

Columbia 

COLLEGE CHICAGO

**The FIVE
and TEN year**

Alumni Study



C O L L E G E C H I C A G O

**The Five and Ten Year Alumni Study
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The Five and Ten Year Alumni Study

I. Introduction

In spring 2007, Columbia College Chicago surveyed the graduating classes of 1996 and 2001. The Five & Ten Year Alumni Survey is a tool used by the College to better understand the current employment and educational status of students who graduated in those cohorts. The survey measures the attitudes and satisfaction of graduates concerning curriculum, faculty, facilities, services and campus life at Columbia College Chicago. It is hoped that the information provided by alumni, based on their experiences at the college and within the workplace, will provide the College with additional insight into what programs and policies have a positive impact on the alumni and their communities as well as information that can guide institutional improvement.

While Columbia College Chicago has, on a regular basis, surveyed its alumni one year after they graduate, this is the first time the college has evaluated the long-term impact of a Columbia College Chicago education and the relationship between graduates' program and student experiences and their subsequent employment, income, civic participation, and well-being. In addition, this study has drawn on a variety of public domain data from the U.S. Department of Commerce, the U.S. Department of Labor, and national longitudinal studies from the U.S. Department of Education (such as the Baccalaureate and Beyond and the High School and Beyond surveys), and other Columbia College Chicago studies to provide contextual information.

II. Methodology

The Five & Ten Year Alumni Survey was administered to 2,103 alumni who graduated in 1996 and 2001. A total of 450 students (57% who graduated 2001, and 43% who graduated in 1996) responded to the survey resulting in a 22% overall response rate.

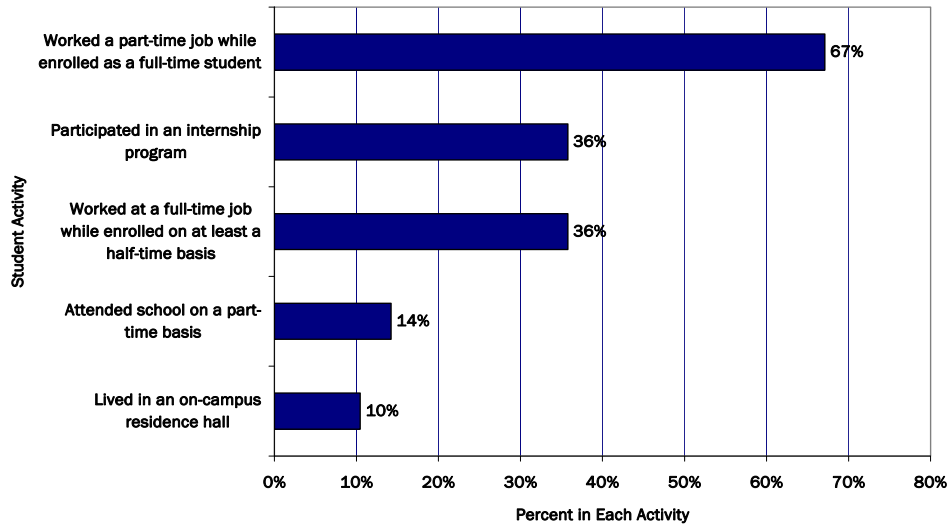
There were two mail waves, as well as an online version of the survey. Alumni had the option to complete the survey in either format. E-mail reminders were sent to boost the response rate. Confidentiality of individual responses was assured. To preserve the anonymity of student responses, names were not collected and the identification numbers requested were used for tracking purposes only. In addition, to ensure that individual responses could not be identified, no sub-group analysis with less than five respondents will be released.

III. Columbia College Experience

As part of Columbia College Chicago's effort to evaluate programs and services, students are surveyed several times while they are enrolled, through graduation, and after they graduate. These efforts include the New Student Survey, the Student Satisfaction Inventory (SSI), the National Survey of Student Engagement (NSSE), the Graduating Student Survey, and the First Year Alumni Survey. Each survey asks students about different aspects of their educational experience. While the Five & Ten Year Alumni Survey focuses largely on the relationship between a student's program and current employment and how the college experience has influenced civic and community service, it also asks alumni to reflect back on their college experience and provide the College with information on how they paid for their education, the type of activities with which they were engaged, as well as evaluate the programs and student services while they were enrolled. This provides insight into the challenges our alumni faced while they attended Columbia, as well as reveals in what areas the institution was successful and where improvements can be made.

College students often have a number of competing responsibilities, balancing their class time with work and families. Columbia College alumni are no different. Over 2/3 of Columbia College alumni worked at least part-time while they attended college and over 1/3 worked full time while enrolled on at least a half time basis. Over 1/3 participated in an internship program sometime during their college tenure.

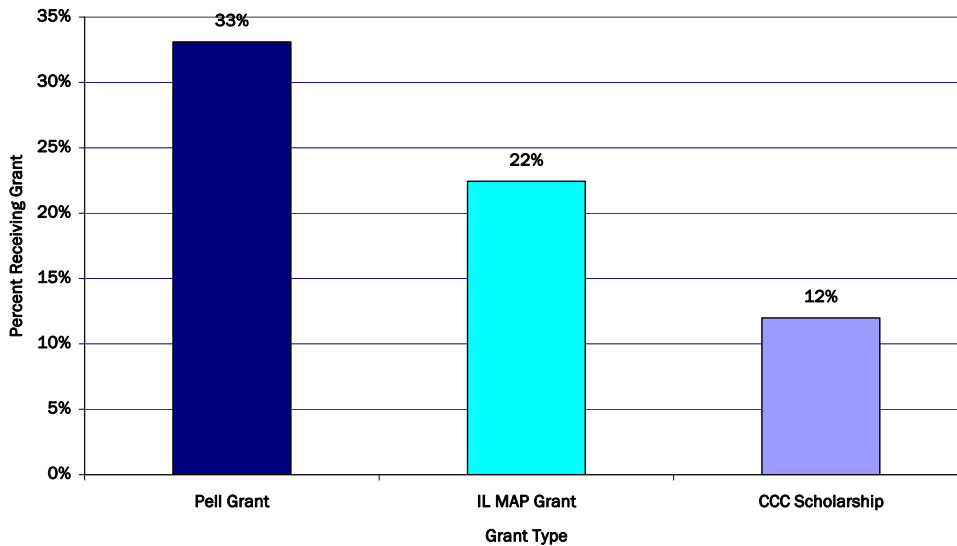
Figure 1: Percent of Columbia College Alumni Survey Respondents Participating in the Selected Activity / Employment



Paying for College

As College costs have increased over the years (mean sticker tuition at 4-year private colleges has increased in constant dollars from \$16,843 to \$22,218 in the past 10 years) and government funding for grant aid programs has remained flat, students are becoming more reliant on borrowing and work in order to meet the costs of their education. Figure 2 show the number of alumni who received government and institutional aid by type. About 1/3 of the respondents received a Pell grant, 22% received an Illinois MAP grant, and about 10% received a scholarship or grant from Columbia College Chicago. In FY 2007, about 24% of Columbia College students received Pell grants and about 12% received an institutional grant or scholarship.

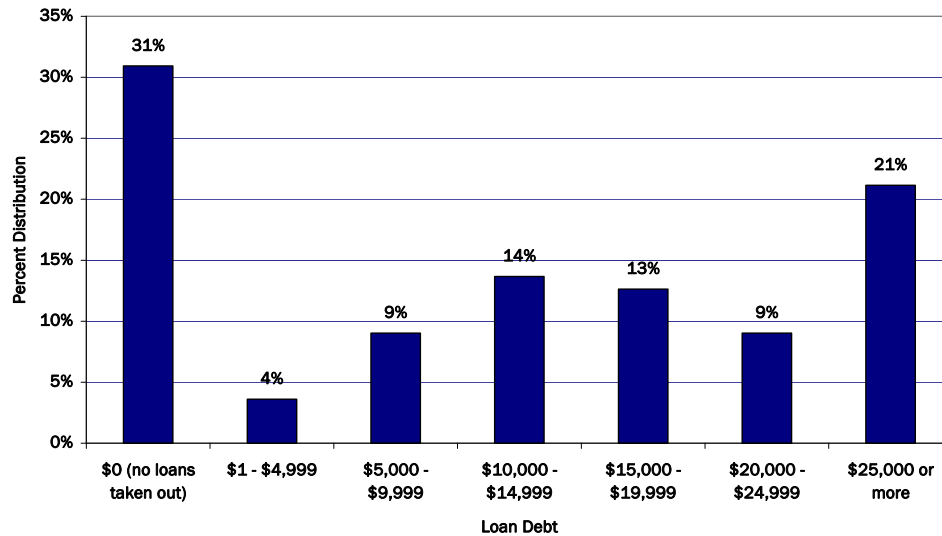
Figure 2: Percentage of Columbia College Alumni Survey Respondents Who Received Grant Aid by Type



While the number of students who receive grants has increased from 33% to 39% since the alumni in this study graduated, the volume of loans has exploded. In 1996, students at Columbia College Chicago borrowed \$11.7 million in loans. By 2001 that number had increased to \$18.5 million. In

FY07 Columbia College students borrowed \$121.8 million to finance their education – over 10 times the amount that students borrowed in 1996. In that same time period the College’s support through grants and scholarships has grown from \$1.2 to \$5.4 million in FY07. Figure 3 shows the distribution of cumulative loan debt of responding alumni. About 30% of the respondents indicated they had accrued \$20,000 or more in debt while at Columbia College Chicago. To further demonstrate how dependent students have become on borrowing since the students in this study have graduated, in the spring of 2007, 51% of graduating students indicated that they had at least \$20,000 in cumulative debt and 16% indicated that they had loans in excess of \$50,000.

Figure 3: Distribution of Loan Debt of Columbia College Alumni Survey Respondents



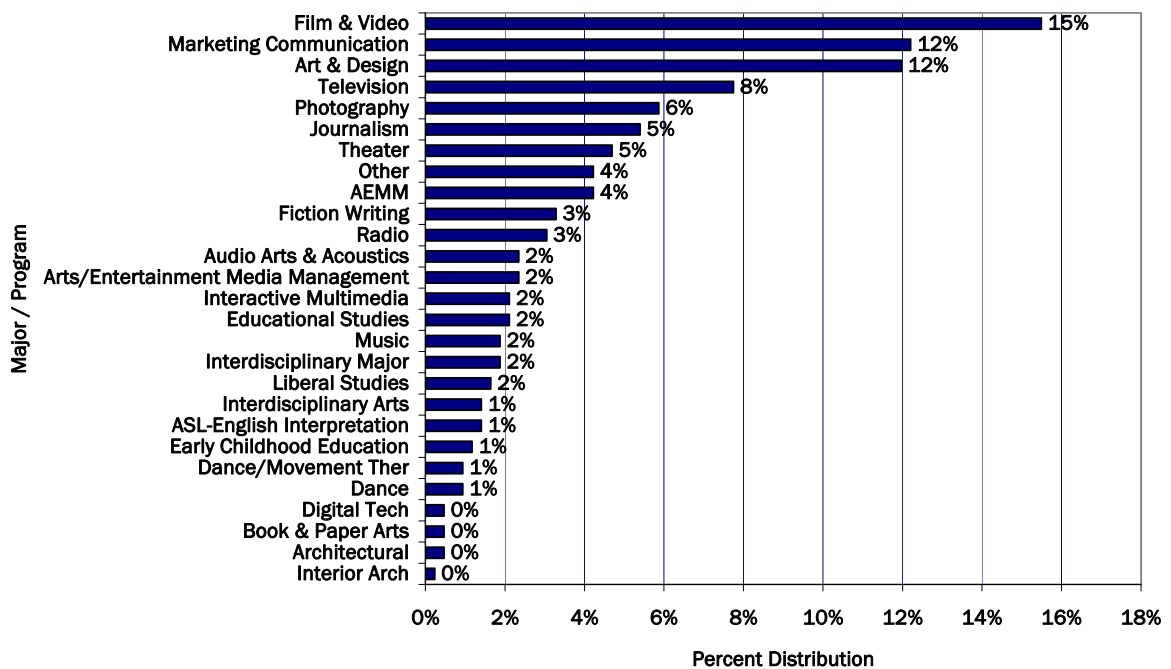
Academic Programs and Student Services

Figure 4 shows the distribution of alumni respondents by academic major. The largest programs to respond were Film and Video (15%), Marketing Communication (12%) and Art and Design (12%).

While some alumni indicated that they probably or definitely would not choose the same program of study (31%), overall most alumni had a favorable impression of their time at Columbia College Chicago. About 75% indicated that they probably or definitely would attend Columbia College Chicago again, and 89% probably or definitely would recommend Columbia College Chicago. As one alumni commented, *“Although my career did not quite end up the way I thought, I don't regret attending Columbia and I would not change my major if I had to. The education and the friendships I've acquired will remain with me always.”*

Alumni were asked to reflect on their level of satisfaction with a number of student services and experiences. A number of these services have previously been identified as strengths of the college or areas for improvement. However, the responses from the alumni may serve as benchmarks for previous levels of satisfaction that the college can use to measure how policy changes and program initiatives have changed student perceptions. Table 2 shows the distribution of satisfaction levels for a number of student services and the quality of the academic program. Alumni were most satisfied with the quality of the education in their field of study, the quality of instruction, and the use of technology in instruction. When alumni respondents were asked to describe “one critical experience” that shaped them later in life the most cited were the mentorship or the relationship with a particular instructor or professor and internship experiences. One alumnus commented, *“The experiences I had during my internships were extremely valuable and they allowed me to apply the knowledge I had acquired in class to real-life experiences.”*

Figure 4: Distribution of Columbia College Alumni Survey Respondents by Major/Program



While alumni satisfaction regarding internship experiences lie within the middle of the pack, the written comments indicate that the experience in itself was very positive. However, some alumni were disappointed by the limited number of opportunities and other “real world” experiences. For example, in describing the process of obtaining an internship an alumnus commented, “*I really was disappointed with the advisor who was responsible for internships [in my major]. He was of no help so I had to go to a department outside my major to get approval for an internship I got myself.*” Oddly, this sentiment was echoed by employers in the 2005 Columbia College Chicago Employers Survey – that businesses had difficulty making arrangements with the College to create these opportunities.

Alumni were least satisfied with career and job placement, student support services, and quality of student activities and campus life . One alumnus commented, “*I had no help from Columbia in looking for a job and found it extremely difficult to find an Advertising Design job, much less just get an interview.*” Since the time that these alumni graduated, Columbia College Chicago has made a number of initiatives to address these concerns. These include the formation of the Portfolio Center, a number of scholarship initiatives such as the Open Doors Scholarships and the Opportunity Grant, as well as other personal and academic support services and a myriad of new student programming.

Table 1: Overall Alumni Satisfaction

	Definitely Yes	Probably Yes	Probably No	Definitely No
If you Could Start Your Education Again, Would you Choose Columbia College Chicago?	33%	42%	20%	5%
Would You Choose to graduate with Same Major?	36%	27%	28%	9%
Would You Recommend Columbia College?	50%	39%	9%	2%

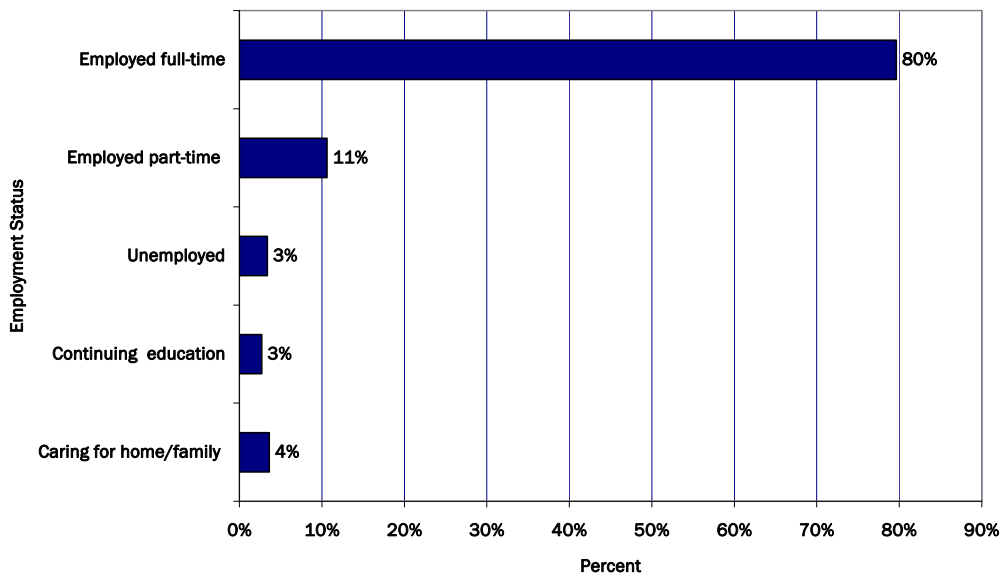
Table 2: Alumni Satisfaction with Student Services and Academic Programs

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Quality of Student Support Services	18%	55%	20%	7%
Quality of Faculty Advising	39%	39%	15%	6%
Quality of Career/Placement Services	12%	32%	35%	21%
Quality of Financial Aid Services	26%	44%	21%	9%
Quality of Student Activities / Campus Life	19%	51%	22%	8%
Quality of Campus Facilities	35%	48%	15%	3%
Quality of Instruction	58%	35%	6%	1%
Quality of Education in Major Field of Study	62%	30%	6%	2%
The Technology Used in Instruction	43%	38%	16%	3%
My Internship Experience	32%	30%	18%	20%
Quality of General Education Curriculum	35%	46%	15%	4%

IV. Columbia’s Contribution to Current Employment

While Columbia College Chicago’s reputation is as a media and performing arts institution, its graduates have found employment in a wide variety of occupations. Columbia College alumni are employed with major news outlets, advertising firms, colleges and universities, and major league sports franchises, to name a few. Fourteen percent of the respondents own a business and over 90% of the respondents were employed full- or part-time, with an additional 7% either continuing their education or caring for their home or families. Figure 5 shows the distribution of alumni respondents by employment status.

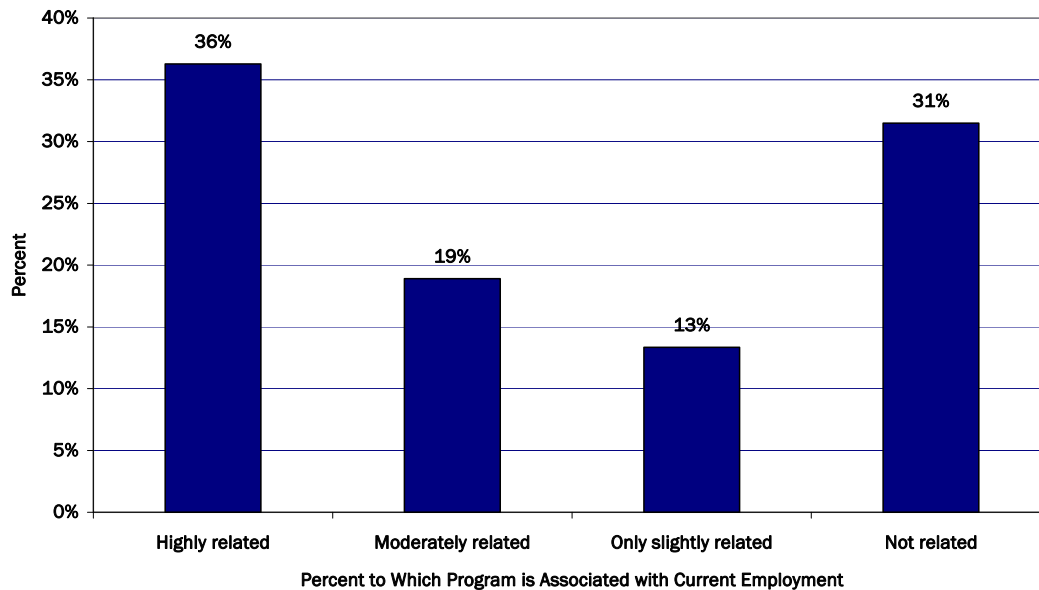
Figure 5: Distribution of Columbia College Alumni Survey Respondents by Employment Status



Current Occupation

About 55% of alumni respondents indicated that their current employment was highly or moderately related to their program of study. Almost 1/3 of alumni, however, indicated that their current employment was not at all related to their degree program. Figure 6 shows the extent to which current employment of alumni is related to their undergraduate program. The level of job satisfaction for those alumni who did find careers in their field, not surprisingly, is much greater than for those who are employed in unrelated fields. For alumni who were employed in a highly related job, 87% were satisfied with the challenge of their work, 53% were satisfied with their salary, 57% were satisfied with opportunities to advance, 90% were satisfied with the opportunity to use their undergraduate education and 88% indicated that they were satisfied overall. For those alumni who are employed in fields that are not related, 62% were satisfied with the challenge of their work, 48% were satisfied with their salary, 47% were satisfied with their opportunity to advance, only 22% were satisfied with the opportunity to use their undergraduate education and 63% indicated that they were satisfied overall.

Figure 6: Extent to Which Current Employment is Related to Columbia College Major / Program



Overall, alumni were least satisfied with their salary level and most satisfied with the challenge of their employment. Nearly 40% of alumni were unsatisfied with the opportunity to use their undergraduate degree. This may not be a reflection on Columbia College graduates or Columbia itself, but rather an indicator of a highly competitive employment market for students graduating with degrees in media and fine arts. Nevertheless, job creation and replacement among occupations within the arts, design, entertainment, and media occupation clusters and occupations in the advertising, marketing and public relations clusters is expected to exceed the national job creation and replacement rate¹. This is promising for future alumni who enter the labor market in coming years. Figure 7 shows the percent of alumni respondents who are satisfied with various aspects of their current employment.

Slightly less than a third of all alumni respondents indicated that they were employed in arts and media occupations. Managers (16%) and educators (16%) were the next highest occupational clusters reported by alumni. Figure 8 shows the distribution of occupation clusters of alumni respondents.

¹ "Occupational Employment Projections to 2014", Monthly Labor Review: Bureau of Labor Statistics, November 2005.

Figure 7: Percent of Alumni Respondents Who Indicated That They Were Satisfied with Current Employment

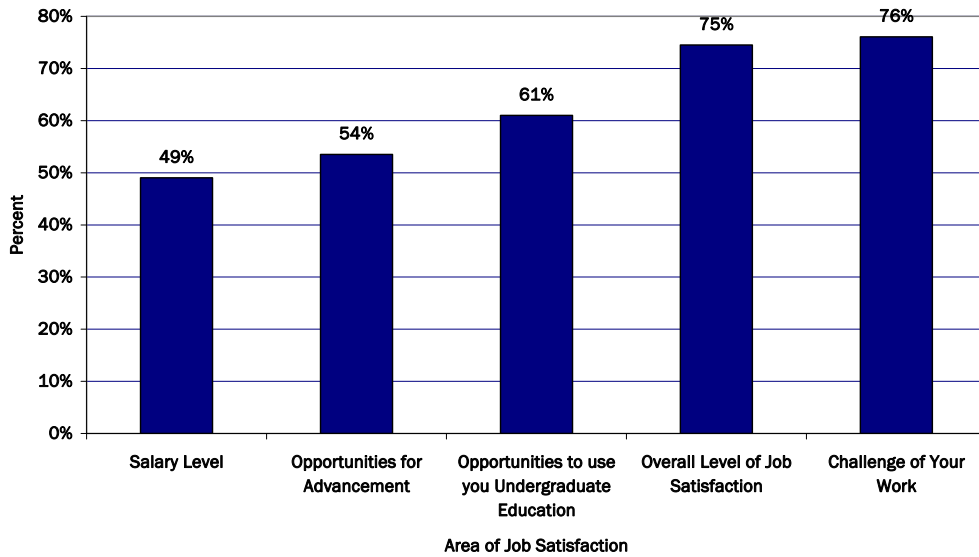
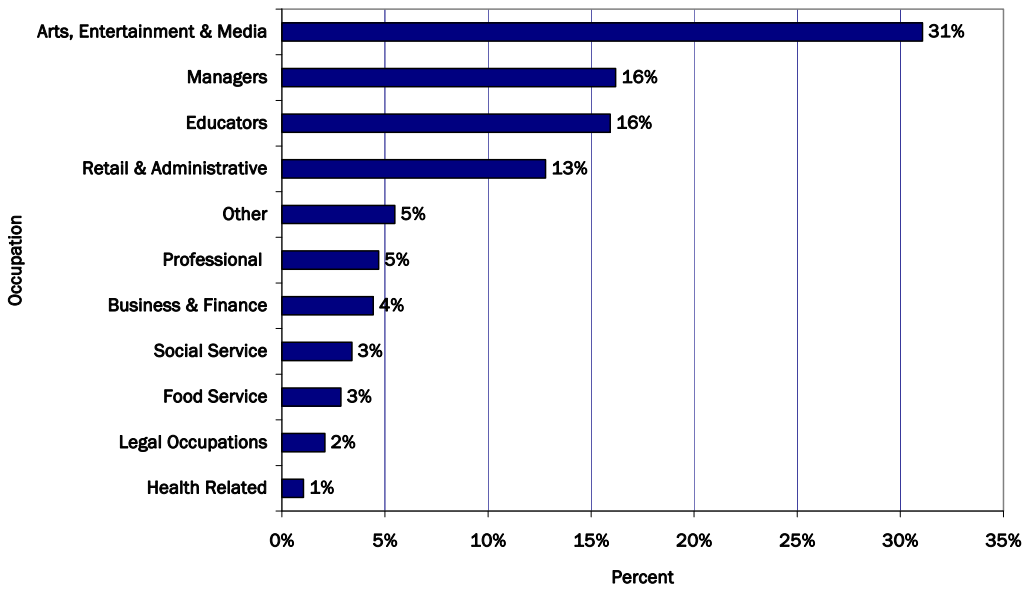


Figure 8: Distribution of Columbia College Alumni Survey Respondents by Occupation Group



Current Income

The purpose of a higher education goes well beyond simple job skill development. Students acknowledge the benefits of receiving a liberal education, over 64% indicated that acquiring a broad based education is quite a bit or very important². As a convention, the easiest way to quantify the success and value of a college degree still remains income. Alumni who have been in the workforce

² National Survey of Student Engagement (NSSE). Columbia College Report: 2006

for five years have a median income of \$41,167; those in the workforce for 10 years have a median income of \$44,054. These median incomes are slightly above national median incomes of college graduates 5 years out (\$40,084), but fall significantly below national median incomes for college graduates 10 years out (\$50,205). However, Columbia graduates have very similar median incomes to national medians within the same occupational clusters. Median income within the Arts & Media occupational cluster is \$42,197. The implication is that, while Columbia graduates are entering occupations that traditionally have relatively lower income potential, they are performing comparatively well within this specific labor market.

Figure 9 shows the median incomes of bachelor degree holders five and ten years post graduation, median income of workers in the Arts and Media occupational clusters, and median income of Columbia College Chicago alumni. Figure 10 shows the distribution of alumni respondents' income. Most alumni (42%) have incomes between \$30,000 and \$50,000. Figure 11 shows median income of Columbia College Chicago alumni by occupational cluster. Median income of alumni in the Arts, Entertainment, and Media occupational cluster exceeds the national average. Figure 12 shows median income of occupational groups within the arts and media occupational cluster.

Figure 9: National Median Income of Householders with Bachelor Degrees and Columbia College Alumni: 2006

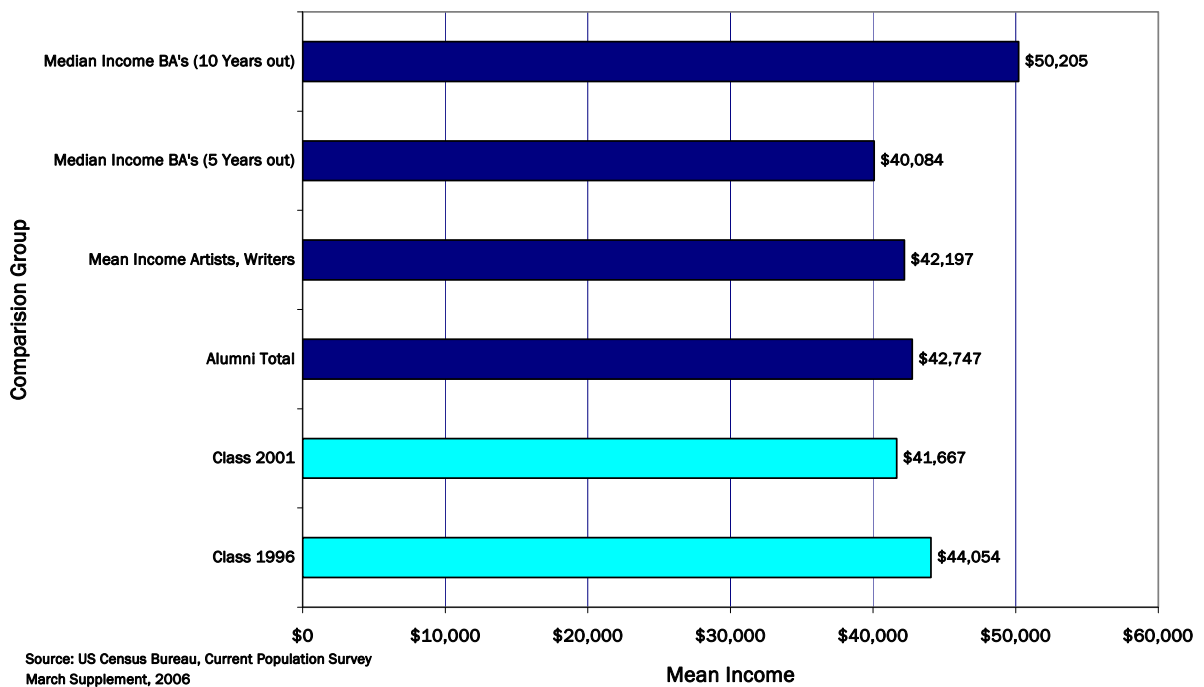


Figure 10: Distribution of Income of Columbia College Alumni Survey Respondents

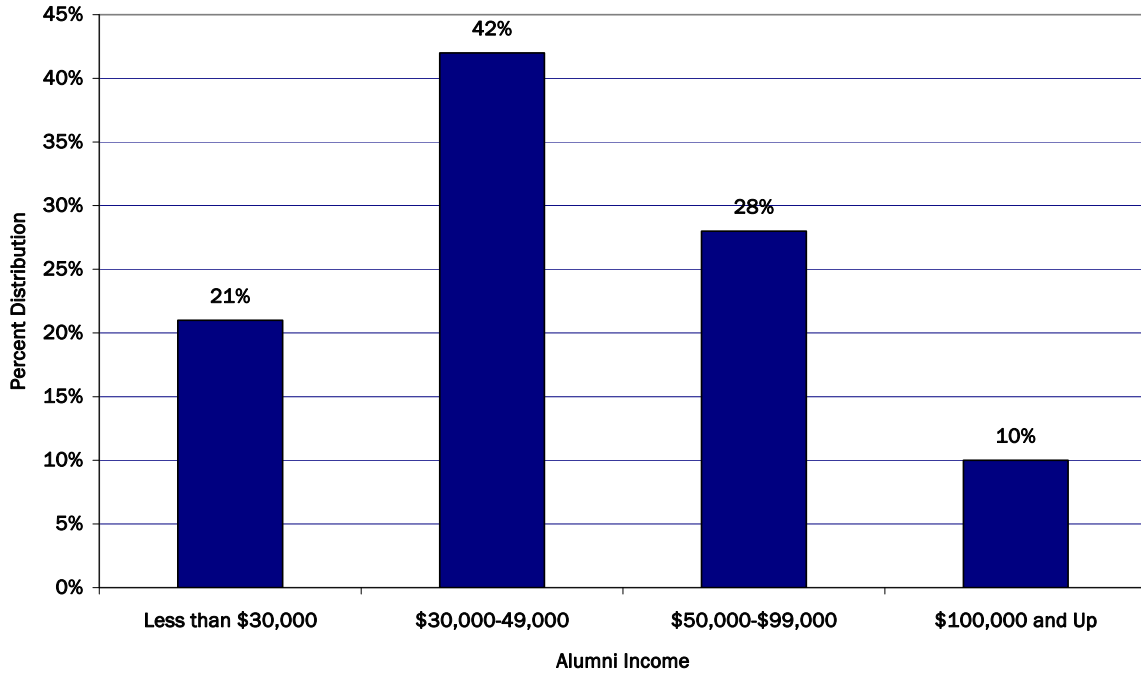


Figure 11: Median Income of Columbia College Alumni Survey Respondents by Occupation Group

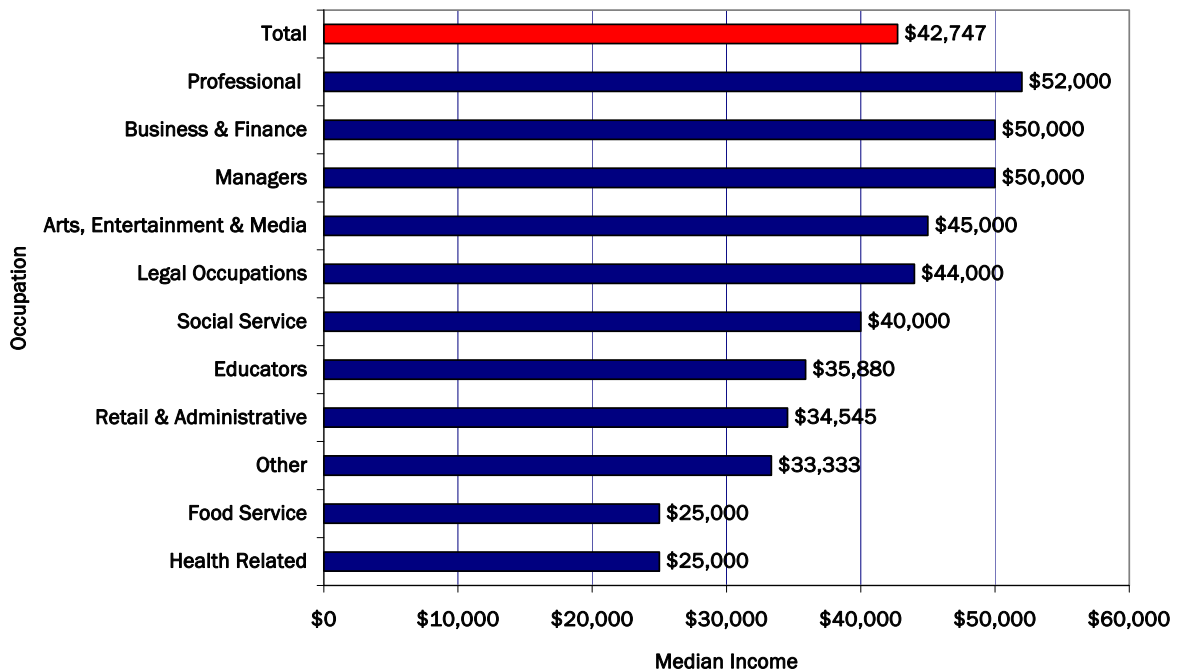
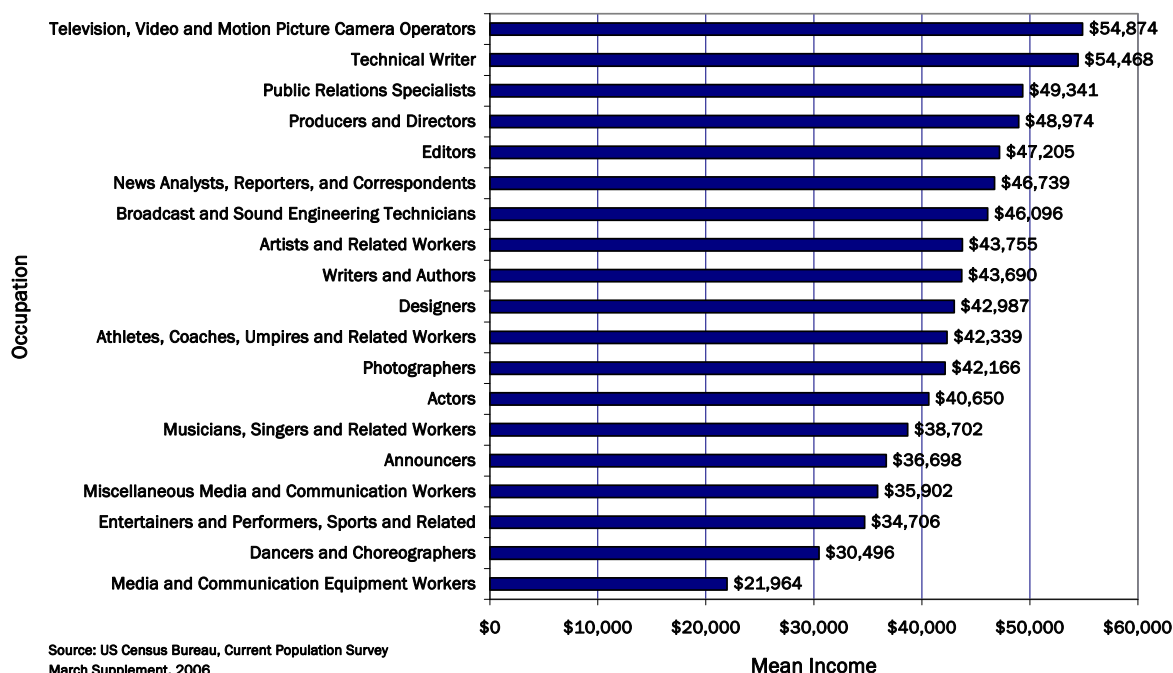


Figure 12: Mean Income of Occupations in the Artists, Writers, Performers Subgroup, 2006



Columbia College Chicago’s Contribution to Job Skills and Performance

Columbia College Chicago alumni were asked a series of questions about the importance of specific job and life skills to their current employment and then asked the significance of their Columbia College experience to the development of these job and life skills. Areas of note are those where alumni indicated that a specific skill is very important to their current employment and Columbia’s contribution was very significant. On the other side of the equation, the study also notes areas in which the specific skill is very important to alumni current employment but Columbia College Chicago’s contribution was not significant. Interestingly, the skill “Understand and Apply Mathematical/Scientific Principles” was not cited as being important to current employment nor was the College’s contribution significant. Table 3 shows alumni responses on the importance of specific skills to their primary employment.

Table 4 shows alumni responses on Columbia College Chicago’s contribution to skill development. In areas such as “Formulate Creative Ideas and Solutions”, “Use Creative Skills to Complete Projects/Solve Problems”, and “Relate Well to People of Different Races, Nations, Religions”, alumni indicated that the skills were both important and Columbia College Chicago made a significant contribution. As one alumnus indicated, *“Working with diverse groups of people at Columbia helped me with real world experiences. I am a girls’ basketball coach and a job recruiter, so I have to deal with all types of races, personalities, etc. Columbia College prepared me to work with individuals who are different than I am.”*

Areas such as “Work Cooperatively in a Group”, “Defining and Solving Problems”, “Analyze/Draw Conclusions from Various Types of Data”, and “Speaking Effectively”, Columbia did not fare as well. In the 2005 Columbia College Chicago Employers Survey, presentation and communication skills as well as “teamwork” were skills cited by current employers in which Columbia College Chicago graduates needed improvement.

Table 3: Importance of Skills to Primary Employment

	Very Important	Important	Not Very Important	Not at All Important
Work Cooperatively in a Group	60%	30%	7%	3%
Learning Independently	58%	33%	8%	1%
Defining and Solving Problems	71%	25%	3%	1%
Analyze/Draw Conclusions from various Types of Data	47%	33%	17%	4%
Writing Effectively	46%	30%	17%	7%
Speaking Effectively	62%	30%	6%	2%
Understand and Apply Mathematical/Scientific Principles	12%	25%	41%	22%
Formulate Creative Ideas and Solutions	62%	27%	9%	3%
Use Creative Skills to Complete Projects/Solve Problems	61%	27%	10%	2%
Understand Dynamics between Individuals/Communities	48%	32%	15%	6%
Relate Well to People of Different Races, Nations, Religions	61%	25%	10%	4%
Lead and Supervise Tasks and Groups of People	49%	26%	19%	5%
Acquire New Skills and Knowledge on my Own	56%	35%	6%	3%

Table 4: Columbia College Chicago's Contribution to Skill Development

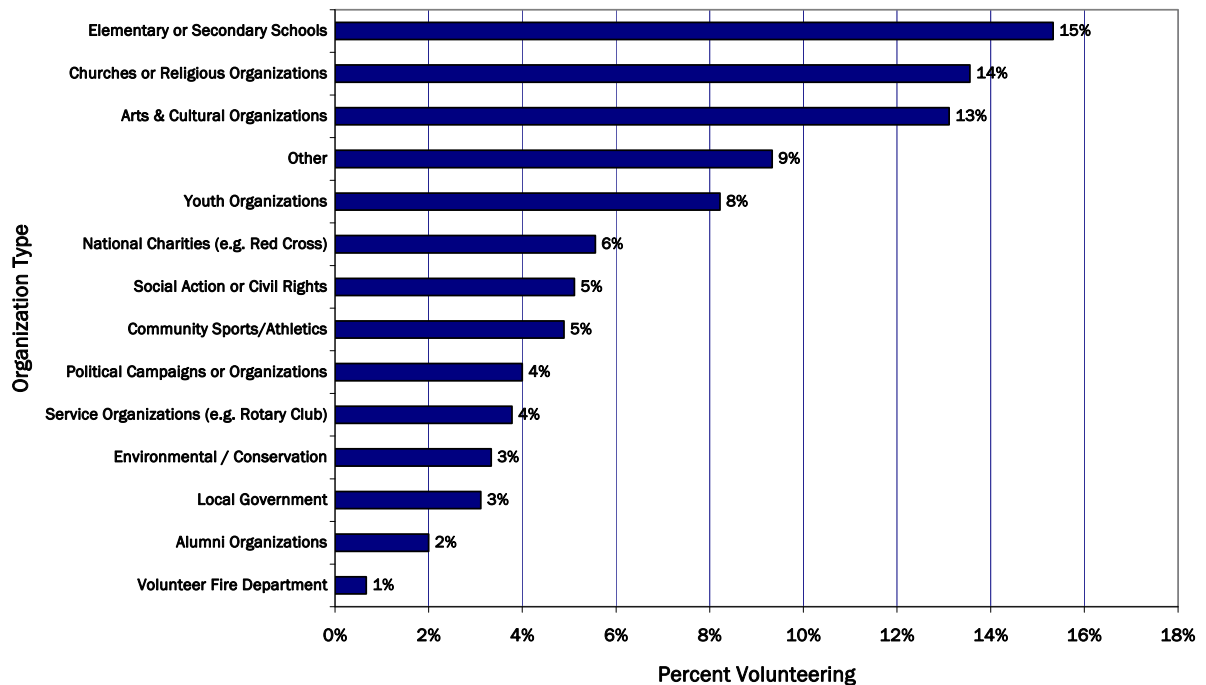
	Very Significant	Significant	Not Very Significant	Not Significant at All
Work Cooperatively in a Group	28%	47%	24%	5%
Learning Independently	35%	51%	15%	5%
Defining and Solving Problems	26%	50%	24%	5%
Analyze/Draw Conclusions from various Types of Data	20%	37%	43%	10%
Writing Effectively	34%	40%	26%	12%
Speaking Effectively	32%	43%	25%	10%
Understand and Apply Mathematical/Scientific Principles	8%	18%	74%	62%
Formulate Creative Ideas and Solutions	44%	40%	16%	2%
Use Creative Skills to Complete Projects/Solve Problems	47%	41%	12%	2%
Understand Dynamics between Individuals/Communities	30%	38%	32%	12%
Relate Well to People of Different Races, Nations, Religions	47%	34%	19%	8%
Lead and Supervise Tasks and Groups of People	22%	39%	39%	17%
Acquire New Skills and Knowledge on my Own	35%	49%	16%	7%

V. Columbia Alumni Contributions to the Community

As stated earlier, one component of the strategic vision of creating a student-centered institution is “an enthusiasm for civic engagement”, and Columbia College graduates are, in fact, highly civically engaged. About 92% of alumni are registered to vote, slightly above the 87% national registration rate of 2001 college graduates.³ More than 78% of alumni have volunteered their time to community service, and about 68% have made a donation to national charities, political organizations, schools, and other not-for-profit organizations. This is well above the 47% national volunteerism rate for college graduates⁴.

Figure 13 shows the percentage of Columbia College Alumni who have volunteered time for community service by type. Volunteer support for elementary and secondary schools and churches and religious organizations are the most common forms of community service. Figure 14 shows the percentage of alumni who have contributed money by organization type. National charities (such as the Red Cross, Habitat for Humanity, and the United Way) are the most common beneficiaries of alumni giving. Figure 15 shows the average yearly amount that alumni cited donating. While most alumni made small donations (under \$100), the large number of alumni who do provide donations indicates high levels of community engagement and support.

Figure 13: Percentage of Responding Alumni Who Volunteered by Organization Type



³ U.S. Department of Education, National Center for Education Statistics, 2001 Baccalaureate and Beyond Longitudinal Study, Data Analysis System.

⁴ U.S. Department of Education, National Center for Education Statistics, 1993–2003 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Figure 14: Percentage of Responding Alumni Who Contributed Money by Organization Type

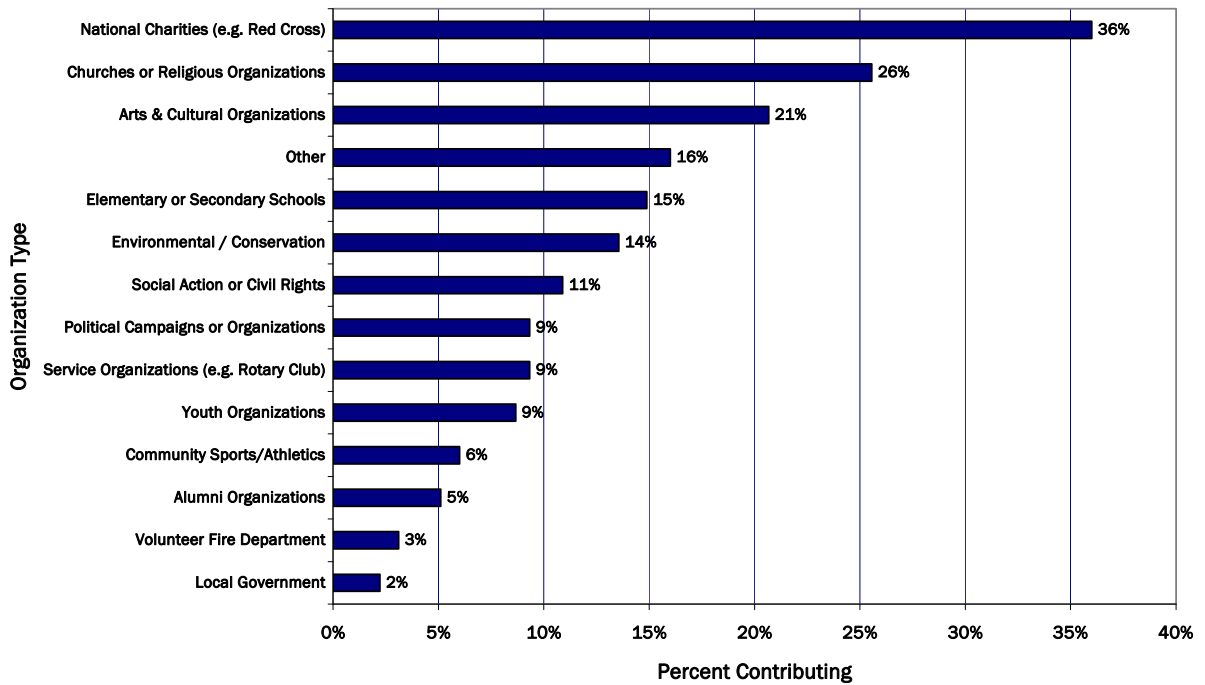
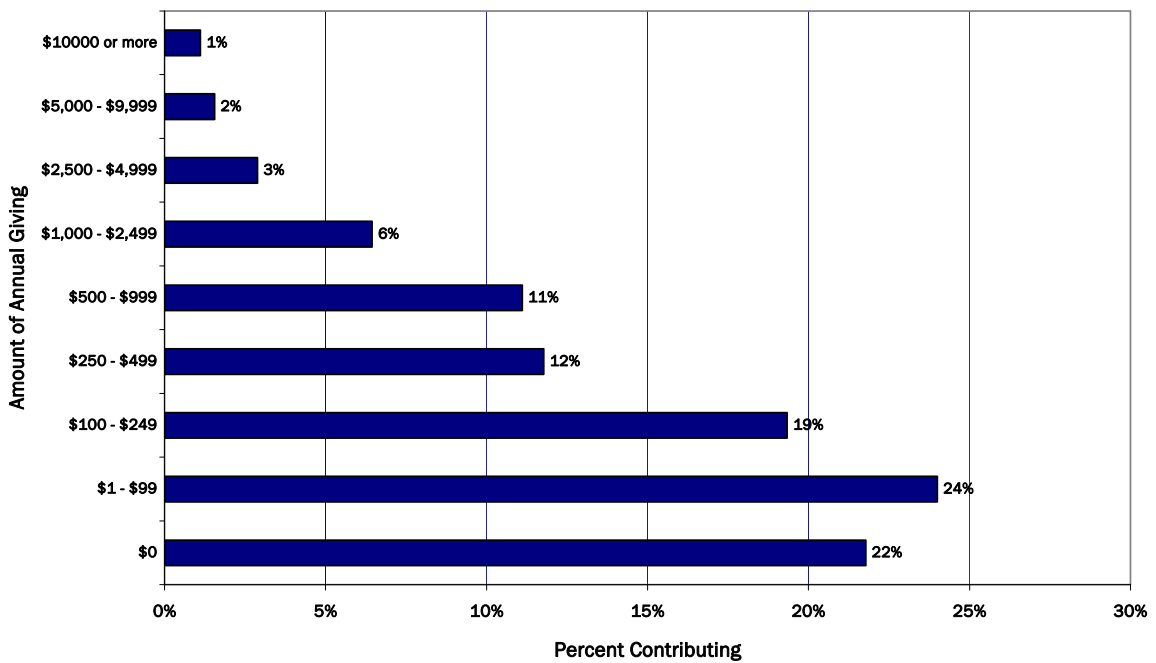
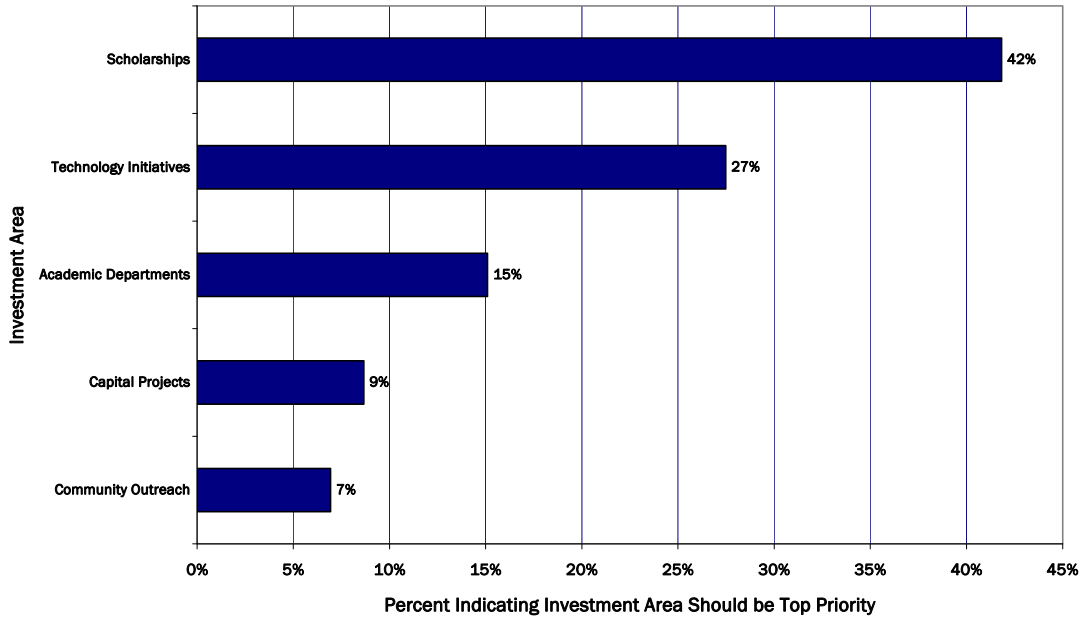


Figure 15: Distribution of Average Annual Giving of Responding Alumni



Alumni were asked about what they thought Columbia College Chicago's priorities should be for spending fundraising dollars. Figure 16 shows the percentage that indicated that each specific area should be the top priority for the College. About 42% of alumni indicated that providing scholarship money should be the top priority.

Figure 16: Alumni Priorities for Fundraising Dollars
(Percentage who indicated the investment should be top priority)



While only 5% of alumni indicated that they have donated financially to the college, larger numbers have kept track of college events through either the website and campus publications, joined the alumni association and visited the campus. Figure 17 shows the percentage of alumni who have taken advantage of college facilities and alumni services.

Figure 17: Alumni Participation in College Events and Organizations

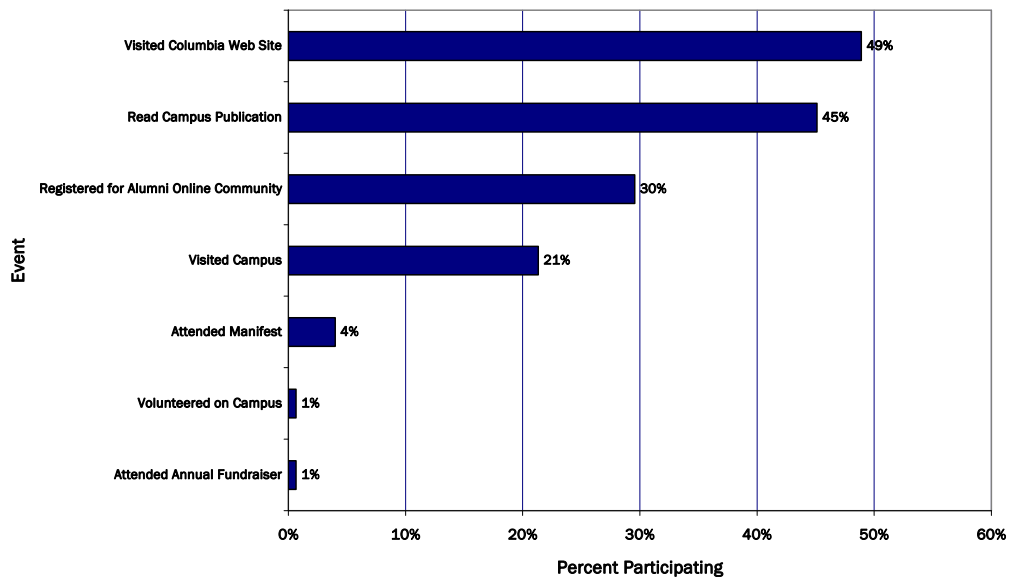
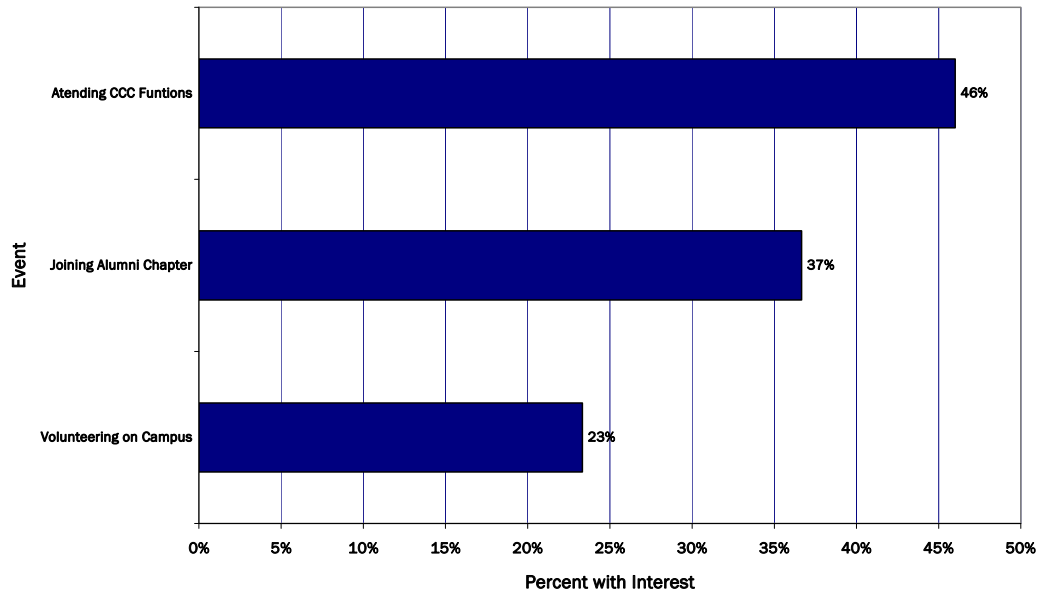


Figure 18 shows the percentage of alumni respondents who would be interested in participating in alumni activities.

Figure 18: Alumni Interest in College Events and Organizations



VI. Conclusions

Overall, most alumni have a favorable impression of their time at Columbia College Chicago. Alumni report high levels of satisfaction with their instruction and cite critical relationships with faculty as being a great part of their success. There are a number of indicators that show that Columbia has been integral in their success in their career, through either the development of specific skill sets or through internship opportunities. It is part of Columbia College Chicago's mission to not only train students to be successful in their chosen disciplines, but to challenge and engage students to become more aware and active members of their community and be engaged citizens and business entrepreneurs. The high rates of participation in community service and the generosity of Columbia College graduates should be positively noted.

It should also be noted that the transition from school to work has, for some, been difficult. Alumni are dissatisfied with limited internship and "real world" experiences and the perception of poor career and post-graduation planning services. A large number of graduates are employed in occupations not related to their degree – and these graduates' level of job satisfaction is significantly lower than those students who have found careers related to their programs of study.

Currently, Research, Evaluation and Planning plans to conduct this survey every three years. This cycle will provide the College with information that can help measure the impact of policy changes on the success of the College's graduates. This initial study of Columbia alumni can provide some benchmarks for measuring success, and provide insight into some of the challenges that past alumni have faced, as well as help the College better prepare future graduates in their careers and other life experiences.

Appendix I: Profile of Alumni Respondents

Figures 19 through 21 show the distribution of alumni respondents by gender, race and ethnicity, and entry status.

Figure 19: Distribution of Columbia College Alumni Survey Respondents by Gender

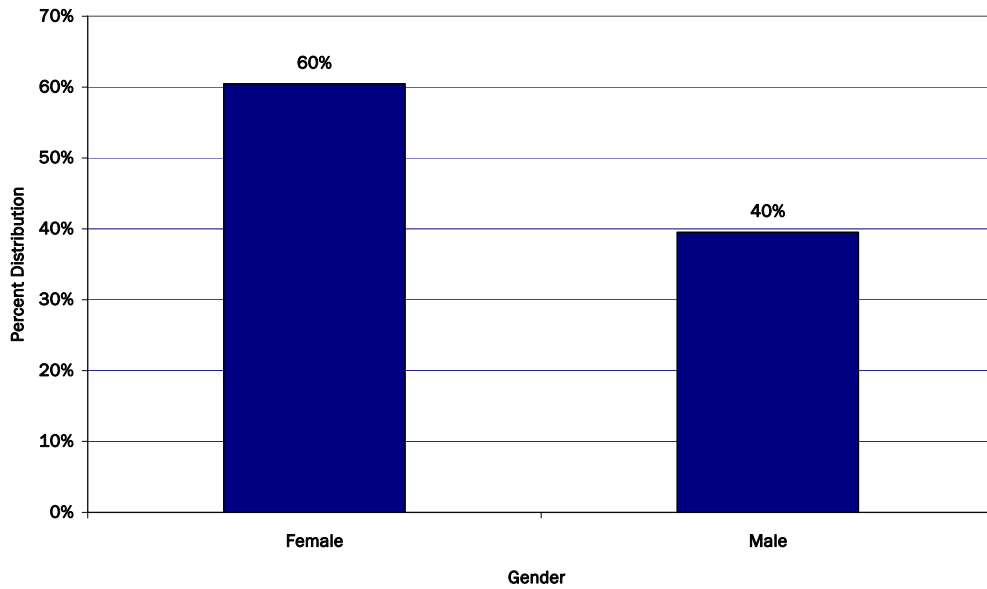


Figure 20: Distribution of Columbia College Alumni Survey Respondents by Race/Ethnicity

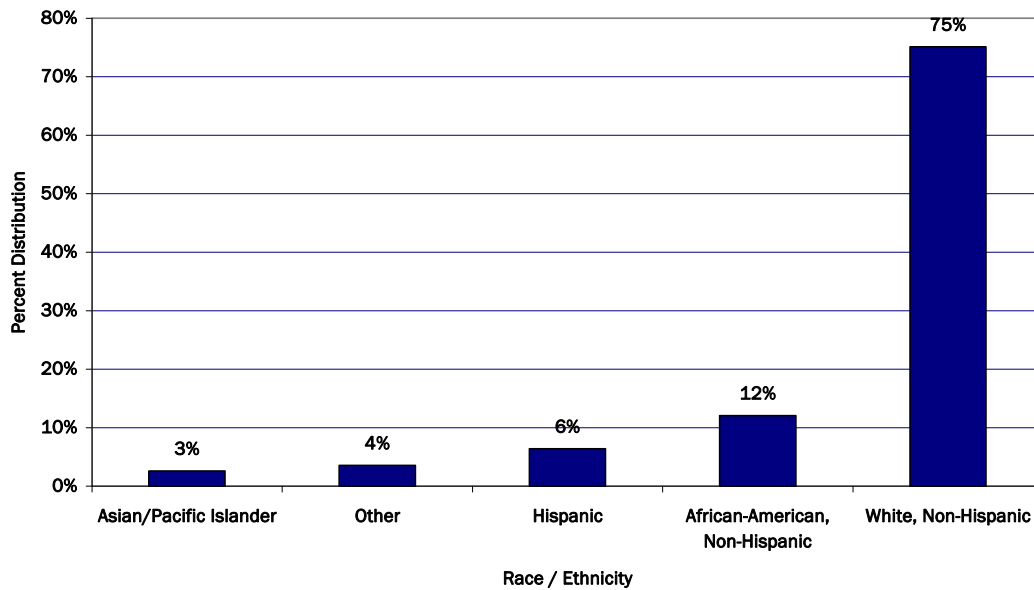
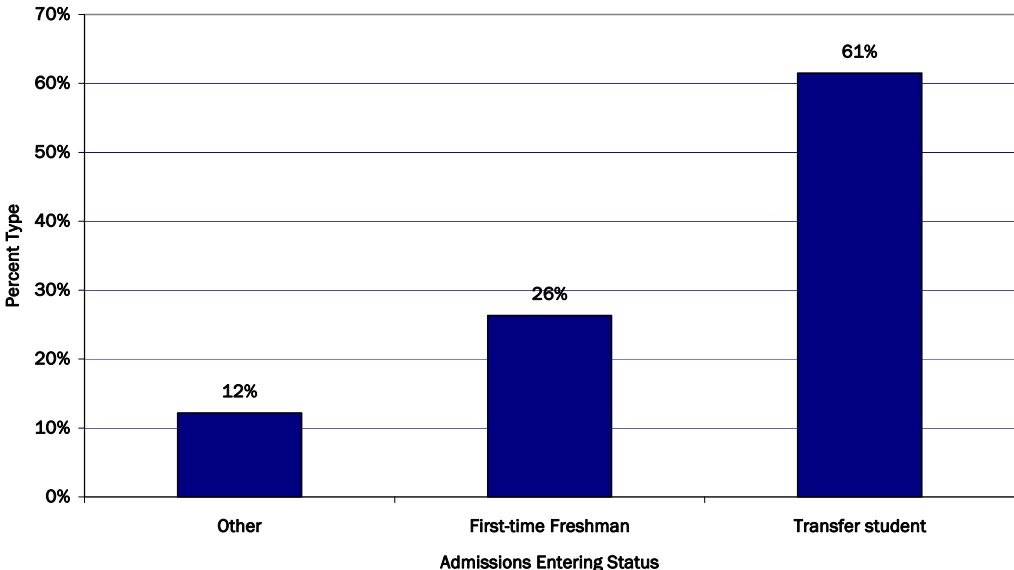


Figure 21: Distribution of Columbia College Alumni Survey Respondents by Entering Admission Status



Appendix II: Written Comments

Q. Please describe ONE critical experience you had at Columbia College Chicago (e.g., a specific class, instructor, personal conversation, performance, etc.) that made a significant contribution to your success since graduating from the college.

(Class) - Human Sexuality - I can't remember the name of the teacher (I remember he was also a priest) that was such an important class especially now as I work in and with churches that are struggling with the topic of homosexuality.

(Name) was an excellent advisor - the faculty (grad) at CCC/ the Management Dept. made my experience at CCC overwhelmingly positive. All faculty were knowledgeable, approachable, personable.

A instructor told me I would get eaten up in the real world which motivated me to strive to a successful designer. Now I am a designer at Playboy Magazine.

Acting class with Professor ... His challenging me to adapt and acknowledge the skill I brought with eagerness to learn.

Advanced Production with Professor ...: His evaluation style which consisted of a group evaluation in addition to his own. It has been instrumental in my reception of constructive criticism, and to value other's input.

Advice to diversify my education and experience various types of employment. To combine skills into non-traditional jobs.

All classes were great. (Name) as advisor.

All instructors in the marketing comm dept. were excellent. Due to their real world experiences and jobs, they had first hand knowledge of the industry and taught this instead of what's in text books. From their guidance I landed great internships with great experiences.

All my instructors in the radio department were always giving advice on the business and were attentive to any questions and/or concerns that I had. That's why I still (or at least try to) keep in touch with them.

All my photo classes were great. Sadly the instructor that made a significant contribution to my success Professor ... is no longer there.

All my teachers from freshman to senior year told our class to us don't wait till you get out of college to start your business or whatever you want to do, do it now.

All of my classes were great, but the AVID editing classes were my favorite. I use the skills I learned in those classes almost every day.

All of my instructors and classes have proved valuable since graduation

All of the basic music courses (harmony, sightsinging and musicianship, etc.) were crucial, and the instructors were great.

All of the teachers in the marketing department brought excellent real-life stories & examples to every class.

All the Marketing professors were very good in relating their specific business experience to us. Also, Professor ... was the best instructor I had for concert/event management.

Although my career did not quite end up the way I thought, I don't regret attending Columbia and I would not change my major if I had to. The education and the friendships I've acquired will remain with me always.

As a music mgt. Major, part of the curriculum was a business writing class. The instructor was great and really helped me develop into a successful writer in everyday business communications

Assistant Editor class - working with real film, learning to sync dailies, 2 pops, splice, and edit a short film with real film. The instruction was great and led me to my internship on the film "Ali" with Will Smith.

Availability of an good fortune in receiving, merit-based scholarships (Follet, GOA)

Being educated by working professionals such as Professor ..., Professor ..., and a few others have shown me advanced and professional ways in dealing with the business while still allowing me to be as creative as I can. The best college experience is living what you studied and love to do daily.

Believed in my Success

Business Management/Lan Courses greatly contributed to my understanding of the business world!

Can't unfortunately think of my Fashion Illustration Instructor's name(which is wild) because he is well-known and loved. But, the conversations we had throughout those sessions were uplifting, highly-positive and full of praise and guidance. I learned alot about art flavor and business and wonder if he still teaches there. Very attractive as well (ha ha!)

Civil Rights History/Gay Rights best class ever!

Classes related to graphic design in general gave me a greater appreciation as I apply it to my regular job. I have a great appreciation of font usage and learning what works in a design. Classes like graphic design and 3-D helped.

Collaborating with other students that were highly motivated.

Competitive Edge

Dance Major - All of the opportunities to perform and work with active professionals in the dance field.

During my first semester in TV studio production I the instructor was Professor ... a director employed at Channel 7 News. I recalled all Professor ... made an what seemed to be impending effort to try and trip me up with various quizzes/tests but couldn't seem to as I kept passing with I grade or C or better finally he seemed to try and look over me when assigning the class to the various equipment to operate until I had to take him into another room alone for a personal conference to which he in a round about way fessed up to these tactics and I explained this should not happen to any student because one students money is as green as anothers, from this point I became one of the courses favorites among students and instructor.

Excellent teaching by Professor ..., Professor ..., Professor ... Positive references by these instructors.

Film Tech 1 - Freshman Year - 1997 Professor ... was our teacher and he helped open up my eyes to diversity and acceptance like no one had before or since.

General faculty was helpful and supportive

Getting imacs in the classroom for the art and design students

Getting my internship with Universal Music which led to my hiring which trained me in the world of entertainment mktnng. (I have since left Universal and the music industry for Miller Brewing and the beer world - still in marketing)

Going to career counseling for help and being told, I wanted them to do it for me, and showing me the door. Note Employment status. No one prepared me to secure a job. 2 men need to be fired who were in charge.

Going to career placement with my portfolio to find help in which field would be best suited to me and being told that "I expected them to do all the work for me" Thanks for nothing Columbia!

Had a teacher who ridiculed the area/industry I planned to work in after I graduated. He made me realize how others view the industry so when I did get a job, I had a better understanding of its public persona.

Had many good experiences - very caring teachers

Hands on experience/learning. Learning nuts and bolts of film equipment, etc.

Having professionals as intructors

Having Professor ... as an audio instructor was extremely valuable.

Having studied under XXXXX was a dynamic experience. Also, kay hartman gave on-going valuable advice

Having: internship based class, work credit program, work equivalency class - I was able to work and learn hands on and get through school.

History of the 60's. I cannot remember the professor's name, (he taught at the Barot and was a Vietname vet) but he was the best instructor that I have ever had. I learned more than history in that class.

Honestly, I loved just about everything about my Columbia Colleg Chicago experience. The TV dept. in general, and specifically "Hungry Hearts," and its instructors- Professor ..., Professor ..., Professor ..., Professor ..., Professor ..., all made my Columbia experience GREAT! I wish I could do it again. However, my "semester in LA" experience was a waste. It wasn't geared for TV students, and the instructors seemed completely disinterested in making my experiences there positive. I will say, though, that it was an appropriate and ironic introduction to life in L.A.

Humanities - I was forced to read my first book from cover to cover - Plato - The Republic.

I absolutely loved the faculty and how knowledgeable they were and willing to help when needed. The fact that the design faculty all had full time jobs or experience currently in the field was extremely important to me

I benefitted from the instructors who worked in the field they taught. Great insight.

I can't really give just 1 example I had a lot of encouragement and help from so many instructors - Professor ... was always great and if I could remember other names that would help. Everyone was a huge influence on me, including students.

I did work in Marketing Comm. For a time, and some of my course work helped me, but unfortunately I cannot think of a defining moment as of yet.

I do use Marketing techniques learned by professor ...

I don't have one, I have many. My teachers were awesome. Words cannot describe how kind, understanding, and thoughtful each of them was. I could write a few pages on each teacher

I don't remember my teachers name, but she taught my pinhole photography class. She was the most inspirational teacher overall in my curriculum. She took ideas I had and made them more dynamic and more personal.

I enjoyed classes by Professor ...

I enjoyed my peace studies class very much. Also Professor ... in the radio department and Professor ... and Professor ... all were very good and helpful staff.

I enjoyed the ex-tech (experiment photographic techniques) area the most; it merged photo and art instruction in a way I found nowhere else.

I feel that the theater students were neglected a bit. In part due to the facilities that were of use to us. The dance & music departments both got new facilities while I was attending.

I gained a terrific amount of self confidence as an artist from my relationships with all my instructors. I view myself as an "artist" first and a business person second. This is a good thing!

I graduated from the Inter Arts program; Professor ... in his instruction instilled in me the principle of saying "yes" and living big! This has benefitted my art career!

I graduated, therefore, I was going to make something of myself regardless of what my degree DIDN'T do for me. I succeed anyway.

I had a class called something like "Principles of Corporate Television" taught by Professor ... (I think that was her name). She made a very tough class (for me anyway) very enjoyable. She taught me how to create complex projects and piece things together. She even got me into reading novels. She bought me 'A Farewell to Arms,' and over the next 6 solid years, I read several hundred novels. She indirectly was a significant figure in my life.

I had a PR writing class in a computer lab room. Each class the instructor would walk in, tell us who are client was and then make us type up a press release on the spot. This is something I have to do on a regular basis, write communications without a lot of lead time.

I had a teacher who taught African American history and she was a good teacher. She told the her stories moving up in the country and shed light on significant dates in the culture.

I had an asshole for an instructor in Typography and I learned from him how not to treat people.

I had an awesome instructor who really motivated me to get the best out of each day. I believe it was a literature class, in which he would ask us to tell him one positive thing that happened in our lives that week.

I had one professor for Photo II who taught me not to take any racist comments from people when he said to me that he had a hard time placing my name with my face. I am Asian-American with an "American" sounding name. Needless to say, this was embarrassing because he said this in front of the entire class. I learned that there will always be ignorant people in the world. Thank you so much!

I had some great instructors and a wonderful advisor. They inspired me to do the best I could.

I had the pleasure of having a lot of great professors. Professor ... was my favorite. He had a great way to reach out to his students and his classes taught a lot about "real life" experiences.

I haven't had much success since graduation. I would have appreciated better advising.

I jokingly asked a teacher if he would get me a job at the Sun-Times as a Christmas present. Two weeks after Christmas, he got me that job.

I liked my fellow students they supported me.

I loved Professor ... an excellent instructor and a really nice man. I work in book publishing and home for the past 13 years so Screenwriter didn't relate to what I do now, just thought he was great.

I loved the program I was in (marketing). I learned so much from the instructors.

I majored in fashion design. I have not used my degree at all.

I met my future wife while enrolled in a fiction writing class outside my major.

I met the people I work creatively with. I built great friendships and partnerships because of the diversity at Columbia.

I particularly remember professor ... making marketing a very interesting and vibrant experience. He had a passion for what he taught and it was infectious. I remember that passion and carried that concept w/ me thru-out my own life choices.

I planned on going to a big university, but at the request of my community college advisor I checked out Columbia. I went once alone and met with the head of the journalism dept. at the time (name). I told him my goals and aspirations. When I returned unexpectedly a few months later he remembered my name and everything I'd shared with him. It made me feel like I was important and that he genuinely cared. I knew at that point I belonged there. Columbia always made me feel like that.

I really enjoyed my sound images and dramatic images classes - they opened my mind and artistic ability.

I really enjoyed working with many of the dance teachers. Some of them - giving me the chance to dance for them. Setting pieces on me was great!

I really made a connection with Professor ... He always made time for me.

I received positive reinforcement & praise from Professor ... and Professor ... (TV Dept) that directly made a significant contribution to my success. Praise is so important. Students never think they are "good enough" for the real world. During my senior year at Columbia, I finally felt "good enough".

I took an accounting class with a great teacher that made me want to pursue financial industry more. Then went on to take a stock market class, finance, etc...which is the field I went into.

I was a student of Professor ... and Professor ... when Professor ... passed away. During my time as a student of theirs, I was constantly pleased and impressed by their dynamic teaching style and practical real world approach to information.

I was chosen to participate (essay competition) in a "Leadership" Conference. It helped me to further define myself as a leader!

I was pretty pleased with most all of my instructors. Many were teaching from their personal experiences in their own careers and taking that knowledge and bringing it to class to let you know what it was like in the "real world".

I was selected to participate in the first semester in L.A. program. Attending that program led to my move to Los Angeles after graduation and my career in the film industry.

I was told, while creating a concept for a production, that there aren't any "new" ideas, but there are "new" ways of re-using old ideas. That has always stuck with me and has brought me great success with marketing and advertising campaigns.

I will always remember and cherish the fact that a sound engineering class that I attended was instructed by Professor ..., engineer at Chess Studios and for the Rolling Stones just to mention one group of artists.

If you don't photograph or work in what Columbia teachers or co students consider the 'norm' the bastards treat you like dirt.

Improvisation with Professor ... and Professor ... It taught me to have confidence. To not be afraid, to have faith in myself. To trust in others. To give and to take, and to put myself in a vulnerable position to be able to grow.

In my public relations class, I learned that when you call someone to ask, "Is this a good time for you?" Something very simple...but extremely important.

Instructors - Professor ..., Professor ..., Professor ..., assistance with resume, peers in group 19 were outstanding, great director ...

Internship at Chicago Magazine.

Invited to tutor as a student in fiction writing dept.

It helped me get into the Master's Program at Northwestern University for Journalism. Both of my degrees have had the most significance in getting me hired at jobs.

It is a compilation of all my experiences at Columbia. Does not necessarily have to do with my career success but success as an individual. Columbia opens your eyes to new and different cultures that you may not be aware of and shows you that diversity is a great thing.

It was important to be taught about writing by a writer, Professor ... Columbia is an arts school, and writing and teaching are arts.

It's been 10 years, it's hard to say. Professor ... got me my first professional acting job at the Black Ensemble Theatre in Chicago. He was a faculty member at the time, not sure if he is still there. 100% would not have gotten the job without him!

Learning how to write for broadcast (has been helpful at my job working on the web & past job at WTTW). Being able to get across a message & hold audiences attention.

Meeting an Alumni that is a Producer for Univision channel 66 Chicago

Meeting xxxxxx, having him as an instructor and the personal conversations we had have motivated me greatly over the years

Meeting Professor ... in my fashion class and also being a producer for our fashion show.

Meeting with Professor ... who introduced me to my current employer. I got a job and worked as a PA, then personal assistant to a major producer and still work for that man and maintain a great relationship.

Meeting with published authors. Having them read from their work and participating in conversations with them.

My advisor ... was very instrumental to my growth while attending Columbia

My class that introduced us to TV executives and taught us how to succeed in the industry was most beneficial

My directing teacher and producing teacher made the entire experience great! Both these instructors tied our work in the classroom to the real world. How our work affected us, and the world around us. How their work in the real world applied to our work in the class.

My experience at Columbia as a whole was outstanding! From the teachers and students I've learned to appreciate different points of view, not only in art and design, but about life in general. I had a blast! Thanks

My experience with a particular instructor has very much molded me into the designer I am today.

My film tech II class won best film

My first documentary project (final) was not acceptable to my instructor. However, I like it. I redid the Documentary class and used an approach to my instructors liking. But I was not discouraged by my instructor's disappointment at the project of the first class. I realized the first project had great merit and revealed my strengths as a story teller or observer (documentary artist).

My freshman year I had Film tech I with instructor xxxxxx. Had a terrific time in his class, he really kept me motivated on projects. I wish I stayed in touch with him, I appreciated his advice and film knowledge. I hope he's still around, I'd like to see him again.

My inspiration to finally accomplish graduation without prolonging any longer came with the news that my daughter was to be born.

My internship

My internship provided many networking opportunities and also created friendships that last to this day.

My internship sites were great experiences.

My internship with xxxxxx in the B96 newsroom was a wonderful learning experience and life experience that I will never forget.

My internships! - a contact led to my first full-time industry job...in Los Angeles, CA

My painting teacher, who was a man...can't remember his name...was inspirational and upon my request became my advisor and helped me through the school's landmines.

My personal relationships with Professor ... and Professor ..., fostered on department trip to Prague, taught me about professional development and friendship in higher education.

My retail management teacher. I can't remember her name, it was so long ago, but I admired the fact that she was a very successful retail buyer also juggling teaching on the side along with a family. I think of her which helps motivate me on my business.

My senior seminar class - which we learned to evaluate ourselves - our goals, dreams, aspirations, main thing was to give back the gifts you have by sharing with others. I have been doing that every day in my classes I teach.

My senior year, I was one of the only females in the cinematography dept and I received a great deal of support from specific instructors (Professor ..., Professor ..., Professor ...) to reach farther and be better than my fellow male classmates. I still use that as a driving force to continue my push into the film industry.

My Small Business Leadership Class provided me with a great deal of knowledge and preparation for joining the business world. The instructors were fantastic and so were my fellow classmates.

My writing for Television class helped me realize that I can be creative in the ideas I have and put in on paper.

N/A. I could do nothing with my degree, except go on to a good graduate school. Which I did the same year I graduated.

No comments

None whatsoever

Nothing to Specific. Just all my instructors were very knowledgeable and that taught me to know before you teach. Look into what everything is before telling about what everything does.

On-campus recruiting sessions gave me a chance to taste the "real world" air, which students normally had no idea how it would be like, being sheltered in the safe, pre-graduation world.

One critical experience I recall is an instructor (Professor ...) he made the entire class trust in themselves, to work hard, and always look for opportunities to grow and develop.

One of my professors at Columbia contributed a great deal to who I am now as an artist, a teacher, and a human in her encouragement, her observations, and her teachings. (Professor ...)

One teacher stressed that completing a film/art project was much more important than passing a specific test, or completing a specific exercise.

Overall, I was really impressed with how skilled and knowledgeable the instructors are. I was in the marketing communications department and enjoyed all my classes. Especially those Professor ... taught.

Participating in (being a reader) at a graduate student reading of fiction

People in the theater program are fantastic - I ended up having a career in visual art even though my degree was in theater, because the program encourages openness, "going for it" and commitment. Kudos to Professor ..., Professor ..., the institution should make sure to retain and attract people like that.

Personal modifications made in delivery of instruction to adapt to special needs as a handicapped student.

President of Student Organization

Private guitar instructor ... was incredible. He was one of two teachers at Columbia who significantly challenged me. He prompted me to re-evaluate the way I approached my instrument.

Professor ... taught me the invaluable art of constructive critiques. I use it in managing people and in providing feedback to my creative team. The entire Art and Design staff (1992-96) taught me an overall appreciation for pre-computer design and the effective use of technology in design.

Professor ...

Professor ...

Professor ... - amazing instructor and mentor. He is the reason I completed my degree!

Professor ... - English I and II - Amazing, strong independent woman that taught me so much about what to aspire to be. I still think so fondly of her classes.

Professor ... - excellent instructor

Professor ... - he gave me the initiative to take on new challenges, and inspired me to think outside of the box.

Professor ... - made a huge impact on my career direction and helped me find my strengths.

Professor ... - Painting Instructor, Professor - 2-D Design/Painting Instructor, Professor ... - Figurative Sculpture, Professor ... Photography

Professor ... - She gave me the direction and inspiration to strive to achieve my goals.

Professor ... & Professor ... (Mgmt Dept.) were incredibly supportive of me in my academic career. I would not be where I am without the support of those two individuals.

Professor ... (PhotoJournalism) has always been very inspiring, so has Professor ...

Professor ... and guest artist ... were great instructors and really taught me to use technology as a tool to communicate

Professor ... and Professor ... great instructors with knowledge and vision.

Professor ... as a teacher and absorbing his motivation and fearlessness.

Professor ... at the theater dept. All the acting and directing teachers. How kind and interested they truly were in me as a student and person.

Professor ... Great & Professor ... visit.

Professor ... is a fantastic instructor and inspired me to excel beyond mere grades.

Professor ... is a wonderful teacher. She really helped me with a lot of things.

Professor ... Mystical Consciousness class

Professor ... opened my eyes in an optimistic manner to how the entertainment industry truly works. Best instructor I had.

Professor ... opened my world and showed me how to be what I wanted to be in that world. A very insightful teacher/mentor.

Professor ... recommended me for an internship that led to a very successful career with my current employer.

Professor ... was a great instructor, learn a lot from this guy!

Professor ... was a visiting professor. She was wonderful and really made an impact with her work and teaching style; Teaching from the inside out!

Professor ... was a wonderful accounting instructor. I was not very mathematically inclined, however, after his class I was very impressed with his passion to get his students to understand the course material.

Professor ... was an excellent professor who enriched my learning experience.

Professor ... was an inspiration to me. I have never forgotten him and his kindness.

Professor ... was an outstanding instructor. She was very involved and is someone I still remember as having a positive influence.

Professor ... was and is a mentor of mine. His guidance, support, and education translated well across all disciplines, not just creative writing and screenwriting.

Professor ... was great with our acoustics class.

Professor ... was supportive of everyone, and helped me believe in myself.

Professor ... was the most helpful and supportive teacher I have had to date.

Professor ... was very inspiring. He helped me get in touch with

Professor ... was/is an exceptional influence in my career. He was always available for advice and still is. He was very encouraging when I couldn't find a job after Sept. 11. I attribute a lot of my success to his advice.

Professor ... who was my lighting instructor was amazing. He had me help light an infomercial...which was wonderful experience to have on my resume. He taught me so much, which has helped me since graduation.

Professor ... wrote the best letter of recommendation for my MBA degree admissions,

Professor ..., an accounting class instructor, encouraged me to become a teaching assistant/tutor for a beginning accounting class while I was a graduate student. I never took him up on the offer because I already had a full time job, but it made me feel like I had known enough about the subject (accounting) to be able to teach others. I felt successful because he took notice of my skills and since graduating gave me more self-confidence in my jobs.

Professor ..., Installation art was a valuable class.

Professor ..., Professor ..., Professor ... - incredible mentors for life in the arts and education.

Professor ...'s classes catapulted me into being a political activist. He merged Soc. Science, Literature, Writing, and Political Awareness into a compact course on becoming a creative and involved person. I am an activist/grass roots organizer/educator/creative thinker.

Professor ...'s dance pedagogy classes helped really prepare me for my teaching career. I purchased a number of books for these classes which I continue to use as I continue to develop my pedagogy methods.

Public Speaking Class is the most valuable course I've taken on any level

Real life experience and getting out into the field like real productions of film

Regarding my career, I have used at least one thing I've learned from every class related to my major!

Science classes w/ Professor ... - inspired me to change my major & become a Science Teacher!

Science Professor that modeled teaching science with performance and use of many every day items. Cooperative learning seminar.

Senior Seminar - was on of the best classes in my life, great teacher!

Taking Art in Chicago Now w/ Professor ...

Teachers that had real world experience

Team development class w/ Professor ... he was challenging, up to date technologically, and would call bullshit on you. He was a very positive, creative, and motivating factor, that left me with a great feeling about Columbia.

Team II class in IM curriculum.

The advice I received about my resume from a great instructor by the name of Professor ... has really been helpful throughout all of my career changes.

The amazing open, close & sharing connection our 19 classmates and teachers had to each other - we supported each other throughout in all ways!

The availability, enthusiasm, and professional commitment of the marketing department; plus their willingness to assist me in directing my mktg skills toward historic preservation, ie transfer credits from the school of the art institute.

The best class I took was "Idea Development", w/ Professor ... as the awesome instructor. It was one of those classes you really wanted to go to, and looked forward to the work you had to do for it - some of my best! It was so creative & extremely thought provoking - I loved it! Professor ... deserves a teaching award, if he hasn't already gotten one - he's just that good!

The classes I took were for my own creative fulfillment. Had I attended when I was younger, I probably would have done more professionally with it.

The camaraderie with the faculty in the radio department. The faculty was very helpful and friendly.

The community services

The contacts and relationships with faculty really helped encourage me in finding work in the "biz".

The experience of having my work critiqued by my peers was very hard. The first few occasions, I felt hurt, battered, and dismayed. It was the continued support of these same peers that reminded me that a critique is only as damaging as I make it. This gave me the strength to go out into the business world not fearful to express my own opinion.

The experiences I had during my internships were extremely valuable and they allowed me to apply the knowledge I had acquired in class to real-life experiences

The Fiction and English Dept. teachers/instructors are fantastic, passionate, and available. They made me want to be a writer and pulled it out of me. The two female instructors/teachers in the jewelry making department (metals) brought out my passion for art and changed my long-term outlook on a career. I want to be a metalsmith.

The hands-on approach. Helped me to think independently. I was motivated to finish well and had the understanding to no one can do "this" but me.

The instructors I had were well adept at recognizing their students strong points and guiding them in the right direction for career choices and advancement.

The internship programs and student teaching really helped me to connect and network w/ real career workers.

The knowledge acquired through the experiences of my advertising sales class instructor has been utilized throughout my career.

The Management Department, always very helpful with finding information on internships or providing opportunities. A big thank you to Professor ... and Professor ... for all there help and providing me wonderfull internship opportunities.

The one class I attended while at CCC that really helps me in my field is Acoustics for Audio. The Teacher Professor ... was really knowledgeable in the Audio subject also had a strong passion on what he teaches.

The one critical experience I had did not lend itself to any success. Being told that the only way to make a living in radio would be to go into sales is a major reason I did not pursue a career in the industry. Honesty is one thing, dream killing is another.

The production course I took had valuable real life experience. We had to produce a concert for a charity event. The experience was so rewarding!

The professors were Amazing! They wanted you to succeed!

The semester after I graduated I was asked if I would like to continue as a tutor in the Fiction Writing Department. That was a long time ago and not I am Faculty

The simple encouragement from my Tech I instructor. She really believed in my cinematic eye and storytelling. This gave me courage to move forward with confidence and self belief.

The Support and Assistance of Professor ... made a significant contribution to my graduation.

The support of Professor ... during my last 2 years at Columbia

The technical expertise learned from FT TV instructors. Also - being in a class led by Professor ...

The Writing Center staff was great and working there helped me become a better listener and writer. Professor ... introduced me to McCarthy Technologies (whom I was employed by for four years) and brought the BootCamp course to Columbia College (which I have helped instruct). I think it is one of the most applicable courses Columbia offers. Senior Seminar was also a great class and opened my mind to new ways of achieving peace. Professor ... was also a great instructor.

This experience is especially unique because it involved a workshop for art educations and was held in the same space as my internship and potfolio assessment class - and again, it was a space where the education facilitated collaborative work, modelled emotion, social and academic structure. It was not a de ja vu, but surreal in a good way, because it was real!

Too long ago to remember names - Professor ... good mentor/supporter, and I use what I learned in the Creative Arts Therapies class - oh...and definitely the dance school as a whole

Underground Café - Students bonding over homework projects and most important an opportunity to network with future Colleagues

unfortunately, I can't remember my teacher's name, but in my Art Director/Copywriting class, my teacher edited my writing (and explained why) in such a powerful way, I still revert back to it when I write copy now (which is everyday).

Upon registering for my final semester I was given poor advice by councilors. I felt overlooked, or as a faceless member of the crowd.

Were can I start. One place is film and video staff. I've learn so much fill them, I would like the script writing dept. have better staff. I'm a fish out of water here in Indiana.

Working as a tutor in the English Dept.'s Writing Center.

Working on projects/events in the marketing communications field. Great hands on experience, I enjoyed the fact that all my instructors were professionals in a marketing field & taught at Columbia part time to bring us knowledge.

Working with diverse groups of people at Columbia help me with real world experiences. I am a girls basketball coach and a job recruiter, so I have to deal with all types of races, personalities, etc. Columbia College prepared me to work with individuals who are different than I am.

Q. Please share any impressions or opinions about Columbia College Chicago that are not addressed in this survey.

A bit pricey, more places for students, better technology in class rooms, parking??

A lot has changed since I attended - The campus has changed, buidlings upgraded, campus housing - I hope the students individuality has not disappeared.

A tremendously supportive and sensitive creative environment

a very accessible urban college with an emphasis on student-instructor relationship.

After attending Joliet Junior College studying music, I was more than disappointed when I transferred to Columbia. The material we studied in my "junior" year at columbia was a review for me of my freshman year at the junior college, the only worthwhile courses I took were private lessons w/ Professor ... and Humanities with Professor ... Both instructors opened my mind tremendously.

All the teachers that I had at Columbia were very professional and helpful.

Although Columbia is a liberal arts school, a B.S. in acoustics sure would make me more competitive in the work place.

Amazing institution - love the magazine - wish we were still in Chicago - Recommend college whenever I can.

As a student, I was pleased for the most part with my education. During general education classes the caliber of students greatly declined negatively affecting the quality of education. I often wished Columbia had higher standards of admissions.

As a transfer student in a very small department, I felt very isolated at Columbia. Having avoided taking many general classes, I never met students in other majors, which was very disheartening. I wish there would have been more activities or outreach to address this issue.

As far as design goes, I think it would be helpful to offer a class that goes into depth about color theory, design principles and the like. It seemed that there were a lot of classes that touched on these subjects, but never went any further than that. Its important to have a very thorough understanding of that, and I feel like I am lacking somewhat in that area compared to fellow designers that were educated in universities. I think it would be a very valuable tool for design students and even someone like me who would consider taking the class as a "refresher". It wouldn't be like the Design History course where you would just sit in a lecture and it wouldn't be like a design-hands-on class. more like presenting real-life problems and discussing how to go about solving them, as a class. And the class acts as a design company, going over the problem and analyzing the situation, coming up with solutions and discussing in a forum. Then you could see how certain ideas could pan out or create more problems. Almost acting as a design company, focusing more on the theories and research than producing a "piece." Theory and research are the stepping stones to a great design and brand, but that gets looked over at Columbia. The focus is more about producing a design. I think students would go further with this added extra.

As opposed to other institutions, the "other" was always stressed...not the egocentric "self". It thereby effected me as a "giving" human being, not just a "taking" one.

At the time I graduated in 1997, the Photo Dept.'s emphasis was too much on commercial/artistic and not enough PJ/documentary, not preparing me enough for my future career.

Attending Columbia College was a great experience for me! I don't regret my choice to leave Texas A&M and come home. The only thing I did not like was I was not fortunate enough to receive a internship in my field of study. Please try and offer more internship opportunities.

Begin an illustration major, the last semester with portfolio classes among graphic design students did not help me out whatsoever. I wished the illustration students who would be more likely to have less job opportunities compared to graphic designers had better suited guidance and advise specially designed for them.

CCC was a great experience for me, most of my teachers were great. Columbia has a great reputation in Chicago. When I started my program @ Northwestern I was the only applicant accepted without a private education - yet I knew more about journalism (editing, writing, interviewing, cinematography) than anyone else in my class. And that was solely from my education at CCC. They, of course, excelled in other areas such as grammar and English language skills.

CCC was a great experience, though tough, for me. I wouldn't change those experiences (learning) for the world. I just decided at the tail end of my undergrad career that fashion design industry was too stressful for me. I believe that my instruction was pretty good and maybe I would have decided to stay in my major; however, the fashion design dept. was very young (5 yrs. old I believe) when I attended and needed a bit of fine-tuning. Most of my graduating classmates, I've found, are not practicing in this field, but are successful in others.

Columbia College has an excellent professors and friendly staff. They push me, I glad to be part of your institution.

Columbia College is a place for collective creative minds to feel their freedom to express from the heart. It is wonderful to be a part of a place like Columbia College!!!

Columbia College is an excellent college and personally I learned a lot and had lots of fun doing it. Where the dislike for the school comes in is there are faculty/staff who has experience in fields of your major, in fact are employed in the field and one has to literally get down on bended knee and kiss the you know what to get the ones you're asking to help! I only had to go to Columbia College for two years coming in as a junior college graduate. It's been awhile now since graduating in 1996 but for the reason listed above it was a waste of Bachelor Degree and very upsetting because I'm now paying back loans I had to apply for to be around Professional people who conduct themselves this way! And thank you for your cooperation.

Columbia has a great reputation for the arts and media curriculum - their space for the arts can serve as a tremendous asset and resource for elementary and secondary public schools, especially those with a fine arts focus-theme

Columbia has to put a real emphasis on professional survival for students graduating with degrees in the arts. Speakers should be brought in constantly to offer a myriad of tools, ideas, plans, strategies for surviving in one's field until they can make a living in that field. There are enough alumni in the field now to be able to help graduating students out.

Columbia is designed to allow the flexibility for its students to work full time. The work experience I gained while at school has benefitted me tremendously.

Columbia is not looked upon by students as an accredited school. It must do something about its reputation first and foremost and become known for academics.

Columbia is unique, the campus is unique and so are the students. It's a mecca of talent and a wonderful place to network.

Columbia needed meal tickets for students.

Columbia was an amazing environment to be a part of. Learning was really fun because it was, for me, always a collaborative, supportive environment! Thanks Columbia!

Comment 33

Continue w/ broadening horizons. Also, cater to all departments, rather than favoring film/video dept. It's gotten better, but could still improve.

Covered pretty well

DMT students needed (then) better career preparation

Great atmosphere to learn.

Great college, but more full-time faculty are needed. Pay your instructors well; create a community and legacy.

Great Education!

Great Introductory and Intermediate access to training in a field. CCC was great for local industry contacts. Like most education, you get out what and how much you put into it.

Great school for fine arts student. Pursuit of art is vague - you do a good job of teaching evasive or individually motivated passion.

I absolutely loved my Chicago experiences at Columbia. The level of education was outstanding, the faculty was superb, and the unique urban setting made my time there very valuable, beneficial, and unforgettable. Thank you.

I appreciated my experiences educationally through the Columbia College/Erikson Institute early childhood education program. I felt my classes at Erikson were on a higher level professionally and academically than most. The cost of tuition at Columbia would prevent me from reenrolling if I could start my undergrad experience over.

I appreciated the diverse culture and downtown experience that the campus provided. I always felt proud to be going to the school.

I attended Columbia from 1993-1996. I never felt like I was a part of the school. I know things are different not - But I think its so important for a student to feel like they are interested in a school.

I began as an artist, now I'm just a cop.

I believe Columbia would be a more productive school if it limited its enrollment. There were always a lot of students taking up class space who were not serious about the program. I also had quite a few struggles with instructors who were working professionals that didn't know how to teach. I would suggest a more selective process when hiring teachers.

I believe I would have benefitted from mandatory Career Counseling sessions. Four to six meetings a year with an advisor would help keep kids on a proactive path into their chosen field. I neglected to do an internship and regret that decision today - perhaps someone should have sat me down and explained its importance.

I believe that there should be some ative movement to prevent drug use/alcohol abuse. I don't mean a lecture or a performance sponsored by DARE of something ridiculous like that. I mean a real personal and intimate program aimed at young adults who may need support in this area. College kids will always want to party and have fun but there should be something to counsel and support those who wish to live a clean lifestyle and combat the tempting use of drugs and alcohol at such a tender and influential age.

I benefitted greatly from the supportive and encouraging environment provided by Columbia College. That encouragement continued after graduation. Professor ... has always been a wonderful mentor to me.

I came from a big state college to columbia. At the big university, I felt out of place with my chosen major. Columbia gave me a home to challenge and explore my desire to become a photographer. I was only going to make it at Columbia if I believed in myself. Columbia is a place for alot of those students, who know that what they want to do with their lives may not fit into the realm of big university education, but it falls into the realm of following your dreams.

I chose Columbia over the Art Institute of Chicago and the American Academy of Art based on knowing the faculty were experienced professionals from the real world. I wanted an education that would actually be useful in my career and I got it.

I did like the overall atmosphere of Columbia. I liked the mix of people that went there, meaning their cultures, races, backgrounds, etc. A Multi-Cultural, laid-back atmosphere I felt Columbia was, even though casual, still a very serious college of arts. I enjoyed my experience.

I didn't feel that there was adequate career info/training provided for my field. It may have helped if I was given some "real world" guidance prior to graduating. As it was, I left not really knowing what to do with my degree. And, truthfully, I still don't know what to do with it! The degree looks nice on my wall though.

I enjoyed my time as a student at Columbia and I wouldn't trade it for anything. I do think that some information such as services pertaining to internships, for example, should be emphasized more.

I enjoyed the school and earned my degree. I wouldn't have had the jobs I have had w/out my college degree and I am thankful for that. Nothing wrong w/ the school at all. I wish I would have just thought more about what I wanted to do in life first. Then again, I was 17.

I feel although I'd attempted speaking with people regarding a career path, there was very little direction given. I wished I would have had more when finishing as well as support to find employment

I feel that kids in the editing program need to be prepared more for the real world of film/television. There are many things I wish I would have learned but didn't during my years at Columbia; Learning tape stock, patching tape decks, how different decks work, how high def works, preparing myself to be a runner for a job. Kids should learn what is expected when they start out.

I feel the internship program in the radio department could have been a lot better.

I feel the overall opinions of the entertainments industry from the instructors, past and present, is very negative. That is the #1 complaint of alumni young & old that I have met.

I felt that the interior arch. Dept. had nothing to offer for a graduating senior. I graduated and left...the program did not support the next step which was placement into the field. I found it discouraging and unprofessional.

I felt, for an art school - the place was very dark, very uninviting, and even creepy at times. The walk to the 'L' - any of the L stops were frightening at best? But I suspect there's little you can do about that- Take Care

I graduated in 1996, since then the dept. of dance/movement therapy has hugely improved. I answered these questions with my private practice in mind but I'm also faculty at CCC.

I graduated in 1997 so I expect many things have changed since then. I was registered in film/video at a weird time in the technology.

I had a great experience as Columbia. All of the hand-on education in the radio dept. is awesome. Great instructors and great head of department made it easy to reall shine and take on as much responsibility as I needed.

I had a very positive experience at Columbia. I wish I had known about the school at the beginning of my college career. I would have explored, and thrived on, all of the wonderful programs offered.

I had a very positive overall experience at Columbia, my instructors were very knowledgeable and enthusiastic when teaching their classes.

I have not visited Columbia College since I graduated in 2001, but I enjoyed what the school had to offer. I believe that in some ways that improved me as an individual to become a knowledgeable business woman in the fashion industry.

I have only this year started to make a decent wage - I have been out of college for 4 years and have struggled until now. I had no help from Columbia in looking for a job and found it extremely difficult to find an Advertising Design job, much less just get an interview. No one told me that you couldn't get a job in advertising unless A) You know somebody important or B) have 3-5 years of experience (which I don't have and can't get because nobody will hire me without experience). I do not work in my field of study and have given up all hope of ever finding a job in Advertising Design. I am still paying off loans for a degree I find completely useless. I discovered while at Columbia and sometimes too late that the teachers are either very good or very bad - nothing in between. I applaud the few teachers I had that were excellent. I aspire to be like them. But I am very upset that I had such bad teachers also. And sometimes I got stuck with them due to the way we had to sign up for classes. I will not recommend Columbia to anyone.

I have recommended Columbia to many of my students at Chattanooga Center for Creative Arts in TN. Several of my students have gone on to study at Columbia.

I just wish that I would have had an advisor that would've noticed that I wanted to work on the "creative side" of marketing so that I could have taken more graphic design related coursework.

I like how Columbia College has Instructors teaching the classes that work in the profession they teach, that is very helpful.

I like the fact that C.C. is an open admissions school - it gives everyone an equal opportunity to succeed within the arts.

I love Columbia, the location is great, well diversified.

I loved Columbia, just wish it wasn't so expensive. Also, beef up your studio art (metalsmithing) dept, especially as a graduate degree choice. Partner with Southern IL University at Carbondale-Chicago Campus and history will be made!

I loved my time at Columbia, the hands on learning and the industry teachers were a great tool for learning and staying interested.

I loved my time at Columbia. I have a master's from Boston University in Arts Admin. And Columbia was by far a better program and experience.

I loved the fact that most of the instructors had jobs and experience in the subject they were teaching. I liked the focus on building a portfolio and results. I would have liked to have seen more field trips offered to students. For example, we visited Leo Burnett for a writing for Multimedia class and spoke with advertisers and took notes about working in the real world. Maybe each class could include a visit to a real company related to the class, at least once during the course. Meeting with people who work in the field I am interested in really expands opportunities and helps confirm my desire to work, or not work, in that field. Thank you!

I really was disappointed with the advisor who was responsible for film/video internships. He was of no help so I had to go to a department outside my major to get approval for an internship I got myself. That same advisor from the marketing/advertising department got me involved in the business leadership class I mentioned above, which was the best class I've ever been involved in.

I see students and great new Columbia facilities throughout the loop area. These are diverse, eccentricly clad and creatively centered. I believe Columbia's continued thrust at diversity and non-traditional teaching and learning are keys to keeping us one of America's top schools!

I should have stayed in school at SUNY Purchase. I have an undergraduate degree that is collecting dust. From what I hear, Columbia is better than it was in 1996. Gee, I guess it sucks to be me.

I teach art at High School level & always refer my students to Columbia

I think Columbia College Chicago needs to improve its image. Very good school that not a lot of people in the professional, non-arts industry know of.

I think it should be mandatory for graduating seniors to visit w/ career counsellors and create an exit strategy. A lot of students think they can do it on their own and are discouraged to find out how hard it is to get on a path. Many quit trying.

I thought there were teachers that could have been more supportive, encouraging, and take the time to be one on one. On the other hand, the one's that did care, really cared. I wouldn't trade my experience for anything.

I truly feel Columbia College Chicago is the best film school. When I talk to my friends who went to other film schools, I'm shocked to hear they didn't use the amazing equipment we were able to use.

I was a part of SOC as it transitioned into SGA back then (97-01) there were plans for a student center...I cannot express how important it is for Columbia to have a student center/union! I hope that this project is at the top of the list - Columbia students need a Student Center!

I was fortunate to attend CCC, and I think today's students are too, just as much or more

I wasn't given a fair opportunity to take on internships due to lack of financial funding. Columbia College finally was able to assist me on my last semester. If I did get the funding, my career would be in the arts. In order to pay for school, I worked 30 hours a week, while being a full time student. In the last semester, I took 26 credit hrs to finish my degree and not pay for another semester.

I wish Columbia offered continuing education classes in the fine arts as school of the art institute does (painting, print making, jewelry, etc.) at affordable prices for 6 weeks, 2 weeks, one session - whatever.

I wish that there had been a class or two that would have taught the business side of filmmaking. If I had known what I learned from Professor ... of the Hollywood Film Institute before I went to film school at Columbia I would have completed a feature film upon graduating. I recommend you enlist him to teach his two day Seminar to incoming film students.

I would like to see CCC offer more in the field of education. That is the field I am considering changing to.

I would recommend a Zoomerang Survey...this way too long!

I would strongly recommend stopping Columbia's open enrollment policy. It is severely hurting the school. There are students there who need time to mature, go to community college, or sadly cannot even read at a basic level.

I wouldn't consider Columbia to be a great academic institution by any means. But it did put me amongst my peers and was very important to the development of my persona and drive. Columbia made me a very competitive person in my marketplace. Columbia is more for the experience than the education.

If name recognition of school itself made a difference in landing a job. In my case- no. There was unfamiliarity with the school name.

If you are over 30 you are often shut out of some of the main events at CCC. I did not think so in the theatre dept. but I did in other classes.

I'm glad to hear from current students that the film video equipment is much better! And there are more and better internships for film video students.

Is this paper recyclable? Did it come from recyclable material? For CCC to be more conscious!

It became much more student-oriented in the last decade.

It is almost a crime that our open admissions policy keeps us out of the press. CCC is the best!

It really bugged me that there was no cash-station on-campus as of 1996

It seems to be geared only towards alumni who were undergraduates at Columbia

It would be interesting to track how many people end up doing something related to their field of study - you ask about skills, but not areas that people are working in. Also - the questions don't seem to consider one of the most common situations that artists/creative professionals find themselves in: doing their own creative work as artists on the one side; and doing one or multiple day-jobs (which may or may not be related to one's creative work), on the other side.

I've always thought that the students deserved to know where exactly their tuition was going...because they are paying enough.

Let more people in small towns throughout the US know that there are college's like this! Give them some hope!

Look, they don't care if I hate them or not, I don't care if they hate me or not. Because I know they do. They're nothing better than savages.

Loved it. Life changing experience.

MA programs or experience not addressed.

Melting Pot Hands On. Big City.

My female watercolor teacher, who had cancer in remission was very negatively inhibiting to everyone. The first day of class she set the tone by saying "I never give a higher grade than B." She was a good instructor, but had emotional problems. She had tenure and made it known we had no recourse. I found some teachers wanting in teaching skills. when I complained to the head of the art department about a particular teacher, who would not distribute a curriculum or needed information in Design I, I was told, "That's the best we can get." That comment/attitude colored my feelings about the caliber of education at Columbia. I continued at Columbia because it was convenient and fulfilled my needs. If I had another choice, I would have taken it.

None at this time!

Not enough stressed that there is very competitive world and to find a job is almost impossible. More focus on the business aspect and was to be placed and how to run own company if nobody wants to hire you.

Oddly one of my advisor professors at Columbia advised me not to take a full-time job in my field when it was offered to me just prior to graduation because the organization was "in transition". So I didn't...but I never got another offer since then nearly as good in my field (that I majored in). I wonder now what my career would've been like had I ignored his advice.

One math teacher narrow minded - I wish my degree was in marketing, that would be most relevant to my job.

One of the greatest advantages that I have enjoyed professionally is the "real life" look at career options that was given to me by instructors who not only taught the classes, but also worked in the professions that they taught classes about.

One opinion I have, is that Columbia College during the time of my enrollment did not offer complete job offers through the career placement services

Please fix the elevators on campus in each building. Especially the 600 Michigan building.

Positive or Negative (I don't know), it's difficult to create a "community" like campus with buildings so spread out. I liked that professors were still involved in their field bringing fresh and real-life experience to the classroom. The registration process was grueling & difficult to manage my schedule. Phone registration would be ideal especially with so many working students.

Possibly because film/video(Animation) is a high-input major, I had the distinct impression that the whole program was structured more to meet an "assignment quota" than to respond to what students submitted as work. A joke between many peers was that as long as you showed up most of the time, turned in something for the main final project, you would pass. I saw many people who should not have made it past freshman year graduate.

Quality of the instructors (experience) specifically those who teach entry level classes.

Racism! Professor ... made very racist comments to me while taking her mythology class. She state that the reason I had received "good grades" in the past was because I was black. I did my best to have this matter addressed and not one dean at Columbia had time for me. Not one! Further, the grades I've earned are reflection of knowledge I have applied in the classroom, not because of skin color.

Really impressed with the expansion I've seen. Program issues that have hopefully been resolved (Art And Design) 1) ??? Class in 1/2 semester 2) No print production lessons

Require a minimum ACT score- Open Enrollment- Kills perception of quality of academics. Columbia has a perception as a tier 4 school.

Right after I graduated I enrolled in a CCCZ continuing education class and I was treated TERRIBLY by the staff. They wanted me to write an essay and provide transcripts, to take the class. I had only graduated 2-3 yrs. Prior. It was ridiculous. Overall the staff was DISORGANIZED!!! A Burser once lost a loan check of mine for months. The disorganization of the actual super long tedious class registration was horrible. Overall I liked my department and instructors.

School needs to focus on revamping image from "dumb art students" to something more academic. In all of my community encounters since graduating, & now in Columbia's masters program, people act like it's "easy" to go to Columbia, as if it is "arty" & dumbed-down. Bad public image to have - Smacks of not being as legit as DePaul or Northwestern. I would say this is Columbia's greatest weakness...

Security - not as tight need emergency system upgrade - for student in trouble.

Several of my instructors took a personal interest in helping me find internships, and later work. Also, classmates have helped me get jobs and I've also had the pleasure of helping former classmates find work.

Teachers, although experienced, often made bad educators. Unorganized and not academic enough.

Technology severely lagging behind other institutions. Computer Tech Support should be totally restructured.

The Art Ed. Dept. at the time was unorganized and a complete disincentive to complete my thesis for my Art Ed. MA

The best part was working on projects with others. I am not a typical student- I was older than my peers. My approach was a spiritual journey. Making money was never my goal. Columbia College allowed me artistic freedom.

The cafeteria was very lacking, much of the technological (computer) equipment was out of date, the student body was very diverse and creative and stimulating.

The college has really changed since I was an undergraduate (1993-97) - there is much less diversity on campus. But the creative environment that I always loved is still thriving. I'll always be grateful for my Columbia education.

The College needs to enact a stricter admissions policy.

The computer labs during the times when I was there were not the best. I felt I had inadequate training on these programs and found myself simply struggling to get through each project. I had wished there were training programs held there at the time to learn more about the programs and become more efficient and proficient in using them. Classroom experiences were not "real world" hands on within the field. Only until I got my job did my real learning begin and unfold.

the diversity in the student body ex. From punk to hip hop we all came together with productive ideas and opinions.

The faculty and networking opportunities are outstanding and I don't think people really understand how powerful Columbia is in that way. The general education program leaves a lot to be desired.

The Financial Aid Staff was incompetent. They never knew the answers to my questions and did not know where to find them.

The instructors in the graduate program are by far some of the best individuals that will guide any student on the right road in order to achieve their career goals. We were lucky and blessed to have them in our lives, when we were making some of the most critical decisions. Professor ..., Professor ..., Professor ..., Professor ..., Professor ..., were the best ... of instructors any student in Journalism could have!

The most impressive part of Columbia was the staff. It was nice to have teachers who were working in the fields they were teaching. The open admissions policy is nice, but it kind of dumbs down the general education experience.

The opinion of the general public that Columbia is only an "arts school" needs to be changed. The public needs to see the value of a Columbia education in a traditional "business world" job.

The overall experience of College life in the city vs. out of town.

The quality of student intellect is generally low due to open enrollment policies, and as such peer participation is not very valuable.

The small annoyances I experienced at Columbia was the task of completing all mandatory pre-requisites that were not related nor aided my study of Film. I wish I could have focused all my time on film projects. I've been out of touch with the Film/Video community at Columbia. I didn't have a job related to my field when I graduated. Looking forward to a career related to my Columbia experience.

The student advisor's in my day were not trained enough to help us on our career path. I had no assistance. The advisor assigned to me was not helpful in choosing classes nor any assistance after graduation and trying to find a job in my field.

The teachers are awesome

Think of student instead of only Columbia - You took my money and gave me nothing.

This survey was tailored for undergrad students, which was not my experience. I received my MFA from Columbia College, not my undergrad degree. Therefore, some of this survey was not applicable

To this day, my mother said that my Columbia College Chicago graduation ceremony was the most entertaining one she has ever attended. The rest of my family agreed. Columbia is a great school. If anyone is interested in the arts, I would recommend Columbia without hesitation.

Too many low level classes, almost none at the real level to prepare students for the real world

Tuition - don't know how I managed to attend without any financial aid or taking out any student loans!

Underrated how supportive the system is based on your major. Great catering to needs.

While I attended in '94 to '96, there seemed to be a pervasive emphasis on style and appearance in CCC events, and less concern for the practical needs of students.

While I was a student, Columbia felt very unorganized and had a very complicated bureaucracy.

While I was there I always felt that I could go to any instructor, teacher, or staff person for assistance. I was more than comfortable as a student.

While I'm not in work directly related to the arts, I feel that my education was a worthwhile and valuable experience.

Appendix III: The Survey Instrument

Please fill in the form ID# from the insert. This provides a unique identifier while maintaining your anonymity.

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9



COLUMBIA COLLEGE CHICAGO Alumni Survey

This survey is designed to help us learn from the experiences of our graduates. Your responses will provide an important source of information for our evaluation and planning efforts. Please be assured that the information you supply on this questionnaire will be kept completely confidential. If any item requests information that you do not wish to provide, please feel free to omit it.

Activity Since Graduation:

1. Which of the following best describes your primary activity at this point in time?

- Employed full-time (35 or more hours/week)
- Employed part-time (less than 35 hours/week)
- Caring for home/family full-time
- Serving in the armed forces
- Continuing my education full-time
- Unemployed

2. Since graduating from Columbia College Chicago, have you enrolled in or recently completed any other undergraduate or graduate program?

- Yes
 No *[skip to question 3]*

[If Yes, mark all degrees received since attending Columbia College Chicago in column 1 and any education programs in which you are currently enrolled in column 2]

	Additional Degree/Certificate	Currently Enrolled
Second Bachelor's Degree	<input type="radio"/>	<input type="radio"/>
Master's Degree	<input type="radio"/>	<input type="radio"/>
Doctorate	<input type="radio"/>	<input type="radio"/>
Professional Degree	<input type="radio"/>	<input type="radio"/>

3. Do you plan to work toward an additional degree in the future?

- Yes
 No

Current Labor Force Situation:

4. Who is your primary employer (*please include city/state*)?

 Employer

 City/State

5. What is your primary job title? _____
6. Which occupation (*please select one from the attached list of 3-digit occupational codes*) best describes your primary job?

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9

7. If you are employed, to what extent is your current position related to your program at Columbia?

Highly related

Moderately related

Only slightly related

Not related

8. Please indicate how important each of the following is in your primary job, and how much your Columbia College education has contributed to your development in each area:

Importance in Current Job					Columbia's Contribution			
Very Important	Important	Not Very Important	Not at All Important		Very Significant	Significant	Not Very Significant	Not at All Significant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Working cooperatively in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Defining and solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Analyze/draw conclusions from various types of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Speaking effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understand and apply mathematical/scientific principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Formulate creative ideas and solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Use creative skills to complete projects/solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understand dynamics between individuals/communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relate well to people of different races, nations, religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lead and supervise tasks and groups of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Acquire new skills and knowledge on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please indicate whether or not you are satisfied with the following areas in your current primary employment:

	Satisfied	Not Satisfied
Challenge of your work	<input type="radio"/>	<input type="radio"/>
Salary level	<input type="radio"/>	<input type="radio"/>
Opportunities for advancement	<input type="radio"/>	<input type="radio"/>
Opportunities to use your undergraduate education	<input type="radio"/>	<input type="radio"/>
Overall level of satisfaction	<input type="radio"/>	<input type="radio"/>

Evaluating Your Undergraduate Education:

10. As you look back on your Columbia College Chicago experience, please share your level of satisfaction with the following items:

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Quality of student support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of faculty advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of career/placement services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of financial aid services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of student activities/ campus life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of college facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction at Columbia College Chicago	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of education in my major field at Columbia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technology used in instruction in my major program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My internship experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the general education curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. If you could start your undergraduate college experience over, would you still choose Columbia College Chicago?

Definitely Yes
 Probably Yes
 Probably No
 Definitely No

12. If you could start your undergraduate college experience over, would you choose to graduate with the same major?

Definitely Yes
 Probably Yes
 Probably No
 Definitely No

13. Would you recommend that another person with skills and interests similar to yours attend Columbia College Chicago?

- Definitely Yes
- Probably Yes
- Probably No
- Definitely No

Financial Aid:

14. Did you apply for financial aid while attending Columbia College Chicago?

- Yes
- No

15. While you were enrolled as an undergraduate, did you receive any of the following types of financial aid to help pay for your undergraduate education?

- Pell Grant from federal government
- Illinois MAP grant
- Columbia College Chicago scholarship

16. Other than money you may have borrowed from family and friends, how much did you borrow in loans to finance your education?

- | | | | |
|-----------------------------------|-----------------------|---------------------|-----------------------|
| \$0 (<i>no loans taken out</i>) | <input type="radio"/> | \$15,000 - \$19,999 | <input type="radio"/> |
| \$1 - \$4,999 | <input type="radio"/> | \$20,000 - \$24,999 | <input type="radio"/> |
| \$5,000 - \$9,999 | <input type="radio"/> | \$25,000 or more | <input type="radio"/> |
| \$10,000 - \$14,999 | <input type="radio"/> | | |

Demographic Characteristics:

17. Where did you reside when you were first admitted to Columbia College Chicago?

- Illinois
- Other state _____
- Other country _____

18. What was your admissions status when you were first admitted to Columbia College Chicago?

- First-time Freshman
- Transfer student
- Other _____

19. Program/Major at Columbia College Chicago:

- | | | | |
|-------------------------------------|-----------------------|-------------------------|-----------------------|
| Arts/Entertainment/Media Management | <input type="radio"/> | Interactive Multimedia | <input type="radio"/> |
| Architectural Studies | <input type="radio"/> | Interdisciplinary Arts | <input type="radio"/> |
| Art & Design | <input type="radio"/> | Interdisciplinary Major | <input type="radio"/> |
| ASL-English Interpretation | <input type="radio"/> | Interior Architecture | <input type="radio"/> |
| Audio Arts & Acoustics | <input type="radio"/> | Journalism | <input type="radio"/> |
| Book and Paper Arts | <input type="radio"/> | Liberal Studies | <input type="radio"/> |
| Cultural Studies | <input type="radio"/> | Marketing Communication | <input type="radio"/> |
| Dance | <input type="radio"/> | Music | <input type="radio"/> |
| Dance/Movement Therapy | <input type="radio"/> | Photography | <input type="radio"/> |
| Digital Technology | <input type="radio"/> | Poetry | <input type="radio"/> |
| Early Childhood Education | <input type="radio"/> | Radio | <input type="radio"/> |
| Educational Studies | <input type="radio"/> | Television | <input type="radio"/> |
| Fiction Writing | <input type="radio"/> | Theater | <input type="radio"/> |
| Film & Video | <input type="radio"/> | Other | <input type="radio"/> |

20. Please estimate your personal annual salary/income from employment, before taxes:

- | | | | |
|---------------------|-----------------------|-----------------------|-----------------------|
| Less than \$15,000 | <input type="radio"/> | \$50,000 - \$69,999 | <input type="radio"/> |
| \$15,000 - \$19,999 | <input type="radio"/> | \$70,000 - \$89,999 | <input type="radio"/> |
| \$20,000 - \$24,999 | <input type="radio"/> | \$90,000 - \$99,999 | <input type="radio"/> |
| \$25,000 - \$29,999 | <input type="radio"/> | \$100,000 - \$124,999 | <input type="radio"/> |
| \$30,000 - \$39,999 | <input type="radio"/> | \$125,000 - \$199,999 | <input type="radio"/> |
| \$40,000 - \$49,999 | <input type="radio"/> | \$200,000 and above | <input type="radio"/> |

21. Do you currently own your own home?

- Yes
No

22. Race/Ethnicity:

- African-American, Non-Hispanic
Native American/Alaskan Native
Asian/ Pacific Islander
Hispanic
White Non-Hispanic
Non-Resident Alien (International)
Other _____

23. Gender:

- Female
Male

24. During your academic years did you participate in or undertake any of the following activities while enrolled at Columbia College Chicago? (*Select all that apply*)

- Worked at a full-time job while enrolled on at least a half-time basis
Lived in an on-campus residence hall
Attended school on a part-time basis
Participated in an internship program
Worked a part-time job while enrolled as a full-time student

Volunteerism/Community Involvement:

25. Are you currently registered to vote in U.S. elections?

- Yes
 No

26. On average, how many hours per month of unpaid volunteer time have you contributed over the past year to non-profit or charitable organizations? _____

27. In the past year, approximately how much money have you contributed to charities or non-profit organizations?

- | | |
|-------------------------------------|---|
| <input type="radio"/> \$0 | <input type="radio"/> \$1,000 - \$2,499 |
| <input type="radio"/> \$1 - \$99 | <input type="radio"/> \$2,500 - \$4,999 |
| <input type="radio"/> \$100 - \$249 | <input type="radio"/> \$5,000 - \$9,999 |
| <input type="radio"/> \$250 - \$499 | <input type="radio"/> \$10,000 or more |
| <input type="radio"/> \$500 - \$999 | <input type="radio"/> |

28. If you have contributed unpaid volunteer time or money to charitable or non-profit organizations, please mark the types of organizations to which you have contributed:

Volunteered	Contributed	
<input type="radio"/>	<input type="radio"/>	Elementary or secondary schools
<input type="radio"/>	<input type="radio"/>	Arts and cultural organizations
<input type="radio"/>	<input type="radio"/>	National charities (e.g., Red Cross, American Cancer Society, etc.)
<input type="radio"/>	<input type="radio"/>	Service organizations (e.g., Kiwanis, Rotary Club, veterans groups)
<input type="radio"/>	<input type="radio"/>	Local government
<input type="radio"/>	<input type="radio"/>	Volunteer fire department
<input type="radio"/>	<input type="radio"/>	Political campaigns or political organizations
<input type="radio"/>	<input type="radio"/>	Churches or religious organizations
<input type="radio"/>	<input type="radio"/>	Community sports/athletics
<input type="radio"/>	<input type="radio"/>	Environmental/conservation organizations
<input type="radio"/>	<input type="radio"/>	Social action or civil rights organizations
<input type="radio"/>	<input type="radio"/>	Youth organizations
<input type="radio"/>	<input type="radio"/>	Alumni organizations (college or university)
<input type="radio"/>	<input type="radio"/>	Other

29. In the past year, have you participated in any of the following activities related to your undergraduate institution or your alumni association?

	Yes	No
Read campus publication (<i>Chronicle</i> , <i>Demo</i> magazine, other)	<input type="radio"/>	<input type="radio"/>
Visited Columbia College Chicago website	<input type="radio"/>	<input type="radio"/>
Registered for the Alumni Online Community	<input type="radio"/>	<input type="radio"/>
Attended annual fundraiser	<input type="radio"/>	<input type="radio"/>
Visited the campus	<input type="radio"/>	<input type="radio"/>
Volunteer advisor to student organization	<input type="radio"/>	<input type="radio"/>
Attended Manifest	<input type="radio"/>	<input type="radio"/>

30. Would you be interested in participating in any of the following activities related to your undergraduate institution or your alumni association?

	Yes	No
Attending Columbia College Chicago functions	<input type="radio"/>	<input type="radio"/>
Joining an alumni chapter	<input type="radio"/>	<input type="radio"/>
Volunteering	<input type="radio"/>	<input type="radio"/>

31. If Columbia College were to announce a major fundraising campaign, how would you prioritize the spending of the money raised? Please rank the following investment areas from 1 to 5, with 1 = highest priority and 5 = lowest priority.

Scholarships	①	②	③	④	⑤
Academic departments (general operating and endowed funds)	①	②	③	④	⑤
Capital projects (e.g., new student center, building/campus improvements)	①	②	③	④	⑤
Technological initiatives (e.g., software and hardware upgrades, new technical equipment)	①	②	③	④	⑤
Non-academic centers (e.g., community outreach)	①	②	③	④	⑤

COMMENTS:

32. Please describe ONE critical experience you had at Columbia College Chicago (e.g., a specific class, instructor, personal conversation, performance, etc.) that made a significant contribution to your success since graduating from the college.

33. Please share any impressions or opinions about Columbia College Chicago that are not addressed in this survey.

Thank you again for your cooperation.

Occupational Code Listing

Managerial occupations:

- 101** Chief executives
- 102** Legislator
- 103** Financial or purchasing manager
- 104** Marketing, advertising, public relations manager
- 105** Computer and information systems manager
- 106** Health services manager
- 107** Food service or lodging manager
- 108** Education administrator
- 109** Human relations/training/labor relations manager
- 110** Other management-related occupations

Business and financial occupations:

- 151** Purchasing agents and buyers
- 152** Claims adjusters, appraisers, examiners
- 153** Management analysts
- 154** Human resources, training, and labor specialists
- 155** Accountants and auditors
- 156** Budget or financial analysts
- 157** Tax analysts and financial examiners
- 158** Other business and business-related occupations

Professional and related occupations:

- 201** Computer programmers and systems analysts
- 202** Database administrators
- 203** Network and communication personnel
- 204** Architects and surveyors
- 205** Engineers (including civil, electrical, chemical, etc.)
- 206** Mathematician, actuary, or statistician
- 207** Biological or physical scientists
- 208** Economists
- 209** Psychologist or sociologist
- 210** Market and survey researchers
- 211** Urban planner
- 212** Other scientist

Social service and religious occupations:

- 301** Clergy or other religious ministry worker
- 302** Counselors and social workers

Legal occupations:

- 351** Judge, magistrate or other judicial worker
- 352** Lawyer
- 353** Paralegal and legal assistant
- 354** Law enforcement officers
- 355** Other legal support-related occupation

Educators:

- 401** Teacher, preschool, elementary and middle school
- 402** Teacher, secondary school
- 403** Postsecondary teachers and college faculty
- 404** Other teachers and instructors
- 405** Librarian, curator, and archivist

Arts, entertainment, and media occupations:

- 501** Artists, designers, and musicians
- 502** Entertainers and performers, sports and related
- 503** News analysts, reporters, and announcers
- 504** Writers, authors, and editors
- 505** Photographers
- 506** Other arts, entertainment, and media occupations

Health diagnosing and treating occupations:

- 601** Dentist
- 602** Dental hygienist
- 603** Optometrist
- 604** Pharmacist
- 605** Physician and surgeon
- 606** Physician assistants
- 607** Registered nurses
- 608** Health therapists
- 609** Veterinarian
- 610** Health technologists/technicians
- 611** Other health diagnosing/treating occupations

Protective service occupations:

- 701** Police, sheriff's officers, and detectives
- 702** Firefighters
- 703** Correctional officers and security guards

Food and personal service occupations:

- 751** Chefs and cooks
- 752** Bartenders, waiters, and waitresses
- 753** Hairdressers and hairstylists

Sales and retail occupations:

- 801** Insurance and advertising sales agents
- 802** Securities and financial services sales agents
- 803** Travel agents
- 804** Sales representatives for business products
- 805** Real estate brokers
- 806** Cashiers and retail salespersons
- 807** Other sales-related occupations

Administrative support occupations:

- 851** Bookkeeping clerks
- 852** Information, claims processing, and records clerks
- 853** Customer service representatives
- 854** Material recording and scheduling workers
- 855** Secretaries and administrative assistants
- 856** Other administrative support occupations

Other occupations:

- 901** Agribusiness, farming, ranching, or fishing
- 902** Aircraft pilot or flight engineer
- 903** Consultant
- 904** Military officer
- 909** Other occupation not listed above