
2020-2021

**Institutional Accountability
Report**

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

July 2021

William Rainey Harper College
Planning, Research and Institutional Effectiveness
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MEMORANDUM

To: Board of Trustees
From: Dr. Avis Proctor, President
Date: June 30, 2021
Re: FY2021 Harper College Accountability Report

Reflecting on FY2021, this year provided many opportunities and challenges, as well as numerous achievements. Together we responded to dual pandemics, COVID-19 and the social injustices affecting our communities, that caused all of us to examine essential ways in which we can make our communities safer and more inclusive. Although this report largely highlights the work accomplished towards our operational and strategic goals, so much more was achieved this year. Our community was resilient in the face of uncertainty and came together to support our students, employees, and the community we serve. We are truly proud of all we accomplished related to our goals as well as our response to the COVID-19 pandemic. Harper College continues to make a difference in the lives of our students and for the community. So much that, philanthropist, activist, and author MacKenzie Scott gifted the College \$18 million in June 2021, the largest donation in Harper's history, in support of the College's efforts to remove barriers for students and improve the economic vitality of our community.

Consistent with our commitment to transparency and accountability, this document reports the FY2021 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:

- Launched the FY2021-2024 Strategic Plan with the theme "Forward Together."
- Launched the Tuition Relief Program with 560 new and continuing students receiving \$500 in tuition assistance, for a total of \$280,000 awarded in tuition relief.
- Prepared more than 380 faculty for online instruction through a Teaching Online Successfully course and completed more than 130 distance course design reviews.
- Launched Healthcare Apprenticeships for the first time as a result of strong partnerships developed with AMITA Health and JourneyCare.
- Awarded 140 Promise Scholars a credential and welcomed the second cohort of 480 Promise Scholars in fall 2020. The Promise Scholars outperformed their peers in course completion, grade point average, and credit hours earned.
- Achieved a graduation rate of 34.7%, the highest rate in Harper's recorded history.
- Awarded more than \$3.4 million in emergency financial aid grants to 4,382 students from Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020.
- Distributed more than \$4.7 million in additional emergency aid to 4,853 students from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), 2021.
- Raised or earned more than \$10.6 million and created more than 20 new scholarships.
- Partnered with the Cook County Department of Public Health (two clinics) and CVS through the White House's Pharmacy Partnership Program (one clinic) to offer COVID-19 vaccine clinics for our community.

- Completed the Facilities Master Plan that will guide the campus development through 2030.
- Adopted the 10 Shared Principles, created in 2018 by the NAACP and the Illinois Association of Chiefs of Police, to build trust and respect between police and communities of color.
- Remained committed to developing a culture of Diversity, Equity, and Inclusion (DEI) through consistent DEI programming including lunch and learn sharing sessions, book clubs, community pulse check-ins, and social justice work.
- Implemented Oracle Cloud Finance and Human Resources system.

Presidential Priorities

The President establishes goals in consultation with the Board of Trustees that support the Strategic and Operational Plans of the College. Six goals were established for FY2021:

Goal: Execute the 2020-2024 Strategic Plan

- a. Identify goal team leads
- b. Set goal targets
- c. Develop a strategic plan dashboard

Status: Completed. Selected goal team leads in August 2020 and established goal targets and measures for the six goals in December 2020. The strategic plan dashboard has been developed with FY2021 status reported for established targets and measures.

Goal: Improve recruitment and retention of diverse faculty and staff

Status: Completed. Enhanced diversity equity and inclusion screening questions for faculty searches and established priorities to increase diverse faculty hires. Joined the National Registry of Diverse and Strategic Faculty at Texas Tech University to promote faculty openings. Completed search for Vice President of Diversity, Equity and Inclusion.

Goal: Enhance distance learning programs

Identify opportunities for improvements and develop plan to address those issues, especially as it relates to transfer, completion and competitiveness

Status: Completed. Reviewed distance learning programs and advisory team recommendations are being implemented. Upgraded technology in the classroom to support in-class recording and streaming. Increased accessibility for students through alternative file formats for online content.

Goal: Develop new partnerships and strengthen current relationships

- a. Identify new academic programs and training opportunities with local business partners employing program gap analysis
- b. Enhance the number of programs available through the University Center partnerships and implement dashboard

Status: Completed. Identified new programs and training opportunities with local business partners including Amazon, with Harper listed as an approved educational partner, and Prologis for students enrolled in supply chain management. Continued to enhance the number of programs available through the University Center with a Master of Science in Management offered in spring 2021. Launched an enrollment dashboard for the University Center in spring 2021.

Capital Projects

Several Campus Master Plan project initiatives made significant progress in FY2021:

- Completed Building X Nutrition Lab Remodeling Project in September 2020 within the project budget of \$498,100.
- Completed the Building Y Programmable Logic Controller Technology Lab in October 2020 within the project budget of \$280,000.
- Complete Building X Classrooms and Building Y Office Remodeling in November 2020 within the project budget of \$276,700.
- Completed the Building M Gymnasium Floor Replacement Project in December 2020 within the project budget of \$1,445,000.
- Completed Phase I of the Heating, Ventilation and Air Conditioning (HVAC) Upgrades in Buildings R, W, X, Y, and Z project in June 2021 within the project budget of \$998,100.
- Completed Building B HVAC and Electrical Panel Replacement Project in December of 2020 within the project budget of \$573,000.
- Completed the Building B Police Operation Center and Restroom Improvement in March 2021 with the project budget of \$651,895.
- Completed Phase II of the Occupational Safety and Health Administration (OSHA) Roof Safety Project in September 2020 within the Project Budget of \$523,250.
- Completed Building D Refrigerant Detection and Purge Remediation Project in January 2021 within the project budget of \$110,205.
- Completed Feasibility Studies for the Building D Hawks Care, Building X Massage Therapy, Building E Film Study Lecture Room, and Solar Power Projects.
- Began the programing for the Canning Center and University Center. Programing phase is scheduled to be completed in October 2021.
- Began work on the Building D Multicultural Center. Project is scheduled to be completed in August 2021 and is within the project budget of \$400,000.
- Began work on the Building X Dental Hygiene Simulation Lab. Project is scheduled to be completed in August 2021 and is within the project budget of \$1,821,000.
- Began work on the Building A Culinary Lab Improvements. Project is scheduled to be completed in August 2021 and is within the project budget of \$660,000.
- Began work on Phase III of the OSHA Roof Safety Fall Protection Requirements. Phase III is scheduled to be completed in October of 2021 and is within the project budget of \$468,750.
- Began work on the Building M Hall of Fame. Project is scheduled to be completed in July 2021 and is within the project budget of \$132,000.
- Began work on the Building Z Refrigerant Detection and Purge Remediation. Project is scheduled to be completed in August 2021 and is within the project budget of \$142,949.
- Began work on the Learning and Career Center (LCC) exterior improvements. Project is scheduled to be completed in October 2021 and is within the project budget of \$1,089,478.
- Other significant capital improvements in FY2021 include Building M Gymnasium Door Modifications, Avante Flooring Replacement, LCC Carpet Replacement, Building W Water Infiltration Repairs, Building Z Acid Neutralization Tank Ventilation, sidewalk repairs, parking lot maintenance, parking garage maintenance, utility service tunnel repairs, removal of abandoned roof top equipment, and various classroom upgrades.

Conclusion

This was another productive year for Harper College. We launched the FY2021-2024 “Forward Together” Strategic Plan and teams began working to accomplish the plan goals. Students continued to achieve their completion goals and the College conferred 4,517 credentials, the highest number since FY2012. While convocation and graduation looked a bit different this year, we continued to recognize and celebrate the achievements of our students. The College continued its focus on safety and largely offered online courses while ensuring educational quality and forward progression for students. We came together as a Harper family to address student, employee and community needs and achieved our annual goals. For these and many other reasons, I am proud of the work we accomplished during my second year at Harper. I look forward to our future achievements as we continue to move the institution forward.

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 Category Goal
Reporting	Annual	Annual	Annual
Description	Measures of effectiveness that are key to the College’s mission; 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 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 FY2017, the College set new four-year targets for the IEMs, to come due at the end of 2020. The target setting process included the examination of historical and trend data as well as a review of current institutional priorities and initiatives. 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.

The IEMs are organized into two categories: student success and institutional success.

The following pages and accompanying dashboard present **final status** on the 2020 IEM targets. Final status is defined as:

- Target Achieved: The 2020 data met or exceeded the 2020 target (with standard rounding).
- Target Not Achieved: The 2020 data did not meet the 2020 target.

Overall, 68% (17/25) of the 2020 targets were met, including 83% (5/6) of expected targets, 56% (9/16) of improvement targets, and 100% (3/3) of stretch targets. Among those results, 62% (8/13) of student success targets were met, while 75% (9/12) of institutional success targets were met.












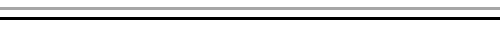

The following pages and the [Institutional Effectiveness Dashboard](#) include additional summary information regarding 2020 IEM target achievement as well as five years of data for each indicator.

Institutional Effectiveness Measures

Student Success IEMs – Final Status on 2020 Targets

The student success IEMs detail the academic achievement of Harper College students. The student success measures are developmental education success, success in gateway courses, advancement, student persistence, and annual completions. Within each measure are indicators that provide specific data associated with the given student success measure.

Below is a representation of the **final status** on the 2020 targets for the student success IEMs. Data on the indicators for each measure are provided on the following pages. Overall, 62% (8/13) of student success targets were achieved. Click the measure and indicator for more detailed information.

Measure	Indicator	Target Not Achieved	Target Achieved
Developmental Education Success	Developmental Math Success		
	Developmental Writing Success		
Success in Gateway Courses	Gateway Math Success		
	Gateway English Success		
	Success in 0 to 15 Courses		
Advancement	Graduation Rate		
	Transfer Rate		
	Still Enrolled		
	Advancement Rate		
Student Persistence	Persistence Rate: Fall to Fall (Full-Time)		
	Persistence Rate: Fall to Fall (Part-Time)		
Annual Completions	Credentials Conferred		
	Completers		

Institutional Effectiveness Measures

Institutional Success IEMs – Final Status on 2020 Targets

The institutional success IEMs detail the College’s progress in non-academic areas. The measures of institutional success are employee diversity, high school market penetration, facilities, instructional cost, and information technology. Within each measure are indicators that provide specific data associated with the given institutional success measure.

Below is a representation of the **final status** on the 2020 targets for the institutional success IEMs. Data on the indicators for each measure are provided on the following pages. Overall, 75% (9/12) of institutional success targets were achieved. Click the measure and indicator for more detailed information.

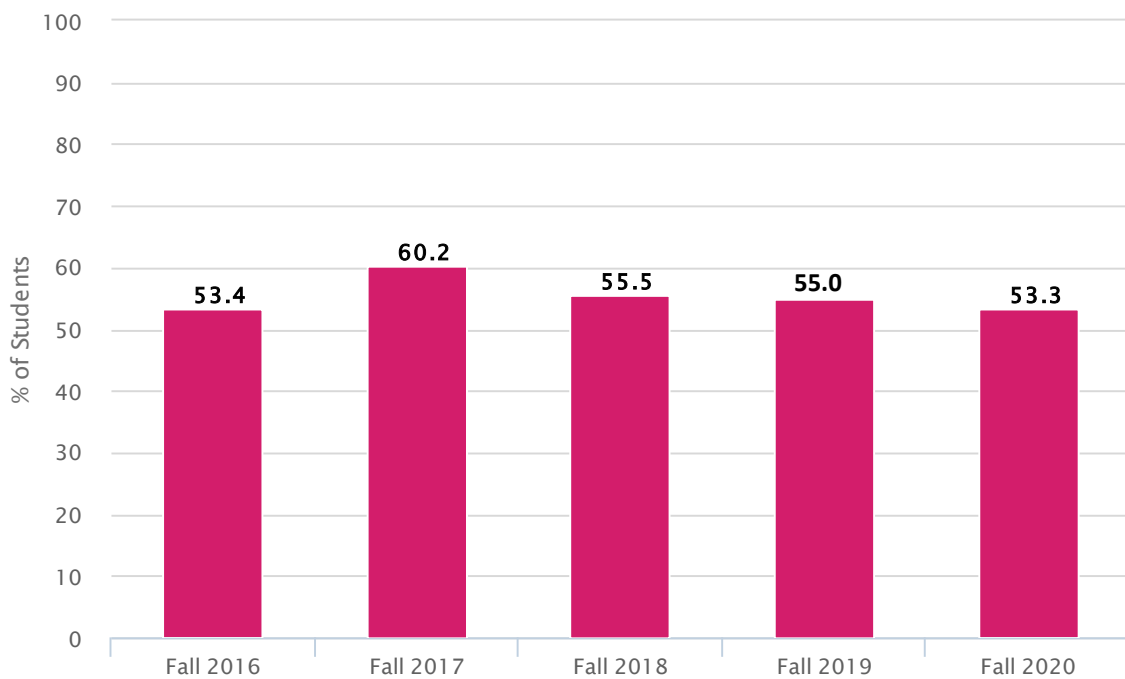
Measure	Indicator	Target Not Achieved	Target Achieved
Employee Diversity	Diverse New Hires		
	Underrepresented Employee Separations		
High School Market Penetration	Dual/Concurrent Credit Penetration Rate		
	Post-High School Penetration Rate		
	New in College Penetration Rate		
Facilities	Major Capital Expenditures		
	Major Preventative Maintenance Expenditures		
	Energy Consumption		
Instructional Cost	Cost Per Credit Hour		
Information Technology	Student Success Technologies		
	E-learning Technologies		
	Classroom Technologies		

Institutional Effectiveness Measures

Student Success Measure 1: Developmental Education Success

Indicator 1: Developmental Math Success

Developmental Math Success measures students who were enrolled in developmental math in the given fall term and earned a grade of C or higher. While Harper’s success rate for developmental math increased until fall 2017, it has since declined. The success rate decreased to 53.3% in fall 2020, not achieving the improvement target. It should be noted that the success rate in fall 2020 was just slightly below the target of 54.0-55.0%. Additionally, the fall 2020 developmental math courses were held entirely online due to the COVID-19 pandemic. This shift in instructional method may have impacted the student success rate.



2020 Target: Improvement = 54.0-55.0%

2020 Target Status: Not Achieved

Full definition: Percent of students who were enrolled in developmental math in the given fall term and earned a grade of C or higher.

Data source: National Community College Benchmark Project (NCCBP)

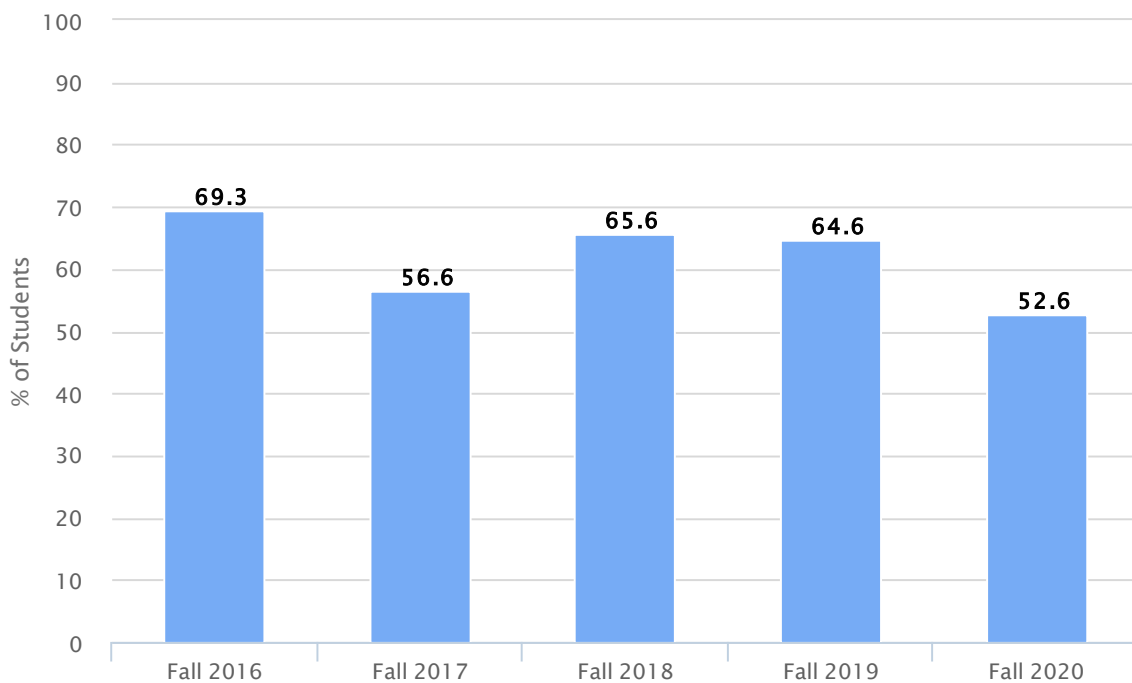
Institutional Effectiveness Measures

Student Success Measure 1: Developmental Education Success

Indicator 2: Developmental Writing Success

Developmental Writing Success measures students who were enrolled in developmental English in the given fall term and earned a grade of C or higher. Harper’s developmental writing success rate has varied over the last several years, however in fall 2020 the success rate declined to 52.6%, well below the improvement target of 64.0-65.0%. It is important to note that fall 2020 developmental writing courses were held entirely online due to the COVID-19 pandemic. This shift in instructional method may have impacted the student success rate.

A large percentage of students have entered Harper college-ready in English in recent years, leading to a smaller number of students enrolling in developmental English. Numbers of students in these courses has fluctuated but enrollment averages about 300 students per year. Small numbers of students contribute to increased variability in results from year to year.



2020 Target: Improvement = 64.0-65.0%

2020 Target Status: Not Achieved

Full definition: Percent of students who were enrolled in developmental English (including ENG100) in the given fall term and earned a grade of C or higher.

Data source: National Community College Benchmark Project (NCCBP)

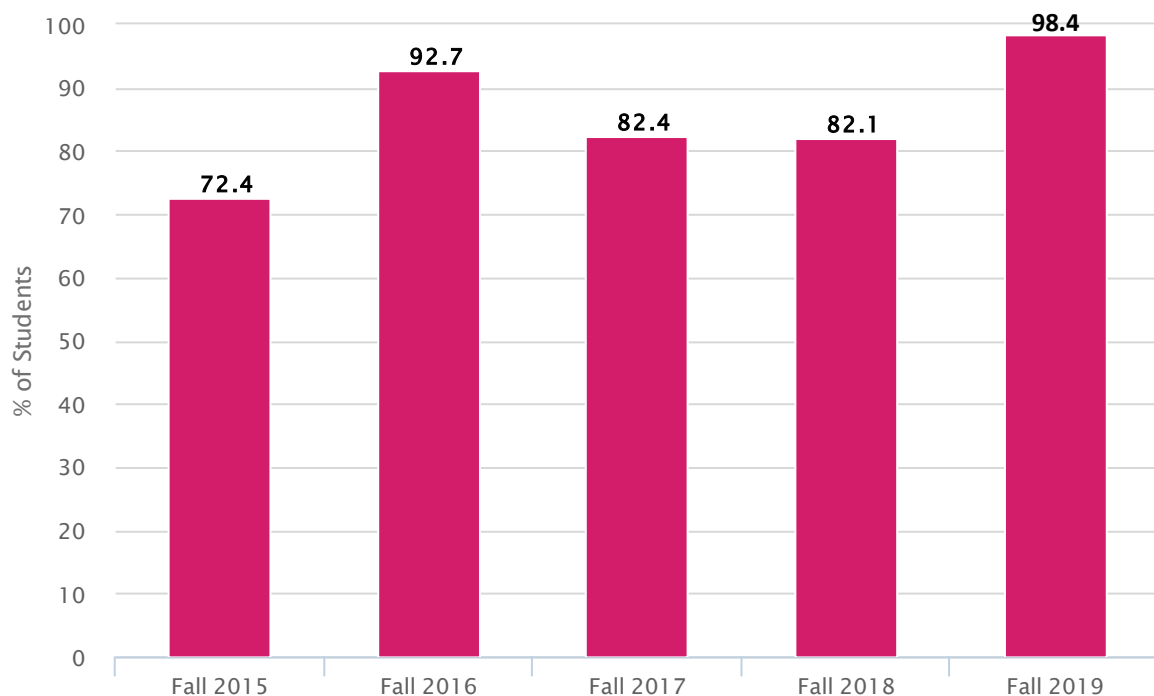
Institutional Effectiveness Measures

Student Success Measure 2: Success of Developmental Students in Gateway Courses

Indicator 1: Success of Developmental Students in Gateway Math

Success of Developmental Students in Gateway Math measures students who successfully completed developmental math in the given fall semester and subsequently successfully completed college-level math before the end of the following fall semester. Harper's success rate has been above the improvement target of 73.0-74.0% since fall of 2016, and while this percentage has fluctuated, in fall 2020, the success rate reached a high of 98.4%, surpassing the 2020 target.

A large percentage of students enter Harper college-ready in math, which leads to smaller numbers of students enrolling in developmental math and then enrolling in gateway math (124 students in fall 2019). Smaller numbers of students contribute to increased variability in results from year to year.



2020 Target: Improvement = 73.0-74.0%

2020 Target Status: Achieved

Full definition: Percent of students who successfully completed developmental math in the given fall semester and subsequently enrolled in and successfully completed college-level math before the end of the following fall semester, with a grade of C or higher. Fall 2019 data represents students who successfully completed developmental math in fall 2019 and went on to successfully complete college-level math by fall 2020.

Data source: National Community College Benchmark Project (NCCBP)

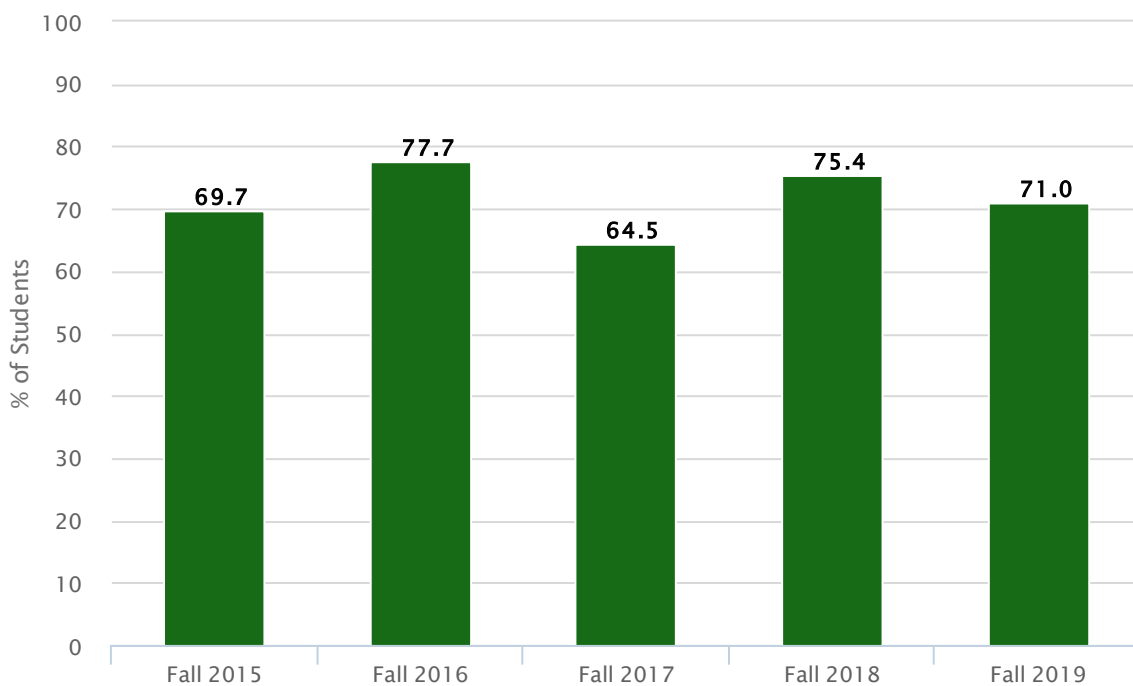
Institutional Effectiveness Measures

Student Success Measure 2: Success of Developmental Students in Gateway Courses

Indicator 2: Success of Developmental Students in Gateway English

Success of Developmental Students in Gateway English measures students who successfully completed developmental writing in the given fall semester and subsequently successfully completed a college-level English course before the end of the following fall semester. Harper's success rate has varied over the last several years and in fall 2019 the success rate was 71.0%. This percentage is below the improvement target of 77.0-78.0%, therefore the target was not achieved. Students who successfully completed developmental English in fall 2019, enrolled in gateway English in spring, summer, or fall 2020. These semesters were impacted by COVID-19 and the transition to online courses may have impacted success rates.

A relatively small number of students enroll in developmental writing each year, leading to a smaller number of students enrolling in developmental writing and then enrolling in gateway English (138 students in fall 2019). Smaller numbers of students contribute to increased variability in results from year to year.



2020 Target: Improvement = 77.0-78.0%

2020 Target Status: Not Achieved

Full definition: Percent of students who successfully completed developmental English in the given fall semester and subsequently enrolled in and successfully completed college-level English before the end of the following fall semester, earning a grade of C or higher. Fall 2019 data represents students who successfully completed developmental English in fall 2019 and went on to successfully complete college-level English by fall 2020.

Data source: National Community College Benchmark Project (NCCBP)

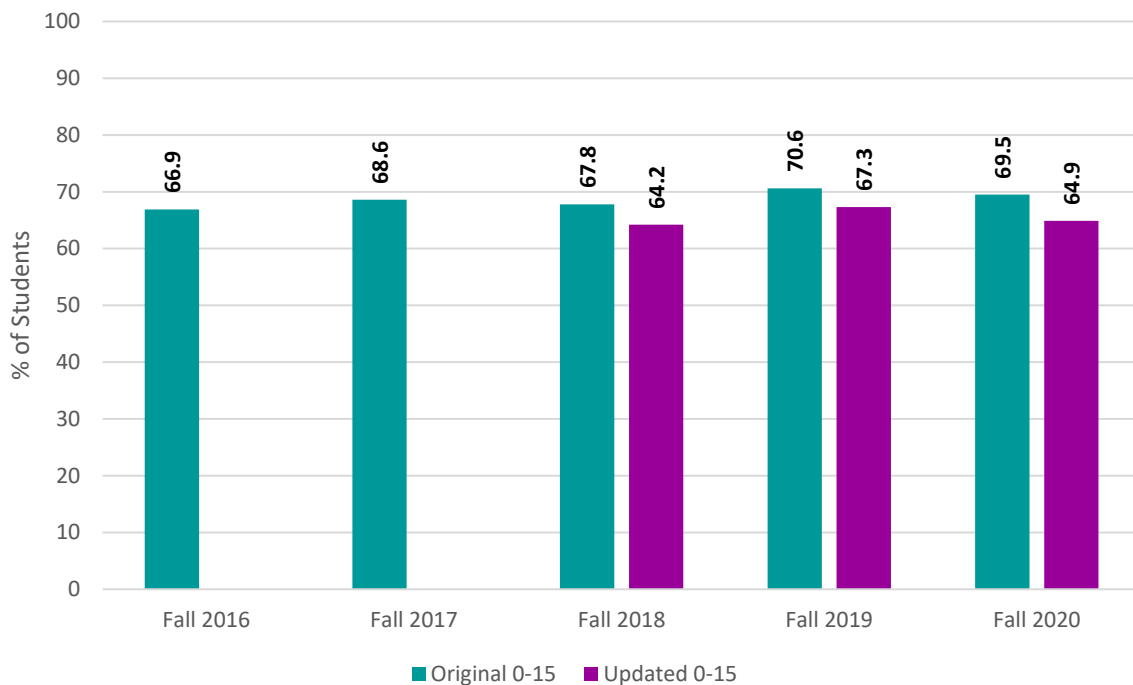
Institutional Effectiveness Measures

Student Success Measure 2: Success of Developmental Students in Gateway Courses

Indicator 3: Success in 0 to 15 Courses

Success in 0 to 15 Courses measures success rates (C or higher) of students enrolled in the identified high enrollment and lower than average success rate courses, known as the 0-15 courses, during the given fall semester. Success in these courses has remained relatively stable and in fall 2020, the success rate for the original set of 0-15 courses was 69.5%, achieving the improvement target of 68.0-69.0%.

In early 2018, the success rates in large enrollment courses were analyzed to determine if new courses needed focused attention. As a result, an updated 0-15 course list was created, allowing Harper to focus on the current high-enrollment, lower than average success courses. The 2020 target had been set for the “original” 0-15 courses, however the “updated” 0-15 courses were included from 2018 forward.



2020 Target: Improvement = 68.0-69.0%

2020 Target Status: Achieved

Full definition: Success rates (C or higher) for 0-15 courses in the given fall term. The 0-15 courses are typically 100-level high enrollment courses with success rates below the college-level course average.

Original 0-15 courses (courses for which the target was set): Accounting 101, Computer Information Systems 101, Economics 211, English 101, History 111, Law Enforcement and Justice Administration 101, Management 111, Math 103, Psychology 101, Sociology 101, and Speech 101.

Updated 0-15 courses (beginning fall 2018): Accounting 101, Biology 160, Chemistry 121, Computer Information Systems 101, Economics 211, English 101, Management 111, Math 165, Psychology 101, and Sociology 101.

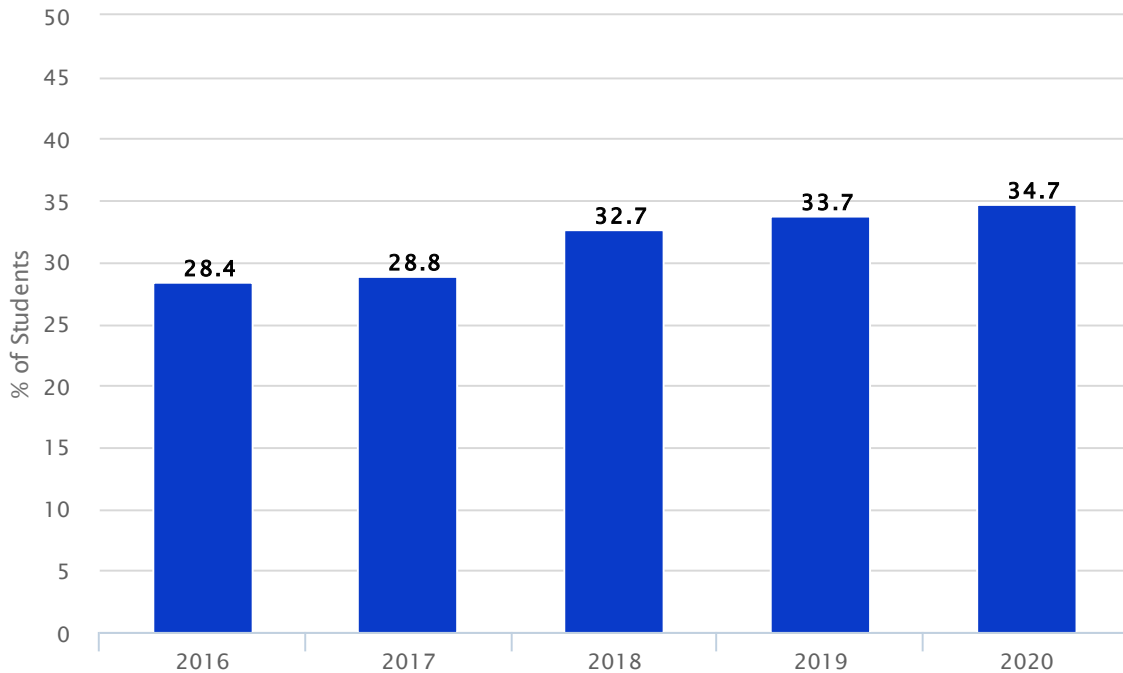
Data source: Harper College Office of Institutional Research

Institutional Effectiveness Measures

Student Success Measure 3: Advancement

Indicator 1: Graduation Rate

Graduation Rate measures first-time, full-time, degree/certificate-seeking students who completed a credential within three years of enrolling at Harper. Harper's graduation rate has been increasing since 2016 and reached a high of 34.7% in 2020, surpassing the improvement target of 30.0-31.0%.



2020 Target: Improvement = 30.0-31.0%

2020 Target Status: Achieved

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment.

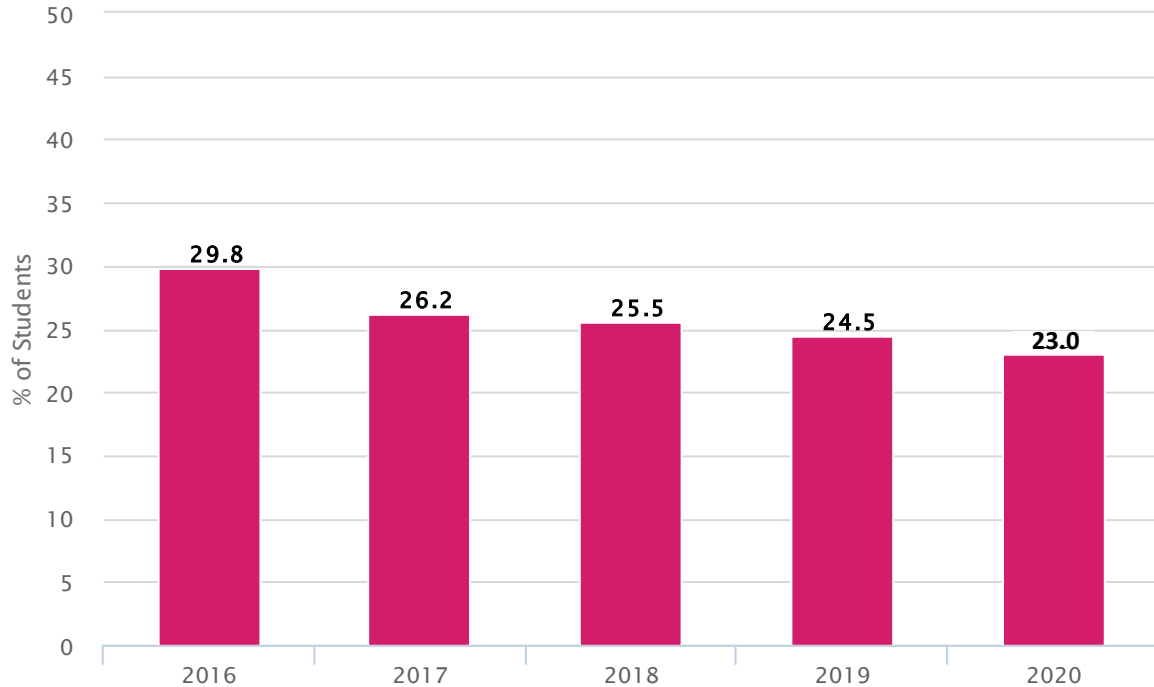
Data source: Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2020 data represents students who enrolled at Harper in fall 2017 and completed a degree or certificate by summer 2020)

Institutional Effectiveness Measures

Student Success Measure 3: Advancement

Indicator 2: Transfer Rate

Transfer Rate measures first-time, full-time, degree/certificate-seeking students who enrolled at another institution within three years of enrolling at Harper. Transfer rate does not include students who graduated and then transferred and is therefore impacted by increases in graduation rate. Harper's transfer rate has been declining, and in 2020 decreased to 23.0%, below the improvement target of 31.0-32.0%, therefore the target was not achieved.



2020 Target: Improvement = 31.0-32.0%

2020 Target Status: Not Achieved

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who enrolled at another institution within three years of initial enrollment (does not include completers who transfer).

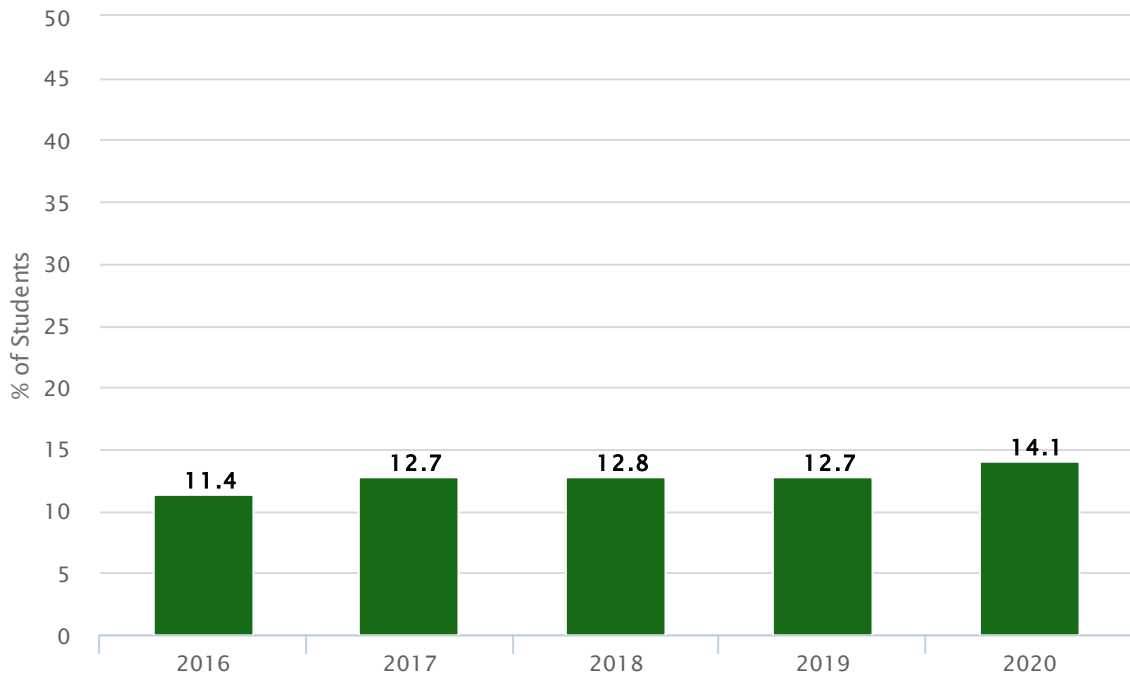
Data source: Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2020 data represents students who enrolled at Harper in fall 2017 and enrolled at another institution by summer 2020)

Institutional Effectiveness Measures

Student Success Measure 3: Advancement

Indicator 3: Still Enrolled

Still Enrolled measures first-time, full-time, degree/certificate-seeking students who are still enrolled three years after initial enrollment. Students who graduated or transferred are not included in this indicator, even if they continue to take courses at the College. Harper’s still enrolled rate had been stable since 2017 but increased in 2020 to a high of 14.1%, achieving the target of 14.0-15.0%.



2020 Target: Improvement = 14.0-15.0%

2020 Target Status: Achieved

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who are still enrolled three years after initial enrollment (does not include completers who continue at the College).

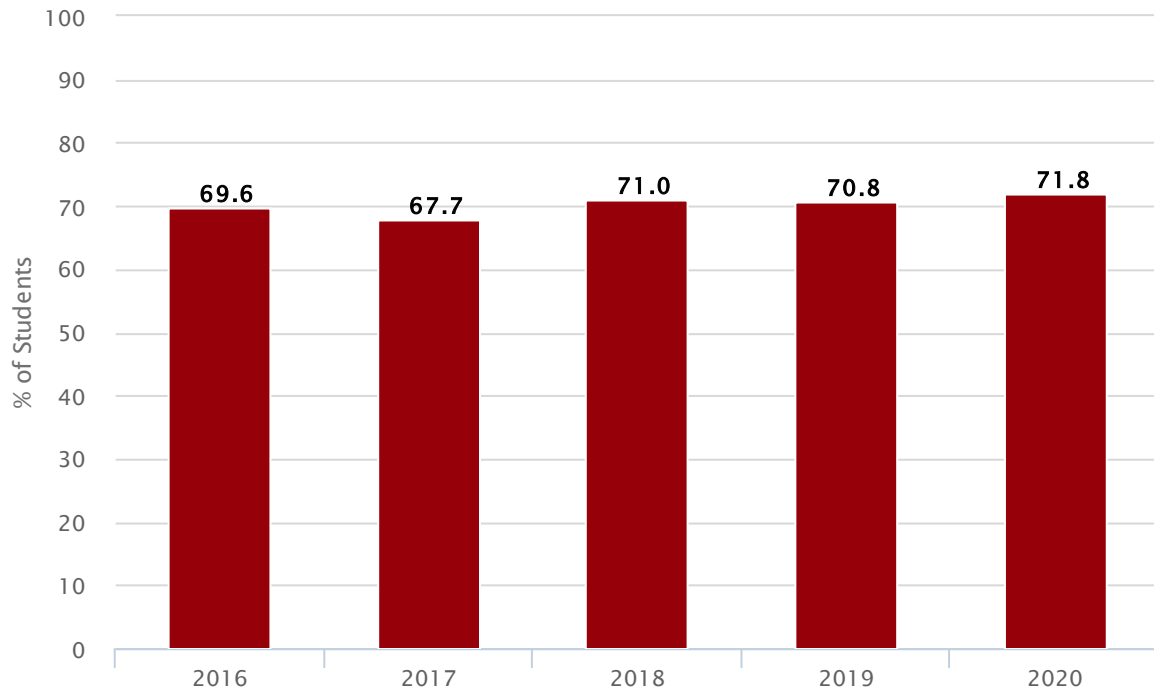
Data source: Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2020 data represents students who enrolled at Harper in fall 2017 and are still enrolled by summer 2020)

Institutional Effectiveness Measures

Student Success Measure 3: Advancement

Indicator 4: Advancement Rate

Advancement Rate measures first-time, full-time, degree/certificate-seeking students who graduated, transferred, or continued to enroll at Harper after three years. Harper’s advancement rate has remained relatively stable over the past three years and in 2020 was 71.8%, achieving the target of 71.0-73.0%.



2020 Target: Improvement = 71.0-73.0%

2020 Target Status: Achieved

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who initially enrolled fall semester and who by summer three years later graduated, transferred or continued to enroll at Harper.

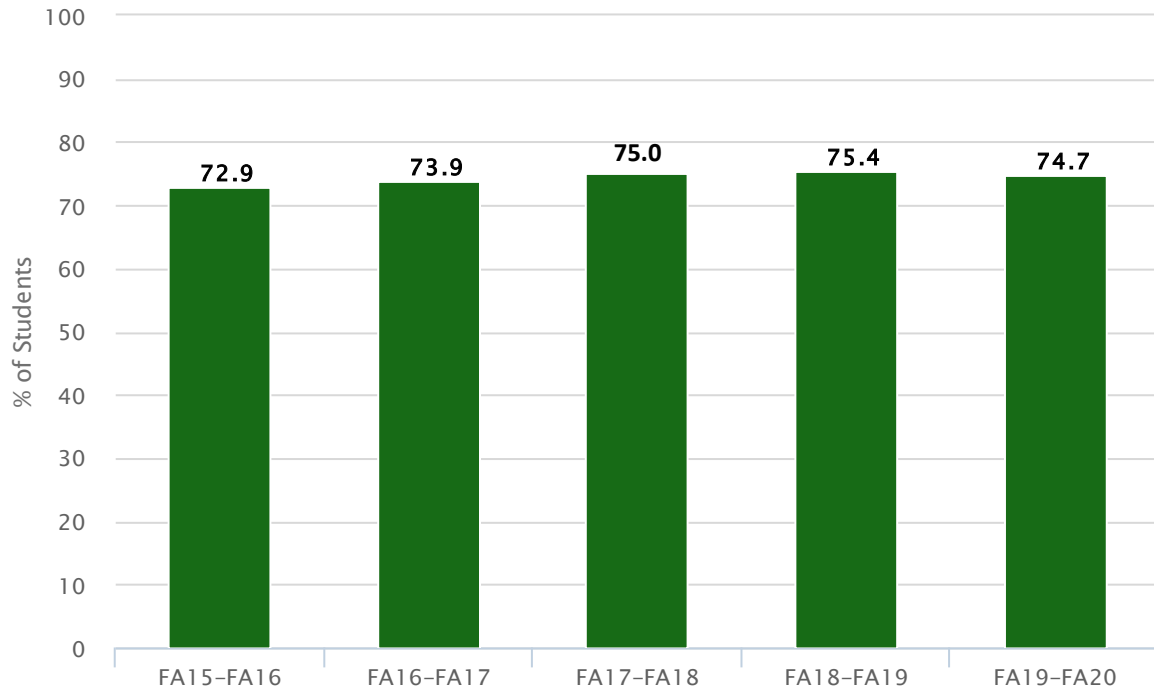
Data source: Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2020 data represents students who enrolled at Harper in fall 2017 and graduated, transferred or continued to enroll at Harper by summer 2020)

Institutional Effectiveness Measures

Student Success Measure 4: Student Persistence

Indicator 1: Persistence Rate: Fall to Fall (Full-Time)

Persistence Rate: Fall to Fall (Full-Time) measures first-time, full-time, credential-seeking students who first enroll at Harper in the given fall semester and return the following fall. Harper’s fall to fall persistence rate for full-time students has remained stable over the past three years. For students beginning at Harper in fall 2019 and continuing in fall 2020, the persistence rate was 74.7%. With standard rounding, this rate reaches the 2020 target of 75.0%.



2020 Target: Stretch = 75.0%+

2020 Target Status: Achieved

Full definition: Percent of first-time, full-time, degree/certificate-seeking who first enroll at Harper in the given fall semester and return the following fall.

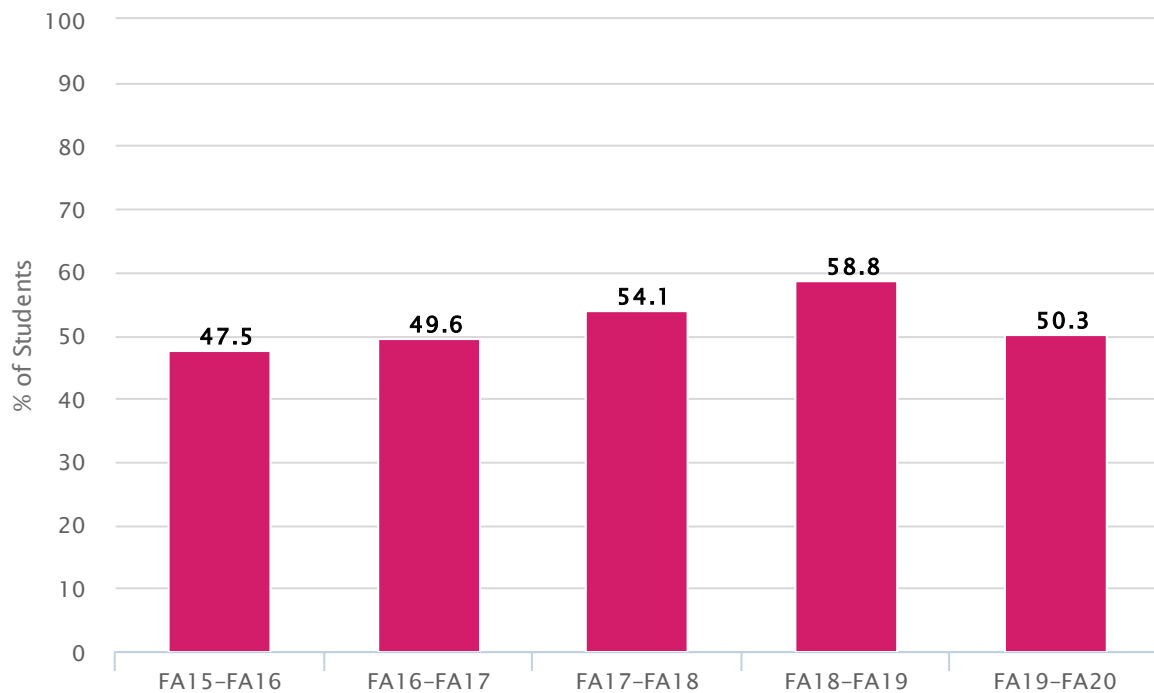
Data source: Integrated Postsecondary Education Data System (IPEDS)

Institutional Effectiveness Measures

Student Success Measure 4: Student Persistence

Indicator 2: Persistence Rate: Fall to Fall (Part-Time)

Persistence Rate: Fall to Fall (Part-Time) measures first-time, part-time, credential-seeking students who first enroll at Harper in the given fall semester and return the following fall. Harper’s fall to fall persistence rate for part-time students been increasing steadily in recent years and reached a five-year high of 58.8% for students beginning in fall 2018 and continuing to fall 2019. For students beginning in fall 2019 and continuing to fall 2020, the persistence rate decreased to 50.3% but remained above the stretch target of 49.0%+.



2020 Target: Stretch = 49.0%+

2020 Target Status: Achieved

Full definition: Percent of first-time, part-time, degree/certificate-seeking students who first enroll at Harper in the given fall semester and return the following fall.

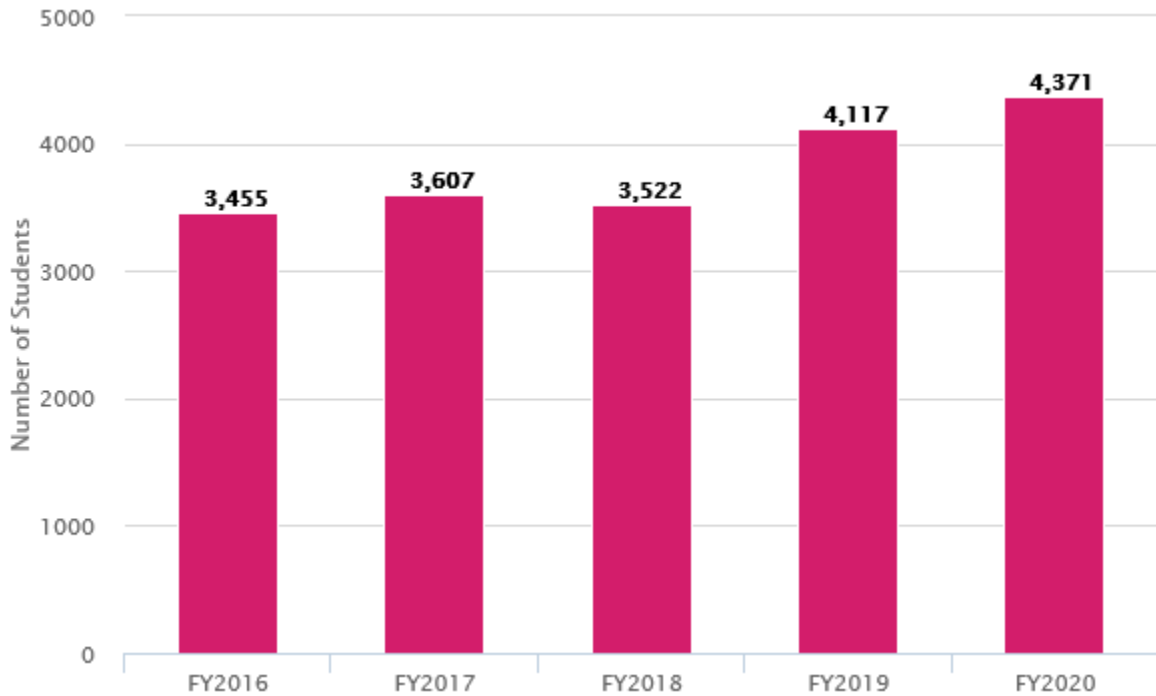
Data source: Integrated Postsecondary Education Data System (IPEDS)

Institutional Effectiveness Measures

Student Success Measure 5: Annual Completions

Indicator 1: Credentials Conferred

Credentials Conferred measures the number of degrees and certificates conferred during the given fiscal year. The number of credentials conferred has increased over the past two years and reached 4,371 in FY2019, surpassing the 2020 target of 3,680 credentials conferred.



2020 Target: Improvement = 3,680

2020 Target Status: Achieved

Full definition: The number of degrees and certificates conferred during the given fiscal year.

Data source: Harper College Enrollment Services

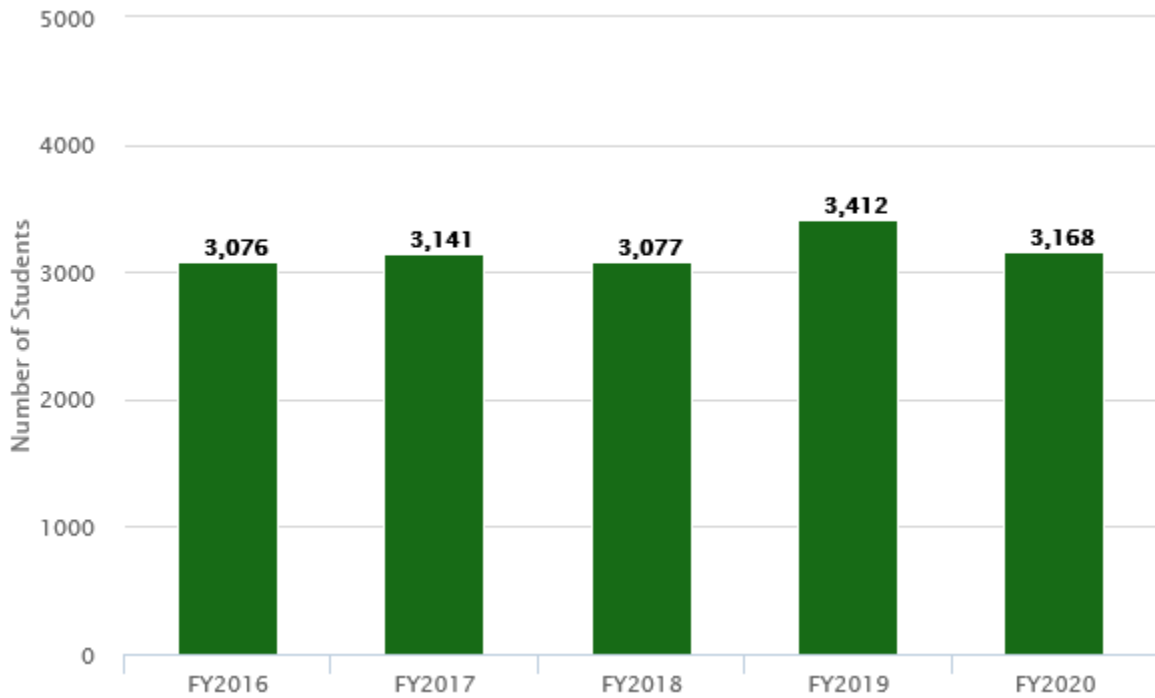
Note: Data indicate an increase in credentials conferred for FY2021 with 4,517 degrees or certificates awarded. This is the highest number of credentials conferred since FY2012.

Institutional Effectiveness Measures

Student Success Measure 5: Annual Completions

Indicator 2: Completers

Completers measures the number of students who earned one or more credentials during the given fiscal year. Although the number of completers increased to 3,412 in FY2019, this number decreased to 3,168 in FY2020 falling below the improvement target of 3,213.



2020 Target: Improvement = 3,213

2020 Target Status: Not Achieved

Full definition: The number of students who earn one or more credentials during the given fiscal year.

Data source: Integrated Postsecondary Education Data System (IPEDS)

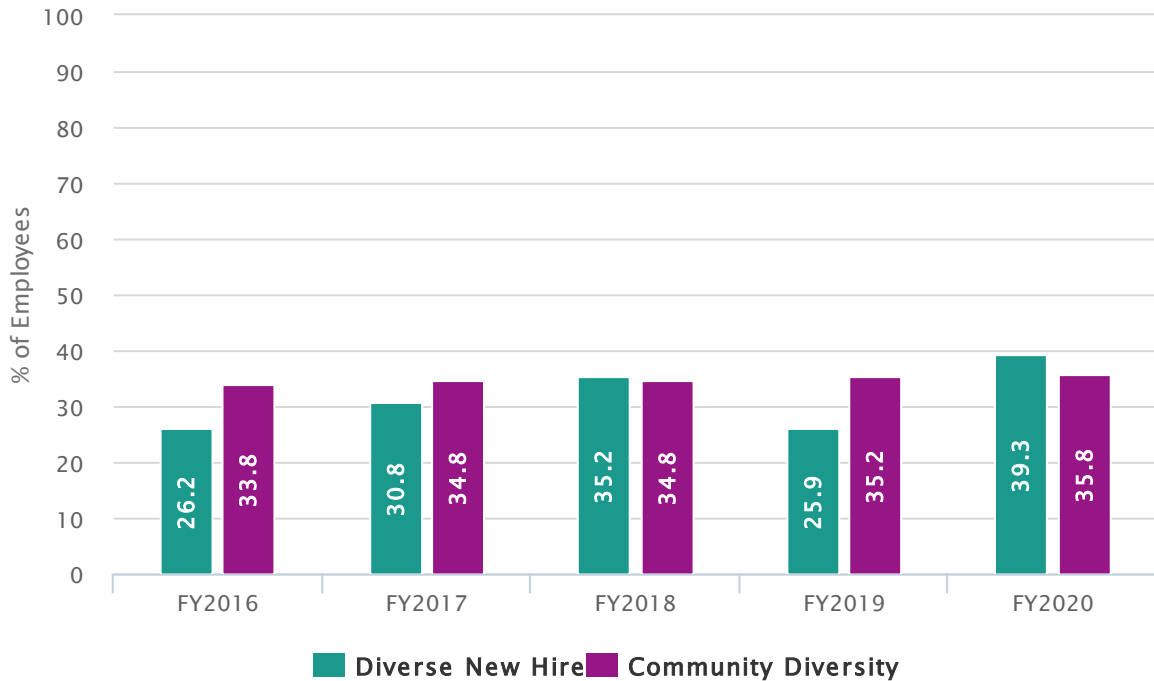
Note: Data indicate a decrease in completers for FY2021 with 3,109 students earning one or more credentials.

Institutional Effectiveness Measures

Institutional Success Measure 1: Employee Diversity

Indicator 1: Diverse New Hires

Diverse New Hires measures the percentage of diverse new hires each year. The district’s diversity has gradually increased in recent years and reached a high of 35.8% in 2020. The percentage of diverse new hires at Harper in FY2020 reached a high of 39.3%, a 13.4 percentage point increase over FY2019. This percentage represents 33 diverse new hires of the 84 overall new hires. The 2020 improvement target of 35.8%+ was achieved.



2020 Target: Improvement = 35.8%+ This target varies annually based on district diversity.

2020 Target Status: Achieved

Full definition: The percentage of diverse new hires each year.

Note: The classification of diverse is limited to standard Equal Employment Opportunity Commission recognized racial and ethnic categories including African American, America Indian/Alaskan Native, Asian/Pacific Islander and Hispanic/Latino.

Data source: American Community Survey estimates, Harper College Human Resources (reported year is actual fiscal year)

Note: Not included in these data are Adjuncts, Continuing Education Instructors, Clinical Supervisors, Coaches, Contingent Workers, Student Aides, Temporary Employees and Tutors.

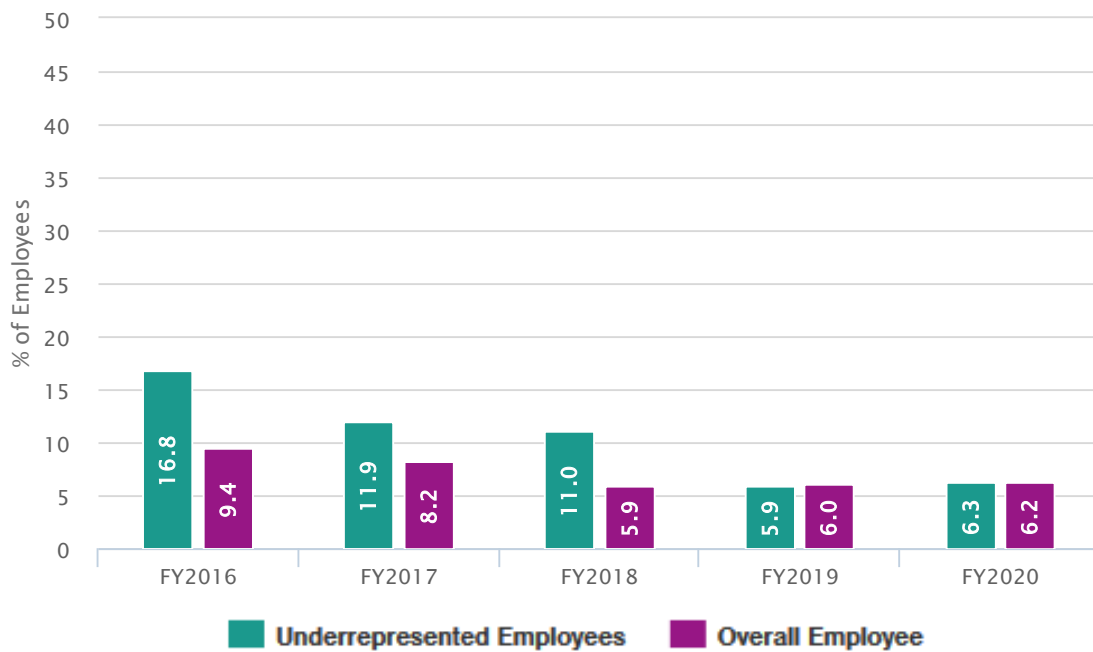
Institutional Effectiveness Measures

Institutional Success Measure 1: Employee Diversity

Indicator 2: Underrepresented Employee Separations

Underrepresented Employee Separations measures the percentage of underrepresented employees who separate from the College through voluntary resignation. The FY2019 voluntary separation rate of underrepresented employees had a sharp decrease from 11.0% in FY2018 to 5.9% in FY2019. In FY2020, the voluntary separation rate of underrepresented employees was 6.32% compared to 6.24% for overall employees, a difference of .08% meeting the target.

There is a relatively small number of employees voluntarily resigning from the College each year. For example, 49 employees voluntarily resigned in FY2020, 11 of whom were diverse employees. These small annual numbers lead to increased variability in results from year to year. While the underrepresented employee separation rate had been much higher than the overall employee separation rate for several years, it has been in line with the overall rate since FY2019.



2020 Target: Stretch = The percentage of underrepresented employees who separate from the College should be equal to or less than each year's overall employee separation rate.

2020 Target Status: Achieved (within .08% of overall, representing .15 employee)

Full definition: The percentage of underrepresented employees who voluntarily separate from the College.

Note: The classification of diverse is limited to standard Equal Employment Opportunity Commission recognized racial and ethnic categories including African American, America Indian/Alaskan Native, Asian/Pacific Islander and Hispanic/Latino.

Data source: Harper College Human Resources

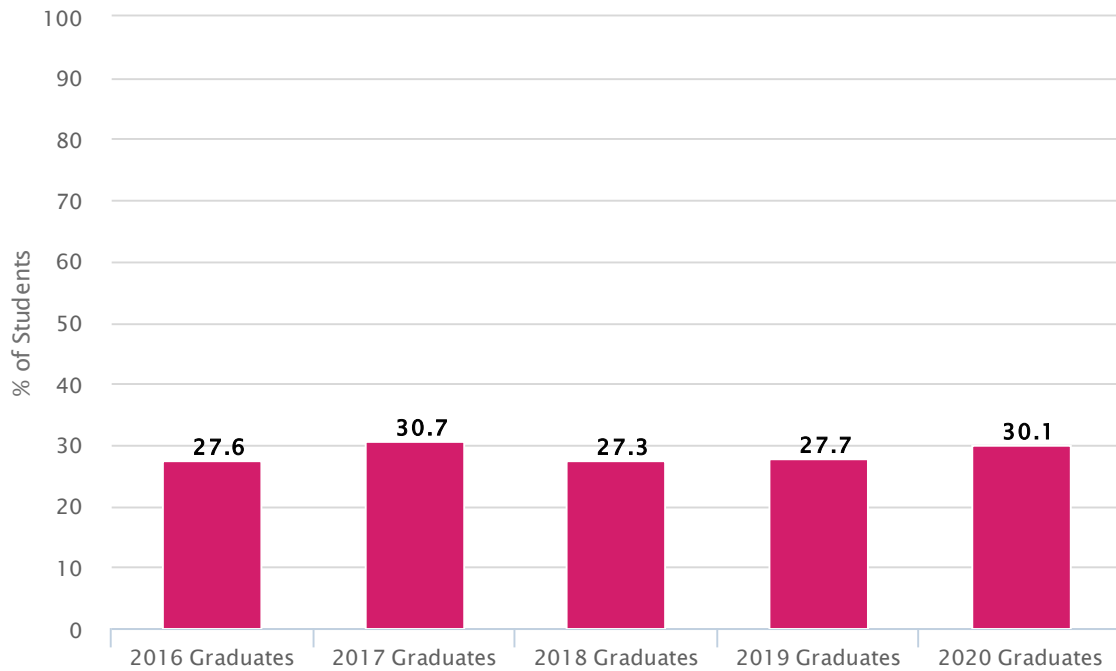
Note: Not included in these data are Adjuncts, Continuing Education Instructors, Clinical Supervisors, Coaches, Contingent Workers, Student Aides, Temporary Employees and Tutors.

Institutional Effectiveness Measures

Institutional Success Measure 2: High School Market Penetration

Indicator 1: Dual/Concurrent Credit Penetration Rate

Dual/Concurrent Credit Penetration Rate measures the percent of total district high school students who enrolled at Harper at any time prior to high school graduation. Harper's dual/concurrent penetration has been steadily increasing since 2018 and reached 30.1% for the 2020 graduates, achieving the improvement target of 29.0-30.0%.



2016 Target: Improvement = 29.0-30.0%

2020 Target Status: Achieved

Full definition: The percent of total district high school students who enroll at Harper at any time prior to high school graduation and do not enroll at Harper within one year of high school graduation.

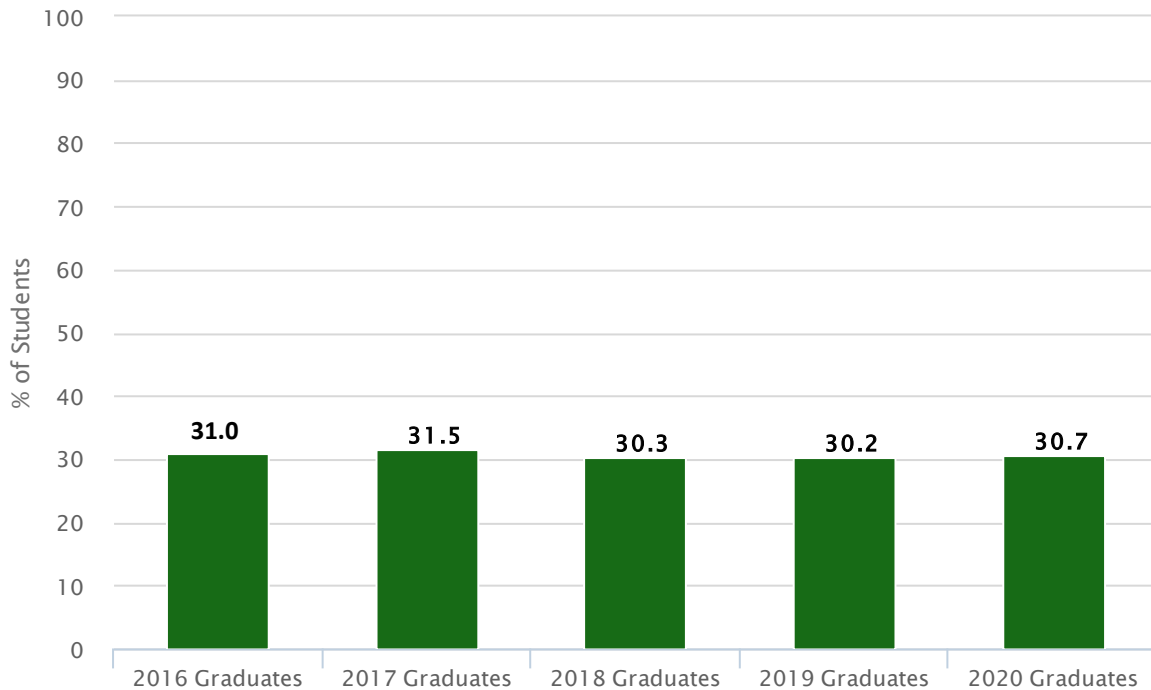
Data source: Harper College Office of Institutional Research

Institutional Effectiveness Measures

Institutional Success Measure 2: High School Market Penetration

Indicator 2: Post-High School Penetration Rate

Post-High School Penetration Rate measures the percent of total district high school graduates who enrolled at Harper at any time within one-year post-high school graduation. Harper’s post-high school penetration rate has been relatively stable over the past several years and reached 30.7% for the 2020 graduates, below the 2020 improvement target of 33.0-34.0%.



2020 Target: Improvement = 33.0-34.0%

2020 Target Status: Not Achieved

Full definition: The percent of total district high school graduates who enroll at Harper at any time within one-year post-high school graduation.

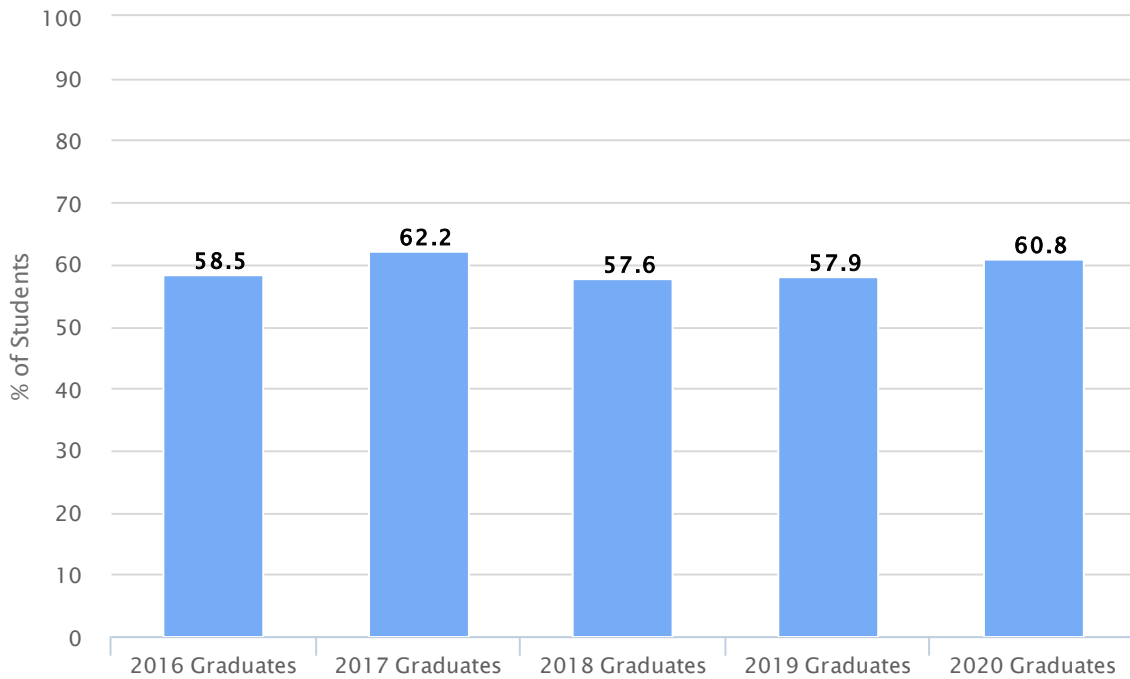
Data source: National Community College Benchmark Project (NCCBP)

Institutional Effectiveness Measures

Institutional Success Measure 2: High School Market Penetration

Indicator 3: New in College Penetration Rate

New in College Penetration Rate measures the percent of total district high school graduates who enrolled at Harper at any time within one year of high school graduation, including dual-credit. Harper’s new in college penetration rate increased with the 2020 graduates to 60.8%. With standard rounding, this rate reaches the improvement target of 61.0%.



2020 Target: Improvement = 61.0-63.0%

2020 Target Status: Achieved

Full definition: The percent of total district high school graduates (including dual-credit) who enroll at Harper at any time within one year of high school graduation.

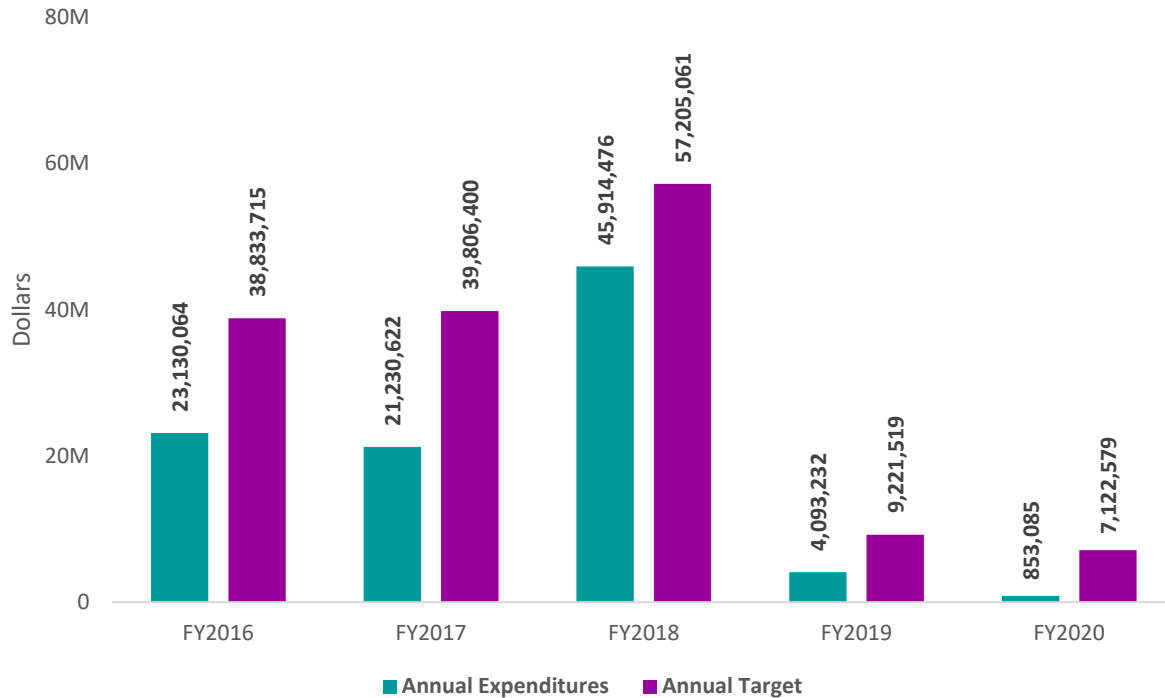
Data source: National Community College Benchmark Project (NCCBP) and Harper College Office of Institutional Research

Institutional Effectiveness Measures

Institutional Success Measure 3: Facilities

Indicator 1: Major Capital Expenditures

Major Capital Expenditures measures the annual amount spent for new buildings, renovations, and additions. FY2020 expenditures did not reach the annual target due to the construction delay on the Canning Center, which is waiting for funding from the state, as well as major capital projects schedules spanning multiple fiscal years. However, all major projects other than the Canning Center were either completed on time or were on schedule.



2020 Target: Expected = An amount equivalent to the amount of planned expenditures.

2020 Target Status: Not Achieved

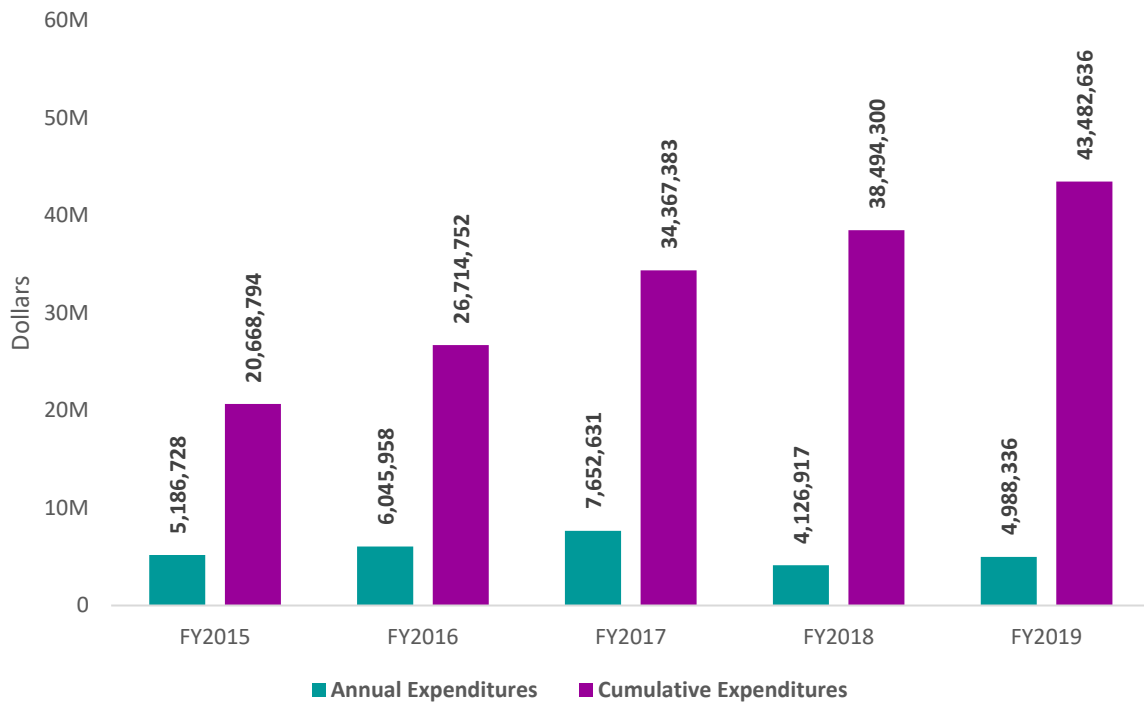
Full definition: The amount spent for new buildings, renovations and additions.

Data source: Harper College Administrative Services

Institutional Effectiveness Measures Institutional Success Measure 3: Facilities

Indicator 2: Major Preventative Maintenance Expenditures

Major Preventative Maintenance Expenditures measures the amount of preventative maintenance funds expended. Major preventative maintenance expenditures are reported in annual and cumulative amounts. The College spent \$43.5 million of preventative maintenance funds through FY2019, exceeding the FY2019 target.



2019 Target: Expected = FY2019 goal of \$40 million

2019 Target Status: Achieved

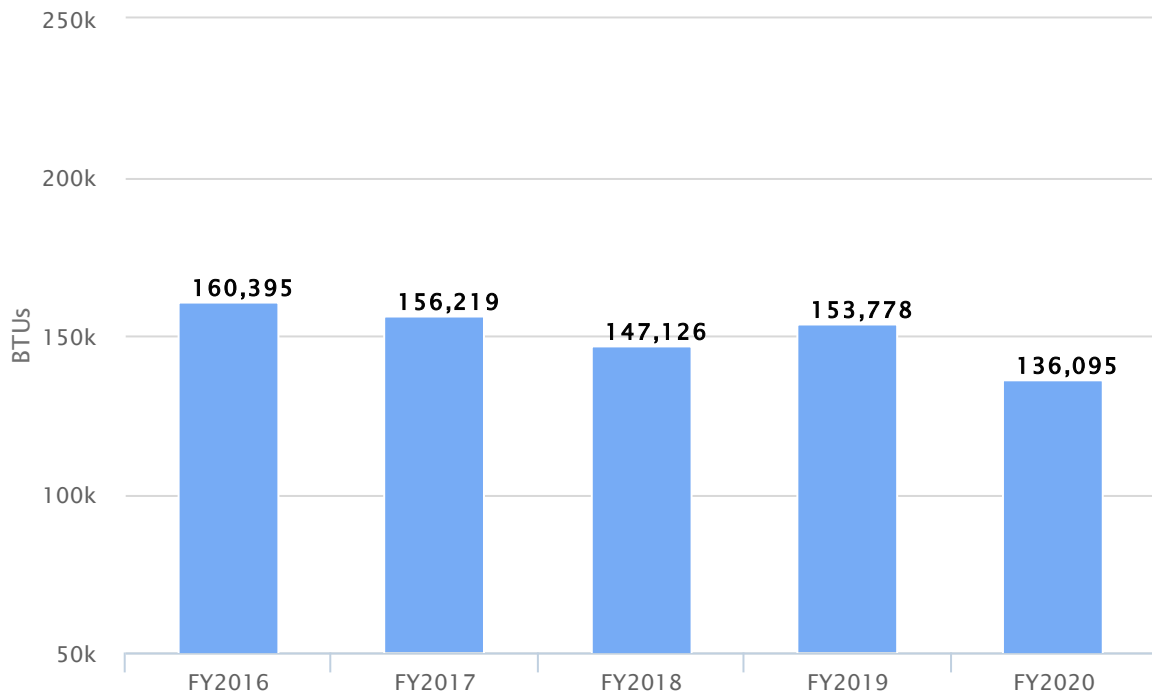
Full definition: The amount of the \$40 million allocated for preventative maintenance expended.

Data source: Harper College Administrative Services

Institutional Effectiveness Measures Institutional Success Measure 3: Facilities

Indicator 3: Energy Consumption

Energy Consumption measures the energy consumed by fuel per gross square foot (GSF) of campus space, measured in British thermal units (BTUs). Harper’s energy consumption has been within or below the target range of 156,000-166,000 BTU/GSF since FY2016. In FY2020, energy consumption reached a low of 136,095 BTU/GSF.



2020 Target: Expected = 156,000-166,000 BTU/GSF

2020 Target Status: Achieved

Full definition: Energy consumed by fuel per GSF of campus space, measured in British thermal units (BTUs).

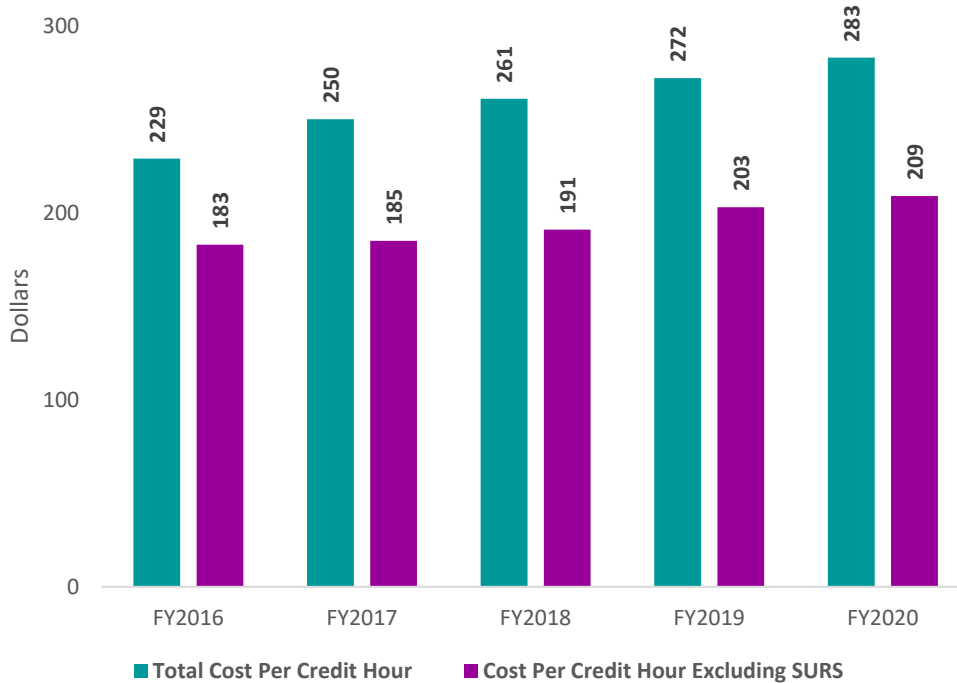
Data source: Sightlines

Institutional Effectiveness Measures

Institutional Success Measure 4: Instructional Cost

Indicator 1: Cost Per Credit Hour

Cost Per Credit Hour measures total credit instructional expenditures divided by the total number of credit hours. The College’s cost per credit hour, as defined by the National Community College Benchmarking Project, increased from \$229 in FY2016 to \$283 in FY2020. However, this calculation includes State Universities Retirement System (SURS) pass-through funds, which are not controllable by the College. Excluding the state’s SURS pass-through amount, the overall instructional cost per credit hour has grown at a much slower rate, increasing from \$183 in FY2016 to \$209 in FY2020, not meeting the improvement target.



2020 Target: Improvement = \$263-267 (Total Cost Per Credit Hour), \$202-\$205 (Excluding SURS)

2020 Target Status: Not Achieved

Full definition: The total direct credit instructional expenditures divided by total number of credit hours.

Data source: National Community College Benchmark Project (NCCBP) and Harper College Administrative Services

Institutional Effectiveness Measures
Institutional Success Measure 5: Information Technology

Indicator 1: Student Success Technologies

Student Success Technologies measures the College compared to EDUCAUSE Associate Institutions on the most commonly deployed student success technologies. Harper has deployed and actively used the identified technologies, achieving the 2020 expected target.

Most commonly deployed student success technologies	Percent of Associate Institutions	Deployed at Harper College	Usage Statistics
1. Degree Audit	71%	Ellucian CAPP and Degree Audit	79.2% (9,565/12,073) of degree-seeking students have run a Degree Audit.
2. Academic early-alert system	63%	Starfish	99.8% (3,767/3,773) of early-alert, degree-seeking students are actively tracked in Starfish.
3. Advising Center Management	59%	SARS	68.4% (8,261/12,073) of degree-seeking students have consulted with a counselor or an advisor.

2020 Target: Expected = Identified technologies deployed and in use

2020 Target Status: Achieved

Full definition: Most commonly deployed student success technologies.

Data source: 2016 EDUCAUSE Core Data Survey and 2020 Harper College Information Technology

Institutional Effectiveness Measures
Institutional Success Measure 5: Information Technology

Indicator 2: E-learning Technologies

E-learning Technologies measures the College compared to EDUCAUSE Associate Institutions on the most commonly deployed E-learning technologies. Harper has deployed and actively used the identified technologies, achieving the 2020 expected target.

Most commonly deployed E-learning technologies	Percent of Associate Institutions	Deployed at Harper College	Usage Statistics
1. Full-function online learning delivery system	99%	Blackboard	89.8% (3,822/4,256) of course sections utilized Blackboard.
2. Student evaluation of teaching effectiveness	87%	Student Opinionnaire of Instruction	79.4% (3,791/4,776) of course sections were surveyed in the online format.
3. Collaboration tool for learning	80%	Collaborate	Held 28,222 Blackboard Collaborate sessions with 57,850 total attendees.

2020 Target: Expected = Identified technologies deployed and in use

2020 Target Status: Achieved

Full definition: Most commonly deployed E-learning technologies.

Data source: 2016 EDUCAUSE Core Data Survey and 2020 Harper College Information Technology

Institutional Effectiveness Measures
Institutional Success Measure 5: Information Technology

Indicator 3: Classroom Technologies

Classroom Technologies measures the College compared to EDUCAUSE Associate Institutions on the most commonly deployed classroom technologies. Harper has deployed and actively used the identified technologies, achieving the 2020 expected target.

Most commonly deployed classroom technologies	Percent of Associate Institutions	Deployed at Harper College	Usage Statistics
1. Wireless projection	37%	WePresent	9.4% (24/254) of classrooms
2. Automatic lecture capture systems (audio and video)	28%	Blackboard Collaborate Ultra	Unique Sessions: 28,439 Unique Attendees: 58,293 All Recordings: 10,760
3. Interactive external monitor	19%	Extron, Epson, SMART	79.5% (202/254) of classrooms

2020 Target: Expected = Identified technologies deployed and in use

2020 Target Status: Achieved

Full definition: Most commonly deployed classroom technologies.

Data source: 2016 EDUCAUSE Core Data Survey and 2020 Harper College Information Technology

Strategic Plan



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 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 “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 under 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 growing 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 as they were before COVID-19.



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. During FY2021, goal teams met frequently to review data and information, gather feedback and input, and begin developing strategies to impact their goal targets and measures. Twelve strategic plan goal measures were scheduled for completion by the end of FY2021. Of these measures, ten were fully completed with the remaining two on schedule for completion in early fall 2021. The following pages and the [Strategic Plan Dashboard](#) highlight the strategic plan work accomplished during FY2021.

Strategic Plan

Strategic Plan Measures with FY2021 Completion Dates

The FY2021-2024 Strategic Goals are listed below. Each goal had one or more measures with completion dates in FY2021. Below is a summary of the 12 FY2021 measures by goal with a link to detailed information.

Goal: AWARENESS/OUTREACH Enhance awareness of and access to Harper College programming, resources, events, and partnerships.
Measure Achieved
Developed a definition of outreach by June 2021.
Goal: CORE VALUES Implement practices that promote Harper’s core values of respect, integrity, collaboration, and excellence.
Measures Achieved
Developed a philosophy of professional development by June 2021.
Developed a strategic plan dashboard by June 2021.
Goal: EQUITY Build capacity to support equity, diversity, and inclusion.
Measure Achieved
Developed definitions for Equity, Diversity, and Inclusion by June 2021.
Goal: PARTNERSHIPS Advance relationships among education, community, and workforce partners.
Measures Achieved
Identified existing Harper relationships (as of June 30, 2020) by June 2021.
Identified current presence of community organizations on Harper’s campus (including extension sites) by June 2021.
Measures In Progress
Identify levels of engagement for all relationships by June 2021 (to be completed by September 2021).
Identify intended outcomes for relationships by June 2021 (to be completed by September 2021).
Goal: STUDENT SUCCESS Identify and remove barriers to student success.
Measures Achieved
Identified equity gaps by February 2021.
Developed strategies to address student equity gaps by June 2021.
Goal: TEACHING AND LEARNING Implement innovative and inclusive teaching and learning.
Measures Achieved
Defined essential skills by May 2021.
Assessed program opportunities through the examination of workforce needs by June 2021.

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 with targeted groups and outreach strategies.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Develop a definition of outreach by June 2021 (Completed). • Develop a holistic outreach plan, including targeted groups and outreach strategies, by June 2022. • Implement the holistic outreach plan by June 2023. 	<p>In Progress – On Schedule. During FY2021, the goal team developed a definition of outreach: 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.</p> <p>Began creating project timeline/check points for developing outreach plan, including:</p> <ul style="list-style-type: none"> • Identifying departments conducting outreach to community. • Identifying successful outreach strategies already in place, opportunities for growth in current outreach strategies, and opportunities for new outreach strategies. • Identifying groups targeted by current outreach strategies and potential groups to target.
<p>Target: Educate internal constituents on Harper programs and services.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify key programs and services of which all internal constituents should have knowledge by December 2021. • Develop education materials by June 2022. • Provide educational activities by June 2023. 	<p>In Progress – On Schedule. During FY2021, goal team members worked to identify key programs and services. Information will be combined and finalized by December 2021.</p> <p>Began creating project timeline and check points for development of education materials, including:</p> <ul style="list-style-type: none"> • Identifying type of materials and communication channels. • Collaborating with internal communication manager to create communication plan and identify current opportunities to share information with internal constituents.
<p>Target: Increase enrollment and participation in Harper College programming (credit and non-credit).</p> <p>Measures:</p> <ul style="list-style-type: none"> • Implement strategies to increase adult (25+) enrollment in credit and non-credit programming by June 2022. • Increase enrollment of adults 25+ in credit and non-credit programs above FY2019 levels by June 2024. 	<p>In Progress – On Schedule. During FY2021, the focus area for this target was identified as adult students 25+. The goal team can now begin collaborative work to develop and grow strategies to increase adult enrollment.</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. Measures: <ul style="list-style-type: none">• Create a comprehensive list of College services and resources by December 2021.• Using FY2019 data as a baseline, increase usage of identified College services and resources by 2% by June 2024.	In Progress – On Schedule. During FY2021, goal team members began identifying College services and resources. Lists will be combined and finalized by December 2021.

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>Measures:</p> <ul style="list-style-type: none"> • Develop a philosophy of professional development by June 2021 (Completed). • Implement a system to track participation in professional development activities by June 2022. • Increase the percent of employees who use professional development funds by 25%, from 58% in FY2019 to 72.5% in FY2024. • Increase the percent of employees who are satisfied with opportunities, support, recognition, and value of professional development at Harper College by 3%, as measured by PACE survey items by June 2023. 	<p>In Progress – On Schedule. During FY2021, a philosophy of professional development was developed:</p> <p>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.</p> <p>The college partners with employees on their paths to excellence and is committed to a culture of professional development that:</p> <ul style="list-style-type: none"> • builds faculty and staff expertise in their individual fields and in the field of higher education to benefit the individual, the college, our students, and the community • facilitates individual career aspirations to provide an engaging work experience and prepare future leaders • supports the employee’s sense of well-being to enable them to contribute more fully • fosters diversity, equity, and inclusion to create a sense of belonging among employees, students, and the community • encourages multi-directional collaboration to spark innovation in the various ways the college fulfills its mission <p>Harper recognizes the specific responsibilities for professional development by each level of the organization:</p> <ul style="list-style-type: none"> • individual employees bring a willingness to learn • deans and supervisors encourage faculty and staff development and enable the time, resources, and space needed • the institution provides funding, access, personnel, and accountability <p>This holistic approach to professional development underscores the college’s respect and appreciation for faculty and staff and their contributions to our institutional mission.</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.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Increase students’ sense of belonging by 4%, as measured on the CCSSE Race and Ethnicity Survey items related to sense of belonging and culture of care, by June 2024. • Maintain the percent of completers who would recommend Harper at 97.6%, as measured by the Follow-up Survey by June 2024. 	<p>In Progress – On Schedule. During FY2021, a subcommittee of the goal team developed a “Weekly Blackboard Message” idea for proposal in fall 2021. Three things for students to know each week would be posted on Blackboard in announcements. Categories would include academic, programmatic, and wellness. One program could be highlighted each week for students to attend. This approach will provide students with possible events to attend, introduce them to campus, and get them involved in and connected to campus.</p>
<p>Target: Increase employee satisfaction, recognition, and sense of belonging.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Increase employee satisfaction and sense of belonging by 4% as measured by related PACE survey items by June 2023. • Implement additional processes for recognizing and appreciating employees by June 2022. 	<p>In Progress – On Schedule. During FY2021, the goal team developed the Harper Helps idea for proposal in fall 2021. The Harper Helps initiative would encourage employees to participate in community service projects throughout Harper and the surrounding community. Harper Helps would create service projects at Harper and with community organizations and encourage all Harper employees to participate. These projects would bring together employees from around campus to make a meaningful impact.</p>
<p>Target: Increase collaboration/cooperation/communication.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Increase cooperation/communication by 3%, as measured by items related to spirit of cooperation and communication on the PACE survey by June 2023. • Achieve a current value of “collaboration” on the CVA by June 2023 (collaboration was a desired value in 2019). 	<p>In Progress – On Schedule. During FY2021, the goal team developed an initiative for summer/fall 2021 to first identify data and metrics that need attention related to increasing cooperation/communication. The team conducted a survey with Operations Council asking, “What could you do to increase the spirit of cooperation in your department?” The team will aggregate the findings of the survey and share ideas to help promote a shared understanding of spirit of cooperation.</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: Ensure accountability.</p> <p>Measures:</p> <ul style="list-style-type: none">• Develop a strategic plan dashboard by June 2021 (Completed).• Achieve a current value of “accountability” on the CVA by June 2023 (accountability was a desired value in 2019).	<p>In Progress – On Schedule. During FY2021, a strategic plan dashboard was developed in the Nuventive system. The dashboard can be found on the external website and is located here.</p>

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>Measures:</p> <ul style="list-style-type: none"> • Develop definitions for Equity, Diversity, and Inclusion by June 2021 (Completed). • Develop procedures and protocols to ensure use of common inclusive language in all College materials (including classroom materials) by June 2022. 	<p>In Progress – On Schedule. During FY2021, an Equity statement for the College was developed and approved, the Diversity statement was revised and approved, and inclusion was defined.</p> <p><u>Diversity Statement:</u> Our vision is to enrich our world by educating culturally literate students who recognize the opportunities of and make positive contributions to a global society.</p> <ul style="list-style-type: none"> • We create a culture of scholarship, integrity and innovation rooted in the diversity of our Harper community. • We inspire our Harper community to believe that there is a transformative impact when people from different world views work together collaboratively. • We partner with our community to demonstrate that it is possible for people of all viewpoints and persuasions to respect and learn from each other. <p>We are committed to fully engaging the wealth of thought, backgrounds, languages and life experiences of our students, colleagues and community to foster an environment of academic excellence and student success.</p> <p><u>Equity Statement:</u> The core values at Harper College include providing equity in learning, teaching, and working environments for all students, faculty, and staff. While equality involves treating everyone the same way regardless of their starting points and needs, equity is based upon the principles of fairness. Equity acknowledges that everyone has a different starting point and individual needs. It means meeting people where they are and providing them with support and opportunities essential to accomplishing their goals.</p> <p>Our commitment to equity at Harper involves providing support and access to resources for all members of the college community and finding solutions to remedy academic equity gaps for students. Our institution will identify inequities and remove structural barriers faced by underserved populations. We will adopt practices and support services that promote equitable participation in educational programs and the equal opportunity for everyone to achieve their full potential. We will promote a culture of inclusion, work to bring about social justice, and advance sustainable change to support the success of all members of the Harper College community.</p>

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 (continued).</p> <p>Measures:</p> <ul style="list-style-type: none"> • Develop definitions for Equity, Diversity, and Inclusion by June 2021 (Completed). • Develop procedures and protocols to ensure use of common inclusive language in all College materials (including classroom materials) by June 2022. 	<p>The goal team also collaborated with the Equity Literacy Project Community of Practice that was formed with Harper College faculty/staff and representation from high school districts 211 and 214, and Community Unit School District 220. Through this collaboration, a common lexicon of diversity, equity, and inclusion (DEI) language was developed that will be shared between individuals working with students starting at ninth grade. This research-based project also features staff and student experiences to help draw personalized connections to the topic being researched.</p> <p>The project has 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>Target: Assess academic and non-academic policies/practices (equity lens) and recommend adjustments.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Assess policies/practices for needed equity adjustments by December 2021. • Recommend equity adjustments to policies/practices by June 2023. • Support implementation of policy/practice adjustments by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team worked on developing a rubric to assess policies and practices. The rubric will be completed in fall 2021.</p>
<p>Target: Develop and provide education and training on Diversity, Equity, and Inclusion.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Develop/identify a common institutional Diversity, Equity, and Inclusion training program for all employees by June 2022. • Ensure 100% of employees (staff and faculty) participate in the common institutional Diversity, Equity, and Inclusion training by June 2024. 	<p>In Progress – On Schedule. During FY2021, members of the goal team joined an already formed working group to select a third-party vendor for delivery of DEI training. The vendor was selected, and the contract finalized. Work will continue in fall 2021 to determine modalities and roll-out.</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.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Maintain overall employee retention rate at 94.0% (FY2019 versus FY2023). • Improve student DEI culture by 4%, as measured by related CCSSE and CCSSE Race/Ethnicity Survey items by June 2024. • Improve employee DEI culture by 3% as measured by commitment to workplace diversity items on the PACE survey by June 2023. 	<p>In Progress – On Schedule. During FY2021 the goal team consulted with the Office of Institutional Research on how to tie work related to this target to the identified questions on the CCSSE and PACE surveys.</p>
<p>Target: Develop/enhance community relationships that support DEI efforts.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Consult with “Partnerships” goal team to identify community partnerships that support campus DEI efforts by December 2021. • In collaboration with the “Partnerships” goal team, develop/enhance at least two community partnerships focused on DEI efforts by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team collaborated with the Partnerships team to discuss the target. The Partnerships team is developing a rubric to rate the strength of a community partner’s commitment. The rubric will be used to determine how those existing bonds support campus DEI efforts. In addition, the team made contacts with the Kenneth Young Center and League of Women Voters.</p>

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>Measures:</p> <ul style="list-style-type: none"> • Identify existing Harper relationships (as of June 30, 2020) by June 2021 (Completed). • Increase relationships in identified area(s) of focus by 4% from x to y by June 2024. (need baseline data on number of relationships). • Identify levels of engagement for all relationships (engagement as defined for each sector) by June 2021 (In Progress). • Increase engagement levels for relationships in identified area(s) of focus by 10% by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team’s subgroups created a baseline list of partners and created rubrics for identifying engagement level of partners based on sector. Identified partners include:</p> <ul style="list-style-type: none"> • 113 community partners • 285 workforce partners (advisory) • 338 education partners <p>Subgroups began identification of engagement level by sector. This work will be completed by September 2021.</p>
<p>Target: Leverage relationships that support student needs.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify current presence of community organizations on Harper’s campus (including extension sites) by June 2021 (Completed). • Increase on-campus presence of community organizations by June 2023. • Connect with at least five existing community organizations to increase resources to help meet student basic needs by June 2022. • Increase student awareness of community partners that provide basic needs support by 5%, from x to y by June 2024. (need to collect baseline data). 	<p>In Progress – On Schedule. During FY2021, a subgroup of the goal team identified current community organizations that have a regular presence on campus. The team also reviewed workforce and advisory partner lists to identify unique employers that were listed in more than one area.</p> <p>Community Organizations at the Learning and Career Center:</p> <ul style="list-style-type: none"> • Early Childhood Developmental Enrichment Center/Prospect Heights School District 23 all-day preschool • Family Learning Program/District 21 evening babysitting • North Suburban Legal Aid Clinic • Freiman Law • WINGS (Women in Need Growing Stronger) • OMNI Youth and Family Services <p>Community Organizations at Palatine Campus:</p> <ul style="list-style-type: none"> • North Suburban Legal Aid for Immigration Law Practice • Robert DeStefano - Attorney for General Legal Guidance

Strategic Plan

Goal: PARTNERSHIPS Advance relationships among education, community, and workforce partners.	
Target/Measures	Status
<p>Target: Develop programming that responds to community and workforce needs, including existing skills gaps.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Assess training needs of the workforce/community (including skills gaps) by December 2021. • Develop at least three community education (1.3) and community professional education (1.6) courses and/or programming that respond to needs/gaps by December 2023. • Implement courses and/or programming by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team recognized that the Teaching and Learning team was working to identify workforce needs and skills gaps. The Partnerships team will build on the information generated from the Teaching and Learning team to complete an assessment in fall 2021.</p>
<p>Target: Improve outcomes for all relationships.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify intended outcomes for relationships (by sector) by June 2021 (In Progress). • Assess relationship outcomes by June 2022. • Implement strategies to improve relationship outcomes by December 2022. • Reassess relationship outcomes by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team began working to identify intended outcomes for relationships (by sector) to be completed by September 2021.</p>

Strategic Plan

Goal: STUDENT SUCCESS	
Identify and remove barriers to student success.	
Target/Measures	Status
<p>Target: Close equity gaps.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify existing equity gaps by February 2021 (Completed). • Develop strategies to address student equity gaps by June 2021 (Completed). • Implement strategies to address student equity gaps by June 2023. • Decrease equity gaps by 20% by June 2024. 	<p>In Progress – On Schedule. During FY20201, existing equity gaps were identified:</p> <p><u>Developmental Course Success (4-year average, 2016-2019 baseline data)</u></p> <ul style="list-style-type: none"> • Black student success rate in developmental math is 44.7 %, White student success rate is 60.2%, a 15.5% gap. • Latinx student success rate in developmental math is 53.6%, White student success rate is 60.2%, a 6.6% gap. • Black student success rate in developmental writing is 55.5%, White student success rate is 66.2% a 10.7% gap. <p><u>Gateway Course Success (4-year average, 2016-2019 baseline data)</u></p> <ul style="list-style-type: none"> • Black student success in 0-15 courses is 56.3%, White student success rate is 71.4%, a 15.1% gap. • Latinx student success in 0-15 courses is 62.7%, White student success rate is 71.4%, an 8.7% gap. <p><u>Persistence (4-year average baseline data)</u></p> <ul style="list-style-type: none"> • Black student persistence rate (ft) is 56.1%, White student persistence rate (ft) is 75.2%, a 19.1% gap. • Black student persistence rate (pt) is 43.9%, White student persistence rate (pt) is 54.6%, a 10.7% gap. <p><u>Graduation (4-year average baseline data)</u></p> <ul style="list-style-type: none"> • Black student graduation rate is 13.1%, White student graduation rate is 34.9%, a 21.8% gap. • Latinx student graduation rate is 27.8%, White student graduation rate is 34.9%, a 7.1% gap.

Strategic Plan

Goal: STUDENT SUCCESS	
Identify and remove barriers to student success.	
Target/Measures	Status
<p>Target: Close equity gaps (continued).</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify existing equity gaps by February 2021 (Completed). • Develop strategies to address student equity gaps by June 2021 (Completed). • Implement strategies to address student equity gaps by June 2023. • Decrease equity gaps by 20% by June 2024. 	<p>The goal team developed two initiatives in FY2021 to be implemented in FY2022 that will address student equity gaps:</p> <p>First Year Seminar (FYS)/Learning Community Expansion</p> <p>The first initiative is to expand offerings of FYS/ENG 101 and FYS/ENG 100 learning communities over the next three years to include at a minimum 20 FYS/ENG 101, 8 FYS/ENG 101 ALP, and 4 FYS/ENG 100 sections by fall 2023. Faculty professional development, implementation of integrative assignments, and experiential learning are incorporated in this initiative. The goals are to close equity gaps, improve success in 0-15 courses, increase FYS compliance, and increase credit momentum so that students can complete credits at the recommended rate. Approximately 650 students per semester and at least 55 faculty will be impacted by this initiative.</p> <p>Philosophy Department – Equity Gaps</p> <p>For the second initiative, the philosophy department will implement practices for inclusive pedagogy within their discipline and select several changes to make in their classes for fall 2021. The philosophy department developed this initiative after uncovering equity gaps between White students and Black and Latinx students in their courses. The department conducted research into best practices for inclusive pedagogy within their discipline and compiled a list of resources for faculty to consult. During summer 2021, faculty will review those resources and select several changes to make in their classes for fall 2021. This initiative also provides professional development for philosophy instructors. For the fall 2021 semester, the department approximately 600-800 students will be impacted by this initiative.</p>
<p>Target: Increase completion rates for all students.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Increase overall graduation rate by 10%, from 33.7% (2019) to 37.1% by June 2024. • Increase annual credentials conferred by 5%, from 4,317 (2020) to 4,532 by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team identified areas of focus to increase overall graduation rate including academic support available to students; student case management; success in 0-15 courses; corequisites; cold lists; and success in eight-week courses. Initial work has begun in gathering data and developing initiatives to impact credential completions.</p>

Strategic Plan

Goal: STUDENT SUCCESS	
Identify and remove barriers to student success.	
Target/Measures	Status
<p>Target: Provide professional development around equitable practices (faculty/student support staff).</p> <p>Measures:</p> <ul style="list-style-type: none"> • Identify and/or develop training for faculty and support staff to address equitable practices (addressing student bandwidth demands and basic needs) by December 2021. • Ensure 75% of faculty/student support staff participate in bandwidth/basic needs professional development by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team focused on identifying professional development resource training related to student scholarships and financial assistance. The team is working on how to approach resource training and how to partner with the Harper College Educational Foundation.</p>
<p>Target: Increase/enhance support services for basic needs/bandwidth demands.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Implement new services as well as enhancements to existing services by June 2023. • Improve student use and satisfaction with support services by 4% by June 2024. • Improve support for students by 4%, as measured by related CCSSE and CCSSE Students in Need survey items, by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team began to identify and work collaboratively with various student support services such as financial aid, advising, library services, and the academic support center to examine student usage and student satisfaction in those areas.</p>

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>Measures:</p> <ul style="list-style-type: none"> • Define essential skills by May 2021 (Completed). • Assess essential skills, in credential seeking students near completion, by June 2024. • Improve student report of college experience related to essential skills by 4%, as measured by related CCSSE items by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team identified essential skills through the National Association of Colleges and Employers (NACE) Competencies. The NACE competencies are:</p> <ul style="list-style-type: none"> • Career and Self Development • Communication • Critical Thinking • Equity and Inclusion • Leadership • Professionalism • Teamwork • Technology
<p>Target: Develop new credit programs that are responsive to student, workforce, and community needs.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Assess program opportunities through the examination of workforce needs by June 2021 (Completed). • Develop at least three high-demand programs that respond to identified needs by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team assessed program opportunities through the examination of workforce data and identified four sectors:</p> <ul style="list-style-type: none"> • Transportation/Manufacturing • Healthcare • Technology • Business/Management <p>Sectors were identified based on 10% job growth (2014-2019), and 2019 median hourly earnings of more than \$15 per hour.</p> <p>The team also began conducting a gap analysis of supply and demand in the region and looking for a crosswalk between the sectors above and gaps in workforce supply.</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>Measures:</p> <ul style="list-style-type: none"> • Improve student satisfaction with online courses by 4%, as measured by x item on the student opinionnaire of instruction by June 2024 (need baseline data). • Improve online course success rates by 4%, from 64.3% in fall 2019 to 66.9% in fall 2023, by June 2024. • Ensure 150 faculty earn the Ally Advocate badge by remediating course content to increase the digital accessibility of at least one Blackboard shell by June 2024. • Develop flexible schedules to meet the identified needs of students, the community, and the workforce by December 2022, to be implemented fall 2023. 	<p>In Progress – On Schedule. During FY2021, the goal team evaluated data from the student opinionnaire of instruction (SOI) survey as well as the student technology survey. The team began and will continue collaborating with the Distance Education teams to evaluate both surveys and ensure they are valid measures of the online experience for distance education students.</p> <p>The goal team collaborated with the Distance Education teams and the Digital Accessibility Taskforce on improving accessibility scores of online course content. Ally/Accessibility trainings were held resulting in 31 Ally Advocates. An agreement was also developed to enable Ally for all Blackboard courses starting in fall 2021.</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>Measures:</p> <ul style="list-style-type: none"> • Develop faculty professional development on interculturally competent classroom pedagogies by December 2021. • Ensure 75% of faculty participate in professional development on interculturally competent pedagogies by June 2024. • Assess student experience around interculturally competent classroom pedagogies by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team evaluated the existing, in progress, and future professional development opportunities around interculturally competent classroom pedagogies and discussed the Illinois Board of Education standards as measures to adopt as expectations of interculturally competent faculty.</p> <p>The goal team defined interculturally competent pedagogies as: a variety of methods and practices of teaching that promote among learners the knowledge, skills, values, and attitudes to communicate and work across cultural, social, and personal differences.</p> <p>The team outlined faculty and student expectations for interculturally competent pedagogies and discussed objectives and metrics for professional development programs including the <i>Enacting Equity Guidelines</i> instrument.</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).</p> <p>Measures:</p> <ul style="list-style-type: none"> • Improve student report of college experience related to career/future education preparation by 4%, as measured by related CCSSE items by 2024. • Improve the percentage of students who are enrolled in further education (transfer completers) or working in a related field (career completers) after Harper by 4%, as measured by the Follow-Up Survey by June 2024. • Increase the number of value-added articulation agreements with four-year colleges and universities by 2%, from 251 to 256, by June 2024. • Increase the number of University Center programs connected to Harper associate degree programs by 10%, from 10 to 11, by June 2024. 	<p>In Progress – On Schedule. During FY2021, the goal team began compiling a list of University Center programs connected to associate degree programs as well as a list of areas of study for possible articulation agreements. Areas of study include instruction, fire science, emergency medical services, electronics, aviation, and manufacturing.</p>

Operational Plan

Overview

The College's Operational Plan delineates the goals that address the College priorities as well as the activities that support the Strategic Plan. Each goal includes an identified Executive Council leader and administrative leader(s). Performance targets are identified for each goal, and performance is tied to the evaluation of the administrator.

This report provides the outcomes against these goals and their performance targets. The report includes the following information: operational goal, performance target, person responsible, completion status, and related comments.

The Operational Goal categories for the FY2021 plan include:

Accountability, Institutional Effectiveness, Transparency, and Governance:

Foster a culture of data informed decision-making and accountability by creating a system of effectiveness measures, outcomes assessment, strategic planning, evaluation, and shared governance.

Communications and Community Relations:

Build awareness of and community support for the College while enhancing its reputation through quality communications.

Diversity:

Create a campus climate that is supportive of cultural differences and respectful of all constituents.

Employee Relations and Wellness:

Ensure employee recruitment, development, and retention through appropriate processes. Enhance the overall well-being of employees through a variety of programs, initiatives, and materials.

Enrollment and Financial Aid:

Develop and implement a cohesive set of strategies inclusive of recruitment, enrollment, and retention to support enrollment goals for credit and non-credit programs; and provide financial aid to all eligible students.

Facilities:

Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

Financial:

Effectively develop, plan, and manage our financial resources.

Safety:

Ensure the safety of the Harper Community.

Student Success:

Operationalize student success initiatives.

Technology:

Support and enhance technology to meet the instructional and administrative needs of the College community.

Workforce Development/Economic Development:

Ensure Harper College provides workforce and entrepreneurial training and education and supports the region's economic health.

Operational Plan

Accountability, Institutional Effectiveness, Transparency, and Governance:

Foster a culture of data informed decision-making and accountability by creating a system of effectiveness measures, outcomes assessment, strategic planning, evaluation, and shared governance.

Goal	Target	Responsibility	Status	Comment
1. Conduct large institutional surveys and communicate results.	Personal Assessment of the Campus Climate (PACE): Share results and key findings of the PACE survey with campus community by August 2020.	Darlene Schlenbecker, Kathy Coy	Completed	Shared results and key findings of the PACE survey with campus community by August 2020.
	Personal Assessment of Campus Climate: Consult on use of PACE data with key groups by December 2020.		Completed	Consulted on use of PACE data with key groups by December 2020.
	Personal Assessment of Campus Climate: - Develop PACE dashboard, including current and trend data by December 2020.		Completed	Developed PACE dashboard, including current and trend data, and posted to Harper Intranet Portal (HIP) by October 2020.
	Environmental Scan: Share key trends from Environmental Scan with campus community by October 2020.		Completed	Shared key trends from Environmental Scan with campus community by October 2020.
	Environmental Scan: Consult on leveraging Environmental Scan data by December 2020.		Completed	Consulted on leveraging Environmental Scan data by December 2020.
	Community College Survey of Student Engagement (CCSSE): Administer CCSSE by April 2021.		Completed	Administered CCSSE by April 2021.

Operational Plan

Goal	Target	Responsibility	Status	Comment
2. Ensure student learning outcomes assessment is conducted and results utilized to improve student success.	Complete the course-level assessment cycle for all departments by June 2021.	MaryAnn Janosik, Darlene Schlenbecker, Deann Surdo, Kimberly Chavis, Travaris Harris, Joanne Ivory, Kimberley Polly, Jaime Riewerts	Completed	Completed the course-level assessment cycle for 100% (26/26) of departments by June 2021.
	Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 2021.		Completed - Target Not Met	Completed the program-level assessment cycle for 98% (40/41) of instructional programs and 97% (31/32) of student support/administrative units by June 2021.
	Conduct a large-scale general education assessment of the Quantitative Reasoning outcome by June 2021.		Completed	Conducted a large-scale general education assessment of the Quantitative Reasoning outcome, collecting 1,291 artifacts, by June 2021.
	Conduct a follow-up general education assessment of the Critical Thinking outcome by June 2021.		Completed	Conducted a follow-up assessment of the Critical Thinking general education learning outcome, collecting 1,066 artifacts, by June 2021.
3. Increase data accessibility and usage.	Develop curriculum for a Data Literacy badge by November 2020.	Darlene Schlenbecker, Deann Surdo, Kathy Coy	Completed	Developed curriculum for a Data Literacy badge by February 2021.
	Offer Data Literacy badge by January 2021.		Completed	Offered Data Literacy badge to cohorts in February 2021 and June 2021.
	Share outcomes from Data Literacy badge earners by June 2021.		Completed	Gathered feedback from the first cohort of Data Literacy badge earners by June 2021. Implemented improvements to the curriculum based on feedback.
	Enhance available data visualizations including dashboards and infographics by June 2021.		Completed	Enhanced available data visualizations by creating three infographics and more than 20 interactive Power BI reports about students, employees, the community, and the College by June 2021.

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>4. Implement FY2021-2024 Strategic Plan.</p>	<p>Communicate strategic plan structure by August 2020.</p>	<p>Avis Proctor, Darlene Schlenbecker, Jeff Julian, Strategic Planning and Accountability Committee, Deann Surdo</p>	<p>Completed</p>	<p>Communicated Strategic Plan structure by August 2020.</p>
	<p>Identify goal team leads by August 2020.</p>		<p>Completed</p>	<p>Identified goal team leads by August 2020.</p>
	<p>Launch FY2021-2024 Strategic Plan by September 2020.</p>		<p>Completed</p>	<p>Launched the FY2021-2024 Strategic Plan the week of September 21, 2020. Held a Strategic Plan overview session and spotlight sessions for each of the six strategic goals.</p>
	<p>Set goal targets by December 2020.</p>		<p>Completed</p>	<p>Identified measures for the Strategic Goal targets by December 2020.</p>
	<p>Develop a strategic plan dashboard to track and communicate progress by June 2021.</p>		<p>Completed</p>	<p>Developed a strategic plan dashboard to track and communicate progress on the Strategic Plan by June 2021.</p>
<p>5. Recommend new targets for the College's Institutional Effectiveness Measures (IEMs).</p>	<p>Conduct benchmarking of community college key performance indicators by October 2020.</p>	<p>Darlene Schlenbecker, Deann Surdo, Kathy Coy, Strategic Planning and Accountability Committee</p>	<p>Postponed</p>	<p>The process to recommend new targets for the College's Institutional Effectiveness Measures was postponed in response to addressing priorities that emerged during FY2021 due to the COVID-19 pandemic.</p>
	<p>Identify changes in IEMs and/or data sources by February 2021.</p>		<p>Postponed</p>	
	<p>Review historical, trend and peer data to determine long-term IEM targets by March 2021.</p>		<p>Postponed</p>	
	<p>Collect feedback on recommended IEM targets by April 2021.</p>		<p>Postponed</p>	
	<p>Make recommendation on IEM targets by June 2021.</p>		<p>Postponed</p>	

Operational Plan

Goal	Target	Responsibility	Status	Comment
6. Conduct a legal review of the Board Policy Manual.	<p>Develop a schedule with legal counsel for review of the Policy Manual by September 2020.</p> <p>Continue review of Policy Manual according to the schedule developed by June 2021.</p>	Maria Coons	<p>Completed</p> <p>Completed</p>	<p>Developed a schedule with legal counsel for review of the Policy Manual by September 2020.</p> <p>Completed review of Policy Manual according to the schedule. Final revisions were approved at the Board of Trustees meeting in May 2021.</p>

Operational Plan

Communications and Community Relations:

Build awareness of and community support for the College while enhancing its reputation through quality communications.

Goal	Target	Responsibility	Status	Comment
7. Increase transparency and knowledge of current community.	Create internal resource on HIP that identifies current education and community partners by January 2021.	Laura Brown, MaryAnn Janosik, Darlene Schlenbecker, Amie Granger, Vicki Atkinson, Kathy Coy, Carolynn Muci	Completed	Created internal resources on HIP that includes an overview of the four types of organizations that work with community relations (chambers of commerce, civic, community, and K-8 education organizations) as well as information about how community relations can assist departments and programs with outreach by December 2020.
	Create and post a detailed information document on partner organizations including services and communities served, internal partnerships, Harper representatives and positions maintained within organizations on HIP by January 2021.		Completed	Created and posted a document on the Community Relations HIP page with detailed information on the community relations partner organization by December 2020. This document includes an overview of the organization, Harper representatives, and details regarding internal collaboration with the organization.
	Define levels of engagement with partner organizations by January 2021.		Completed	Defined three levels of engagement with partner organizations by January 2021. The levels align with Harper's Community Scan and include awareness, knowledge, and engagement.
	Develop rubric that will identify level of engagement with listed organizations by June 2021.		Completed	Developed a rubric that identifies the level of engagement for each community relations partner by May 2021.

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>9. Leverage partnerships to provide resources to meet student needs (continued).</p>	<p>Identify student needs by February 2021.</p>		<p>Completed</p>	<p>Identified student needs from the National College Health Assessment and Trellis survey that included financial insecurity and literacy, housing insecurity, food insecurity, and mental health issues by February 2021.</p>
	<p>Host information sessions for 10-15 strategic partners by March 2021.</p>		<p>Completed</p>	<p>Hosted more than 20 information sessions through current partner meetings and committees by March 2021.</p>
	<p>Conduct internal information sessions with Student Development, Student Engagement and Adult Education (AED) by March 2021</p>		<p>Completed</p>	<p>Conducted multiple internal communications with various student support departments throughout FY2021.</p>
	<p>Create list of current community organizations (partners and non-partners) by June 2021.</p>		<p>Completed</p>	<p>Created list of current community organizations (partners and non-partners) and posted on the Community Relations HIP page by June 2021.</p>
	<p>Create document that aligns community organizations with identified student needs by June 2021.</p>		<p>Completed</p>	<p>Created a document that aligns services provided by community organizations with identified student needs by June 2021.</p>
	<p>Develop multi-tier plan to align community organizations with appropriate Harper departments by June 2021.</p>		<p>Completed</p>	<p>Developed a collaborative multi-tier plan to align community organizations with Hawks Care, Center for New Student Orientation, Enrollment Services, and Adult Education to create a universal approach to outreach efforts by June 2021.</p>

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>10. Develop and execute communications to community partners about college services and resources.</p>	<p>Create community relations marketing material that highlights Harper’s value to the community as an educational institution and community resource by January 2021.</p>	<p>Laura Brown, Michelé Smith, Amie Granger, Mike Barzacchini, Susan Mulvey</p>	<p>Completed</p>	<p>Created community relations marketing material that provides a comprehensive overview of available Harper services and programs, and highlights Harper’s value to the community as an educational institution and community resource by June 2021.</p>
	<p>Distribute marketing materials to a minimum of 20 organizations by January 2021.</p>		<p>Completed</p>	<p>Distributed marketing materials to 20 organizations by January 2021.</p>
	<p>Implement monthly e-newsletter for community and civic organization leaders highlighting current topics, feel good stories and resources available to the community by January 2021.</p> <ul style="list-style-type: none"> • Maintain distribution list of at least 60 contacts. • Average open rate of at least 30%. • Average click through rate of at least 4%. 		<p>Completed</p>	<p>Implemented a monthly e-newsletter for community and civic organization leaders that includes stories about students and alumni, information on new programs and services, stories about successful community collaborations, information about virtual programming, and details about family friendly events open to the community on Harper’s campus by January 2021.</p> <ul style="list-style-type: none"> • Maintained distribution list of at least 70 contacts. • Average open rate was 49%. • Average click through rate of 12%.
	<p>Identify enhancements to current community relations webpage by February 2021.</p>		<p>Completed</p>	<p>Identified enhancements needed to the current community relations webpage by February 2021.</p>
	<p>Implement enhancement to community relations webpage by June 2021.</p>		<p>Completed</p>	<p>Implemented enhancements to current community relations webpage to provide a more interactive page that serves as a resource to the community by June 2021.</p>

Operational Plan

Goal	Target	Responsibility	Status	Comment
10. Develop and execute communications to community partners about college services and resources (continued).	Increase community relations page views by 3%, from 1,245 to 1,282 by June 2021.		Completed	Increased community relations page views by 90% from 1,245 in FY2020 to 2,368 in FY2021 by June 2021.

Operational Plan

Diversity:

Create a campus climate that is supportive of cultural differences and respectful of all constituents.

Goal	Target	Responsibility	Status	Comment
11. Implement Diversity, Equity and Inclusion (DEI) improvements per suggestions of the program assessment.	Present final report by July 2020.	Claudia Mercado, MaryAnn Janosik, Jeff Julian, Darlene Schlenbecker, Mike Bates, Mary Kay Harton, Roger Spayer, Deann Surdo	Completed	Presented final report to Executive Cabinet in July 2020 and at the All-Campus Meeting by August 2020.
	Share out recommendations of the DEI consultants by October 2020.		Completed	Shared out recommendations of the DEI consultants in August 2020.
	Create a strategy for the recommendation(s) by January 2021.		Completed	Created strategies for the recommendation to increase diverse hires by January 2021.
	Implement at least one recommendation by June 2021.		Completed	Implemented recommendation by adding two cultural competency questions to the job application by January 2021.
12. Create a cultural center.	Identify location of new cultural center by August 2020.	Claudia Mercado, Rob Galick, Darryl Knight, Steve Petersen	Completed	Identified location of new cultural center in Building D above Starbucks by October 2020.
	Develop space requirements and design by October 2020.		Completed	Developed space requirements and design with architects by January 2021.
	Open new cultural center by March 2021.		In Progress - Behind Target/ Schedule	Due to construction delays during the COVID-19 pandemic, the cultural center is scheduled to be complete in August 2021 with a fall 2021 opening.

Operational Plan

Goal	Target	Responsibility	Status	Comment
13. Build equity culture.	Define the term equity by October 2020.	Claudia Mercado, Rob Galick, MaryAnn Janosik, Jeff Julian, Darlene Schlenbecker, Kimberly Chavis, Travaris Harris, Joanne Ivory, Kimberley Polly, Jaime Riewerts, Roger Spayer, Deann Surdo	Completed	Defined the term of equity, approved by the Board of Trustees, in May 2021.
	Identify student achievement gaps by November 2020.		Completed	Identified student achievement gaps through the strategic plan by November 2020.
	Evaluate processes and policies to identify institutional barriers by leveraging the National Assessment of Collegiate Campus Climates or Family Friendly Campus surveys by December 2020.		Completed	Implemented improvements for Bias and Discrimination reporting and revised the Harper Equal Employment Opportunity policy as a result of an internal review of information by June 2021.
	Develop strategies to address student equity gaps for fall 2021 implementation by April 2021.		Completed	The Student Success strategic goal team developed strategies to address equity gaps in spring 2021 for fall 2021 implementation. Additional strategies will continue to be proposed through the strategic plan work.
14. Utilize Cultural Values Assessment (CVA) results and Culture and Climate Team recommendations to improve campus climate.	Develop work groups to address recommendations from CVA and Culture and Climate Teams by August 2020.	Claudia Mercado, Melissa Gawron, Joanne Ivory, Sean Warren-Crouch	Completed	Developed Core Values strategic goal team as a part of the strategic plan by October 2020. The team is examining campus culture and climate as is the Equity strategic goal team.
	Implement strategies by January 2021.		Completed	Implemented one strategy, added cultural competency questions to the hiring process, by December 2021.
	Collect preliminary data on implemented strategies by June 2021.		Completed - Target Not Met	Collected data from the campus community on progress made related to DEI work during FY2021 by May 2021.

Operational Plan

Employee Relations and Wellness:

Ensure employee recruitment, development, and retention through appropriate processes. Enhance the overall well-being of employees through a variety of programs, initiatives, and materials.

Goal	Target	Responsibility	Status	Comment
15. Negotiate successor contracts with collective bargaining units.	Finalize collective bargaining agreement with the IEA-NEA, Custodial-Maintenance by July 2020.	Rob Galick, MaryAnn Janosik, Roger Spayer Darryl Knight John Lawson	Completed	Finalized collective bargaining agreement with the IEA-NEA, Custodial-Maintenance by July 2020.
	Finalize collective bargaining agreement with the ICOPS by June 2021.		In Progress - Behind Target/ Schedule	Collective bargaining agreement with the ICOPS is in progress and expected to be finalized in FY2022.
	Begin negotiations with the Adjunct Faculty Unit by June 2021.		Completed	Began negotiations with the Adjunct Faculty Unit by June 2021.
16. Enhance professional development opportunities for employees.	Offer a professional development day focused on campus climate by April 2021.	Rob Galick, MaryAnn Janosik, Jeff Julian, Roger Spayer, Mike Bates, Bob Parzy, Bev Riley	Completed	Offered an inaugural, virtual professional development day with 22 sessions and over 500 attendees by March 2021.
	Recommend pathways to advanced degrees for employees by June 2021.		Completed	Recommended pathways to provide maximum flexibility in program selection to advanced degrees for employees by June 2021.
	Offer a Linked-In Learning certificate program by June 2021.		Postponed	A Linked-In Learning certificate program was postponed due to other priorities during the COVID-19 pandemic.

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>17. Operationalize the Supervisor/Manager Toolkit.</p>	<p>Assign Linked-in Learning Paths to new managers by September 2020.</p> <p>Assign buddy to new manager by September 2020.</p> <p>Add departmental introduction videos to New Supervisor Tool Kit Teams Site by January 2021.</p> <p>Roll out First Day Welcome Kit to new managers by March 2021.</p> <p>Add Oracle How To's Departmental content to New Supervisor Tool Kit Teams Site by May 2021.</p>	<p>Rob Galick, Bev Riley, Roger Spayer</p>	<p>Completed</p> <p>Completed</p> <p>Not Completed</p> <p>Postponed</p> <p>Not Completed</p>	<p>Assigned Linked-in Learning Paths to new managers by June 2021.</p> <p>Assigned buddy to new manager with input from supervisor by September 2020.</p> <p>Departmental introduction videos were not added to New Supervisor Tool Kit Teams Site as videos become outdated too quickly. HIP directory and online organizational charts are being utilized.</p> <p>Distribution of First Day Welcome Kit to managers has been postponed until managers return to campus, beginning in July 2021.</p> <p>Oracle How To's Departmental content have not been added to the New Supervisor Tool Kit Teams Site. Alternatively, supervisors are being referred to the Guide Me prompts in Oracle.</p>
<p>18. Implement Oracle Cloud training.</p>	<p>Conduct project team training by October 2020.</p> <p>Conduct end-user training (finance and human resources) by October 2020.</p>	<p>Rob Galick, Roger Spayer, Bob Grapenthien, Regan Myers</p>	<p>Completed</p> <p>Completed</p>	<p>Conducted project team training by December 2020.</p> <p>Conducted end-user training (finance and human resources) by January 2021.</p>

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>19. Encourage the campus community to engage in health and wellness activities at the Foglia Health and Recreation Center.</p>	<p>Create an annual holistic wellness certificate program for students that includes the eight dimensions of wellness by August 2020.</p>	<p>Rob Galick, MaryAnn Janosik, Mary Kay Harton, Beth Ripperger, Roger Spayer</p>	<p>Completed</p>	<p>Created an annual holistic wellness certificate program for students that includes the eight dimensions of wellness by August 2020. The implementation and incentives for students is being developed in the virtual environment.</p>
	<p>Develop an annual employee wellness programming calendar that includes one program from each of the eight dimensions by October 2020.</p>		<p>Completed</p>	<p>Developed an annual employee wellness programming calendar that includes one program from each of the eight dimensions. Fall programing was finalized by October 2020 and spring programing was finalized by December 2020.</p>
	<p>Share results of previous needs assessment and make recommendations for programming for both employees and students by October 2020.</p>		<p>Completed</p>	<p>Shared results of previous needs assessment and made recommendations for programming for both employees and students by October 2020.</p>

Operational Plan

Enrollment and Financial Aid:

Develop and implement a cohesive set of strategies inclusive of recruitment, enrollment, and retention to support enrollment goals for credit and noncredit programs; and provide financial aid to all eligible students.

Goal	Target	Responsibility	Status	Comment
20. Manage overall College enrollment.	Maintain overall enrollment at FY2020 level by June 2021.	MaryAnn Janosik, Bob Parzy, Vicki Atkinson, Mike Barzacchini, Jennifer Brennan, Kathy Bruce, Kimberly Chavis, Maggi Franks, Travaris Harris, Mary Kay Harton, Kris Hoffhines, Joanne Ivory, Kimberley Polly, Jaime Riewerts, Darice Trout	Completed - Target Not Met	Did not maintain overall enrollment at the FY2020 level. The College experienced a 5.2% decrease in enrollment for FY2021.
	Maintain an overall fall 2019 to fall 2020 persistence rate of 64% by December 2020.		Completed - Target Not Met	The fall 2019 to fall 2020 persistence rate was 62%, two percentage points below the fall 2018 to fall 2019 persistence rate of 64%.
	Maintain an overall spring 2020 to fall 2020 persistence rate of 66% by December 2020.		Completed - Target Not Met	The spring 2020 to fall 2020 persistence rate was 63%, three percentage points below the spring 2019 to fall 2019 persistence rate of 66%.
	Enroll 25 students in online programs by December 2020.		Completed - Target Not Met	Enrolled 12 students in the online Associate of Arts degree, not achieving the target of 25 students.
	Conduct a mid-year review of overall enrollment goal by December 2020.		Completed	Conducted overall enrollment evaluation regularly during FY2021 to monitor the impact of the pandemic on enrollment.
	Increase University Center enrollment by 10%, from 188 to 207 by June 2021.		Completed	Increased University Center enrollment by 72%, from 188 to 324 by June 2021.
	Maintain high school penetration rate of 30.2% by June 2021.		Completed	Increased high school penetration rate from 30.2% to 30.7% by June 2021.
20. Manage overall College enrollment (continued).	Maintain an overall fall 2020 to spring 2021 persistence rate of 77.1% by June 2021.		Completed	Increased overall fall 2020 to spring 2021 persistence rate from 77.1% to 77.3% by June 2021.

Operational Plan

Goal	Target	Responsibility	Status	Comment
	Achieve 1.6 course enrollment equivalent to the FY2019 rate (2,282 credit hours) by June 2021.		Completed - Target Not Met	Did not achieve the target of 2,282 credit hours for 1.6 course enrollment. The FY2021 1.6 course enrollment decreased to 1,823 credit hours.
21. Implement recommendations of the Hispanic Strategic Enrollment Management Task Force.	<p>Develop mentor program by December 2020.</p> <p>Increase awareness of certificate programs and stackable credentials by February 2021 as indicated by a 3% increase in Latinx applicants (baseline FY2020 certificate application = 422).</p> <p>Implement new mentor training program by June 2021.</p>	Claudia Mercado, Bob Parzy	<p>Postponed</p> <p>Postponed</p> <p>Postponed</p>	The plan to implement recommendations of the Hispanic Strategic Enrollment Management Task Force was postponed in response to addressing priorities that emerged during FY2021 due to the COVID-19 pandemic.

Operational Plan

Facilities:

Ensure appropriate facilities to meet the instructional and non-instructional needs of the College community.

Goal	Target	Responsibility	Status	Comment
22. Create Canning Center in Buildings A/K for “One Stop” and other services.	Identify new Steering Committee within 90 days after the State approves and releases funding.	Rob Galick, Darryl Knight, Steve Petersen	Completed	Identified new Steering Committee within 90 days after the State approved and released funding.
	Begin professional services selection within 90 days after formation of the Steering Committee.		Completed	Began professional services selection within 90 days after formation of the Steering Committee.
23. Develop the 2021 Campus Master Plan to comply with Illinois Community College Board requirements.	Begin master planning process with architect by August 2020.	Rob Galick, Darryl Knight, Steve Petersen	Completed	Began master planning process with architect by August 2020.
	Present Campus Master Plan to Board for approval by June 2021.		Completed	Presented Campus Master Plan to Board for approval by June 2021.

Operational Plan

Financial:

Effectively develop, plan, and manage our financial resources.

Goal	Target	Responsibility	Status	Comment
24. Evaluate dining and catering services agreement.	Evaluate dining and catering services vendor performance by September 2020.	Rob Galick, Bob Grapenthien	Completed	Evaluated dining and catering services vendor performance based on pre-pandemic by September 2020.
	Agree to third extension term or renegotiate agreement prior to the second extension term expiration in December 2020.		Completed	Agreed to third extension of dining and catering services agreement in December 2020.
25. Issue General Obligation Bonds.	Issue General Obligation short-term bonds, up to the allowable amount under the Debt Service Extension Base, by March 2021 (amount approximately \$5M).	Rob Galick, Bob Grapenthien	Completed	Issued General Obligation short-term bonds up to the allowable amount under the Debt Service Extension Base with a principal amount of \$5 million in March 2021.
	Issue General Obligation 20-year bonds, as approved by the voters of the district, by March 2021 (amount approximately \$180M).		Completed	Issued General Obligation 20-year bonds in the amount of \$180 million in September 2020.
26. Complete a request for proposal (RFP) process for auditing services.	Complete an RFP for auditing services by December 2020.	Rob Galick, Bob Grapenthien	Completed	Completed an RFP for auditing services in March 2021.
	Select an auditing firm by March 2021.		Completed	Selected auditing firm and approved contract at the May 2021 Board of Trustees meeting.
27. Evaluate impact of double tuition on limited enrollment health careers programs.	Establish a task force by August 2020.	Rob Galick, Kimberly Chavis, Bob Grapenthien, Kathi Hock, Laura McGee, Leslye Smith	Completed	Established a task force by August 2020 that met regularly through December 2020.
	Make recommendations regarding double tuition charges by October 2020.		Completed	Made recommendation to suspend double tuition charges to the Board of Trustees in February 2021.

Operational Plan

Safety:

Ensure the safety of the Harper Community.

Goal	Target	Responsibility	Status	Comment
28. Exercise the College's Emergency Operations Plan (EOP) by conducting an emergency exercise and drills.	Hold an active shooter drill by February 2021.	Laura Brown, Rob Galick, John Lawson, Sara Gibson, Kim Pohl	Postponed	The College postponed conducting emergency exercises and drills due to limited number of staff and students on campus in response to the COVID-19 pandemic.
	Hold a campus wide tornado drill by April 2021.		Postponed	
	Conduct an emergency exercise of the EOP by June 2021.		Postponed	
29. Engage emergency management services in a full assessment of the College.	Select an emergency management services firm by September 2020.	Laura Brown, Rob Galick, Kim Pohl, John Lawson	Completed	Selected an emergency management services firm, following the request for proposal process, approved by the Board of Trustees in August 2020.
	Receive Phase 1 assessment report by December 2020.		Completed	Received Phase 1 assessment report by February 2021, slightly delayed due to scheduling and interviewing in a virtual environment.
	Receive Phase 2 assessment report by February 2021.		Completed	Received Phase 2 assessment report by May 2021 due to Phase 1 assessment delays and the COVID-19 pandemic.
	Determine implementation plan and timeline by May 2021.		Postponed	The implementation plan and timeline have been postponed to FY2022 due to the delays in Phase 1 and 2.

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>30. Ensure compliance with new Title IX regulations.</p>	<p>Implement 2020 Title IX regulations by August 2020.</p>	<p>Rob Galick, MaryAnn Janosik, Mary Kay Harton (students), Bev Riley (faculty and staff), Sara Gibson</p>	<p>Completed</p>	<p>Implemented 2020 Title IX regulations by August 2020.</p>
	<p>Offer train the trainer session by December 2020.</p>		<p>Completed</p>	<p>Offered train the trainer session by December 2020.</p>
	<p>Complete marketing plan, website and training schedule for spring 2021 by December 2020.</p>		<p>In Progress - Behind Target/ Schedule</p>	<p>The marketing plan, website, and training schedule for Title IX will be completed in August 2021 due to other higher priority initiatives during FY2021.</p>
	<p>Implement campus bystander program by January 2021.</p>		<p>Completed</p>	<p>Implemented campus bystander program with 30 students and 40 employees by June 2021.</p>

Operational Plan

Student Success:

Operationalize student success initiatives.

Goal	Target	Responsibility	Status	Comment
31. Reduce textbook and course material costs for students.	Establish a revised Open Educational Resource (OER) grant application and process through the Faculty Development Committee by October 2020.	Rob Galick, MaryAnn Janosik, Mike Bates, Kathy Bruce, Kimberly Chavis, Travaris Harris, Joanne Ivory, Kimberley Polly, David Richmond, Jaime Riewerts	Completed	Established a revised OER grant application and process through the Faculty Development Committee by October 2020. Launched the revised grant in spring 2021.
	Implement OER/no cost/low cost course materials in 50 additional course sections (baseline = 258 sections) by February 2021.		Completed	Implemented OER/no cost/low cost course materials in 51 additional course sections by February 2021.
32. Increase the number of degree and certificate completions.	Award 4,368 degrees and certificates, level with FY2020, by June 2021.	MaryAnn Janosik, Bob Parzy, Sue Skora	Completed	Awarded 4,517 degrees and certificates, a 3% increase from 4,371 degrees and certificates awarded in FY2020 by June 2021.

Operational Plan

Goal	Target	Responsibility	Status	Comment
33. Complete the Illinois Community College Board (ICCB) program review process.	Conduct 26 program reviews resulting in program improvement plans by June 2021: <ul style="list-style-type: none"> • Economics • History • Political Science • Psychology • Sociology • Anthropology • Geography • Geographic Information Systems • Education • Early Childhood Educator • Paraprofessional Educator • Manufacturing • Computer Numerical Control • Medical Assistant • Emergency Medical Technician • Human Services • Physical Therapy Assistant • TESOL • Kinesiology • Personal Training • Health Education • Athletics • Student Involvement • Events Management • Testing Center • Business Services 	MaryAnn Janosik, Darlene Schlenbecker, Mike Bates, Vicki Atkinson, Kimberly Chavis, Kathy Coy, Travaris Harris, Mary Kay Harton, Joanne Ivory, Njambi Kamoche, Jaime Riewerts, Darice Trout	Completed	Conducted 25 program reviews that resulted in program improvement plans by June 2021. Note: Testing Center was mistakenly added to the list for FY2021.

Operational Plan

Goal	Target	Responsibility	Status	Comment
34. Implement new programming.	<p>Work with a consultant and develop curriculum for a Music Technology Certificate by May 2021.</p> <p>Develop plans for part-time/ weekend program in Dental Hygiene.</p> <ul style="list-style-type: none"> • Submit part-time proposal to CODA by May 2021. <p>Develop Medical Cannabis certificate for credit by June 2021.</p> <p>Develop Respiratory Therapy degree by June 2021.</p> <p>Implement Universal Aerial Systems, Drone certificate by June 2021.</p> <p>Increase the number of programs offered by University Center partners by at least two by June 2021.</p>	MaryAnn Janosik, Kathy Bruce, Kimberly Chavis, Travaris Harris, Joanne Ivory, Bob Parzy, Kimberley Polly, Jaime Riewerts,	<p>In Progress - Behind Target/ Schedule</p> <p>In Progress - Behind Target/ Schedule</p> <p>Completed</p> <p>In Progress - Behind Target/ Schedule</p> <p>Completed</p> <p>In Progress - Behind Target/ Schedule</p>	<p>Worked with a consultant to develop curriculum for a Music Technology Certificate to be presented to the shared governance Curriculum Committee and ICCB in fall 2021.</p> <p>Developed plans for part-time/weekend program in Dental Hygiene program to be submitted to the Commission of Dental Accreditation in July 2021.</p> <p>Developed Medical Cannabis certificate for credit by June 2021.</p> <p>Continuing to develop Respiratory Therapy degree with Roosevelt University.</p> <p>Implemented Universal Aerial Systems, Drone certificate with 17 students enrolled in spring 2021 by June 2021.</p> <p>Increased the number of programs offered by University Center partners by one, a Master of Science in Management with DePaul University. An additional new program is in progress.</p>
35. Offer inaugural Summer Launch transitional bridge program.	<p>Enroll 50 new students in the Summer Launch online “Focus on Your Future” FYS 101 course for summer 2020.</p> <ul style="list-style-type: none"> • Of those enrolled, at least 70% will successfully complete the course with a grade of “C” or better. 	MaryAnn Janosik, Vicki Atkinson, Megan Dallianis, Kris Hoffhines, Matt McLaughlin	<p>Completed</p> <p>Completed</p>	<p>Enrolled 50 new students in the Summer Launch online “Focus on Your Future” FYS 101 course for summer 2020.</p> <ul style="list-style-type: none"> • Of those enrolled, 76% successfully completed the course with a grade of “C” or better.

Operational Plan

Goal	Target	Responsibility	Status	Comment
35. Offer inaugural Summer Launch transitional bridge program (continued).	• Of those who persist to fall 2020, at least 70% will enroll in needed developmental courses by enrollment census one.		Completed	• Of those who persist to fall 2020, 100% enrolled in needed developmental courses by enrollment census one.
36. Leverage case managed advising for student success.	Include at least 40% of students enrolled in fall 2020 0-15 and developmental courses in early alert surveys by October 2020.	MaryAnn Janosik, Vicki Atkinson, Megan Dallianis, Kris Hoffhines, Matt McLaughlin	Completed	Included 45% of students enrolled in fall 2020 0-15 courses and developmental courses in early alert surveys by October 2020.
	Increase the percentage of enrolled, credential-seeking students assigned to an advisor by 5%, from 85% to 90%, by May 2021.		Completed	Increased the percentage of enrolled, credential-seeking students assigned to an advisor by 15%, from 85% to 100%, by May 2021.
37. Improve advising engagement for first-time in college degree-seeking African American/Black students.	Increase developmental education enrollment compliance of African American/Black students by five percentage points, from 59% to 64%, by September 2020.	MaryAnn Janosik, Claudia Mercado, Vicki Atkinson, Megan Dallianis, Kris Hoffhines, Matt McLaughlin	Completed	Increased developmental education enrollment compliance of African American/Black students by 22 percentage points, from 59% to 81%, by September 2020.
	Increase the advisor seen rates of African American/Black students by three percentage points, from 69% to 72%, by January 2021.		Completed	Increased the advisor seen rates of African American/Black students by five percentage points, from 69% to 74%, by January 2021.
	Increase the development of personalized educational plan for African American/Black students by three percentage points, from 72% to 75%, by January 2021.		Completed	Increased the development of a personalized educational plan for African American/Black students by six percentage points, from 72% to 78%, by January 2021.

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>38. Support the continuous improvement of online and blended courses.</p>	<p>Launch online GECC/AA degree by August 2020.</p> <p>Complete implementation of Ally for Blackboard (accessibility checker) by August 2020.</p> <p>Complete pilot of Ally for Blackboard with 10 faculty by December 2020.</p> <p>Continue to implement the course design review process for an additional 100 course sections (baseline = 194 sections) by June 2021.</p>	<p>MaryAnn Janosik, Mike Bates, Kimberley Polly</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>In Progress - Behind Target/ Schedule</p>	<p>Launched online GECC/AA degree by August 2020.</p> <p>Completed implementation of Ally for Blackboard (accessibility checker) with two general pilot workshops and a career and technical education series by August 2020.</p> <p>Completed pilot of Ally for Blackboard with 31 faculty earning their digital badge and performing remediation to improve digital accessibility in their courses by December 2020.</p> <p>Continued to implement the course design review process for an additional 81 course sections by June 2021. Some faculty were not able to complete the review during spring 2021 and will complete the requirement during summer 2021.</p>

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>39. Develop high school math and English alignment processes. (ICCB grant)</p>	<p>Hold collaborative meetings to develop transitional English curriculum by December 2020.</p> <p>Send English curriculum to the state portability panel by March 2021.</p> <p>Complete a signed memorandum of understanding with the high school districts for fall 2021 course offering by June 2021.</p>	<p>MaryAnn Janosik, Kathy Bruce, Kimberley Polly, Jaime Riewerts</p>	<p>Completed</p> <p>In Progress - Behind Target/ Schedule</p> <p>In Progress - Behind Target/ Schedule</p>	<p>Held virtual collaborative meetings to develop transitional English curriculum by June 2021.</p> <p>Curriculum is complete. However, due to the pandemic, the state portability panel is not reviewing curriculum until spring 2022.</p> <p>Draft memorandum of understanding (MOU) was prepared by June 2021. The MOU is ready to be submitted to the state portability panel once the panel resumes meeting. Due to the pandemic, the portability panel has delayed approval of courses and MOUs until spring 2022.</p>
<p>40. Create faculty development opportunities that ensure cultural competency in the classroom (equity in the classroom).</p>	<p>Develop two new graduate equivalency courses (GEC) with outcomes focused on inclusive practices and equity pedagogies by December 2020.</p> <p>Review and revise existing GEC and workshop curriculum to increase focus on inclusive practices and equity pedagogies by February 2021.</p> <p>Offer six workshops that include outcomes related to inclusive practices and equity pedagogies by May 2021.</p>	<p>MaryAnn Janosik, Mike Bates</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>Developed and ran two new GECs, Understanding and Rethinking Antiracism and Resistance, and Race and Education, with outcomes focused on inclusive practices and equity pedagogies by June 2021.</p> <p>Reviewed and revised existing GEC and workshop curriculum to increase focus on inclusive practices and equity pedagogies. Developed the Enacting Equity Guidelines, a tool for self-reflection in relation to professional development opportunities, resources, and courses, by February 2021.</p> <p>Offered 12 workshops/courses that include outcomes related to inclusive practices and equity pedagogies to 438 faculty by May 2021.</p>

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>41. Implement the recommendations of the Dual Credit Task Force.</p>	<p>Conduct a review of faculty credentials to ensure alignment with the Higher Learning Commission (HLC) and ICCB requirements by December 2020.</p>	<p>MaryAnn Janosik, Kathy Bruce</p>	<p>Completed</p>	<p>Conducted a review of faculty credentials to ensure alignment with HLC and ICCB requirements by May 2021. Recommended minimum credential statements were adopted in May 2021.</p>
	<p>Develop a process to ensure quality dual credit instruction in the high schools by December 2020.</p>		<p>Completed</p>	<p>Developed a process to ensure quality dual credit instruction in high schools with the approval of a memorandum of agreement that includes a process for observing dual credit instructors and a three-year review cycle for all dual credit classes by June 2021.</p>

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>42. Develop a comprehensive approach to addressing student mental health and basic needs by launching the Hawks Care Resource Center.</p>	<p>Establish an advisory council to include representatives from DEI, the Harper Educational Foundation, Student Involvement, the Learning and Career Center and external advisory partners by July 2020.</p>	<p>MaryAnn Janosik, Claudia Mercado, Vicki Atkinson, Cindy Washburn</p>	<p>Completed</p>	<p>Established the Hawks Care Advisory Team that explores ongoing needs and opportunities to support students in need of additional non-academic support for basic needs by September 2020.</p>
	<p>Create a plan for Harper’s advocacy and resource center model by August 2020.</p>		<p>Completed</p>	<p>Created a plan for Harper’s advocacy and resource center model that aligns Hawks Care Resource Center and Counseling Services to provide students with a holistic approach to support and intentional referrals to sustainable resources for non-academic needs by August 2020.</p>
	<p>Build Hawks Care communication plan by August 2020.</p>		<p>Completed</p>	<p>Built Hawks Care communication plan that includes branding and communications to the campus community by August 2020.</p>
	<p>Initiate rapid response protocol for basic needs referrals by August 2020.</p>		<p>Completed</p>	<p>Initiated rapid response protocol for expedience and holistic review of student request for financial support and basic needs referrals by August 2020.</p>
	<p>Create training timeline to deliver Phase I of Mental Health First Aid training to student-facing employees by December 2020.</p>		<p>Completed</p>	<p>Created training timeline to deliver Phase I of Mental Health First Aid training to 100 student-facing employees by December 2020.</p>

Operational Plan

Goal	Target	Responsibility	Status	Comment
42. Develop a comprehensive approach to addressing student mental health and basic needs by launching the Hawks Care Resource Center (continued).	Receive final report and recommendations from the Hawks Care Advisory Council regarding partnerships, programs, and services to launch in fall 2021 by May 2021.		Completed	Received final report and recommendations from the Hawks Care Advisory Council regarding partnerships, programs, and services to launch in fall 2021 that include additional in-person support as campus presence increases to address students' basic needs by May 2021.
43. Review accessibility policies and practices to ensure robust learning experiences for all students.	<p>Create an institution-wide digital accessibility task force by August 2020.</p> <p>Ensure that senior leadership and deans gain a basic understanding of ADA/504 laws and digital accessibility compliance by providing an educational seminar on disability law and digital compliance by December 2020.</p> <p>Review all accessibility policies and practices by December 2020.</p> <p>Develop a two-year strategic road map, identify best practices and quality indicator measurements, draft an institution-wide digital accessibility policy, and identify potential training opportunities for the appropriate departments on campus by May 2021.</p>	MaryAnn Janosik, Jason Altmann, Vicki Atkinson	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>Created an institution-wide digital accessibility task force by December 2020.</p> <p>Ensured that senior leadership and deans gained a basic understanding of ADA/504 laws and digital accessibility compliance by providing an educational seminar on disability law and digital compliance by May 2021.</p> <p>Reviewed all accessibility policies and practices by February 2021.</p> <p>Submitted a report to the Provost in June 2021 that develops a two-year strategic road map, identifies best practices and quality indicator measurements, drafts an institution-wide digital accessibility policy, and identifies potential training opportunities for the appropriate departments on campus.</p>

Operational Plan

Technology:

Support and enhance technology to meet the instructional and administrative needs of the College community.

Goal	Target	Responsibility	Status	Comment
44. Replace the current Oracle EBS Financial and Human Resources systems.	Track and meet the milestones and project plan timeline established for the go-live date of the Human Capital Management and Financial systems by October 2020.	Rob Galick, Bob Grapenthien (Finance and Payroll), Regan Myers (IT), Roger Spayer (HR)	Completed	Tracked and met the milestones and project plan timeline established for the go-live date of the Human Capital Management and Financial systems by January 2021.
	Complete implementation of the Oracle Cloud Finance and Human Resources system by January 2021.		Completed	Completed implementation of the Oracle Cloud Finance and Human Resources system by January 2021.
45. Implement a Customer Relationship Management (CRM) system.	Complete installation of CRM system by May 2021.	Rob Galick, MaryAnn Janosik, Bob Parzy, Sue Contarino	Postponed	Launched portions of the CRM in May 2021. However, the overall Phase 1 launch was postponed until September 2021.

Operational Plan

Goal	Target	Responsibility	Status	Comment
<p>46. Assess technology resources and support in the online working/ learning environment.</p>	<p>Assess Harper-supported instructional technologies for distance learning purposes by August 2020.</p>	<p>Rob Galick, MaryAnn Janosik, Mike Bates, Sue Contarino</p>	<p>Completed</p>	<p>Assessed Harper-supported instructional technologies for distance learning purposes by August 2020. Developed a Distance Education Advisory Team to review consultant's report and advise on moving forward with distance learning strategies.</p>
	<p>Assess collaboration software (e.g. Office 365, Teams) available for remote work by August 2020.</p>		<p>Completed</p>	<p>Assessed collaboration software (e.g. Office 365, Teams) available for remote work by August 2020.</p>
	<p>Provide recommendations for using/enhancing instructional technology and collaboration software by September 2020.</p>		<p>Completed</p>	<p>Provided recommendations that identified Google Workspace for enhancing instructional technology and collaboration software by September 2020.</p>
	<p>Implement recommendations by December 2020.</p>		<p>Completed</p>	<p>Implemented Google Workspace by June 2021 which will be used beginning in fall 2021. Google Workspace will allow students to better collaborate and provides additional teaching tools for faculty.</p>
	<p>Enable robust call features for remote call centers by November 2020.</p>		<p>Completed</p>	<p>Enabled robust call features for remote call centers by November 2020.</p>
	<p>Update the Citrix environment to bring the secure network access environment to the most current version by March 2021.</p>		<p>Completed</p>	<p>Updated the Citrix environment to bring the secure network access environment to the most current version by December 2020.</p>
	<p>Implement Multi-Factor Authentication (MFA) in the Citrix environment by March 2021.</p>		<p>Completed</p>	<p>Implemented MFA in the Citrix environment by December 2020.</p>

Operational Plan

Workforce Development/Economic Development:

Ensure Harper College provides workforce and entrepreneurial training and education and supports the region's economic health.

Goal	Target	Responsibility	Status	Comment
47. Make recommendations for improving the College's business engagement practices to position Harper as the preferred provider for its business partners.	Develop common collateral marketing folder and common set of slides for business presentations by September 2020.	Michelé Smith, Business Strategy Team	Completed	Developed common collateral marketing folder and common set of slides for business presentations by November 2020 with materials available college-wide in February 2021.
	Develop a strategic timeline for offering sector summits, business roundtables, or executive forums by October 2020.		Completed	Developed a strategic timeline for offering sector summits, business roundtables, or executive forums by November 2020 with materials available college-wide in February 2021.
	Develop a playbook for employer engagement by November 2020.		Completed	Developed a playbook for employer engagement by November 2020 with materials available college-wide in February 2021.
48. Implement Job Placement Resource Center placement strategy.	Develop (in collaboration with Business and Career Services at Illinois Worknet Center), a 'Return to Employment' strategy designed to help community members to upskill and re-tool as they prepare to return to work in the midst of COVID-19 by August 2020.	Michelé Smith, Kathleen Canfield	Completed	Developed (in collaboration with Business and Career Services at Illinois Worknet Center), a 'Return to Employment' strategy designed to help community members to upskill and re-tool as they prepare to return to work in the midst of COVID-19 by providing programs, grants, and information concerning the job search and Harper course offerings by August 2020.
	Place 100 students and alumni in family-sustaining wage jobs and/or internships by June 2021.		Completed - Target Not Met	Placed 63 students and alumni in family-sustaining wage jobs and/or internships by June 2021.

Operational Plan

Goal	Target	Responsibility	Status	Comment
49. Increase the level of engagement for area employers/businesses.	Increase the level of engagement from level 1 to level 2 for 20% of currently engaged businesses by June 2021.	Michelé Smith, Melissa MacGregor	Completed	Increased the level of engagement from level 1 to level 2 for 22% (10 businesses) of currently engaged businesses by June 2021.
	Increase the level of engagement from level 2 to level 3 for 10% of currently engaged businesses by June 2021.		Completed	Increased the level of engagement from level 2 to level 3 for 40% (four businesses) of currently engaged businesses by June 2021.
	Increase the level of engagement from level 3 to level 4 for 5% of currently engaged businesses by June 2021.		Completed	Increased the level of engagement from level 3 to level 4 for 10% (two businesses) of currently engaged businesses by June 2021.
	Increase the level of engagement from level 4 to level 5 for 5% of currently engaged businesses by June 2021.		Completed	Increased the level of engagement from level 4 to level 5 for 10% (two businesses) of currently engaged businesses by June 2021.