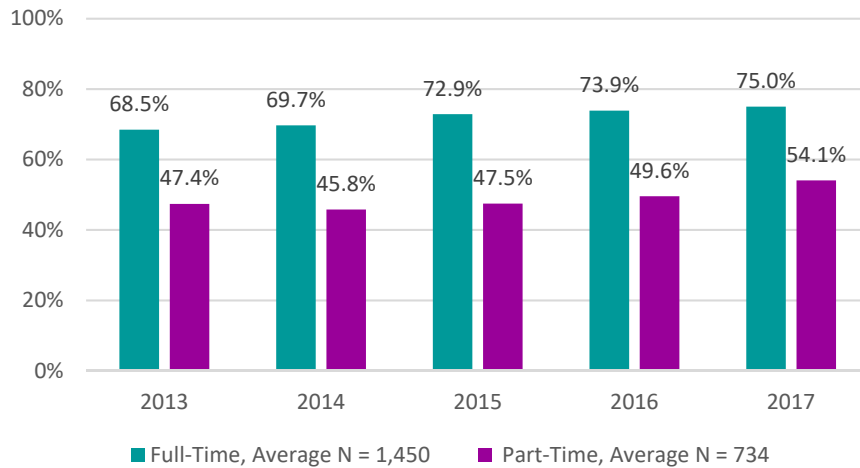


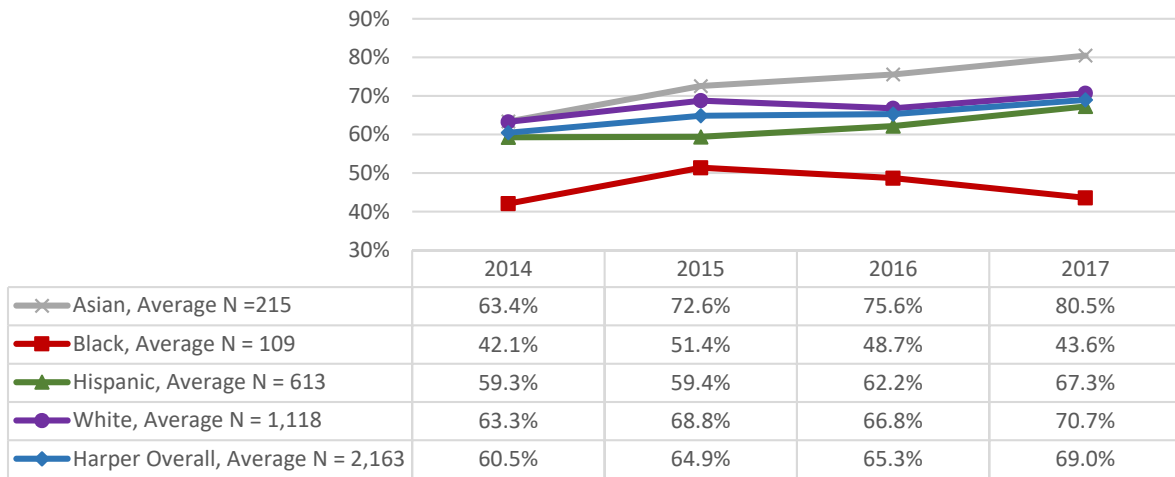
## STUDENTS 1 – Persistence Rate

Harper’s fall to fall persistence rate for full-time and part-time students has steadily increased since 2013. Part-time students, however, consistently have much lower persistence rates than do full-time students. The fall 2017 to fall 2018 persistence rate for part-time students was 54.1% as compared to the full-time rate of 75.0%. Additionally, gaps in persistence rates exist among racial/ethnic groups. The gap in persistence rates between Black students and the overall student population has grown to more than 25 percentage points.

### Fall to Fall Persistence Rate - Enrollment Status



### Fall to Fall Persistence Rate - Race/Ethnicity



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

Source: Integrated Postsecondary Education Data System (IPEDS) and Harper College Institutional Research

\*Students who complete and do not return the following fall are counted positively.

## STUDENTS 2 – Basic Needs Insecurity

Though based on a small sample, 55% of Harper students surveyed in 2017 said they experienced high/marginal food insecurity within the last 30 days. Similarly, 44% of students surveyed in 2017 had experienced some form of housing insecurity.

Food and Housing Insecurity – Survey of Harper College Students (FY2017, n= 405)

Prevalence of Food Insecurity (Last 30 Days)	Institution	Geographic Region	National
High/Marginal security	55%	47%	45%
Low/Very low security	45%	53%	55%

The survey instrument included the U.S. Department of Agriculture’s (USDA) 6-item Food Security Survey Module (FSSM). A person’s food security is reported through a four-category scale, where a score of zero corresponds to high food security, one to marginal food security, two to four translate to low food security, and scores of five or six indicate very low food security.

Prevalence of Housing Insecurity (Past 12 Months)	Institution	Geographic Region	National
Any of the below items:	44%	48%	51%
<i>...Didn't pay full amount of rent or mortgage</i>	18%	20%	21%
<i>...Didn't pay full amount of utilities</i>	20%	27%	28%
<i>...Moved 2 or more times per year</i>	14%	13%	14%
<i>...Doubled up*</i>	16%	13%	17%
<i>...Moved in with other people due to financial problems</i>	19%	16%	18%

The survey instrument included five items to assess whether a student has experienced housing insecurity (i.e. unaffordable housing, poor housing quality, crowding, and frequent moves) in the past twelve months.

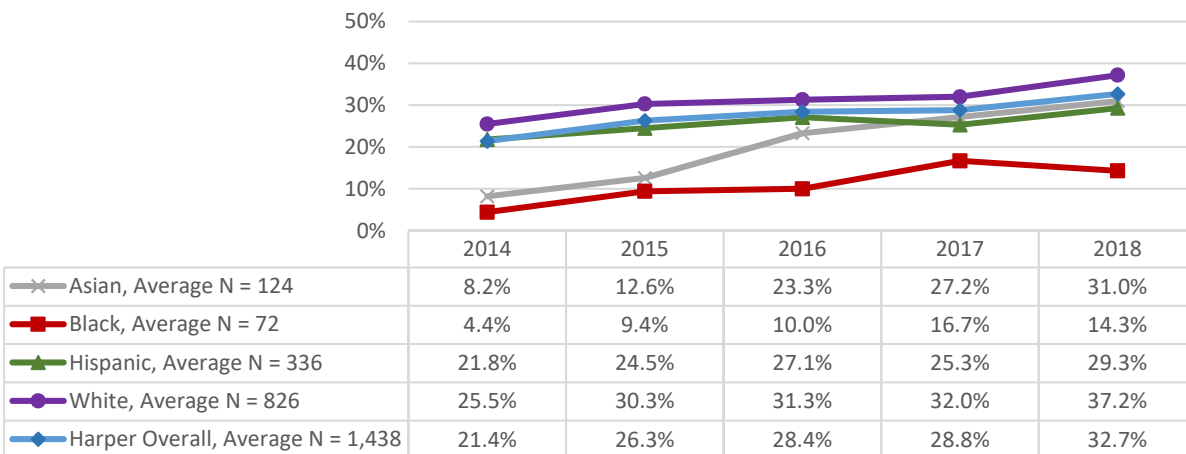
Source: Wisconsin Hope Lab, Report from Fall 2016 Survey of Student Basic Needs, p. 2.

\*Examples of “doubled up”: an adult child living at home, two related or unrelated families residing together, a parent living with an adult child.

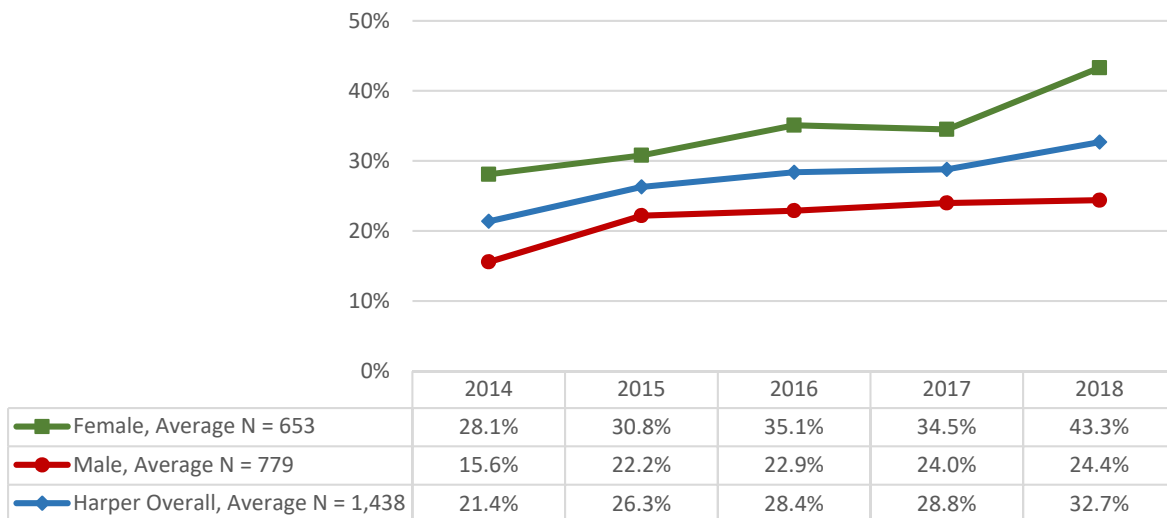
## STUDENTS 3 – Graduation Rate

While overall graduation rates have increased over the last five years, gaps still exist between certain racial/ethnic groups. The largest gaps exist for Black students whose 2018 graduation rate (14.3%) is less than half of the overall graduation rate (32.7%). Additionally, while graduation rates for both males and females have increased since 2014, graduation rates for females were nearly 19 percentage points higher than for males in 2018. Females also saw a 15.2 percentage point increase in graduation rates from 2014 to 2018, where males had an 8.8 percentage point increase during the same timeframe.

### Graduation Rate - Race/Ethnicity



### Graduation Rate - Gender

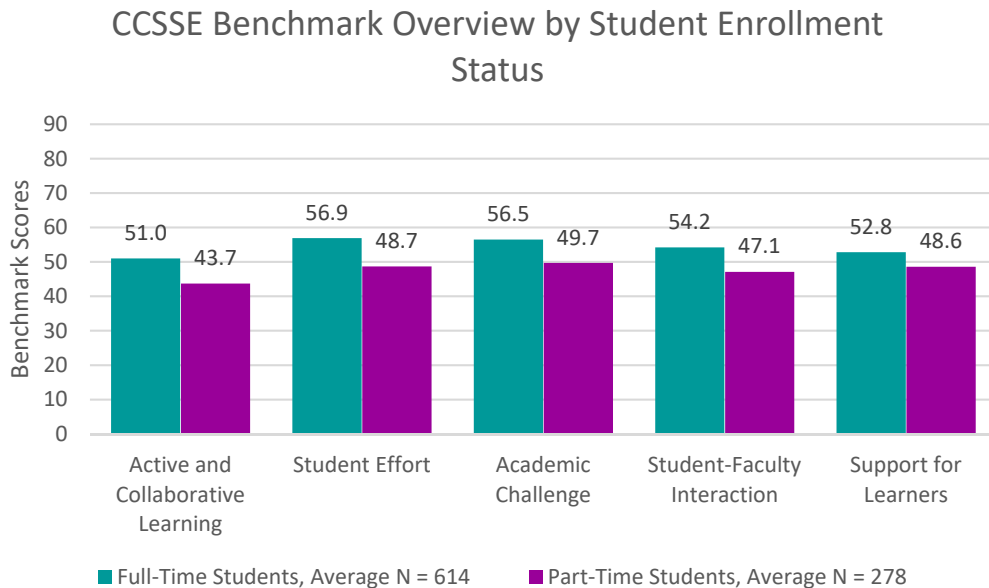


Definition: Percent of first-time, full-time, degree/certificate-seeking students who completed a degree or certificate within three years of initial enrollment.

Source: Integrated Postsecondary Education Data System (IPEDS).

## STUDENTS 4 – Engagement

Full-time students who attend Harper are consistently above the national benchmark average in all areas. Part-time students, however, are less engaged than full-time students and score below the benchmark averages. Most notably, part-time students are 8.2 points below full-time students in “student effort.” The “active and collaborative learning” benchmark was the lowest score for both part-time and full-time students when compared to other areas of engagement.



Benchmark averages are standardized to a mean score of 50, which represents the national benchmark average of all respondents that year.

### Benchmark Definitions

**Active and Collaborative Learning:** Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning. Through collaborating with others to solve problems or master content, students develop valuable skills that prepare them to deal with real-life situations.

**Student Effort:** Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

**Academic Challenge:** Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

**Student-Faculty Interaction:** In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

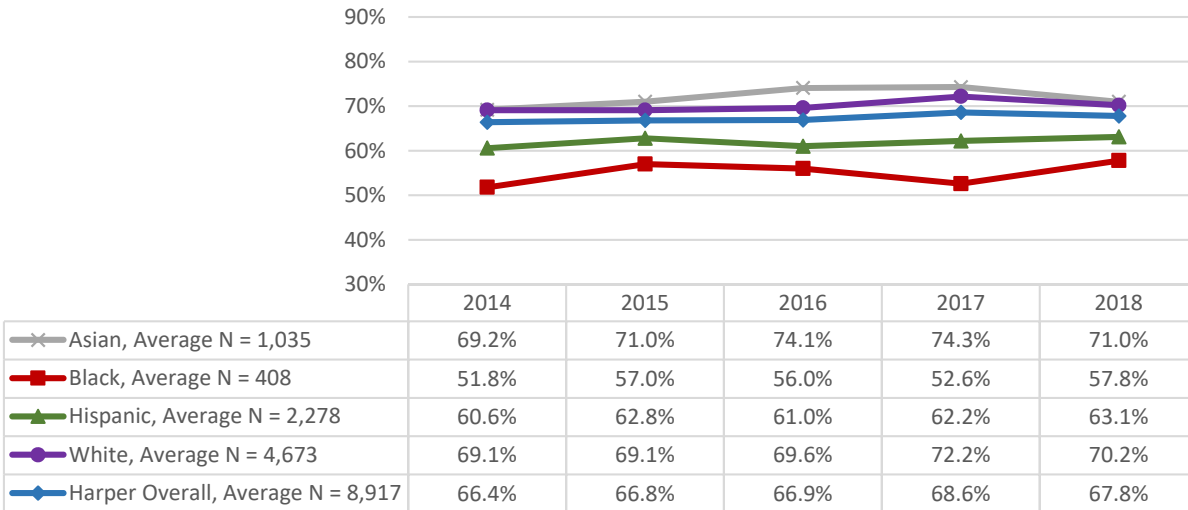
**Support for Learners:** Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

Source: Community College of Student Engagement (CCSSE) 2018 Key Findings, p. 2.

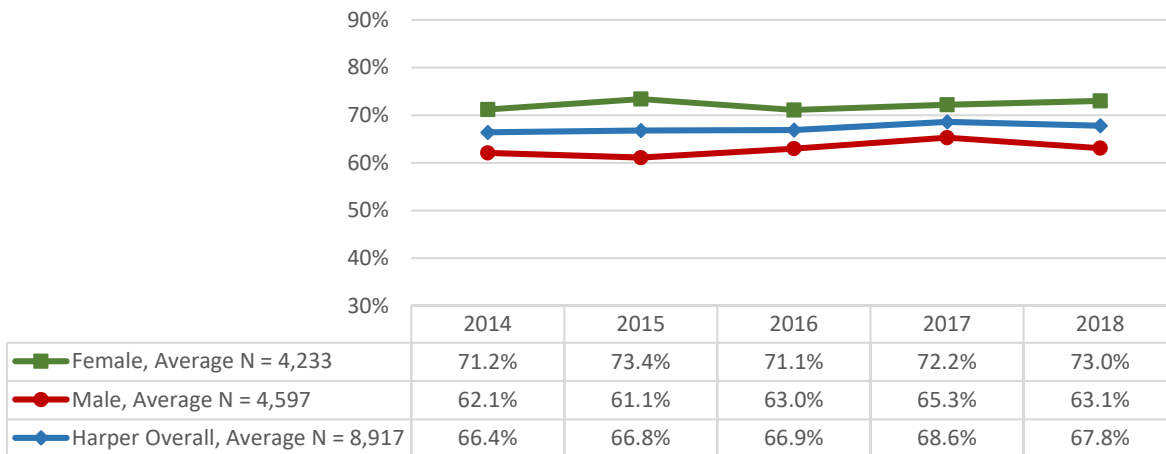
## STUDENTS 5 – 0-15 Course Success

Success gaps in 0-15 courses exist for Black students and male students. Success in 0-15 courses for Black students is 10 percentage points below the overall success rate. Additionally, the success rate for male students in the 0-15 courses is 10 percentage points below that of female students.

### Success in 0-15 Courses - Race/Ethnicity



### Success in 0-15 Courses - Gender



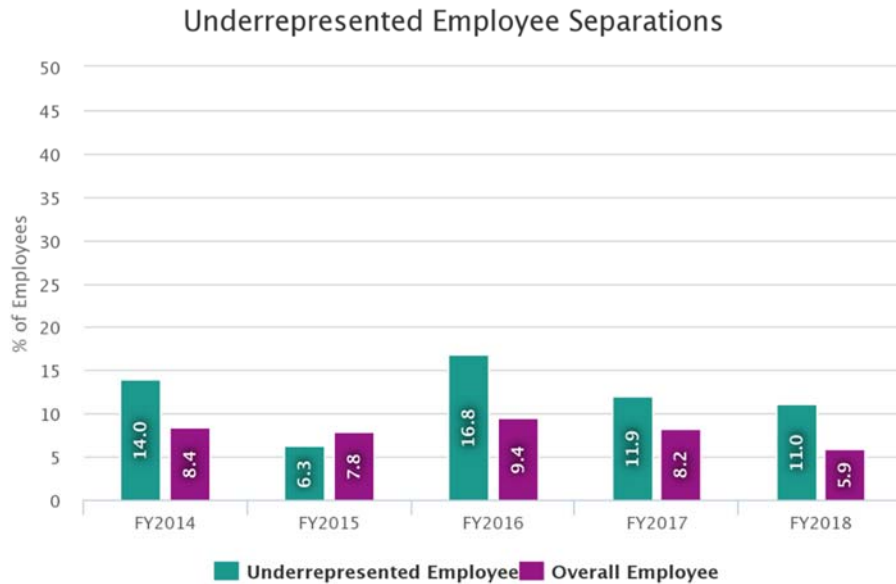
Definition: Success rates (C or higher) for 0-15 courses in the given fall term. The 0-15 courses are typically 100-level high enrollment courses with success rates below the college-level course average.

0-15 courses: 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.

Source: Institutional Effectiveness Measures Dashboard, last updated July 2019.

## EMPLOYEE 1 - Separation Rate

Employee voluntary separation rates have decreased since 2016, however, separation rates are higher for underrepresented employees than overall employees. In 2018, the separation rate for underrepresented employees was 5.1 percentage points higher than for overall employees.



**Definition:** Underrepresented Employee Separations measures the percentage of underrepresented employees who separate from the College through voluntary resignation.

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

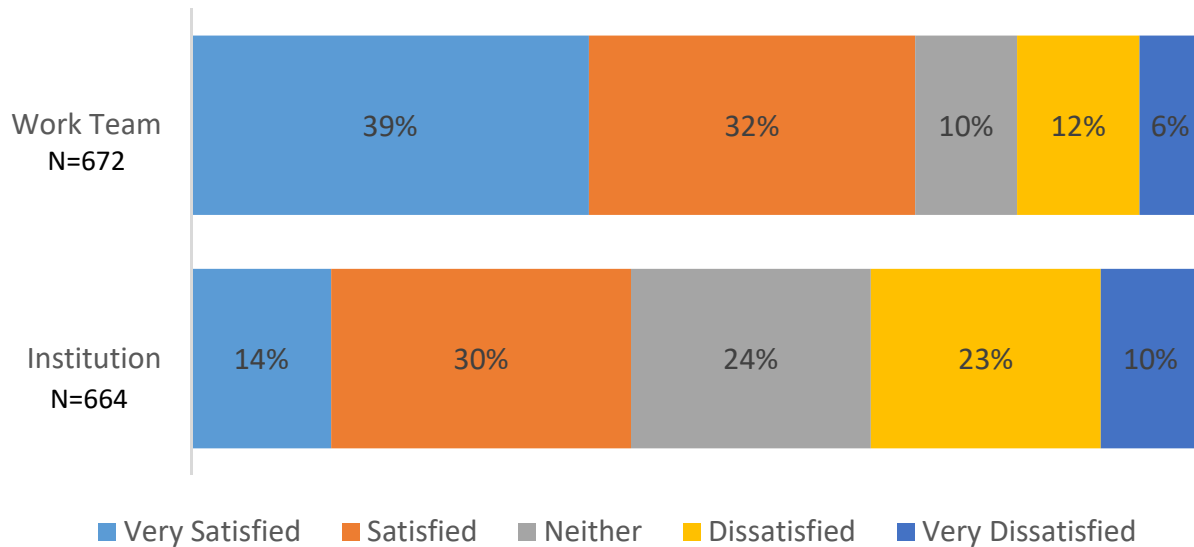
In FY2018, the total number of diverse separations was 18 with six Asian, six Black and six Hispanic employees voluntarily separating from the College. Employee groups represented by these separations include Supervisory/Management 11%, Pro-Tech 17%, Classified 44%, and Police/Facilities 28%.

Source: Harper College Human Resources (Institutional Effectiveness Measures Dashboard, last updated July 2019).

## EMPLOYEE 2 – Climate (Spirit of Cooperation)

For employees completing a climate survey in 2016, 71% were “satisfied” or “very satisfied” with the spirit of cooperation within their work team while only 44% were “satisfied” or “very satisfied” with the spirit of cooperation at the institution, a significant difference.

There is a spirit of cooperation within my work team.  
*and*  
A spirit of cooperation exists at this institution.



Definition: Employee responses to survey prompt “The extent to which there is a spirit of cooperation within my work team” (n = 672) and “...a spirit of cooperation exists at this institution” (n = 664).

Source: King, G., and Garland, L. The National Initiative for Leadership & Institutional Effectiveness. 2016, Harper College: Personal Assessment of the College Environment (PACE) Qualitative Analysis, p. 17 and p. 20.

## EMPLOYEE 3 – Cultural Values

As indicated in results of the 2019 Cultural Values Assessment, current perceived organizational values, such as bureaucracy, hierarchy and favouritism are potentially limiting values (L) that can have a negative impact on employee climate. Employees also considered diversity and community involvement as current organizational values. Desired organizational values include accountability, collaboration and open communication.

<b>Current Values:</b> Perceived values of the organization at the time of the survey.	<b>Desired Values:</b> Preferred organization values for an ideal working environment.
<ul style="list-style-type: none"> <li>• Bureaucracy (L)</li> <li>• Hierarchy (L)</li> <li>• Diversity</li> <li>• Favouritism (L)</li> <li>• Community Involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Collaboration</li> <li>• Employee Engagement</li> <li>• Open Communication</li> <li>• Acceptance</li> <li>• Coaching/Mentoring</li> </ul>

Definition: Current and desired values from the 2019 administration of the Cultural Values Assessment (n = 423). Respondents were asked to select values/behaviors that reflect how Harper currently operates (current) and those that are essential for Harper to achieve its highest performance, where diversity thrives and inclusion is the norm (desired).

Note: (L) are potentially limiting values.

Potentially limiting values are not negative in and of themselves. The negative impact of a potentially limiting value emerges when the value is one of the ten most frequently chosen values. For example, there would be chaos in an organization if there was no bureaucracy. But when bureaucracy is a defining feature of the organization (i.e., in the top ten values for an organization), then it can have a negative impact on employee climate.

Source: Cultural Values Assessment (CVA), Cultural Evolution Report Harper College: 2019, Barret Values Center, p. 28.



## EMPLOYEE 4 – Professional Development

Encouragement to participate in professional development varies by employee group with campus operations/other, classified, and professional/technical staff having the lowest satisfaction levels. Satisfaction regarding the availability of professional development opportunities was similar across employee groups. Satisfaction with recognition for professional development was lowest for managerial/supervisory staff and campus operations/other. Administrators were most satisfied with all items.

	<b>I am encouraged to participate in professional development</b>	<b>Professional development and training opportunities are available</b>	<b>I am recognized for professional development</b>
<b>Adjunct Faculty</b>	4.01	3.99	3.35
<b>Administrator</b>	4.45	4.39	3.84
<b>Campus Operations/Other*</b>	3.73	3.46	3.19
<b>Classified</b>	3.83	3.77	3.45
<b>Full-time Faculty</b>	4.09	3.86	3.46
<b>Managerial/Supervisory</b>	4.02	3.93	3.18
<b>Professional/Technical</b>	3.85	3.70	3.35
<b>Overall Mean</b>	3.96	3.84	3.39
<b>Number of Respondents</b>	627	653	611

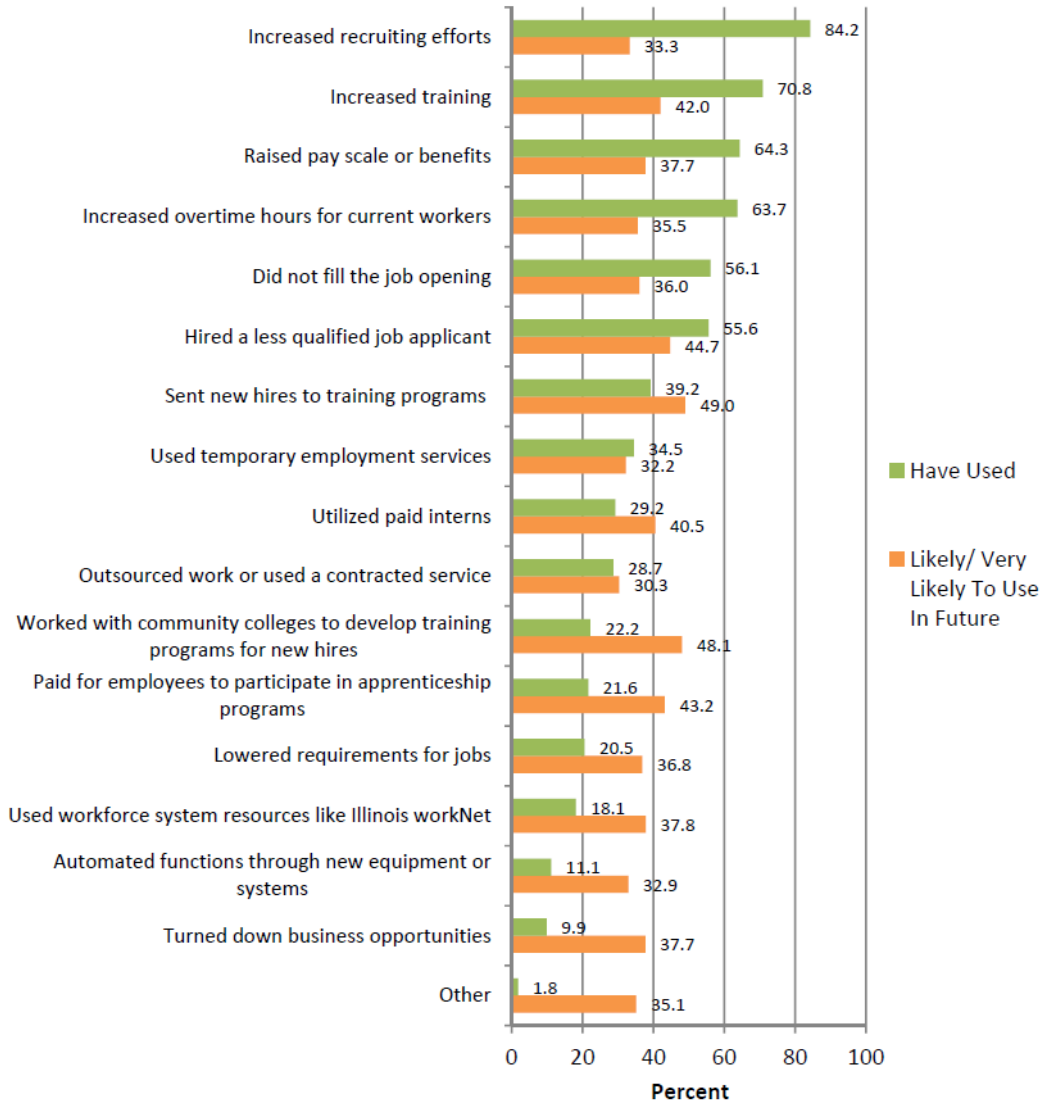
Employee responses to questions based on a five-point scale where 1 = very dissatisfied and 5 = very satisfied.

Source: King, G., and Garland, L. The National Initiative for Leadership & Institutional Effectiveness. 2016, Harper College: Personal Assessment of the College Environment (PACE) Quantitative Analysis, p. 19 and p. 21.

\*Other is self-selected at the time of the survey.

## EMPLOYERS 1 – Hiring Challenges

Employers responded that they are likely to use different strategies to respond to future hiring challenges than they have used in the past. Employers are less likely to increase recruiting efforts, training and overtime for current workers than they have in the past. Employers shared they are more likely to use paid interns, work with community colleges to develop training programs and sponsor apprenticeships to address future hiring challenges.



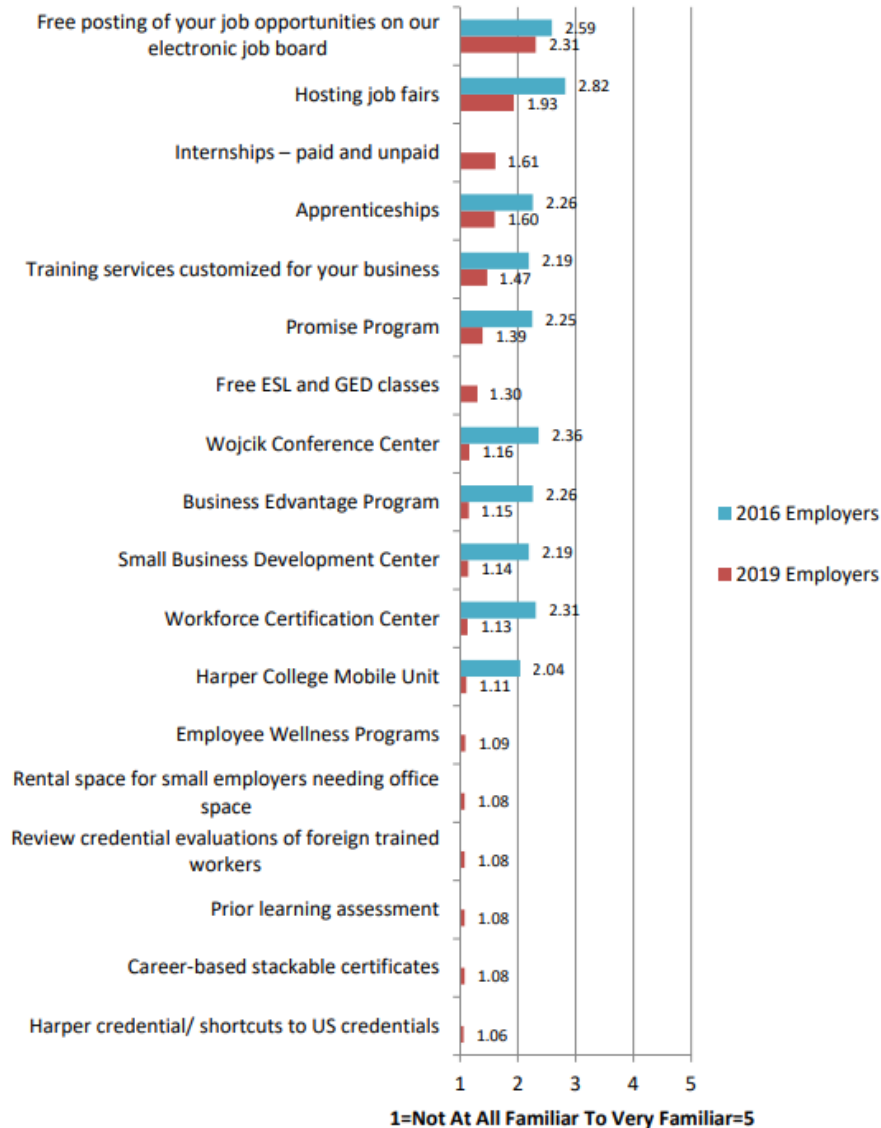
Employers responses (n = 321) to the following question: In response to your hiring challenges, have you done any of the following? If not used a solution, how likely would you be to use this as a response to your workforce challenges using the scale of Very Likely, Likely, Unlikely, Very Unlikely, or do not know?

Source: Clarus Corporation. 2019. Harper College Community Scan-Employer Survey, May 2019, p. 72.

Note: The completed sample of 321 employers provided a reliability of 95 percent and a margin of error of  $\pm 5.5$  percent. The industry standard for reliability is 95 percent with a margin of error of four to eight percent (on average five percent).

## EMPLOYERS 2 – Knowledge of Harper Offerings

Overall, employers’ knowledge of Harper’s programs and services have decreased since 2016, and their familiarity with these offerings is relatively low. Employers were most aware of the electronic job board, job fairs and internships.



Employer responses (2019, n = 321) to the following question: Please tell me how familiar you are with the following programs and services offered by Harper College, using the scale of 5 = Very familiar to 1 = Not at all familiar?

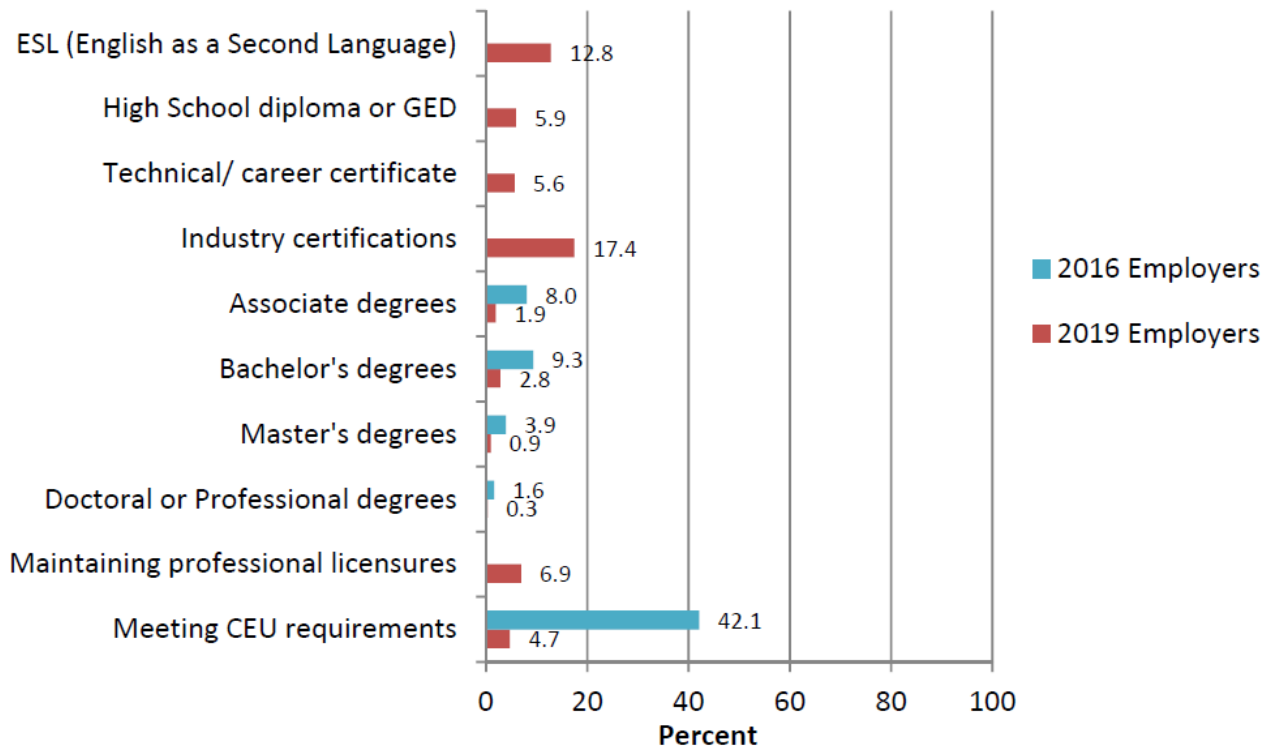
Source: Clarus Corporation. 2019. Harper College Community Scan-Employer Survey, May 2019, p. 96.

Note: The completed sample of 321 employers provided a reliability of 95 percent and a margin of error of  $\pm 5.5$  percent. The industry standard for reliability is 95 percent with a margin of error of four to eight percent (on average five percent).

## EMPLOYERS 3 – Education Needs of District Employees

In 2019, employers indicated the highest education needs for their employees as attaining industry certifications (17.4%), English as a Second Language (12.8%) and high school diploma/GED (5.9%). The need for degrees has decreased since 2016. The largest drop in need since 2016 was in meeting CEU requirements, decreasing by more than 37 percentage points.

### Education Needs of Employees (as identified by employers)



Employer responses (2019, n = 321) to the following question: Examining your current employees and their educational backgrounds, is there a need for any of your employees to further their education and work on any of the following?

Source: Clarus Corporation. 2019. Harper College Community Scan-Employer Survey, May 2019, p. 89.

Note: The completed sample of 321 employers provided a reliability of 95 percent and a margin of error of  $\pm 5.5$  percent. The industry standard for reliability is 95 percent with a margin of error of four to eight percent (on average five percent).

## COMMUNITY 1 – Educational Attainment

For the Harper College district population aged 25 and over, 53.4% have earned an Associate’s degree or higher. Of the remaining 46.4%, 18.6% have some college but no degree and 27.8% have not earned any college credits.

### *Educational Attainment for the Population 25 Years and Over*

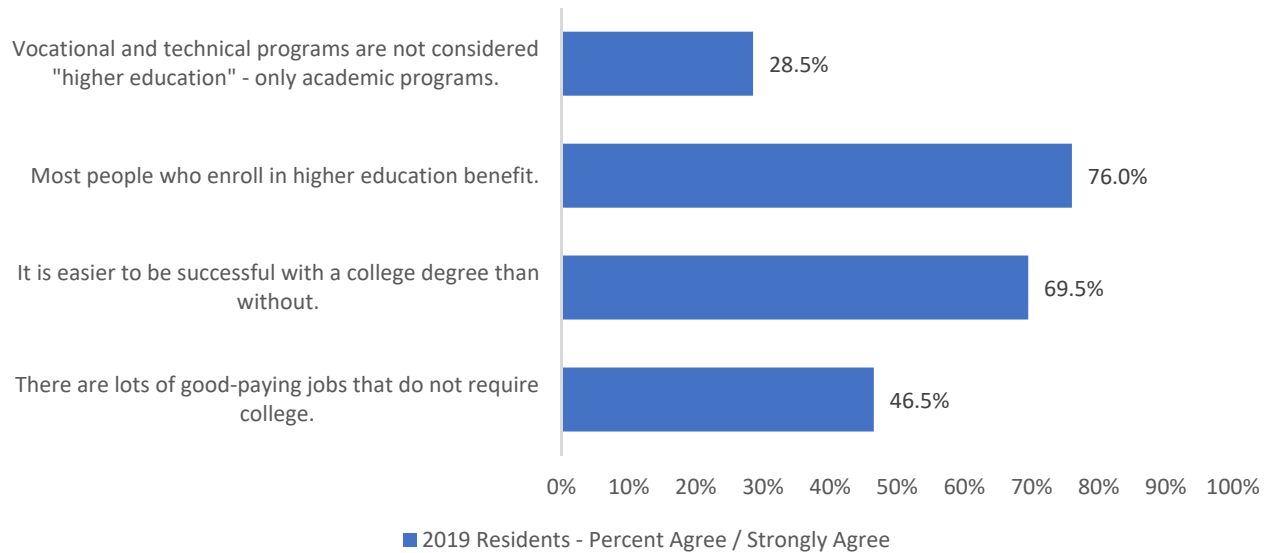
Category	Counts	Percent	Cumulative Percent	Cumulative Associate +
District Population aged 25 and over	379,779			
Some college, less than 1 year	21,311	5.6%	5.6%	*
Some college, 1 or more years, no degree	49,375	13.0%	18.6%	*
Associate's degree	27,933	7.4%	26.0%	7.4%
Bachelor's degree	109,816	28.9%	54.9%	36.3%
Master's degree	51,569	13.6%	68.5%	49.8%
Professional school degree	9,229	2.4%	70.9%	52.3%
Doctorate degree	4,245	1.1%	72.0%	53.4%

\*These could be certificates or just college attendance

Source: American Community Survey Estimates (2013-2017); B15003.

## COMMUNITY 2 - Attitudes Towards Higher Education

Most respondents to the 2019 Community Survey responded that people benefit from enrolling in higher education and that a college degree increases the likelihood of future success. Interestingly, 28.5% of survey respondents indicated that vocational and technical programs are not considered “higher education.”



Responses to the following item (n = 600): Please indicate your agreement with each statement using the scale: Strongly Agree, Agree, About the Same, Disagree, or Strongly Disagree; or do not know.

Source: Clarus Corporation. 2019. Harper College Community Scan-Residents Survey, May 2019, p. 37.

Note: A sample of 600 households provided a reliability of 95 percent and a margin of error of  $\pm 4.0$  percent. The industry standard for reliability is 95 percent with a margin of error of four to eight percent (on average five percent).

## COMMUNITY 3 - Importance/Performance Gap on Key Attributes

Respondents to the 2019 Community Survey ranked the importance of attributes such as cost/value for money/affordable/financial aid, offering the right courses and programs at the times needed, and providing programs that lead to high demand job opportunities, higher than Harper's performance on these attributes.

<b>Key Attributes with Gaps between Importance and Performance</b>
Cost/ Value For Money/Affordable/ Financial Aid
The Right Courses
Classes And Programs Offered At The Times Needed
Providing Programs That Lead To Jobs In High Demand Occupations
Job Training Ties To Job Opportunities For Adults In The Community

Items included in this table are a subset of key attributes from the Community Survey. Items included are those where the community ranked the importance higher than it ranked Harper's performance on the item (gap of at least three points).

Source: Clarus Corporation. 2019. Harper College Community Scan-Residents Survey, May 2019, p. 25.

## COMMUNITY 4 - District Demographic Changes

The Harper College district population continues to become more diverse in numerous ways:

- Harper's district population is 33.8% non-white, an increase of 3.7% from 2010 to 2015.<sup>1</sup>
- Asian and Hispanic populations have seen increases from 2010-2015 (18% and 7% respectively), while the White non-Hispanic population has experienced a decrease (-3%).<sup>2</sup>
- District families reporting annual income of less than \$30,000 increased from 2.5% in 2013 to 9.3% in 2016.<sup>3</sup>
- Residents reporting a primary language other than English spoken in the home increased from 5.5% in 2013 to 11.2% in 2016.<sup>4</sup>
- Foreign-born students in Harper's district are largely from Mexico (33%), India (15%) and Poland (10%).<sup>5</sup>
- Residents who have lived in the district for less than five years has increased from 6.5% in 2013 to 12.8% in 2016.<sup>6</sup>

<sup>1</sup> Source: Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan*, February 2017, p. 26.

<sup>2</sup> Source: Ibid, p. 27.

<sup>3</sup> Source: Clarus Corporation. 2016. *Harper College Community Survey, April 2016*, p. 33.

<sup>4</sup> Source: Ibid.

<sup>5</sup> Source: Northern Illinois University, Center for Governmental Studies. 2017, *Harper College Environmental Scan*, February 2017, p. 31.

<sup>6</sup> Source: Clarus Corporation. 2016. *Harper College Community Scan-Community Survey, April 2016*, p. 32.