

Harper College
Survey of Former Mathematics Students

Prepared by the Office of Research
Teaming to Serve Research Needs of the College
April 15, 2008

Introduction

As part of its program review process, the Mathematics Department of Harper College was interested in measuring the satisfaction of former students in math courses in order to continually provide the best educational experience possible. Specifically, students that took pre-selected math courses from summer 2005 through fall 2007 were categorized into four tracks based on the math courses taken and were given unique surveys related to each track.

These four tracks included: Business and Liberal Arts (i.e., students that took MTH124, MTH134, or MTH165); Computer Science (i.e., students that took CSC courses); Elementary Education (i.e., students that took MTH130 and MTH131); and Math, Science, and Engineering (i.e., students that took at least one MTH course in the 200 level).

Former mathematics students within each track were emailed surveys related to their experiences in math courses at Harper. Students were sent an email and asked to click a link that opened their specific track survey in a new window. Respondents that answered at least one question and clicked “Submit” had their responses tallied into databases that were tied into each track. The following are the number of students surveyed, number of responses, and response rate:

- Business and Liberal Arts: 1,741 students surveyed, 63 students responded, response rate of 3.6 percent;
- Computer Science: 87 students surveyed, 4 students responded, response rate of 4.6 percent;
- Elementary Education: 51 students surveyed, 6 students responded, response rate of 11.8 percent;
- Math, Science, and Engineering: 289 students surveyed, 10 students responded, response rate of 3.5 percent.

Because of the low response rate in all tracks, the focus of this report is on the two tracks with the highest number of respondents (Business and Liberal Arts and Math, Science, and Engineering). This report is organized into three parts including an Introduction, Results and Discussion, and a Summary that highlights key findings. Verbatim comments from the survey and copies of the survey instruments are presented in the Appendix.

Results and Discussion

Table 1: Current Enrollment Status

	Business & Liberal Arts Track		Math, Science & Engineering Track		Total (All Tracks)	
	N	%	N	%	N	%
Which of the following best describes your current educational status?	(N=62)		(N=10)		(N=82)	
Full time student, 12 credit hours or more	35	56.5	4	40.0	44	53.7
Part-time student	9	14.5	3	30.0	14	17.1
Not currently enrolled, plan to enroll at a later date	5	8.1	1	10.0	7	8.5
Not currently enrolled, no plans to enroll	13	21.0	2	20.0	17	20.7
If you are currently enrolled, are you:	(N=52)		(N=10)		(N=72)	
Enrolled at Harper	20	38.5	0	0.0	22	30.6
Enrolled at another community college	1	1.9	1	10.0	2	2.8
Enrolled at a four-year school	24	46.2	8	80.0	37	51.4
Not currently enrolled	7	13.5	1	10.0	11	15.3
If not Harper, which school are you enrolled in?^a	(N=33)		(N=8)		(N=47)	
Northern Illinois University	9	27.3	1	12.5	10	21.3
University of Illinois at Chicago	3	9.1	1	12.5	6	12.8
Roosevelt University	3	9.1	0	0.0	3	6.4
Illinois State University	1	3.0	0	0.0	3	6.4
DePaul University	2	6.1	0	0.0	2	4.3
Northeastern Illinois University	2	6.1	0	0.0	2	4.3
University of Illinois at Urbana/Champaign	0	0.0	1	12.5	2	4.3

^a Colleges that received multiple responses were included in this table.

This set of questions was included in all four surveys given to the former math students. A majority of business and liberal arts respondents (57%, also 54% of all respondents) reported being a full-time student, while 40 percent of the math and science respondents reported being enrolled full-time. A majority math and science respondents (80%) indicated being currently enrolled in a four-year school, while 39 percent of business and liberal arts students reported being enrolled at Harper, though this difference is not significantly different. Of the students that reported not currently being enrolled at Harper, 10 respondents (21%) indicated being enrolled at Northern Illinois University while 6 respondents were enrolled at University of Illinois at Chicago.

Table 2: Student Satisfaction with Mathematics Courses at Harper

	Business & Liberal Arts Track		Math, Science & Engineering Track		Total (All Tracks)	
	N	%	N	%	N	%
How would you rate the Math classes you took at Harper in terms of how well they prepared you for future <i>math and science</i> classes?	(N=62)		(N=10)		(N=82)	
Excellent	16	25.8	4	40.0	26	31.7
Good	27	43.5	4	40.0	34	41.5
Average	12	19.4	1	10.0	14	17.1
Poor	5	8.1	1	10.0	6	7.3
Very Poor	2	3.2	0	0.0	2	2.4
How would you rate the Math classes you took at Harper in terms of how well they prepared you to continue your <i>education in general</i>?	(N=62)		(N=10)		(N=81)	
Excellent	14	22.6	5	50.0	22	27.2
Good	27	43.5	3	30.0	35	43.2
Average	14	22.6	2	20.0	16	19.8
Poor	4	6.5	0	0.0	5	6.2
Very Poor	3	4.8	0	0.0	3	3.7

Clear majorities of respondents among all the tracks studied reported that Harper’s math courses positively prepared them for future math and sciences classes (73% of all respondents, 69% of business and liberal arts respondents, and 80% of math and science respondents) and to continue their education (70% of all respondents, 66% of business and liberal arts respondents, and 80% of math and science respondents).

Table 3: Enrollment in Specific MTH Courses at Harper

Enrolled in Course	Business & Liberal Arts Track (N=63)		Math, Science & Engineering Track (N=10)		Total (All Tracks) (N=83)	
	n	%	N	%	N	%
MTH 060	20	31.7	0	0.0	22	26.5
MTH070	6	9.5	0	0.0	7	8.4
MTH080	32	50.8	1	10.0	36	43.4
MTH101	30	47.6	0	0.0	31	37.3
MTH103	24	38.1	3	30.0	29	34.9
MTH104	0	0.0	1	10.0	1	1.2
MTH124	12	19.0	1	10.0	14	16.9
MTH130	3	4.8	0	0.0	5	6.0
MTH131	2	3.2	0	0.0	4	4.8
MTH134	8	12.7	0	0.0	9	10.8

Table 3: Continued

Enrolled in Course	Business & Liberal Arts Track (N=63)		Math, Science & Engineering Track (N=10)		Total (All Tracks) (N=83)	
	N	%	N	%	N	%
MTH140	10	15.9	1	10.0	12	14.5
MTH165	26	41.3	1	10.0	29	34.9
MTH200	8	12.7	6	60.0	20	24.1
MTH201	0	0.0	7	70.0	12	14.5
MTH202	0	0.0	8	80.0	13	15.7
MTH203	0	0.0	3	30.0	4	4.8
MTH212	0	0.0	6	60.0	9	10.8
MTH220	0	0.0	1	10.0	1	1.2
CSC121	N/A	N/A	1	10.0	4	4.8
CSC122	N/A	N/A	0	0.0	0	0.0
CSC208	N/A	N/A	2	20.0	2	2.4
CSC211	N/A	N/A	1	10.0	1	1.2
CSC214	N/A	N/A	0	0.0	0	0.0
CSC216	N/A	N/A	1	10.0	1	1.2
CSC217	N/A	N/A	0	0.0	0	0.0

When reviewing the list of MTH courses, more business and liberal arts students (and fewer math and science students) seem to have been enrolled in lower-level math classes, while fewer business and liberal arts students (and more math and science students) seem to have been enrolled in the higher-level classes. This would seem to make sense for students taking math courses, since more specialized, higher-end math subjects would generally be geared toward students interested in fields relating to math, science, and engineering.

Summary

As part of its program review process, the Mathematics Department of Harper College was interested in gauging former students' satisfaction with math courses in order to continually provide the best educational experience possible. Students that took pre-selected math courses from summer 2005 through fall 2007 were categorized into four tracks: business and liberal arts; computer science; elementary education; and math, science, and engineering. Students within these tracks were given unique surveys that were based on the math courses taken.

The response rates of the four surveys were 3.6 percent (business and liberal arts), 4.6 percent (computer science), 11.8 percent (elementary education), and 3.5 percent (math, science, and engineering). Because of the low response rate in all tracks, the focus of analysis is on the two tracks with the highest number of respondents (Business and Liberal Arts and Math, Science, and Engineering).

The first five questions of each survey (regarding enrollment status and satisfaction with math courses) were included in all of the four surveys. A majority of all respondents (54%, also 57% of business and liberal arts respondents) indicated being a full-time student, while 40 percent of the math and science respondents reported being full-time. A majority of all respondents (51%) and 80 percent of math and science respondents indicated being currently enrolled in a four-year school. Clear majorities of respondents among all the tracks studied reported that Harper's math courses positively prepared them for future math and sciences classes and to continue their education. Of the students that reported not currently being enrolled at Harper, 10 respondents (21%) indicated being enrolled at Northern Illinois University while 6 respondents were enrolled at University of Illinois at Chicago.

More business and liberal arts students and fewer math and science respondents indicated being enrolled in the lower-level math courses, while fewer business and liberal arts students and more math and science students reported being enrolled in the higher-level courses. Because of the low response rate for all four tracks, it is important not to project this analysis toward overall student opinion of math courses at Harper. But based on these findings, we recommend that the Mathematics Department develop and promote specialized tracks (based on the math courses offered) that would focus and assist students toward their specific educational goal (i.e., transfer to a four-year school, obtain knowledge in math specific to career skills, etc.).

Appendix A
Responses to Open-Ended Questions
Survey Instruments

Responses to Open-Ended Questions

What are the strengths of Harper College's Math Department?

Track

BUS_LIBARTS	XXXXXXXX
BUS_LIBARTS	The professors were very knowledgeable.
BUS_LIBARTS	The tutoring center was a godsend to me. XXXXXX really worked with me to understand my topics. I'm very impressed with that particular resource at Harper. Without it, I'm not sure I would have continued with the classes. With it, I got an A in calc and Bs in Stats and Finite.
BUS_LIBARTS	XXXXXXXX is the best!
BUS_LIBARTS	Working more exercise in class and going through a lot of the assignments given to students.
BUS_LIBARTS	Some nice and understanding teachers.
BUS_LIBARTS	XXXXXXXX is an EXCELLENT professor.
BUS_LIBARTS	I had a wonderful Math080 teacher. He was very understanding.
BUS_LIBARTS	Tutoring.
BUS_LIBARTS	The teachers for the low level classes (060-103) were very accessible and understanding. The classes were reasonably small so there was good interaction between the teacher and the student. The teachers gave opportunities for extra credit to students willing to work for it.
BUS_LIBARTS	As an adult student the Math Lab was very instructive and helpful as a review of Math 60 and Math 80 as a prerequisite to taking Algebra courses that were required for attaining an AA degree.
BUS_LIBARTS	XXXXXX is the greatest teacher I've ever had. I had a fear of math ever since sophomore year of H.S. and he taught me how to overcome that fear and I now continue to love math!
BUS_LIBARTS	Professors try to take it slow.
BUS_LIBARTS	The wonderful teachers!!
BUS_LIBARTS	Teachers are helpful.
BUS_LIBARTS	My class i took MTH055 and MTH 101 were the two best instructors.
BUS_LIBARTS	Some of the professors and the tutoring department.
BUS_LIBARTS	I'm sorry but I take classes at night and the Math teachers that teach at night are not very good at what they do. So as far as i am concerned there are no strengths.
BUS_LIBARTS	Tutoring center was a big help.
BUS_LIBARTS	The tests were applicable to the information learned in class.
BUS_LIBARTS	The tutoring center was especially helpful, especially in statistics. also, my teachers were very nice and helpful when I needed it.
BUS_LIBARTS	They made the information very easy for me to understand.
BUS_LIBARTS	The instructors really are in my opinion the strength of the Math department. The Math 131 class was the only math course taken at Harper that I found to be unhelpful. The manner in which it was taught by the instructor was in my opinion, ineffective. I eventually withdrew from the class, along with many of my fellow classmates. The tutors were also extremely instrumental.
BUS_LIBARTS	Nice Professors, willing to help you if you have any questions for the most part, although their availability was difficult to work with in regards to office hours. I did have an issue with one professor, however, who basically said that if we needed help that the tutoring center was open because she had taken on too many classes, it was a summer class, that was irritating.
BUS_LIBARTS	The instructors are all very helpful, and always available to help out their students.

BUS_LIBARTS	The teachers are good at what they do and they go out of their way to make sure that everyone understands what is going on.
BUS_LIBARTS	Give various options of various math classes,-very thorough and precise topics, topics could apply to future classes as well as in the real world.
BUS_LIBARTS	XXXXXXXXX IS GREAT!
BUS_LIBARTS	Math staff is wonderful which Harper College have. All teachers are so helpful to students, so that's the wonderful thing.
BUS_LIBARTS	XXXXXXXXX The tutoring center is amazing :)
BUS_LIBARTS	They were always willing to help their students.
BUS_LIBARTS	No question XXXXXXX who took his time to explain questions from the class
BUS_LIBARTS	The math 060 and 080 classes were a very big help but I felt that for my MTH 101 class I couldn't get the help that I needed (in the classroom and in the tutoring center). The times that I went to the tutoring center there was no one in there that knew how to explain what we were learning.
BUS_LIBARTS	Helping students outside of class.
BUS_LIBARTS	Strong diversity, flexibility, and concern for the student as an Individual.
BUS_LIBARTS	All the professors I took were very good. They really explained the concept and made sure students understand that. The problems they assigned or the problems they worked in the class helped me a lot to get a good grade.
BUS_LIBARTS	Availability.
BUS_LIBARTS	I really liked my teacher, and it made me want to learn. Also there are many opportunities for tutoring outside of the classroom.
BUS_LIBARTS	The teacher XXXXXXXXX was great. I don't like math but he could explain well and brought humor into the class too.
BUS_LIBARTS	Some of it's teachers.
COMP_SCI	The extremely knowledgeable and versatile teachers, the course material which are very appropriate and sometimes even cover extra material, the regular exams and quizzes which keep the students in check and provide a motivation to improve.
COMP_SCI	Small classes and personable faculty.
COMP_SCI	XXXXXXXXX was my teacher for most of the math classes I had and he did an excellent job of teaching the different classes I had.
ELEM_ED	XXXXXXXXX is one of the best teachers at Harper.
ELEM_ED	I felt that there was a lot more one on one time from the instructors and they were a lot easier to see during office hours to help compared to my 4 year university. In fact I miss taking classes at Harper because I felt that I learned considerably more.
MATH_SCI_ENG	Keep students motivated to do home work.
MATH_SCI_ENG	Way of grading and homework.
MATH_SCI_ENG	Some teachers were extremely knowledgeable on their subject matter. I felt they were all extremely competent in the materials they presented.
MATH_SCI_ENG	They have a very good faculty which helps in better understanding among students. Moreover the tutoring center is also a great help.
MATH_SCI_ENG	Most of the instructors are excellent - well prepared and helpful.

How can the Math Department improve?

Track

- BUS_LIBARTS XXXXXXXX
- BUS_LIBARTS XXXXXXXX clearly has contempt for his students. He needs to retire.
- BUS_LIBARTS More full-time faculty members.
- BUS_LIBARTS I can't think of any now. It's hard for me to think of any weakness I came across.
- BUS_LIBARTS Have more one on one time with students.
- BUS_LIBARTS I had a teacher who was older for my Math101 class who was also taking classes at Harper. He fell asleep when we were taking a quiz. Come on- how unprofessional. He wrote all this stuff on the board, didn't explain it, and then we went home. What is that!? All the students just helped each other.
- BUS_LIBARTS One on one tutors. A listing of private tutors. As an adult, it was hard for me to attend math tutoring lab. The lab pitted 3-4 students with one tutor. More one on one assistance, for a longer period of time, is greatly needed.
- BUS_LIBARTS My instructor XXXXXX was really "out there". We covered very little and his tests were very difficult. He was a poor instructor, and I was frustrated most of the time. I received a C, and quite honestly that was all I needed for my BSN completion. My stats class at Northern which I took simultaneously was much easier, and the instructor was superior.
- BUS_LIBARTS When I got to pre-calculus the teachers were much less understanding and acted like I should already know what they were saying when it was stuff I had never heard before (things like trigonometry). Many of the other students actually did already know what the teacher was saying which was frustrating because they made me look ignorant. I really don't know why they were in the class if they already knew it all (had so many dropped back from Calculus or something? I doubt it). Please offer the Course Compass online homework program (by Prentice Hall, I believe). Doing my homework on Course Compass has directly and greatly improved my grades in math courses. Webwork is ok too but it is far inferior to Course Compass in my opinion. I miss Harper in so many ways but I feel that Harper's math department was the most lacking out of all the departments I had classes in. With a few improvements I feel that the Math department can be up to par with the rest of the school and Harper can be superior to the big universities in almost every way. You really see how good Harper is when you go off to a big university. All they care about is research grants. Thanks to all of you there for such a high quality education and keep up the good work.
- BUS_LIBARTS The blended (internet) quantitative literacy class was ineffective for me. Last Fall I registered for the class via the internet, but was unaware it was a blended class. I thought I was registering for a traditional class. Nevertheless, I attempted to go ahead with it. Not only I, but other students in the class complained bitterly about not being able to understand the material. The text book was inefficient for that type of class in that it did not explain problems thoroughly. After spending much time and effort, I found it necessary to drop the class in November, in order to avoid getting a "C" in the course. It was a waste of time and money for me. I am now enrolled in a traditional course for quantitative literacy, with a regular teacher, two days a week, and find that I am able to comprehend the material much better. Having a teacher explain problems makes the difference. In my opinion the blended course should be dropped from the curriculum. I am an adult student (62 years of age) and have been a part time student for the past ten years. So far I have managed to maintain a 4.0 gpa, so I hope my opinion will carry some weight and be of help for future students. I am hoping to graduate in the Winter of 2008 after taking my last required math course. I would have graduated after this Spring 2008 term had I not had to drop out of the blended quantitative literacy class.
- BUS_LIBARTS BOTH SECTIONS OF MATH 130 AND 131. MY PROF STUNK. THE TUTORING DEPT.
- BUS_LIBARTS One on one tutors. Sitting with a group of 4 does not help. Also, a list of private tutors would be great.
- BUS_LIBARTS No suggestions. I thought it was great and see no need for improvement.
- BUS_LIBARTS Make teachers speak non broken English.
- BUS_LIBARTS Too many thoughts on this one can't fit them all here.

BUS_LIBARTS Start by introducing new teachers at night. The past three classes i have taken i have barely made it out of the class with a C and a low understanding of what I have been taught. The material is rushed and many of the teachers speak with a broken English accent (you know which ones I'm talking about) which makes it hard to understand at times. These two factors alone make it almost impossible for me to learn the material. Plus two of the teachers I have had in the past mess up the problems as they are doing them and wind up starting over again and confusing the class. Many of my classmates struggle with math as do I. Now I know that math is like learning a second language but when 90% of the entire class is struggling to grasp the information the teacher is presenting...something is wrong. Another problem is when new material is being taught to us we will practice the easy problems in class and on the homework but yet on the tests we are given some of the harder problems that we have practiced very little with. You can't teach us the easy way and expect us to know how to do the hard ones. I have been let down by the Math departments staff the past three math classes that I have taken at night. I highly insist you change up your staff. If not I will have no other choice but to take my education else where leaving behind me nothing but a bad reputation for the Harper college Math Department.

BUS_LIBARTS I would have liked if the teacher was a little more approachable.

BUS_LIBARTS Maybe suggest that students form their own study groups. my current statistics teacher passed around a study group sign up sheet for students who wanted to join a study group....this took a little pressure off of us to ask people and is extremely helpful. he even had lines for what days are best and our email addresses and formed groups based off of that.

BUS_LIBARTS Change teachers at all costs, if possible.

BUS_LIBARTS Math classes three days a week were not favorable to me. I would have liked longer classes maybe with a break to fully digest the information gathered. Math is a difficult subject for me so time is essential to grasping what is being taught. Also, more in class problems where you try on your own and then the professor would walk you through it. Asking if there are questions and pacing the lecture always really helped. Breaking things down really well also would help. My biggest problems with the department were that the lecture went too fast for me to take notes, think it through and grasp the material, maybe this was just me. If I was struggling with something it was difficult to figure out what I was struggling with so questions were hard to ask, I think breaking the information down more and going slower would have helped me more. Also, less quizzes that impact your grade. I know this sounds like a typical lazy student but if I am being graded on something I don't understand I am going to do poorly in the class if there were more assignments that weighed lightly in the overall grade or not at all that maybe counted toward participation points I would have benefited from that as well.

BUS_LIBARTS Keep being awesome.

BUS_LIBARTS I can't think of any ways.

BUS_LIBARTS Need more time to cover topics.

BUS_LIBARTS There are couple of calculus teachers, which are good, so have them to teach more sections, so students get more advantages.

BUS_LIBARTS Keep up the good work!!!!!!

BUS_LIBARTS Not make you take classes that wont go towards your degree. I hated the fact that I wasted 2 semesters in classes that weren't doing anything for me.. its a waste of time and money. A lot of people do not to well in tests.. such as the ones that you make us take when we start Harper..

BUS_LIBARTS I respect that you rely on the evaluation tests to place students in the appropriate math courses, but they really are not fair indicators of your ability to take certain classes. The math classes that are suppose to prepare you for credit courses are not covered by financial aid and can be a waste of time and money. A great math teacher makes a huge difference in whether a student learns the material not necessarily a test.

BUS_LIBARTS Have all teachers REQUIRE homework as points. Some people are bad test takers and need homework/attendance points.

BUS_LIBARTS They could have better teachers. I found myself helping my fellow students because my teacher wasn't so great at explaining things to them.

BUS_LIBARTS You need to hire teachers that can speak English.

BUS_LIBARTS May be they can give more practice problems and post the solutions on blackboard. Some times group work helps.

BUS_LIBARTS	Make it easier.
BUS_LIBARTS	It can improve by having more stimulating classrooms.
BUS_LIBARTS	By having more Teachers that would work with their students, rather than just getting the work done. (By having the math classes work in groups, and be graded as a group.)
COMP_SCI	They could offer more sections during the regular daytime between the hours of 10am and 4pm instead of some classes being offered only in the early morning or late night. Some of the classes which are 4 or 5 credit hours could be split into two or three classes per week for one or more hours per class instead of it being like a one hour class for four/five days of the week.
ELEM_ED	I can not think of any changes the department needs to improve. I learned very much from the Harper mathematics department.
ELEM_ED	Terminate those teachers who disrespect women.
MATH_SCI_ENG	Give students 2nd chance to retake the test for better grade and help us re-learn if the test didn't go well.
MATH_SCI_ENG	Teaching vice needs to improve a bit. As some of the concepts are just looked over but are not taught properly which are more important in future for engineering purpose.
MATH_SCI_ENG	Focus more on teaching concept and learning rather than pure memorization and rote practice of tedious homework.
MATH_SCI_ENG	The Linear Algebra Class does not match up with other universities. I would suggest either not offering it or changing it so that other universities accept it.
MATH_SCI_ENG	I think the good way is having more classes in the Computer Science like JAVA programming.
MATH_SCI_ENG	The instructor for 220 needed to be better prepared. He was quite knowledgeable, but was unprepared for this class. The instructor for 203 is legendary for not answering questions nor do the lectures track the book or the homework.

Survey Instruments

Business and Liberal Arts Survey

Survey of Harper College Math Students

The Math department at Harper College needs your feedback to ensure that we are providing our students with the best educational experience possible. Please help us by completing this brief survey.

- Which of the following best describes your current educational status?
- Full time student, 12 credit hours or more
 - Part-time student
 - Not currently enrolled, plan to enroll at a later date
 - Not currently enrolled, no plans to enroll

- If you are currently enrolled, are you:
- Enrolled at Harper
 - Enrolled at another community college
 - Enrolled at a four-year school
 - Not currently enrolled

If not Harper, which school are you enrolled in?

- How would you rate the Math classes you took at Harper in terms of how well they prepared you for future **math and science classes**?
- Excellent
 - Good
 - Average
 - Poor
 - Very poor

- How would you rate the Math classes you took at Harper in terms of how well they prepared you to continue your **education in general**?
- Excellent
 - Good
 - Average
 - Poor
 - Very poor

Which mathematics courses did you take at Harper?

- MTH060 (Elementary Algebra/Foundations of Mathematics I)
- MTH070 (Plane Geometry)
- MTH080 (Intermediate Algebra/Foundations of Mathematics II)
- MTH101 (Quantitative Literacy)
- MTH103 (College Algebra)
- MTH104 (Plane Trigonometry)
- MTH124 (Finite Mathematics)
- MTH130 (Mathematics for Elementary Teaching I)
- MTH131 (Mathematics for Elementary Teaching II)
- MTH134 (Calculus for Social Scientists)
- MTH140 (Precalculus)
- MTH165 (Elementary Statistics)
- MTH200 (Calculus with Analytic Geometry I)
- MTH201 (Calculus with Analytic Geometry II)

MTH202 (Calculus with Analytic Geometry III) -

MTH203 (Linear Algebra) -

MTH212 (Differential Equations) -

MTH220 (Discrete Mathematics) -

What are the strengths of Harper College's Math department?

How can the Math department improve?

Computer Science Survey

Survey of Harper College Math Students

The Math department at Harper College needs your feedback to ensure that we are providing our students with the best educational experience possible. Please help us by completing this brief survey.

- Which of the following best describes your current educational status?
- Full time student, 12 credit hours or more
 - Part-time student
 - Not currently enrolled, plan to enroll at a later date
 - Not currently enrolled, no plans to enroll

- If you are currently enrolled, are you:
- Enrolled at Harper
 - Enrolled at another community college
 - Enrolled at a four-year school
 - Not currently enrolled

If not Harper, which school are you enrolled in?

- How would you rate the Math classes you took at Harper in terms of how well they prepared you for future **math and science classes**?
- Excellent
 - Good
 - Average
 - Poor
 - Very poor

- How would you rate the Math classes you took at Harper in terms of how well they prepared you to continue your **education in general**?
- Excellent
 - Good
 - Average
 - Poor
 - Very poor

Which mathematics and computer science courses did you take at Harper?

- MTH060 (Elementary Algebra/Foundations of Mathematics I)
- MTH070 (Plane Geometry)
- MTH080 (Intermediate Algebra/Foundations of Mathematics II)
- MTH101 (Quantitative Literacy)
- MTH103 (College Algebra)
- MTH104 (Plane Trigonometry)
- MTH124 (Finite Mathematics)
- MTH130 (Mathematics for Elementary Teaching I)
- MTH131 (Mathematics for Elementary Teaching II)
- MTH134 (Calculus for Social Scientists)
- MTH140 (Precalculus)
- MTH165 (Elementary Statistics)
- MTH200 (Calculus with Analytic Geometry I)
- MTH201 (Calculus with Analytic Geometry II)

MTH202 (Calculus with Analytic Geometry III) -

MTH203 (Linear Algebra) -

MTH212 (Differential Equations) -

MTH220 (Discrete Mathematics) -

CSC121 (Computer Science I) -

CSC122 (Computer Science II) -

CSC208 (Problem Solving for Science and Engineering Using FORTRAN) -

CSC211 (Introduction to C Programming and UNIX) -

CSC214 (Introduction to Java Programming) -

CSC216 (Data Structures and Algorithm Analysis) -

CSC217 (Assembler Programming and Machine Organization) -

What are the strengths of Harper College's Math department?

How can the Math department improve?

Submit Form

Elementary Education Survey

Survey of Harper College Math Students

The Math department at Harper College needs your feedback to ensure that we are providing our students with the best educational experience possible. Please help us by completing this brief survey.

- Which of the following best describes your current educational status?
- Full time student, 12 credit hours or more
 - Part-time student
 - Not currently enrolled, plan to enroll at a later date
 - Not currently enrolled, no plans to enroll

- If you are currently enrolled, are you:
- Enrolled at Harper
 - Enrolled at another community college
 - Enrolled at a four-year school
 - Not currently enrolled

If not Harper, which school are you enrolled in?

- How would you rate the Math classes you took at Harper in terms of how well they prepared you for future **math and science classes**?
- Excellent
 - Good
 - Average
 - Poor
 - Very poor

- How would you rate the Math classes you took at Harper in terms of how well they prepared you to continue your **education in general**?
- Excellent
 - Good
 - Average
 - Poor
 - Very poor

Which mathematics courses did you take at Harper?

- MTH060 (Elementary Algebra/Foundations of Mathematics I)
- MTH070 (Plane Geometry)
- MTH080 (Intermediate Algebra/Foundations of Mathematics II)
- MTH101 (Quantitative Literacy)
- MTH103 (College Algebra)
- MTH104 (Plane Trigonometry)
- MTH124 (Finite Mathematics)
- MTH130 (Mathematics for Elementary Teaching I)
- MTH131 (Mathematics for Elementary Teaching II)
- MTH134 (Calculus for Social Scientists)
- MTH140 (Precalculus)
- MTH165 (Elementary Statistics)
- MTH200 (Calculus with Analytic Geometry I)
- MTH201 (Calculus with Analytic Geometry II)

MTH202 (Calculus with Analytic Geometry III) -

MTH203 (Linear Algebra) -

MTH212 (Differential Equations) -

MTH220 (Discrete Mathematics) -

Have you passed the mathematics section of the Illinois Basic Skills test? -

- If you were accepted into an education program at a four-year school, did you receive transfer credit for MTH130 and MTH131?
- MTH130 and MTH131 met the mathematics requirement for the education program at my school
 - MTH130 and MTH131 were accepted as electives but did not meet the mathematics requirement for the education program
 - MTH130 and MTH131 were not accepted at my school
 - I am not enrolled in an education program

What are the strengths of Harper College's Math department?

How can the Math department improve?

[Submit Form](#)

Math, Science, and Engineering Survey

Survey of Harper College Math Students

The Math department at Harper College needs your feedback to ensure that we are providing our students with the best educational experience possible. Please help us by completing this brief survey.

- Which of the following best describes your current educational status?
- Full time student, 12 credit hours or more
 - Part-time student
 - Not currently enrolled, plan to enroll at a later date
 - Not currently enrolled, no plans to enroll

- If you are currently enrolled, are you:
- Enrolled at Harper
 - Enrolled at another community college
 - Enrolled at a four-year school
 - Not currently enrolled

If not Harper, which school are you enrolled in?

- How would you rate the Math classes you took at Harper in terms of how well they prepared you for future **math and science classes**?
- Excellent
 - Good
 - Average
 - Poor
 - Very poor

- How would you rate the Math classes you took at Harper in terms of how well they prepared you to continue your **education in general**?
- Excellent
 - Good
 - Average
 - Poor
 - Very poor

Which mathematics and computer science courses did you take at Harper?

- MTH060 (Elementary Algebra/Foundations of Mathematics I)
- MTH070 (Plane Geometry)
- MTH080 (Intermediate Algebra/Foundations of Mathematics II)
- MTH101 (Quantitative Literacy)
- MTH103 (College Algebra)
- MTH104 (Plane Trigonometry)
- MTH124 (Finite Mathematics)
- MTH130 (Mathematics for Elementary Teaching I)
- MTH131 (Mathematics for Elementary Teaching II)
- MTH134 (Calculus for Social Scientists)
- MTH140 (Precalculus)
- MTH165 (Elementary Statistics)
- MTH200 (Calculus with Analytic Geometry I)
- MTH201 (Calculus with Analytic Geometry II)

MTH202 (Calculus with Analytic Geometry III) -

MTH203 (Linear Algebra) -

MTH212 (Differential Equations) -

MTH220 (Discrete Mathematics) -

CSC121 (Computer Science I) -

CSC122 (Computer Science II) -

CSC208 (Problem Solving for Science and
Engineering Using FORTRAN) -

CSC211 (Introduction to C Programming and
UNIX) -

CSC214 (Introduction to Java Programming) -

CSC216 (Data Structures and Algorithm Analysis) -

CSC217 (Assembler Programming and Machine
Organization) -

What are the strengths of Harper College's Math department?

How can the Math department improve?