

WILLIAM RAINEY HARPER COLLEGE  
BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT #512  
COUNTIES OF COOK, KANE, LAKE AND MCHENRY, STATE OF ILLINOIS

Minutes of the Special Board Meeting of Wednesday, January 11, 1995.

CALL TO ORDER: The Special meeting of the Board of Trustees of Community College District No. 512 was called to order by Chairman Moats on Wednesday, January 11, 1995 at 7:10 p.m. in the Board Room of the Administration Building, 1200 W. Algonquin Road, Palatine, Illinois.

ROLL CALL: Present: Members Barton, Born, Kolze and Moats

Absent: Members Coste, Howard and Norwood

Also present: Paul Thompson, President; Ed Dolan, V.P. Academic Affairs; Bonnie Henry, V.P. Student Affairs; Vern Manke, V.P. Administrative Services; David McShane, V.P. Information Systems; Bruce Bohrer; Steve Catlin; Bill Howard; Joan Kindle; Russ Mills; Maria Moten; Rosemary Murray; Bill Neumann; Sheila Quirk; Glenn Reich; Laurie Wren - Harper College.

Chairman Moats announced that Student Trustee William Beisiegel resigned effective December 16, 1994.

STUDENT AFFAIRS

Vice President Bonnie Henry began by summarizing the philosophy of Student Affairs, and explained that the programs and services serve two functions - 1) to support and assist the teaching and learning function, and 2) to enhance or cause learning to take place. She noted that for many students, a great deal of learning takes place out of the traditional classroom. Although Student Affairs assists the classroom instructor in terms of activities such as posting grades, the main focus is working directly with students.

The reviewed material explained characteristic activities of colleges which promote student success, all of which Harper is doing. These include the use of assessment results to improve

quality, the establishment of a reputation for quality that is shared by staff, students and external groups, and an environment that helps students achieve their goals. Dr. Henry noted that there has been tremendous focus through the Total Quality Improvement approach to empower the staff to help students be successful.

A flow chart was discussed which demonstrated the ways in which Harper promotes student success, such as outcomes assessment, a student SOAP (Standards of Academic Performance) system, and an advising system.

Member Barton asked for the percentage of students who go through assessment and advising. Dean of Student Development Joan Kindle replied that all new full-time students are assessed, as well as any part-time student who is taking English or Math. Approximately 95 to 98 percent of full-time new students go through orientation and advising, as well as approximately 60 percent of part-time degree-seeking students.

Dr. Henry discussed the Student Success philosophy statement, adopted by the Board of Trustees, which in 1988 moved the College from allowing students the choice to fail or be successful to a position of intervening to help students be successful.

Dean of Enrollment Services Steve Catlin spoke about the high school initiatives, outreach recruitment, and image building of the College in the eyes of the high school student. Small groups of high school faculty are paired with Harper faculty to discuss the issue of student preparation for college, both at Harper and in general. Mr. Catlin noted that while there needs to be more dialogue in this respect, the Harper Mathematics Department has been active with the District Mathematics Departments for several years. In addition, there will be a group meeting next month regarding Social Science articulation. Mr. Catlin noted that while the total number of high school graduates has declined, there has been an increase in the percentage of college-bound graduates who have come to Harper. He stated that high school enrollments are expected to be approximately 20 percent higher in ten years. There was a discussion regarding the projections for high school enrollment and graduation rates through the year 2010.

Chairman Moats asked if there was a breakdown of the profile of full-time students at Harper. Mr. Catlin stated that this information is tracked, but that he did not have it available at this time. Dr. Henry stated that they would put together this type of profile information for the Board.

Other high school initiatives include hosting the high school principals on campus on a regular basis and a visitation program of counseling staffs throughout the district. Member Barton expressed interest in more work with the parents at an earlier level, such as sophomore or junior year of high school, as the parents usually make the final decision regarding what college their child attends. Mr. Catlin stated that they are working with students and parents at an earlier age, including outreach to parents of junior high level students.

Dr. Henry stated that in regular meetings with the high school counselors and teachers, the Harper faculty are communicating their message in a more aggressive manner regarding the preparation of students for attendance at Harper and other colleges. There was discussion regarding the perception of students who come to Harper as those who have not been successful in high school, as well as the perception by students that a community college is not as good as a four-year institution. President Thompson noted that community colleges in other parts of the country, such as California, were in existence for 40 years before those in Illinois, and thus are more accepted there as part of the higher education system.

Member Born asked if Harper's open-door policy is a result of a past Board decision. Dr. Henry replied that the policy is state law. President Thompson noted that there are limitations on certain program admission, but he stated that he was reluctant to restrict all of the programs based on GPA and ACT scores because it would be discouraging for some students to spend a lot of time in remediation programs. Member Kolze stated that it would also seem to defeat the purpose of community colleges.

Mr. Catlin noted that there is a cooperative initiative between Harper and Northern Illinois University which will refer area students to Harper who are not admitted on first application to NIU. This same process is being attempted with other schools, such as DePaul University.

Mr. Catlin summarized the information regarding minority student enrollment. There has been a sizeable change in the mix of the population in the district, and a corresponding sizeable increase in the minority population. There has been a 2.2 percent increase in the number of minority students enrolled at Harper from 1992 to 1994. President Thompson noted that the high school minority distribution mirrors the future of Harper in terms of enrollment mix. This is consistent with the census data that Harper has received. Dr. Henry noted that there has been an increased effort with the families of minority students to encourage their children to attend Harper.

In regard to student financial assistance, Mr. Catlin noted that there will be a slight increase in the federal Pell grant program in terms of dollars, as well as a lightening of the administrative burden in putting together the aid packages. He noted that the Presidents' Council has been successful in getting an agreement that the Illinois Veterans Grant program will be funded fully, which will save Harper a significant amount of money. Some aid at the state level will be redirected, with a reduction in grants available to students who are independent but without dependent children. Grants will be increased to dependent children and to students with dependents. The expected family contribution will go up so that some people may see a reduction in their grants.

President Thompson noted that the IBHE approved the monetary award program with potential for some pilots using that award for students taking less than six credit hours.

Mr. Catlin introduced Maria Moten, the Interim Director of the Office of Student Financial Assistance.

There was further discussion of the awards that have been granted over the last few years in terms of grants. Mr. Catlin urged Board members to contact him or Ms. Moten with any questions concerning the state and federal programs described in this document. He noted that there is a great deal of effort to try to link Student Financial Assistance and admission outreach efforts.

President Thompson noted that the Board needs to make a case with Representative John Porter in Washington during the Legislative Seminar to be held February 25-28 since he is in a key position to look into the issues of Pell grants, work study, etc. Mr. Catlin explained the impact of the proposed changes and cutbacks in more depth. Dr. Henry explained that the College pays a great deal more attention to the issue of financial aid than it did in the past because of the increased impact that it has on our students, and consequently on our enrollment.

Joan Kindle discussed the statistics concerning the types of students at Harper in terms of academic standings. Although Harper has outstanding students from area high schools, a large number of the students fall into categories such as underachieving, underprepared, undirected, unmotivated, and overcommitted. Approximately 83 percent of the students assessed this fall were placed into remedial math. Approximately 36 percent of students who tested placed into remedial reading and/or English. About 36 percent of new full- and part-time students rank in the bottom 30 percent of their high school graduation class. Member Barton asked if anything is being done at the high school level to improve these figures. Vice President Dolan responded that Harper math faculty members are working with those faculty members from the area high

schools to improve the bridging process in terms of coherence of the math curriculum. There are also many students who test out of the remedial courses but are undermotivated, which is another problem completely. Member Kolze noted that the same concerns exist between high school and junior high teachers.

Member Born asked if it is difficult to get students with high academic standings to come to Harper because of the number of lower level students. Ms. Kindle replied that there is that perception, and noted that parents and counselors often do not realize that Harper has a great deal to offer those who score high in their graduating class.

Approximately 50 percent of those in the bottom quartile of their graduation class in 1992 did not test into remedial coursework. This may indicate that a number of students who perform poorly in high school had the ability to perform better and that a greater issue is poor motivation levels. Dr. Thompson clarified that this figure represents 50 percent of those entering who were from the bottom quartile of their graduation class (about 500-700 students), not all entering freshmen. Mr. Catlin added that not all of the students who test are recent graduates.

Ms. Kindle noted that because Harper is an open-door institution, it is the institution's responsibility to help its students succeed once they enter the college environment with the help of effective student assessment and developmental support. She discussed policies such as mandated assessment, the orientation program, and the raising of the GPA standard to 2.0. When students go below that level with seven hours of attempted credit, they begin the SOAP program to assist them in bringing up their grades. She explained the success contract for new students who are considered at risk, which highlights those in the bottom one-third of their graduating class. This amounts to approximately 600 students per year. Courses of study and programs are selected which are intended to help the students succeed. In addition, students work with a mentor, either a counselor or faculty advisor. Ms. Kindle noted that 78 percent of the students who completed the success contracts received a GPA of 2.0 or better, and a mean GPA of 2.33. Only five percent of students who did not complete the success contracts received a GPA of 2.0, and the mean GPA of this group was .86.

Dr. Dolan asked if there had been any follow-up of these students when they get into the regular college credit transfer courses. Ms. Kindle stated that it will be easier to do that type of tracking with the new Coco system, as presently there is not a good connection between the different data bases.

Member Born asked if the student success contracts can be mandated. Ms. Kindle replied that this can be done, but that further study needs to be done first. There are mandated requirements in both the SOAP system and for those students who test into remedial courses. Member Born suggested that the rationale for mandating these requirements is the extra money that is spent on students who do not succeed at Harper.

Ms. Kindle noted that there has been an increase from 33 percent to 49 percent in the number of students from the lower quartile who have been able to achieve a 2.0 GPA.

A new student survey has been done to assist in predicting students who are at risk. This includes information such as the number of hours that they are employed, and studies show that those students who work more than 15 hours per week tend to not do as well in their academic studies. This is tied to quartile standings, as those students who graduate in the upper quarter of their graduating class can work 40 hours a week without a noticeable effect on maintaining a 2.0 GPA.

Ms. Kindle discussed the Standards of Academic Performance (SOAP). If a student has less than a 2.0 GPA, they are not in good standing with the College. It is notable that Harper has identified the College's responsibility in trying to assist the student in becoming successful. Ms. Kindle discussed the probationary measures that are implemented before eventual suspension and/or dismissal, as well as the success strategies that are used for intervention.

Ms. Kindle addressed Member Barton's question concerning the use of less people in response to increased technology. While it has not reduced the number of employees in Student Affairs, the new computer system has allowed the employees to work with more students. Student Development intervenes with 8,000 SOAP students per year, with 600-700 on Probation/Post Suspension, as well as performing many other types of services and interventions for a great number of students on good standing.

Member Barton asked if the seven counselors are considered faculty members. Ms. Kindle replied that they are, as this is required by contractual agreement.

The results of the recent survey were discussed. There was a 75 percent response rate of students who were in the probation and SOAP systems. The results showed that 64 percent said they understood the probation system; 84 percent of them said they could identify factors that led to their low GPA; 85 percent said that they felt they had a reasonable plan to improve their GPA; and 88 percent said they felt the required intervention with a counselor

will have or had a positive impact on their future academic success. She noted that approximately 25 percent of the students on probation move up to a good standing, five percent go down into suspension, and another 10 to 12 percent move into the withdrawal category. Member Born asked what ultimately happens to students. Ms. Kindle stated that as long as the student is taking a class, they will move in one direction or the other. If they have not pulled their GPA over 2.0 by the 40th credit hour, they will then move into suspension.

Member Born asked if efforts are made to identify students who would do better in trade or certificate programs rather than attempting to advance to a four-year institution. Ms. Kindle replied that this is done, and will be more effective when the new computer system is in place.

Dr. Henry noted that the packet contains information regarding some of the new directions that she would like to see Student Activities move in, and suggested that these be discussed in more detail at a future meeting. She stated that although the focus by the counselors is much more meaningful than that of ten years ago, there is a need for continuous assessment of the current work being done.

The Multicultural Affairs office has instituted the celebration of African American History Month in February. The addition of counselor Karin Lacour-Rivers, an African American working in the Multicultural Affairs office, has assisted Student Activities in expanding their efforts to minority students.

Member Born noted that it may be discouraging for a teacher to put too many at-risk students in one classroom, and questioned how this is handled on a faculty basis. Ms. Kindle responded that early intervention allows students to be guided toward certain course work that may be helpful to them, and away from courses that may be too difficult for their level of learning. The Assessment committee is comprised of faculty members, and they study these issues and make recommendations. Dr. Henry noted that a faculty member is unlikely to have a whole classroom of these students unless they are teaching a remedial course.

President Thompson thanked the Student Affairs staff for their presentation. He noted that a significant part of the job that community colleges have in providing higher education is to assist students in becoming productive, taxpaying contributors to society rather than individuals on welfare. President Thompson applauded the effort that goes into tracking and analyzing what can be done for our students, because there is no guarantee that these students will be successful.

Chairman Moats complimented the Student Affairs staff on their open-minded approach, as well as their ability to use the technological tools at hand to do solid, quantitative analysis.

#### OTHER BUSINESS

##### Board Committees

Chairman Moats announced the following committee assignments:

Budget Committee - Member Barton, Chairperson; Members Born, Howard, and Kolze

Technology Review Committee - Member Kolze, Chairperson; Members Coste and Norwood

Faculty Benefits Committee - Members Howard and Kolze

Chairman Moats noted that a Legislative Affairs Committee has also been formed with the purpose of building strong relationships with those people who influence legislature, as well as Congress and any other community group that can help Harper College. The members are: Member Barton, Chairperson; Members Howard and Moats.

President Thompson announced that the Illinois Board of Higher Education acted on the operating budget and capital budget requests for Fiscal Year 1996, and Harper's \$6,212,000 project was on the list that was approved. The Governor must now include this in his request to the legislature, which illustrates the need for and purpose of the Legislative Affairs Committee.

Chairman Moats noted that there has been interest in exploring the feasibility of Harper building a multipurpose facility that could accommodate large groups of people. Member Howard will chair a committee to look into the feasibility of Harper having such a facility. Member Barton asked to be a member of that committee. The committee will investigate community support and funding strategies for such a facility.

##### Board Liaisons

Member Howard is the Educational Foundation liaison, and Chairman Moats will continue to be involved in that as well. Member Coste has agreed to be the Illinois Department of Transportation liaison in regard to the Algonquin Road property. Member Born will continue to serve as the Illinois Community College Trustee Association liaison, with Member Kolze as an active alternate.



Member Born will also continue to serve as the Distinguished Faculty Award liaison. Chairman Moats noted that he needs a volunteer for the Friends of Harper liaison, and will fill that role himself until one is found.

President Thompson noted that the annual meeting of the American Association of Community Colleges (AACC) will be in Minneapolis from April 22 to 25. Reservations need to be made by March to take advantage of the pre-conference rate.

ADJOURNMENT

Member Barton moved, Member Born seconded, that the meeting be adjourned. In a voice vote, the motion carried and the meeting adjourned at 8:40 p.m.

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Chairman

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Secretary

**BOARD REQUESTS**

**JANUARY 11, 1994 SPECIAL BOARD MEETING**

- 1) Chairman Moats asked for a breakdown of the profile of full-time students at Harper. Dr. Henry stated that they would put together this type of profile information for the Board.