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ABSTRACT

A study was conducted at William Rainey Harper College (WRHC) in Palatine, Illinois, to develop a profile of fall 1991 students, compare student and community demographic data, and determine the percentage of various community sub-groups served by the college. A random sample of 500 degree credit students (DCS's), representing 3.2% of the DCS population, and 300 non-degree credit students (NCS's), representing 3.2% of the NCS population, were surveyed. Based on responses from 377 (75%) of the DCS's and 225 (75%) of the NCS's and an analysis of 1990 census data, study findings included the following: (1) the average age of male DCS's was younger than that of female DCS's; (2) the average age of NCS's was 40 years old; (3) about 40% of DCS's enter WRHC with some college coursework; (4) among NCS's, three-fourths enter with some college coursework and more than a third have a bachelor's degree or more; (5) over half of DCS's work full-time, earning an average of \$37,354 annually, while three-fourths of NCS's work full-time, earning an average of \$50,974 annually; (6) slightly less than half of DCS's are paying for their own education, while 80% of NCS's indicated that they pay for their own education; (7) 18% of the degree-credit students were receiving employer contributions for their education; and (8) one-third of the DCS's stated that they had enrolled in WRHC for a baccalaureate oriented program, while about three-fourths of the NCS's enrolled for general interest courses. (MAB)

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# RESEARCH

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## Student Characteristics as Compared to the Community Profile of Fall 1991

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## ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1991 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES. THE PROFILE CONTAINS SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET RESEARCH OUTREACH. RANDOM SAMPLES OF 500 DEGREE CREDIT STUDENTS (3.2% OF THE TOTAL NON-DEGREE POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 75 PERCENT FOR BOTH DEGREE AND NON-DEGREE CREDIT STUDENTS WERE OBTAINED.

THE AVERAGE AGE OF MALE DEGREE CREDIT STUDENTS CONTINUES TO BE YOUNGER THAN THE FEMALE STUDENTS. THE AVERAGE AGE OF NON-DEGREE CREDIT STUDENTS IS 40 YEARS OF AGE. THE AGE OF THESE STUDENTS HAS REMAINED CONSTANT EACH YEAR. MORE OF THE DEGREE CREDIT STUDENTS ARE ATTENDING SCHOOL PART TIME THAN IN THE PAST. ABOUT 40 PERCENT OF THE DEGREE CREDIT STUDENTS ENTER HARPER WITH SOME COLLEGE COURSEWORK. AMONG THE NON-DEGREE CREDIT STUDENTS, THREE-FOURTHS ENTER HARPER WITH SOME COLLEGE COURSEWORK AND MORE THAN ONE-THIRD HAVE A BACHELORS'S DEGREE OR MORE. MOST OF THESE STUDENTS ATTEND HARPER TO TAKE COURSES FOR GENERAL INTEREST. IN CONTRAST, THE DEGREE CREDIT STUDENTS TAKE COURSES EITHER TO TRANSFER TO ANOTHER SCHOOL OR TO ENTER A CAREER PROGRAM.

MORE THAN ONE-HALF OF THE DEGREE CREDIT STUDENTS WORK FULL TIME. THE AVERAGE SALARY OF THOSE WORKING FULL TIME AND WHO ARE INDEPENDENT FROM THEIR PARENTS IS \$37,354. SLIGHTLY LESS THAN ONE-HALF OF THEM ARE PAYING FOR THEIR OWN EDUCATION. THE PERCENTAGE OF STUDENTS REPORTING THEY ARE RECEIVING EMPLOYER CONTRIBUTIONS IS INCREASING- UP TO 18 PERCENT THIS YEAR. THREE-FOURTHS OF THE NON-DEGREE CREDIT STUDENTS WORK FULL TIME. THEIR AVERAGE SALARY IS \$50,974. HOWEVER, FEWER OF THEM REPORTED WORKING AT PROFESSIONAL JOBS THAN PAST REPORTS REFLECTED. IN CONTRAST TO THE DEGREE CREDIT STUDENTS, 80 PERCENT OF THE NON-DEGREE CREDIT STUDENTS ARE PAYING FOR THEIR OWN EDUCATION.

MOST OF THE DEGREE-CREDIT STUDENTS STATED THEY WERE PERSUADED TO ATTEND HARPER DUE TO THE CLOSENESS OF THE CAMPUS, BY FRIENDS, AND BECAUSE THEY COULD GET COURSES OR PROGRAMS THEY WANTED. THE NON-DEGREE CREDIT STUDENTS ARE MORE INFLUENCED BY THE SEMESTER SCHEDULES SENT THROUGH THE MAIL BY HARPER.

THE NUMBER OF STUDENTS USING CAR POOLS OR PUBLIC TRANSPORTATION AS A MEANS OF GETTING TO HARPER CONTINUES TO BE VERY LOW. INTEREST IN THESE FORMS OF TRANSPORTATION IS STILL NOT HIGH.

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## PURPOSE

The purpose of this study was to provide a fall 1991 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In addition, this study compares student data with community demographic data including actual 1990 census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and to use the data to help the institution better serve the needs of these groups.

## POPULATION SURVEYED

Among the degree credit students a random sample of 500 students was chosen representing 3.2 percent of the total of 15,583 degree credit students enrolled in the fall of 1991. Similarly, a random sample of 300 non-degree credit students was selected which represents 3.2 percent of this non-degree credit population of 9,281 students. Responses were received from 377 of the 500 degree credit students for a return rate of 75 percent. Likewise, 225 of the 300 non-degree credit students answered the survey for a 75 percent response rate.

	<u>Degree</u> <u>Credit Students</u>		<u>Non-Degree Credit</u> <u>Students</u>	
	<u>Number</u>	<u>Response</u> <u>Percent</u>	<u>Number</u>	<u>Response</u> <u>Percent</u>
Mail Responses	180	36.0	88	28.7
Telephone Responses	197	39.4	139	46.3
Total Responses	377	75.4	225	75.0
Refused to Answer	10	2.0	18	6.0
Non-forwardable	7	1.4	3	1.0
Could not reach by telephone	106	21.2	54	18.0
Total Non-responses	123	24.6	75	25.0
Total Sample	500	100.0	300	100.0

## METHOD USED

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in subsequent surveys. This survey was mailed to the previously described sample as a pre-addressed stamped instrument with business reply postage paid by the College. After three weeks, those who did not respond were sent a second survey. After another three weeks, some of the information was gathered over the telephone from those who still had not responded. Some information was gathered from Harper's data system and still other data was obtained from the actual 1990 census data for the Harper District.

## DISCUSSION OF RESULTS

In examining the demographic patterns among students, it shows that since the late '70s the proportion of males has remained fairly constant below the 50 percent mark. Other

## DISCUSSION OF RESULTS (continued)

than 1983, the non-degree credit male enrollment runs close to 30 percent. In contrast to recent years, less than 30 percent of the degree credit students enrolled full time (23%). Considering educational background that students bring to Harper, about 40 percent of the degree credit students have some college and close to 15 percent have at least a bachelor's degree. In prior years only 10 percent had a bachelor's degree or more. Among the non-degree credit students, 75 percent have had some college while 38 percent have at least a bachelor's degree. This year fewer non-degree credit students had a bachelor's degree than other years have shown. It is not surprising to find when students were asked their principal purpose in enrolling at Harper that one-third of the degree credit students said to enroll in a baccalaureate oriented program in order to transfer to a four-year college and another 26 percent said to enroll in a specific career program. In contrast, close to three-fourths of the non-degree credit students are enrolling at Harper to take courses for general interest. The principal purpose for students attending Harper has remained stable over the years.

The average age of degree credit students has remained fairly stable over the past years at about 27 years of age while the average age of non-degree credit students is 40. The average age of male degree credit students continues to be a few years less than the female degree credit students. The percentage of married students is slightly higher this year compared to prior years both for credit and non-degree credit students.

The proportion of students enrolling was 63 percent day and 37 percent evening for degree credit students and 40 percent day and 60 percent evening for non-degree credit students. This mixture of times is almost identical to the 1990 fall non-degree credit students. As in prior years between two and three percent of all the students are enrolled during the weekends. Most of the degree credit students take courses only on the main campus (90%), whereas only 60 percent of the non-degree credit students take courses strictly on the main campus.

There has been an increase in non-degree credit students taking courses split between days and evenings. In addition to the times courses are taken, the percentage of these students attending more than one location has steadily increased from 1989. The enrollment of non-degree credit students has particularly increased at the Northeast Center. In 1989 just under 17 percent attended the Northeast Center, whereas it is now up to 25 percent.

When asked about their employment status, 60 percent of the degree credit students indicated they were employed full time while 8 percent said they were homemakers or non-working students. This data is not significantly different from the last several years. Responses to the question regarding full-time employment showed 21 percent were employed in semiprofessional jobs and 12 percent were in semiskilled jobs, just as reported last year. Slightly higher than 8 percent degree credit students held executive management positions.

Among non-degree credit students, three-fourths were employed full time with 29 percent in semiprofessional jobs, and 13 percent in executive management positions. Only 11 percent held professional jobs, much less than found from prior respondents. The average income of degree credit students employed full time, who are independent of parents, was \$37,354. Non-degree credit students employed full time earned an average salary of \$50,974. The average salary of the parents of dependent students was \$57,120. These salaries have steadily increased each year.

Students were once again asked to reveal their source of funds for financing their education at Harper. For degree credit students, 47 percent of the cost was funded by the student's money, 18 percent by employer contributions, 19 percent by parents' funds and 10

## DISCUSSION OF RESULTS (continued)

percent by their spouse. Another 6 percent was funded by scholarships and veteran benefits. The percentage of financing of education by employer contributions has steadily increased the past two reporting years. Among the non-degree credit students, 81 percent of the cost was funded by the students themselves, 9 percent from their spouse, and 7 percent by employer contributions. The recent trend of these students is to pay for their own education. Less than 1 percent was funded by scholarships, veteran benefits and loans.

In discussing their plans for the future when they leave Harper, close to one-half of the degree credit students plan to transfer while 13 percent stated they plan to obtain a job and another 12 percent said they would continue in their same job. Only 8 percent reported they would use Harper as a continued source of education. This reflects a continuing trend in fewer of these students planning to use Harper in this way. With regard to the non-degree credit students, more stated they were unsure what they will do upon leaving Harper than in the past. Normally, less than 4 percent are unsure, whereas 12 percent reported they were unsure this time. Close to one-third say they will continue to use Harper for personal development, which is comparable to last year. A little less than one-third said they are planning to continue on their same job. Again, only 2 percent of the non-degree credit students are planning to improve their lives by getting a promotion or getting a new job. Close to 6 percent of these students plan to transfer to another school. Seventy-eight percent of the degree credit students said they would be attending Harper for 2 years or less. Sixty percent of the non-degree credit students said they will only attend Harper one more semester. Most of the non-degree students attend Harper to take courses for general interest. In contrast, the degree credit students enroll at Harper either to transfer to another school or to enroll in a specific career program. Most of the students were persuaded to attend Harper due to its closeness, by friends, and by the fact they could get the courses or programs they wanted. Another factor for degree credit students attending Harper was financial. The non-degree credit students said it was the semester schedules received in the mail that attracted them to attend Harper.

As found in the past, more degree credit students plan to get some kind of degree than the non-degree credit students. This is explained by the educational level each group brings with them when coming to Harper. Over one-half of the degree credit students are recent high school graduates, whereas the non-degree credit students already have some type of college experience. Slightly under one-half of the non-degree credit students enter Harper with a minimum of an associate degree and most of these students have earned a bachelor's degree.

According to the American Council on Education's Division of Policy Analysis and Research, the proportion of the United States population with some college education increased slightly in the 1980s. In 1989, 19 percent of the adult population had completed 1-3 years of postsecondary education. In 1980, the portion was 16 percent. Many of this group come to Harper to take courses of general interest without plans to attend Harper semester after semester to complete a program or to change jobs.

The greatest sources of information about Harper for degree credit students continue to be the College catalog or handbook (46%), followed by the College semester schedule (31%), brochures and mailings (23%), and faculty (19%). The non-degree credit students identified the College semester schedule as the most helpful (46%), followed by brochures and mailings (36%), and the College catalog or handbook (23%). Less than 2 percent of both degree and non-degree students said they did not have enough information.

Only 4 percent of the degree credit students and 2 percent of the non-degree credit students do not drive themselves to the campus. Very few students reported taking a bus, taking company van, car pool, or riding bicycle/motorcycle. There still is little interest in using public transportation or car pooling.

## MAJOR CONCLUSIONS

The average age of male degree credit students continues to be younger than the female students. The average age of non-degree credit students is 40 years of age. The age of these students has remained constant each year. More of the degree credit students are attending school part time than in the past. About 40 percent of the degree credit students enter Harper with some college coursework. Among the non-degree credit students, three-fourths enter Harper with some college coursework and more than one-third have a bachelor's degree or more. Most of these students attend Harper to take courses for general interest. In contrast, the degree credit students take courses either to transfer to another school or to enter a career program.

More than one-half of the degree credit students work full time. The average salary of those working full time and who are independent from their parents is \$37,354. Slightly less than one-half of them are paying for their own education. The percentage of students reporting they are receiving employer contributions is increasing, up to 18 percent this year. Three-fourths of the non-degree credit students work full time. Their average salary is \$50,974. However, fewer of them reported working at professional jobs than past reports reflected. In contrast to the degree credit students, 80 percent of the non-degree credit students are paying for their own education.

Most of the degree credit students stated they were persuaded to attend Harper due to the closeness of the campus, by friends, and because they could get courses or programs they desired. The non-degree credit students are more influenced by the semester schedules sent by Harper through the mail.

The number of students using car pools or public transportation as a means of getting to Harper continues to be very low. Interest in these forms of transportation is still not high.



**COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION**  
**Degree Credit**

	<u>Total Sample</u>				<u>Total Student Population</u>			
	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Male	43.2	41.8	46.2	42.7	42.1	42.3	42.0	41.3
Female	56.8	58.2	53.8	57.3	57.9	57.7	58.0	58.7
Under 21	34.1	36.0	32.5	27.3	37.7	38.0	35.8	32.4
21 and Over	65.9	64.0	67.5	72.7	62.3	62.0	64.2	67.6
Full Time	27.2	26.0	24.2	23.0	32.1	32.7	31.1	22.9
Part Time	72.8	74.0	75.8	77.0	67.9	67.3	68.9	77.1
Day	38.0	41.8	43.2	43.0	64.9*	65.5*	64.9*	63.1*
Evening	46.8	39.4	39.0	37.0	35.1*	34.5*	35.1*	36.9*
Combined	15.0	18.5	17.2	18.2				
Weekend	.2	.4	.6	1.8				

**Non-Degree Credit**

	<u>Total Sample</u>				<u>Total Student Population</u>			
	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Male	38.3	38.0	31.0	34.0	39.2	32.8	30.9	33.3
Female	61.7	62.0	69.0	66.0	60.8	67.2	69.1	66.7
Under 21	6.5	5.2	3.1	2.2	9.6	7.0	6.7	7.2
21 and Over	93.5	94.8	96.9	97.8	90.4	93.0	93.3	92.8
Full Time	0	2.0	.3	0	0	0	0	0
Part Time	100.0	98.0	99.7	100.0	100.0	100.0	100.0	100.0
Day	25.7	25.8	24.3	25.7	36.4*	41.2*	39.6*	40.4*
Evening	65.7	65.2	61.3	62.3	63.6*	58.8*	60.4*	59.6*
Combined	6.7	5.0	11.3	10.0				
Weekend	2.0	4.0	3.0	3.0				

\*Percent of Student Credit Hours

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Degree Credit Enrollment - Males

Age	<u>Fall Enrollment</u>			<u>Population</u>			<u>Percent Enrolled</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989*</u>	<u>1990*</u>	<u>1991**</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
17 or Below	29	27	35	3,121	3,302	4,062	.94	.86	.86
18	735	454	562	3,466	3,282	4,511	21.21	13.11	12.46
19	1,235	1,015	774	3,392	3,154	4,415	36.40	29.93	17.53
20-21	1,352	1,309	1,223	6,981	6,636	9,087	19.37	18.75	13.46
22-25	1,147	1,149	1,034	14,954	17,394	19,453	7.67	7.69	5.32
26-35	970	1,469	1,454	44,964	49,905	58,526	2.16	3.27	2.48
36-45	412	508	547	38,350	40,364	49,917	1.07	1.32	1.10
46-55	118	134	185	28,450	28,381	37,031	.41	.47	.50
Over 55	<u>59</u>	<u>80</u>	<u>112</u>	<u>45,809</u>	<u>36,403</u>	<u>59,626</u>	<u>.13</u>	<u>.17</u>	<u>.19</u>
	6,056	6,145	5,926	189,477	188,822	246,628	3.20	3.24	2.40
Average Age	24.3	25.8	26.3						

Degree Credit Enrollment - Females

17 or Below	116	126	39	2,923	3,154	3,772	3.97	4.31	1.03
18	551	693	635	3,304	2,765	4,250	16.68	20.98	14.94
19	957	1,040	828	3,858	2,805	4,962	24.81	26.95	16.69
20-21	1,334	1,166	1,253	6,851	5,922	8,812	19.47	17.01	14.22
22-25	1,102	1,040	1,220	15,613	17,210	20,082	7.06	6.66	6.08
26-35	1,682	2,079	2,175	46,624	49,431	59,969	3.61	4.46	3.63
36-45	1,740	1,638	1,534	39,005	42,451	50,169	4.46	4.20	3.06
46-55	522	504	566	27,678	29,379	35,600	1.89	1.82	1.59
Over 55	<u>261</u>	<u>189</u>	<u>200</u>	<u>56,117</u>	<u>45,685</u>	<u>72,179</u>	<u>.47</u>	<u>.34</u>	<u>.28</u>
	8,226	8,475	8,450	201,974	198,798	259,795	4.09	4.20	3.25
Average Age	29.7	29.3	29.6						

\* Population by age is taken from 1980 census and projected by NIPC.

\*\* Population by age is taken from 1990 census and projected by NIPC.

**DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER**

**Non-Degree Credit Enrollment - Male**

	<u>Fall Enrollment</u>			<u>Population</u>			<u>Percent Enrolled</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989*</u>	<u>1990*</u>	<u>1991**</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
19 and Below	62	32	220	10,005	9,739	11,396	.62	.32	1.93
20-21	62	0	119	6,981	6,636	7,739	.89	0	1.54
22-25	310	316	360	14,945	17,394	22,491	2.07	1.81	1.61
26-35	1,209	820	921	44,964	49,905	64,598	2.69	1.64	1.43
36-45	651	505	565	38,350	40,364	55,476	1.70	1.25	1.02
46-55	372	505	396	28,450	28,381	38,393	1.31	1.78	1.03
Over 55	<u>744</u>	<u>600</u>	<u>607</u>	<u>45,809</u>	<u>36,403</u>	<u>59,702</u>	<u>1.62</u>	<u>1.65</u>	<u>1.02</u>
	3,410	2,777	3,191	189,504	188,822	246,628	1.80	1.47	1.29
Average Age	40.2	41.9	39.0						

**Non-Degree Credit Enrollment - Female**

19 and Below	388	219	291	10,059	8,720	11,396	3.86	2.52	2.55
20-21	155	157	171	6,851	5,922	7,739	2.26	2.65	2.21
22-25	698	784	607	15,613	17,210	22,491	4.47	4.55	2.70
26-35	1,668	1,442	1,655	46,624	49,431	64,598	3.58	2.92	2.56
36-45	1,397	1,285	1,479	39,005	42,451	55,476	3.58	3.03	2.67
46-55	1,358	1,034	1,041	27,678	29,379	38,393	4.91	3.52	2.71
Over 55	<u>1,319</u>	<u>1,285</u>	<u>1,081</u>	<u>56,117</u>	<u>45,685</u>	<u>59,702</u>	<u>2.35</u>	<u>2.81</u>	<u>1.81</u>
	6,983	6,206	6,325	201,947	198,798	259,795	3.46	3.12	2.43
Average Age	40.8	40.8	40.6						

\* Population by age is taken from 1980 census and projected by NIPC.

\*\* Population by age is taken from 1990 census and projected by NIPC.

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
	<u>PCT</u>	<u>PCT</u>	<u>PCT</u>	<u>PCT</u>	<u>PCT</u>	<u>PCT</u>
<u>Class Load</u>						
Full Time	26.0	24.2	23.0	2.0	.3	0
Part Time	74.0	75.8	77.0	98.0	99.7	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	500	500	500	300	300	300

When Students are Enrolled

Day Only	41.8	43.2	43.0	25.8	24.3	25.7
Evening Only	39.4	39.0	37.0	65.2	61.3	61.3
Weekends Only	.4	.6	1.8	4.0	3.0	3.0
Mixture of Times	18.5	17.2	18.2	5.0	11.3	10.0
Portion of Class Hours	65.8	62.1	54.0	53.1	41.9	42.3
In Day						
Portion of Class Hours	32.9	36.4	41.5	30.3	50.6	41.3
In Evening						
Portion of Class Hours	1.3	1.5	4.6	16.6	7.5	16.4
On Weekend						
Number Responding	500	500	500	300	300	300

Where Students are Enrolled

Main Campus	97.1	95.4	94.2	78.6	65.4	65.6
Barrington High School	0	.2	.4	3.9	10.4	5.9
Northeast Center	2.1	2.9	3.1	16.5	20.7	25.3
Other Locations	.8	1.5	2.3	1.1	3.6	3.3
Enrolled at Main Campus	93.8	91.8	90.2	74.7	61.0	59.7
Only						
Enrolled at One Location	2.8	4.4	5.6	20.3	32.3	31.3
Only - Other than Main						
Campus						
Enrolled at More Than	3.4	3.8	4.2	5.0	6.7	9.0
One Location						
Number Responding	500	500	500	300	300	300

DEMOGRAPHIC FACTORS OF STUDENTS

<u>Sex</u>						
Male	41.8	46.2	42.7	38.0	31.0	34.0
Female	58.2	53.8	57.3	62.0	69.0	66.0
Number Responding	500	500	496	300	300	300

Marital Status

Single	59.8	60.8	58.0	32.9	30.1	25.9
Married	32.2	34.2	36.0	52.6	54.8	60.0
Divorced or Separated	6.6	3.9	5.4	9.6	8.2	8.6
Widow or Widower	1.4	1.1	.5	4.8	6.8	5.5
Number Responding	348	360	369	228	219	220

Age	Degree Credit			Non-Degree Credit		
	1989	1990	1991	1989	1990	1991
Below 16	0	0	0	1.4	0	0
16	.2	.6	0	0	.7	0
17	.8	.4	0	1.0	1.4	1.1
18	9.0	7.8	7.5	.3	.3	.4
19	15.3	14.2	10.1	1.4	.3	0
20	10.8	9.4	9.7	1.0	.3	.7
21	7.9	7.8	6.9	1.0	1.4	1.1
22 - 25	15.7	15.2	20.0	9.7	12.2	9.3
26 - 30	10.2	13.0	13.7	16.6	14.7	15.8
31 - 35	8.4	11.2	10.7	11.7	10.5	10.4
36 - 45	15.1	14.2	14.7	19.7	19.9	21.9
46 - 55	4.5	4.2	4.8	16.2	17.1	17.6
56 - 65	1.4	1.2	.8	10.3	11.5	9.3
Over 65	.8	.6	1.0	9.7	9.4	12.5
Number Responding	491	499	495	290	286	279
Average Age	27.6	27.7	28.3	40.6	41.1	42.2
PCT Under 21 Years of Age	36.0	32.5	27.3	5.2	3.1	2.2

#### Children of Students

Have no Children	69.9	71.4	70.4	40.5	50.2	40.3
Have Preschoolers at Home	9.1	8.2	9.3	7.5	6.5	8.6
Have School Age Children at Home	15.5	14.4	15.7	16.7	11.6	16.7
Have Post High School Youth at Home	6.9	5.4	5.6	13.2	13.0	15.4
Have Children Who Have Left Home	8.3	6.8	6.9	33.9	28.4	33.5
Number Responding	362	353	375	227	236	221

#### Present Full-Time Occupation

Semiprofessional, Technical	20.9	21.3	20.5	24.6	23.0	29.1
Students not Employed Full Time	27.0	27.9	31.8	5.3	7.1	10.9
Semiskilled	11.4	12.0	11.9	4.2	7.1	6.4
Professional	6.8	4.3	6.5	20.8	20.8	11.4
Supervisor or Public Official	3.4	5.7	2.2	4.8	2.7	4.5
Homemaker and Student Managerial or Executive	9.5	9.2	8.4	10.3	12.5	12.7
Sales Professional	6.5	6.5	8.4	14.0	13.4	12.7
Skilled Trade	5.7	8.2	4.3	10.5	9.2	8.2
Unskilled	4.5	2.4	4.9	3.1	2.7	1.8
Small Business Owner	3.0	1.6	.8	0	.4	0
	1.2	.8	.5	2.4	1.1	2.3
Number Responding	368	368	371	228	224	220

Financial Independence From Parents	Degree Credit			Non-Degree Credit		
	1989	1990	1991	1989	1990	1991
Not Independent	35.7	34.3	33.7	8.9	9.8	10.4
-Live with Parents						
Independent	13.3	11.6	12.6	9.4	4.9	1.9
-Live with Parents						
Independent	51.0	54.0	53.7	81.7	85.3	87.7
-Live away from Parents						
Number Responding	347	361	365	202	204	212

#### Income of All Students

	PCT. 1989	PCT. 1990	PCT. 1991	PCT. 1989	PCT. 1990	PCT. 1991
Less than \$5,000	25.5	19.4	18.1	5.6	7.6	6.9
\$ 5,000 to \$ 7,499	8.2	8.6	7.5	1.5	1.8	0
\$ 7,500 to \$ 9,999	5.5	6.7	6.3	1.0	.6	0
\$ 10,000 to \$ 11,999	4.2	5.1	3.0	1.5	2.3	.6
\$ 12,000 to \$ 14,999	3.0	7.0	5.4	3.6	2.3	2.3
\$ 15,000 to \$ 19,999	7.6	5.4	6.3	8.7	6.4	8.1
\$ 20,000 to \$ 24,999	7.9	7.0	6.9	8.7	5.3	5.8
\$ 25,000 to \$ 29,999	7.9	6.1	7.8	8.2	7.6	9.8
\$ 30,000 to \$ 34,999	3.3	7.6	8.7	6.1	10.5	11.0
\$ 35,000 to \$ 39,999	4.2	4.8	4.8	2.0	6.4	5.2
\$ 40,000 to \$ 49,999	4.8	8.3	9.0	16.8	12.9	14.5
\$ 50,000 to \$ 59,999	7.6	3.5	5.4	14.3	12.9	6.9
\$ 60,000 to \$ 69,999	3.6	4.8	3.9	4.6	5.3	8.1
\$ 70,000 to \$ 79,999	1.5	2.2	2.1	4.1	6.4	6.9
\$ 80,000 to \$100,000	3.0	2.5	2.4	8.2	5.8	4.0
\$100,000 to \$150,000	1.2	.6	1.5	3.6	5.8	4.6
Over \$150,000	.9	.3	.6	1.5	0	5.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	330	314	332	196	171	173

	Degree Credit			Non-Degree Credit		
	1989	1990	1991	1989	1990	1991
Median Income	\$17,300	\$17,794	\$22,283	\$41,682	\$39,091	\$40,000
Mean Income	\$26,282	\$25,853	\$28,397	\$45,102	\$44,949	\$49,587
PCT Over \$25,000	38.2	40.8	46.4	69.4	73.7	76.3

**Income of Students Who Are Independent of Parents**

	Degree Credit Student Percent		Non-Degree Credit Student Percent	
	1990	1991	1990	1991
Less than \$5,000	6.9	5.4	4.3	4.6
\$ 5,000 to \$ 7,499	3.0	2.7	1.4	0
\$ 7,500 to \$ 9,999	5.4	3.6	.7	0
\$ 10,000 to \$ 11,999	3.0	.9	.7	.7
\$ 12,000 to \$ 14,999	7.4	5.4	.7	2.0
\$ 15,000 to \$ 19,999	6.4	6.3	5.7	6.6
\$ 20,000 to \$ 24,999	8.9	9.9	5.7	5.3
\$ 25,000 to \$ 29,999	8.9	10.8	9.3	10.5
\$ 30,000 to \$ 34,999	10.9	13.1	10.0	11.2
\$ 35,000 to \$ 39,999	7.4	6.3	6.4	4.6
\$ 40,000 to \$ 49,999	11.4	13.1	13.6	16.4
\$ 50,000 to \$ 59,999	5.4	7.7	15.0	7.9
\$ 60,000 to \$ 69,999	6.9	5.9	6.4	9.2
\$ 70,000 to \$ 79,999	3.5	2.7	7.1	7.9
\$ 80,000 to \$ 99,999	3.5	3.2	5.7	3.9
\$100,000 to \$150,000	1.0	2.3	7.1	4.6
Over \$150,000	0	.9	0	4.6
Total	100.0	100.0	100.0	100.0
Number Responding	202	222	171	152
Median Income	\$29,861	\$31,810	\$43,421	\$42,600
Mean Income	\$33,724	\$37,354	\$48,963	\$50,974
Percent Over \$25,000	58.9	65.8	80.7	80.9

**Income of Parents of  
Dependent Students**

	1988	1989	1990	1991
Less than \$5,000	3.9	6.5	4.2	2.8
\$ 5,000 to \$ 8,999	2.6	3.2	0	1.4
\$ 9,000 to \$ 12,999	2.6	1.1	1.4	0
\$ 13,000 to \$ 16,999	2.6	1.1	5.6	5.6
\$ 17,000 to \$ 20,999	1.3	1.1	1.4	0
\$ 21,000 to \$ 24,999	3.9	2.2	4.2	1.4
\$ 25,000 to \$ 29,999	1.3	9.7	4.2	7.0
\$ 30,000 to \$ 34,999	11.6	6.5	11.1	8.5
\$ 35,000 to \$ 39,999	7.8	8.6	9.7	8.5
\$ 40,000 to \$ 49,999	22.1	11.8	11.1	15.5
\$ 50,000 to \$ 59,999	13.0	12.9	15.3	12.7
\$ 60,000 to \$ 69,999	6.5	9.7	8.3	11.3
\$ 70,000 to \$ 79,999	3.9	7.5	5.6	5.6
\$ 80,000 to \$100,000	10.4	7.5	12.5	8.5
\$100,000 to \$150,000	3.9	7.5	2.8	8.5
Over \$150,000	2.6	3.2	2.8	2.8
Total	100.0	100.0	100.0	100.0
Number Responding	77	93	72	71
Median Income	\$45,879	\$48,182	\$46,875	\$49,090
Mean Income	\$51,610	\$54,823	\$52,653	\$57,120
Percent Over \$25,000	83.1%	84.9%	83.8%	88.7%

Community Data 1979 --- Median Family Income --- \$30,900  
 Percent of Families over \$25,000 --- 67.5%  
 DAILY HERALD Data 1986 --- Median Income --- \$50,621

<u>Primary Ethnic Background</u>	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
White Caucasian	87.4	85.5	85.5	91.6	90.3	92.8
Latino, Mexican American	2.0	2.0	.3	.9	.5	0
Asian American	7.4	9.1	9.4	4.2	7.4	4.0
Black American	1.1	1.1	1.1	.5	.9	1.3
Native American	.3	0	.5	.9	0	.4
Foreign Students (F/J Visa)	.3	0	.8	.5	0	0
Other Amer. Ethnic Minority	1.4	2.3	2.4	1.4	.9	1.3
Number Responding	349	351	373	215	216	223

<u>Language Used</u>	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
<u>Most at Home</u>						
English	91.1	91.6	90.8	95.6	95.5	95.6
Spanish	1.1	2.0	.5	.4	0	1.1
Korean	.8	.5	1.6	0	0	0
Polish	.1	.3	1.1	.7	0	0
German	.4	.1	0	.7	0	0
Italian	.3	.3	.3	0	.4	.2
Asian Indian (Provincial Language)	1.2	3.0	1.8	0	1.6	.9
Arabic	.3	0	0	.4	0	0
Greek	.3	.3	0	0	0	0
Vietnamese, Thai, Cambodian, Laotian	.3	.3	.8	0	0	0
Filipino	.4	0	0	.4	.4	0
Japanese	3.2	.8	1.3	.9	.4	.4
Chinese	.3	1.6	1.1	.9	.9	.4
French	0	0	0	0	0	.4
Parsi	0	0	0	0	0	.4
Armenian	0	0	0	0	0	.4
Croatian	0	0	.3	0	0	0
Turkish	.3	0	0	0	0	0
Hungarian	0	0	.3	0	.4	0
Syrian	0	0	.3	0	0	0

Length of Time Planned to Stay at Harper as Student

More than 3 years	16.0	16.2	12.9	37.2	20.1	17.0
Three years	13.1	10.9	9.4	7.4	.6	2.6
Two years	28.5	23.5	26.4	10.6	11.7	10.8
One year	16.9	20.0	24.0	15.4	10.6	9.3
Just this semester	25.6	29.4	27.3	29.3	57.0	60.3
Average Number of Semesters	3.8	3.6	3.4	4.5	2.9	2.7
Number Responding	344	340	363	188	179	194



<u>Plans for a Major Field</u>	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Have had no major field change since attending Harper	46.6	45.5	50.4	26.3	24.1	31.2
Have changed major field or plan to change major field of study	18.5	19.8	18.0	8.1	3.5	2.5
Do not need major field of study	13.3	14.1	13.9	47.3	60.1	55.6
Searching for a field	14.7	16.9	11.7	4.0	7.4	2.9
Bachelor's degree student entering a new field	4.4	3.4	3.8	14.2	4.9	7.8
Transfer students entering a new field	2.5	.3	2.2	0	0	0
Number Responding	354	354	367	186	203	205

Highest Degree Planned

No degree or certificate	19.0	18.8	15.4	42.5	47.9	42.9
Associate Degree	24.8	27.2	27.5	9.0	8.1	10.8
Bachelor's Degree	38.8	35.0	32.6	29.2	25.6	26.7
Master's Degree	14.9	17.1	21.6	15.6	15.2	15.2
Ph.D, Ed.D, L.L.D., M.D.	2.5	2.0	3.0	3.8	3.3	1.4
Number Responding	363	357	371	212	211	210

Highest Educational Level Attained Prior to Attending Harper

Not a high school graduate	.8	2.2	.5	2.2	2.7	2.8
High school graduate	53.0	56.9	53.5	18.5	20.8	18.1
GED equivalency diploma	1.9	1.4	2.1	1.3	.5	1.4
Technical or business school graduate	2.4	3.0	1.6	3.5	3.6	1.9
Some college	26.5	22.5	22.2	19.8	22.6	28.7
Associate degree	2.4	3.0	2.7	2.2	0	5.6
Some hours beyond associate degree	1.4	.5	2.4	3.1	2.3	1.9
Three years nursing degree	0	.3	.5	.9	1.8	1.9
Bachelor's degree	9.7	8.4	11.0	36.6	34.8	30.6
Master's degree or higher	1.9	1.9	3.5	11.9	10.8	7.4
Number Responding	370	369	374	227	221	216

Percentage Baccalaureate degree or higher	11.6	10.3	<u>14.4</u>	48.5	45.7	<u>38.0</u>
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Percentage Baccalaureate degree or higher among only those 21 or older	18.2	11.3	15.0	51.4	36.5	30.0
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ESTABLISHING A RELATIONSHIP WITH HARPER

How Student First Heard About Harper

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Parents, friends or relatives	38.5	27.2	28.5	19.1	16.3	18.9
Saw the Campus or live close to the campus	24.0	36.3	35.8	31.1	29.8	42.0
Cannot remember when first heard about Harper	6.1	5.4	4.7	8.2	5.4	5.0
Semester schedule received in the mail	5.8	4.3	5.3	12.0	20.8	12.4
Literature at high school	5.5	6.1	3.7	1.1	1.1	.5
High school counselor - teacher	4.5	7.8	6.7	.6	1.3	2.1
Materials received in the mail from Harper	3.3	2.0	1.3	4.9	3.5	6.5
Newspaper articles or advertising	3.2	2.7	1.9	8.5	7.9	6.0
Heard about it through work	2.4	2.1	2.7	7.7	4.6	2.3
Inquiries for special program	2.2	2.2	3.7	4.1	2.1	2.6
From other colleges	1.5	.6	.8	.5	.6	0
Employment near/at Harper	1.1	.5	3.0	0	.8	.1
Referendum or tax bill	.6	0	0	1.1	0	0
Real estate agent, mover, or Welcome Wagon	.6	.6	.3	.2	.2	.1
Senior Citizens Center	.4	0	0	0	.9	.2
Public Library	.3	0	0	0	.6	0
Talked to Harper counselor or faculty members	.1	.5	.2	.1	.4	.5
Visit by Harper representative to high school	0	0	.1	0	0	0
Harper area cooperative program	0	.4	.3	.7	0	0
Harper open house	0	.3	0	.2	.4	0
Television	0	.3	0	0	0	0
Harper Tour Van	0	.3	0	0	0	0
Formerly worked at Harper	0	.5	0	0	.4	0
Remember when it was built	0	0	0	0	.9	0
Literature at work	0	0	1.1	0	0	.5
Rotary	0	0	0	0	0	.5

What or Who Most Convinced Student to Attend Harper

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Parents, friends or relatives	22.6	16.6	18.2	14.2	9.6	18.2
It is convenient to get to	19.8	15.4	23.0	14.4	11.5	17.4
I could get specific program or course	13.0	15.8	17.2	20.6	26.8	25.3
It is so inexpensive	7.7	9.8	10.1	10.0	6.0	5.8
Broaden knowledge base	7.1	5.9	4.4	9.5	7.8	3.4
No particular reason or my own personal motivation	6.0	9.6	5.2	3.1	6.7	4.6
Literature at work, employer, fellow employees, or professional association	3.8	2.0	3.1	3.8	2.5	2.1
Harper's reputation for excellence	3.5	2.0	3.5	1.9	3.6	2.1
Semester schedule received in the mail	3.4	4.5	2.3	10.9	18.1	10.8
It is easy to transfer courses to a four-year college	2.7	3.8	2.6	.7	.6	0
It is a good place to find direction in your life	2.6	2.3	1.9	1.2	1.0	.2
Harper is better than closest community college	2.5	.6	.6	.6	0	.5
Could not get accepted at any other college or was dropped by 4-year college	1.7	1.1	.5	0	.4	0
High school counselor	.6	1.9	2.5	0	0	0
A visit to Harper's campus talking to faculty or counselors	.6	.6	1.0	.9	0	.5
Material received from Harper in the mail	.6	1.3	1.4	2.7	2.3	5.1
Wanted to use VA benefit	.6	.6	.3	0	.4	0
Faculty or staff at another college	.4	.3	0	0	0	0
Literature in high school	.3	1.1	.8	0	.4	0
Scholarships available	.3	0	.3	0	0	0
Economic environment	.1	.3	0	0	0	0
Facilities on the campus were impressive	.1	.3	0	.8	0	.5
Newspaper articles or advertisements	.1	.5	0	1.4	.9	.9
Athletic program	0	.3	.3	1.1	0	0
Harper area cooperative another college	0	.1	.3	0	0	.9
Insurance reasons	0	0	0	.1	0	0
Worked at Harper	0	0	0	2.2	1.3	.5
Moved into area	0	.8	0	0	0	0
Could work while attending	0	.3	0	0	0	0
Improve GPA and prepare self for 4-year school	0	1.9	0	0	0	0
Someone other than workplace suggested	0	0	.6	0	0	1.5

Sources from which greatest help was received in obtaining needed information at Harper

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>Percent</u>			<u>Percent</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
College catalog or handbook	45.2	24.1	45.6	31.7	15.6	23.3
College semester schedule	26.2	14.7	30.5	37.1	42.2	45.6
Brochures or letters received in the mail	26.2	15.9	22.6	34.3	28.4	35.8
Faculty	24.8	10.6	18.6	13.6	11.0	6.5
Other students	24.3	6.5	11.9	8.6	2.8	1.4
Counselors at Harper	22.1	13.5	22.6	7.7	2.7	4.2
Found information on my own	18.3	10.0	10.2	8.1	5.5	10.7
Newspaper releases	14.2	2.4	6.7	19.5	5.5	12.1
Admissions Office	10.4	1.2	7.5	6.3	3.7	4.2
Relatives or friends	9.0	4.1	7.3	9.5	.9	4.7
Posters or bulletin board	7.1	.6	5.4	1.8	0	4.2
Other Harper staff	6.8	2.9	7.5	7.7	7.3	4.7
Student Paper (Harbinger)	5.7	1.8	1.6	3.6	0	.5
Information booth	4.4	0	3.8	3.2	.9	1.9
Employer or fellow workers	4.4	.6	2.2	4.5	.9	3.3
Business Office	2.7	0	1.1	1.8	.9	0
High school counselor	2.7	0	1.3	.5	0	0
Library	2.2	0	1.1	.9	.9	.5
Did not receive enough info.	1.9	3.5	1.3	1.8	1.8	1.4
Orientation program or open house	1.1	.6	1.1	.5	0	.5
Fin. Aid and Veterans Office	.8	0	2.2	.9	0	.5
Outside community agency	.8	0	.3	.5	0	0
Career development course or College survival class	.8	0	.3	1.4	0	.5
Displays in community	.8	0	.5	.5	0	.5
Employment at Harper	.5	0	1.1	2.3	0	0
Computer terminal	.3	0	.5	0	.9	.5
Senior Citizens Center	.3	0	.3	2.3	.9	.9
Participation in student activities	0	0	.3	.5	0	0
Disabled Student Services	0	.6	0	0	0	0

What students plan to do when they leave Harper

Transfer to another educational institution	47.0	46.0	48.9	7.8	4.1	5.6
Obtain a job	13.2	12.1	13.0	4.7	4.3	4.2
Continue at Harper/use education for personal dev.	11.3	9.2	8.1	41.4	32.2	32.2
Continue on same job	11.3	13.6	11.9	32.1	41.6	30.8
Get a promotion/better job	7.2	8.9	4.9	4.2	2.3	2.3
Not sure	6.6	7.4	9.5	3.1	3.4	13.6
Become/Cont. as a homemaker	1.6	1.4	2.2	3.8	8.3	7.0
Become self employed	.9	.5	.5	1.7	1.4	.9
Move out of the area	.5	.5	1.1	1.4	1.1	2.3
Retirement	.3	0	0	0	0	0
Finish high school	0	.3	0	0	1.4	.9
Number Responding	371	367	370	212	220	214

Principle Purpose in Enrolling at Harper

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>Percent</u>			<u>Percent</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Enroll in baccalaureate oriented program in order to transfer to a four-year college	39.6	33.2	32.8	4.3	4.2	.9
Enroll in a specific career program	22.8	29.4	26.3	13.0	11.6	11.3
Take courses for general interest	15.2	14.2	22.8	65.5	67.4	73.8
Search for a major field of interest	13.3	13.5	11.1	5.0	5.6	3.6
For retraining or refresher purposes	4.9	7.9	4.3	11.8	10.7	10.0
To learn the English language	4.2	1.8	2.7	.5	.5	.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	356	359	369	212	215	221

Means of Transportation to Harper

Drive own car	89.0	90.8	91.5	89.6	91.5	90.2
Use family car	8.3	5.9	4.5	4.8	3.1	2.2
Ride with someone else	1.6	2.4	2.1	3.0	3.6	5.3
Company Van/Car	0	0	.5	1.7	0	0
Car pool	.3	.3	.5	.9	1.3	1.3
Take bus	.5	.5	.5	0	.4	.4
Bicycle/motorcycle	.3	0	.3	0	0	.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	373	370	375	230	224	225

Preference for Public Transportation or Car Pool

Not interested	90.5	81.4	80.3	94.3	85.6	85.1
Would be interested in bus transportation	9.5	13.4	11.7	6.6	11.7	8.1
Would prefer car pool	4.0	11.5	12.3	2.6	5.4	8.1

Sources of Financing Education at Harper College

<u>Source of Financing</u>	<u>Degree Credit Student</u>			<u>Non-Degree Credit Student</u>		
	<u>Percent</u>			<u>Percent</u>		
	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Self	47.2	57.0	46.7	62.6	77.0	80.7
Parents	24.6	13.0	18.9	5.4	2.0	2.7
Employer Contribution	11.2	16.0	18.1	11.4	10.0	6.5
Spouse	11.8	8.0	10.1	12.9	10.0	9.1
Veteran Benefits	1.4	1.0	1.1	0	1.0	.3
Scholarships	2.5	3.0	5.0	2.4	0	.3
Loans	1.4	2.0	0	5.3	0	.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

Type of Telephone Students Have at Home

	<u>Degree Credit Percent</u>		<u>Non-Degree Credit Percent</u>	
	<u>1990</u>	<u>1991</u>	<u>1990</u>	<u>1991</u>
Touch-Tone	94.4	94.9	87.9	92.9
Pulsetone	3.1	4.0	3.3	3.1
Rotary	2.5	5.7	8.8	7.1

## General Comments - Unsolicited

### Credit Students

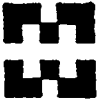
- Touch-Tone registration is great! Iowa State has a system that works wonderfully - Great reference.
- Almost everyone I have come in contact with at Harper has either:
  - a) not had answers to questions
  - b) did not want to take time to explain
  - c) referred to another "wrong" person
  - d) were degrading and rude - all with the exception of teachers and Registrar.
- Faculty and counselors have been great!
- Your system is very, very bad in terms of getting instructors to teach certain courses and when we students get to class, discover that there is a change of instructors. The instructor who was to teach the course I took was not in the class but was teaching another class. It is surely very, very difficult for students to decide which class to take! I can tell you have a managerial problem over there!
- I enjoy Harper very much! The instructors that I have dealt with this semester are very helpful, except one. She is just OK. An exceptional teacher is Paul Holdaway (A.P.). Another problem I came across was the workers in the Registrar's Office - they were not friendly in the seven times I dealt with them. Except, when I finally called the Supervisor of the Department - I believe her name was Anna. I would like to compliment the Food Service Staff on their nice looking salad bar and the other food they prepared - very delicious! Thank you!

### Non-Credit Students

- Please continue to offer German III in Continuing Education.
- At the Northeast Center, the instructor for Computer Science was very good and she deserves a raise! It would be good and helpful to have more classes arranged at Barrington.
- I prefer Northeast Campus because the main campus parking lot is too far from school - too dark at night. I have attended Continuing Education classes only, thus far.
- Please do not waste postage on me!! I am a Harper graduate - AA '83 (Certificate in D.P.) and graduated from Elmhurst College (BS/Business/Inform Systems '87). I take a jewelry course at Harper at present - that's all!
- To Whom It May Concern: I did not actually take a class at Harper. Several co-workers and myself were signed up to attend a night class. After the first class none of us thought the teacher was informative and so we re-scheduled for the January semester.

**APPENDIX**

- Survey Instrument
- Cover Letter



**William Rainey Harper College**  
 1200 West Algonquin Road  
 Palatine, Illinois 60067-7308  
 708/397-3000

This number identifies you. When we receive your completed survey, we will remove your name from the mailing list so you will not be bothered with a second mailing of this survey or a follow-up telephone call.

Fall 1991

Dear Student:

Because of state and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain information on our student body.

To that end, we are asking you to respond to this questionnaire as a part of a random sample of Harper College students. Since this is only a sample, it is very important that each student selected answer the survey as completely as he/she can and mail it back to the College. Any information you supply will be kept strictly confidential among appropriate college administrators.

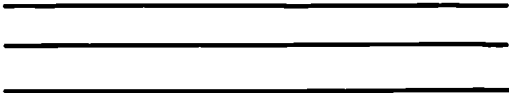
We greatly appreciate your response to this survey. When you have completed it, please fold booklet with Harper College return address on the outside, tape or staple closed, and mail.

Very truly yours,

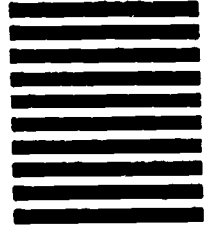
*John A. Lucas*

John A. Lucas, Director  
 Office of Planning and  
 Institutional Research

SC/91



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 PALATINE IL 60067-9987**





# Student Characteristics Questionnaire

## Demographic

1. Sex  Male  Female
2. Marital Status—Check (✓) one.  A. Single  B. Married  C. Divorced  D. Widow/Widower
3. Age—Check (✓) one.
- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> A. 16    | <input type="checkbox"/> H. 26-30   |
| <input type="checkbox"/> B. 17    | <input type="checkbox"/> I. 31-35   |
| <input type="checkbox"/> C. 18    | <input type="checkbox"/> J. 36-40   |
| <input type="checkbox"/> D. 19    | <input type="checkbox"/> K. 41-45   |
| <input type="checkbox"/> E. 20    | <input type="checkbox"/> L. 46-55   |
| <input type="checkbox"/> F. 21    | <input type="checkbox"/> M. 56-65   |
| <input type="checkbox"/> G. 22-25 | <input type="checkbox"/> N. Over 65 |
4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.
- A. Managerial or executive (business executive, banker, store manager)
  - B. Professional (doctor, lawyer, professor, nurse, R.N.)
  - C. Sales — professional
  - D. Semi-professional or technical (programmer, lab technician, secretary)
  - E. Semi-skilled (machine operator, construction worker, clerk)
  - F. Skilled trades (electrician, carpenter, plumber)
  - G. Small business owner or farm owner
  - H. Supervisor or public official (office manager, policeman)
  - I. Unskilled (general laborer, farm laborer)
  - J. Student, not employed full-time
  - K. Homemaker and student
5. What do you plan to do when you leave Harper? Check (✓) one.
- A. Transfer to another educational institution
  - B. Obtain a job
  - C. Obtain a promotion
  - D. Continue on same job I have now
  - E. Become/continue as a homemaker
  - F. Do not plan to leave Harper—plan to continue to use Harper off and on over the years for my own personal development
  - G. I am not sure
  - H. Move out of the area
  - I. Become self-employed
  - J. Join the Armed Forces
  - K. Other (specify) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
6. Primary ethnic background. Check (✓) one. If multi-racial, check (✓) all that apply.
- A. Asian American/Oriental—Chinese, Japanese, Korean, Hawaiian, Indian, Samoan or Filipino
  - B. Native American Indian
  - C. African American
  - D. Mexican American
  - E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish or Latin American, etc.
  - F. White American of European descent
  - G. Foreign students who carry "F" or "J" visa
  - H. Other (specify) \_\_\_\_\_
- \_\_\_\_\_
- I. I prefer not to answer this question.

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

- |   |   |
|---|---|
| <input type="checkbox"/> A. Less than \$5,000 | <input type="checkbox"/> I. \$ 30,000-\$ 34,999 |
| <input type="checkbox"/> B. \$ 5,000-\$ 7,499 | <input type="checkbox"/> J. \$ 35,000-\$ 39,999 |
| <input type="checkbox"/> C. \$ 7,500-\$ 9,999 | <input type="checkbox"/> K. \$ 40,000-\$ 49,999 |
| <input type="checkbox"/> D. \$10,000-\$11,999 | <input type="checkbox"/> L. \$ 50,000-\$ 59,999 |
| <input type="checkbox"/> E. \$12,000-\$14,999 | <input type="checkbox"/> M. \$ 60,000-\$ 69,999 |
| <input type="checkbox"/> F. \$15,000-\$19,999 | <input type="checkbox"/> N. \$ 70,000-\$ 79,999 |
| <input type="checkbox"/> G. \$20,000-\$24,999 | <input type="checkbox"/> O. \$ 80,000-\$ 99,999 |
| <input type="checkbox"/> H. \$25,000-\$29,999 | <input type="checkbox"/> P. \$100,000-\$150,000 |
|   | <input type="checkbox"/> Q. Over \$150,000      |

8. Transportation - Check (✓) your primary mode.

- |  |   |
|--|---|
| <input type="checkbox"/> A. Drive my own car       | <input type="checkbox"/> E. Motorcycle            |
| <input type="checkbox"/> B. Ride with someone else | <input type="checkbox"/> F. Bicycle               |
| <input type="checkbox"/> C. Use family car         | <input type="checkbox"/> G. Take bus              |
| <input type="checkbox"/> D. Car pool               | <input type="checkbox"/> H. Walk                  |
|  | <input type="checkbox"/> I. Drive company car/van |

9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) ALL that apply.

- A. I would be interested in bus transportation.  
 B. I would prefer to be in a car pool.  
 C. Not interested in either.

10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

- A. Some high school  
 B. High school graduate  
 C. GED equivalency diploma  
 D. Technical or business school graduate  
 E. Some college  
 F. Associate degree - community college degree  
 G. Some hours beyond associate degree  
 H. Three-year nursing degree  
 I. Bachelor's degree (B.A. or B.S.)  
 J. Master's degree  
 K. Ph.D. or Ed.D. - Doctorate

### Family information

11. Which language is most used at home? Check (✓) one.

- |                                     |   |   |
|-------------------------------------|---|---|
| <input type="checkbox"/> A. English | <input type="checkbox"/> H. Japanese                    | <input type="checkbox"/> N. Filipino        |
| <input type="checkbox"/> B. Spanish | <input type="checkbox"/> I. Chinese                     | <input type="checkbox"/> O. Latvian         |
| <input type="checkbox"/> C. German  | <input type="checkbox"/> J. Vietnamese, Thai, Cambodian | <input type="checkbox"/> P. Arabic          |
| <input type="checkbox"/> D. Italian | Laotian   | <input type="checkbox"/> Q. Other (specify) |
| <input type="checkbox"/> E. Polish  | <input type="checkbox"/> K. Korean                      | _____                                       |
| <input type="checkbox"/> F. French  | <input type="checkbox"/> L. Hindi                       | _____                                       |
| <input type="checkbox"/> G. Greek   | <input type="checkbox"/> M. Scandinavian                |   |

12. What age children do you have? Check (✓) ALL that apply.

- A. Have no children  
 B. Have pre-schoolers at home  
 C. Have school age children at home  
 D. Have post high school children at home  
 E. Have children who have left home

13. Are you financially independent (less than \$600 from parents and not listed as income tax dependent)? Check (✓) one.

- A. Yes - live away from parents  
 B. No - live with parents  
 C. Yes - but live with parents and pay for room and board and all other expenses

14. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential, if you do not know, or if you are financially independent of parents.) Check (✓) one.

- |   |   |
|---|---|
| <input type="checkbox"/> A. Less than \$5,000 | <input type="checkbox"/> I. \$ 35,000-\$ 39,999 |
| <input type="checkbox"/> B. \$ 5,000-\$ 8,999 | <input type="checkbox"/> J. \$ 40,000-\$ 49,999 |
| <input type="checkbox"/> C. \$ 9,000-\$12,999 | <input type="checkbox"/> K. \$ 50,000-\$ 59,999 |
| <input type="checkbox"/> D. \$13,000-\$16,999 | <input type="checkbox"/> L. \$ 60,000-\$ 69,999 |
| <input type="checkbox"/> E. \$17,000-\$20,999 | <input type="checkbox"/> M. \$ 70,000-\$ 79,999 |
| <input type="checkbox"/> F. \$21,000-\$24,999 | <input type="checkbox"/> N. \$ 80,000-\$ 99,999 |
| <input type="checkbox"/> G. \$25,000-\$29,999 | <input type="checkbox"/> O. \$100,000-\$150,000 |
| <input type="checkbox"/> H. \$30,000-\$34,999 | <input type="checkbox"/> P. Over \$150,000      |

15. What are the sources of financing your education while at Harper College? Include ONLY tuition, fees, books and school supplies. DO NOT include living expenses. Give the approximate percentages that add up to 100 percent.

- |                                |       |
|--------------------------------|-------|
| A. Self .....                  | _____ |
| B. Spouse .....                | _____ |
| C. Parents .....               | _____ |
| D. Scholarships .....          | _____ |
| E. Veterans Benefits .....     | _____ |
| F. Loans .....                 | _____ |
| G. Employer Contribution ..... | _____ |
| Total                          | 100%  |

### Establishing a Relationship with Harper College

16. How did you first hear about Harper College? Check (✓) one.

- A. Parents, friends, or relatives
- B. Literature at the high school
- C. Literature at work
- D. High school counselor
- E. Saw the campus or live close by
- F. Newspaper articles or advertising
- G. Semester schedule received from Harper in the mail
- H. Harper area high school cooperative orientation program
- I. Cannot remember when I first heard about Harper College
- J. Visit by Harper representative to my high school
- K. Heard about Harper through employees where I am employed
- L. Talked to Harper counselor or faculty member
- M. Real estate agent
- N. Welcome Wagon
- O. Wanted specific program — found Harper College had it
- P. Brochures or letters received from Harper through the mail
- Q. Senior Citizen Center
- R. Employed near Harper College
- S. Saw or toured Harper van
- T. Saw or visited display at a shopping center
- U. Harper College open house
- V. Heard about Harper at the college I attended before
- W. Referendum or tax bill
- X. From the public library
- Y. High school competition at Harper College
- Z. Scholarship opportunity
- AA. Other (specify) \_\_\_\_\_

17. What or who most convinced you to first attend Harper College? Check (✓) one.

- A. Parents, friends, or relatives
  - B. Literature at the high school
  - C. Literature at work
  - D. High school counselor
  - E. The fact that it was so inexpensive
  - F. The fact that it is so convenient to get to
  - G. Semester schedule received from Harper in the mail
  - H. The facilities on the campus impressed me
  - I. A visit to Harper's campus, talking to faculty or counselor
  - J. Harper area high school cooperative career orientation program
  - K. Newspaper articles or advertisements
  - L. The fact I could get the specific program or course(s) I wanted
  - M. No particular reason
  - N. Brochures or letters received from Harper through the mail
  - O. I found it was easy to transfer courses to a four-year college
  - P. Employees at work convinced me
  - Q. Wanted to use V.A. benefits
  - R. Harper College is better than the closest community college
  - S. Scholarships available
  - T. It is a good place to find direction for your life
  - U. I worked at Harper College
  - V. The economy and the availability of jobs
  - W. Could not get accepted at any other college
  - X. Faculty or staff at another college recommended Harper College
  - Y. Insurance reasons
  - Z. Harper's reputation for excellence
  - AA. Athletic program
  - BB. I wanted to broaden my knowledge base
  - CC. Other (specify) \_\_\_\_\_
- 

### Goals at Harper College

18. During the fall semester were you    A \_\_\_\_\_ Full-time student (12 hours or more)    B \_\_\_\_\_ Part-time student

19. When were you enrolled during the fall semester? Check (✓) one.

- A. All courses were during the day (7 am-5 pm)
- B. All courses were in the evening (5 pm-11 pm)
- C. All courses were on weekends
- D. A mixture of times — give number of hours in each time period
  - \_\_\_\_\_ credit hours during the day
  - \_\_\_\_\_ credit hours during the evening
  - \_\_\_\_\_ credit hours during the weekend

20. Where were you enrolled during the fall semester? Check (✓) one.

- A. All courses on the main campus in Palatine
- B. All courses at Barrington High School
- C. All courses at Schaumburg High School
- D. All courses at the Northeast Center
- E. All courses at another off-campus location
- F. A mixture of locations — give number of hours at each location
  - \_\_\_\_\_ credit hours main campus
  - \_\_\_\_\_ credit hours Barrington High School
  - \_\_\_\_\_ credit hours Schaumburg High School
  - \_\_\_\_\_ credit hours Northeast Center
  - \_\_\_\_\_ credit hours other location

21. Which of the following best indicates why you enrolled at Harper? Check (✓) one.
- A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field) \_\_\_\_\_
  - B. To enroll in a specific career program (specify) \_\_\_\_\_
  - C. To search for a major field of interest
  - D. To take courses for general interest
  - E. For retraining or refresher purposes
  - F. To learn the English language
22. Which of the following statements applies to you? Check (✓) one.
- A. I have a definite major field which has remained unchanged since entering Harper College.
  - B. I have changed fields since entering Harper College.
  - C. I plan to change my major field in the near future.
  - D. I do not have a major field of study and do not need one at the present time.
  - E. I am searching for a field.
  - F. I am a transfer student and entering a different curriculum at Harper College.
  - G. I have a bachelor's degree or higher and starting a new program at Harper College.
23. Please indicate how long you presently plan to attend Harper? Check (✓) one.
- A. More than three years
  - B. Three years
  - C. Two years
  - D. One year
  - E. Just one semester
24. Highest degree planned or earned. Check (✓) one.
- A. None -- no degree
  - B. Associate -- Community College degree
  - C. Bachelor's (B.A. or B.S.)
  - D. Master's (M.A. or M.S.)
  - E. Ph.D. or Ed.D.
25. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper. Check (✓) all that apply.
- A. Faculty
  - B. Other Harper staff
  - C. Counselors at Harper
  - D. Brochures
  - E. College catalog
  - F. Other students
  - G. Newspaper releases
  - H. Semester schedule
  - I. Employer or fellow workers
  - J. Find information I need on my own
  - K. Admissions Office
  - L. Relatives or friends
  - M. Posters or bulletin board
  - N. High school counselor
  - O. Career development courses or college survival course
  - P. Senior citizen center
  - Q. Did not receive enough information
  - R. Business office
  - S. Financial Aid office
  - T. Computer terminal
  - U. Learning Resources Center (Library at Harper)
  - V. Student newspaper -- *The Harbinger*
  - W. Student activity participation
  - X. Information booth
  - Y. Displays in the community
  - Z. Community agency
  - AA. My employment at Harper College
  - BB. Public library in community
  - CC. Orientation program or open house

DD. Other (specify) \_\_\_\_\_

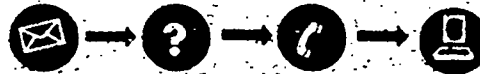
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. What type of telephone do you have in your home?     A. Touchtone     B. Pulsetone     C. Rotary

**Thank you for participating in this survey. When you have completed all questions, please refold this form with the Harper College address panel on the outside, tape or staple together, and drop form in the mail.**



Office  
of  
Planning  
and  
Research



## Operational Staff:

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