It was hard to schedule time with advisors and counselors.
20519  The tech department needs to be more readily available for the teachers and the teacher needs to learn to use the technology better.
20526  The parking wasn't convenient.
20527  Make the books cheaper.
20528  Online registration seems to be a problem. I think they should upgrade.
20532  Better (longer) Bookstore hours before semester begins.
20540  I found the services to be good. Could use improvement in areas of technical services.
20546  Satisfied with services overall.
20547  I attended night classes and most services are not available in the evening.
20567  Hard to get a hold of the counselors.
20569  Food elsewhere besides building A. More computers.
20571  Offer Chinese courses.
20573  Accommodate students. I don't like the results of dropping a course.
20579  Drop class, no refund, should give a refund.
20582  To not be prejudice towards foreign people and more polite. This applies to the admissions office, financial assistance office, registrar's office and book store.
20583  Newer samples. Maintain drafting tables better (usually at least a couple tables would not have working straight edges, etc.).
20604  More attention should be paid to the disabled on campus. If a disability is not self evident to the staff they tend to ignore you.
20608  Financial Aid. Not enough financial aid for students in a full time accredited program. Harper College financial aid does not provide as much as a 4 year university does for their full time students.
20609  Make Bachelors Degree available.
20613  Career counselors spend more time with students.
20634  Better information put out about the availability of the services offered.
20636  Giving good advice to students when they're seeking for educational and academic counseling and all information needed to obtain their future goals.
20641  Registration office needs an overhaul. (Slow).
20642  Please consider a 3rd year Fast Track Program!
20650  More parking. Take away privileged teacher parking. Make it fair for all of us!
20651  The availability of supplies in the labs were low. More equipment would be helpful.
20652  Once again, more outside research.
20656  The services were quite good.
20658  Website was down pretty often.
20659  Add more classes to the Hospitality Program.
20674  Cafeteria should be open at night.
20694  Overall, I was very satisfied.
20696  Since nursing and related classes are so highly sought after, increase enrollment capacity. Perhaps an evening RN program and programs that begin both fall and spring. Other colleges are able to do this, why not Harper?
20698  Four year school. They really need to become a four year school, their location is perfect.
20709  Too many faculty parking spaces. Police officers should have Tazer not guns.
20712  Train employees to be more sensitive to students' needs.
20716  No need for improvement.
20722  It's excellent, I did not see anything wrong with the services.
20723  Nothing, it's fine.
20734  Make it easier to qualify for financial aid. Even when I was making $12,000 a year, I didn't qualify.
20739  Harper is wonderful. Services were fine.
20740  Better food in the satellite cafeterias.
20741  Need qualified teachers.
20749  Some times there were scheduling problems concerning the usage of certain classrooms. It was very confusing.
20756  Some classrooms were cold.
20766  Parking is a nightmare, and the price of books is over the limit of students' budget $$.
20769  OK as they are.
20773  I don't think any improvement is needed.
20774  Pretty good.
20775  The inconvenience of cancelled classes.
20777  Get rid of Nurse XXXXXXXXXX, she made up her own stuff, didn't pay attention to what the school required.
20785  The lines for tuition payment are too long.
20788  Pretty good.
20793  I'm very satisfied.
20800  I can't find any information on the internet about the Bachelor degrees for the nursing program.
20804  I don't know because everything was fine.
20812  They're good.
20826  Follow through with what you say you're going to do. They said they were going to send out my application in July. Didn't happen until October. Office people are very rude. Customer service skills are atrocious.
20832  Career Center hard to use from my home. And the seats in the classroom were uncomfortable. The teacher was always out of chalk.
Take more concern for veterans. Speed up MGIB process.
One and a half hours is not enough time for disabled to take tests.
The College is great! Great value for dollars spent!
The services were fine.
Inform the students that help is available and guide them.
Keep on having tutor services, computers, etc. a available to students. It will enhance learning.
I went to Harper to be an echo tech. I did not receive my associates due to one class I did not pass. I am and was in the process of a divorce. I could not afford to take the class again. I moved to Ohio and took a ten week nursing (LPN) class at Cleveland State University and am now employed as of 12/4/06 due to my nursing, refresher class, not my cardiac classes.
Don't use social security number for student ID number.
Good enough already.
Be more specific on which courses are required for a degree.
I believe everything is good.
Financial aid was hard to understand and no one was willing to sit down and explain it.
I'm not sure.
Extended hours for computer labs.
They're good. They do the best they can.
Text books, there were seven different editions available for this one class. It was hard to get a hold of the correct one. I had two classes that were dropped because of low enrollment and that was very inconvenient - I was all set.
It's OK except for I'm too old to qualify for financial aid.
Out of district fees are too expensive. I have moved and if I want to go back, I cannot afford to.
Extend the hours of the health care center.
The services were good.
Keep growing with the times.
The ladies at financial aid should be more friendly and not have a bad attitude, because it looks bad for Harper College. Students at Harper are talking about it to others so they should change their attitude.
Advertise the available services better.
Nothing. I was absolutely satisfied.
They're working on it.
Not sure.
Lower the prices on your books.
When I visited the campus for testing, staff members were helpful and courteous. The campus seems conducive to learning in a higher education environment.
Better education for college counselors (transfers, Harper's degrees, etc.).
I really don't think they can.
Have the counselors give better advice when helping choose a major.
Allow all classes to have at least one evening. It is hard for single parent/full-time working parents to take days off to attend a class.
Offer more sections of popular classes, especially anatomy, physiology and the EMT course.
Pretty good.
Everything is good.
Pretty good, they know what they're doing.
Concourses so we don't have to walk outside.
Expand to a four year program.
A wider schedule would be helpful.
Originally I used the service of which someone would access my abilities, interests etc. It was of no help!
I can't think of anything.
The Financial Aid office had college age girls and they weren't very knowledgeable.
Local companies to visit class and relate 'actual to taught'.
I was real satisfied.
More computers for student access.
Need more available computers for out of class use.
Harper needs to work on spreading the news about the College in the mail and more advertising. I would love to see continuing education classes that are advertised and pushed.
Everything is great.
The fees are outrageous when you register.
The services were fine.
Provide better financial aid. I have a life threatening illness but there was no assistance for me. I was told that if I was a single mother I could get quite a bit of assistance. I think it's unbelievable that you can be rewarded for being irresponsible. Provide more paralegal courses during the day time hours.
Get it together. Know where to send someone correctly. I was sent from one office to another and back again, whenever I needed advice.
More parking.
Be more updated and know what's going on in 2007.
Add more lights in the classrooms.
I feel the tutoring center can use more help. It's a great service, but sometimes it would be 20 - 30 minutes before I would receive help.
Everything is pretty good.
Needs to change a little registration procedures on line for present students. I had problem with it.
By closing down.
Research teachers before hiring.
Professors not available to speak personally.
I have to find a new school to go to because it's so hard to get into the Nursing Program.
Career Graduate Follow-up Survey

Harper College
HARPER COLLEGE 2006 CAREER 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

2. What is your educational status? Mark ONE response.
   - [ ] a. Have not been enrolled in a college/university since leaving Harper
   - [ ] b. Have been enrolled in another college/university since leaving this college but am not currently enrolled
   - [ ] c. Currently enrolled in field of study related to previous community college program
   - [ ] d. Currently enrolled in field of study unrelated to previous community college program

3. What is your present employment status? Mark ONE response a-e.
   - [ ] 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: __________________________

Continue with questions 4 through 9 only if employed. If not employed skip to question 10.

4. How closely is your present job related to your former community college program?
   - [ ] a. Related - go directly to question 5
   - [ ] b. Not related - (answer question below before going to question 5)

   If your present job is NOT related to your college program, what is the ONE BEST reason why?
   - [ ] a. Preferred to work in another field
   - [ ] b. Found better paying job in another field
   - [ ] c. Could not find a job in my field of preparation
   - [ ] d. Worked previously in my field of preparation, but changed
   - [ ] e. Preferred not to move to new locality
   - [ ] f. Temporary job while in transition - either in college, between jobs, or summer employment
   - [ ] g. Took job in order to get preferred working hours
   - [ ] h. Did not complete program or pass licensing test to be eligible to work in my field
   - [ ] i. Health problems prevented me from working in my field
   - [ ] j. Other - specify: __________________________

Continue on next page
5. On the average, how many hours do you work each week? Do not include overtime hours. 60 hrs. MAXIMUM.

6. What is your present hourly salary before deductions, including commission but not overtime pay.

Dollars Cents

(Note: if employed full time and do not know the hourly salary, use the following guide to convert the salary:
Weekly salary divided by 40 = salary per hour
Monthly salary divided by 173 = salary per hour
Annual salary divided by 2,080 = salary per hour)

7. In general, how satisfied are you with your present job? Mark ONE response.

8. When did you begin working in your present job?

9. Where is the location of your primary place of employment?

10. Rate your satisfaction with the following items as they pertain to skill courses in your major program of study: Mark the ONE that most clearly represents the opinion.

11. Rate your satisfaction with the following items as they pertain to general education or other courses outside your major program of study: Mark the ONE that most clearly represents the opinion.

Continue on next page
12. Please rate the instruction in general in each of the following:

- Class size
- Quality of instruction
- Course content
- Fairness of grading
- Faculty teaching ability
- Faculty concern for students
- Faculty availability

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

- Harper main campus in Palatine
- Northeast Center in Wheeling
- WEB or Internet based from home or office
- Harper Professional Center in Schaumburg
- Other - specify:

14. Rate your satisfaction with each office or service listed below; Mark the ONE that most clearly represents the opinion.

- Financial Aid services
- Academic advising
- Career planning
- College transfer planning
- Counseling
- Tutoring
- Library/audio visual services
- Student activities
- Registration procedures
- Access for disabled on campus
- Availability of computers for out-of-class use
- Career Center

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

16. 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?

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

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Continue on next page

Prepared by the Office of Research

May 31, 2007
18. What did you like best about Harper?

19. How can the College improve its instruction?

20. How can the College improve its services?

May we have your permission to send your supervisor a questionnaire regarding how well graduates of Harper College perform on the job? Please fill in information below.

Supervisor name: ________________________________________________________________

Title: _____________________________________________________________________

Name of company: ____________________________________________________________

Company address: ___________________________________________________________

City: _____________________________ State: ____________ Zipcode: _________________

Thank you for completing this survey

PN 37-540m