WILLIAM RAINEY HARPER COLLEGE

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Palatine, Illinois

Institutional Accountability Report

2025-2026

Harper College

MISSION

Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society.

VISION STATEMENT

We will be an innovative and inclusive institution, the community's first choice, and a national leader for student success.

PHILOSOPHY STATEMENT

We, at Harper College, believe that our charge is to facilitate active learning and foster the knowledge, critical thinking and life/work skills required for participation in our global society. We work with our community partners to enrich the intellectual, cultural and economic fabric of our district. We believe that excellence in education must occur in an ethical climate of integrity and respect. We hold that the strength of our society is rooted in our diversity and that it is through synergy that we achieve excellence.

CORE VALUES

*We value **Respect**, **Integrity**, **Collaboration** and **Excellence**.*

We guide our work and support our philosophy, mission and vision by these core values.

RESPECT

We demonstrate Respect by interacting with and caring for others in a way that adds dignity to ourselves, our relationships and our organization by:

- valuing and celebrating the uniqueness of individuals and their strengths;
- expressing appreciation for our colleagues' time, efforts and contributions;
- encouraging multiple perspectives.

INTEGRITY

We demonstrate Integrity by supporting an honest and ethical environment by:

- respecting confidentiality and acting in a trustworthy manner;
- being accountable for our actions and adhering to policies and procedures;
- making decisions that are fiscally and socially responsible.

COLLABORATION

We demonstrate Collaboration by working internally and externally toward shared goals to create a more positive outcome by:

- actively listening, responding to others with empathy;
- practicing open and honest communication and sharing information that is essential for success;
- using positive humor to foster a healthy and enjoyable environment.

EXCELLENCE

We demonstrate Excellence by setting and pursuing high standards of professionalism and competency by:

- providing exceptional service to all while demonstrating pride in our work;
- welcoming new challenges and seeking opportunities for growth and development;
- encouraging and empowering each of us to achieve our best.

2025-2026
Institutional Accountability Report

Avis Proctor, Ed.D.
President

July 2026

William Rainey Harper College

Planning, Research and Institutional Effectiveness

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President's Memorandum

To: Board of Trustees

From: Dr. Avis Proctor, President

Date: June 30, 2026

Re: FY2026 Harper College Accountability Report

Reflecting on FY2026, Harper College remained grounded in its mission to provide quality, affordable, and accessible education to transform our diverse communities. This year brought continued change, challenges, and opportunities, and Harper focused on education and support that advance student success, economic mobility, and opportunity. These efforts led to many accomplishments, including the launch of the FY2026-2029 Strategic Plan. While this report primarily highlights progress toward our operational and strategic goals, much more was achieved across the College. We are proud of this progress, our national recognitions and, most importantly, of the difference Harper continues to make in students' lives and throughout our community. Consistent with our commitment to transparency and accountability, this report presents FY2026 outcomes for the Presidential Priorities, Institutional Effectiveness Measures, Strategic Plan, and Operational Plan. Although all of this work reflects the collective efforts of our faculty and staff, the following items highlight exceptional accomplishments from the past year:

- Achieved a graduation rate of 51.9%, the highest rate in Harper's recorded history.
- Awarded 336 credentials to Promise Scholars and welcomed the seventh cohort of 374 Promise Scholars in fall 2025. The Promise Scholars continue to outperform their peers in course completion, grade point average, and credit hours earned.
- Selected for the Aspen Institute's expanded Unlocking Opportunity network, which helps community colleges improve programs so more students earn credentials leading to good-paying jobs and/or transfer and complete a bachelor's degree.
- Piloted the new student success model, SOAR+, with 166 students in spring 2026 in preparation for a full launch in Fall 2026.
- Named as a semifinalist for the third time among the Top 25 Community Colleges in the nation for the 2027 Aspen Prize for Community College Excellence.
- Recognized as an Achieving the Dream (ATD) Leader College of Distinction for the third time, validating our student success efforts.
- Earned the American Association of Community Colleges (AACC) national Award of Excellence for Exemplary CEO/Board Relationship.
- Received the Higher Education Excellence and Distinction (HEED) Award for the third year in a row and fifth time overall.

- Awarded the Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting.
- Launched the FY2026-2029 Strategic Plan, “Belonging. Thriving. Advancing.” with three goals: supportive and inclusive community, innovative education, and organizational excellence.
- Held beam-signing ceremonies for the Canning Student Center and University Center and the Business and Social Sciences Building.
- Held a ribbon-cutting ceremony to celebrate the opening of the new Emergency Services Training Center. The center prepares the next generation of first responders and addresses the evolving training needs of local fire departments.
- Continued construction on the Canning Center and University Center and the Business and Social Sciences Building.
- Grew Harper College Educational Foundation assets to $64.1 million and awarded $3.5 million in scholarships, grants and financial support to 1,426 students.
- Continued success in apprenticeships with the addition of new employer partners (89 total) and a new Accounting Certificate and Electrical Engineering Technology AAS apprenticeship programs. Harper apprenticeships have served 680 individuals with an average GPA of 3.49, and an average graduation rate of 75%.

Presidential Priorities

The President establishes priorities in consultation with the Board of Trustees that support the Strategic and Operational Plans of the College. Six goals were established for FY2026:

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). 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)**
e. **Percent of Career Credential Earners with Stable Employment After One Year Post-Harper**
f. **Percent of Those with Stable Employment Earning a Living Wage Post-Harper**

Status: Completed
Measured progress on the stated leading indicators, with outcomes remaining stable for two of the measures and decreasing for four of the measures. Additionally, 13 equity gaps were identified across these measures and gaps were reduced or remained constant for nine 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 IEMs and other institutional metrics.

a. **Strengthen practices that enhance the retention of faculty and staff from underrepresented groups.**

Status: Completed
Harper invested in the ACUE *Fostering a Culture of Belonging* program to strengthen inclusive practices that support retention, engagement, and belonging among faculty and staff. Additionally, the LEAD Faculty Fellows program continues to support faculty development and diversification, with retention rates remaining high and new faculty hires reflecting increased racial and ethnic diversity. Further, Harper continues to monitor diversity-related metrics, including faculty-to-student and employee-to-community diversity gaps, with some gaps narrowing while faculty diversity remains an area of continued focus.

Goal: Establish additional strategies to advance environmental sustainability in both educational programs and campus operations.

Status: Completed
Harper hired a Campus Sustainability Manager to lead sustainability efforts focused on stakeholder engagement, governance, and program development. Harper Grows, a Community of Practice supported by the Academy for Teaching Excellence, also created a community Heritage Garden. In addition, the College established a shared governance Sustainability Committee to advance campus-wide sustainability through evidence-based environmental practices, facilities improvements, and a stronger culture of sustainability.

Goal: Execute the highest priority construction projects supported by the community and funded through the 2018 referendum.

a. **Continue construction of the Canning Student Center and University Center.**
b. **Continue construction of the Business and Social Sciences Building (Buildings I and J).**
c. **Complete construction of the Emergency Services Training Center.**
d. **Evaluate athletic fields for potential improvements.**

Status: Completed
Construction continued on the Canning Student Center and University Center, as well as the Business and Social Sciences Building. The Emergency Services Training Center was completed, with a ribbon-cutting held in March 2026. Athletic fields were also evaluated for potential improvements, and the Board of Trustees approved Phase I improvements, including a new track, regulation turf soccer field, and additional parking.

Goal: Responsibly integrate artificial intelligence and emerging technologies in campus operations, strategic alignment of academic programs and workforce needs, and policy development as needed.

Status: Completed
Established an AI Task Force to guide responsible institutional use of AI across operations, academics, and policy development. Developed AI Pillars and Principles, updated related policy guidance, and created a process for reviewing and approving AI tools and licenses. Advanced AI integration through enrollment services tools, new AI/Cloud Computing academic programs, related certificates, and faculty/staff learning opportunities. Expanded engagement with internal and external audiences through AI-focused events, including workshops, educator programming, student events, and the AI Employer Summit.

Goal: Support the implementation of the FY2026-2029 Strategic Plan.

a. **Establish targets focused on the three goals.**
b. **Provide regular updates to the Board of Trustees.**

Status: Completed
Targets for the three Strategic Plan goals were established in fall 2025 through collaborative work led by the Strategic Planning and Accountability (SPA) Committee. These targets provide focus and direction as we work towards achieving the goals of the FY2026-FY2029 Strategic Plan. Updates were provided to the Board of Trustees on 01/14/26 and 05/13/26.

Goal 1:
Cultivate an inclusive and supportive community that prioritizes holistic well-being for all.

Targets:

- Strengthen support for mental health and basic needs.
- Improve how students find and receive support.
- Advance equity and engagement in learning and working environments.
- Promote student success by building access to mentorship and meaningful connections.

Goal 2:
Provide innovative and responsive education that addresses the evolving needs of students, the workforce, and our community.

Targets:

- Design educational programs and curricula that meet changing needs.
- Provide engaging, flexible, and student-centered education, empowering learners to succeed in a global society.
- Advance post-Harper success through partnerships, resources, and supports that prepare students for further education and careers.

Goal 3:
Achieve organizational excellence by centering mission-aligned initiatives that improve operations, encourage experimentation, and advance sustainability, while upholding the College's core values.

Targets:

- Ethically and responsibly utilize innovative technologies to support student learning and employee growth.
- Advance sustainability initiatives that benefit the global community and improve institutional efficiency.
- Establish a culture that embraces experimentation and risk-taking within a framework of institutional priorities.
- Improve technological and physical infrastructure to enhance campus facilities, security, and operational effectiveness.

The following highlights the financial results against the FY2026 budget.

Financial Projections

These projections are based on financial information available as of the date of this report and remain subject to change as the College completes its fiscal year-end close process.

The College's FY2026 preliminary financial projections reflect a $3.5 million surplus in the Tax-Capped Funds, which include the Education Fund, Operations and Maintenance Fund, Audit Fund, and Liability, Protection and Settlement Fund. Despite continued inflationary pressures and rising operating costs, the College remains committed to maintaining appropriate reserve levels, supporting strategic priorities, and exercising sound fiscal stewardship.

Tax-Capped Fund revenues are projected at $149.4 million, representing a 2.0% increase over the prior year. Property tax revenue is projected at $79.7 million and remains the College's largest revenue source. Revenue estimates continue to be affected by uncertainty surrounding Cook County's property tax assessment and billing processes, as ongoing implementation challenges and data quality concerns may impact the timing and accuracy of tax information. Tuition revenue is projected at $53.5 million, an increase of $0.3 million from the prior year. Offsetting these gains are projected decreases in state apportionment revenue of $0.5 million and investment earnings of $2.2 million when compared to the prior year.

Tax-Capped Fund expenditures are projected at $143.6 million, a 4.9% increase compared to the prior year. The increase is driven primarily by higher employee compensation costs and continued inflationary pressures on goods and services. Salary expenditures are projected to increase by $3.3 million, or 4.0%, while employee benefit costs are projected to increase by $1.6

million, or 9.8%, reflecting ongoing market and benefit cost pressures. Transfers out of the Tax-Capped Funds are projected at $2.3 million and continue to support investments in student technology and student engagement initiatives.

Harper continues to maintain the highest possible bond rating, Aaa, from Moody's Ratings, reflecting the College's strong financial position and prudent fiscal management. In addition, the Government Finance Officers Association (GFOA) awarded Harper College its 16th consecutive Certificate of Achievement for Excellence in Financial Reporting, recognizing the College's ongoing commitment to transparency, accountability, and excellence in financial reporting.

Capital Projects

Several Campus Master Plan project initiatives made significant progress in FY2026:

- Continued work on the Canning Student Center and University Center project. The project is scheduled to be completed in summer 2027 and is within the $101,620,000 budget.
- Continued work on the Business and Social Sciences Building. The project is scheduled to be completed in winter 2028 and is within the $78,000,000 budget.
- Completed the Emergency Services Training Center within the $9.3M budget.
- Completed Phase II of the Buildings R, W, X, Y, and Z Building Automation Systems (BAS) Upgrades Project within the $1,341,065 budget.
- Completed the Building Y HVAC upgrades, AHU-3 Fan Array within the $692,734 budget.
- Completed the Buildings W, X, and Z Family/All-Gender Restrooms Project within the $886,000 budget.
- Completed the Building X, X133, Phlebotomy Lab Improvement Project within the $267,000 budget.
- Completed the Building Z underpass ceiling within the $299,233 budget.
- Completed Building A HVAC/BAS upgrades within the $540,000 budget.
- Completed Building H, H185 classroom improvements within the $171,540 budget.
- Completed the Utility Tunnel Infrastructure Repairs Phase III within the $543,300 budget.
- Completed the Schaumburg Airport Hangar/Aviation Maintenance Project within the $1.1M budget.
- Completed the Building Y, Y211 IT Data Center Upgrade Project within the $1,470,100 budget.
- Completed the Building L, Woodshop HVAC Upgrade Project within the $232,868 budget.
- Completed the Building B Harper College Police Department Generator Project within the $233,942 budget.
- Completed construction on the Building S Electrical Service Upgrade Project within the $277,808 budget.

- Completed construction on the Learning and Career Center Elevator Improvement Project within the $995,000 budget.
- Completed construction on the Building P Cooling Tower Upgrade Project within the $250,000 budget.
- Completed construction on Buildings X, Y, and Z roofing restoration within the $3,015,150 budget.
- Completed construction on the Harper Professional Center Community Education (CE) Relocation within the $400,000 budget.
- Completed the signage and wayfinding study within the $1M budget.
- Began the five-year Master Plan Update Project. The project is scheduled to be completed in April 2027 and is within the $135,000 budget.
- Began construction on the Building C Electrical Service Upgrade Project. Construction is scheduled to be completed in October 2026 and is within the $379,500 budget.
- Began construction on the Buildings B and P Electrical Upgrade Project. Construction is scheduled to be completed in August 2026 and is within the $660,900 budget.
- Began construction of the Building X Dental Lab Improvement Project. Construction is scheduled to be completed in August 2026 and is within the $629,500 budget.
- Began construction of the Buildings E and W Lighting and Controls Upgrade Project. Construction is scheduled to be completed in March 2027 and is within the $423,000 budget.
- Began construction of the Building R Lighting Upgrade Project. Construction is scheduled to be completed in December 2026 and is within the $462,000 budget.
- Began construction of the Learning and Career Center Parking Lot Restoration Project. Construction is scheduled to be completed in October 2026 and is within the $3,139,000 budget.
- Began construction of the Learning and Career Center Restroom Upgrade project. Construction is scheduled to be completed in November 2026 and is within the $522,600 budget.
- Began construction documents for the Utility Tunnel Infrastructure Repairs Phase IV. Contract documents are scheduled to be completed in July 2026 with construction to begin in August 2026 and is within the $904,000 budget.
- Began construction documents for the Building M Pool Mechanical Room HVAC Improvement Project. Construction documents are scheduled to be completed in July 2026 with construction to begin in September 2026 and is within the $533,600 budget.
- Began construction documents for the Buildings A, S, U, X, Y, and Z Restroom Improvement Project. Construction documents are scheduled to be completed in August 2026 with construction to begin in November 2026 and is within the $2,272,200 budget.

- Began construction documents for the Parking Lots 2, 3, and 4 Improvement Project. Construction documents are scheduled to be completed in August 2026 with construction to begin in March 2027 and is within the $12,069,800 budget.
- Began design development for the Building Y, Y211 IT Data Center Air Conditioning Upgrade Project. Design development is scheduled to be completed in September 2026 with construction documents to begin in October 2026 and is within the $626,200 budget.
- Began design development of the Learning and Career Center Upgrade HVAC System Replacement Project. Design development is scheduled to be completed in December 2026 with construction documents to begin in January 2027 and is within the $4,021,677 budget.
- Began design development for the Building R Entrance Canopy Improvement Project. Design development is scheduled to be completed in August 2026 with construction documents to begin in September 2026 and is within the $984,900 budget.
- Began design development for the Athletic Field Improvements Project. Design development is scheduled to be completed in August 2026 with construction documents to begin in September 2026 and is within the $13,916,000 budget.
- Began design development for the Building C HVAC Improvement Project. Design development is scheduled to be completed in September 2026 with construction documents to begin in October 2026 and is within the $1,575,600 budget.
- Other significant capital improvements in FY2026 include Occupational Safety and Health Administration roof safety upgrades; classroom security improvements; eyewash station improvements; security improvements; roofing improvements, building envelope improvements; campus infrastructure improvements; stormwater management improvements; indoor lighting level controllers; sidewalk repairs; parking lot maintenance; parking garage maintenance; traffic signage improvements; Building M gymnasium flooring maintenance; radio station antenna upgrade; building HVAC commissioning, and various classroom upgrades.

Conclusion

This was another year of significant collaboration and achievement. The College launched the FY2026-2029 Strategic Plan, strategically responded to the evolving higher education landscape, and furthered its mission of providing quality, affordable, and accessible education to our diverse community. Students continued to progress toward their completion goals, and Harper achieved a 51.9% graduation rate, the highest in the College's recorded history. In addition, post-Harper success measures indicate that graduates are thriving beyond Harper. I am proud of the College's accomplishments this year and look forward to building on this momentum. Together, we will continue advancing Harper College's mission and strengthening our impact on our students and the community.

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); the Strategic Plan; and the 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 the three key components.

Table 1: Table of the College's accountability structure and descriptions.

	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 provides 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, they 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 (Search, Onboard, Advance, Realize) framework, 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 FY2026, 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 summarize progress toward the 2026 IEM targets. At the end of FY2026, 12 of 16 measures were on target and four needed attention. The 2026 IEM targets will be finalized and reported in spring 2027, when most 2026 data are available.

Search

The "Search" portion of the framework includes enrollment, which measures the proportion of district residents served by Harper through credit instruction. Enrollment remained steady in fall 2025 and continues to exceed both the peer group and state averages. Harper is on track to meet the 2026 target, with closeout in spring 2027. Click on "Enrollment" in the table below to link to data and additional details.

Table 2: Table of the "Search" measure and its status.

Measure	Needs Attention	On Target
Enrollment		On Target

Onboard

The "Onboard" portion of the framework includes gateway math and gateway English completion, which measures the percentage of students who complete gateway coursework within their first year. For fall 2025, gateway math completion remained steady, while gateway English completion increased. Final data will be available after summer 2026 grades are posted. As of publication time, the gateway math target needs attention, while gateway English is on target. Click on the measures below to link to data and additional details.

Table 3: Table of the "Onboard" measures and their status.

Measure	Needs Attention	On Target
Gateway Math Completion	Needs Attention	
Gateway English Completion		On Target

Advance

The "Advance" portion of the framework includes fall-to-spring persistence, fall-to-fall persistence, and credit accumulation for both full- and part-time students. Persistence rates for both measures decreased in the most recent year. Fall-to-spring persistence needs attention, while fall-to-fall persistence is on track to meet the 2026 target, with closeout in spring 2027. Both full- and part-time credit accumulation are projected to decrease slightly but remain on track to achieve their 2026 targets (final data available after summer 2026 grades are posted). Click on the measures below to link to data and additional details.

Table 4: Table of the "Advance" measures and their status.

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

Realize

The "Realize" portion of the framework includes advancement, graduation, post-Harper satisfaction, and post-Harper employment outcomes. Advancement reflects the percentage of students who graduate, transfer, or continue enrollment at Harper within three years. Harper's advancement rate has increased and is above the 2026 target range. The graduation rate, which reflects the percentage of students who earn a credential within three years, continues to increase and is at an all-time high. Post-Harper student satisfaction measures the percentage of recent graduates who report being satisfied with their preparation for future employment or education. Although the current satisfaction rate decreased, it remains above the 2026 target range. Employment measures reflect career credential completers who have stable employment and earn a living wage one year after leaving Harper. Stable employment has remained steady over the past four years and is on track to meet the 2026 target, while the living wage measure has decreased and needs attention. Closeout on these measures will occur in spring 2027. Click on the measures below to link to data and additional details.

Table 5: Table of the "Realize" measures and their status.

Measure	Needs Attention	On Target
Advancement		**On Target**
Graduation Rate		**On Target**
Post-Harper Student Satisfaction		**On Target**
Post-Harper Student Stable Employment		**On Target**
Post-Harper Student Living Wage	**Needs Attention**	

You Matter; We Care. *(An overarching message of SOAR)*

Several measures align with the framework's overarching message, "You Matter; We Care," including financial support, faculty diversity, and employee diversity. The financial support measure reflects the percentage of students receiving federal, state, or institutional aid. Although the percentage of students receiving aid increased slightly, it remains below the 2026 stretch target. The IEMs also include two diversity-related measures: faculty diversity relative to student body diversity and employee diversity relative to the Harper district. Both faculty and overall employee diversity have increased and are on track to meet the 2026 targets, with closeout in spring 2027. Click on the measures below to link to data and additional details.

Table 6: Table of the "You Matter; We Care" measures and their status.

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

Financial Health

The final IEM is the Composite Financial Index (CFI), which measures overall financial health using four ratios. Harper's CFI remains "above the zone," the ideal range for public community colleges. Closeout on this measure will occur in spring 2027. Click on the measure below to link to data and additional details.

Table 7: Table of the Composite Financial Index and its status.

Measure	Needs Attention	On Target
Composite Financial Index		**On Target**

Equity Gaps and IEMs

In addition to targets for the 16 IEMs, the College set targets for student measures with identified equity gaps. When the IEMs were developed, gaps were identified for racial/ethnic groups compared with white students, Pell-eligible/low-income students compared with non-Pell students, and first-generation students compared with non-first-generation students. Although this approach focused attention on student populations with lower success rates, progress on gap reduction depended on both the improvement of the group experiencing the gap and the performance of the comparison group. As a result, student outcomes could improve even when gaps did not narrow. In addition, comparing racial/ethnic minority groups to white students is no longer considered best practice. Moving forward, new IEM targets will establish an overall goal for each measure, with the expectation that all students meet that target. Gaps will be defined as the distance from the target rather than as differences between student groups.

When assessing progress toward the goal of reducing equity gaps by 20%, the College has achieved notable gains. Across the IEM timeframe, 24 of 28 gaps were reduced for at least one year. This report focuses on FY2026 status: 7 of 28 gaps are on target, while 21 need attention. Although the one-year reductions demonstrate progress, the College's long-term goal is sustained gap reduction over time. Data and additional details are available by clicking the measures below and selecting the equity gaps tab on each measure page.

Onboard

Table 8: Table of the "Onboard" measures and their status.

Measure	Needs Attention	On Target
Gateway Math Completion (overall rate)	Needs Attention	
• Black student gap	Needs Attention	
• Hispanic student gap		On Target
• Pell eligible student gap	Needs Attention	
• 1st generation student gap		On Target
Gateway English Completion (overall rate)		On Target
• Black student gap	Needs Attention	
• Hispanic student gap		On Target
• Pell eligible student gap	Needs Attention	
• 1st generation student gap		On Target

Advance

Table 9: Table of the "Advance" measures and their status.

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

Realize

Table 10: Table of the "Realize" measures and their status.

Measure	Needs Attention	On Target
Advancement (overall rate)		**On Target**
• Black student gap	**Needs Attention**	
• Hispanic student gap		**On Target**
• Pell eligible student gap	**Needs Attention**	
• 1st generation student gap		**On Target**
Graduation Rate (overall rate)		**On Target**
• Black student gap	**Needs Attention**	
• Hispanic student gap	**Needs Attention**	
• Pell eligible student gap	**Needs Attention**	

Strategic Plan

<u>Overview</u>

Harper College's FY2026-2029 Strategic Plan is the result of broad engagement in a community-based planning process designed to meet the changing needs of our students and 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 development process – Participate. Discover. Focus. – was centered around the essential component of stakeholder engagement. Led by the Strategic Planning and Accountability (SPA) Committee, the process created opportunities for stakeholders to review data and information, engage in dialogue, and hear from experts on the changing landscape higher education institutions are facing. Three themes emerged through this work and provided guiding direction for the development of the plan goals:

Supportive and Inclusive Community

Innovative and Responsive Education

Organizational Excellence

The Board of Trustees approved the FY2026-2029 Strategic Plan in June 2025. During the President's All-Campus Meeting in August 2025, the Strategic Plan launched with three goals:

1. Cultivate an inclusive and supportive community that prioritizes holistic well-being for everyone.
2. Provide innovative and responsive education that addresses the evolving needs of students, the workforce, and our community.
3. Achieve organizational excellence by centering mission-aligned initiatives that improve operations, encourage experimentation, and advance sustainability, while upholding the College's core values.

During FY2026, the SPA committee provided guidance on initial implementation through foundational work, including identification of Strategic Plan goal targets and measures. In addition to this foundational work, teams across all areas of the college, led by members of the President's Learning Council, implemented the Strategic Plan in their operations. Examples of this work are included on the following pages.

Table 11: Table of Goal 1, Goal 1 targets, and activities related to each target.

Goal 1: Cultivate an inclusive and supportive community that prioritizes holistic well-being for everyone.
Target 1: Strengthen support for mental health and basic needs. • Offered a range of mental health education opportunities in collaboration with various partners. A total of 230 (125 employees and 105 students) completed mental health education. Three staff members were trained to facilitate future education on campus. • Held a campus-wide professional development day focused on mental health with approximately 400 employees engaging in sessions such as "Be Sensitive, Be Brave for Mental Health" and "Be Sensitive, Be Brave for Suicide Prevention." Also, Human Resources explored adding mental health course tracking in Oracle to document employee participation. • Improved counseling support for students by expanding therapist availability through new hires and providing dedicated Counseling Services support for student athletes. Rebranded Counseling Services as Mental Health and Well-Being Services, to more clearly reflect the scope of services provided. Delivered three educational sessions and partnered with Ascension Illinois and the Kenneth Young Center to offer an additional 18 programs. • Established a Care Team to examine how student referrals from Starfish are opened, managed, and closed. The Care Team is comprised of leaders from key resources and programs on campus including Hawks Care, Mental Health and Well-Being Services, Office of the Dean of Students, Student Development, Advising, Athletics, and Retention. • Strengthened support for basic needs, including 2,498 Hawks Care food-pantry visits; snack coolers for Athletes; Library programming and Thrive Kits; 22,960 Lyft rides for 1,118 students; increased grant and Foundation funding for Hawks Care by 87% from $61,695 in FY25 to $115,275 in FY26; grant-funded distribution of 147 Chromebooks; and provided 80 spring textbook/supply vouchers through a Perkins Leadership Grant. • Procured and administered grants that expand wraparound support services for students, such as the ICCB Mental Health Early Action on Campus Act grant and the U.S. Department of Education Child Care Access Means Parents in School (CCAMPIS) grant. • Demonstrated prioritization of support for basic needs through the administration of surveys, such as the Trellis Financial Wellness Survey, along with other student feedback, to gather data that will inform future planning and decision-making, and integrated basic needs considerations into campus planning and facilities design.

Target 2: Improve how students find and receive support. • Improved student access to support through proactive outreach and communication; enhanced webpages and digital navigation; clearer next step visibility via the Path for Success Tracker; required orientation for all credential-seeking students; improved wayfinding and multilingual content; accreditation scavenger hunt; services at additional locations; and support for admissions, scholarship, and financial wellness processes. • Increased the amount distributed on scholarships, awards, grants, and programs to 3.5M, a 14% increase over FY2025. Overall, 1,428 students were supported through the Educational Foundation, a 10% increase over FY2025. • Expanded financial literacy programming, with nearly 600 students participating in workshops and online self-paced modules (modules offered in English and Spanish). • Strengthened advising, referrals, and support through SOAR+ implementation. • Used systems and tools to identify and support students earlier, including expanded use of Starfish, predictive analytics, and extended office hours. • Surveyed students, with more than 600 responding, to assess awareness of support and barriers to access, with results informing future improvements.
Target 3: Advance equity and engagement in learning and working environments. • Fostered inclusive experiences, engagement, and a sense of belonging through culturally responsive programming and events, including heritage months, Pride Fest, increased co-curricular and well-being programming, the Well-Being Bash, Fresh Check Day, adoption of a neurodiversity statement, and the launch of an employee resource group to support employee voice and engagement. • Advanced equitable access and success across Health Careers programs by reviewing limited enrollment processes, improving communication about program requirements and clinical expectations, and identifying barriers to access, persistence, and completion. • Strengthened accessibility across physical and digital environments through universal design in facilities, improved wayfinding, WCAG-focused communication, training, web remediation, e-newsletter improvements, and promotion of accessibility best practices. • Expanded support for specific populations and communities through partnerships serving skilled immigrants, including the WeGlo platform, and language-support tools to better serve multilingual students and community members. • Used dashboards, disaggregated data, and SOAR+ tracking tools to monitor participation equity gaps, and outcomes and inform targeted improvements. • Built capacity through hiring and training initiatives, including inclusive hiring practices; Human Resource outreach; ACUE training; SAFE Zone training; financial training in procurement, budgeting, and reporting; and efforts to close equity gaps in apprenticeship participation.

Target 4: Promote student success by building access to mentorship and meaningful connections.

- Expanded mentoring opportunities through Foundation-led programs impacting 70 students, corporate mentoring partnerships, and related training opportunities.
- Developed a mentoring program structure for SOAR+ students (fall 2026 implementation), including peer, alumni, corporate, faculty, or staff mentors.
- Supported students in building connections and professional networks through peer networking platforms such as Nearpeer (140+ students joining and 5,000+ messages sent), structured engagement programs, including LEAD Harper, alumni panels, networking events, Distinguished Alumni activities, Signing Well, and Hope mentoring; and professional connection opportunities, such as leadership dinners and career panels.
- Connected students to real-world experiences and career pathways through Information Technology and Human Resources internships, advisory committees, guest speakers, clinical and simulation experiences, and partnerships that connect students with professionals and workplace expectations.
- Used campus roles to strengthen mentoring and student connections by engaging student employees as peer mentors and involving departmental leaders in SOAR+ committees and mentoring efforts.
- Created physical environments that support connection, engagement, and mentoring by incorporating flexible gathering areas, study spaces, and student-centered amenities into major capital projects, including the Canning Student Center and University Center and the Business and Social Sciences Building. These spaces are designed to foster collaboration and meaningful interactions among students, faculty, advisors, and mentors.

Table 12: Table of Goal 2, Goal 2 targets, and activities related to each target.

Goal 2: Provide innovative and responsive education that addresses the evolving needs of students, the workforce, and our community.
Target 5: Design educational programs and curricula that meet changing needs. • Developed new programs and credentials to address emerging needs, including Certified Management Accountant, Artificial Intelligence, Cloud Computing, Cybersecurity, Quantum Concepts, and Basic Operations Firefighter. • Expanded applied and workforce-connected learning through pre-apprenticeships, including manufacturing and health careers; workforce-aligned programming; and Academy for Teaching Excellence programs focused on social justice and sustainability. • Secured more than $100,000 in funding through the Foundation's Resource for Excellence grant program to support new and innovative programming, including Advanced Drones programming and AI Immersion for Educators. • Updated courses and learning experiences to align with industry needs, licensure requirements, and professional standards, including Fast Track options for AI and Cloud Computing planned for Spring 2027 implementation. • Used data and planning tools, including program review, ASPEN dashboards, and program-level analysis, to assess demand and guide program improvements. • Strengthened academic support and learning resources through expanded curriculum-aligned tutoring and updating library collections to reflect new and emerging fields.
Target 6: Provide engaging, flexible, and student-centered education, empowering learners to succeed in a global society. • Expanded flexible and accessible learning options, including eight-week and Fast Track course formats, converted Early Childhood Education courses to eight-week delivery, and transitioned to Blackboard Ultra to support engagement, accessibility, and consistency. • Expanded global learning and cultural opportunities, including Virtual Exchange, global distinctions, expanded world language and cultural resources, revamped the Center for Global Education and Engagement, and provided operational support for increased global travel. • Expanded student access to educational opportunities through development of the College Now program in partnership with the district high schools. College Now is designed to offer high school students an opportunity to complete an Associate of Arts degree while enrolled in high school. • Developed pathways to credit programs in AI and Cybersecurity through the Strengthening Community College grant. Began development of foundations course in quantum concepts via a National Institute of Standards and Technology Harper College 21st Century Access to Quantum Sciences and Healthcare Education grant.

Target 7: Advance post-Harper success through partnerships, resources, and supports that prepare students for further education and careers.

- Strengthened transfer pathways and partnerships through articulation agreements, University Center partner connections, cybersecurity-specific transfer partnerships, and increased engagement with transfer institutions through visits, advisor training, and collaboration.
- Expanded career readiness and experiential learning through internships, apprenticeships, student employment opportunities, JPRC employer connections, and applied experiences such as journalism/athletics collaboration and radio station partnerships.
- Connected students with employers and professional networks through hiring events (200+ attendees at the BCS/Apprenticeship/American Job Center event), networking opportunities, employer panels, LinkedIn workshops, advisory committee engagement, and new industry and community partnerships.
- Engaged alumni and community partners in student success through mentoring, career conversations, leadership dinners, student-alumni connection events (102 student-alumni connections), and targeted networking opportunities such as women's professional panels and Latina business owner events.
- Offered structured programs and events to support career exploration, including College Experience Day (187 students attending), Techapalooza (240 attendees), and other career-focused programming that connects students to transfer and employment pathways.
- Explored National Student Clearinghouse data integration opportunities to enhance the college's ability to measure transfer rates, transfer institution attendance, and bachelor's degree completion, providing a foundation for more robust tracking of long-term student outcomes post-Harper.

Table 13: Table of Goal 3, Goal 3 targets, and activities related to each target.

Goal 3: Achieve organizational excellence by centering mission-aligned initiatives that improve operations, encourage experimentation, and advance sustainability, while upholding the College's core values.
Target 8: Ethically and responsibly utilize innovative technologies to support student learning and employee growth. • Expanded the use of AI to support teaching, learning, and operations, including broad adoption of Microsoft Copilot and other generative AI tools including Otter AI, an AI-powered notetaker provided by Access and Disability Services (ADS), as well as continued experimentation with AI assistants across teams. • Promoted responsible AI use by developing institutional guidance, including AI principles, pillars, and usage guidelines to support shared governance and coordinated use by students, faculty, and staff. Additionally, an AI Employer Summit, AI Without the Hype: Practical Implementation for Every Industry, with attendees from business, trade and economic development organizations, was held with more than 145 individuals attending. The event featured presentations and panel discussions led by experts from prominent organizations. • Strengthened data systems and infrastructure through the launch of a formal Data Governance Program, continued development of the Data Warehouse, and implementation of Salesforce enhancements that improve reporting, communication, and access to institutional data. • Used systems and tools to improve services and operations, including tutoring and library systems that track usage and demand, such as Predictor Pro to connect students to credit for prior learning opportunities, and facilities systems that support maintenance and operational efficiency. • Built knowledge and capacity around technology use through expanded training in areas such as digital accessibility and Blackboard Ultra.

Target 9: Advance sustainability initiatives that benefit the global community and improve institutional efficiency.

- Reduced environmental impact and expanded sustainable practices across campus operations through more efficient, paperless processes; electronic materials and communications; reduced printing and printer use; exploration of sustainable procurement; and increased use of recycled materials in Publishing Services.
- Integrated sustainability into campus planning and construction including energy-efficient building systems, HVAC modernization, Building Automation System improvements, lifecycle planning, and sustainable building design in major capital projects.
- Aligned resources, staffing, and technology with sustainability goals through cost-conscious budget management, hiring a Campus Sustainability Manager, and using AI tools to improve efficiency, build capacity, and reduce resource use.
- Prioritized sustainability education, communication, and engagement through sustainability-focused storytelling, collaboration with Harper Grows/Rooted at Harper, the Indigenous seed library, sustainability activities for youth engagement, the creation of a Sustainability Distinction Coordinator position to launch a sustainability distinction program for students.
- Created a Sustainability Committee to champion sustainability initiatives by promoting a campus culture that embraces cutting edge, evidence-based environmental practices.

Target 10: Establish a culture that embraces experimentation and risk-taking within a framework of institutional priorities.

- Identified new approaches to improve processes by investigating Blackboard-based onboarding through the Center for New Students and Orientation to reduce reliance on redundant systems; implementing the College's Academic Program Viability and sunsetting processes with a viability rubric and sunsetting checklist; reviewing procedures for managing outstanding student technology loans and institutional asset recovery; and piloting new maintenance strategies and project delivery methods.
- Adopted emerging technologies to improve operations and decision-making, including pilots of AI tools, data warehouse efforts, enrollment systems, and other new technologies, such as machine learning applications for advising, and BoardEffect, to enhance board effectiveness and deepen stakeholder experiences.
- Supported experimentation through grants, pilot programs, and strategic funding mechanisms including $107K in Resource for Excellence grants, Innovation Accelerator initiatives, Foundation-funded pilot projects, HVAC and BAS pilot approaches, and exploration of accreditation opportunities for the Health Careers simulation center.
- Piloted new curricular models, instructional approaches, and student support strategies to improve outcomes including ENG 093 co-requisite English support, placement interviews, healthcare pathway exploration, simulation-based education, and industry-responsive programs in AI, Cybersecurity, Quantum, and Electromechanical Technology.

Target 11: Improve technological and physical infrastructure to enhance campus facilities, security, and operational effectiveness.

- Invested in major facilities and campus spaces, including capital projects such as the Canning Student Center and University Center, and the Business and Social Sciences Building; large-scale infrastructure initiatives such as the health clinic (secured $500,000), quantum project (release of $765,000), and AR/VR lab (commitment for $1,000,000); and ADA compliance improvements at the Learning and Career Center.
- Improved the campus environment through wayfinding studies and design work, expanded signage and navigation tools, and mobile app-supported wayfinding.
- Strengthened safety, security, and cybersecurity through expanded systems, including monitoring and alerts; security camera upgrades; enhanced cybersecurity tools such as Microsoft Defender and Sentinel; and cybersecurity training for employees and students.
- Enhanced finance, operations, and decision-making systems through improvements to Oracle, dashboards, budget software, automated invoice workflows, automated financial-reporting distribution, and systems that support maintenance and operational efficiency.
- Expanded tools that support students, including improved systems for tracking enrollment and outcomes, Degree Works upgrades for credential tracking, student printing-service improvements, and exploration of new admissions tools such as automated transcripts and AI recruiting.

Operational Plan

Overview

The 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 three goals serve as the overarching umbrella or guiding plan for the development of the Operational Plan.

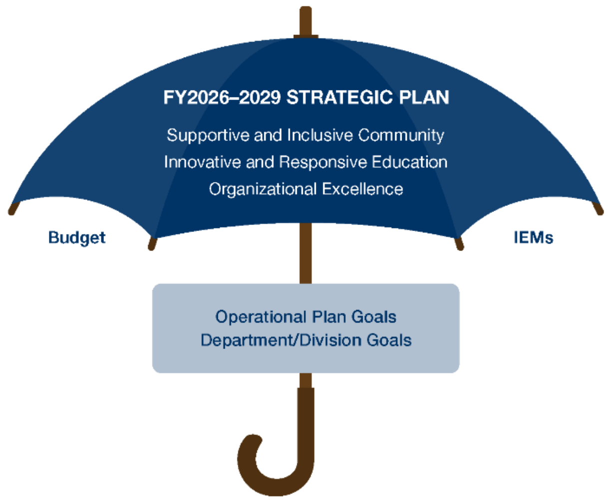

Figure 1: Graphic showing the FY2026-2029 Strategic Plan umbrella, which is inclusive of the Strategic Plan goals, budget, IEMs, the Operational Plan goals, and the department/division goals.

In the Operational Plan document, the Operational Goals are organized under the strategic goal they support. Identified for each Operational Plan goal are those responsible for achieving 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 FY2026 Operational Plan. For the FY2026 Operational Plan tasks, 81% (17/21) were completed - target met; 9.5% (2/21) were completed - not met; and 9.5% (2/21) were in progress - behind schedule.

Strategic Goal: Cultivate an inclusive and supportive community that prioritizes holistic well-being for everyone.

Operational Goal: Provide services, programs and support that encourage a sense of belonging.

Responsibility: Dennis Baskin, Sonnet Gabbard, Keith Goode, Bob Parzy, Kimberely Polly, Jaime Riewerts, Darlene Schlenbecker, Joe Scrima, Michelé Smith, Stephanie Wemusa, Roderica Williams, and Ruth Williams

Table 14: Table of Operational Goal tasks, status of each task, and comments for each task.

Operational Goal Tasks	Status	Comment
Increase the percentage of new, first-time in college, degree-seeking students who have completed or are enrolled in gateway English and math by Fall 2025 Enrollment Census 1, leading indicators supporting progress along the Path for Success. • Gateway English: increase from 81% to 83%. • Gateway Math: increase from 74% to 76%. (Note: English includes AAS, Math excludes AAS, by Enrollment Census 1)	Completed – Target Not Met	Increased the percentage of new, first-time in college, degree-seeking students who have completed or are enrolled in gateway English from 81% in fall 2024 to 86% in fall 2025 (Enrollment Census 1), surpassing the target. Increased gateway math from 74% in fall 2024 to 75% in fall 2025 (Enrollment Census 1), not meeting the target of 76%.
Launch the new student success model (SOAR+) in spring 2026.	Completed – Target Met	Launched the new SOAR+ in Spring 2026 with 166 participating students. By the end of the first semester, 118 students (71%) met program requirements. Advisor engagement was particularly strong, with 78% of SOAR+ students completing an advising appointment compared to 52% of students in the comparison group. Additionally, 72% of SOAR+ students completed the semester without withdrawing from any courses, six percentage points higher than the comparison group.

Implement year three Developing Hispanic Serving Institution Grant (DHSI) activities by June 2026, including: • Peer to peer program alignment • Financial wellness programming • Cultural competency training for advising and student facing staff	Completed – Target Met	Implemented year three Developing Hispanic Serving Institution Grant (DHSI) activities, including peer-to-peer mentoring through SOAR+, expanded financial wellness programming, and professional development for advisors through Clifton Strengths training by June 2026. Financial wellness participation exceeded the grant's five-year objective within the first 17 months of implementation.
Implement recommendations to address translation gaps by June 2026. • Harper translation experts • Technology hardware and software/services • Communications campaign to address translation gaps.	In Progress – Behind Schedule	Implemented recommendations to address translation gaps by through the use of LanguageLine translation services, which supported 35 interactions across seven languages, including American Sign Language. Development of the Translation Expert role and communication plan was paused pending feedback from union leadership and will continue in fall 2026.
Provide mental health education for employees and students by June 2026.	Completed – Target Met	Provided mental health education to 230 individuals, including 125 employees and 105 students by June 2026. In addition, three staff members completed facilitator training to support the continued delivery of mental health education across the college.
Collaborate with the Trickster Cultural Center to develop a plan for creating a Harper Land Acknowledgement by June 2026.	Completed – Target Met	Collaborated with the Trickster Cultural Center through an 18-member faculty and staff workgroup to develop a plan for creating a Harper Land Acknowledgement by June 2026. The group organized its work around data collection, education and learning, communication and outreach, and political action and land back, while researching best practices, assessing institutional needs, and building community partnerships.
Assess student challenges with finding and accessing resources by June 2026.	Completed – Target Met	Assessed student challenges with finding and accessing resources through a survey distributed in spring 2026. More than 600 students participated in the survey with results reviewed during summer 2026 to provide action items.

Strategic Goal: Provide innovative and responsive education that addresses the evolving needs of students, the workforce, and our community.

Operational Goal: Enhance educational opportunities to ensure relevance, quality and alignment with changing needs.

Responsibility: Yolanda Barnes, Mike Barzacchini, Scott Cashman, Joanne Ivory, Derek Leiter, Michelé Smith, Darice Trout, Sean Warren-Crouch, Ruth Williams, and Heather Zoldak

Table 15: Table of Operational Goal tasks, status of each task, and comments for each task.

Operational Goal Tasks	Status	Comment
Assess the academic portfolio to identify programs to implement, modify, or sunset and update curricula for at least three programs by June 2026.	Completed – Target Met	Assessed the academic portfolio to identify programs to implement, modify, or sunset and update curricula through the Aspen Institute Unlocking Opportunity initiative and the annual program review process by June 2026. Findings from program review and labor market needs resulted in sunsetting seven programs due to concerns with low wages, low transfer rates and/or low student interest.
Develop an implementation plan to launch the College NOW Program for up to 100 high school students in fall 2026 by June 2026.	Completed – Target Met	Developed an implementation plan for the College NOW Program to support high school students' transition to college by June 2026 with 47 students were determined to be fully college ready for fall enrollment.
Enhance community access to information on CE to CPE to Credit programming that communicates how learning and education needs can be addressed at Harper College by June 2026. (Phase 1)	Completed – Target Met	Enhanced community access to information on CE, CPE, and credit AI programs by aligning web content and marketing communications and conducting a review of CE marketing strategies by June 2026.
Engage with at least three strategic business and industry partners across multiple areas of the college advancing BILTwork and leveraging membership of the Business Strategy Team by June 2026.	Completed – Target Met	Engaged with four strategic business and industry partners across multiple areas of the college advancing BILT work and leveraging membership of the Business Strategy Team by June 2026.
Develop pre-apprenticeship program options by June 2026.	Completed – Target Met	Developed two pre-apprenticeship programs in healthcare careers and manufacturing by June 2026.

Strategic Goal: Achieve organizational excellence by centering on mission-aligned initiatives that improve operations, encourage experimentation, and advance sustainability, while upholding the College's core values.

Operational Goal: Promote a culture of continuous improvement, accountability, and excellence across all areas of the College.

Responsibility: Mike Barzacchini, Scott Cashman, Stephanie Wemusa, Kathleen Gorski, Patrick Kelly, Nancy Medina, Steve Peterson, Kim Pohl, Barry McGreer, Darlene Schlenbecker, Joe Scrima, Michelé Smith, Anna Strati, Sandra Villanueva, Janet Woods, and Heather Zoldak

Table 156: Table of Operational Goal tasks, status of each task, and comments for each task.

Operational Goal Tasks	Status	Comment
Launch an HLC Reaffirmation process that drives academic quality, inclusive excellence, and institutional innovation by December 2025.	Completed – Target Met	Launched an HLC reaffirmation process in August 2025, engaging more than 100 employees participating across steering and criterion teams. Activities included development of the first draft of the assurance argument, committee formation, artifact collection activities, and focused training sessions to prepare for the accreditation review process.
Reopen Harper Professional Center by December 2025. Move departments under Workforce Solutions to HPC. Establish branding for HPC as a hub/resource for business and industry engagement.	Completed – Target Met	Reopened Harper Professional Center, rebranding the facility and relocating Workforce Solutions to the site by December 2025. The enhanced facility expanded opportunities for business and community engagement.
Implement a college-wide plan to achieve Accessibility compliance (WCAG 2.1 AA) by April 2026, meeting federal requirement and ensuring equitable digital access for all student, employees, and community members.	Completed – Target Met	Implemented a college-wide plan to achieve WCAG 2.1 AA Accessibility compliance by providing remediation support, faculty outreach, and training by April 2026. The teaching and learning team completed remediation for 11 faculty members with complex STEM-related course materials and expanded outreach beyond the top 100 courses to all faculty scheduled to teach in FY2027. The deadline for compliance has been extended to April 2027.
Implement the FY2026-2029 Strategic Plan by June 2026.	Completed – Target Met	Implemented the FY2026-2029 Strategic Plan by June 2026. Identified Strategic Plan targets and measures and created a proposal form for collaborative initiative ideas.

Execute campus construction on time, on budget, with minimal disruption to operations, and in alignment with LEED Silver certification standards by June 2026. • Emergency Services Training Center • Canning Student Center and University Center • Building J/Business and Social Sciences Building	Completed – Target Met	Executed campus construction on time, on budget, with minimal disruption to operations, and in alignment with LEED Silver certification standards on major campus construction projects, including the Canning Student Center and University Center, the Business and Social Sciences Building, and the Emergency Services Training Center by June 2026. Key milestones included completion of Emergency Services Training Center, installation of roofing and HVAC systems for the Canning Student Center and University Center, and ongoing structural steel installation for the Business and Social Sciences Center.
Implement Wayfinding and Signage Project by June 2026. • Conduct wayfinding study • Develop conceptual and schematic design • Conduct bidding phase/request for proposals (multi-year project)	Completed – Target Met	Implemented Wayfinding and Signage Project through completion of the wayfinding study and input sessions with students and employees. A consultant is working to provide preliminary costs and finalize the schematic design with recommendations presented to the Board of Trustees in June 2026.
Implement Phase two of the Data Strategy/Ecosystem project by June 2026. • Expand integration of data into the data warehouse (aligned with SOAR) • Enhance data analytics (AI enabled) and data visualization • Strengthen data governance.	In Progress – Behind Schedule	Continued implementation of the Data Strategy and Ecosystem Project. While Phase I activities extended into FY2026 and Phase II implementation has been delayed, progress was made through the development of a data governance charter and framework, enhanced internal capacity, and data management practices that will support future expansion of the college's data ecosystem.

Provide resources, training, and policy around Artificial Intelligence (AI), building on the work of the AI Task Force by June 2026.	Completed – Target Met	Provided resources, training, and policy around Artificial Intelligence (AI), building on the work of the AI Task Force by June 2026. Activities included implementation of college-wide AI governance by operationalizing the work of the AI Task Force through approved AI tools, Acceptable Use Policy updates, and the development of AI Pillars and Principles through shared governance. The college also expanded AI-related training, engagement opportunities, and academic program development aligned with workforce needs.
Integrate Technology Innovations that support achievement of the college mission by June 2026. • Launch the CAEL Predictor Pro software and evaluate effectiveness impact on Credit for Prior Learning and the student experience. • Select Labor Market Data tool, inclusive of an alumni component. • Launch dual credit student management software.	Completed – Target Not Met	Integrated technology innovations to support achievement of the college mission, including the launch of CAEL Predictor Pro to streamline Credit for Prior Learning processes, selection of Lightcast as the college's labor market and alumni outcomes platform, and development of a dual credit student management solution leveraging Salesforce for implementation in FY2027.