
2023-2024

**Institutional Accountability
Report**

**Avis Proctor, Ed.D.
President**

July 2024

William Rainey Harper College
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MEMORANDUM

To: Board of Trustees
From: Dr. Avis Proctor, President
Date: June 30, 2024
Re: FY2024 Harper College Accountability Report

Reflecting on FY2024, we had another year filled with opportunities for Harper College to positively influence lives. Our communities continue to experience change, and we focus on providing education and support that advances economic mobility and opportunity. In doing so, we realized many accomplishments over the past year. Although this report largely highlights the work accomplished towards our operational and strategic goals, much more was achieved. We are proud of the progress toward our goals and the difference Harper College makes in our students' lives and in our community. Consistent with our commitment to transparency and accountability, this document reports the FY2024 outcomes for the Presidential Priorities, Institutional Effectiveness Measures, Strategic Plan, and Operational Plan. While all our efforts are worth mentioning and result from the collaborative work of our faculty and staff, the following items highlight exceptional work over the past year:

- Achieved a graduation rate of 45.6%, the highest rate in Harper's recorded history.
- Named as a semifinalist among the Top 20 Community Colleges in the nation for the 2025 Aspen Prize for Community College Excellence, an improved recognition from Top 25 and highlighting our commitment to student success and equitable outcomes.
- Awarded 230 credentials to Promise Scholars and welcomed the fifth cohort of 414 Promise Scholars in fall 2023. The Promise Scholars continue to outperform their peers in course completion, grade point average, and credit hours earned.
- The Harper College Educational Foundation concluded its \$30 million INSPIRE Campaign for student scholarships at the end of FY2024 securing \$33,199,006.36 (110% of goal) from 1,954 donors and creating 75 new scholarships.
- Recognized by Achieving the Dream with the Leah Meyer Austin Alumni Award. The Leah Meyer Austin Award recognizes institutions that demonstrate exemplary practices and strategies that have led to increases in students' success and reduction of equity gaps.
- Developed new academic programs in Aviation and Cybersecurity responding to gaps in educational needs of our community.
- Awarded several grants to enhance our innovation capacity, support workforce development in STEM fields, \$1,998,480 to address our students' childcare needs over four years, and \$2,999,665 to expand educational opportunities for, and improving student success of, Latinx students as a developing Hispanic-serving institution.
- Remained committed to our diversity, equity, and inclusion work including hosting the first Disability Symposium, *Ability Focused Advocacy*, in March 2024.
- Concluded the FY2021-2024 Strategic Plan: Forward Together with significant achievements in student success including reduced equity gaps and increased completion.
- Finalized three collective bargaining agreements (Full-time faculty, Adjunct, and ProTech).

Presidential Priorities

The President establishes priorities in consultation with the Board of Trustees that support the Strategic and Operational Plans of the College. Four goals were established for FY2024:

Goal: Ensure continued progress on student success measures focused on how students advance in their studies at Harper, as defined by the *You Matter, We Care SOAR* framework and monitored through the Institutional Effectiveness Measures (IEMs). The leading indicators below provide key data on progression to graduation and will be disaggregated to ensure the College is focused on closing equity gaps. These measures include

- a. Fall to Spring Persistence**
- b. Fall to Fall Persistence**
- c. Part-Time Credit Accumulation (12 hours)**
- d. Full-Time Credit Accumulation (24 hours)**

Status: Completed

Measured progress on the following leading indicators, with improvement achieved in three of the four measures. Additionally, 13 equity gaps were identified in these four measures and decreases in gaps were realized for six of these measures.

Goal: Establish additional measures that aid in improving the recruitment and retention of diverse faculty and staff and report progress via the newly established IEMs.

- a. Implement the new recruitment plan**
- b. Establish practices that enhance the retention of faculty and staff from underrepresented groups**

Status: Completed

Completed a handbook intended to be used by all search committees to ensure consistency on all searches. Completed an equity and compensation study. Implemented additional retention efforts to impact employee satisfaction and retention. Additionally, diversity, equity, and inclusion training is now included in all recently negotiated union contracts (Full-time Faculty, Adjunct Faculty, and Pro-Tech), and our goal is to include this training as part of the next negotiations for the remaining collective bargaining agreements. As of June 30, 2024, 89% of all employees have completed training demonstrating commitment to this work.

Goal: Execute recommendations that increase standards of risk management for the College.

- a. Continue to execute enrollment and marketing strategies that build on the increased enrollment experienced over the past fiscal year**
- b. Continue to improve institutional readiness for emergencies and cybersecurity threats**

Status: Completed

The College maintained a focus on enrollment and retention, including implementing strategies to convert Adult Education Development (AED) students to credit students, increase new transfer students and international students, as well as additional retention, recruitment, and engagement strategies. Our Risk Management department continues to improve our emergency preparedness working with our Emergency Preparedness Committee to conduct specific exercises (e.g. armed intruder drill, tabletops,

environment of care rounds) at the department and college-wide level in collaboration with local agencies and municipalities. Our Information Technology (IT) department has expanded its cybersecurity readiness through professional development and a proactive assessment of our systems and data management. In FY2024, the IT department voluntarily engaged an external firm to assess the College's compliance with the Gramm-Leach-Bliley Act. Data security procedures and practices were evaluated in IT, Enrollment Services/One Stop, Financial Aid, Finance, Student Accounts, Registrar's Office and Human Resources. Recommended improvements will be implemented during FY2025.

Goal: Execute the highest priority master planning projects.

- a. Continue development of construction documents for the Canning Center**
- b. Continue schematic design of the Business and Social Sciences Center (Buildings I and J)**

Status: Completed

The scope of work for the Canning Student Center will include new facilities for the Campus Life/One Stop Admissions Center (Student Center) to provide one location for student services and related functions, facilities to support the Hospitality Program, and the University Center. Final construction documents were submitted to the Capital Development Board in May 2024 and contractor bidding will be completed in the fall 2024.

The 2021 Campus Master Plan has identified the need to replace the Business and Social Sciences Buildings (Buildings I and J) with new and improved classrooms, laboratories, and offices to provide additional facilities for new and expanded programs. Schematic design is complete.

The following highlights the financial results against the FY2024 budget.

Financial Projections

The College's projected financial results are based on the combined Tax-Capped Funds, which include Education; Operations and Maintenance; Audit; and Liability, Protection and Settlement Funds. These four funds and the Bond and Interest Fund are the only funds that receive property tax revenues. The Bond and Interest Fund is not subject to the Tax-Cap legislation.

The Tax-Capped Funds were budgeted at a breakeven level after planned transfers. However, the College now projects a \$14.8 million surplus primarily driven by strong revenue performance.

The FY2024 Tax-Capped Funds revenues are projected to exceed the budget by \$11.7 million due to strong revenue performance in each key revenue source. Local tax revenues are projected to exceed the budget by \$1.6 million due to an increase in personal property replacement tax allocations. Due to funding uncertainties that continue with the State, the College is continuing to limit its reliance on State funding by budgeting only 75% of the appropriation for the base operating grant. In FY2024, the College received 100% of the base operating grant appropriation. Tuition and fees are projected to exceed the budget by \$2.9 million primarily due to strong enrollment growth. Investment revenues exceeded the budget due to interest rates remaining high when compared to prior years.

The FY2024 Tax-Capped Funds expenditures are projected to be 2% or \$3.1 million, below the annual budget. The favorable budget variance is due to savings from vacant positions impacting salary and employee benefit costs.

Capital Projects

Several Campus Master Plan project initiatives made significant progress in FY2024:

- Completed the Building A West Plaza Concrete Replacement Project within the project budget of \$388,000.
- Completed the Building B Water Service Improvement Project within the project budget of \$360,000.
- Completed the Building D Hawk's Care Project within the project budget of \$500,000.
- Completed the Building R Theater Upgrades within the project budget of \$859,500.
- Completed the Building Z Fan Array Retrofit Project within the project budget of \$762,501.
- Completed Building Z, Z204 and Z206 Remodeling Project within the project budget of \$384,000.
- Completed the Buildings A, B, C, and W Roofing Restoration Project within the project budget of \$1,489,920.
- Completed Phase I of the Buildings R, W, X, Y and Z Building Automation Systems (BAS) Upgrades Project within the project budget of \$634,600.
- Completed the construction documents for the Canning Student Center and University Center. Bids are due in September 2024 with construction mobilization scheduled for December 2024.
- Completed the Design Development phase for the new Business and Social Sciences Building (Buildings I & J). Construction documents are scheduled to be completed in February 2025 with construction scheduled to begin July 2025.
- Completed the construction documents for the Emergency Services Training Center (Building Q). The project is scheduled to be re-bid this fall with construction to begin in spring of 2025.
- Completed the construction documents for the Utility Tunnel Infrastructure Repairs (Capital Development Board Project) with construction scheduled to begin in spring of 2025.
- Completed construction documents for the Learning and Career Center Elevator Project. The project is scheduled to be bid this fall with construction scheduled to be complete in fall of 2025.
- Began work on the Building B Central Steam Boiler Plant Upgrade Project. The project is scheduled to be completed in September 2024 and is within the project budget of \$6,546,000.
- Began work on the Building E Film Studies Lab. The project is scheduled to be completed in August 2024 and is within the project budget of \$2,420,500.
- Began work on the Building E HVAC Replacement Project. The project is scheduled to be completed in August 2024 and is within the project budget of \$610,600.
- Began work on the Building E Toilet Room Upgrade Project. The project is scheduled to be completed in September 2024 and is within the project budget of \$885,400.
- Began work on the Building H Welding Lab Renovation Project. The project is scheduled to be completed in December 2024 and is within the project budget of \$475,300.
- Began work on the Building M Utility Piping Relocation & Building U Heating Hot Water Plant Replacement Project. The project is scheduled to be completed in November 2024 and is within the project budget of \$ 2,211,000.
- Began work on the Building P Audio Lab Remodeling Project. The project is scheduled to be completed in December 2024 and is within the project budget of \$736,000.
- Began work on the Building R Roofing System Replacement Project. The project is scheduled to be completed in September 2024 and is within the project budget of \$796,000.

- Began work on the Building V Parking Lot and Salt Storage Project. The project is scheduled to be completed in October 2024 and is within the project budget of \$562,000.
- Began work on the Building X Massage Therapy Renovation Project. The project is scheduled to be completed in December 2024 and is within the project budget of \$411,400.
- Began work on the Building Y Data Center Upgrade Project. The project is scheduled to be completed in December 2024 and is within the project budget of \$569,000.
- Began work on Buildings B, D, H, M and S Building Automation Systems (BAS) Upgrade Project. The project is scheduled to be completed in September 2024 and is within the project budget of \$695,000.
- Began work on the Campus HVAC Improvement Project (CDB #810-032-030). The project is scheduled to be completed in September 2024 and is within the project budget of \$1,725,902.
- Completed the construction documents for Phase II of the Buildings R, W, X, Y and Z Building Automation Systems (BAS) Upgrades Project. Construction is scheduled to begin in November 2024 and is within the project budget of \$1,341,065.
- Other significant capital improvements in FY2024 include Occupational Safety and Health Administration roof safety upgrades; Building Z eyewash and emergency shower improvements; security improvements; building envelope improvements; campus infrastructure improvements; indoor lighting level controllers; sidewalk repairs; parking lot maintenance; parking garage maintenance; traffic signage improvements; and various classroom upgrades.

Conclusion

This was another fruitful year for Harper College. The College community continued efforts to advance the goals of the FY2021-2024 Strategic Plan, which closed on June 30, 2024, realizing transformative outcomes for students, employees, and our community. We were once again named a semifinalist for the Aspen Prize, this time identified as one of the top 20 community colleges in the nation. We have strategically pursued and received grant support from the Department of Education, the National Science Foundation, the state of Illinois and other sources to help transform our students' educational experiences. Students continued to achieve their completion goals, and the College achieved a graduation rate of 45.6%, the highest rate in Harper's recorded history. For these and many other reasons, I am proud of the work we accomplished this year. I look forward to the development of the next strategic plan and our future achievements as we continue to go forward together.

Accountability at Harper College

Accountability at Harper College reflects a commitment to the continuous improvement of all aspects of our mission and values. To illustrate our commitment to accountability and transparency, an Accountability Report is produced annually, at the end of each fiscal year. This report provides outcomes on the College Plan and represents three areas of accountability: Institutional Effectiveness Measures (IEMs); Strategic Plan; and Operational Plan. The Accountability Report is also available to the public on the Harper College website.

College Accountability Structure

The College’s integrated accountability structure is represented by the chart below. This accountability structure represents three key components.

	Institutional Effectiveness Measures	College Strategic Plan	College Operational Plan
Cycle	Ongoing	4 year	Annual
Contents	Set of measures and related indicators	Strategic goals, targets, and measures	Goal Tasks
Reporting	Annual	Annual	Annual
Description	Measures of effectiveness that are key to the College’s mission; focused on student success; benchmarkable with other community colleges; and provide targets for performance.	Sets the College's direction and delineates goals that will move the College’s agenda forward. Requires College-wide commitment and typically cannot be accomplished by a single organizational unit.	Lists the institutional-level goals to be completed each year including performance tasks aligned with and in support of the College’s strategic plan.

Institutional Effectiveness Measures

Overview

Institutional effectiveness is a process that involves the entire institution in the assessment of the College's performance on key indicators, referred to as Institutional Effectiveness Measures (IEMs). These measures align with the mission and vision of Harper College as well as the needs and expectations of the College's internal and external stakeholders.

The Board of Trustees first approved and adopted IEMs for Harper College in FY2011. In FY2022, the College engaged in a year-long process to revise the IEMs and set four-year targets to be achieved in 2026. At that time, a review of historical and trend data as well as current institutional priorities and initiatives was conducted. In addition to setting targets for overall measures, targets were also set for student measures where equity gaps were identified.

Targets were set using a framework that includes three categories:

- Expected – If we continue on our current path, this target represents the expected outcome.
- Improvement – A challenging, yet attainable target that can be achieved through increased effort.
- Stretch – A target achieved only if the measure is prioritized, and institutional focus is placed on dramatic improvement.

With student success at the forefront of the IEM revision, the IEMs are aligned with the College's You Matter, We Care SOAR framework (**S**earch, **O**nboard, **A**dvance, **R**ealize), which outlines the student journey from start to finish. This framework explores student milestones met and outcomes achieved for each phase of the student lifecycle.

Progress on targets for each of the indicators is defined as:

- Needs Attention – This status indicates that based on current and trend data additional attention and effort is needed if the target is to be achieved by 2026.
- On Target – This status indicates that based on current and trend data it is projected that the 2026 target will be met.

During FY2024, the College made progress on the IEMs. Activities related to the Operational Plan, Strategic Plan, President's Goals, and division/department goals aided in the overall advancements made this year. Status is displayed in the following table which links to individual data for each measure through the College's [IEM dashboard](#).

The following pages provide a high-level overview of progress towards the 2026 IEM targets. At the end of FY2024 for the 16 measures, 12 are on target, two need attention, and we are awaiting data for the remaining one measure.

Institutional Effectiveness Measures



Enrollment is the measure under the “Search” portion of the framework. The enrollment measure represents the proportion of district residents served by Harper College through credit instruction. Enrollment increased for fall 2023 and remains above both the peer group and the state average. Harper is on track to meet the 2026 enrollment target. Click on “Enrollment” in the table below to link to data and additional details.

Measure	Needs Attention	On Target
Enrollment		



Under the “Onboard” portion of the framework are two measures: Gateway math and gateway English completion. These measures represent the proportion of students who complete gateway coursework within their first year. Current success rates for both gateway math and gateway English remained relatively constant from the previous year. Gateway English is on track to meet the 2026 target, while gateway math completion needs attention. Click on the measures below to link to data and additional details.

Measure	Needs Attention	On Target
Gateway Math Completion		
Gateway English Completion		



The measures under the “Advance” portion of the framework include fall to spring persistence, fall to fall persistence, and credit accumulation for both part- and full-time students. Persistence rates for both fall to spring and fall to fall remained relatively constant with both measures on track to achieve the 2026 targets. As for credit accumulation, full-time credit accumulation has slightly decreased from the previous year and is track to meet the 2026 target. Part-time credit accumulation increased slightly and is on track to meet the 2026 target. Click on the measures below to link to data and additional details.

Measure	Needs Attention	On Target
Fall to Spring Persistence		
Fall to Fall Persistence		
Full-Time Credit Accumulation (24hrs)		
Part-Time Credit Accumulation (12hrs)		

Institutional Effectiveness Measures



The measures under the “Realize” portion of the framework include advancement, graduation, post-Harper satisfaction and post-Harper employment outcomes. The advancement measure represents the percentage of students who graduate, transfer, or continue to enroll at Harper three years after enrollment. Harper’s advancement rate experienced a large increase over the previous year’s rate and is on track to meet the 2026 target. The graduation rate measure represents the percentage of students who earn a credential within three years of enrollment. Harper’s graduation rate continues to increase and is at an all-time high. The post-Harper student satisfaction measure represents the percentage of recent graduates who report satisfaction with preparation for future career or education. The current student satisfaction rate is at its’ highest rate in the past five years and is above the 2026 target. The final two measures are related to employment and wages in the first year post-Harper. Data is not yet available for these measures. Click on the measures below to link to data and additional details.

Measure	Needs Attention	On Target
Advancement		
Graduation Rate		
Post-Harper Student Satisfaction		
Post-Harper Student Stable Employment		Data not yet available
Post-Harper Student Living Wage		Data not yet available

You matter; we care. *(An overarching message of SOAR)*

Several measures fall under the overarching message of the framework: “You Matter; We Care.” These measures include financial support, faculty diversity, and employee diversity. The financial support measure represents the percentage of students who receive federal, state, or institutional aid. The percentage of students receiving aid has slightly decreased from the previous year’s rate but remains on track to meet the 2026 target. The IEMs contain two diversity related measures, comparing faculty diversity with student body diversity, and employee diversity with the diversity of the Harper district. Both faculty and overall employee diversity has increased. The diversity of faculty, however, remains an area in need of attention. Click on the measures below to link to data and additional details.

Measure	Needs Attention	On Target
Financial Support for Students		
Faculty Relative to Student Diversity		
Employees Relative to Community Diversity		

Financial Health

The final IEM is the Composite Financial Index (CFI), a measure of overall financial health comprised of four ratios. Harper’s CFI remains “above the zone” which is the ideal range for public community colleges. Click on the measure to link to data and additional details.

Measure	Needs Attention	On Target
Composite Financial Index		

Institutional Effectiveness Measures

Equity Gaps and IEMs

In addition to targets for the 16 IEMs, targets were set for student measures with identified equity gaps. Focused attention has been placed on increasing overall success and reducing equity gaps by 20%, wherever they exist. Progress towards closing equity gaps is provided in the tables below. At the end of FY2024, 17/28 are on target, with 11/28 needing attention. Data and additional details can be accessed by clicking on the measures below. Once on the measure page, [click on the equity gaps tab](#).



PREPARE TO TAKE FLIGHT

Measure	Needs Attention	On Target
<u>Gateway Math Completion</u>		
• Black student gap		
• Hispanic student gap		
• Pell eligible student gap		
• 1 st generation student gap		
<u>Gateway English Completion</u>		
• Black student gap		
• Hispanic student gap		
• Pell eligible student gap		
• 1 st generation student gap		



FOLLOW YOUR FLIGHT PATH

Measure	Needs Attention	On Target
<u>Fall to Spring Persistence</u>		
• Black student gap		
• Hispanic student gap		
• 1 st generation student gap		
<u>Fall to Fall Persistence</u>		
• Black student gap		
• Pell eligible student gap		
• 1 st generation student gap		
<u>Full-Time Credit Accumulation (24hrs)</u>		
• Black student gap		
• Hispanic student gap		
• Pell eligible student gap		
• 1 st generation student gap		
<u>Part-Time Credit Accumulation (12hrs)</u>		
• Black student gap		
• Hispanic student gap		
• 1 st generation student gap		

Institutional Effectiveness Measures



Measure	Needs Attention	On Target
<u>Advancement</u>		
• Black student gap		
• Hispanic student gap		
• Pell eligible student gap		
• 1 st generation student gap		
<u>Graduation Rate</u>		
• Black student gap		
• Hispanic student gap		
• Pell eligible student gap		



Overview

Harper College’s four-year Strategic Plan (FY2021-2024) is the result of broad engagement in a community-based planning process designed to meet the changing needs of students and the community. The plan sets a strategic course for the College as it strives to achieve its vision as an innovative and inclusive institution, the community’s first choice, and a national leader for student success.

The “Your Voice Our Potential” themed strategic planning process highlighted the importance of gathering input from all stakeholders. The College developed its community-based Strategic Plan with the guidance of the Strategic Planning and Accountability Committee (SPA) shared governance committee. The strategic planning process included a thorough assessment of the concluding plan, review of community and student data, employee dialogue sessions, data summits, and a strategic planning conference that built upon the reviews, data, and dialogues and included both internal and external stakeholders. Four themes – College Culture, Equity, Excellence in Teaching and Learning, and Partnerships and Outreach – emerged through this work. Shortly after the review and input process, the COVID-19 pandemic moved us to an online environment and resulted in the College reevaluating priorities to meet the basic needs of students, provide additional supports, and ensure online educational offerings are of the highest quality. Through these changes, the four themes remained just as relevant.



Core Values



Teaching and Learning



Student Success



Equity



Partnerships



Awareness/Outreach

In spring 2020, the SPA Committee synthesized the outcomes from the Strategic Planning Conference, resulting in six strategic goals – Core Values, Teaching and Learning, Student Success, Equity, Partnerships, and Awareness and Outreach – to guide the College towards achieving excellent outcomes, for students, employees, the workforce, and the larger community we serve. The “Forward Together” FY2021-2024 Strategic Plan was approved by the Board of Trustees in June 2020. In fall 2020, the Strategic Plan was launched, and goal teams began their work. The following pages summarize the overall accomplishments of the 2021-2024 Strategic Plan, provide a final status on goal targets, and highlight accomplishments for FY2024. High level outcomes are also available on a public dashboard which can be accessed [here](#).

Strategic Plan

Strategic Plan Accomplishments

Below is a summary of the 2021-2024 Strategic Plan accomplishments.

Awareness and Outreach: Enhance awareness of and access to Harper College programming, resources, events and partnerships.

Overall accomplishments:

- Developed a definition of outreach and implemented a holistic outreach plan with several initiatives.
 - Sponsorship / Marketing Initiative
 - Outreach Supply Fund
 - Outreach Specialists
 - Career Directions Continuing Professional Education (CPE) Course
 - Virtual Campus Tour
 - The College Tour Amazon Prime TV Series
- Developed educational materials and activities on Harper’s key programs and services.
 - A monthly feature in InsideHarper called “Get to Know” highlights various programs, services and resources at Harper.
 - Marketplace event held before the President’s Collegewide meeting hosts information tables to help faculty and staff better understand programs and departments at Harper.
- Increased usage of college services and resources by external audiences through outreach events, marketing in business publications, and securing sponsorships.
 - Increased Adult Education Development (English as a Second Language and High School Diploma (HSE) applications) 76% increase from FY2022 to FY2024.
 - Increased youth engagement events by 70% from FY2019 to FY2024.
 - Increased number of information tables at Schaumburg Business Association (SBA) events by 33% from FY2019 to FY2024.
 - Increased from a one-eighth page ad in FY2019 to a full-page ad in FY2024 in the annual SBA Business Guide.
 - Increased usage of the Dental Hygiene Clinic by 32% from FY2019 to FY2024.
- Increased involvement in community events on campus and launched new events.
 - Annual Science, Technology, Engineering, the Arts, and Mathematics (STEAM) Fair with Microsoft and Barrington Council for the Gifted and Talented
 - Eclipse @ Harper Event
 - 2024 Juneteenth Suburban Block Party
 - Harper Trunk and Treat
 - Annual Harper Experience Day
 - Greater O’Hare Association (GOA) Regional Business Association Job Fair

Strategic Plan

Core Values: Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.

Overall Accomplishments:

- Developed a philosophy of professional development.
- Continued to offer Professional Development Day and developed and launched the “Growing at Harper” professional development opportunity that includes three programs.
 - Supervising the Harper Way
 - Leading the Harper Way
 - Enriching the Harper Way
- Developed and offered advanced degree options for employees including a Curriculum Leadership, Equity, and Social Inquiry doctoral program in partnership with Northern Illinois University.
- Increased student satisfaction and sense of belonging through events sponsored by Student Engagement.
 - Black Entrepreneurship Day
 - Neon Night
 - Asian Pacific Islander Desi American (APIDA) Heritage Month Celebration
 - Checkpoint Day
 - New Student Convocation
- Increased employee satisfaction, recognition, and sense of belonging through several initiatives.
 - Spirit Days
 - Harper Helps
 - Dress for Your Day
 - 3-2-5 hybrid work schedule
 - Caught Collaborating
- Improved the value placed on professional development and increased availability of professional development opportunities as reported by employees in the 2022 Personal Assessment of the College Environment employee climate survey.
- Developed a dashboard in Nuventive to track strategic plan activities and progress on targets and measures.

Strategic Plan

Equity: Build capacity to support equity, diversity, and inclusion.

Overall Accomplishments:

- Developed an Equity statement and revised Harper’s Diversity statement.
- Collaborated with local school districts to form an Equity Literacy Project Community of Practice to yield a definition of Inclusion.
- Developed rubrics to review both new and existing policies and practices.
 - Assessed the Board Policy Manual and approved recommended changes to avoid gender binary language and to use pronouns such as them and their in policies.
 - Assessed the Harper College Student Handbook and shared the executive summary with recommendations.
- Identified and provided education and training on Diversity, Equity, and Inclusion (DEI).
 - 89% of Harper employees completed the common DEI training as of FY2024.
 - Diversity, equity, and inclusion training is now included in all recently negotiated union contracts (Full-time Faculty, Adjunct Faculty, and Pro-Tech).
- Implemented programs and events to improve student DEI culture.
 - Guiding Learners to Intentionally Develop Efficacy (GLIDE)
 - Disability Symposium
 - I Rise, We Rise: Leading as a Woman of Color
 - Pride Fest
 - Native American Heritage Month
- Implemented programs and events to improve employee DEI culture.
 - Equity Dialogue Series that included three sessions: “What does it mean to have an equity mindset?”, “Why is racial equity particularly important?” and “What does equity look like in our day-to-day jobs?”. Over 400 employees attended these sessions.
 - Leveraging Equity in Academia through Diversity (LEAD) Faculty Fellows program
 - Justice, Equity, Diversity, and Inclusion (JEDI) Faculty Fellows program
- Collaborated with the Partnerships goal team to enhance community relationships.
 - League of Women Voters
 - Great Lakes ADA (Americans with Disabilities Act) Center

Strategic Plan

Partnerships: Advance relationships among education, community, and workforce partners.

Overall Accomplishments:

- Identified Harper partnerships and applied rubrics to identify levels of engagement.
- Increased relationships in identified areas of focus (transportation, healthcare, technology, and business management) by 18.6%.
- Increased engagement levels for relationships by 28% in the identified areas of focus.
- Connected with five community organizations to increase resources on campus that aid in meeting student basic needs including food and housing insecurity, and mental health.
 - Northwest Compass
 - Cook County housing authority
 - All Saints Lutheran Church mobile food pantry
 - Ascension (Mental health)
 - Kenneth Young Center.
- Assessed student awareness of community organizations that provide basic needs support.
- Assessed the training needs of the workforce/community (including skills gaps) surrounding community education (CE) and community professional education (CPE) courses and implemented a multitude of new courses and programs to address needs.
 - Developed and implemented 93 new CPE courses/programs and 87 new CE courses.
- Identified five intended outcomes for relationships (by sector)
 - Commitment
 - Collaboration
 - Active interest
 - Improved outcomes
 - Overall satisfaction
- Assessed relationship outcomes and realized an increase in four of the five outcomes (commitment remained the same over time).

Strategic Plan

Student Success: Identify and remove barriers to student success.

Overall Accomplishments:

- Identified equity gaps in nine areas (aligned with the IEMs) and developed and implemented several initiatives to address these gaps.
 - ARC program creates a foundation for students of color to integrate into Harper and help students expand aptitudes and confidence. Early data indicate that 86% of ARC students are persisting from fall to spring, as well as earning more credits than non-ARC students.
 - Embedded Peer in-Course Coach (EPiCC) program provides support to students in developmental English to help increase completion. Success rates of Black, Latinx, First Generation, and Pell Eligible students in spring 2024 ENG 101 EPiCC sections were 0.7% to 13.3% higher than those students in non-EPiCC sections.
 - The Guiding Learners to Intentionally Develop Efficacy (GLIDE) mentorship program focuses on addressing the ongoing equity gaps experienced by Harper’s Black and Latinx students. 100% of Black and Latinx student mentees and mentors who participated in the program in fall 2023 persisted to spring 2024, compared to 85.6% of Black and Latinx credential-seeking students who did not participate in the GLIDE mentorship program.
 - ESP 010 course allows English as a Second Language (ESL) students only needing writing instruction to access college-level English (ENG 101) through concurrent enrollment. Of students taking ESP010/ENG101 in fall 2023, 90% persisted to spring 2024 compared to ESL 074 students whose persistence was 85.5%.
- Reduced gaps by at least 20% in six of the nine identified areas.
- Increased overall graduation rates by 35%, from 33.7% to 45.6%.
- Implemented an educational campaign on the Hawks Care Resource Center that reached 13 academic divisions/student support offices with more than 700 faculty and staff participating.
- Identified new services and enhanced existing services that support student basic needs.
 - Created a personalized landing page on the student portal called “My Support Network” giving students access to Harper faculty and staff that are specific to their student needs.
 - Launched a Differentiated Care Communication Plan (case managed advising) focusing on outreach to students who are at higher risk of not persisting.
 - Acquired “Single Stop”, a free mobile resource platform that connects students to personalized resources as well as an "I Need Help" feature in the MyHarper Portal.
 - Continued to offer Welltrack Boost that provides free, self-guided, online, and interactive way for students to manage their mental well-being. Harper College also partners with Welltrack Connect to help students find off-campus mental health care providers.
 - Continued the bike and ride share (Lyft) programs to assist students with transportation challenges.
 - Thrive @ Harper Well-Being Bash was held again in fall 2023 to spread awareness about mental health resources and other wellness resources at Harper and beyond.
 - Rebuilding and Expanding Learning and Career Center (LCC) Childcare Capacity, allows adult learners to attend classes by providing affordable childcare options.

Strategic Plan

Teaching and Learning: Implement innovative and inclusive teaching and learning.

Overall Accomplishments:

- Defined essential skills through the National Association of Colleges and Employers (NACE) Competencies.
- Assessed essential skills through a variety of approaches.
 - Harper’s general education outcomes assessment process
 - LEAD Harper, student leadership series
 - Corporate mentorship program
 - Career Connection Days
 - Job Placement Resource Center (JPRC) programming
- Developed eight new programs that are responsive to student, workforce, and community needs.
 - Respiratory Therapy A.A.S
 - Aviation Management A.A.S.; Aviation Maintenance A.A.S.
 - Cybersecurity Certificate
 - Culinary/Hospitality (major revisions) A.A.S.
 - Bilingual Educator Endorsement Certificate
 - Cannabis Science and Therapeutics Certificate
 - Audio Video Arts Technology Certificate
- Improved the online course success rate from 64.3% (fall 2019) to 72.2% (fall 2023) surpassing the 4% target increase.
- 82 faculty earned the Ally Advocate badge
- Developed 8-week course offerings including one degree and three certificates for Cybersecurity, two degrees and one certificate for Aviation, and a Hospitality Management Program
- Defined Hyflex Learning as Flex Learning. Flex Learning courses offer students the flexibility to select between two or more options for how they participate in class sessions. These options may include face-to-face meetings on campus, or real-time synchronous online, or asynchronous online.
- Achieved the goal of 75% of full-time faculty participating in at least one professional development opportunity on interculturally competent pedagogies with 76% participating.
- Increased the number of value-added articulation agreements by 11.6%, from 251 to 280, surpassing the goal of 2%.
- Increased the number of University Center programs connected to Harper associate degree programs by 20% from 10 to 12, surpassing the 10% goal.

Strategic Plan

Goal: AWARENESS/OUTREACH	
Enhance awareness of and access to Harper College programming, resources, events, and partnerships.	
Target/Measures	Status
<p>Target: Develop and implement a holistic outreach plan w/targeted groups and outreach strategies.</p>	<p>Target Achieved.</p> <p>In FY2021, a definition of outreach was developed: <i>Outreach is strengthening our relationship with the community by increasing awareness of Harper’s programs and services to achieve our college’s strategic goals. Outreach is the collaborative responsibility of all members of the college.</i></p> <p>A holistic outreach plan was developed in FY2022 and implemented in FY2023. This outreach plan included targeted groups and outreach strategies. Implementation included various initiatives aimed at re-introducing Harper to the community by implementing strategies focused on awareness, knowledge, and engagement.</p>
<p>Target: Educate internal constituents on Harper programs and services.</p>	<p>Target Achieved.</p> <p>In FY2021, goal team members worked to identify key programs and services for which all internal constituents should have knowledge.</p> <p>During FY2022 educational materials on Harper’s programs and services were developed. In collaboration with the Internal Communication Manager a monthly feature in the InsideHarper employee communication called “Get to Know” which highlights various programs, resources and services at Harper was developed. A few programs and services highlighted included Continuing Professional Education, Makerspace, Hawks Care, and the University Center.</p> <p>In FY2023, collaboration continued and consistent communication utilizing current internal tools such as InsideHarper and the Harper Intranet Portal (HIP) was implemented. Additional educational activities included in-person engagement opportunities created in collaboration with existing campus events such as the all-employee lunch and semester opening week.</p>
<p>Target: Increase enrollment and participation in Harper College programming (credit and non-credit).</p>	<p>Target Partially Achieved.</p> <p>Several strategies have been implemented to address the challenges in adult enrollment. While adult enrollment has decreased overall in credit programming, from 6,846 in FY2020 to 6,431 in FY2024, it has been steadily increasing since a significant decline in FY2020. Adult enrollment in non-credit programming has increased from 2,151 in FY2020 versus 2,682 in FY2024.</p>

Strategic Plan

Goal: AWARENESS/OUTREACH Enhance awareness of and access to Harper College programming, resources, events, and partnerships.	
Target/Measures	Status
Target: Increase usage of college services and resources.	Target Partially Achieved. In FY2022, a comprehensive list of college services and resources was created. Since then, work has continued to increase exposure of programs and services to external audiences by offering outreach events, marketing in business publications, and securing sponsorships. Four college services and programs were identified as focus areas to increase usage by 2% by FY2024 including English as a Second Language (ESL) and High School Diploma (HSE) applications, youth engagement opportunities (tours and events), business services, and the dental hygiene clinic. While there was a decrease in youth engagement (school tours) from FY2019 to FY2024 due to a shortage of school bus drivers and changes to school day schedules, all other identified services and programs increased more than 2%.
Goal: AWARENESS/OUTREACH Enhance awareness of and access to Harper College programming, resources, events, and partnerships.	
Accomplishments for FY2024	
<ul style="list-style-type: none"> ○ Hosted a resource table at Faith Feeds Mobile pantry events throughout community apartment complexes where an average of 100 families attended weekly. Provided information on Adult Education Development (AED)/ESL, free training programs, free family events on campus and dental clinic services. ○ Provided Harper information/materials to community members at campus-wide events, including the 2024 Science Olympiad and the 2024 Greater O’Hare Association (GOA) Regional Business Association Job Fair. ○ Participated in six new community resource events including United Palatine Wellness Fair, and Community Consolidated School District 21 Bilingual College Fair. ○ Collaboration with organizations that support immigrant families by participating in events and community committees including, Partners for our Communities (POC), Rolling Meadows Human Services Department and United Palatine. ○ Engaged with community partner committees including POC agency partner group and Rolling Meadows Human Services partners group. ○ Held community events on campus and launched new events, including, the Annual Science, Technology, Engineering, the Arts, and Mathematics (STEAM) Fair with Microsoft and Barrington Council for the Gifted and Talented, and Eclipse @ Harper Event in collaboration with the science department. ○ Increased usage of identified College services and resources for AED (ESL and HSE applications), youth engagement events, Business Services, and the Dental Hygiene Clinic. 	

Strategic Plan

Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.	
Target/Measures	Status
<p>Target: Create a culture of professional development.</p>	<p>Target Partially Achieved.</p> <p>In FY2021, a philosophy of professional development was developed: <i>Harper College believes the foundation of a dynamic learning organization is the ongoing professional growth of its faculty and staff. Investing in professional development enhances the skills of our employees, enabling them to more creatively and comprehensively drive student success and deliver Harper’s mission.</i></p> <p>In FY2022, a “Learning” tile in Oracle was identified for housing employees’ professional development activities. This tile was implemented in FY2024 and rests on employees’ home page. Additionally, Human Resources can track employees who complete LinkedIn Learning, Diversity, Equity, and Inclusion training, sexual harassment training, and Title IX training.</p> <p>The percentage of employees using professional development funds in FY2019 was 58% and in FY2024 was 52%. The goal to increase professional development fund use by 10% from FY2019 to FY2024 was not met. Several scenarios may be influencing this decrease including an increase of free web-based professional development activities post pandemic and an increase of internal professional development opportunities.</p>

Strategic Plan

Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.	
Target/Measures	Status
<p>Target: Create a culture of professional development. (continued)</p>	<p>Target Partially Achieved.</p> <p>The Personal Assessment of the College Environment (PACE) employee climate survey was conducted in fall 2022 and assessed employee perceptions of professional development at Harper College. Questions related to this topic included:</p> <ul style="list-style-type: none"> • “I am encouraged to participate in professional development.” 2022 results showed a 0.5% decrease from 2019 results. • “I am recognized for my professional development.” 2022 results showed a 2.0% decrease from 2019 results. • “Harper values professional development.” 2022 results showed a 2.6% increase over 2019 results. • “Professional development and training opportunities are available.” 2022 results showed 3.8% increase over 2019 results. <p>While the targeted increase of 3% was not achieved for all four questions, improvements were realized in two of the four areas. Employees reported improvements in Harper valuing professional development and in available professional development and training opportunities including the “Growing at Harper” program and Professional Development Day.</p>
<p>Target: Increase student satisfaction and sense of belonging.</p>	<p>Target Partially Achieved.</p> <p>Since FY2022, work has continued to increase sense of belonging. Some of the events that have been hosted by Student Engagement include Black Entrepreneurship Day, Neon Night, and the Asian Pacific Islander Desi American Heritage Month Celebration. Checkpoint Day, a new program in FY2024, was offered and designed to reduce barriers in place for student veterans, service members, and military families. In FY2024, The Harper App was enhanced to include unique experiences for prospective and current students for all phases within the College’s You Matter, We Care SOAR framework (Search, Onboard, Advance, Realize) experience, as well as the Campus Chat, which allows students to connect with one another and building a peer-to-peer community.</p>

Strategic Plan

Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.	
Target/Measures	Status
<p>Target: Increase student satisfaction and sense of belonging. (continued)</p>	<p>Target Partially Achieved.</p> <p>Maintained the percentage of transfer or career program completers who would recommend Harper at 97.8%, as measured by the Follow-up Survey by June 2024. Since FY2023, several initiatives were implemented that may impact this rate including Career Connection Days with Harper alumni offered in spring 2023, provided real life examples of alumni who have taken a variety of paths at Harper and beyond.</p> <p>The Community College Survey of Student Engagement (CCSSE) Race/Ethnicity Survey helps colleges understand their students' experiences with racism, inclusion, and belonging was conducted in spring 2024. Questions related to this topic included:</p> <ul style="list-style-type: none"> • “During the current academic year, I have felt like I belong at this college.” 2024 results showed a 1.4% decrease from the 2021 results. • “Currently, there is a culture of caring at this college.” 2024 results showed a 3.2% increase from the 2021 results. • “During the current academic year at this college, I have felt that my instructors care about my success in the courses I am taking.” 2024 results showed a 10.2% increase from the 2021 results. • “During the current academic year at this college, I have felt that college staff (other than my instructors) care about me.” 2024 results showed a 2.4% decrease from the 2021 results. <p>While the targeted increase of 4% was not achieved for all four questions, improvements were realized in two of the four areas, with a dramatic increase in the percentage of students who feel that instructors care about their success.</p>

Strategic Plan

Goal: CORE VALUES	
Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.	
Target/Measures	Status
<p>Target: Increase employee satisfaction, recognition, and sense of belonging.</p>	<p>Target Achieved.</p> <p>In fall 2022, the PACE employee climate survey was conducted and assessed employee satisfaction and sense of belonging at Harper College. Questions related to this topic included:</p> <ul style="list-style-type: none"> • “The Core Values guide the work of the College.” 2022 results showed a 4.3% increase over 2019 results. • “I believe the institution cares about my well-being.” 2022 results showed a 0.9% increase over 2019 results. • “My supervisor/chair expresses confidence in my work.” 2022 results showed a 6.6% increase over 2019 results. • “My supervisor/chair seriously considers my ideas.” 2022 results showed a 6.6% increase over 2019 results. <p>The targeted increase of 4% was achieved for three of the four areas, with an average increase of 4.6% and improvements occurring in all areas. Employees reported the largest improvements related to supervisory relationships.</p>

Strategic Plan

Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.	
Target/Measures	Status
<p>Target: Increase collaboration/cooperation/communication.</p>	<p>Target Partially Achieved.</p> <p>In fall 2022, the PACE employee climate survey was conducted and assessed perceptions of cooperation and communication at Harper College. Results on the questions related to this topic include:</p> <ul style="list-style-type: none"> • “There is a spirit of cooperation at this institution.” 2022 results showed a 2.3% increase over 2019 results. • “A spirit of cooperation exists in my department.” 2022 results showed an 8.9% increase over 2019 results. • “There is a spirit of cooperation within my work team.” 2022 results showed a 5.9% increase over 2019 results. • “Information is shared within the institution.” 2022 results showed no change from 2019 results. • “The purpose for any change is effectively communicated to employees.” 2022 results showed a 0.3% decrease from 2019 results. • “Open and ethical communication is practiced at this institution.” 2022 results showed a 2.3% increase over 2019 results. <p>The targeted increase of 3% was achieved for two of the six areas, with improvements occurring in four areas. Employees reported the largest improvements related to the spirit of cooperation within their work team and in the department.</p> <p>Efforts to increase collaboration/cooperation/communication have occurred, including implementing Caught Collaborating, an opportunity to recognize employees that have collaborated across campus. This program was implemented in FY2023 and over 250 employees received nominations. Employees were celebrated with a campus gathering in summer 2024.</p> <p>The Cultural Values Assessment (CVA), conducted in spring 2023, collects information on personal values, values that define the current culture, and values that define the desired culture at organizations. Although “Collaboration” was not identified as a current cultural value for Harper College, it had the fifth highest value jump at 72 points.</p>

Strategic Plan

Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.	
Target/Measures	Status
Target: Ensure accountability.	Target Partially Achieved. In FY2021, a strategic plan dashboard was developed to track progress on strategic plan targets and measures. Since FY2022, to ensure “accountability,” several initiatives related to manager and supervisor training were developed and then implemented in FY2023. The Cultural Values Assessment (CVA), conducted in spring 2023, collects information on personal values, values that define the current culture, and values that define the desired culture at organizations. Although “ Accountability ” was not identified as a current cultural value for Harper College, it had the second highest value jump at 108 points.
Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.	
Accomplishments for FY2024	
<ul style="list-style-type: none"> ○ Created a “Professional Development at Harper” section on HIP providing information on how employees can use professional development funds, dates for professional development submissions and pre-approval and reimbursement instructions. ○ The goal team collaborated with the student Graphics Arts Club to design banners and collateral material highlighting College resources and details about what free speech means on a college campus. ○ Student Engagement offered Checkpoint Day for student veterans, service members, and military families. Students had the opportunity to ensure compliance in utilizing military educational benefits and were provided a personalized review of their academic progress and goals. ○ Enhanced the Harper App to include unique experiences for prospective and current students for all phases within the College’s You Matter, We Care SOAR framework (Search, Onboard, Advance, Realize) experience, as well as the Campus Chat, which allows students to connect with one another and build a peer-to-peer community. 	

Strategic Plan

Goal: EQUITY Build capacity to support equity, diversity, and inclusion.	
Target/Measures	Status
<p>Target: Develop a common language around equity for Harper College.</p>	<p>Target Achieved.</p> <p>In FY2021, an Equity statement for the College was developed and approved, the Diversity statement was revised and approved, and inclusion was defined. Both the Diversity statement and Equity statement can be found here. In addition, Harper College faculty/ staff, and local school districts collaborated to form an Equity Literacy Project Community of Practice which yielded a definition of inclusion: An environment and commitment to respect, represent and accept diverse social groups and identities; an environment where all people feel like they belong.</p> <p>Procedures and protocols were developed throughout the strategic plan to ensure the use of common inclusive language in College materials. Any new recommended policies are reviewed for common inclusive language. In addition, the Harper editorial style guidelines include a section on inclusive language that considers identity and avoiding terms that refer to personal attributes such as race, gender, sexual orientation or disability unless it is relevant to the topic of a story.</p>
<p>Target: Assess academic and non-academic policies/practices (equity lens) and recommend adjustments.</p>	<p>Target Achieved.</p> <p>During FY2022, to assess policies/practices for needed equity adjustments, two rubrics to review both new and existing policies and practices were developed. During FY2023, a consultant from the Equity Literacy Institute reviewed and assessed the Board Policy Manual and provided recommendations and feedback, including avoiding gender binary language and using pronouns such as them and their in policies.</p> <p>Support to implement policy/practice adjustments continued in FY2024 and the Board of Trustees approved the recommended changes. A review of the Harper College Student Handbook was also completed by the same consultant. An executive summary of the assessment and recommendation was completed in late spring 2024 and shared with the College.</p>

Strategic Plan

Goal: EQUITY Build capacity to support equity, diversity, and inclusion.	
Target/Measures	Status
Target: Develop and provide education and training on Diversity, Equity, and Inclusion.	<p>Target Partially Achieved.</p> <p>In FY2021, a common institutional Diversity, Equity, and Inclusion (DEI) training program was identified. Vector Solutions was selected as the vendor to deliver DEI training for Harper employees.</p> <p>At the end of FY2024, 89% of employees have completed the common DEI training. Though the goal of 100% of employees completing the training was not met, a rate of nearly 90% is a significant accomplishment. Additionally, diversity, equity, and inclusion training is now included in all recently negotiated union contracts (Full-time Faculty, Adjunct Faculty, and Pro-Tech), and our goal is to include this training as part of the next negotiations for the remaining collective bargaining agreements.</p>
Target: Create a culture of equity, diversity, and inclusion.	<p>Target Partially Achieved.</p> <p>The employee retention rate decreased from 94.0% in FY2019 to 88.6% in FY2023, not meeting the goal of maintaining the retention rate.</p> <p>Since FY2023, many programs and events were implemented or continued to improve the student DEI culture such as the Guiding Learners to Intentionally Develop Efficacy (GLIDE) peer mentor program to support Black and Latinx students and connect new students with second-year peer mentors and the first ever Disability Symposium: Ability Focused Advocacy, offered in spring 2024, included sessions on microaggressions against the disability community and best practices for supporting students and colleagues with disabilities.</p> <p>The Community College Survey of Student Engagement Survey (CCSSE) elicits information from students about their perceptions about Harper's programs and services and the CCSSE Race/Ethnicity Survey helps colleges understand their students' experiences with racism, inclusion, and belonging. Both surveys were conducted in spring 2024. Questions related to this topic included (on next page):</p>

Strategic Plan

Goal: EQUITY	
Build capacity to support equity, diversity, and inclusion.	
Target/Measures	Status
<p>Target: Create a culture of equity, diversity, and inclusion. (continued)</p>	<p>Target Partially Achieved.</p> <ul style="list-style-type: none"> • “How much does this institution emphasize encouraging contact among students from different economic, social and racial or ethnic backgrounds.” 2024 results showed a 7.7% increase over 2021 results. • “During the current academic year at this college, how often have your instructors’ included topics and perspectives focused on your race/ethnicity?” 2024 results showed a 21.7% decrease from the 2021 results. • “Improve appreciation for diversity” on the 2023 Follow-Up Survey results showed a 4.1% decrease over 2019 results on the Follow-Up Survey. <p>The target to increase by 4% was achieved for one of the questions.</p> <p>To improve employee DEI culture, the DEI Office, in partnership with Academic Affairs and the President’s Office, offered a campus wide dialogue series for faculty and staff to engage in conversations about equity during FY2023 and FY2024. Leveraging Equity in Academia through Diversity (LEAD) has continued to be offered for faculty. LEAD Faculty Fellows recruit racially diverse professionals for tenure track faculty positions to ensure faculty demographics more closely reflect student body demographics. The Justice, Equity, Diversity, and Inclusion (JEDI) Faculty Fellows program provides experience in the administrative area of diversity, equity, inclusion, and social justice work at the College.</p> <p>The PACE employee climate survey was conducted in fall 2022 and assessed perceptions of Harper College’s commitment to workplace diversity. Questions included:</p> <ul style="list-style-type: none"> • “The institution effectively promotes diversity in the workplace.” 2022 results showed a 1.3% increase over 2019 results. • “Harper regularly demonstrates a commitment to racial/ethnic diversity.” 2022 results showed a 2.2% increase over 2019 results. <p>While the targeted increase of 3% was not achieved, improvements occurred in both promoting diversity (1.3%) and in demonstrating a commitment to diversity (2.2%).</p>

Strategic Plan

Goal: EQUITY	
Build capacity to support equity, diversity, and inclusion.	
Target/Measures	Status
Target: Develop/enhance community relationships that support DEI efforts.	<p>Target Achieved.</p> <p>During FY2021 and FY2022, the goal team collaborated with the Partnerships goal team and identified community partnerships that support campus DEI efforts: League of Women Voters and Great Lakes Americans with Disabilities Act (ADA) Center.</p> <p>Since FY2023, the goal team has collaborated with the Partnerships goal team to develop/enhance at least two community partnerships focused on DEI efforts. In fall 2022, Harper College and the League of Women Voters jointly hosted an on-campus debate between two local US House of Representative candidates. During FY2024, continued its work with the League of Women Voters and Student Engagement to include candidate forums and other opportunities for political activism for the Harper community. The goal team also connected with Great Lakes ADA center.</p>

Goal: EQUITY	
Build capacity to support equity, diversity, and inclusion.	
Accomplishments for FY2024	
<ul style="list-style-type: none"> ○ A review of the Harper College Student Handbook was completed, and an executive summary of the findings was completed in spring 2024. ○ The Board of Trustees approved the recommendation to remove gendered language from the board policy documents and those changes have been made. ○ Efforts to engage the campus community in the common DEI training continued and 89% of employees completed the Vector Solutions DEI training. ○ The first ever Disability Symposium: Ability Focused Advocacy, was offered in spring 2024 and included sessions on microaggressions against the disability community and best practices for supporting students and colleagues with disabilities. ○ The DEI Office, in partnership with Academic Affairs and the President’s Office, continued its campus wide dialogue series for faculty and staff to engage in conversations about equity. One session occurred in FY2024, “What does equity look like in our day-to-day jobs?” 150 faculty and staff members participated in this session. 	

Strategic Plan

Goal: PARTNERSHIPS	
Advance relationships among education, community, and workforce partners.	
Target/Measures	Status
<p>Target: Grow relationships across all sectors (education, community, and workforce).</p>	<p>Target Achieved.</p> <p>In FY2021, existing Harper partnerships were identified. In FY2022, rubrics were applied to identify levels of engagement for partners.</p> <p>During FY2023, efforts to grow relationships and increase engagement across all sectors in the identified areas of focus transportation, healthcare, technology, and business management increased. As of FY2024, relationships in the identified areas of focus have increased by 18.6%. Additionally, engagement levels for relationships increased by 28% in the identified areas of focus.</p>
<p>Target: Leverage relationships that support student needs.</p>	<p>Target Partially Achieved.</p> <p>In FY2021, community organizations that have a regular presence on campus were identified.</p> <p>During FY2022 and FY2023, the goal team, in collaboration with the Awareness and Outreach goal team, connected with five community organizations to increase resources on-campus that aid in meeting student basic needs on campus including food and housing insecurity, and mental health. The five organizations include Northwest Compass; Cook County housing authority; All Saints Lutheran Church mobile food pantry; Ascension (Mental health); and Kenneth Young Center.</p> <p>The goal team worked with Hawks Care to increase three of these organizations' presence on campus, Kenneth Young Center (KYC), All Saints Food Pantry, and Northwest Compass. Due to lack of office privacy in the Hawks Care area, representatives from KYC and Northwest Compass were not able to provide services without violating HIPPA. Due to limited donations, Faith Feeds Mobile Pantry (previously All Saints) was not able to come to campus to provide food for students. The team is continuing the conversation with Faith Feeds since they are now supported by the Greater Chicago Food Depository and are hoping this will allow them to finally move forward with setting up on campus once a month.</p>

Strategic Plan

Goal: PARTNERSHIPS																
Advance relationships among education, community, and workforce partners.																
Target/Measures	Status															
<p>Target: Leverage relationships that support student needs. (continued)</p>	<p>Target Partially Achieved.</p> <p>In spring 2023, a survey was distributed to students to assess awareness of community organizations providing basic needs support. Results indicated that 12% of the respondents were aware of the community organizations and that they work with Harper.</p> <p>In FY2024, a communication plan was implemented to increase student awareness of the community organizations. A follow-up survey was conducted with students in spring 2024 and 12.7% reported being aware of these services, not meeting the target of 17%.</p>															
<p>Target: Develop programming that responds to community and workforce needs, including existing skills gaps.</p>	<p>Target Achieved.</p> <p>To assess the training needs of the workforce/community (including skills gaps), surrounding community education and community professional education courses were evaluated in FY2022. Four areas of focus were identified to increase educational opportunities: transportation, healthcare, technology, and business management.</p> <p>The goal to develop and implement at least three Community Education (CE) and Continuing Professional Education (CPE) courses that respond to gaps, was surpassed by a large margin. The number of CE and CPE courses/programs for each area of focus are below:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Focus</th> <th>CPE</th> <th>CE</th> </tr> </thead> <tbody> <tr> <td>Transportation</td> <td>4</td> <td>10</td> </tr> <tr> <td>Healthcare</td> <td>13</td> <td>6</td> </tr> <tr> <td>Technology</td> <td>21</td> <td>25</td> </tr> <tr> <td>Business Management</td> <td>20</td> <td>21</td> </tr> </tbody> </table> <p>By the end of FY2024, in total there were 93 new CPE courses/programs and 87 new CE courses developed and implemented. These new courses include identified areas of focus (as reflected in table above) and those outside the four focus areas.</p>	Focus	CPE	CE	Transportation	4	10	Healthcare	13	6	Technology	21	25	Business Management	20	21
Focus	CPE	CE														
Transportation	4	10														
Healthcare	13	6														
Technology	21	25														
Business Management	20	21														

Strategic Plan

<p>Goal: PARTNERSHIPS Advance relationships among education, community, and workforce partners.</p>	
<p>Target/Measures</p>	<p>Status</p>
<p>Target: Improve outcomes for all relationships.</p>	<p>Target Achieved.</p> <p>During FY2021, five intended outcomes for relationships (by sector) were identified: commitment, collaboration, active interest, improved outcomes, and overall satisfaction.</p> <p>In spring 2023, Harper partners were surveyed to assess the relationship outcomes. Results were reviewed to identify strategies and associated action items to improve relationship outcomes. At the same time, the Awareness and Outreach goal team implemented a holistic outreach plan including strategies to improve relationship outcomes.</p> <p>A reassessment of the relationship outcomes of partners occurred in spring 2024. The results indicated that all relationship outcomes improved with the exception of the commitment outcome which remained the same as the initial assessment.</p>

<p>Goal: PARTNERSHIPS Advance relationships among education, community, and workforce partners.</p>	
<p>Accomplishments for FY2024</p>	
<ul style="list-style-type: none"> ○ The goal team worked with the Awareness and Outreach goal team to develop a communication plan, to ensure student awareness of the community organizations on campus that provide basic needs support. The plan highlighted awareness and understanding of the resources and how to access them. ○ The Advising Services team hosted its first annual Resources to the Rescue Fair in fall 2023 to support students on campus. The event focused on connecting students with vital resources on campus. The event supported the engagement of over 150 students, and students also provided insightful feedback on how resources can support their journey at Harper. ○ A follow-up student survey was conducted in spring 2024 to assess awareness of organizations providing resources on campus. A total of 53 students responded with 12.7% reporting awareness of services that support basic needs. ○ A follow-up assessment of the relationship outcomes of partners occurred in spring 2024. When looking at the results, all relationship outcomes improved from 2023 to 2024 except for commitment which remained the same. 	

Strategic Plan

Goal: STUDENT SUCCESS	
Identify and remove barriers to student success.	
Target/Measures	Status
<p>Target: Close equity gaps.</p>	<p>Target Partially Achieved.</p> <p>In FY2021, using the IEMs as a framework for the metrics, nine equity gaps were identified. Since FY2022, several initiatives were developed and implemented to address these gaps including:</p> <ul style="list-style-type: none"> • The Guiding Learners to Intentionally Develop Efficacy (GLIDE) mentorship program that focuses on addressing the ongoing persistence and retention equity gaps experienced by Harper’s Black and Latinx students. • The Embedded Peer in-Course Coach (EPiCC) program designed to provide additional support to students in developmental English and help increase completion rates. • The ARC program helps to create a strong foundation for students of color to integrate into Harper College and help students expand their aptitudes and confidence in their program of study. <p>At the end of FY2024, equity gaps have narrowed for Black and Latinx students in several areas. Gaps have been reduced by at least 20% for six of the nine metrics.</p> <ul style="list-style-type: none"> • Developmental Math – The gap between Black and White students, initially at 15.5 percentage points (2016-2019) was eliminated in fall 2023. • Developmental Math – The gap between Latinx and White students decreased by 70%, from 6.6 percentage points (2016-2019) to 2.0 percentage points (fall 2023). • Developmental Writing – The gap between Black and White students, initially at 10.7 percentage points (2016-2019) was eliminated in fall 2023. • Gateway Course Success – The gap between Black and White students decreased by 21%, from 16.7 percentage points (2016-2019) to 13.1 percentage points (fall 2023). • Gateway Course Success – The gap between Latinx and White students increased from 9.0 percentage points (2016-2019) to 11.2 percentage points (fall 2023).

Strategic Plan

Goal: STUDENT SUCCESS	
Identify and remove barriers to student success.	
Target/Measures	Status
<p>Target: Close equity gaps. (continued)</p>	<p>Target Partially Achieved.</p> <ul style="list-style-type: none"> • Fall to Fall Persistence (full-time) – The gap between Black and White students decreased by 10%, from 19.1 percentage points (2015-2018) to 17.1 percentage points (2022 cohort). • Fall to Fall Persistence (part-time) – The gap between Black and White students decreased by 68%, from 10.7 percentage points to 3.4 percentage points (2022 cohort). • Graduation – The gap between Black and White students decreased by 62%, from 21.8 percentage points (2016-2019) to 8.2 percentage points (fall 2020 cohort). • Graduation – The gap between Latinx and White students decreased by 17% from 7.1 percentage points (2016-2019) to 5.9 percentage points (fall 2020 cohort).
<p>Target: Increase completion rates for all students.</p>	<p>Target Partially Achieved.</p> <p>Overall graduation rate has increased by 35%, from 33.7% in 2019 to 45.6% in 2023, surpassing the goal of 37.1% (10% increase) and reaching the highest rate in Harper’s recorded history.</p> <p>Annual credentials conferred increased from 4,317 (2020) to 4,445 (2024), an increase of 3%, falling short of the goal of a 5% increase. Given the decrease in enrollment since 2020, an increase of 3% in the number of credentials conferred is significant and highlights the impact of many efforts to increase completion.</p>
<p>Target: Provide professional development around equitable practices (faculty/student support staff)</p>	<p>Target Achieved.</p> <p>In FY2023, the goal team worked to identify a professional development opportunity for employees around equitable practices to be offered in FY2024. The goal was to ensure that all academic divisions and student support staff areas participated in this professional development opportunity.</p> <p>During FY2024, the Hawks Care Resource Center conducted an educational campaign to provide professional development opportunities on the services it provides. This campaign reached 13 different academic and student support offices with more than 700 faculty and support staff participating in the sessions.</p>

Strategic Plan

Goal: STUDENT SUCCESS	
Identify and remove barriers to student success.	
Target/Measures	Status
<p>Target: Increase/enhance support services for basic needs/bandwidth demands.</p>	<p>Target Partially Achieved</p> <p>During FY2021 and FY2022, the goal team began to collaborate with various student support areas to identify new services as well as enhancements to existing services.</p> <p>In FY2023, a new personalized landing page on the student portal called “My Support Network” was created to provide students access to Harper faculty and staff specific to their student needs. Additionally, enhancements were made to advising services including a Differentiated Care Communication Plan (Case Managed Advising) that focuses on students who are at higher risk of not persisting so they can receive the most outreach. Also, the Harper ARC Program was implemented to create a strong foundation for students of color to integrate into Harper College, to help them to expand their aptitudes and confidence by partnering with a designated advisor of color. In FY2024, Harper College acquired “Single Stop”, a free mobile resource platform that connects students to personalized benefits and resources. An "I Need Help" feature was launched in the MyHarper Portal which seamlessly connects students to Starfish's "Raise Your Hand" function prompting the appropriate campus partner to follow-up with students based on their chosen need.</p> <p>Use of identified student support services and programs (job placement assistance, peer or other tutoring, skills labs, library resources and services) as measured on the Community College Survey of Student Engagement Survey (CCSSE), improved by 4% for three of the four services. Satisfaction with services increased by 4% for one of the four services identified.</p>

Strategic Plan

Goal: STUDENT SUCCESS	
Identify and remove barriers to student success.	
Target/Measures	Status
<p>Target: Increase/enhance support services for basic needs/bandwidth demands. (continued)</p>	<p>Target Partially Achieved</p> <p>The Community College Survey of Student Engagement Survey (CCSSE) elicits information from students about their perceptions about Harper's programs and services and the CCSSE Students in Need Survey are "special focus" topic and the custom items written to address specific Harper College concerns were conducted in spring 2024. Questions related to this topic included:</p> <ul style="list-style-type: none"> • “Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.” Results showed a 4.2% increase from 33.4% of students who indicated yes in 2021 to 34.8% 2024 results. • “How much does this college emphasize helping you cope with your non-academic responsibilities.” Results showed a 5.2% increase from 2.32 mean in 2021 to 2.44 mean in 2024. • “In the last 30 days, did your college ever help you get food when you could not afford to purchase it?” For students indicating “no, but I needed this kind of help”, results showed a 14.2% decrease from 11.3% in 2021 to 9.7% in 2024. • “In the last twelve months, did your college every help you pay your utility bills?” For student who indicated "no, but I needed this kind of help”, results showed a 18.5% increase from 11.9% in 2021 to 14.1% in 2024 <p>The target to improve support for students by 4% was achieved for three of the four questions, as measured by related CCSSE and CCSSE Students in Need survey items. The one question that did not improve was students receiving assistance in paying their utility bills.</p>

Strategic Plan

Goal: STUDENT SUCCESS

Identify and remove barriers to student success.

Accomplishments for FY2024

- The Credit for Prior Learning (CPL) dashboard was created with a 'Student Success' tab. Available data shows high matriculation, persistence, and graduation rates for those who receive Credit for Prior Learning.
- The Hawks Care Resource Center conducted an educational campaign on the services to 13 different academic and student support offices with over 700 faculty and employees participating in the sessions.
- An "I Need Help" feature was launched in the MyHarper Portal for students. This feature seamlessly connects students to Starfish's "Raise Your Hand" function. Students can now easily "raise a referral flag" on themselves, prompting the appropriate campus partner to follow up based on their chosen need.
- The Hawks Care Resource Center introduced 'Single Stop' a free, comprehensive resource platform exclusively available to Harper students. Single Stop is an intuitive platform that connects students with federal and state benefits, healthcare options, educational support and more.
- Expanded the Learning and Career Center childcare capacity, allowing adult learners to attend classes by providing affordable childcare options.

Strategic Plan

Goal: TEACHING AND LEARNING	
Implement innovative and inclusive teaching and learning.	
Target/Measures	Status
<p>Target: Ensure students leave Harper with essential skills (“soft skills”, general education outcomes).</p>	<p>Target Partially Achieved.</p> <p>In FY2021, the goal team defined essential skills through the National Association of Colleges and Employers (NACE) Competencies. In April 2022, the Student Success Policy Council approved the NACE competencies as the Harper essential skills. During FY2022, a marketing plan was implemented to communicate information about essentials skills, including the creation of an essential skills awareness video for students.</p> <p>Essential skills have been assessed throughout the course of the strategic plan in a variety of ways.</p> <ul style="list-style-type: none"> • Essential skills mapping to general education learning outcomes, communication, critical thinking, and equity/inclusion, were assessed through the existing general education assessment process. • The LEAD Harper student leadership series, a program that focuses on the eight competencies for a career ready workforce, assessed essential skills in students after attending the leadership series. • The Harper College Educational Foundation offers a Corporate Mentorship Program that pairs donor-funded scholarship recipients with mentors from the business sectors to which they aspire. Students assessed themselves on eight essentials skills through a pre- and post-self-evaluation. • Career Connection Days connect students with Harper alumni and focuses on building essential skills in effective written and oral communication. • The Job Placement Resource Center focuses on essential skills when creating resumes and working with students on interview/job search skills. • The Academy for Teaching Excellence developed a workshop for faculty on essential skills. Participants learned about the NACE Essential Skills Tool and how to use it to redesign course elements and the connection of essential skills to Harper’s general education learning outcomes. • Students were assessed on the impact of the First Year Seminar course on improvement of essential skills.

Strategic Plan

Goal: TEACHING AND LEARNING	
Implement innovative and inclusive teaching and learning.	
Target/Measures	Status
<p>Target: Ensure students leave Harper with essential skills (“soft skills”, general education outcomes). (continued)</p>	<p>Target Partially Achieved.</p> <p>The Community College Survey of Student Engagement Survey (CCSSE) elicits information from students about their perceptions about Harper's programs and services was conducted in spring 2024. Questions related to this topic included:</p> <ul style="list-style-type: none"> • “How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:” <ul style="list-style-type: none"> ○ Writing clearly and effectively, results decreased by 1.0% from 2.92 in 2021 to 2.89 in 2024. ○ Thinking critically and analytically, results decreased by 1.6% from 3.16 in 2021 to 3.11 in 2024. ○ Working effectively with others, results increased by 2.5%. from 2.75 in 2021 to 2.82 in 2024. ○ Learning effectively on your own, results decreased by 1.8% from 3.31 in 2021 to 3.25 in 2024. <p>The target to improve college experiences related to essential skills by 4% was not achieved, as measured by related CCSSE survey items. Students did report an 2.5% increase in working effectively with others.</p>
<p>Target: Develop new credit programs that are responsive to student, workforce, and community needs.</p>	<p>Target Achieved.</p> <p>During FY2021, program opportunities were assessed through the examination of workforce data. Four sectors were identified based on 10% job growth (2014-2019), and 2019 median hourly earnings of more than \$15 per hour: Transportation/Manufacturing, Healthcare, Technology, and Business/Management.</p> <p>During FY2022, based on the four sectors previously identified, new programs were proposed and in FY2023, eight programs were developed and have been launched or are in the process of being launched. These programs included Respiratory Therapy A.A.S.; Aviation Management A.A.S.; Aviation Maintenance A.A.S.; Cybersecurity Certificate; Culinary/Hospitality (major revisions) A.A.S.; Bilingual Educator Endorsement Certificate; Cannabis Science and Therapeutics Certificate; and Audio Video Arts Technology Certificate.</p>

Strategic Plan

Goal: TEACHING AND LEARNING Implement innovative and inclusive teaching and learning.	
Target/Measures	Status
<p>Target: Enhance alternative delivery methods/flexible scheduling.</p>	<p>Target Partially Achieved.</p> <p>Improved online course success rate from 64.3% in fall 2019 to 72.2% in fall 2023, surpassing the target increase of 4%. As of FY2024, 253 faculty have completed the Academy of Teaching Excellence’s Teaching Online Successfully (TOS) course or a similar course at another institution. These courses prepare and support faculty who have an interest in exploring best practices in online and blended courses.</p> <p>At the end of FY2024, 82 faculty have earned the Ally Advocate badge not meeting the target of 150 faculty. In FY2021, Ally/Accessibility training was offered, and an agreement was developed to enable Ally for all Blackboard courses beginning in fall 2021. During FY2024, various professional development opportunities were provided on using the Ally tool, including, the on-demand or live Ally Advocate workshops.</p> <p>In FY2022, to develop flexible schedules to meet the identified needs of students, the community, and the workforce a proposal for an 8-Week Advantage program was developed. Programs developed into 8-week offerings include one degree and three certificates for Cybersecurity, two degrees and one certificate for Aviation, and Hospitality Management. Programs were identified and offered beginning in fall 2023.</p> <p>Also, the Academic Standards shared governance committee approved a definition for Hyflex Learning, now called Flex Learning, during FY2024.</p>

Strategic Plan

Goal: TEACHING AND LEARNING	
Implement innovative and inclusive teaching and learning.	
Target/Measures	Status
<p>Target: Implement interculturally competent classroom pedagogies.</p>	<p>Target Achieved.</p> <p>During FY2021, professional development opportunities around interculturally competent classroom pedagogies were identified and a definition of interculturally competent pedagogies was created.</p> <p>At the end of FY2024, 76% of full-time faculty have participated in at least one professional development opportunity on interculturally competent pedagogies, exceeding the goal of 75% of faculty. Since FY2022, many professional development opportunities on interculturally competent classroom pedagogies have been offered, including “Remediating Content for Accessibility” and “IPE—Immersion Caring for the LGBTQ Community.”</p> <p>Assessment of the student experience around interculturally competent classroom pedagogies occurred in spring 2024. Students enrolled in courses with faculty who implemented interculturally competent pedagogies were asked how the course helped increase their cultural awareness. Of those students who participated in the assessment, 64.3% indicated the course increased their awareness.</p>
<p>Target: Improve paths to transfer and career (post-Harper outcomes).</p>	<p>Target Partially Achieved.</p> <p>To improve the college experience related to career/future education preparation, several initiatives were implemented including Career Connection Days with Harper alumni. Launched in FY2023, this program provides students an opportunity to engage with alumni who have taken a variety of paths at Harper and beyond. Additionally, in FY2024, the Job Placement Resource Center (JPRC) offered workshops and presentations on resume writing, interview preparation, essential skills, and job search strategies.</p> <p>The Community College Survey of Student Engagement Survey (CCSSE) elicits information from students about their perceptions about Harper's programs and services was conducted in spring 2024. Questions related to this topic included:</p>

Strategic Plan

Goal: TEACHING AND LEARNING	
Implement innovative and inclusive teaching and learning.	
Target/Measures	Status
<p>Target: Improve paths to transfer and career (post-Harper outcomes). (continued)</p>	<p>Target Partially Achieved.</p> <ul style="list-style-type: none"> • “How much has your experience at this College contributed to your knowledge, skills, and personal development in the following areas?” <ul style="list-style-type: none"> ○ Develop clearer career goals, results decreased by 3.0% from 2.99 in 2021 to 2.90 in 2024. ○ Gaining information about career opportunities, results decreased by 1.4% from 2.83 in 2021 to 2.79 in 2024. <p>The target to improve student experience related to career/future education preparation by 4% was not achieved for either question, as measured by related CCSSE survey items.</p> <p>Work has been done throughout the strategic plan to improve the percentage of students who are enrolled in further education or working in a related field. JPRC assists students in finding internships and supports apprentice candidates with their job search ready skills and has continued to maintain “Hire a Hawk” as a way for students to learn about career opportunities. The Modern Campus Labor Market Tool that is available to students provides information about careers and the skills and responsibilities of different jobs in their areas of interest.</p> <p>The Follow-Up Survey items related to increasing paths to transfer and career include the percentage of students who are enrolled in further education (transfer completers) or working in a related field (career completers) after Harper:</p> <ul style="list-style-type: none"> • Improved the percentage of transfer program completers who are enrolled in further education by 1.1%, from 74.2% in 2019 to 75.0% in 2023, not meeting the target of a 4% increase. • Improved the percentage of career program completers students who are working in a related field by 5.3%, from 73.3% in 2019 to 77.2% in 2023, exceeding the target of a 4% increase. • Increased the number of value-added articulation agreements by 11.6%, from 251 to 280, surpassing the goal of 2% (256). • Increased the number of University Center programs connected to Harper associate degree programs by 20% from 10 to 12, surpassing the goal of 10% (11).

Strategic Plan

Goal: TEACHING AND LEARNING

Implement innovative and inclusive teaching and learning.

Accomplishments for FY2024

- Completed an educational video on essential skills and their integration into the curriculum. This video is available in the Start Smart faculty resource shell and First Year Seminar (FYS) Blackboard starter shell. In fall 2023, students were assessed on the impact of the FYS course on improvement of essential skills.
- The office of Outcomes Assessment and Institutional Effectiveness and the Learning Assessment Committee conducted a student assessment of the communication outcome in spring 2024.
- The JPRC hosted 28 workshops, 48 classroom presentations, and 21 information tables throughout the 2023-2024 academic year, serving a total of 2,162 students.
- The JPRC conducted a Career Ready Workshop/Presentation which provided information on the NACE competencies. Sixteen workshops/presentations covered Career Readiness, reaching 341 students.
- The Academy for Teaching Excellence developed a faculty workshop on essential skills with 42 faculty attending workshops in FY2024.
- Students who were enrolled in courses of faculty who taught the NACE skills in their courses were assessed on these skills through a pre-and post-assessment. 79.5% of students reported in the pre-assessment they have skills needed to think critically, whereas, in the post-assessment (after taking the course) 87.5% of students reported having the skills to think critically.
- Nearly 40 instructors completed one of the Teaching Online Successfully courses. These courses prepare and support faculty who have an interest in exploring best practices in online and blended courses. In addition, 32 instructors participated in the distance course review process. This process encourages improvement to distance course design and accessibility through self-evaluation and peer review.
- Academic Standards approved a definition for Hyflex Learning, now called Flex Learning
- Assessment of the student experience around interculturally competent classroom pedagogies occurred in spring 2024. Of those students who participated in the assessment, 64.3% said the course increased their awareness of intercultural competencies.
- Focus groups were conducted with academic advisors to identify transfer student needs.

Operational Plan

Overview

The Harper College Operational Plan delineates the operational goals to be completed during the identified fiscal year. The Operational Plan is one component of the College’s integrated planning approach focused on carrying out the College mission and living the core values. Each of the College’s Operational Goals aligns with a Strategic Plan goal. As the foundation for all planning at the College, the four-year Strategic Plan and its six goals serve as the overarching umbrella or guiding plan for the development of the Operational Plan.



In the Operational Plan document, the Operational Goals are organized under the strategic goal they support. Identified for each Operation Plan Goal are those responsible for achievement of the goal. Tasks are identified for each goal, and performance is tied to the evaluation of the responsible parties. The following pages highlight the accomplishments towards completion of the FY2024 Operational Plan.

Operational Plan

Strategic Goal: Enhance awareness of and access to Harper College programming, resources, events, and partnerships.

Operational Goal		Responsibility
1. Increase engagement in Harper College programs and activities.		Laura Brown Kim Pohl Amie Grainger Mike Barzacchini Donna Harwood Patrick Kelly Ruth Williams Bob Parzy Nicci Cisarik De Jesus Joanne Ivory Rita Gura Kimberley Polly Yolonda Barnes Jaime Riewerts Andrea Fiebig
Tasks	Status	Comment
Implement month-long “give back” collaboration for community, service organizations, and schools by December 2023.	Completed - Target Met	Implemented month-long “give back” collaboration in October 2023, called Harper Helping Hands, where more than 90 employees volunteered at various locations including WINGS Donation Center and Faith Feeds Food Pantry.
Develop a speaker series with partners to expand the awareness and outreach of Harper College by December 2023.	Not Completed	The development of a speaker series with partners was put on hold during FY2024 and will be implemented during FY2025 as part of the Community Relations department goals.
Produce the College Tour show with Amazon Prime by December 2023.	Completed - Target Met	Produced the College Tour show with Amazon Prime by December 2023. The episode premiered in February 2024 as part of The College Tour Season 10. The College Tour Project resulted in positive outcomes: <ul style="list-style-type: none"> • Increased engagement on social media and at harpercollege.edu. • Increased requests for on-campus tours. • Use of segments during elementary and middle school tours. • Use of photos and video in print and video class projects.

Operational Plan

Operational Goal (continued)		
1. Increase engagement in Harper College programs and activities.		
Tasks	Status	Comment
Update the Areas of Interest (AoI) webpages to increase visibility and usage by June 2024.	Completed - Target Met	Updated AoI webpages to increase visibility through a redesign of the AoI landing pages and the implementation of a search engine optimization platform by June 2024. Updated webpages will be launched in September 2024.
Implement strategies to increase the number of dual credit high school students who enroll in Harper College post-graduation by June 2024.	Completed - Target Met	Implemented strategies to increase the number of dual credit high school students who enroll at the College post-graduation by June 2024. Hired a dual credit advisor at the high schools to help students understand opportunities for dual credit.
Identify gaps in translation needs by June 2024.	Completed - Target Met	Identified gaps in translation needs by June 2024. Audited current translation activities across all areas of the college and developed a gap analysis. Key findings and themes were identified in the final report.
Increase conversion rate of noncredit adult students in Continuing Professional Education (CPE), High School Equivalency (HSE), and English as a Second Language (ESL) programs to credit bearing opportunities by five percentage points, from 6% to 11%, by June 2024.	Completed - Target Met	Increased conversion rate of noncredit adult students in CPE, HSE, and ESL programs to credit bearing opportunities by 5.6 percentage points, from 6% to 11.6% by June 2024. This increase was accomplished through various efforts including creating trigger points for outreach, incorporating automated communications, and using dashboard to track conversion to credit.

Operational Plan

Strategic Goal: Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.

Operational Goal		Responsibility
2. Enhance campus climate, culture, and organizational excellence.		Darlene Schlenbecker Kathy Coy Matt McLaughlin Deann Surdo Rob Galick Tony Butler Amanda Duval Bob Grapenthien Riaz Yusuff Regan Myers Gloria Plaza Brian Thomason Laura Brown Maria Coons Tamara Johnson Jeff Julian Michelé Smith Ruth Williams
Tasks	Status	Comment
Implement recommendation from initiative fatigue/redundancies groups by December 2023.	Completed - Target Met	Implemented recommendation from the initiative fatigue/redundancies groups by December 2023. Prior to any new committee, work group, or task force being formed, the recommendation must go through the Coordination and Review shared governance committee.
Develop timeline, measures, and communication plan for the College’s Technology Strategic Plan by December 2023.	Completed - Target Met	Developed timeline, measures, and communication plan for the College’s Technology Strategic Plan and presented to the Board of Trustees by December 2023.
Complete internal pay equity study by June 2024.	Completed - Target Met	Completed internal pay equity study by June 2024. All recommended changes go into effect July 1, 2024.
Conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis in preparation for future planning by June 2024.	Completed - Target Met	Conducted a SWOT Analysis in preparation for future planning by June 2024. The completed SWOT Analysis document will serve as the foundation for the strategic plan development process.

Operational Plan

Operational Goal (continued)		
2. Enhance campus climate, culture, and organizational excellence.		
Tasks	Status	Comment
Ensure completion of activities related to the FY2021-2024 Strategic Plan by June 2024.	Completed - Target Met	Ensured completion of activities related to the FY2021-2024 Strategic Plan by June 2024. Analysis and evaluation of the strategic plan work is in progress.
Implement environment of care risk management practices on campus by June 2024.	Completed - Target Met	Implemented environment of care risk management practices on campus by assembling a team, developing a checklist, and visiting various areas of the College by June 2024.
Complete update of the Administrative Procedures manual by June 2024.	In Progress - Behind Schedule	The updated Administrative Procedures manual is nearly complete and will be published in early FY2025. Completed at the end of FY2024 are the procedures for Human Resources, Information Technology, Risk Management, Police, and Facilities Services; and appendices for the Police Department General Orders, Environmental Health and Safety Manual, and Search Committee Handbook.
Implement phase one of a college data strategy/ecosystem plan by June 2024.	In Progress - Behind Schedule	Implementation for phase one of a college data strategy/ecosystem is underway and will be completed once vendor recommendations are received in August 2024.
Implement strategies to improve campus culture and climate, based on Personal Assessment of the College (PACE) and Cultural Values Assessment (CVA) results, by June 2024.	Completed - Target Met	Implemented strategies to improve campus culture and climate by implementing a staff appreciation breakfast, closing offices for the President's College-wide meeting, and creating a definition of culture of care by June 2024.

Operational Plan

Strategic Goal: Build institutional capacity to support equity, diversity, and inclusion.

Operational Goal		Responsibility
3. Create a sustainable, institutional commitment to Diversity, Equity, and Inclusion (DEI)		Tamara Johnson Brittany Barber Rob Galick Nancy Medina Stephen Peterson Amanda Duval Bev Riley Megan Dallianis Keith Goode Ruth Williams Kathy Coy Riaz Yusuff
Tasks	Status	Comment
Implement a campus-wide response team to recommend response procedures for addressing injustices locally, nationally, and internationally by December 2023.	Completed - Target Met	Implemented a campus-wide response team who worked to recommend response procedures for addressing injustices locally, nationally, and internationally to the President and Executive Cabinet in March 2024.
Conduct a facilities accessibility audit with an Americans with Disabilities Act (ADA) compliance officer by June 2024.	Completed - Target Met	Conducted a facilities accessibility audit by surveying the campus to collect feedback on accessibility concerns. Results were reviewed and indicate ADA compliance is still being met as of June 2024. New projects are reviewed by architectural/engineering consultants for ADA compliance.
Implement sustainable practices guided by <i>Transforming Community Colleges to be Equity Centered</i> framework to include diversity, equity, and inclusion (DEI) information in orientation processes for students and employees by June 2024.	Completed - Target Met	Implemented sustainable practices guided by <i>Transforming Community Colleges to be Equity Centered</i> framework to include DEI information by updating process for student orientation and employee orientation to begin for fall 2024, processes updated by June 2024.
Integrate DEI competencies into performance reviews and promotion processes, in collaboration with union leaders, by June 2024.	Completed - Target Met	Integrated DEI competencies into performance reviews and promotion process, in collaboration with union leaders, by June 2024.

Operational Plan

Operational Goal (continued)		
3. Create a sustainable, institutional commitment to Diversity, Equity, and Inclusion (DEI).		
Tasks	Status	Comment
Launch a revised Diversity Scorecard by June 2024.	In Progress - Behind Schedule	Phase one of launching a revised Diversity Scorecard has been completed. The newly published Student Success 360 and Fact Book dashboard contain 95% of the data needed for the scorecard. Phase two includes publishing additional data and developing a targeted Diversity Scorecard that will display three to five metrics for students and employees with an anticipated launch in FY2025.
Develop an updated College equity plan in compliance with state requirements by June 2024.	Completed - Target Met	Developed an updated College equity plan in compliance with state requirements using goals included in the Hispanic Serving Institution grant to align equity work and focus efforts. The plan was submitted to the State in May 2024.

Operational Plan

Strategic Goal: Advance relationships among education, community, and workforce partners.

Operational Goal		Responsibility
4. Increase engagement with partners.		Jeff Julian Bob Parzy Laura McGee Darlene Schlenbecker Kathy Coy Michelé Smith Scott Cashman Tom Cassell Darice Trout Ruth Williams Darice Trout Joanne Ivory Rita Gura Maria Coons Susanne Brock Matt McLaughlin
Tasks	Status	Comment
Implement legislative engagement plan to advance College priorities by June 2024.	Completed - Target Met	Implemented legislative engagement plan to advance College priorities by June 2024 with the following activities: <ul style="list-style-type: none"> • Held quarterly meetings with lobbying firm. • Welcomed six elected officials to campus. • Met with 12 elected officials at various events. • Attended the National Legislative Summit in February. • Provided testimony before the Senate Higher Education Committee on the value of the community college baccalaureate. • Advocated successfully against a house bill that would have limited community colleges' ability to manage dual credit. • Attended the Illinois Community College Trustees Association Trustee Lobby Day with a student government association representative.

Operational Plan

Operational Goal (continued)		
4. Increase engagement with partners.		
Tasks	Status	Comment
Ensure campus-wide compliance related to new legislation by June 2024.	Completed - Target Met	Ensured campus-wide compliance related to new legislation by monitoring spring 2024 state legislative session and collaborating with President's Learning Council to review and update compliance requirements by June 2024.
Conduct assessment of the external environment through an Environmental Scan by June 2024.	Completed - Target Met	Contracted with Northern Illinois University Center for Governmental Studies to assess the external environment through an Environmental Scan. Results of the scan were presented to the Board of Trustees in May 2024.
Increase employer participation and engagement from an average of 2.20 to an average of 2.31, a 5% increase, by June 2024.	Completed - Target Not Met	Increased employer participation and engagement from an average of 2.20 to an average of 2.30, a 4.5% increase, by June 2024.
Implement strategies to increase Harper's educational services in the areas of job placement and workplace connectedness by June 2024.	Completed - Target Met	Implemented various strategies to increase Harper's educational services in job placement and workplace connectedness. Achieved a 33% increase in the number of classrooms presentations and a 52% increase in the number of workshops offered, resulting in: <ul style="list-style-type: none"> • 12% increase in the number of students served • 6% increase in the number of students using Hire a Hawk • 12% increase in 1:1 appointments through the Job Placement Resource Center • 12% increase in students who successfully completed a resume by June 2024
Expand use of the Business and Industry Leadership Team (BILT) concept to strengthen relationships with employers for at least five career programs by June 2024.	Completed - Target Met	Expanded use of the BILT concept to strengthen relationships with employers for five career programs including Cybersecurity, Artificial Intelligence, Cloud Computing, Semiconductor, and Nanotechnology, and three BILT for business certificate programs by June 2024.
Develop an action plan for the College based on participation in the Achieving the Dream (ATD) Community Vibrancy Cohort by June 2024.	Not Completed	No action plan was required for participation in the ATD Community Vibrancy Cohort. Information learned through the partnership will be utilized in the next strategic plan.

Operational Plan

Strategic Goal: Identify and remove barriers to student success.

Operational Goal		Responsibility
5. Implement strategies that decrease equity gaps and increase persistence/completion.		Ruth Williams Mike Bates Laura McGee Mark Whalers Bob Parzy Michael Shaw Rob Galick Bob Grapenthien Steve Petersen Nancy Medina Darlene Schlenbecker Kathy Coy Matt McLaughlin Deann Surdo Megan Dallianis Mary Kay Harton Christopher Maxwell Yolonda Barnes Rita Gura Joanne Ivory Kimberley Polly Jaime Riewerts
Tasks	Status	Comment
Submit HLC Quality Initiative Proposal by December 2023.	Completed - Target Met	Submitted the HLC Quality Initiative Proposal, <i>Expanding 8-week Programs at Harper College</i> , on January 2, 2024.
Pilot new customer relationship management (CRM) predictive analytics module by December 2023.	Completed - Target Met	Piloted new CRM predictive analytics module for Enrollment Services that utilizes automated machine learning and data to score the likelihood of students enrolling based on their interaction by December 2023.
Facilitate the request for proposal (RFP) process for food service by December 2023.	Completed - Target Met	Facilitated the RFP process for food service and awarded a contract to Sodexo in December 2023.

Operational Plan

Operational Goal (continued)		
5. Implement strategies that decrease equity gaps and increase persistence/completion rates.		
Tasks	Status	Comment
Assess student financial wellness through the Trellis survey by December 2023.	Completed - Target Met	Assessed student financial wellness through the Trellis survey with more than 1,800 students (16.7% response rate) completing the survey in October / November 2023. Results will be used by student support areas and in the development of the next strategic plan.
Complete Building A v2.0 plan by June 2024.	Completed - Target Met	Completed Building A v2.0 plan that repurposes the existing building to include spaces removed from the Canning Center project as well as other necessary areas by June 2024.
Assess student engagement through the Community College Survey of Student Engagement (CCSSE) by June 2024.	Completed - Target Met	Assessed student engagement through the CCSSE with more than 2,000 students (22% response rate) completing the survey in February / March 2024. These rates represent the highest numbers of students responding to the CCSSE survey and highest response rate. Results will be used to inform approaches to student engagement and in the development of the next strategic plan.
Conduct internal educational campaign around Department of Education (DOE) financial aid changes by June 2024.	Completed - Target Met	Conducted an internal educational campaign around the DOE financial aid changes by communicating extensively via email, social media, and InsideHarper; presentations at O-week, Professional Development Day, Executive Cabinet, Operations Council, Faculty Senate, and departmental meetings; and continuous updating of the website through June 2024.
Implement measures to increase Start Smart compliance, for students who fall within the Start Smart policy, by two percentage points, from 63% to 65% by June 2024.	Completed - Target Met	Implemented measures to increase Start Smart compliance, by implementing a comprehensive communication plan, and achieved 65% compliance in fall 2024.
Examine current initiatives to determine effectiveness in reducing equity gaps by June 2024.	Completed - Target Met	Examined current initiatives to determine effectiveness in reducing equity gaps through the newly developed Student Success 360 dashboard by June 2024. The examination resulted in the identification of key components of effective initiatives to be used in developing a streamlined approach to supporting students.
Implement select recommendation(s) from external consultant to improve the student experience by June 2024.	Completed - Target Met	Implemented select recommendations from external consultant to improve the student experience including marketing, communications, and onboarding by June 2024.

Operational Plan

Strategic Goal: Implement innovative and inclusive teaching and learning.

Operational Goal		Responsibility
6. Implement programs, initiative, and practices that foster and strengthen innovative and inclusive education and training.		Ruth Williams Mike Bates Mark Wahlers Phil Mortenson Yolonda Barnes Rita Gura Joanne Ivory Kimberley Polly Jaime Riewerts Bob Parzy Darlene Schlenbecker Kathy Coy Rob Galick Bob Grapenthien Maria Coons Susanne Brock
Tasks	Status	Comment
Develop new program in Cybersecurity by December 2023.	Completed - Target Met	Developed a new program in Cybersecurity with three certificates and an A.A.S. degree. Courses to be offered in fall 2024 pending HLC approval.
Implement plan for 8-Week Program by June 2024.	Completed - Target Met	Implemented a plan to develop 8-Week programs by June 2024. Programs developed into 8-week offerings include one degree and three certificates for Cybersecurity, two degrees and one certificate for Aviation, and Hospitality Management.
Implement new Respiratory Care Program by June 2024.	In Progress - Behind Target Schedule	The implementation of the Respiratory Care Program is ongoing, currently in the process to secure a program director.
Develop a plan for operationalizing Flex Learning by June 2024.	Completed - Target Met	Developed a plan for operationalizing Flex Learning that included a compensation structure, application and approval process for teaching in the flex environment, and a professional development course on teaching successfully in the flex environment by June 2024.

Operational Plan

Operational Goal (continued)		
6. Implement programs, initiative, and practices that foster and strengthen innovative and inclusive education and training.		
Tasks	Status	Comment
Develop a new program in Aviation by June 2024.	Completed - Target Met	Developed a new program in Aviation with three certificates and two degrees, ICCB approval has been received, awaiting HLC approval, and the Federal Aviation Administration approval to offer courses in in fall 2024.
Complete Illinois Community College Board (ICCB) recognition report and site visit by June 2024.	In Progress - Behind Target Schedule	Completed and submitted the ICCB recognition report in December 2023, awaiting notification from ICCB to schedule site visit.
Operationalize Strengthening Community Colleges (SCC3) grant year one activities by June 2024.	Completed - Target Met	Operationalized all SCC3 grant year one activities by June 2024.