Institutional Effectiveness Measures

Recommendation on Targets

May 2012

Harper College

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Overview

Institutional effectiveness is a process that involves the entire institution in the assessment of the College's performance on key indicators, called 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 institutional activities at Harper College measure the quality of the institution in eight categories:

- Student Progress
- Progress of Developmental Students
- Performance after Transfer
- Market Penetration
- Workforce Development
- Facilities
- Financials
- Employee Diversity

In early 2011, the Board of Trustees approved and adopted 24 IEMs for Harper College. During the fall 2011, constituents from across the College joined in a campus conversation on targets for the 24 IEMs. The process used to engage the campus community and gather feedback on targets is described below.

Based on direction from the President, the Accountability Team developed three potential frameworks to serve as a guide for discussions around IEM targets. The potential frameworks were presented at the September 2011 Board Retreat and feedback indicated a preference for the Targeted Performance Improvement Framework. Based on further feedback from the President and the Board of Trustees, the Accountability Team redefined the categories of the Targeted Performance Improvement Framework. These categories, outlined below, guided the target development process.

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

Once the framework categories were selected, the Accountability Team conducted a thorough review of the historical and comparison data to provide preliminary numbers for each of the framework categories. These numbers, along with the category description, serve as the basis for discussion around targets.

Input groups were identified by the Accountability Team and the Communications Council. A total of 26 groups were identified and IEM input sessions were scheduled. As a result, over 110 employees attended 19 input sessions between November 9, 2011 – December 12, 2011.

Additionally, all employees were given the opportunity to respond to a one-item survey designed to assess campus priority on the 24 IEMs. Over 600 employees responded to the item "Please identify the three measures you feel are priorities for improvement over the next four years." The results of this survey were used in conjunction with the input group feedback to draft this initial recommendation.

A culminating input group session was conducted with the Board of Trustees on December 14, 2011. At this session, Board members had the opportunity to provide feedback on the measures and complete the

Overview

above mentioned survey item. After this final input session, the Accountability Team reviewed the results of all input sessions, along with the survey results to draft the recommendation. The recommendation was shared with the entire campus for feedback, through feedback sessions and an online feedback form, before it was taken through the governance system in March 2012. The recommendation was endorsed by the College Assembly, a governance committee, and forwarded to the President for review and approval. With the endorsement of the President, the recommendation is now being forwarded to the Board of Trustees for consideration.

Data Sources

Community College Survey of Student Engagement (CCSSE)

CCSSE's survey instrument, The Community College Student Report, provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The Community College Student Report is a versatile, research-based tool appropriate for multiple uses. It is a:

- Benchmarking instrument — establishing national norms on educational practice and performance by community and technical colleges.
- Diagnostic tool — identifying areas in which a college can enhance students' educational experiences.
- Monitoring device — documenting and improving institutional effectiveness over time.

Illinois Community College Board (ICCB)

ICCB, as the state coordinating board for community colleges, administers the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities. ICCB receives and disseminates legislative appropriations for the community colleges and in so doing serves as the regulatory body for the colleges. As part of this regulatory function, ICCB receives extensive data reports from the colleges that are used as a basis for state funding and ensuring compliance with state legislation.

Integrated Postsecondary Education Data System (IPEDS)

IPEDS is a system of interrelated surveys conducted annually by the U.S. National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices and student financial aid. The data is made available to students and parents through the College Navigator college search website, to researchers and others through the IPEDS Data Center. IPEDS provides basic data needed to describe and analyze trends in postsecondary education in the United States, in terms of the numbers of students enrolled, staff employed, dollars expended and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents and others rely on IPEDS data for this basic information on postsecondary institutions.

Data Sources

National Community College Benchmark Project (NCCBP)

Responding to requirements for inter-institutional comparisons, Johnson County Community College established the NCCBP with other colleges from across the United States to standardize a nationwide benchmark reporting process. NCCBP is the largest provider of community college benchmarking and peer comparison services in the nation. Since 2004, 353 community colleges have participated in the current data-collection and reporting process. In 2010, 268 community colleges from across the United States participated in NCCBP. Participation in NCCBP is voluntary.

Sightlines

Sightlines was founded in 2000 as a facilities asset advisory firm. Sightlines' founding mission was to provide campus leadership with the ability to link facilities operating strategy and financial capacity by providing superior and independent facilities advisory services, thereby fulfilling the need to accurately and decisively measure, monitor and benchmark the physical asset performance of campuses. Sightlines has the largest verified facilities database in the country and leads campuses through a discovery process for facilities management and environmental stewardship.

Graduation Rate

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

Data source: IPEDS – Three-year rate (2010 data represents students who enrolled at Harper in fall 2007 and completed a degree or certificate by spring 2010)

Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	21.0%	16.0%	16.0%	15.0%	14.0%						
Peer group average	16.4%	15.9%	13.9%	15.6%	14.9%						
Peer - high	25.0%	23.0%	17.0%	25.0%	22.0%						
Peer - low	10.0%	9.0%	9.0%	10.0%	10.0%						
National average	28.0%	26.0%	26.0%	27.0%	27.0%						
Harper target - high											17.0%
Harper target - low											16.0%
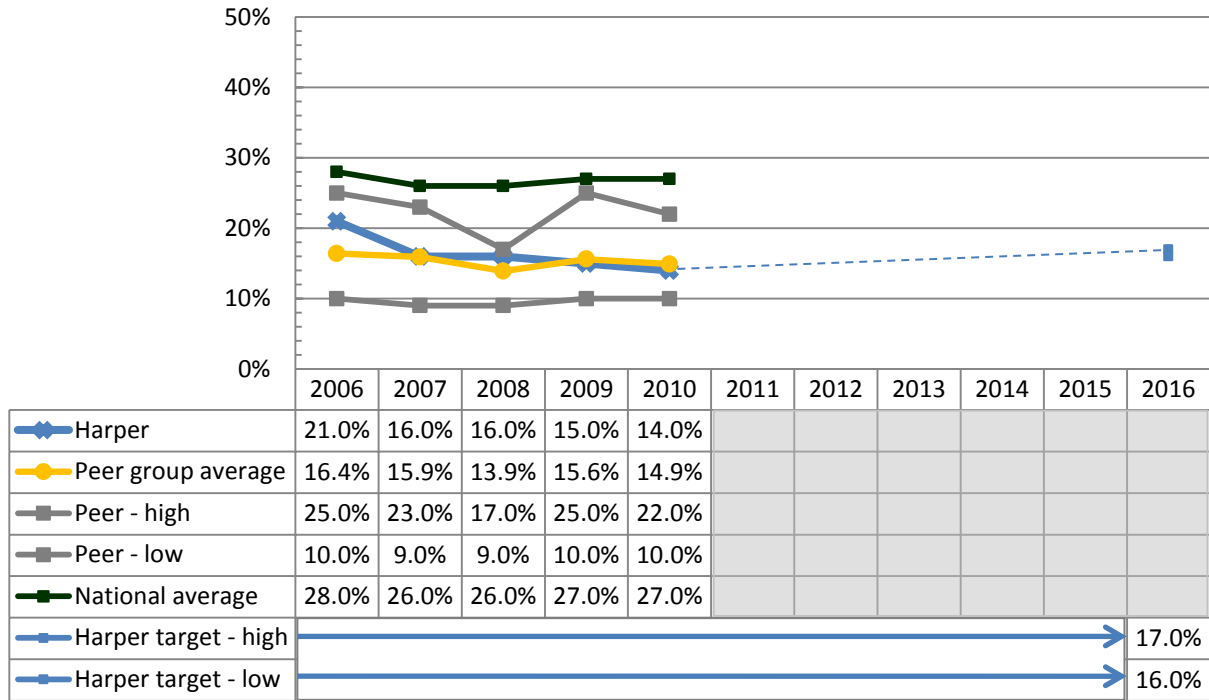
Summary of data: Harper's graduation rate has been declining since 2006 and for 2010 is 14.0%. With the exception of an increase in 2009, the peer group average has been declining since 2006. Over the past five years, Harper has remained near the mid-point of the peer group range. The national average is significantly higher than Harper's rate and the peer group average.

Recommended target:

o   Improvement = 16-17%

Information to support target recommendation:

o   At this early stage, much is unknown about the effects of current initiatives and strategies on graduation rate.
o   Colleges are typically not high in both graduation rate and transfer out rate. Rates are dependent on trends in student intent with one being higher.

Additional data:

o   Harper five year average = 16.4%
o   Harper five year median = 16.0%

Transfer Out Rate

Full definition: Percent of first-time, full-time, degree/certificate-seeking students who are enrolled at another institution within three years of initial enrollment.

Data source: IPEDS – Three-year rate (2010 data represents students who enrolled at Harper in fall 2007 and enrolled at another institution by spring 2010)

Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	37.0%	35.0%	34.0%	32.0%	36.0%						
Peer group average	33.9%	33.4%	35.0%	32.8%	31.5%						
Peer - high	38.0%	39.0%	44.0%	40.0%	43.0%						
Peer - low	27.0%	29.0%	29.0%	27.0%	22.0%						
National average	14.0%	15.0%	19.0%	19.0%	20.0%						
Harper target - high											35.0%
Harper target - low											34.0%
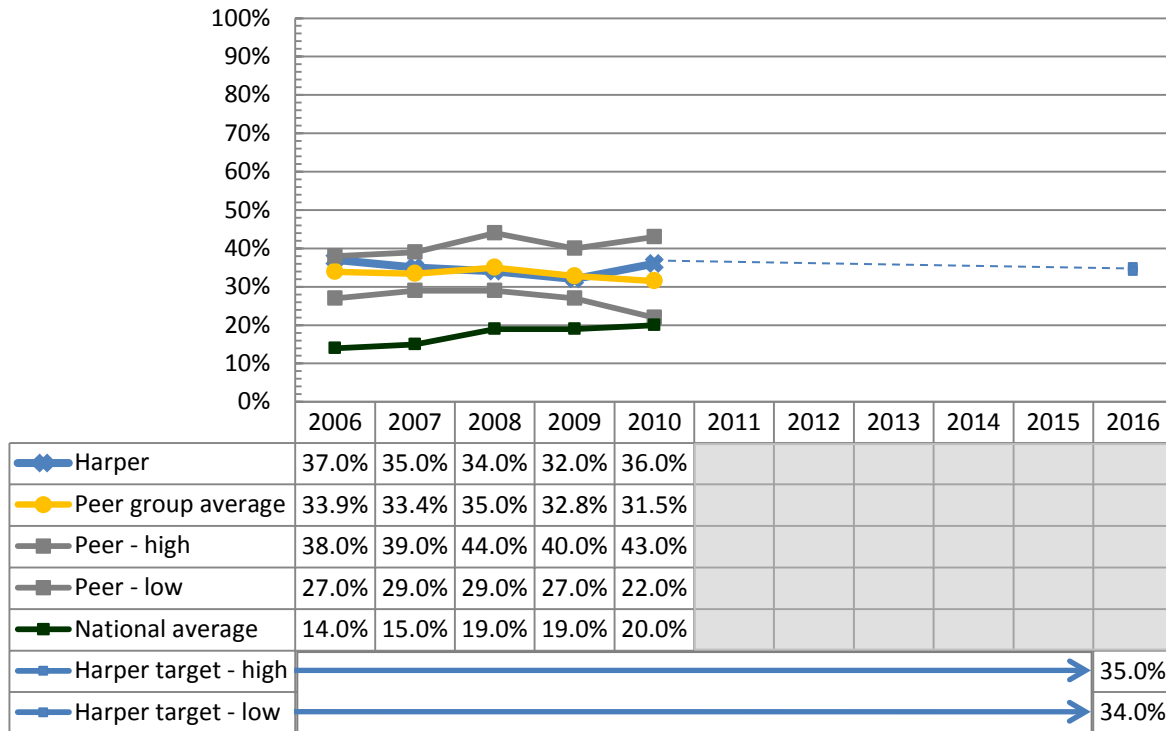
Summary of data: Harper's transfer out rate has declined from 2006 to 2009 but increased for 2010 (36.0%). The peer group average is below Harper's rate at 31.5%. In 2010, both Harper and the peer group were well above the national average of 20.0%.

Recommended target:

o Expected = 34-35%

Information to support target recommendation:

o If graduation rate and persistence rate improve, transfer out rate may decrease.

Additional data:

o Harper five year average = 34.8%
o Harper five year median = 35.0%

Persistence Rate: Fall to Spring

Full definition: Percent of fall entering cohort of full and part-time students who re-enroll spring of the same fiscal year.

Data source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	71.3%	71.1%	76.3%	70.5%	76.2%					
Peer group average				68.0%	data n/a					
Peer - high	data not available			70.5%						
Peer - low				65.0%						
National median	67.7%	68.7%	68.6%	71.0%	71.8%					
Harper target - high										77.0%
Harper target - low										76.0%
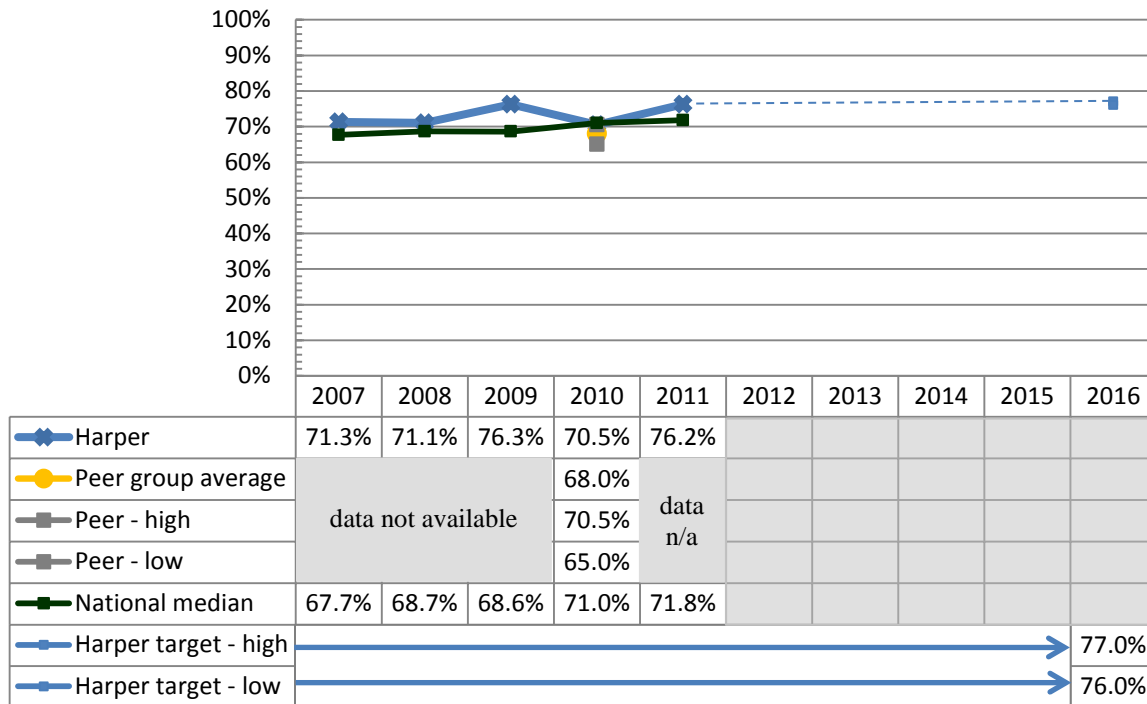
Summary of data: Harper's fall to spring persistence rate has varied over the past five years. The 2011 rate (76.2%) is similar to the peak rate in 2009 (76.3%). In 2010, Harper was at the top of the peer group range (65.0-70.5%). Harper is well above the 2011 national median (71.8%).

Recommended target:
- Stretch = 76-77%

Information to support target recommendation:
- Target recommendation is based on Harper staying consistent with 2011 rate and remaining above the peer average.

Additional data:
- Harper five year average = 73.1%
- Harper five year median = 71.3%

Persistence Rate: Fall of Year One to Fall of Year Two

Full definition: Percent of fall entering cohort of full and part-time students who re-enroll the following fall.

Data source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	46.6%	49.2%	50.7%	49.9%	50.8%					
Peer group average				46.0%						
Peer - high	data not available			49.9%	data n/a					
Peer - low				43.0%						
National median	47.0%	46.8%	48.0%	49.7%	49.5%					
Harper target - high										52.0%
Harper target - low										51.0%
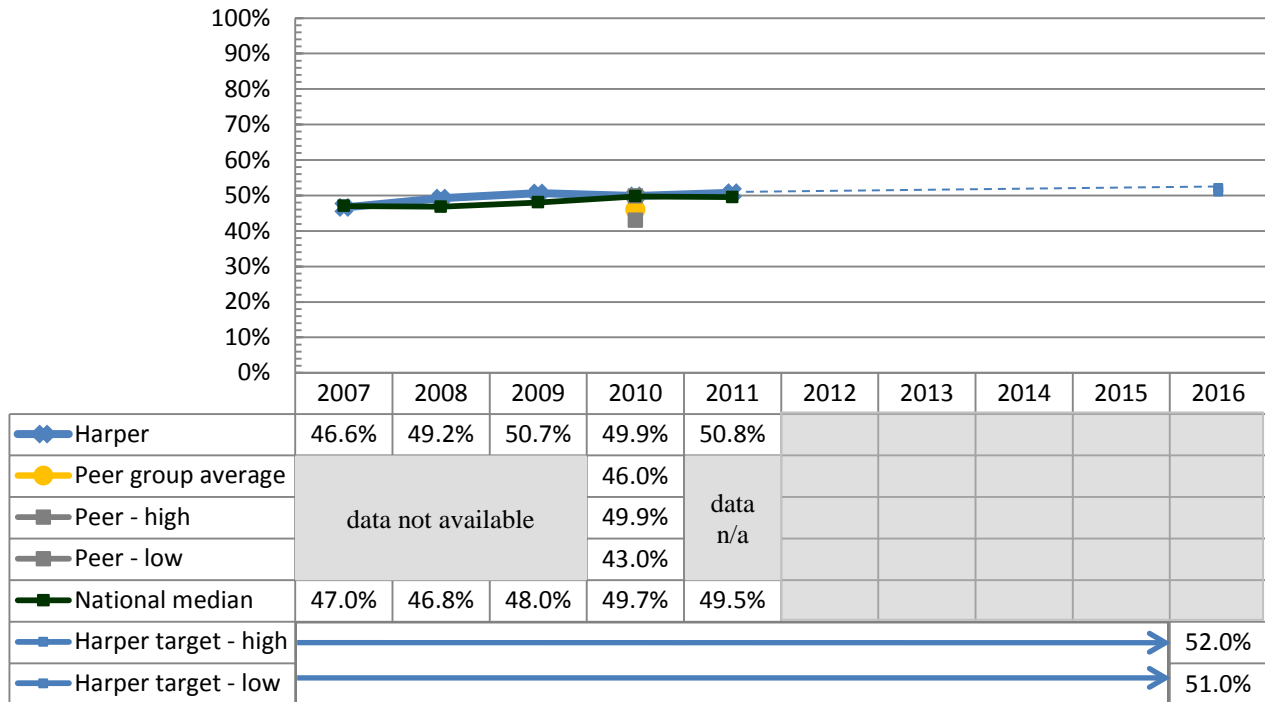
Summary of data: Harper's fall to fall persistence rate (50.8%) has remained relatively stable over the last five years. In 2010, Harper was at the top of the peer group range (43.0-49.9%). Harper is slightly above the 2011 national median (49.5%).

Recommended target:

o   Improvement = 51-52%

Information to support target recommendation:

o   Given that a stretch target is recommended for fall to spring persistence, Harper should be able to improve fall to fall persistence as well.

Additional data:

o   Harper five year average = 49.4%
o   Harper five year median= 49.9%

Student Advancement Rate

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

Data source: ICCB and IPEDS – Three-year rate (2010 data represents students who enrolled at Harper in fall 2007 and graduated, transferred or continued to enroll at Harper by spring 2010)

Peer group: College of DuPage, College of Lake County, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	79.8%	72.8%	74.4%	69.3%	69.9%						
Peer group average	74.4%	73.4%	73.7%	71.0%	68.3%						
Peer - high	77.0%	77.3%	78.5%	73.1%	74.1%						
Peer - low	68.9%	71.1%	70.2%	66.4%	67.6%						
Statewide average	70.8%	70.3%	71.8%	67.2%	65.2%						
Harper target - high											78.0%
Harper target - low											77.0%
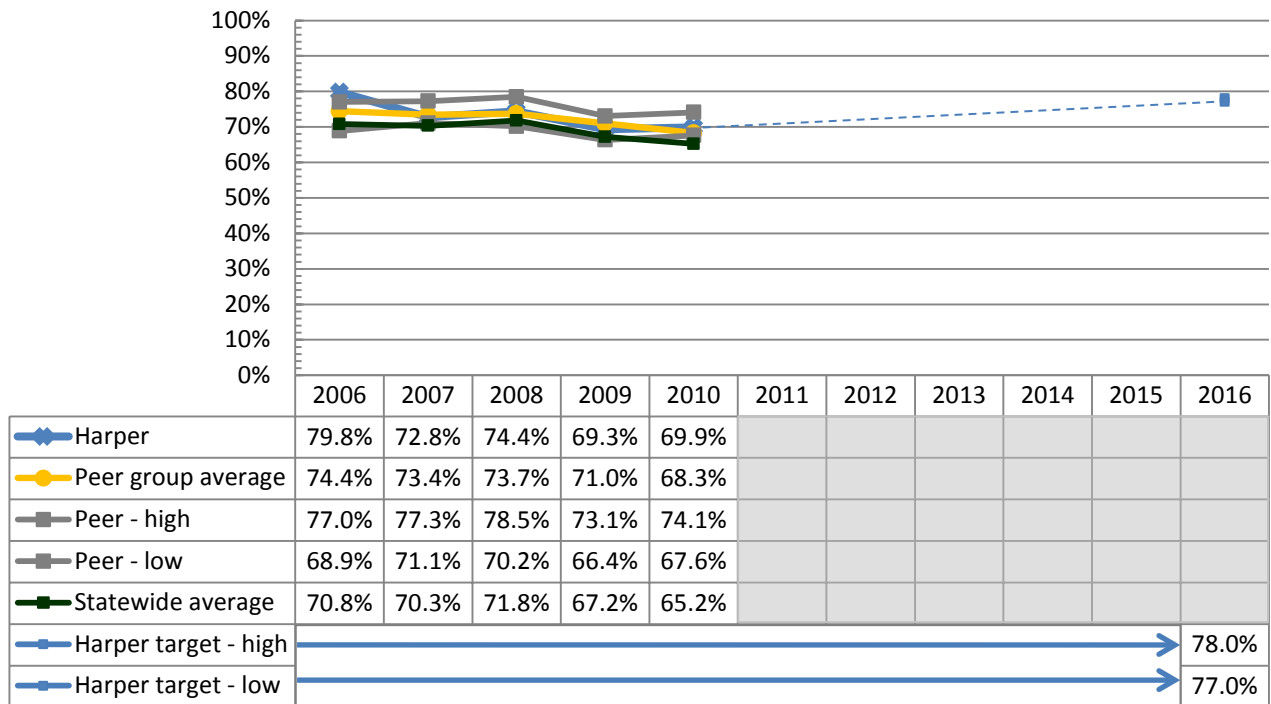
Summary of data: Harper's student advancement rate (69.9%) has declined since 2008. The peer group average (68.3%) has also declined since 2006 and is below Harper's rate. Harper's rate continues to be above the statewide average (65.2%).

Recommended target:

o Stretch = 77-78%

Information to support target recommendation:

o Based on current initiatives, student advancement rate should improve.
o Improvements in persistence rate and graduation rate will cause an increase to student advancement rate.

Additional data:

o Harper five year average = 73.2%
o Harper five year median = 72.8%

Student Progress

Student Satisfaction

Full definition: Survey item #27: How would you evaluate your entire educational experience at this college? (1 = poor, 2 = fair, 3 = good, 4 = excellent)

Data source: CCSSE – Reported year is actual year (CCSSE is conducted once every three years)

Peer group: College of DuPage, College of Lake County, Danville Area Community College, Elgin Community College, Harold Washington College, Heartland Community College, Illinois Central College, Illinois Valley Community College, John Wood Community College, Joliet Junior College, Kankakee Community College, Lincoln Land Community College, McHenry County College, Moraine Valley Community College, Morton College, Oakton Community College, Olive-Harvey College, Parkland College, Prairie State College, Rend Lake College, Richland Community College, South Suburban College, Spoon River College, Wilbur Wright College

	2006	2009	2012	2015
Harper	3.19	3.18		
Peer group average	3.08	3.12		
Peer - high	data not available			
Peer - low				
National average	3.15	3.16		
Harper target - high				3.20
Harper target - low				3.18
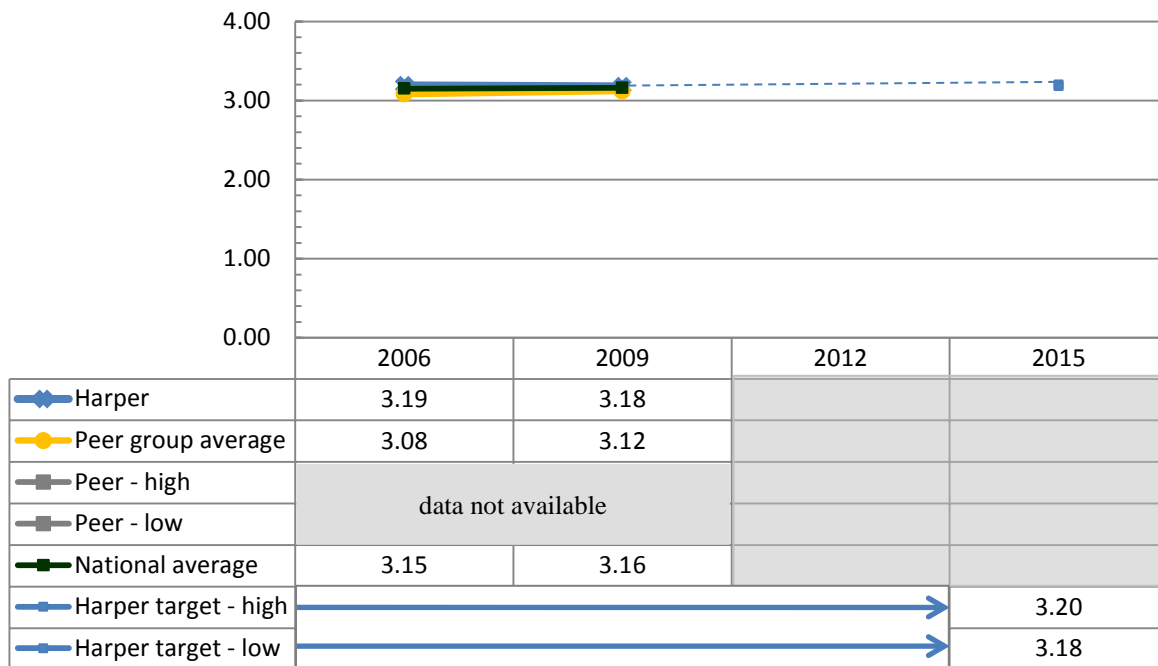
Summary of data: Harper's level of student satisfaction (3.18) has remained stable for the two years measured and continues to be slightly above the peer group (3.12). Harper's average for student satisfaction is consistent with the national average (3.16).

Recommended target:

o   Expected = 3.18-3.20

Information to support target recommendation:

o   Monitor to ensure Harper's rate does not decline.
o   Minimal fluctuation is seen in this measure.

Additional data:

o   Harper two year average = 3.19

Graduate Achievement of Objective

Full definition: Combined affirmative responses to items on the Transfer and Career Graduate Surveys.

- Transfer Graduate Survey: To what extent were you successful in achieving your educational objectives? (Very successful, Successful, Somewhat successful, Not at all successful)
- Career Graduate Survey: Overall, how satisfied are you that your program provided you with the skills required for your job? (Very satisfied, Somewhat satisfied, Somewhat dissatisfied, Very dissatisfied)

Data source: NCCBP – One-year lag (2011 data represents students who graduated/transferred in 2010)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	92.7%	97.7%	98.8%	98.8%	96.0%					
Peer group average					96.0%					
Peer - high	data not available			98.8%	data n/a					
Peer - low				93.0%						
National median	94.0%	94.0%	93.8%	93.8%	95.0%					
Harper target - high										97.0%
Harper target - low										96.0%
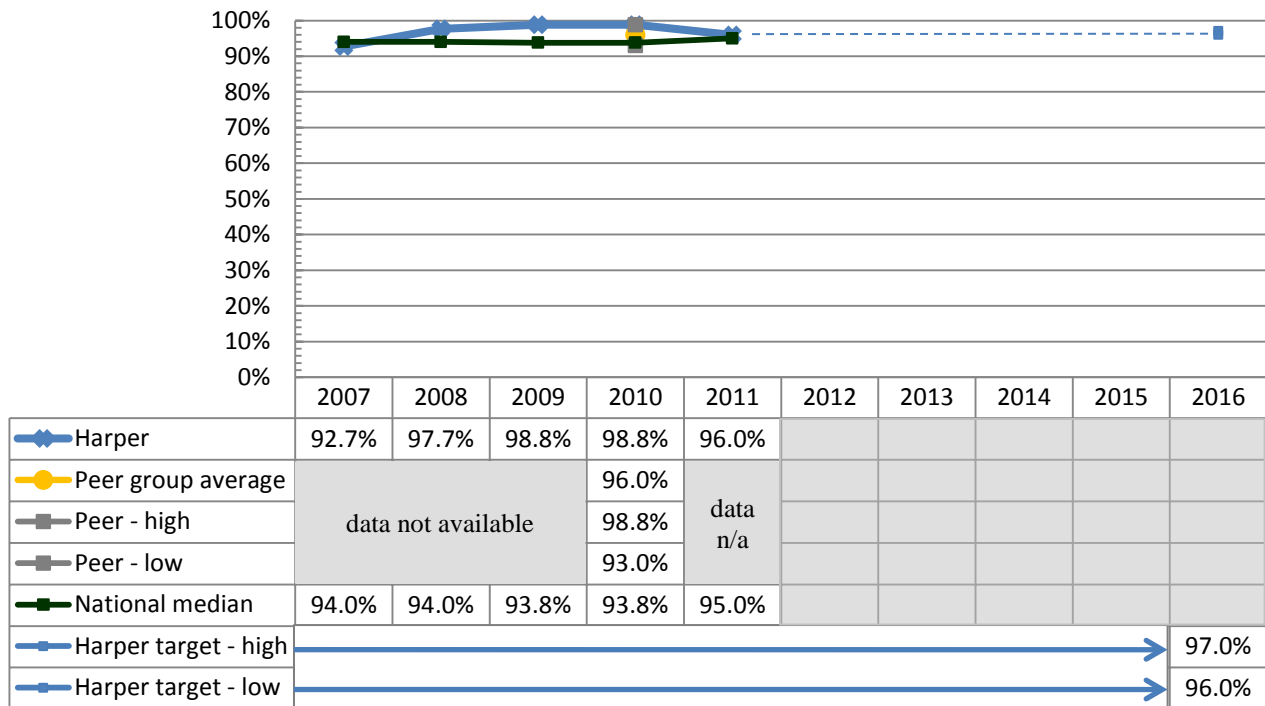
Summary of data: Harper's rate of graduate satisfaction (96.0%) has remained very high over the past five years. Harper's current rate is slightly above the national median (95.0%).

Recommended target:

- Expected = 96-97%

Information to support target recommendation:

- Monitor to ensure Harper's rate does not decline.

Additional data:

- Harper five year average = 96.8%
- Harper five year median = 97.7%

Developmental Writing Success Rate

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

Data source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	63.0%	57.0%	59.0%	68.9%	65.5%					
Peer group average	data not available			66.0%	data n/a					
Peer - high				75.0%						
Peer - low				57.0%						
National median	64.6%	64.0%	63.4%	64.6%	64.9%					
Harper target - high										64.0%
Harper target - low										63.0%

Summary of data: Harper's success rate for developmental writing (65.5%) is above the rates for 2008 and 2009. Harper's success rate is slightly above the national median (64.9%).

Recommended target:

o   Expected = 63-64%

Information to support target recommendation:

o   Due to various initiatives, fewer students may be enrolling in developmental courses. As a result, making an improvement in this category may be more challenging.
o   When interventions move higher level developmental students into college-level courses, the remaining developmental students are likely to be at a lower level and will require greater support.

Additional data:

o   Harper five year average = 62.7%
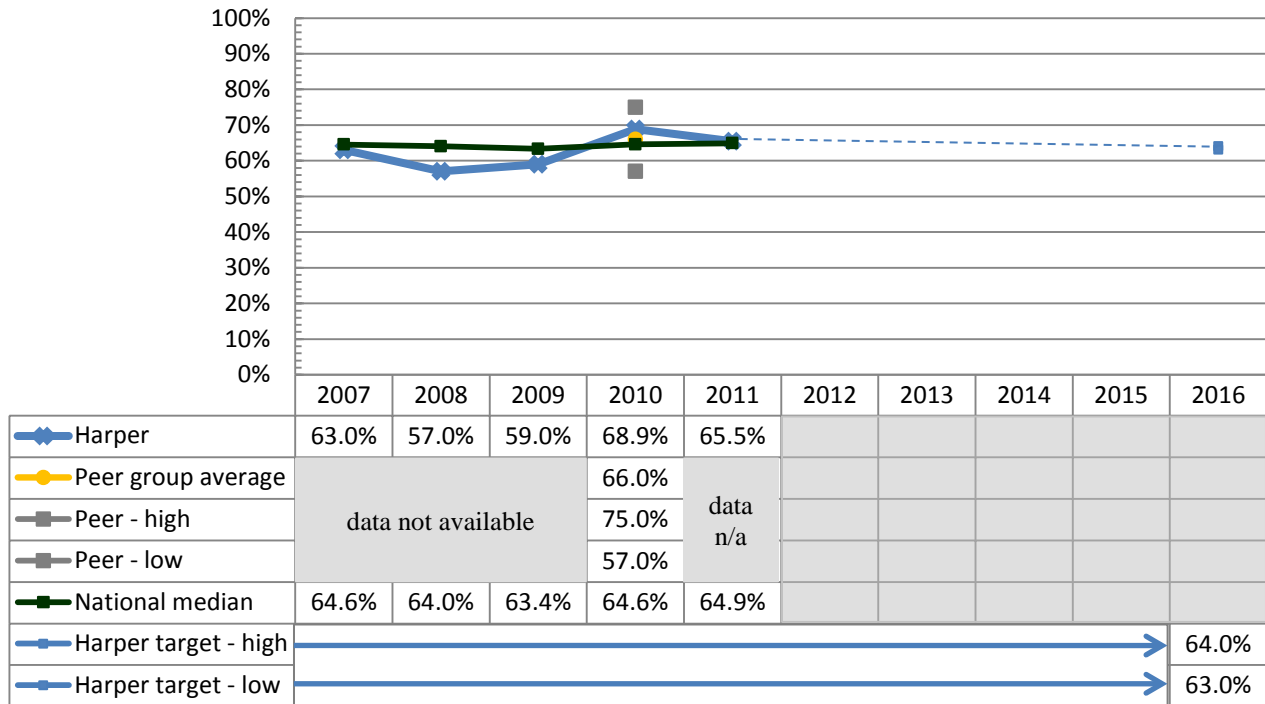o   Harper five year median = 63.0%
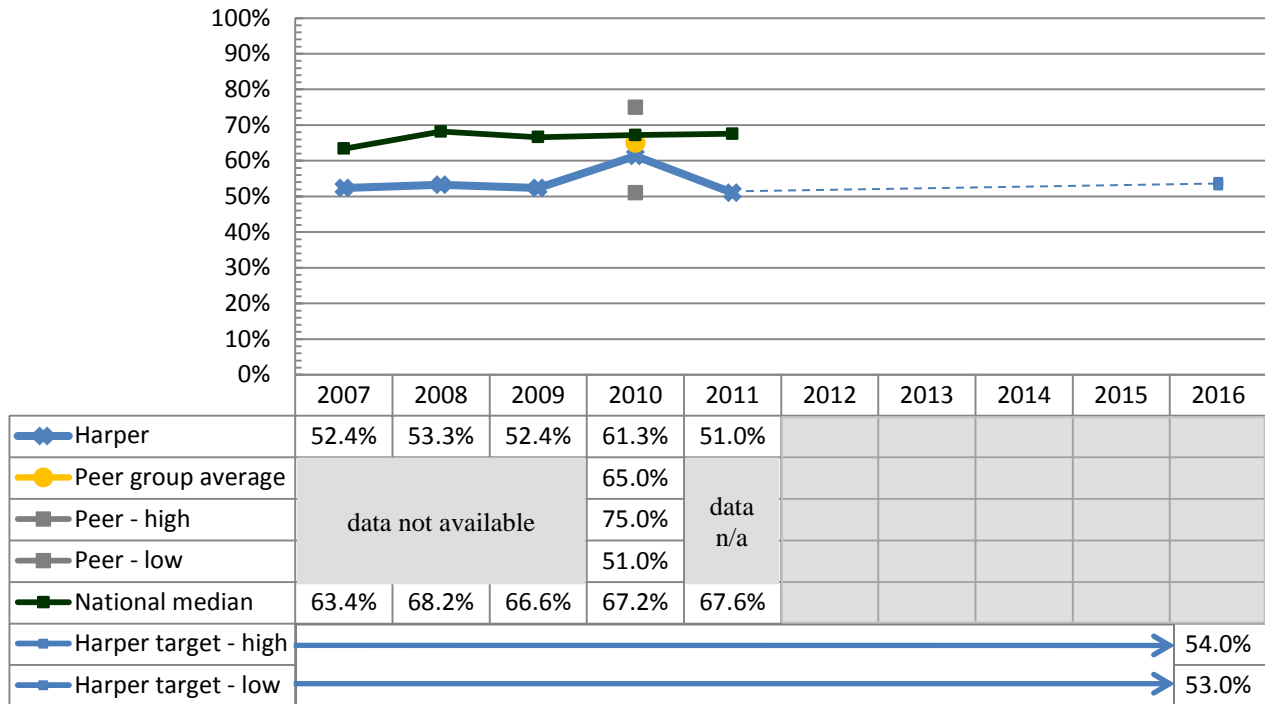
Progress of Developmental Students

Developmental Reading Success Rate

Full definition: Students who were enrolled in developmental reading in first fall term and earned a grade of C or higher.

Data source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	52.4%	53.3%	52.4%	61.3%	51.0%					
Peer group average				65.0%						
Peer - high	data not available			75.0%	data n/a					
Peer - low				51.0%						
National median	63.4%	68.2%	66.6%	67.2%	67.6%					
Harper target - high										54.0%
Harper target - low										53.0%

Summary of data: Harper's success rate for developmental reading (51.0%) is below the rates for earlier years. The Harper rate remains below the 2010 peer group average (65.0%) as well as the 2011 national median (67.6%).

Recommended target:

o   Expected = 53-54%

Information to support target recommendation:

o   Due to various initiatives, fewer students may be enrolling in developmental courses. As a result, making an improvement in this category may be more challenging.
o   When interventions move higher level developmental students into college-level courses, the remaining developmental students are likely to be at a lower level and will require greater support.

Additional data:

o   Harper five year average = 54.1%
o   Harper five year median = 52.4%
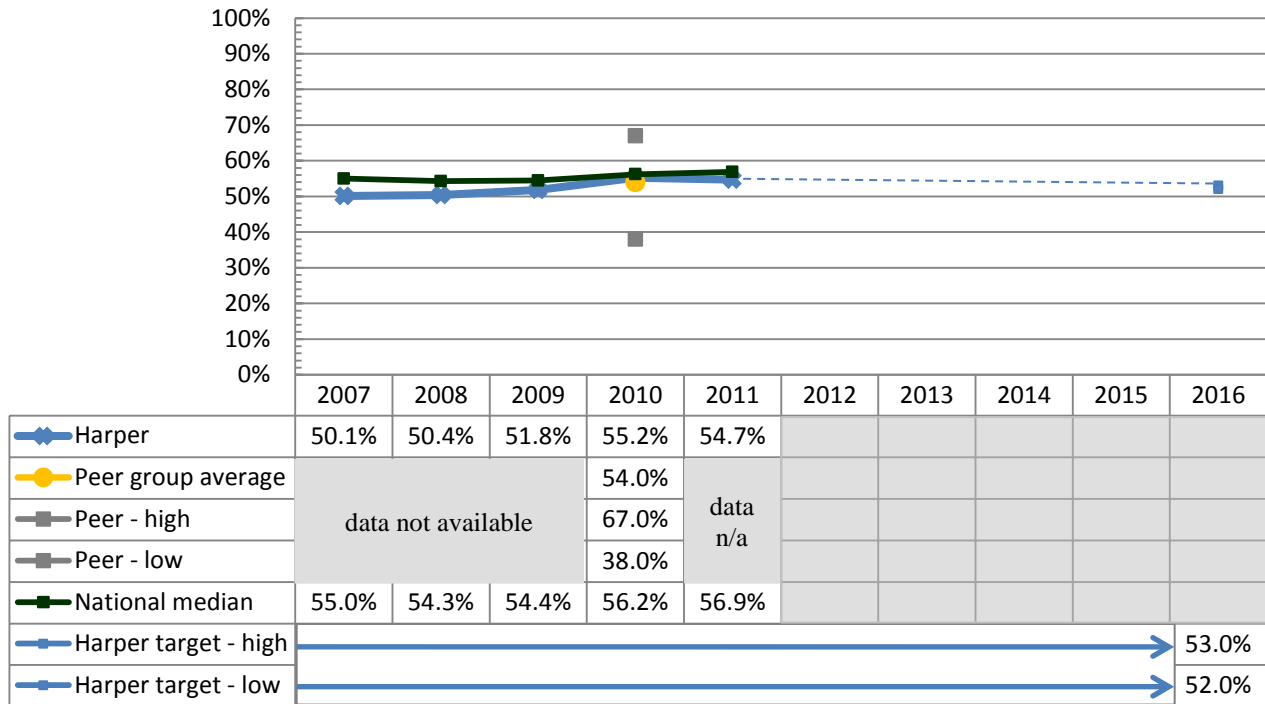
Progress of Developmental Students

Developmental Math Success Rate

Full definition: Students who were enrolled in developmental math in first fall term and earned a grade of C or higher.

Data source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	50.1%	50.4%	51.8%	55.2%	54.7%					
Peer group average				54.0%						
Peer - high	data not available			67.0%	data n/a					
Peer - low				38.0%						
National median	55.0%	54.3%	54.4%	56.2%	56.9%					
Harper target - high										53.0%
Harper target - low										52.0%

Summary of data: Harper's success rate for developmental math has increased over the past four years. The current Harper rate (54.7%) is consistent with the 2010 peer group average (54.0%) and the 2011 national median (56.9%).

Recommended target:

o   Expected = 52-53%

Information to support target recommendation:

o   Due to various initiatives, fewer students may be enrolling in developmental courses. As a result, making an improvement in this category may be more challenging.
o   When interventions move higher level developmental students into college-level courses, the remaining developmental students are likely to be at a lower level and will require greater support.

Additional data:

o   Harper five year average = 52.4%
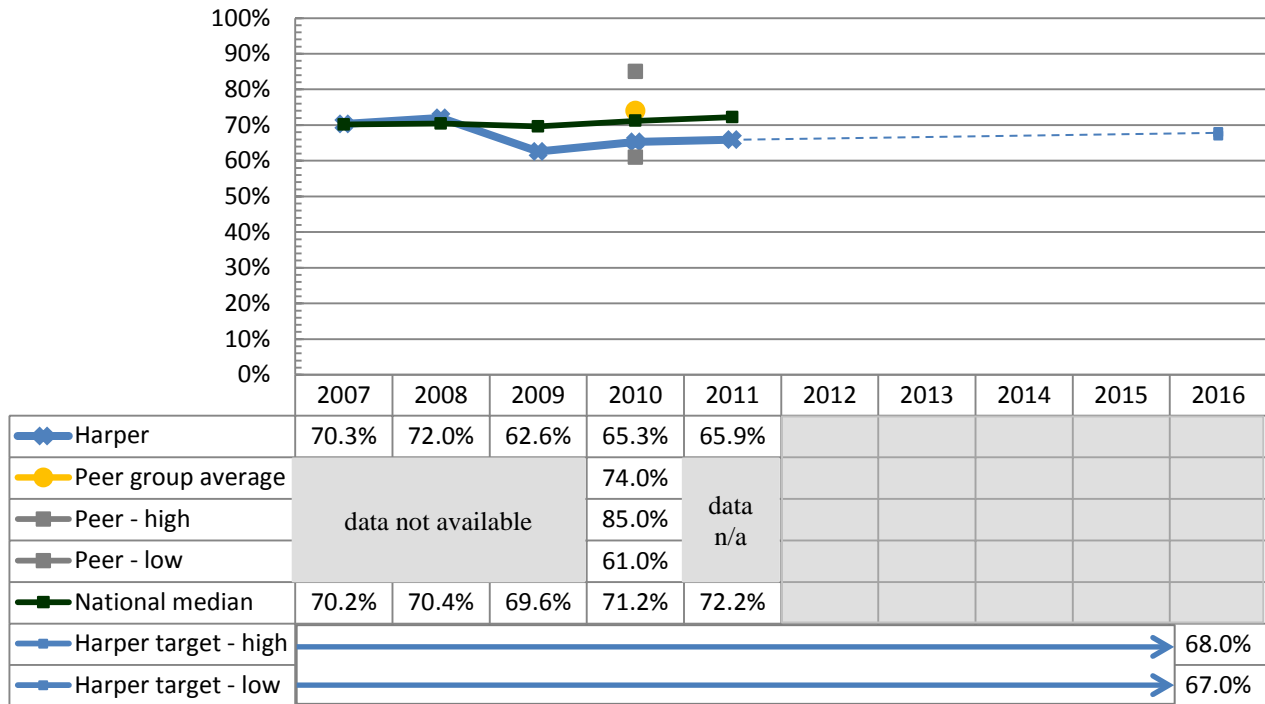o   Harper five year median = 51.8%

Success Rate of Developmental Students in ENG101

Full definition: Students who successfully completed developmental reading and/or English and subsequently successfully completed first college-level English course within one year.

Data source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	70.3%	72.0%	62.6%	65.3%	65.9%					
Peer group average				74.0%						
Peer - high	data not available			85.0%	data n/a					
Peer - low				61.0%						
National median	70.2%	70.4%	69.6%	71.2%	72.2%					
Harper target - high										68.0%
Harper target - low										67.0%

Summary of data: Harper's success rate for ENG101 (65.9%) has improved slightly over the past two years but remains below the rates for 2007 and 2008. The 2010 average success rate for the peer group (74.0%) and the 2011 national median (72.2%) are above Harper's rate.

Recommended target:

o   Expected = 67-68%

Information to support target recommendation:

o   In fall 2013, testing and placement of all students will be enforced. The hope is that developing plans for developmentally placed students will increase success.
o   The impact of current initiatives on success rates has yet to be determined.

Additional data:

o   Harper five year average = 67.2%
o   Harper five year median = 65.9%
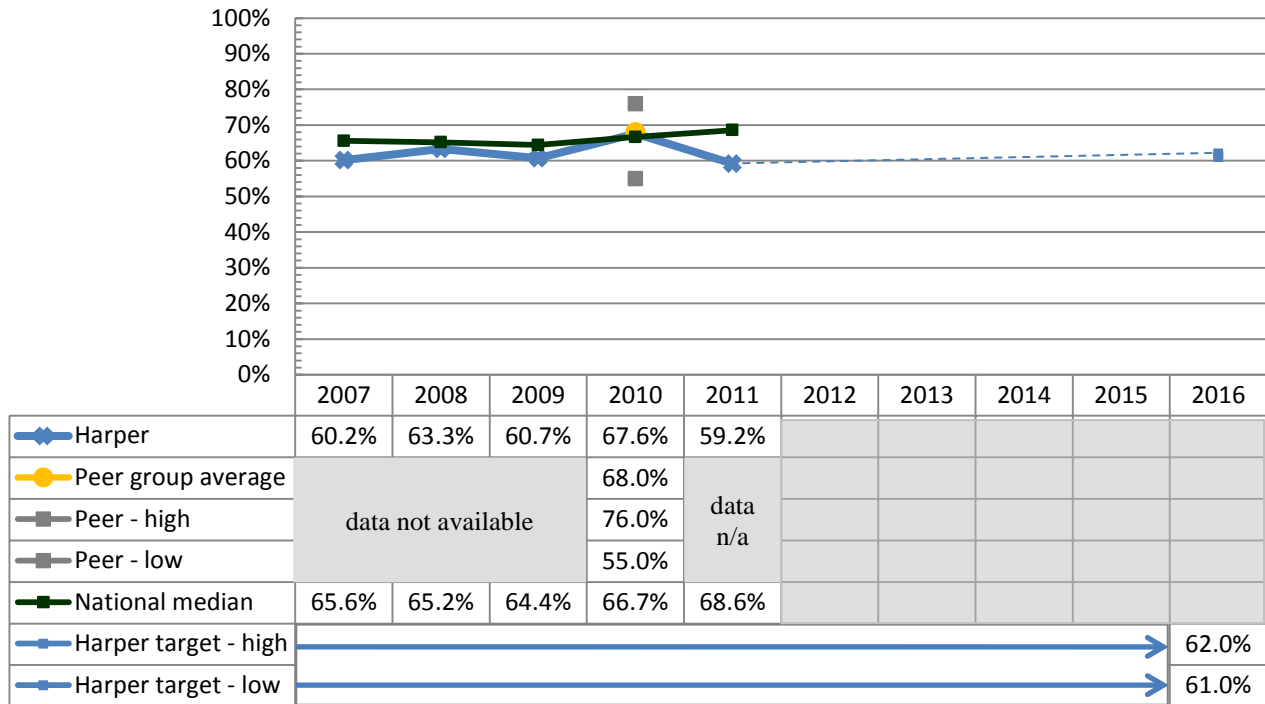
Progress of Developmental Students

Success Rate of Developmental Students in College-Level Math

Full definition: Students who successfully completed developmental math and subsequently successfully completed first college-level math course within one year.

Data source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	60.2%	63.3%	60.7%	67.6%	59.2%					
Peer group average				68.0%						
Peer - high	data not available			76.0%	data n/a					
Peer - low				55.0%						
National median	65.6%	65.2%	64.4%	66.7%	68.6%					
Harper target - high										62.0%
Harper target - low										61.0%

Summary of data: Harper's success rate for college-level math (59.2%) is currently at a five year low. Harper's rate is below the peer group average (68.0%) and the national median (68.6%).

Recommended target:

o Expected = 61-62%

Information to support target recommendation:

o In fall 2013, testing and placement of all students will be enforced. The hope is that developing plans for developmentally placed students will increase success.
o The impact of current initiatives on success rates has yet to be determined.

Additional data:

o Harper five year average = 62.2%
o Harper five year median = 60.7%

Transfer Cumulative Grade Point Average (GPA)

Full definition: Cumulative grade point average at end of first year after transferring.

Data source: NCCBP – One-year lag in data (data reported in 2009 is actual 2008 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College

	2008	2009
Harper	3.08	3.00
Peer group average		2.96
Peer - high	data not available	3.00
Peer - low		2.87
National median	2.88	2.89
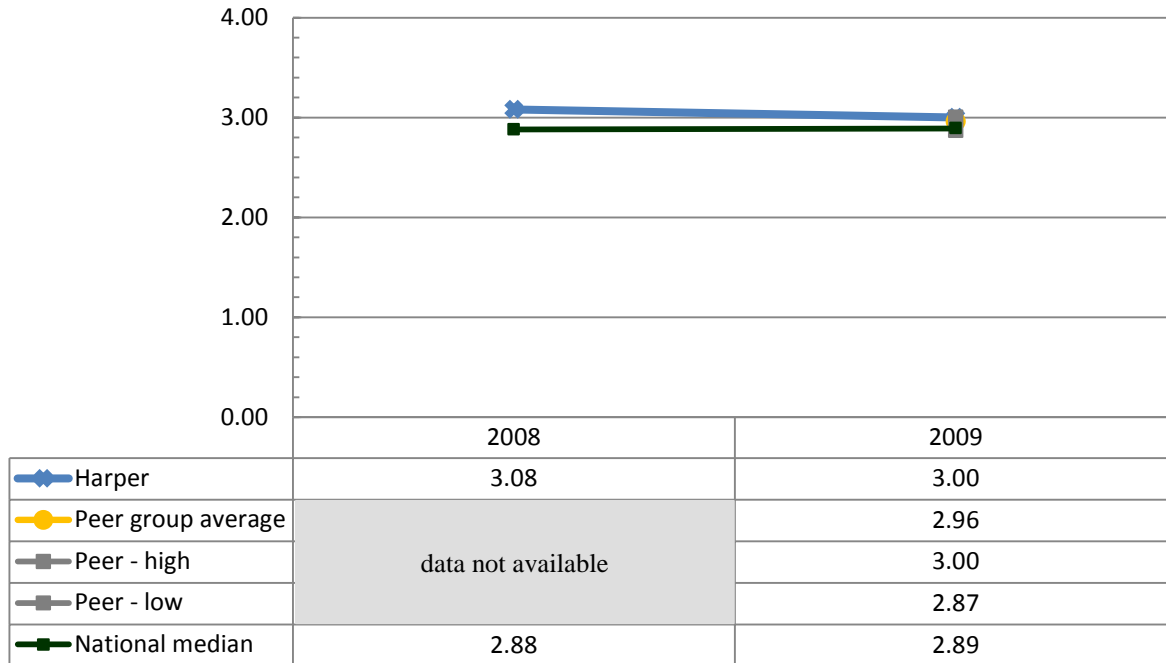
Summary of data: The cumulative GPA of Harper's transfers to Illinois public universities (3.00) has remained relatively unchanged over the last two years. Harper's average transfer cumulative GPA is above the national median (2.89).

Recommended target:

o Not recommending a target at this time. The state organization that provided this data is no longer collecting this information. New tracking system scheduled for implementation in 2014.

Additional data:

o Harper two year average = 3.04

Market Penetration: Credit Students

Full definition: Unduplicated credit headcount enrollment in academic year divided by population of district.

Data source: NCCBP – One-year lag in data (data reported in 2011 is actual 2010 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	4.9%	4.9%	5.0%	5.2%	5.2%					
Peer group average				5.0%						
Peer - high	data not available			8.0%	data n/a					
Peer - low				4.0%						
National median	3.0%	2.9%	2.8%	3.1%	3.5%					
Harper target - high										5.1%
Harper target - low										5.0%

Summary of data: Harper's credit market penetration rate (5.2%) has remained relatively stable over the last five years. Harper's rate is consistent with the 2010 peer group average (5.0%) and well above the 2011 national median (3.5%).

Recommended target:

o   Expected = 5.0-5.1%

Information to support target recommendation:

o   The district population has remained stable as reflected in the 2000 census data, 2010 census data and the 2009 American Community Survey making the denominator stable.
o   Harper's feeder high school districts are decreasing in population making an increase here unlikely.

Additional data:

o   Harper five year average = 5.0%
o   Harper five year median = 5.0%

Market Penetration: Non-Credit Students
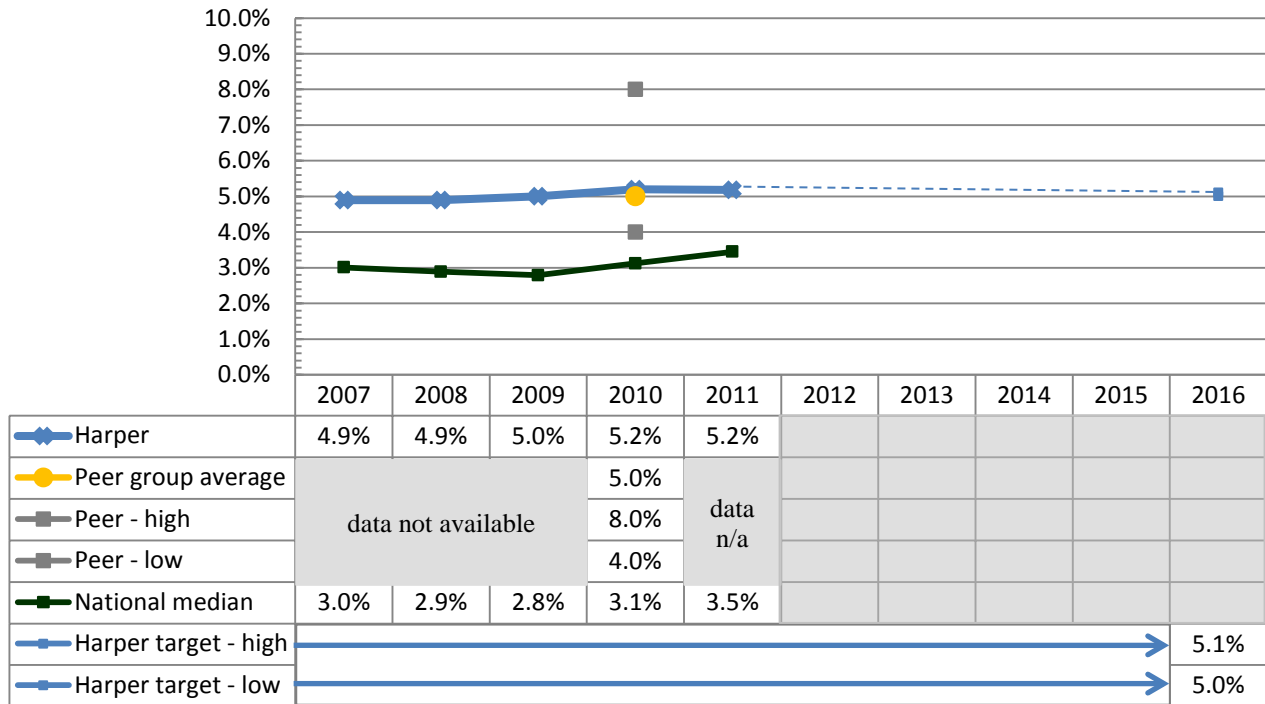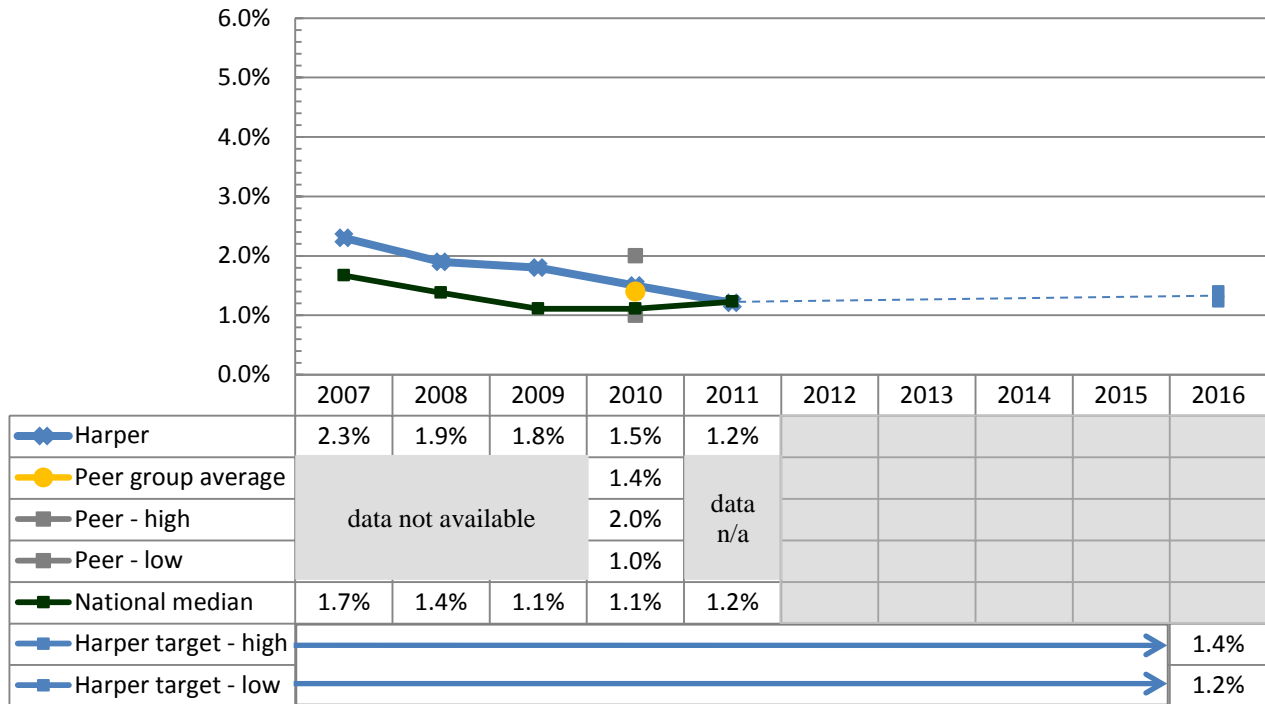
Full definition: Unduplicated non-credit headcount enrollment in academic year divided by population of district.

Data source: NCCBP – One-year lag in data (data reported in 2011 is actual 2010 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	2.3%	1.9%	1.8%	1.5%	1.2%					
Peer group average				1.4%	data n/a					
Peer - high	data not available			2.0%						
Peer - low				1.0%						
National median	1.7%	1.4%	1.1%	1.1%	1.2%					
Harper target - high										1.4%
Harper target - low										1.2%

Summary of data: Harper's non-credit market penetration rate (1.2%) has declined over the last four years. Harper's rate is similar to the national median (1.2%).

Recommended target:

o Expected = 1.2-1.4%

Information to support target recommendation:

o In 2007, Harper began migrating non-credit classes to non-degree credit classes and will continue in this direction.
o To increase from 1.2 to 1.3% would mean a 9% increase in non-credit enrollment.

Additional data:

o Harper five year average = 1.7%
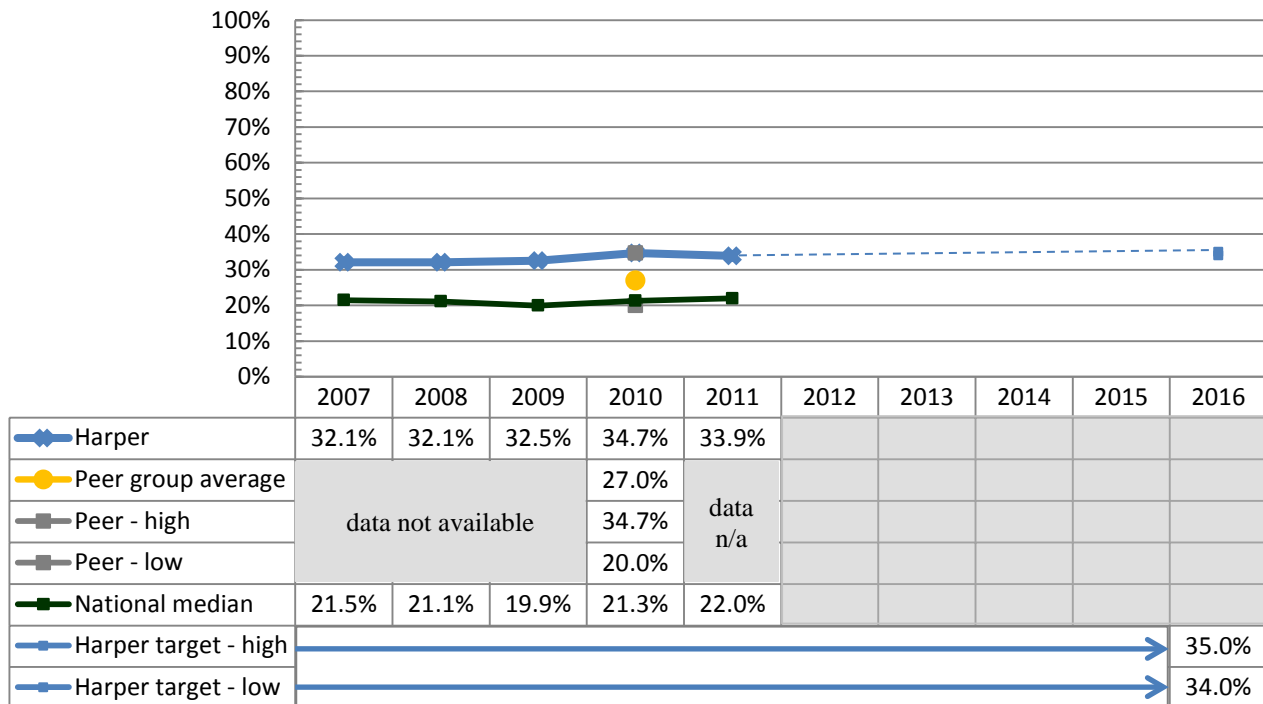o Harper five year median = 1.8%

Market Penetration: Percentage Share of Public High School Graduates

Full definition: Percent of total June high school graduates who enrolled at Harper in the fall semester of the same year as high school graduation.

Data source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	32.1%	32.1%	32.5%	34.7%	33.9%					
Peer group average				27.0%						
Peer - high	data not available			34.7%	data n/a					
Peer - low				20.0%						
National median	21.5%	21.1%	19.9%	21.3%	22.0%					
Harper target - high										35.0%
Harper target - low										34.0%

Summary of data: Harper's percentage share of public high school graduates (33.9%) has remained relatively stable for the past five years. Harper's rate is well above the 2010 peer group average (27.0%) as well as the 2011 national median (22.0%).

Recommended target:

o   Improvement = 34-35%

Information to support target recommendation:

o   Building relationships with the high schools is important to maintaining and increasing the percentage share of students. Many current initiatives involve nurturing these relationships.

Additional data:

o   Harper five year average = 33.1%
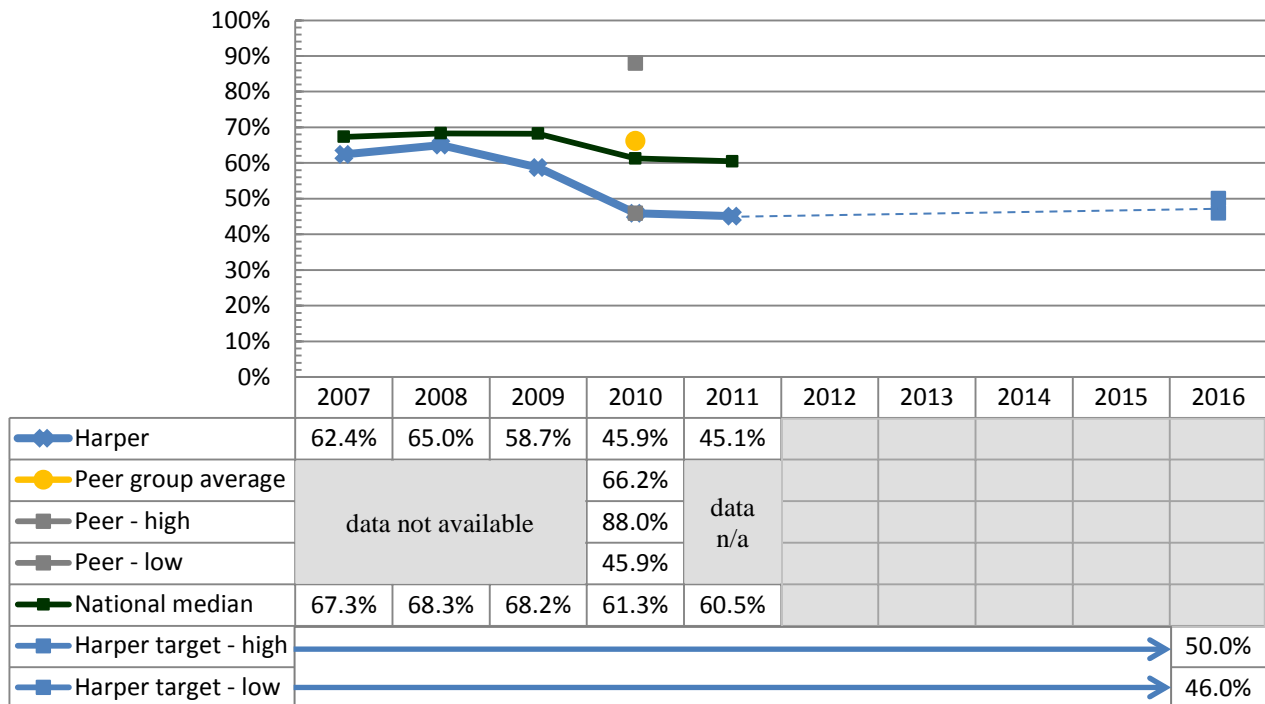o   Harper five year median = 32.5%

Employment in Field Related to Harper Program of Study (Career Graduates)

Full definition: Graduate survey item "How closely is your present job related to your former community college program?" (Related, Not related). Percentage calculated on number of students responding "related" to this item, divided by the total number of students completing the survey.

Data source: NCCBP – One-year lag in data (data reported in 2011 is actual 2010 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*
*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	62.4%	65.0%	58.7%	45.9%	45.1%					
Peer group average				66.2%						
Peer - high	data not available			88.0%	data n/a					
Peer - low				45.9%						
National median	67.3%	68.3%	68.2%	61.3%	60.5%					
Harper target - high										50.0%
Harper target - low										46.0%

Summary of data: Harper's current employment in related field (45.1%) is at a five year low. Harper's rate is below the national median (60.5%).

Recommended target:
o Expected = 46-50%

Information to support target recommendation:
o The measure includes students who transfer after completing a career program. These students may not be employed and may not be seeking employment. In some programs, the number of transfer students is estimated to be 80%.
o Due to external factors, there may not be a lot that Harper can do to improve on this measure. However, Harper can continue to provide a high quality of education so that employers choose to hire Harper graduates over other candidates.

Additional data:
o Harper five year average = 55.4%
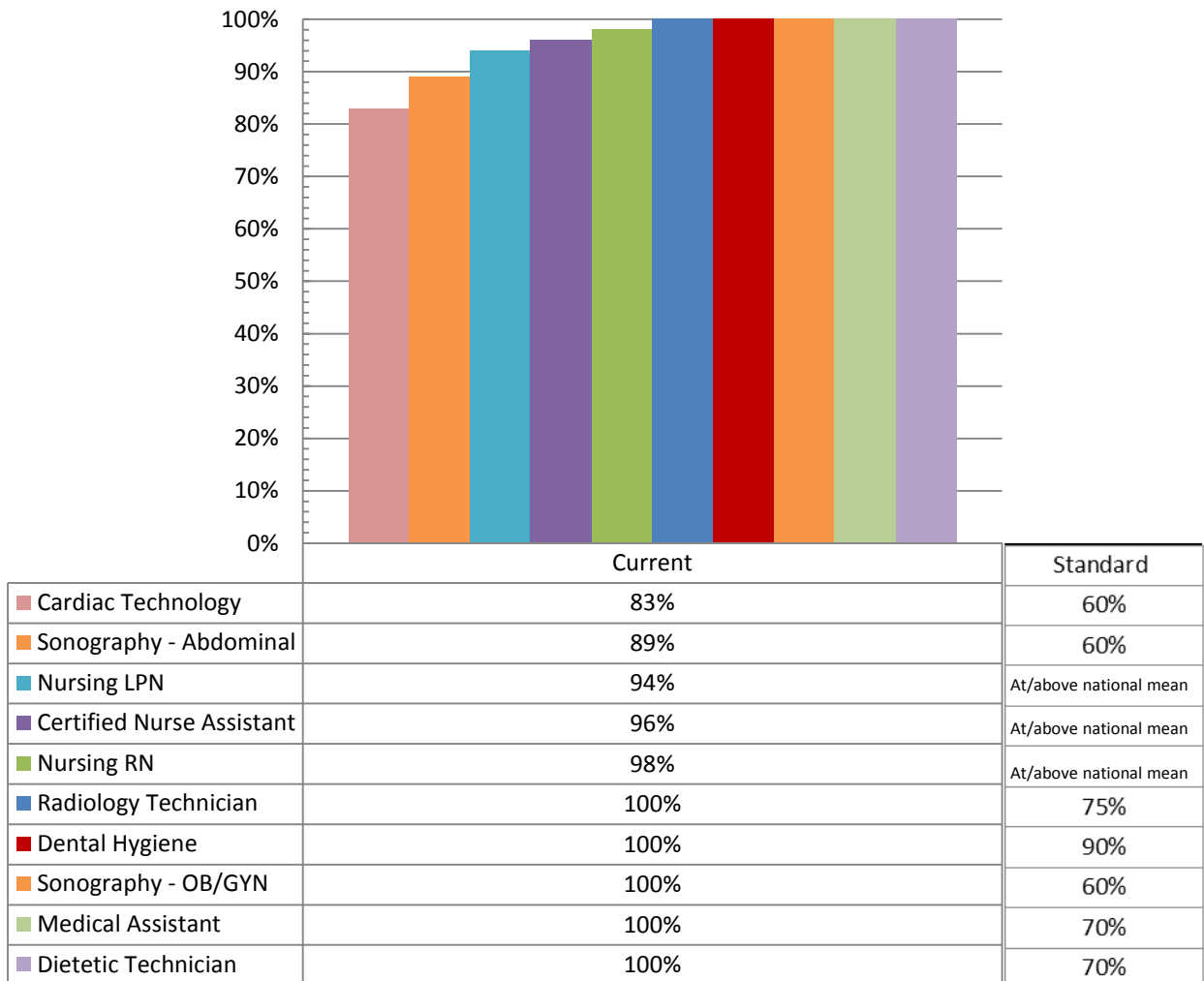o Harper five year median = 58.7%

Licensure/Certification Pass Rate

Full definition: Percentage of Harper graduates from each discipline passing certification or licensing exams.

Data source: Various

Peer group: No peer comparison available.

	Current	Standard
Cardiac Technology	83%	60%
Sonography - Abdominal	89%	60%
Nursing LPN	94%	At/above national mean
Certified Nurse Assistant	96%	At/above national mean
Nursing RN	98%	At/above national mean
Radiology Technician	100%	75%
Dental Hygiene	100%	90%
Sonography - OB/GYN	100%	60%
Medical Assistant	100%	70%
Dietetic Technician	100%	70%

Summary of data: Most recent available Harper scores range from 83-100%.

Recommended target: Recommended target for each program licensure/certification based on guidelines set by the program's specialized accreditation body.
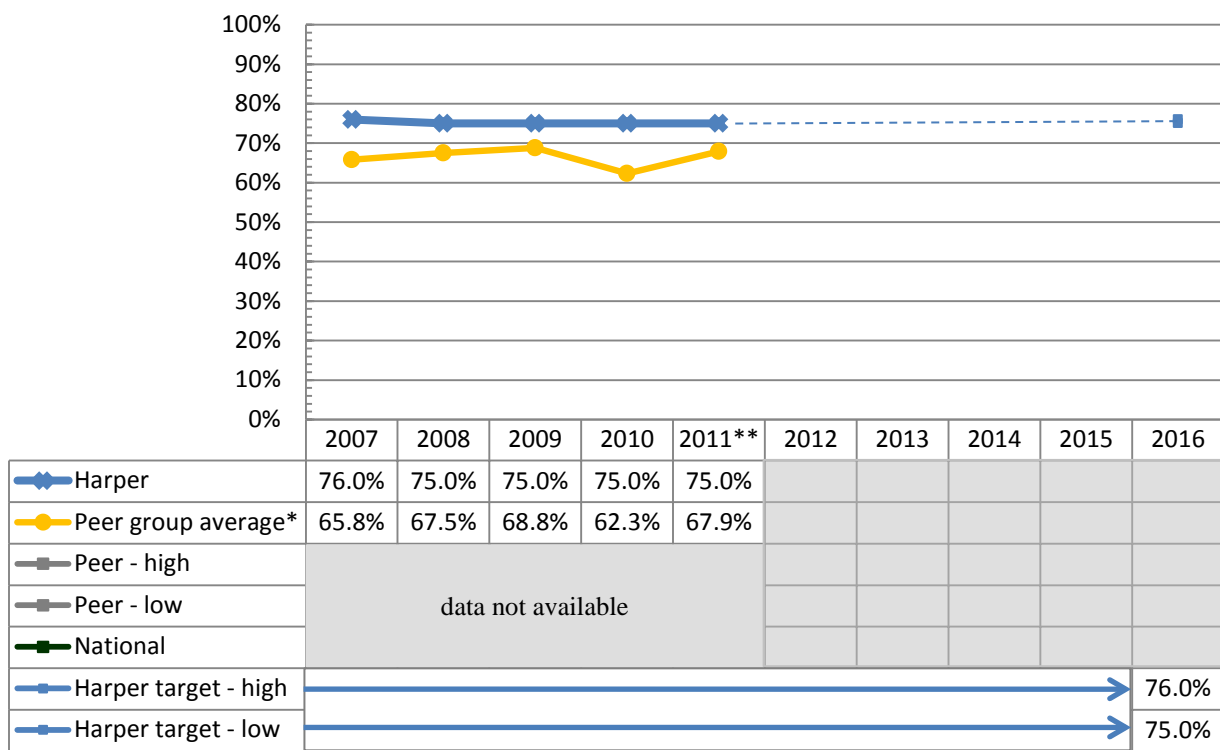
Net Asset Value Index

Full definition: Net asset value index is an annual statistic that represents the condition of the campus. Net asset value is expressed as a percentage and is calculated by subtracting the asset reinvestment backlog from the replacement value and dividing it by the replacement value. A net asset value of 100% is a building with no reinvestment backlog.

Data source: Sightlines – Reported year is actual year.

Peer group (community colleges): Bristol Community College, MA; Bunker Hill Community College, MA; Cincinnati State Technical and Community College, OH; Columbus State Community College, OH; Cuyahoga Community College, OH; Holyoke Community College, MA; Lakeland Community College, OH; Lorain Community College, OH; Owens State Community College, OH; Quinsigamond Community College, MA; Sinclair Community College, OH

	2007	2008	2009	2010	2011**	2012	2013	2014	2015	2016
Harper	76.0%	75.0%	75.0%	75.0%	75.0%					
Peer group average*	65.8%	67.5%	68.8%	62.3%	67.9%					
Peer - high										
Peer - low			data not available							
National										
Harper target - high										76.0%
Harper target - low										75.0%

*2007-2010 peer group average as of 3/21/2011   ** 2011 data as of 1/17/2012

Summary of data: Harper's net asset value index (75.0%) has remained stable over the past five years. The peer group index is 67.9%. Harper's net asset value index is significantly higher than the peer group average.

Recommended target:

o Expected = 75-76%

Information to support target recommendation:

o The completion of Buildings G, H and D, along with parking lot improvements, should increase the net asset value index.

Additional data:

o Harper five year average = 75.2%
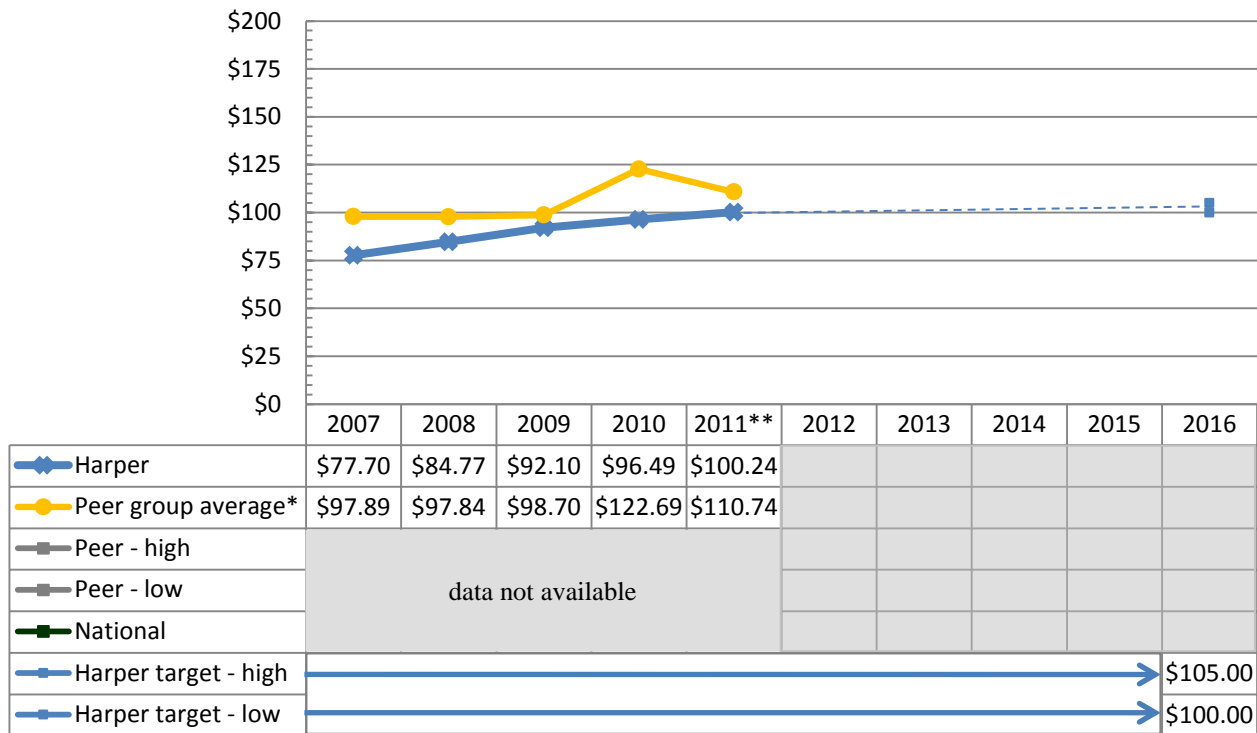o Harper five year median = 75.0%

Total Asset Reinvestment Backlog

Full definition: Total asset reinvestment backlog is expressed in dollars per gross square foot (GSF); the reinvestment backlog is segmented into envelope/mechanical, space/program and infrastructure.

Data source: Sightlines – Reported year is actual year.

Peer group (community colleges): Bristol Community College, MA; Bunker Hill Community College, MA; Cincinnati State Technical and Community College, OH; Columbus State Community College, OH; Cuyahoga Community College, OH; Holyoke Community College, MA; Lakeland Community College, OH; Lorain Community College, OH; Owens State Community College, OH; Quinsigamond Community College, MA; Sinclair Community College, OH

	2007	2008	2009	2010	2011**	2012	2013	2014	2015	2016
Harper	$77.70	$84.77	$92.10	$96.49	$100.24					
Peer group average*	$97.89	$97.84	$98.70	$122.69	$110.74					
Peer - high										
Peer - low			data not available							
National										
Harper target - high										$105.00
Harper target - low										$100.00

*2007-2010 peer group average as of 3/21/2011   ** 2011 data as of 1/17/2012

Summary of data: Harper's asset reinvestment backlog ($100.24) has been increasing since 2007. The peer group backlog ($110.74) decreased from 2010 to 2011.

Recommended target:
- o Expected = $100-$105

Information to support target recommendation:
- o Values in this measure are likely to increase before they level off.
- o Essential replacement changes from year to year and, as a result, this measure is difficult to predict.

Additional data:
- o Harper five year average = $90.26
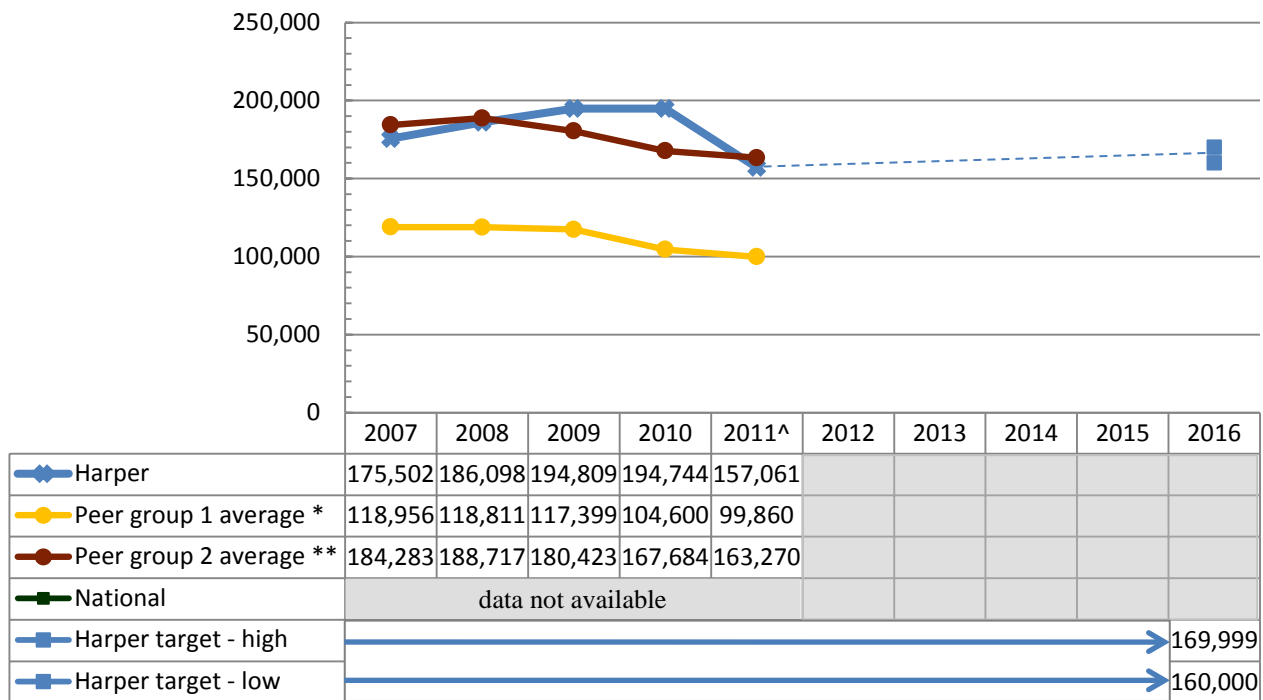- o Harper five year median = $92.10

Energy Consumption

Full definition: Energy consumption is the energy consumed by fuel per gross square foot (GSF) of campus space, measured in Btu.

Data source: Sightlines – Reported year is actual year.

Peer group 1 (community colleges): Bristol Community College, MA; Bunker Hill Community College, MA; Cincinnati State Technical and Community College, OH; Columbus State Community College, OH; Cuyahoga Community College, OH; Holyoke Community College, MA; Lakeland Community College, OH; Lorain Community College, OH; Owens State Community College, OH; Quinsigamond Community College, MA; Sinclair Community College, OH

Peer group 2 (climate zone): California University of Pennsylvania, PA; Clarion University of Pennsylvania, PA; Illinois Institute of Technology, IL; Manchester College, IN; Michigan State University, MI; Northwestern University, IL; Saint Mary's College, IN; The University of Dayton, OH; University of Illinois, IL; University of Massachusetts, MA; University of Michigan, MI; University of Notre Dame, IN

	2007	2008	2009	2010	2011^	2012	2013	2014	2015	2016
Harper	175,502	186,098	194,809	194,744	157,061					
Peer group 1 average *	118,956	118,811	117,399	104,600	99,860					
Peer group 2 average **	184,283	188,717	180,423	167,684	163,270					
National	data not available									
Harper target - high										169,999
Harper target - low										160,000

* 2007-2010 peer group 1 average as of 3/21/2011   ** 2007-2010 peer group 2 average as of 10/13/2011   ^2011 data as of 1/17/2012

Summary of data: Harper's energy consumption decreased from 2010 to 2011 (157,061) and is at a five year low. Energy consumption has also decreased for both peer groups. Harper is well above the community college peer group (99,860), but below the climate zone peer group (163,270).

Recommended target:

- o Improvement = 160,000-169,999 Btu

Information to support target recommendation:

- o Harper has made a commitment to addressing environmental issues by joining the American College and University Presidents' Climate Commitment (ACUPCC).

Additional data:

- o Harper five year average = 181,643 Btu
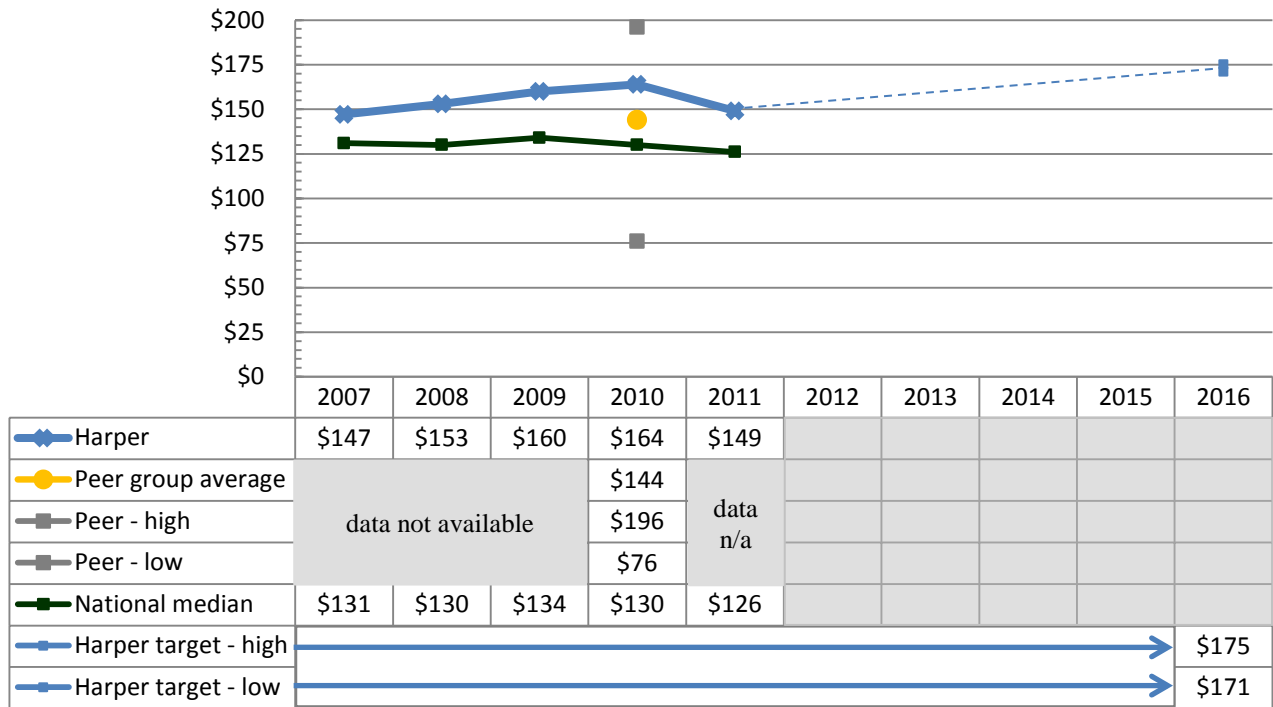- o Harper five year median = 186,098 Btu

Cost Per Credit Hour

Full definition: Cost per credit hour is the total direct credit instructional expenditures divided by total number credit hours.

Data source: NCCBP – One-year lag in data (data reported in 2011 is actual 2010 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	$147	$153	$160	$164	$149					
Peer group average	data not available				$144	data n/a				
Peer - high					$196					
Peer - low					$76					
National median	$131	$130	$134	$130	$126					
Harper target - high										$175
Harper target - low										$171

Summary of data: Harper's cost per credit hour increased from 2007 to 2010 and decreased in 2011 ($149). The 2010 peer group average ($144) and the 2011 national median ($126) are below Harper.

Recommended target:

o   Expected = $171-$175

Information to support target recommendation:

o   No current initiatives focus on impacting this measure.
o   Drop in 2011is likely a one-time reduction, due to a definition change by IPEDs and the realignment of IT reporting (instructional and non-instructional).
o   Inconsistencies in peer reporting methods have been uncovered. As we work with peers to address these inconsistencies changes in the data may occur.

Additional data:

o   Harper five year average = $155
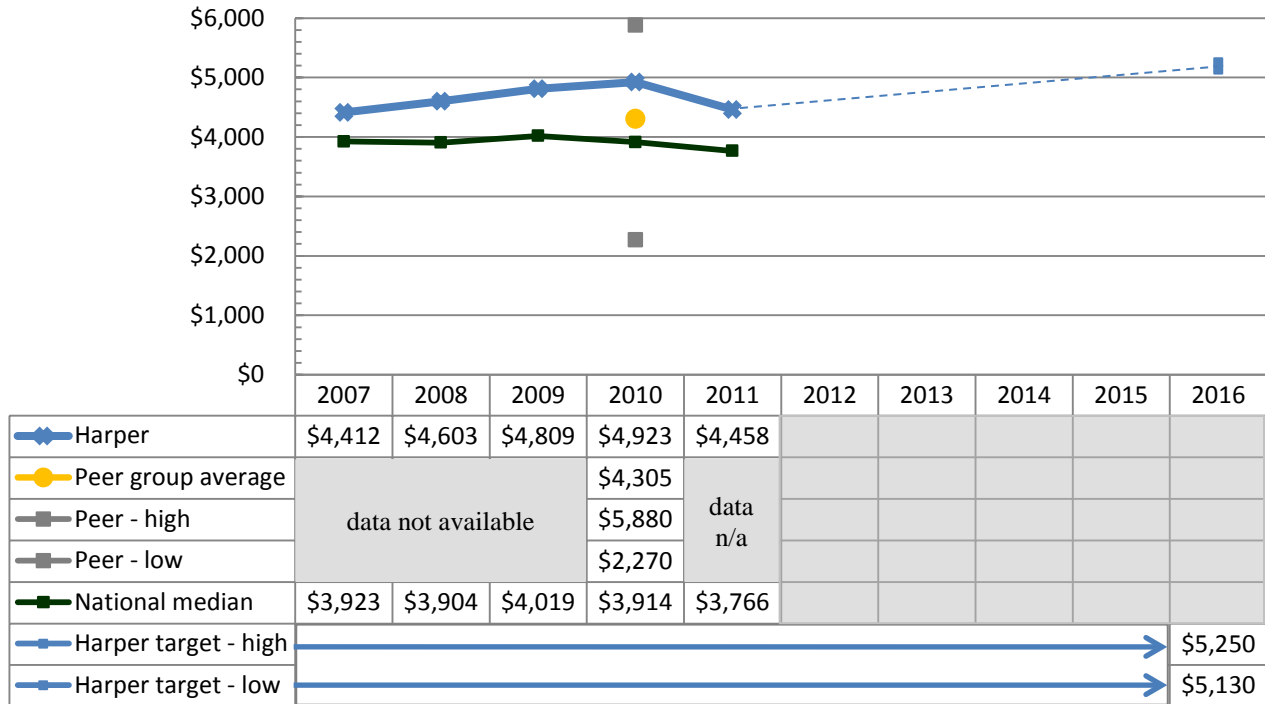o   Harper five year median = $153

Cost Per Full-Time Equivalent (FTE) Student

Full definition: Cost per FTE is the total direct credit instructional expenditures divided by student FTE.

Data source: NCCBP – One-year lag in data (data reported in 2011 is actual 2010 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	$4,412	$4,603	$4,809	$4,923	$4,458					
Peer group average					$4,305					
Peer - high		data not available			$5,880	data n/a				
Peer - low					$2,270					
National median	$3,923	$3,904	$4,019	$3,914	$3,766					
Harper target - high										$5,250
Harper target - low										$5,130

Summary of data: Harper's cost per FTE increased from 2007 to 2010 and decreased for 2011 ($4,458). The 2010 peer group average ($4,305) and the 2011 national median ($3,766) are below Harper.

Recommended target:

o   Expected = $5,130-$5,250

Information to support target recommendation:

o   No current initiatives focus on impacting this measure.
o   Drop in 2011is likely a one-time reduction, due to a definition change by IPEDs and the realignment of IT reporting (instructional and non-instructional).
o   Inconsistencies in peer reporting methods have been uncovered. As we work with peers to address these inconsistencies changes in the data may occur.

Additional data:

o   Harper five year average = $4,641
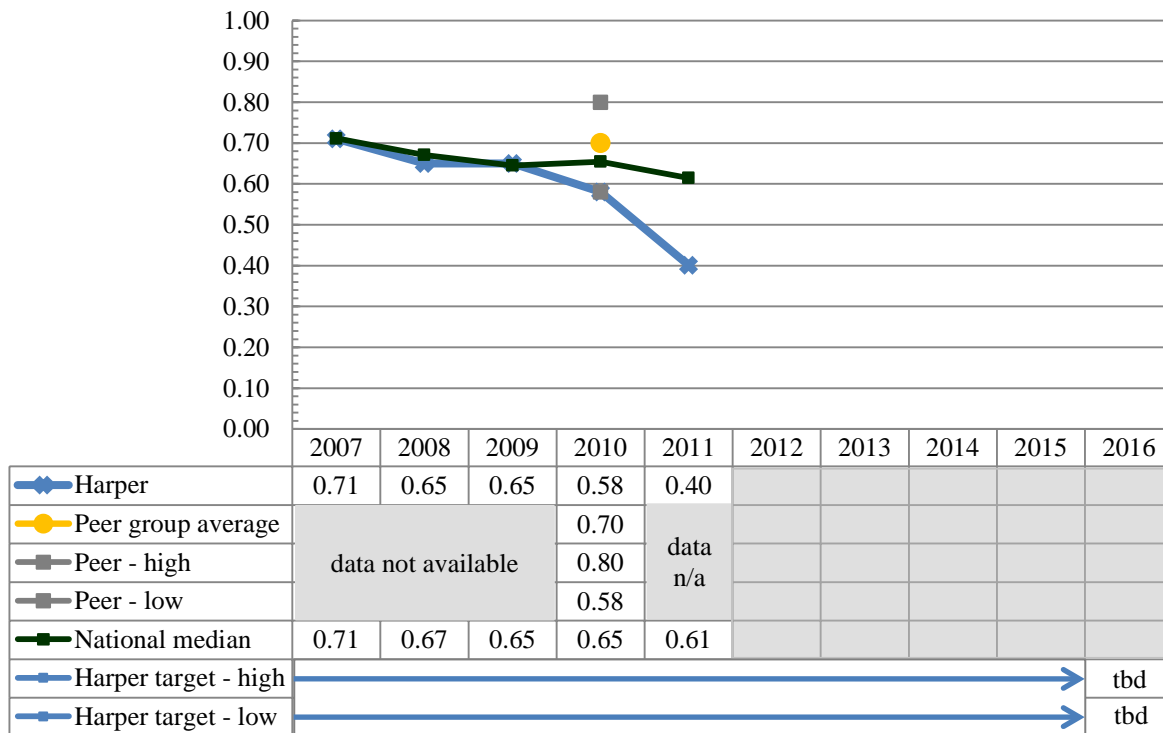o   Harper five year median = $4,603

Employee Diversity

Full definition: Percentage of Harper minority employees divided by the percentage of district minority population.

Data source: NCCBP – Two-year lag in data (data reported in 2011 is actual 2009 data)

Peer group: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College*

*Partial participation in NCCBP for 2010

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Harper	0.71	0.65	0.65	0.58	0.40					
Peer group average				0.70	data n/a					
Peer - high	data not available			0.80						
Peer - low				0.58						
National median	0.71	0.67	0.65	0.65	0.61					
Harper target - high										tbd
Harper target - low										tbd

Summary of data: Harper's current ratio (0.40) is below that of previous years. Harper's ratio is also below the 2010 peer group (0.70) and the 2011 national median (0.61).

Recommended target:
o To be determined

Additional information:
o Over the past several years, the percentage of Harper minority employees has remained constant. The percentage district minority population has increased significantly since 2009 and explains the sharp decrease in the minority ratio.
o Past district minority populations were estimated and, moving forward, the 2010 census data could change this ratio.

Additional data:

	2007	2008	2009	2010	2011
Total Number of Employees	1401	1390	1379	1391	1459
Number of Minority Employees	167	148	158	160	168
Percentage of Minority Employees	11.9	10.6	11.5	11.5	11.5
Percentage Minority District Population	16.8	16.4	17.8	20.0	28.7
Minority Ratio (Employees/District Population)	0.71	0.65	0.65	0.58	0.40