



Palatine, Illinois

# Institutional Accountability Report

2018-2019

## **MISSION**

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

## **VISION STATEMENT**

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

## **PHILOSOPHY STATEMENT**

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

## **CORE VALUES**

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

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

### **RESPECT**

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

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

### **INTEGRITY**

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

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

### **COLLABORATION**

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

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

### **EXCELLENCE**

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

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

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**2018-2019**

**Institutional Accountability  
Report**

**Kenneth L. Ender, Ph.D.**

**President**

**July 2019**

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**MEMORANDUM**

To: Board of Trustees  
From: Dr. Kenneth L. Ender, President  
Date: June 30, 2019  
Re: FY2019 Harper College Accountability Report

Harper College has completed the fourth and final year of the 2016-2019 Strategic Plan. As this plan ends, we remain focused on improving success for all students. Initiatives that developed from the Strategic Plan such as Areas of Interest, Culture of Care, and Open Educational Resources will continue to contribute to the student educational experience. In reflecting on the major accomplishments of this past year, we remain proud of the difference Harper College is making in the lives of our students and for the community.

Consistent with our commitment to transparency and accountability, this document reports the FY2019 outcomes for the Presidential Priorities, Institutional Effectiveness Measures, Strategic Plan, and Operational Plan. While all our efforts are worth mentioning and result from the collaborative work of our faculty and staff, the following items highlight exceptional work over the past year:

- Achieved a graduation rate of 32.7%, the highest rate in Harper's recorded history.
- District voters supported a bond referendum with more than 61% voting yes to the College's request to raise \$180 million dollars in support of capital projects. This is the largest referendum in the College's history, as well as the largest affirmative vote.
- Increased persistence rates for both full-time and part-time students. Since 2013-14, fall to fall persistence rates have increase by 6.5 percentage points for full-time students and 6.7 percentage points for part-time students.
- Secured an additional \$1,166,074 for the Promise Scholarship Program that was matched by one million dollars by the Board of Trustees, resulting in an additional \$2,166,074.
- Registered 6,374 district high school freshmen as the fourth cohort of Promise Scholars, with 2,781 sophomores and 2,094 juniors continuing to meet Promise criteria. Approximately 670 seniors met all of their high school Promise criteria of which 417 will enter Harper College this fall as Promise Scholars.
- Reaffirmed Harper's Aaa Moody credit rating.
- Honored local philanthropists for their investments in Harper by naming facilities: Foglia Foundation Heath and Recreation Center; Drs. Kenneth and Catherine Ender Pavilion; Dr. Judith Marwick Experimental Classroom; Ian Dustan Memorial Pediatric Room; Building Energy Systems Technology: BEST Laboratory, made possible by a contribution from Daikin North America; Polly Paine Classroom; and the Basch Classroom. Additionally, to honor the memory of Craig Stettner, the Harper College Prairie has been named the Craig Stettner Prairie at Harper College.

- Received the 2018 Illinois Council of Community College Administrators (ICCCA) Innovation award for apprenticeship work with Zurich North America.
- Recognized by the National Institute for Learning Outcomes Assessment as a 2018 Excellence in Assessment Designee. Harper received the designation based on its strong work in general education assessment and improvement, its use of research and best practices, and its inclusion of a wide variety of stakeholders.
- Continued major advances to the 2010 Campus Master Plan with the completion of the Foglia Foundation Health and Recreation Center, the Building D Mass Communication Lab, and Math Classroom Project.

### **Presidential Priorities**

The President establishes goals in consultation with the Board of Trustees that support the Strategic and Operational Plans of the College. The following represent the FY2017-FY2019 goals:

**Goal: Ensure that all students pursuing a credential complete a first year class/experience that results in the development of an education and career plan that will guided them to completion.**

#### **FY2019 Milestones**

- Assess the effectiveness of the first year class/experience and make improvements accordingly.  
**Status: Completed.**
- Develop implementation plan to require all degree-seeking students to complete the first year class/experience.  
**Status: Completed.**
- Increase by 5% the number of first-time-in-college degree-seeking students who develop an electronic education plan.  
**Status: Completed.**
- Assess the effectiveness of areas of interest (meta-majors) and make needed improvements.  
**Status: Completed.**

**Goal: Develop a system where all students are assigned to a student advocate that will assist them in navigating their experience at Harper.**

#### **FY2019 Milestones**

- Provide an assigned advisor for 6,000 currently enrolled credential-seeking students (an increase of 3,000 goal set in FY2018).  
**Status: Completed.**
- Assess the effectiveness of the advising model and make improvements as needed.  
**Status: Completed.**

**Goal: Complete the refurbishment of the Canning Center, Building F, and Building M, which represent the final three priorities established in the 2010 Campus Master Plan.**

FY2019 Milestones

- Building M: Complete construction.

**Status: Completed.**

- When funds are released by the State, reconvene steering committee, review plans, make necessary modifications and update the timeline.

**Status: State funding has not been released for this project.**

**Goal: Ensure that the Promise Program is fully funded at the \$10 million level established when the program was designed and executed.**

FY2019 Milestones

- Continue to pursue additional funding (beyond \$10 million) for the Promise Program with matching funds from the Board.

**Status: Complete.**

**Goal: Design a system to improve distance education offerings.**

FY2019 Milestones

- Identify opportunities to increase summer online offerings.

**Status: Complete.**

- Continue to implement the course design review process for 15% of course sections offered completely online.

**Status: Complete.**

- Train at least 20 new online instructors.

**Status: Complete.**

The following highlights the financial results against the FY2019 budget.

### **Financial Projections**

The College's projected financial results are based on the combined Tax-Capped Funds, which include: Education; Operations and Maintenance; Audit; and Liability, Protection and Settlement Funds. These four funds and the Bond and Interest Fund are the only funds that receive property tax revenues. The Bond and Interest Fund is not subject to the Tax-Cap legislation.

The FY2019 Tax-Capped Funds revenue is projected to be over budget by \$5.7 million, or 5.0%. This revenue variance is primarily due to the State passing a budget and fully funding the base operating grant.

Projected expenditures for FY2019 are under budget by \$3.8 million, or 3.4%. Vacant positions affecting salary and benefit costs, and overall cost containment efforts were the key factors in this positive variance.

The Tax-Capped Funds were budgeted to breakeven after planned transfers. Current projections are to have a surplus, prior to any unplanned fund transfers, of \$9.5 million.

### **Capital Projects**

Several Campus Master Plan project initiatives made significant headway in FY2019:

- Completed Building M Renovation Project in August 2018 within the \$41.09 million project budget. The Foglia Foundation Health and Recreation Center (Building M) opened in August 2018.
- The Canning Center project remains on hold until further notice by the State of Illinois.
- Achieved substantial completion of the Building B Boiler Room Improvement project within the project budget of \$2.4 million.
- Completed the Parking Lot 1 Reconstruction Project in August 2018 within the project budget of \$2.1 million.
- Completed the 2018 Summer Improvement Projects in September 2018 within the project budget of \$1.1 million.
- Completed the Building D Mass Communication Lab and Math Classroom Project in December 2018 within the project budget of \$620,000.
- Completed the 2018 Winter Improvement Projects in April 2019 within the project budget of \$540,000.
- Other significant capital improvements in FY2019 include: Remodeling of the Advisors space in A364, sidewalk repairs, parking lot maintenance, building automation systems, utility service tunnel repairs, and various classroom upgrades.

## **Conclusion**

This was another momentous year for Harper College. The community recognized Harper's positive impact with overwhelming support for a bond referendum to raise \$180 million in support of capital projects. Students continue to achieve their completion goals and the College conferred 4,117 credentials in FY2019. We saw the largest number of graduates walk across the stage in May, with more than 700 attending commencement. Harper continues to improve its campus facilities and infrastructure. A highlight of these improvements was the opening of the Foglia Foundation Health and Recreation Center, a partnership between Harper College, the Palatine Park District, and Northwest Community Healthcare. For these and many other reasons, I am honored to have served as your president for the past 10 years. I am proud of all we have accomplished together and I am confident that Harper College will achieve its vision of being an innovative and inclusive institution, the community's first choice, and a national leader for student success.

## Accountability at Harper College

Accountability at Harper College reflects a commitment to the continuous improvement of all aspects of our mission and values. To illustrate our commitment to accountability and transparency, an Accountability Report is produced annually, at the end of each fiscal year. This report provides outcomes on the College Plan and represents three areas of accountability: Institutional Effectiveness Measures (IEMs); Strategic Plan; and Operational Plan. During FY2019, the College monitored targets for the IEMs and Strategic Goals. Progress against these targets, as well as outcomes on the Operational Plan targets, are conveyed in this report. The Accountability Report is also available to the public on the Harper College website.

### College Accountability Structure

The College’s integrated accountability structure is represented by the chart below. This accountability structure represents three key components.

	<b>Institutional Effectiveness Measures</b>	<b>College Strategic Plan</b>	<b>College Operational Plan</b>
<b>Cycle</b>	Ongoing	4 year	Annual
<b>Contents</b>	Set of measures and related indicators	Strategic Directions Goals	Goal Category Goal
<b>Reporting</b>	Annual	Annual	Annual
<b>Description</b>	Measures of effectiveness that are key to the College’s mission; benchmarkable with other community colleges, and provide targets for performance.	Sets the College's direction and delineates goals that will move the College’s agenda forward. Requires College-wide commitment and typically cannot be accomplished by a single organizational unit.	Lists the institutional-level goals to be completed each year including performance targets.

# Institutional Effectiveness Measures

## Overview

Institutional effectiveness is a process that involves the entire institution in the assessment of the College's performance on key indicators, referred to as Institutional Effectiveness Measures (IEMs). These measures align with the mission and vision of Harper College as well as the needs and expectations of the College's internal and external stakeholders.

The Board of Trustees first approved and adopted IEMs for Harper College in FY2011. In FY2012 constituents from across the College joined in a campus conversation to recommend long-term IEM targets to be achieved in 2016. Final status on these targets was reported at the end of FY2017. At that time, historical data were examined in order to recommend 2020 targets for the IEMs. Current institutional priorities and initiatives also guided the development of these targets. Recommended targets were set using a framework that includes three categories:

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

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

Progress on targets for each of the indicators is defined as:

- In Progress – Needs Attention: This status indicates that based on current and trend data, additional attention and effort is needed if the target is to be achieved by 2020.
- In Progress – On Target: This status indicates that based on current and trend data it is projected that the 2020 target will be met.
- Target Achieved: This status will not be selected until 2020 data is available (closeout occurs in spring 2021).

During FY2019, the College made progress on the IEMs. Activities related to the Operational Plan, Strategic Plan, Presidential Priorities, and individual department goals aided in the overall advancements made this year. Movement toward achieving the targets, along with data, is displayed on the following pages and in the [Institutional Effectiveness Dashboard](#).

## Institutional Effectiveness Measures

### Student Success IEMs

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

Below is a representation of the current status of the student success IEMs. Data on the indicators for each measure are provided on the following pages. Overall, 76.9% (10/13) of student success indicators are on target. Click the measure and indicator for more detailed information.

Measure	Indicator	In Progress Needs Attention	In Progress On Target	Target Achieved
Developmental Education Success	Developmental Math Success			
	Developmental Writing Success			
Success in Gateway Courses	Gateway Math Success			
	Gateway English Success			
	Success in 0 to 15 Courses			
Advancement	Graduation Rate			
	Transfer Rate			
	Still Enrolled			
	Advancement Rate			
Student Persistence	Persistence Rate: Fall to Fall (Full-Time)			
	Persistence Rate: Fall to Fall (Part-Time)			
Annual Completions	Credentials Conferred			
	Completers			

## Institutional Effectiveness Measures

### Institutional Success IEMs

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

Below is a representation of the current status of the institutional success IEMs. Data on the indicators for each measure are provided on the following pages. Overall, 58.3% (7/12) of institutional success indicators are on target. Click the measure and indicator for more detailed information.

Measure	Indicator	In Progress Needs Attention	In Progress On Target	Target Achieved
Employee Diversity	Diverse New Hires			
	Underrepresented Employee Separations			
High School Market Penetration	Dual/Concurrent Credit Penetration Rate			
	Post-High School Penetration Rate			
	New in College Penetration Rate			
Facilities	Major Capital Expenditures			
	Major Preventative Maintenance Expenditures			
	Energy Consumption			
Instructional Cost	Cost Per Credit Hour			
Information Technology	Student Success Technologies			
	E-learning Technologies			
	Classroom Technologies			

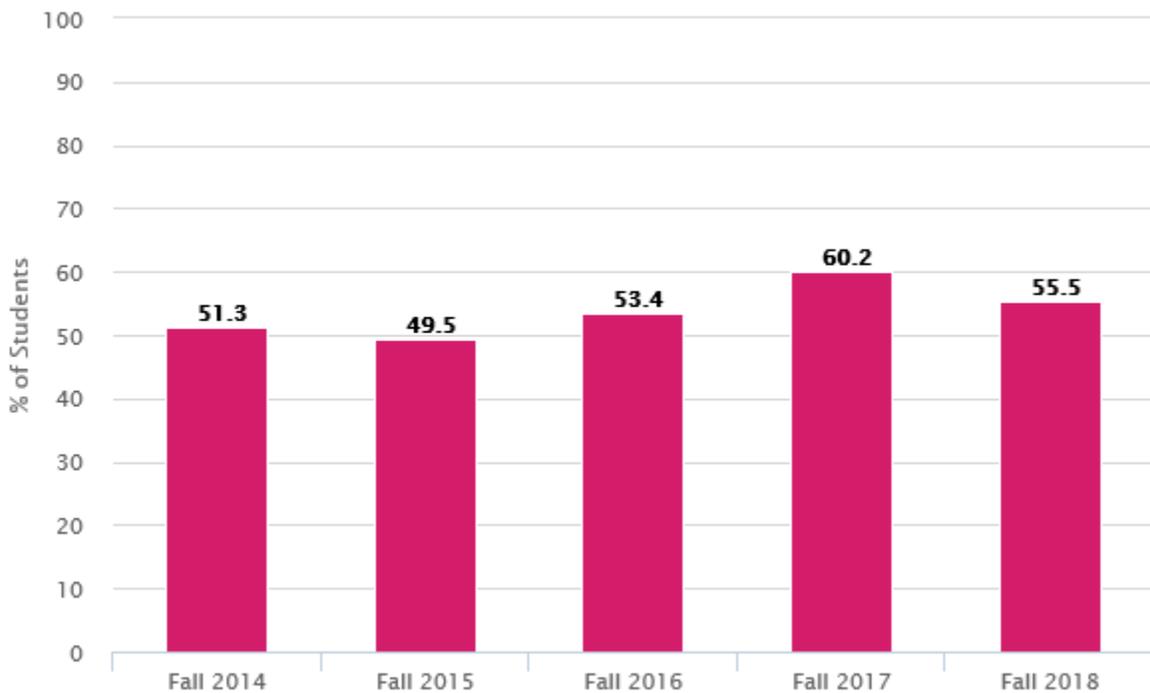
# Institutional Effectiveness Measures

## Student Success Measure 1: Developmental Education Success

### Indicator 1: Developmental Math Success

**Developmental Math Success** measures students who were enrolled in developmental math in the given fall term and earned a grade of C or higher. Harper’s success rate for developmental math had increased to a high of 60.2% in fall 2017, but decreased to 55.5% in fall 2018. The current rate remains above the improvement target of 54.0-55.0%.

A larger percentage of students have entered Harper college-ready in math in recent years, leading to a smaller number of students enrolling in developmental math. In fall 2014, 1,340 students enrolled in developmental math, while in fall 2018 only 853 enrolled in developmental math.



**2020 Target:** Improvement = 54.0-55.0%

**Current Target Status:** In Progress – On Target

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

**Data source:** National Community College Benchmark Project (NCCBP)

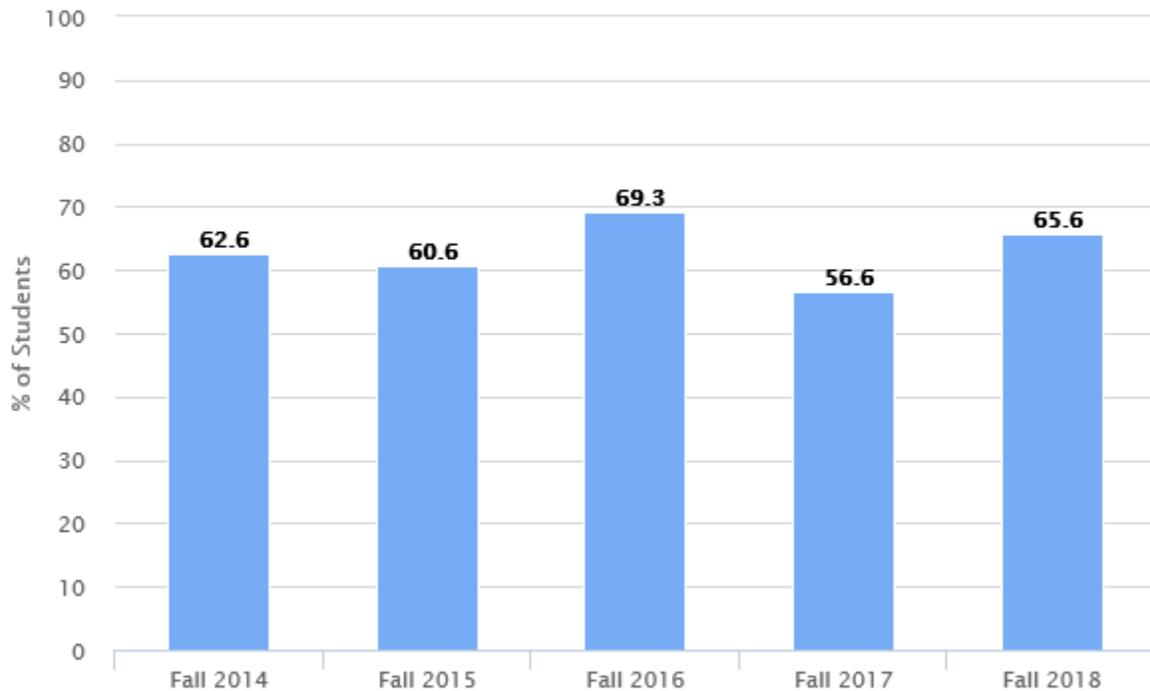
## Institutional Effectiveness Measures

### Student Success Measure 1: Developmental Education Success

#### Indicator 2: Developmental Writing Success

**Developmental Writing Success** measures students who were enrolled in developmental English in the given fall term and earned a grade of C or higher. Harper’s developmental writing success rate has varied, but increased substantially in fall 2018 to 65.6% and is above the improvement target of 64.0-65.0%.

A relatively small number of students enroll in developmental writing each year (299 in fall 2018). Small numbers of students contribute to increased variability in results from year to year.



**2020 Target:** Improvement = 64.0-65.0%

**Current Target Status:** In Progress – On Target

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

**Data source:** National Community College Benchmark Project (NCCBP)

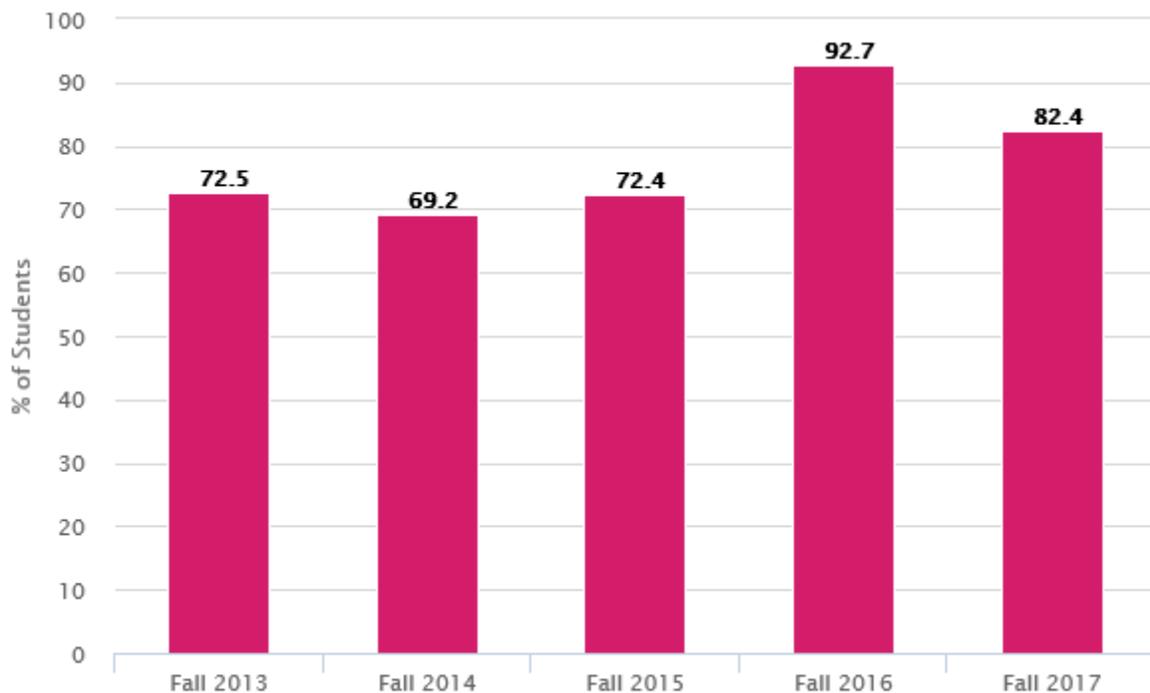
## Institutional Effectiveness Measures

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

#### Indicator 1: Success of Developmental Students in Gateway Math

**Success of Developmental Students in Gateway Math** measures students who successfully completed developmental math in the given fall semester and subsequently successfully completed college-level math before the end of the following fall semester. Harper's success rate had been relatively stable, but increased to 92.7% in fall 2016 and subsequently decreased to 82.4% in fall 2017. The current success rate remains higher than earlier rates and well above the improvement target of 73.0-74.0%.

A larger percentage of students have entered Harper college-ready in math in recent years, leading to a smaller number of students enrolling in developmental math and then enrolling in gateway math. In fall 2013, 218 students were included in this group, while in fall 2017 only 142 students were included in this group. Smaller numbers of students contribute to increased variability in results from year to year.



**2020 Target:** Improvement = 73.0-74.0%

**Current Target Status:** In Progress – On Target

**Full definition:** Percent of students who successfully completed developmental math in the given fall semester and subsequently enrolled in and successfully completed college-level math before the end of the following fall semester, earning a grade of C or higher. Fall 2017 data represents students who successfully completed developmental math in fall 2017 and went on to successfully complete college-level math by fall 2018.

**Data source:** National Community College Benchmark Project (NCCBP)

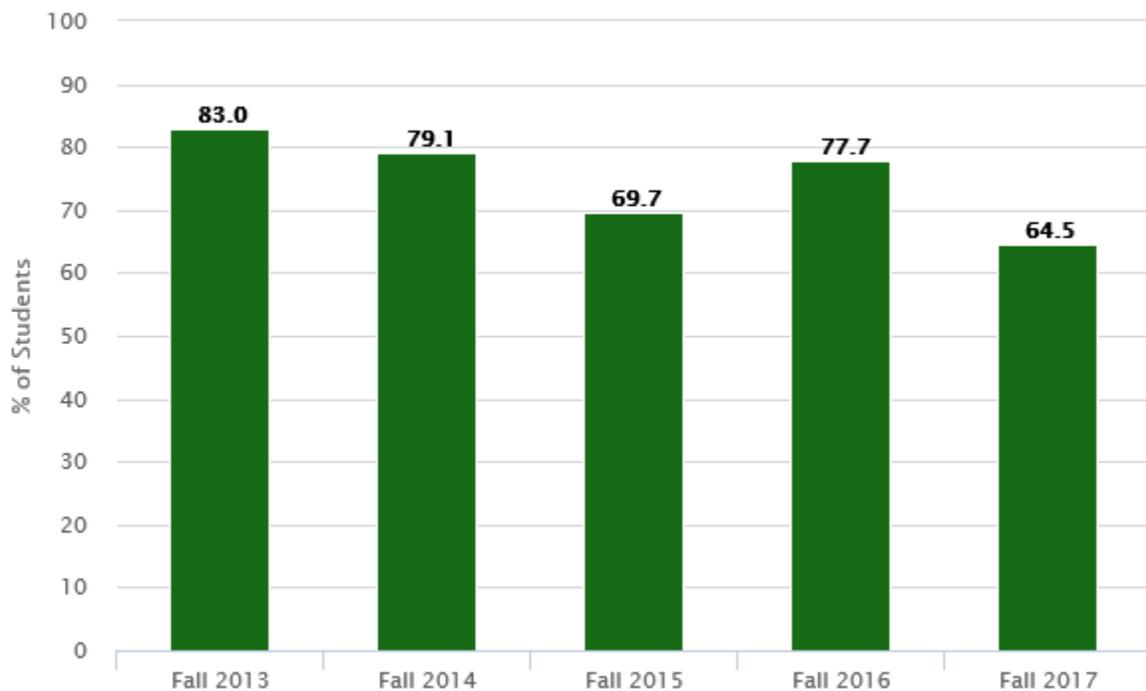
## Institutional Effectiveness Measures

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

#### Indicator 2: Success of Developmental Students in Gateway English

**Success of Developmental Students in Gateway English** measures students who successfully completed developmental writing in the given fall semester and subsequently successfully completed a college-level English course before the end of the following fall semester. Harper's success rate has decreased to 64.5% for fall 2017 students, and is well below the improvement target of 77.0-78.0%.

A relatively small number of students enroll in developmental writing each year, leading to a smaller number of students enrolling in developmental writing and then enrolling in gateway English (107 students in fall 2017). Smaller numbers of students contribute to increased variability in results from year to year.



**2020 Target:** Improvement = 77.0-78.0%

**Current Target Status:** In Progress – Needs Attention

**Full definition:** Percent of students who successfully completed developmental English in the given fall semester and subsequently enrolled in and successfully completed college-level English before the end of the following fall semester, earning a grade of C or higher. Fall 2017 data represents students who successfully completed developmental English in fall 2017 and went on to successfully complete college-level English by fall 2018.

**Data source:** National Community College Benchmark Project (NCCBP)

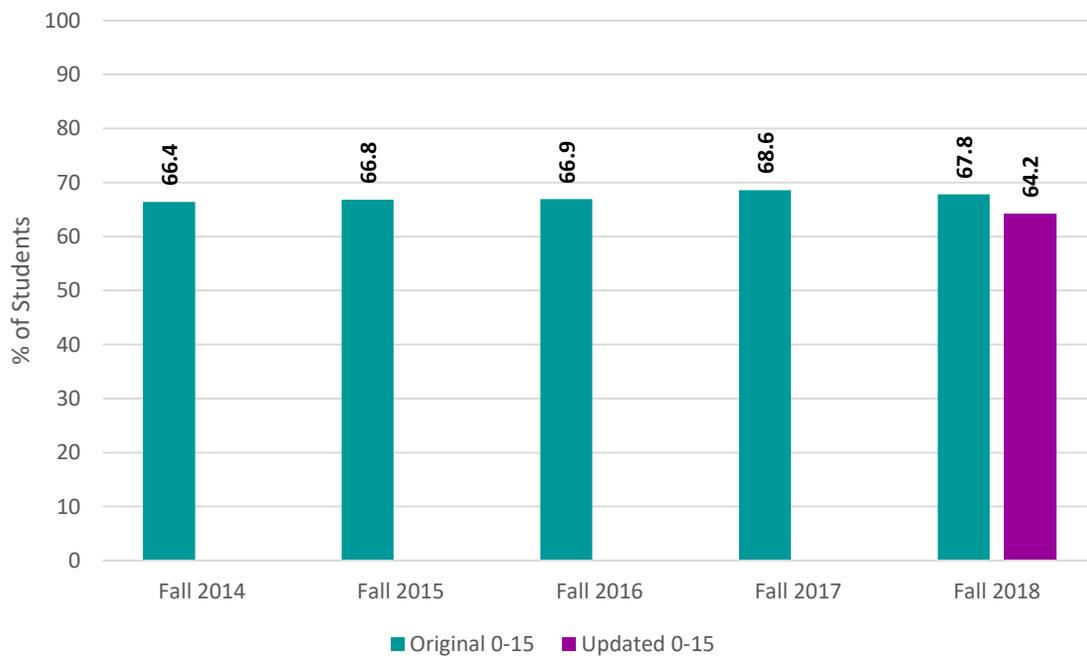
## Institutional Effectiveness Measures

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

#### Indicator 3: Success in 0 to 15 Courses

**Success in 0 to 15 Courses** measures success rates (C or higher) of students enrolled in the identified high enrollment and lower than average success rate courses, known as the 0-15 courses, during the given fall semester. Success in these courses decreased in fall 2018, but remains above the success rates of earlier years and is just below the improvement target of 68.0-69.0%. The fall 2018 decrease is similar to the decrease seen across all college-level courses.

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



**2020 Target:** Improvement = 68.0-69.0%

**Current Target Status:** In Progress – On Target

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

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

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

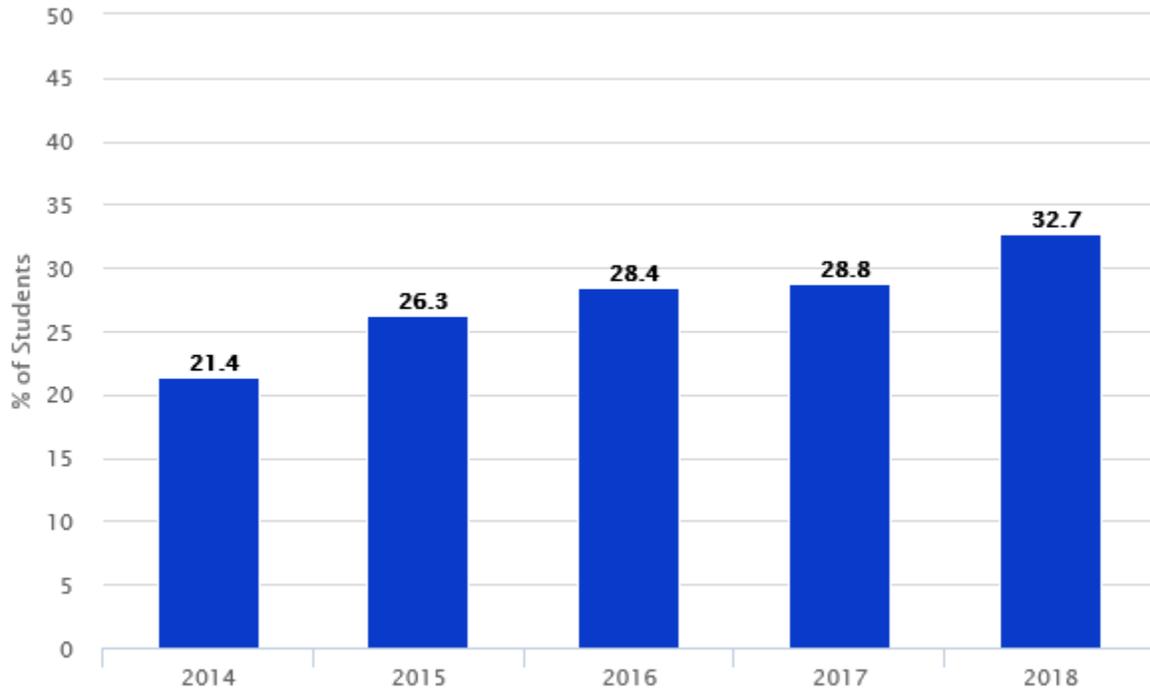
**Data source:** Harper College Office of Institutional Research

## Institutional Effectiveness Measures

### Student Success Measure 3: Advancement

#### Indicator 1: Graduation Rate

**Graduation Rate** measures first-time, full-time, degree/certificate-seeking students who completed a credential within three years of enrolling at Harper. Harper's graduation rate increased to a high of 32.7% in 2018 and is above the improvement target of 30.0-31.0%.



**2020 Target:** Improvement = 30.0-31.0%

**Current Target Status:** In Progress – On Target

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

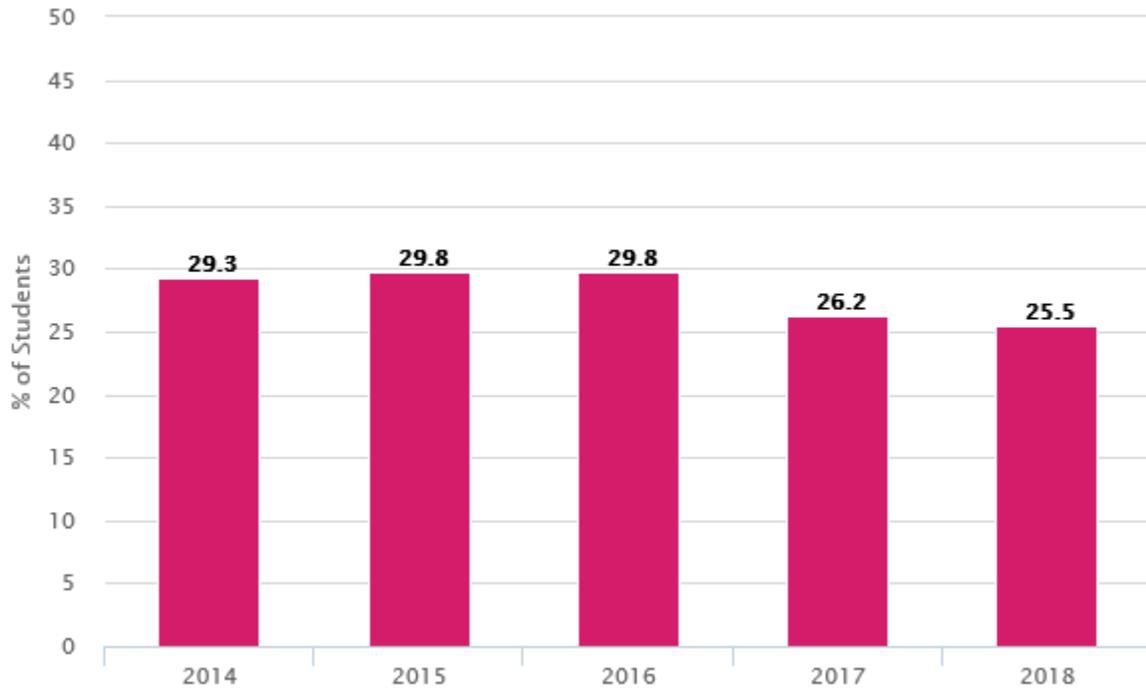
**Data source:** Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2018 data represents students who enrolled at Harper in fall 2015 and completed a degree or certificate by summer 2018)

## Institutional Effectiveness Measures

### Student Success Measure 3: Advancement

#### Indicator 2: Transfer Rate

**Transfer Rate** measures first-time, full-time, degree/certificate-seeking students who enrolled at another institution within three years of enrolling at Harper. Transfer rate does not include students who graduated and transferred, and is therefore impacted by increases in graduation rate. Harper’s transfer rate remained steady in recent years but began to drop in 2017 and is currently at 25.5%, well below the improvement target of 31.0-32.0%.



**2020 Target:** Improvement = 31.0-32.0%

**Current Target Status:** In Progress – Needs Attention

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

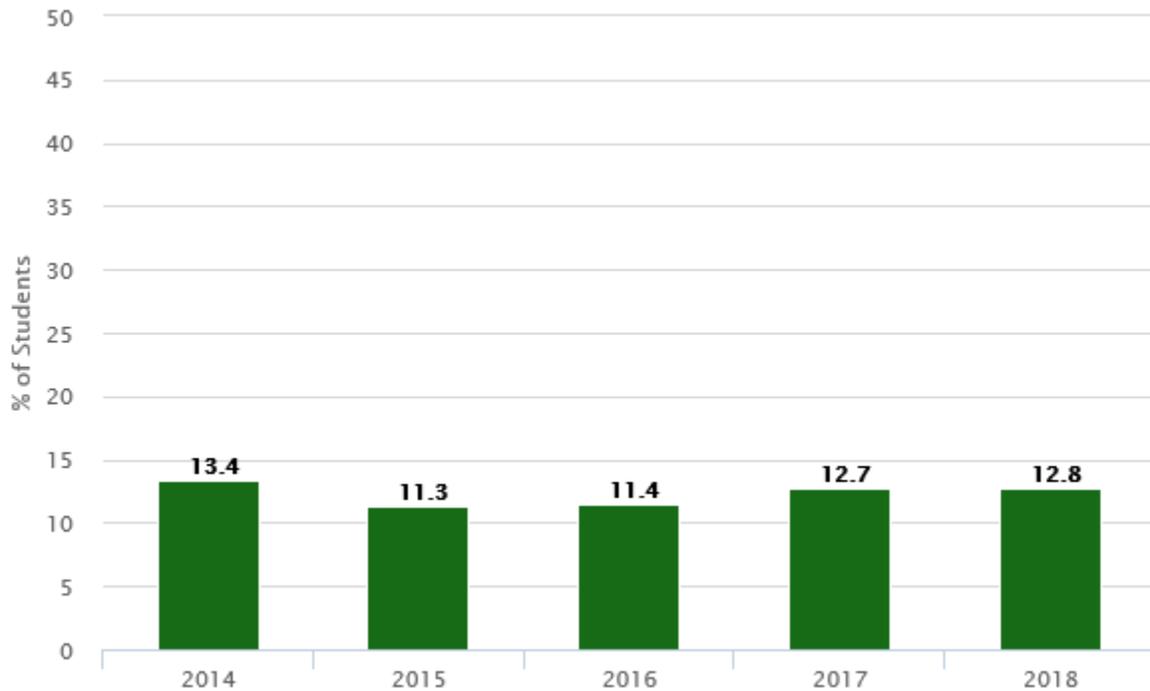
**Data source:** Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2018 data represents students who enrolled at Harper in fall 2015 and enrolled at another institution by summer 2018)

## Institutional Effectiveness Measures

### Student Success Measure 3: Advancement

#### Indicator 3: Still Enrolled

**Still Enrolled** measures first-time, full-time, degree/certificate-seeking students who are still enrolled three years after initial enrollment. Students who graduated or transferred are not included in this indicator, even if they continue to take courses at the College. Harper’s still enrolled rate began to increase in 2017 and is currently at 12.8%, below the improvement target of 14.0-15.0%.



**2020 Target:** Improvement = 14.0-15.0%

**Current Target Status:** In Progress – Needs Attention

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

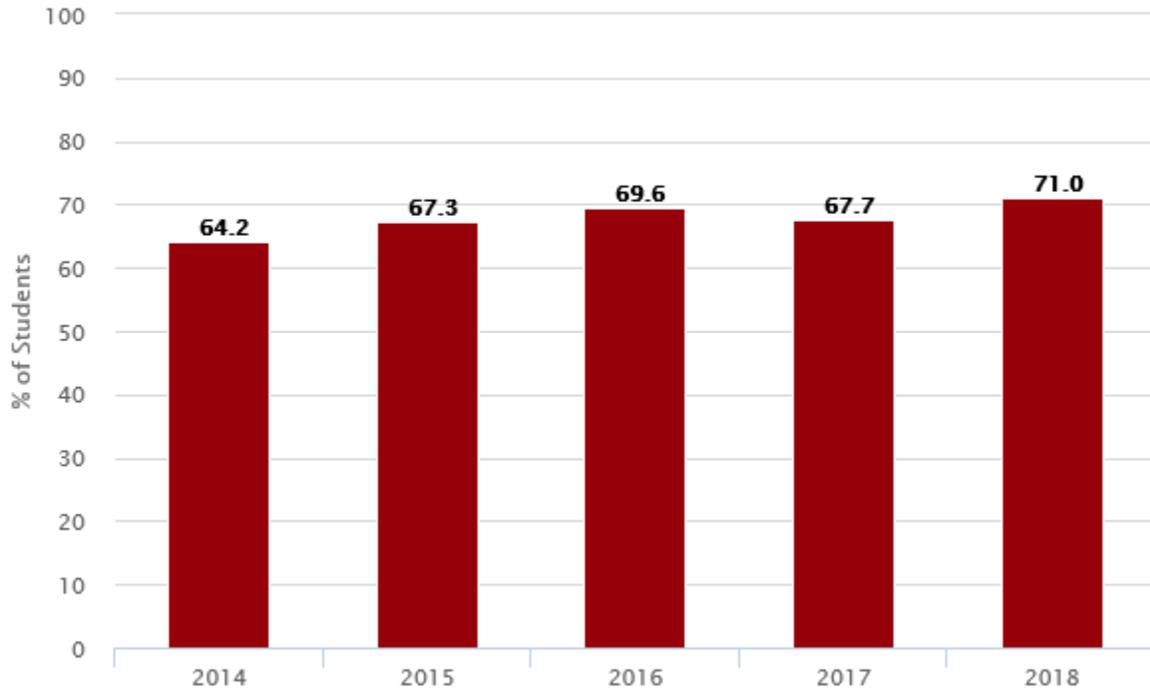
**Data source:** Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2018 data represents students who enrolled at Harper in fall 2015 and are still enrolled by summer 2018)

## Institutional Effectiveness Measures

### Student Success Measure 3: Advancement

#### Indicator 4: Advancement Rate

**Advancement Rate** measures first-time, full-time, degree/certificate-seeking students who graduated, transferred or continued to enroll at Harper after three years. Harper’s advancement rate increased in 2018 to a five-year high of 71.0% and is currently at the improvement target of 71.0-73.0%.



**2020 Target:** Improvement = 71.0-73.0%

**Current Target Status:** In Progress – On Target

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

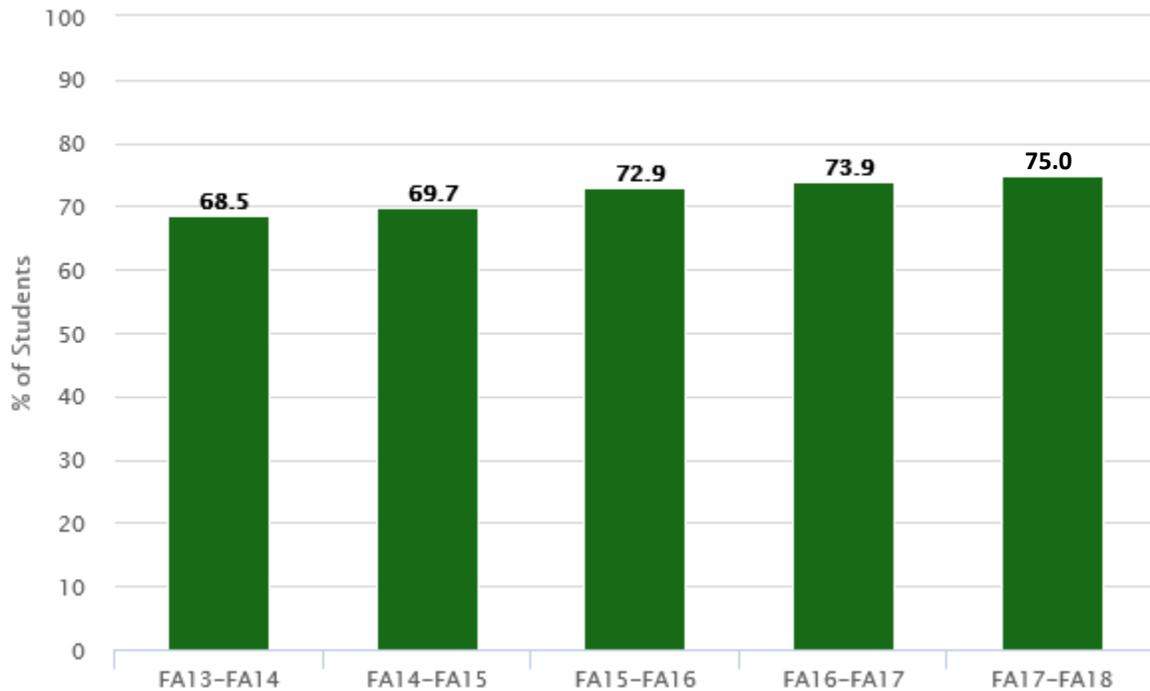
**Data source:** Integrated Postsecondary Education Data System (IPEDS) – Three-year rate (2018 data represents students who enrolled at Harper in fall 2015 and graduated, transferred or continued to enroll at Harper by summer 2018)

## Institutional Effectiveness Measures

### Student Success Measure 4: Student Persistence

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

**Persistence Rate: Fall to Fall (Full-Time)** measures first-time, full-time, credential-seeking students who first enroll at Harper in the given fall semester and return the following fall. Harper’s fall to fall persistence rate for full-time students has increased in recent years to a high of 75.0% for students starting in fall 2017 and continuing to fall 2018. This rate is currently at the stretch target of 75.0%.



**2020 Target:** Stretch = 75.0%+

**Current Target Status:** In Progress – On Target

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

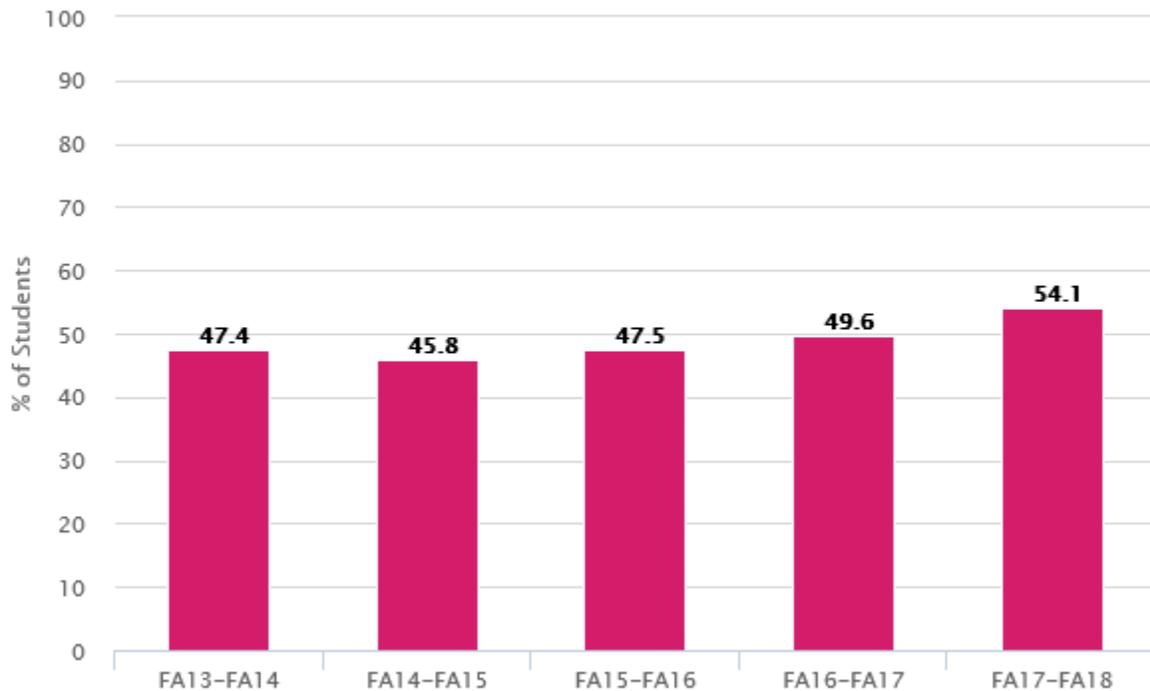
**Data source:** Integrated Postsecondary Education Data System (IPEDS)

## Institutional Effectiveness Measures

### Student Success Measure 4: Student Persistence

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

**Persistence Rate: Fall to Fall (Part-Time)** measures first-time, part-time, credential-seeking students who first enroll at Harper in the given fall semester and return the following fall. Harper’s fall to fall persistence rate for part-time students has steadily increased and is currently at a five-year high of 54.1% for students starting in fall 2017 and continuing to fall 2018. The current rate is well above the stretch target of 49.0%.



**2020 Target:** Stretch = 49.0%+

**Current Target Status:** In Progress – On Target

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

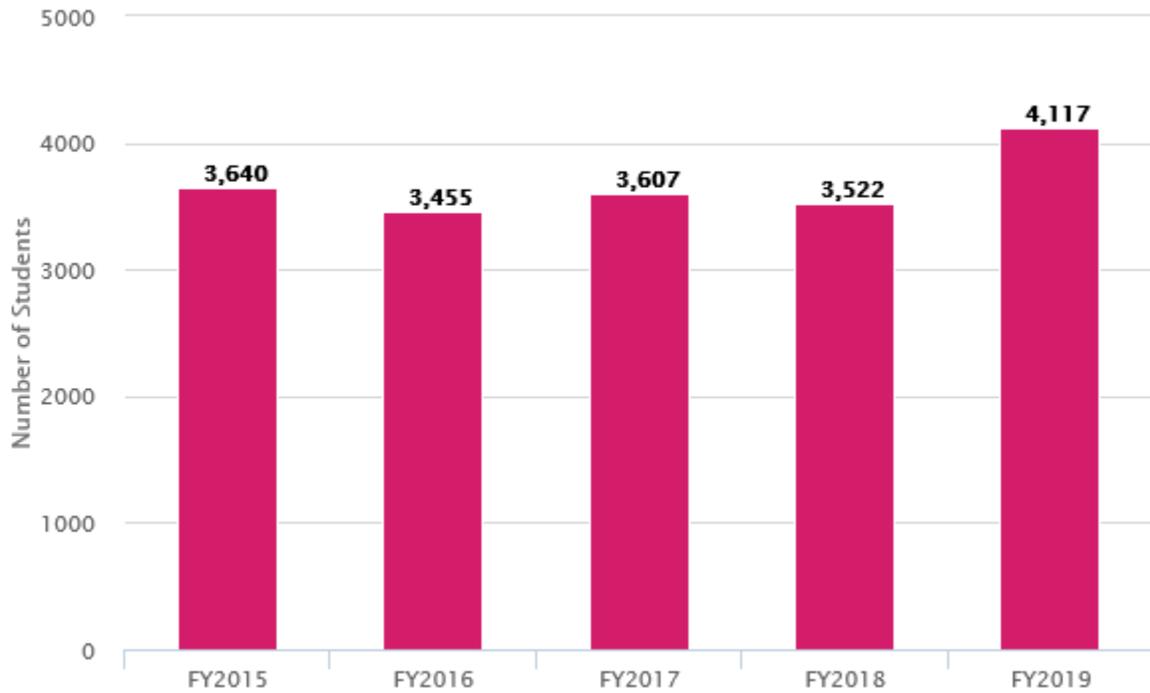
**Data source:** Integrated Postsecondary Education Data System (IPEDS)

# Institutional Effectiveness Measures

## Student Success Measure 5: Annual Completions

### Indicator 1: Credentials Conferred

**Credentials Conferred** measures the number of degrees and certificates conferred during the given fiscal year. The number of credentials has shown small fluctuations in the past several years until increasing dramatically in FY2019 to 4,117. The current number is well above the improvement target of 3,680.



**2020 Target:** Improvement = 3,680

**Current Target Status:** In Progress – On Target

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

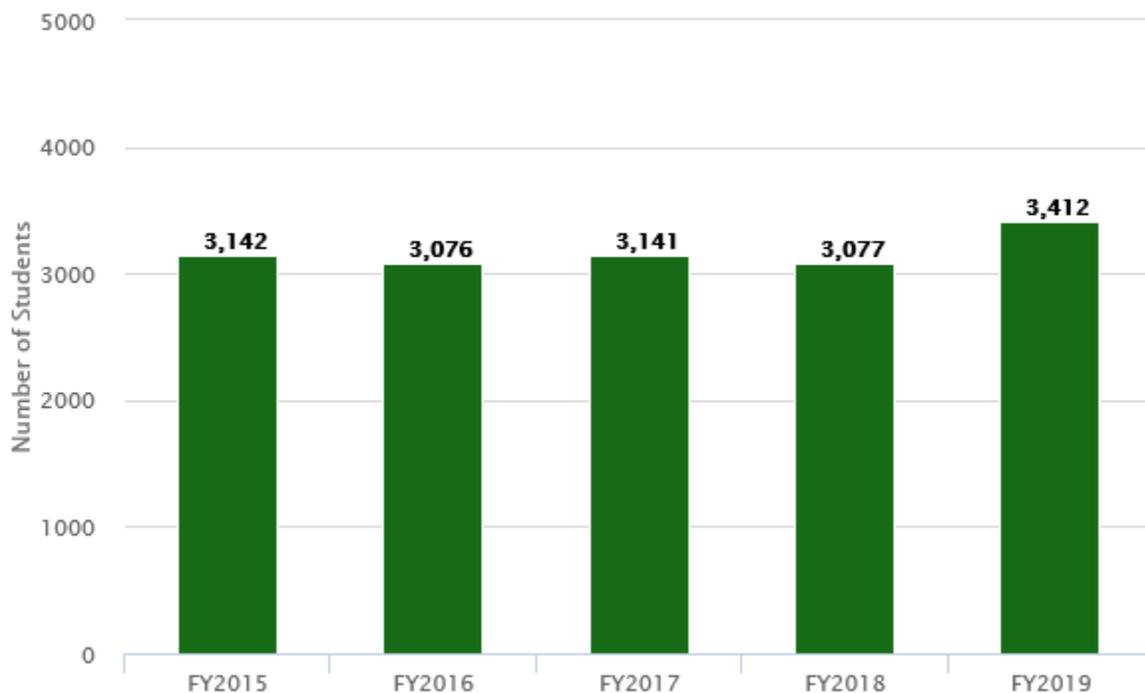
**Data source:** Harper College Enrollment Services

## Institutional Effectiveness Measures

### Student Success Measure 5: Annual Completions

#### Indicator 2: Completers

**Completers** measures the number of students who earned one or more credentials during the given fiscal year. The number of completers has remained relatively stable until increasing dramatically in FY2019, with 3,412 individuals earning credentials. The current number is well above the improvement target of 3,213.



**2020 Target:** Improvement = 3,213

**Current Target Status:** In Progress – On Target

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

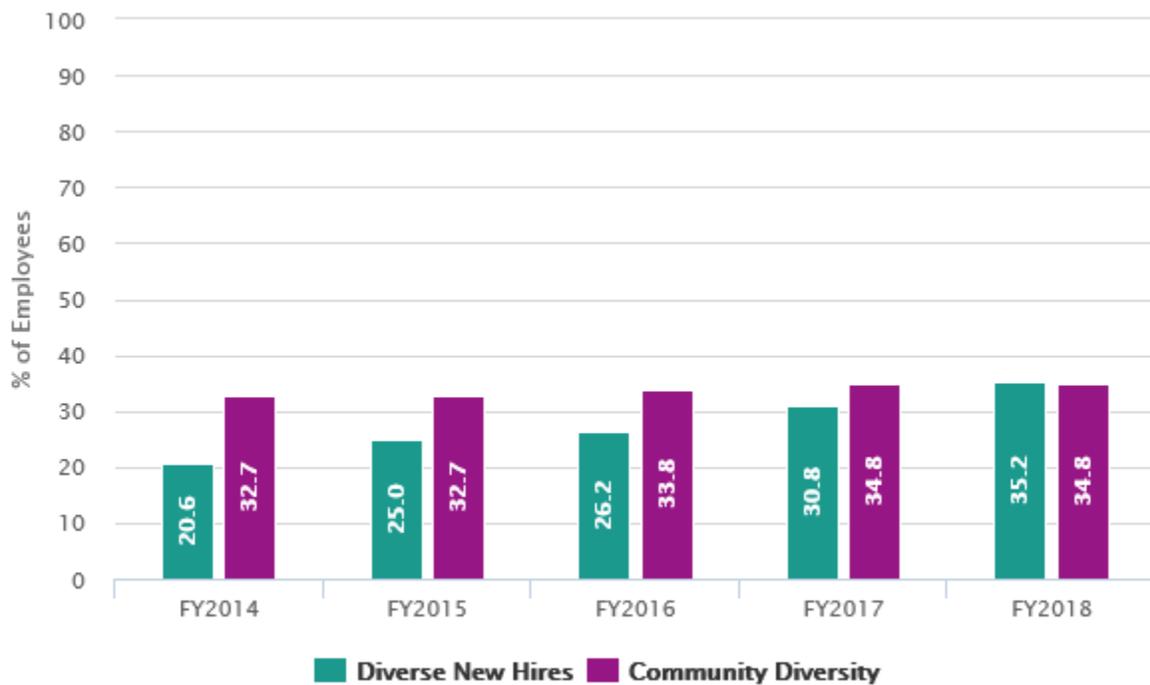
**Data source:** Integrated Postsecondary Education Data System (IPEDS)

## Institutional Effectiveness Measures

### Institutional Success Measure 1: Employee Diversity

#### Indicator 1: Diverse New Hires

**Diverse New Hires** measures the percentage of diverse new hires each year. The district’s diversity has gradually increased in recent years, reaching a high of 34.8% in 2017. The percentage of diverse new hires at Harper has also increased, and in FY2018, surpassed the district diversity for the first time by reaching 35.2%. This percentage represents 32 diverse new hires out of 91 new hires overall.



**2020 Target:** Improvement = 32.8%+ This target varies annually based on district diversity.

**Current Target Status:** In Progress – On Target

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

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

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

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

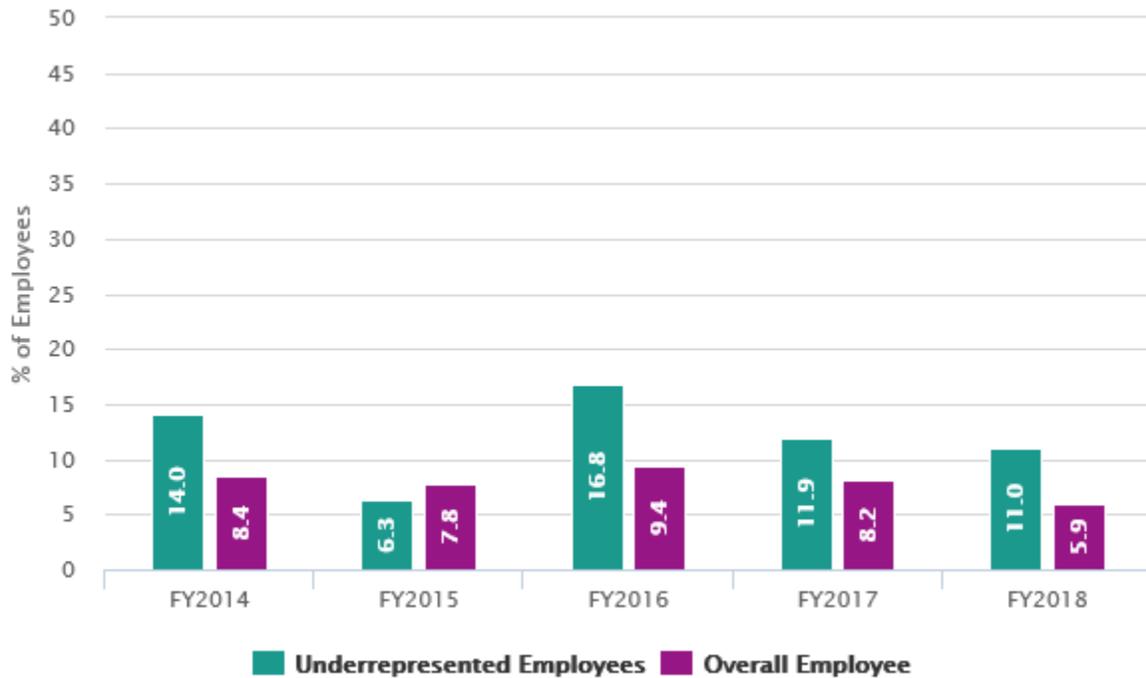
## Institutional Effectiveness Measures

### Institutional Success Measure 1: Employee Diversity

#### Indicator 2: Underrepresented Employee Separations

**Underrepresented Employee Separations** measures the percentage of underrepresented employees who separate from the College through voluntary resignation. The FY2018 voluntary separation rate of underrepresented employees decreased to 11.0% but remained above the overall employee separation rate of 5.9%.

There is a relatively small number of employees voluntarily resigning from the College each year. For example, 47 employees voluntarily resigned in FY2018, 18 of whom were diverse employees. These small annual numbers lead to increased variability in results from year to year. In four of the last five years, the underrepresented employee separation rate was higher than the overall employee separation rate.



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

**Current Target Status:** In Progress – Needs Attention

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

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

**Data source:** Harper College Human Resources

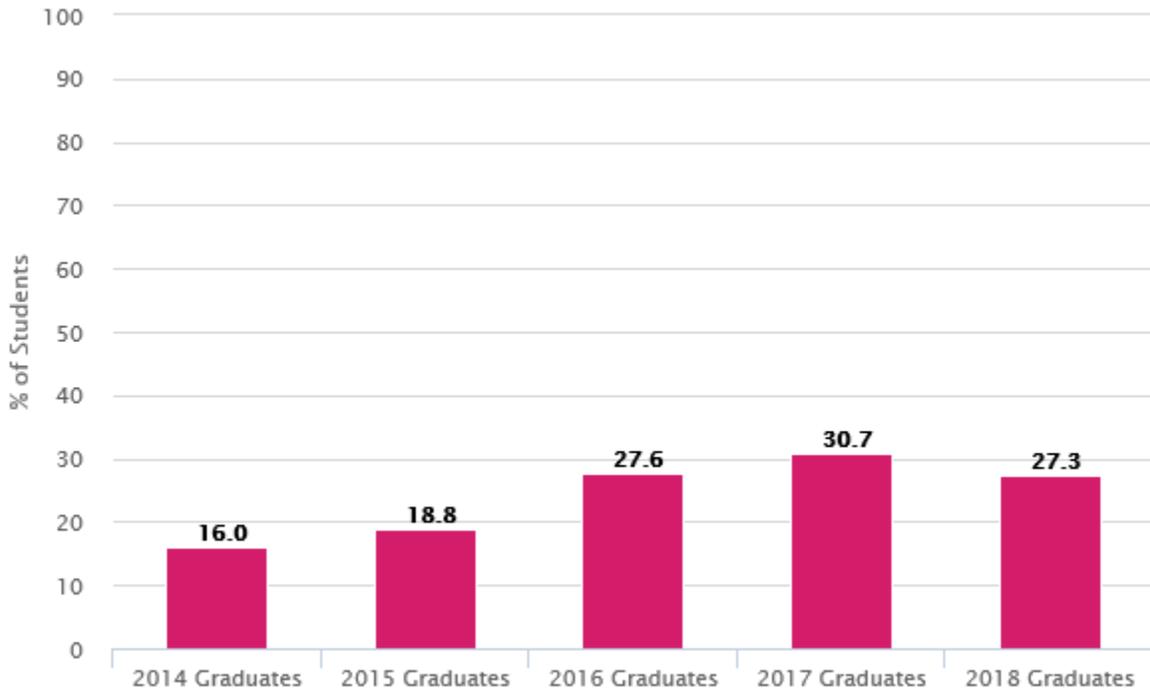
*Note: Not included in these data are Adjuncts, Continuing Education Instructors, Clinical Supervisors, Coaches, Contingent Workers, Student Aides, Temporary Employees, and Tutors.*

## Institutional Effectiveness Measures

### Institutional Success Measure 2: High School Market Penetration

#### Indicator 1: Dual/Concurrent Credit Penetration Rate

**Dual/Concurrent Credit Penetration Rate** measures the percent of total district high school students who enrolled at Harper at any time prior to high school graduation. Harper’s dual/concurrent penetration has been steadily increasing over time until decreasing with 2018 graduates. The current rate of 27.3% is below the improvement target of 29.0-30.0%.



**2016 Target:** Improvement = 29.0-30.0%

**Current Target Status:** In Progress – Needs Attention

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

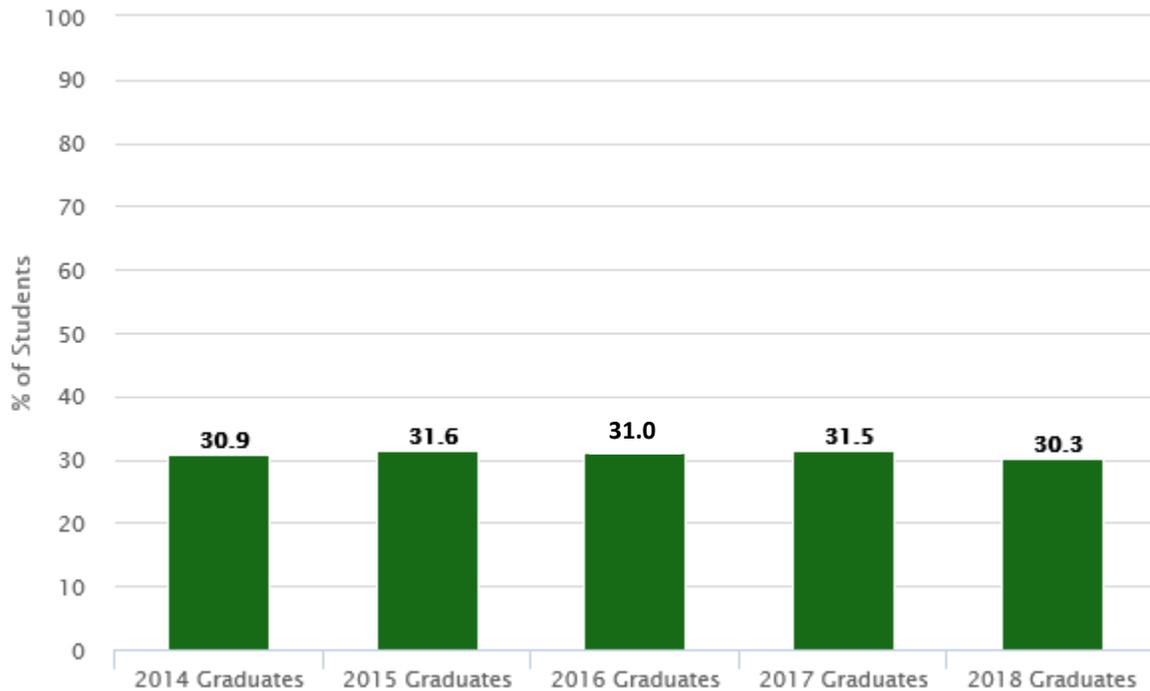
**Data source:** Harper College Office of Institutional Research

## Institutional Effectiveness Measures

### Institutional Success Measure 2: High School Market Penetration

#### Indicator 2: Post-High School Penetration Rate

**Post-High School Penetration Rate** measures the percent of total district high school graduates who enrolled at Harper at any time within one-year post-high school graduation. Harper’s post-high school penetration rate has remained relatively stable in recent years, but decreased to 30.3% with 2018 graduates. The current rate is below the improvement rate of 33.0-34.0%.



**2020 Target:** Improvement = 33.0-34.0%

**Current Target Status:** In Progress – Needs Attention

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

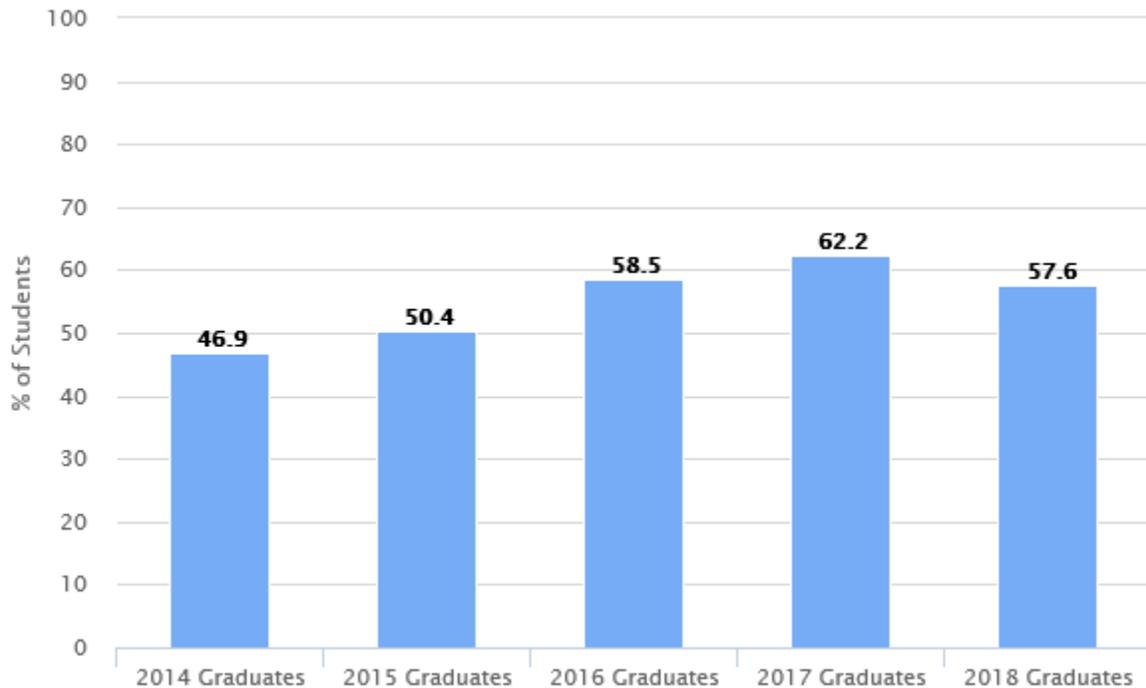
**Data source:** National Community College Benchmark Project (NCCBP)

## Institutional Effectiveness Measures

### Institutional Success Measure 2: High School Market Penetration

#### Indicator 3: New in College Penetration Rate

**New in College Penetration Rate** measures the percent of total district high school graduates who enrolled at Harper at any time within one year of high school graduation, including dual-credit. Harper's new in college penetration rate has been steadily increasing over time until decreasing to 57.6% with 2018 graduates. The current rate is below the improvement target of 61.0-63.0%.



**2020 Target:** Improvement = 61.0-63.0%

**Current Target Status:** In Progress – Needs Attention

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

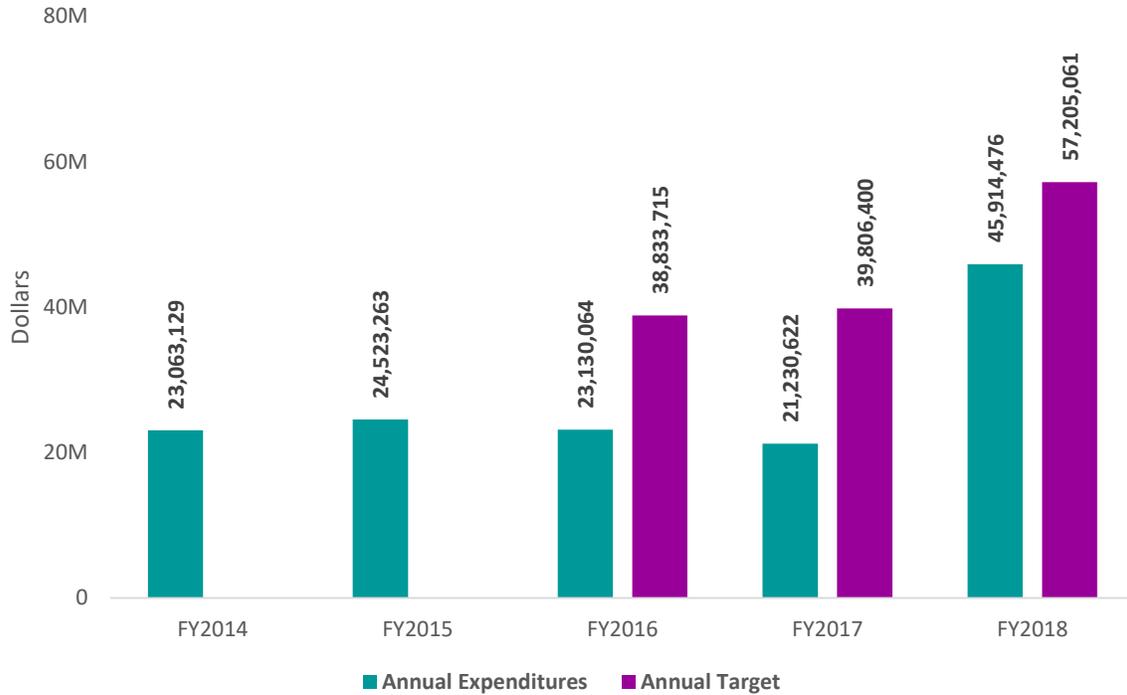
**Data source:** National Community College Benchmark Project (NCCBP) and Harper College Office of Institutional Research

## Institutional Effectiveness Measures

### Institutional Success Measure 3: Facilities

#### Indicator 1: Major Capital Expenditures

**Major Capital Expenditures** measures the annual amount spent for new buildings, renovations, and additions. FY2018 expenditures did not achieve the 2018 target due to the construction delay on the Canning Center, which is waiting for funding from the state, as well as major capital projects that have schedules spanning multiple fiscal years. However, all major projects other than the Canning Center were either completed on time or were on schedule.



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

**Current Target Status:** In Progress – Needs Attention

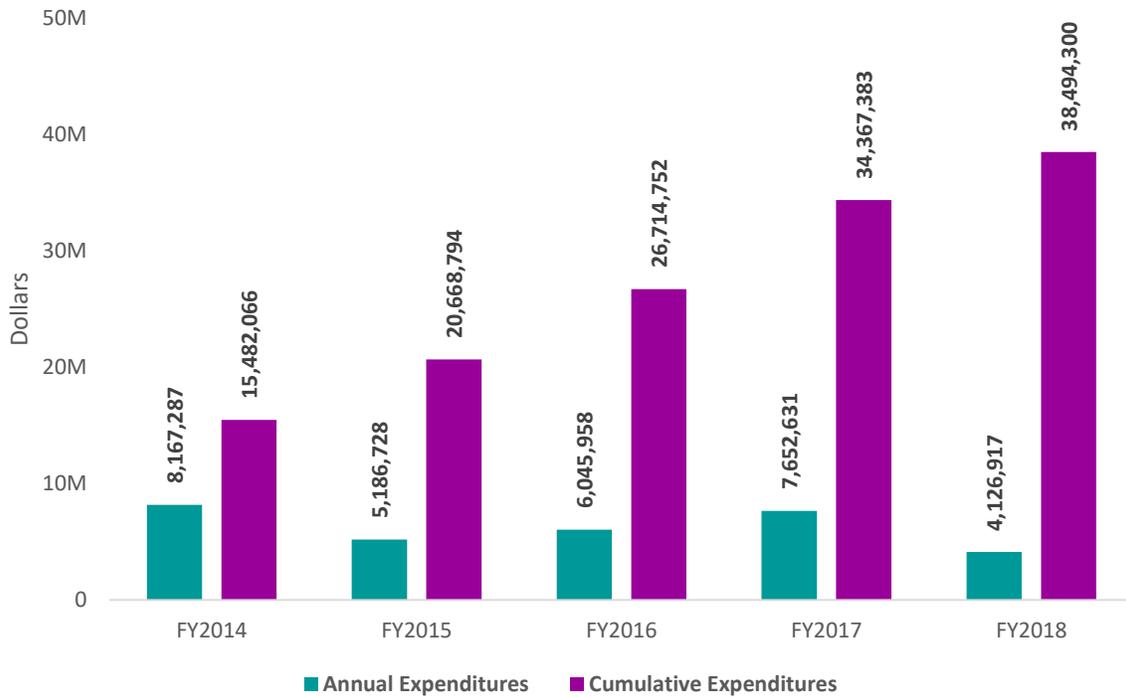
**Full definition:** The amount spent for new buildings, renovations and additions.

**Data source:** Harper College Administrative Services

## Institutional Effectiveness Measures Institutional Success Measure 3: Facilities

### Indicator 2: Major Preventative Maintenance Expenditures

**Major Preventative Maintenance Expenditures** measures the amount of preventative maintenance funds expended. Major preventative maintenance expenditures are reported in annual and cumulative amounts. The College spent \$38.5 million of preventative maintenance funds through FY2018, which is on track to meet the FY2019 target of \$40 million.



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

**Current Target Status:** In Progress – On Target

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

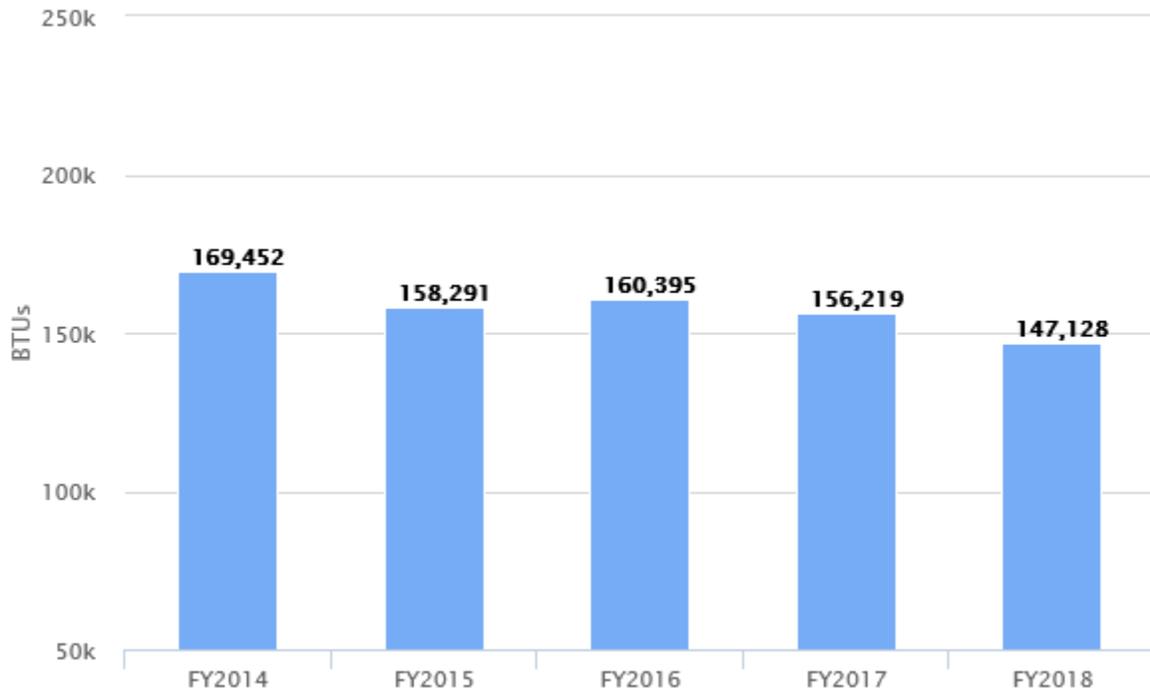
**Data source:** Harper College Administrative Services

## Institutional Effectiveness Measures

### Institutional Success Measure 3: Facilities

#### Indicator 3: Energy Consumption

**Energy Consumption** measures the energy consumed by fuel per gross square foot (GSF) of campus space, measured in British thermal units (BTUs). Harper’s energy consumption has decreased over time and is at a five-year low of 147,128 BTU/GSF in FY2018. This rate is well below the expected target of 156,000-166,000 BTU/GSF.



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

**Current Target Status:** In Progress – On Target

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

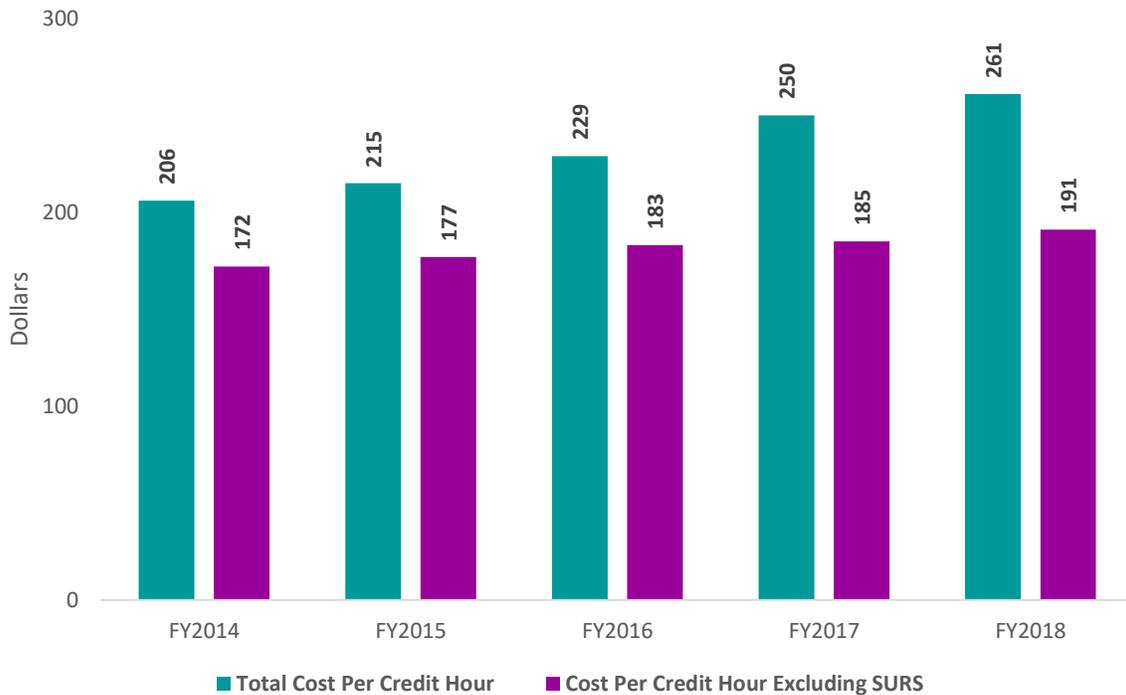
**Data source:** Sightlines

## Institutional Effectiveness Measures

### Institutional Success Measure 4: Instructional Cost

#### Indicator 1: Cost Per Credit Hour

**Cost Per Credit Hour** measures total credit instructional expenditures divided by the total number of credit hours. The College’s cost per credit hour, as defined by the National Community College Benchmarking Project, increased from \$206 in FY2014 to \$261 in FY2018. However, this calculation includes State Universities Retirement System (SURS) pass-through funds, which are not controllable by the College. Excluding the state’s SURS pass-through amount, the overall instructional cost per credit hour has grown at a much slower rate, increasing from \$172 in FY2013 to \$191 in FY2018.



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

**Current Target Status:** In Progress – On Target

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

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

**Institutional Effectiveness Measures**  
**Institutional Success Measure 5: Information Technology**

**Indicator 1: Student Success Technologies**

**Student Success Technologies** measures the College compared to EDUCAUSE Associate Institutions on the most commonly deployed student success technologies. Harper has met the target if it has deployed and is actively using the identified technologies.

Most commonly deployed student success technologies	Percent of Associate Institutions	Deployed at Harper College	Usage Statistics
1. Degree Audit	71%	Ellucian CAPP and Degree Audit	69.1% (8,507/12,317) of degree-seeking students have run a Degree Audit
2. Academic early-alert system	63%	Starfish	98.7% (3,734/3,782) of early-alert, degree-seeking students are actively tracked in Starfish
3. Advising Center Management	59%	SARS	67.3% (8,284/12,317) degree-seeking students consulted with a counselor or an advisor

**2020 Target:** Expected = Identified technologies deployed and in use

**Current Target Status:** In Progress – On Target

**Full definition:** Most commonly deployed student success technologies.

**Data source:** 2016 EDUCAUSE Core Data Survey (most recent) and 2019 Harper College Information Technology

**Institutional Effectiveness Measures**  
**Institutional Success Measure 5: Information Technology**

**Indicator 2: E-learning Technologies**

**E-learning Technologies** measures the College compared to EDUCAUSE Associate Institutions on the most commonly deployed E-learning technologies. Harper has met the target if it has deployed and is actively using the identified technologies.

Most commonly deployed E-learning technologies	Percent of Associate Institutions	Deployed at Harper College	Usage Statistics
1. Full-function online learning delivery system	99%	Blackboard	83.7% (4,224/5,047) of course sections utilized Blackboard
2. Student evaluation of teaching effectiveness	87%	Student Opinionnaire of Instruction	79.6% (3,801/4,778) of course sections surveyed in the online format
3. Collaboration tool for learning	80%	Collaborate	8,979 Blackboard Collaborate sessions with 5,614 total attendees

**2020 Target:** Expected = Identified technologies deployed and in use

**Current Target Status:** In Progress – On Target

**Full definition:** Most commonly deployed E-learning technologies.

**Data source:** 2016 EDUCAUSE Core Data Survey (most recent) and 2019 Harper College Information Technology

**Institutional Effectiveness Measures**  
**Institutional Success Measure 5: Information Technology**

**Indicator 3: Classroom Technologies**

**Classroom Technologies** measures the College compared to EDUCAUSE Associate Institutions on the most commonly deployed classroom technologies. Harper has met the target if it has deployed and is actively using the identified technologies.

Most commonly deployed classroom technologies	Percent of Associate Institutions	Deployed at Harper College	Usage Statistics
1. Wireless projection	37%	WePresent	8.9% (24/269) of classrooms
2. Automatic lecture capture systems (audio and video)	28%	Camtasia	5.8% (328/5,608) course sections utilized Camtasia
3. Interactive external monitor	19%	Extron, Epson, SMART	92.6% (249/269) of classrooms

**2020 Target:** Expected = Identified technologies deployed and in use

**Current Target Status:** In Progress – On Target

**Full definition:** Most commonly deployed classroom technologies.

**Data source:** 2016 EDUCAUSE Core Data Survey (most recent) and 2019 Harper College Information Technology

# Strategic Plan

## Overview

The 2016-2019 Strategic Plan was the result of a broad, collaborative, community-based strategic planning process designed to ensure the College continues to meet the changing needs of our students and community. In the years leading into the planning process, Harper's district experienced a sizable decrease in household income and a notable increase in historically underrepresented populations. Additionally, these district changes occurred during a time of decreased state funding, local property tax caps, and shrinking high school graduating classes. It became clear that the College needed to engage in an extensive evaluation that would be used to craft a Strategic Plan that addressed a major change agenda. The goal of the Strategic Plan was to enable the College to produce higher levels of student achievement and increase student support, all while reprioritizing current resources.

The College developed its community-based Strategic Plan with the guidance of the Strategic Planning and Accountability Committee (SPA), a shared governance committee. The process included a broad-based assessment of the concluding plan, a review of community and student data, employee dialogue sessions based on resulting issues, development of pre-reading materials to support conference attendees, and a 100-person strategic planning conference that included both internal and external stakeholders. The conference built on the data and dialogue sessions, and resulted in broad strategic directions and goal themes. These strategic directions and goal themes were then developed into statements and supporting paragraphs by the SPA Committee with input from internal and external stakeholders. The plan included three Strategic Directions and five Strategic Goals.

The Strategic Directions of Inclusion, Engagement, and Achievement represented the course the College pursued through its 2016-2019 Strategic Plan. The Strategic Goals defined the specific methods by which the College worked to impact the Strategic Directions. Goals and supporting paragraphs were drafted by the SPA Committee in conjunction with ad hoc work groups designed to gather broad-based support during the development and approval process.

Goal leaders were selected in fall 2015, and goal teams were identified in spring 2016. Goal teams then held initial planning meetings, discussed opportunities and challenges with Achieving the Dream (ATD) coaches, and defined the key metrics for improvement during the 2016-2019 Strategic Plan. Many of the goal teams linked these metrics to the College's key indicators, or Institutional Effectiveness Measures (IEMs). In FY2017, each goal team developed formal targets to be reached by conclusion of the Strategic Plan in FY2019.

The following pages include the Strategic Direction and Goal Statements and supporting paragraphs, overall accomplishments of the 2016-2019 Strategic Plan, final status on goal targets, and goal team accomplishments for FY2019. This information is also located on a public dashboard which [can be accessed here](#).

## Strategic Plan

### Strategic Directions

#### **Inclusion**

Foster an environment that values and respects each member of Harper's diverse community and actively encourages cross-cultural engagement.

Supporting Paragraph: Harper is committed to a culturally responsive environment that makes all members of our community feel confident that the full extent of their humanity and contributions are recognized and honored. An environment that welcomes, values, and respects all members of the College's diverse community—across the spectrums of ability, academic preparedness, age, ethnicity, faith, gender expression, identities, race, and more—fosters a culture where all feel safe to participate, in open and respectful discourse, without fear of discrimination or marginalization.

#### **Engagement**

Foster and support a culture of engagement throughout the College.

Supporting Paragraph: Engagement refers to students' active participation in and out of the classroom and collective ownership of the learning process by students, faculty, staff, community partners, and residents. A "culture of engagement" expects and empowers everyone to take responsibility for building and maintaining positive connections throughout the Harper community. Harper College aims to achieve equity in engagement across all student groups according to their needs.

#### **Achievement**

Enhance and support the academic environment in ways that lead to increased student achievement and facilitate greater equity of student success across demographic groups.

Supporting Paragraph: Achievement comes in many forms (academic and personal) and directly refers to supporting an academic environment that leads to greater equity. The ultimate objective of the direction is to provide the type of academic environment that leads to student success and improves academic achievement across diverse communities of students. Diverse communities are defined in the Inclusion Strategic Direction and include spectrums of ability, academic preparedness, age, ethnicity, faith, gender expression, identities, race, and more.

## Strategic Plan

### Strategic Goals and Overall Accomplishments

#### Achieving Educational Goals: Academic Planning and Pathways

Establish practices that empower and support students in exploring and identifying academic options for effective planning and progress toward achieving their educational goals.

Supporting Paragraph: At Harper College, this refers to developing and providing our students with forms of communication, information and guidance to support them in effectively identifying and completing their educational goals. The intent of this goal is not to limit the educational options of our students, but to provide resources that contribute to students' progress toward their goals.

#### Overall accomplishments:

- Developed and implemented 10 Areas of Interest (AoI) by May 2017:
  - Art, Design and Performing Arts
  - Business, Entrepreneurship and Information Technology
  - Education
  - Engineering, Math and Computer Science
  - Health Sciences
  - Liberal Arts, Language and Communication
  - Manufacturing and Construction
  - Physical and Life Science
  - Public Service
  - Social Science
- Formed and launched AoI Core Teams in April 2018. Teams are comprised of faculty members from the academic programs within the AoI and advisors/counselors who have been assigned as specialists in the AoI. Each team also has a dean serving as ex-officio.
- Redesigned the application for admission to integrate the AoI framework.
- Redesigned the College website around the AoI to ensure consistency throughout program pages.
- Integrated AoI into the Academic Advising and Counseling structure. Case managed advising assignments were made by AoI wherever possible, as identifying AoI at the time of application began in spring 2019.
  - Fall 2017: 4,469 enrolled students were assigned to an advisor
  - Fall 2018: 7,275 enrolled students were assigned to an advisor
- Collaborated with Start Smart to offer First Year Seminar sections aligned with AoI.
  - Increased number of Start Smart sections from 61 in fall 2017 to 108 in fall 2019.
  - Increased number of Start Smart sections aligned to an AoI from 23 (38%) in fall 2017 to 85 (79%) in fall 2018.
- Developed the following goal team and campus-wide initiatives around the AoI construct:
  - AoI videos viewable on the application website and prior to orientation
  - AoI shirts created for all employees
  - AoI banners displayed throughout campus
  - Student-facing events and activities organized by AoI

## Strategic Plan

### Alignment of Employee Skills with Strategic Directions

Expand and support professional development opportunities to enhance employee knowledge and skills with respect to the strategic directions and goals.

Supporting Paragraph: The enrichment of skills extends to all employees and includes the ability to pursue appropriate forms of relevant professional development. This goal places emphasis on inclusion for all employees, while promoting the acquisition of the knowledge and skills needed to support the College's strategic plan. There should be consideration for allocating sufficient financial resources in order to afford a variety of learning opportunities to engage in relevant professional development, and it should be recognized that Harper College is indeed fortunate to include unique employees with unique needs.

### Overall accomplishments:

- Established *Soar Together* onboarding experience that helps new employees learn about the mission of the College, the culture of providing support for student success throughout the College, and ways they enhance the student experience through their individual roles.
- Conducted a survey to identify barriers to professional development. The survey indicated that employees were satisfied with the offerings for professional development at Harper College, but identified lack of time to participate as a barrier. In response, professional development on *Sustaining the Professional Self for Deep Work* workshop was implemented and will continue to be offered.
- Created a rubric for scaling up Professional Development that is available on the employee portal and may be used to help identify and coordinate professional development needs at the College for the next strategic plan.
- Created a professional development dashboard to identify professional development opportunities by topic and by employee group.

## Strategic Plan

### Curriculum and Instruction

Evaluate curriculum and assess outcomes to provide optimal and diverse educational opportunities for Harper students.

Supporting Paragraph: Faculty-directed curriculum development and evaluation provide Harper College with enriching courses and programs of study. Continual evaluation at course and program levels maintains curriculum currency and relevance. Curriculum will continue to be evaluated with deliberation, care, and collaboration to ensure that it meets intended outcomes and evolving student, community, transfer, workforce, and global needs. Various forms of discipline-specific assessment at Harper College encourage reflection, responsiveness, and adjustment, toward helping all students master the knowledge and skills needed to achieve their educational goals.

#### Overall accomplishments:

- Implemented a process for quality assurance in online/blended courses that included implementing professional development for new online instructors and creating a five-year course design review cycle.
- Offered online courses on Action Research where 27 faculty members completed projects that included homework practices, study skills, motivation, textbook compliance, writing support, exit tickets, exam wrappers, and incorporating student outcomes in the class lesson.
- Implemented Open Educational Resources (OER) where faculty either adapted, adopted or created course materials for students. In spring 2019, 20 faculty implemented OER/no-cost/low-cost course materials in 36 sections, impacting 877 students.
- Supported 48 faculty members in implementing classroom changes designed to increase course retention through adoption of one of the following research-based strategies: interacting with students by name; checking in regularly; scheduling one-on-one meetings; and practicing paradox. Faculty perceptions of their own self-efficacy were impacted positively, and student withdrawal rates decreased in courses taught by faculty who participated in the initiative.
- Awarded one grant to support curriculum development for the ENG101 ALP course.
- Identified high-impact teaching practices.

## Strategic Plan

### Stewardship

Dedicate resources, both human and financial, to optimize student success, while remaining responsive to external trends and issues that have documented effects on the College.

Supporting Paragraph: Harper's core mission is to responsibly serve students and the Harper community. Stewardship focuses on the dedication and allocation of resources that ensure Harper optimizes strategies that lead to student success while responding to external factors including but not limited to economic, regulatory, social, competitive and technological, that have documented impact on the College. Resources are both human and financial and are dedicated by the College and external entities partnered or affiliated with the College.

### Overall accomplishments:

- Developed a rubric to help the College assess the human and financial impact of initiatives in order to optimize student success.
- Piloted rubric with Harper Leadership Institute professional development program and with several previous strategic plan initiatives.
- Analyzed the human and financial impact of several strategic plan initiatives through the application of the developed rubric. Initiatives included Fortifying Online Instruction, the professional development dashboard, and *Soar Together* onboarding experience.

## Strategic Plan

### Student Experience

Provide experiences that support the ongoing needs of our diverse student community through purposeful interactions and college-wide responsiveness to meet student goals.

Supporting Paragraph: This goal encompasses the entire experience, from first contact to completion of goals, for all Harper College students. Regardless of their reasons for attending, all students will receive equitable and responsive support, both in and out of the classroom. All Harper College employees will provide experiences college-wide that engage all students as active partners in their success.

### Overall accomplishments:

- Defined the Culture of Care: As a Harper community, through our actions we embrace that everyone is important. You MATTER, We CARE.
- Created a video in spring 2019 on key services and forms of support at Harper. Piloted the video in spring/summer 2019, with a full scale launch in fall 2019.
- Launched texting pilot with academic advisors, faculty, and Student Communications. Pilot showed some positive results, with increased persistence and financial aid form completion for students who received text messages.
- Held a variety of Culture of Care activities for students and employees, including:
  - “Pop It Like It’s Hot” event in fall 2018 to raise awareness of food insecurity and gather donations for the Hawks Care Pantry.
  - “You’ve Been Hawked” student event in spring 2018. Result showed an increase in positive responses from pre-survey (59%) to post-survey (72%).
  - School Supply Drive
  - Book discussion groups
  - Culture of Care workshops

# Strategic Plan

## Strategic Plan Dashboard Final Status on FY2016-2019 Goal Targets

Goal	Target	Not Achieved	Partially Achieved	Achieved
Academic Planning and Pathways	Areas of Interest			
	Undecided at Application			
	Undecided at Registration			
Alignment of Employee Skills	Barriers to Professional Development			
	Process of Scaling Up			
	Climate of Professional Development			
	Professional Development Dashboard			
	Flight of the Hawks			
Curriculum and Instruction	Online/Blended Courses			
	Student Course Retention			
	High-Impact Teaching Practices			
	0-15 Course Improvements			
	Action Research			
	Open Educational Resources			
Stewardship	Cost Impact Rubric			
	Initiative Cost Analysis			
Student Experience	Channels of Communication			
	Culture of Care			
	Visual Roadmap			
	Texting			
	Culture of Care Activities			

# Strategic Plan

## Goal: Achieving Educational Goals: Academic Planning and Pathways

Establish practices that empower and support students in exploring and identifying academic options for effective planning and progress toward achieving their educational goals.

At Harper College, this refers to developing and providing our students with forms of communication, information and guidance to support them in effectively identifying and completing their educational goals. The intent of this goal is not to limit the educational options of our students, but to provide resources that contribute to students' progress toward their goals.

Goal targets	Status/Progress																																
<p>Implement Areas of Interest (AoI) by August 2017.</p>	<p><b>Achieved.</b> Completed Areas of Interest (AoI) in May 2017. Collaborated with other areas of the College to align processes with AoI during the 2017-2018 and 2018-2019 academic years.</p> <p>Established AoI Core Teams in April 2018.</p> <p>Led the redesign of the academic web pages (two phases), in collaboration with Marketing and the academic divisions.</p> <ul style="list-style-type: none"> <li>Phase I completed in June 2017 – program listed by AoI</li> <li>Phase II completed in June 2018 – AoI branded with an icon; consistency across AoI landing and program pages</li> </ul> <p>Completed and launched redesign of the application to reflect AoI in April 2019.</p>																																
<p>Reduce the number of “undecided” students at time of application from 25% to 15% by fall 2018.</p>	<p><b>Not Achieved.</b> The number of undecided students at the time of application decreased from 25.1% in fall 2016 to 18.0% in fall 2017 and subsequently increased to 19.8% in fall 2018. These data represent an improvement, but did not meet the target of a 10% decrease.</p> <table border="1" data-bbox="727 1192 1393 1375"> <thead> <tr> <th>Application</th> <th># Applicants</th> <th># undecided</th> <th>% undecided</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>6,127</td> <td>1,536</td> <td>25.1%</td> </tr> <tr> <td>Fall 2017</td> <td>6,203</td> <td>1,118</td> <td>18.0%</td> </tr> <tr> <td>Fall 2018</td> <td>6,924</td> <td>1,373</td> <td>19.8%</td> </tr> </tbody> </table> <p>Applicants exclude Adult Education Development (AED), dual credit, and concurrent enrollment students, but includes total number of applications, regardless of whether the applicants enrolled in the subsequent fall semester.</p> <p>The team also looked for the improvement in first-time in college, degree-seeking students who enrolled at Harper. Data for these students show a 14.1% decrease in “undecided” from 38.9% in fall 2016 to 24.8% in fall 2017, with a subsequent increase to 33.9% for fall 2018.</p> <table border="1" data-bbox="714 1650 1406 1858"> <thead> <tr> <th>Application</th> <th># Title III Cohort</th> <th># undecided</th> <th>% undecided</th> </tr> </thead> <tbody> <tr> <td>Fall 2016</td> <td>2,314</td> <td>900</td> <td>38.9%</td> </tr> <tr> <td>Fall 2017</td> <td>2,155</td> <td>535</td> <td>24.8%</td> </tr> <tr> <td>Fall 2018</td> <td>2,195</td> <td>744</td> <td>33.9%</td> </tr> </tbody> </table> <p>Applicants are first-time in college, degree-seeking students, who matriculated and were still enrolled at the College on the 10<sup>th</sup> day.</p>	Application	# Applicants	# undecided	% undecided	Fall 2016	6,127	1,536	25.1%	Fall 2017	6,203	1,118	18.0%	Fall 2018	6,924	1,373	19.8%	Application	# Title III Cohort	# undecided	% undecided	Fall 2016	2,314	900	38.9%	Fall 2017	2,155	535	24.8%	Fall 2018	2,195	744	33.9%
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# Strategic Plan

## Goal: Achieving Educational Goals: Academic Planning and Pathways (continued)

Establish practices that empower and support students in exploring and identifying academic options for effective planning and progress toward achieving their educational goals.

Reduce the number of “undecided” students at time of registration from 8% to 5% by fall 2018.

**Achieved.** The number of undecided students at the time of registration decreased from 7.9% in fall 2016 to 4.9% in fall 2018. However, caution should be taken as these data may be skewed by the inclusion of returning students, rather than just new students.

Registration	# Enrollees	# undecided	% undecided
Fall 2016	12,904	1,021	7.9%
Fall 2017	12,430	723	5.8%
Fall 2018	12,148	600	4.9%

Registration cohort includes both new and returning students, but not those in AED, dual credit, and concurrent enrollment students.

When examining data for new students, the same decrease was not achieved. The number of undecided students at the time of application decreased from 9.9% in fall 2016 to 7.6% in fall 2017 and subsequently increased to 10.8% in fall 2018.

Registration	# Title III Cohort	# undecided	% undecided
Fall 2016	2,314	229	9.9%
Fall 2017	2,155	164	7.6%
Fall 2018	2,195	237	10.8%

First-time in college, degree-seeking students, who matriculated and were still enrolled at the College on the 10<sup>th</sup> day.

### Accomplishments for FY2019:

Area of Interest Core Teams were formed and launched. Teams are comprised of faculty members from the academic programs within the AoI and advisors/counselors who have been assigned as specialists in the AoI. Each team also has a dean serving as ex-officio. Goals for the Core Teams included:

- Improve communication and information flow between faculty, advising, and counseling
- Review and maintain accuracy of academic plans and webpages
- Discuss and make recommendations for AoI specific onboarding and Start Smart courses
- Discuss and make recommendations for AoI specific professional development opportunities
- Sustain initiative after Strategic Plan sunsets in June 2019

Core Team activities included:

- Elected AoI chairs from current interested department chairs and program coordinators
- Convened Core Teams during fall 2018
- Completed rubric review to assess accomplishments and effectiveness of the team
- Held spring 2019 Orientation Week sessions to debrief and share ideas among teams
- Created Office 365 Team site to facilitate sharing of documents
- Created employee portal page for Core Team rosters, agendas, and minutes
- Administered surveys to Core Team members and stakeholders in May 2019

## Strategic Plan

<b>Goal: Alignment of Employee Skills with Strategic Directions</b> Expand and support professional development opportunities to enhance employee knowledge and skills with respect to the strategic directions and goals.	
The enrichment of skills extends to all employees and includes the ability to pursue appropriate forms of relevant professional development. This goal places emphasis on inclusion for all employees, while promoting the acquisition of the knowledge and skills needed to support the College's strategic plan. There should be consideration for allocating sufficient financial resources in order to afford a variety of learning opportunities to engage in relevant professional development, and it should be recognized that Harper College is indeed fortunate to include unique employees with unique needs.	
Goal targets	Status/Progress
Identify barriers to employee participation in professional development.	<b>Achieved.</b> Administered a survey to identify barriers to professional development. Utilized data to plan professional development such as providing <i>Sustaining the Professional Self for Deep Work</i> workshop in spring 2019 to respond to concerns about time management.
Implement a process for scaling up employee skills in relation to other teams' initiatives by fall 2017.	<b>Achieved.</b> Developed professional development framework template to assist other goal teams in providing professional development related to their strategic goals. Template is posted to the Harper Intranet Portal (HIP).
Increase the percent of employees who are satisfied with support, recognition and value of professional development at Harper College by 5% from fall 2016 to fall 2019 (as measured by Personal Assessment of the College Environment (PACE) survey items).	<b>In Progress.</b> Administered PACE survey in fall 2016 for baseline information and will reassess in fall 2019. Final data is not yet available.
Design an online dashboard to communicate professional development opportunities.	<b>Achieved.</b> Created online dashboard and professional development opportunities that are continually added and are searchable by employee group and category.
Develop materials and resources to train employees on the Flight of the Hawks for greater awareness of roles in supporting students.	<b>Achieved.</b> Developed an onboarding program named <i>Soar Together</i> . Conducted a pilot in February 2019 and an additional session in June 2019. <i>Soar Together</i> onboarding will run on a quarterly basis.
Accomplishments for FY2019:	
<p>Conducted a survey on barriers to professional development which provided the team with feedback from all employee groups regarding available professional development opportunities as well as the support given to participate in such opportunities. Survey results indicated that employees were satisfied with the offerings available, but time to participate was a barrier across employee groups. In response, professional development on <i>Sustaining the Professional Self for Deep Work</i> workshop will continue to be offered.</p> <p>Posted the rubric for scaling up professional development on the employee portal for use in identifying and coordinating professional development needs at the College.</p> <p>Created the professional development dashboard to identify professional development opportunities by topic and by employee group.</p> <p>Developed and implemented the <i>Soar Together</i> employee onboarding. Pilot evaluation was positive with participants indicating an increased understanding of their roles in contributing to student success as a result of the onboarding. Additionally, 89% of pilot attendees responded that they agree or strongly agree that their job has a role in the "Flight of the Hawks" and that they understand how their job supports "Flight of the Hawks."</p>	

## Strategic Plan

<b>Goal: Curriculum and Instruction</b> Evaluate curriculum and assess outcomes to provide optimal and diverse educational opportunities for Harper students.	
Faculty-directed curriculum development and evaluation provide Harper College with enriching courses and programs of study. Continual evaluation at course and program levels maintains curriculum currency and relevance. Curriculum will continue to be evaluated with deliberation, care, and collaboration to ensure that it meets intended outcomes and evolving student, community, transfer, workforce, and global needs. Various forms of discipline-specific assessment at Harper College encourage reflection, responsiveness, and adjustment, toward helping all students master the knowledge and skills needed to achieve their educational goals.	
Goal targets	Status/Progress
Implement a process for quality assurance in online/blended courses.	<b>Achieved.</b> Collaborated with the Academy for Teaching Excellence and Academic Standards Committee to implement a process for quality assurance in online/blended courses. In FY2019, 22 courses (60 sections) were reviewed using the course design rubric, approximately 14% of online courses. Additionally, 56 new online faculty were certified by completing a Teaching Online Successfully course. In total, 84 faculty completed the course in FY2019.  Continuing work is occurring through the Academy for Teaching Excellence and includes professional development for new distance education faculty and the ongoing course design review cycle.
Provide a program to support faculty intervention in student course retention.	<b>Achieved.</b> Supported 48 faculty members in implementing classroom changes designed to increase course retention through adoption of one research-based strategy from the “4 Connections” (interacting with students by name, checking in regularly, scheduling one-on-one meetings, and practicing paradox). Faculty perceptions of their own self-efficacy were impacted positively by this initiative. Additionally, student withdrawal rates were 11% lower in courses taught by faculty who participated in this initiative (24% versus 13%).  Continuing work is occurring through the Academy for Teaching Excellence as the “4 Connections” have been embedded into orientation for new adjunct faculty as well as in workshops for all faculty.
Identify 2-3 high-impact teaching practices effective across disciplines.	<b>Achieved.</b> Identified ten high-impact teaching practices that can be implemented across a variety of disciplines in FY2017.
Implement course-level changes in select 0-15 courses.	<b>Partially Achieved.</b> Awarded one grant to support curriculum development for the ENG101 ALP course. Impacted sections include those taught by seven adjunct faculty and two full-time faculty. Involvement was limited to one 0-15 course, which did not meet the target of greater involvement.

## Strategic Plan

<b>Goal: Curriculum and Instruction (continued)</b> Evaluate curriculum and assess outcomes to provide optimal and diverse educational opportunities for Harper students.	
Implement Action Research professional development opportunities for faculty by June 2019.	<p><b>Achieved.</b> Implemented two online courses on Action Research with a total of 27 faculty participating. The courses were led by two faculty coaches and focused on examining classroom practices and student behaviors relevant to students' success. As part of this work, six participants from the Action Research course were able to attend a Lilly conference entitled <i>Evidence-based Teaching and Learning</i>. Upon returning from the conference, the attendees hosted a brown bag seminar for faculty and deans to share what was learned in connection to current or potential future Action Research projects/topics.</p> <p>Results of a post-survey in each course indicate that 67% of faculty learned a lot about conducting Action Research and an additional 38% learned a moderate amount. When asked if they would be interested in doing a longer more in-depth Action Research project, 40% indicated yes and an additional 35% indicated maybe.</p> <p>Action Research work will continue through the Academy for Teaching Excellence and graduate equivalency courses in Action Research are scheduled for fall 2019 and spring 2020.</p>
Implement Open Educational Resources (OER) pilot with at least ten faculty members by June 2019.	<p><b>Achieved.</b> OER Transformation grants were developed and awarded to faculty who committed to using OER for a minimum of three consecutive semesters. The grant supports faculty efforts to reduce the costs associated with textbooks and course materials while maintaining high quality course design and instruction.</p> <p>In spring 2019, 20 faculty implemented OER/no-cost/low-cost course materials in 36 sections, impacting 877 students. It is anticipated that fall 2019 implementation will double these numbers and an additional \$75,000 has been allocated to continue offering OER Transformation grants in FY2020.</p> <p>Early impact on students include:</p> <ul style="list-style-type: none"> <li>• Estimated student savings in spring 2019 was between \$45,000- \$70,000</li> <li>• Total grant investment for spring 2019 was \$27,000.</li> <li>• Success rate for spring 2019 OER pilot sections was 73.8%, exceeding the 70.3% success rate for comparable spring and fall 2018 sections.</li> <li>• 50.9% of students rated the quality of OER course materials as slightly higher or much higher than non-OER courses.</li> </ul>

## Strategic Plan

### **Goal: Curriculum and Instruction (continued)**

Evaluate curriculum and assess outcomes to provide optimal and diverse educational opportunities for Harper students.

#### **Accomplishments for FY2019:**

Certified 56 new online instructors through completion of the Teaching Online Successfully course. In total, 84 faculty completed the course.

Reviewed 60 online course sections in year two of the Course Design Review (CDR) plan. In total, 25% of all distance education sections have been reviewed.

Increased success rates in courses that underwent CDR by 8-11% in the two semesters after the review, as compared to the two semesters prior to the review.

In spring 2019, 20 faculty implemented OER/no-cost/low-cost course materials in 36 sections, impacting 877 students. Estimated student savings in spring 2019 was between \$45,000- \$70,000.

Implemented Action Research graduate equivalency courses in FY2019 with 27 faculty completing the course. Of those faculty, 15 completed and shared a virtual poster through the Academy for Teaching Excellence website.

# Strategic Plan

<p><b>Goal: Stewardship</b> Dedicate resources, both human and financial, to optimize student success, while remaining responsive to external trends and issues that have documented effects on the College.</p>	
<p>Harper’s core mission is to responsibly serve students and the Harper community. Stewardship focuses on the dedication and allocation of resources that ensure Harper optimizes strategies that lead to student success while responding to external factors including but not limited to economic, regulatory, social, competitive and technological, that have documented impact on the College. Resources are both human and financial and are dedicated by the College and external entities partnered or affiliated with the College.</p>	
Goal targets	Status/Progress
Develop a rubric to analyze the cost impacts of Strategic Plan initiatives.	<p><b>Achieved.</b> Developed Resource Impact Rubric for piloting and implementing Strategic Plan initiatives. Piloted rubric with two projects from the previous Strategic Plan. Rubrics for pilot projects were approved by the Champion Team as a supporting tool in the strategic planning process.</p> <p>The Resource Impact Rubric will continue to be used as a tool when evaluating initiatives under the next strategic plan.</p>
Analyze the impact of Strategic Plan initiatives based on cost per successful credit hour.	<p><b>Achieved.</b> The Resource Impact Rubric was used to assess the resource impact of the following strategic plan initiatives:</p> <ul style="list-style-type: none"> <li>• <i>Soar Together</i> onboarding</li> <li>• Professional Development Dashboard</li> <li>• Fortifying Online Instruction</li> </ul>
<p><b>Accomplishments for FY2019:</b></p>	
<p>In FY2019, the Resource Impact Rubric was piloted with the Harper Leadership Institute (HLI) professional development program. Feedback was positive that the rubric helps provide perspective on the human resource impact of initiatives.</p> <p>The Resource Impact Rubric was also used to assess the resource impact of the <i>Soar Together</i> onboarding, Professional Development Dashboard, and Fortifying Online Instruction initiatives.</p>	

## Strategic Plan

<b>Goal: Student Experience</b> Provide experiences that support the ongoing needs of our diverse student community through purposeful interactions and college-wide responsiveness to meet student goals.	
This goal encompasses the entire experience, from first contact to completion of goals, for all Harper College students. Regardless of their reasons for attending, all students will receive equitable and responsive support, both in and out of the classroom. All Harper College employees will provide experiences college-wide that engage all students as active partners in their success.	
Goal targets	Status/Progress
Identify technology to streamline, prioritize and redesign communication channels and centralize student engagement touchpoints by June 2017.	<b>Achieved.</b> Conducted Customer Relationship Management software research and gap analysis in fall 2017. Moved project to Frontier Grant and Provost's area in spring 2018.
Identify a Culture of Care Model for the College by December 2017.	<b>Achieved.</b> Defined Culture of Care: As a Harper community, through our actions we embrace that everyone is important. You MATTER, We CARE. Definition approved by Champion Team in May 2018. In fall 2018, Culture of Care language was rolled into the <i>We Are Harper</i> marketing campaign.
Create a visual Roadmap for all degree- and certificate-seeking students noting key student touchpoints with the institution from Day 1 through the end of the first term by June 2018.	<b>Achieved.</b> A visual roadmap "Flight of the Hawks" was created in 2017. The goal team collaborated on its creation by reviewing initial drafts and offering input including the infusion of Culture of Care in the visual roadmap.
Evaluate texting as a tool to improve communications with students.	<b>Achieved.</b> Conducted texting pilot with academic advisors, faculty and Student Communications from spring 2018 to spring 2019.
Implement Culture of Care activities for students and employees by June 2019.	<b>Achieved.</b> Implemented Culture of Care activities for students and employees. Student-focused Culture of Care activities: <ul style="list-style-type: none"> <li>Created a video on key services and supports at Harper. Video was created in spring 2019, piloted in late spring and early summer 2019, with a full-scale launch planned for fall 2019.</li> <li>Held the "Pop It Like It's Hot" event in fall 2018 to raise awareness of food insecurity and gather donations for the Hawks Care Pantry.</li> <li>Conducted Culture of Care "You've Been Hawked" student event in spring 2018. Result showed an increase in positive responses from pre-survey (59%) to post-survey (72%).</li> </ul> Employee-focused Culture of Care activities: <ul style="list-style-type: none"> <li>Orientation week events</li> <li>Workshops on Culture of Care</li> <li>Book discussion groups</li> <li>Two collaborations with the <i>Take 5</i> initiative</li> </ul>

## Strategic Plan

### **Goal: Student Experience**

Provide experiences that support the ongoing needs of our diverse student community through purposeful interactions and college-wide responsiveness to meet student goals.

#### **Accomplishments for FY2019:**

- Completed a texting pilot with some positive results, including greater persistence and higher rates of financial aid form completion for students who received text messages. Data around registration rates and withdrawal rates were not consistently positive. Despite the varied results, this pilot provided important insight into possible directions for future texting systems and campaigns at Harper.
- Held employee-focused Culture of Care events receiving positive feedback, with more than 90% of participants rating the event(s) as valuable or highly valuable. Participants indicated desire for more care-focused professional development and service events in the future.
- Developed a student video describing the key services and supports available at Harper. Feedback from the video pilot was positive, with 89% of student respondents agreeing that “The video helped me better understand the services available on campus to students.” Similar results are expected when the video is launched widely in fall 2019.

# Operational Plan

## Overview

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

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

The Operational Goal categories for the FY2019 plan include:

**Accountability, Institutional Effectiveness, Transparency, and Governance:**

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

**Communications and Community Relations:**

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

**Diversity:**

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

**Employee Relations:**

Ensure employee recruitment, development, and retention through appropriate processes.

**Enrollment and Financial Aid:**

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

**Facilities:**

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

**Financial:**

Effectively develop, plan, and manage our financial resources.

**Safety:**

Ensure the safety of the Harper Community.

**Student Success:**

Operationalize student success initiatives.

**Technology:**

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

**Workforce Development/Economic Development:**

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

## Operational Plan

### Accountability, Institutional Effectiveness, Transparency, and Governance:

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

Goal	Target	Responsibility	Completed	Comment
1. Ensure the requirements of the Illinois Community College Board (ICCB) Recognition are met.	Complete ICCB Self-Study by October 2018.	Maria Coons, Darlene Schlenbecker	Yes – Target date not met	Completed and submitted the ICCB Self-Study in February 2019, prior to the due date set by ICCB.
	Prepare campus for site visit by March 2019.		Yes – Target date not met	Prepared campus for site visit by May 2019.
	Host on-site evaluators by April 2019.		Yes – Target date not met	Hosted on-site evaluator from ICCB on June 4, 2019.
	Respond to draft ICCB Recognition Report by June 2019.		No	ICCB recognition process occurred later than anticipated (date set by ICCB). As of June 30, 2019, Harper has not received a draft report from ICCB.
2. Conduct the Community Scan, which includes the Community and Employer Surveys	Select vendor to conduct Scan by August 2018.	Maria Coons, Darlene Schlenbecker, Kathy Coy	Yes	Selected CLARUS Corporation as the Community Scan vendor in August 2018.
	Complete Scan by March 2019.		Yes – Target date not met	Completed Community Scan in April 2019.
	Report results by May 2019.		Yes	Reported results of the Community Scan to the Board of Trustees in May 2019.

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>3. Communicate results of Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) conducted in spring 2018.</p>	<p>Receive results by August 2018.</p> <p>Create final report by September 2018.</p> <p>Share results with campus community by November 2018.</p>	<p>Maria Coons, Darlene Schlenbecker, Kathy Coy</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Received CCSSE and CCFSSE results in August 2018.</p> <p>Created final reports in August 2018.</p> <p>Shared results with campus community. Posted reports on Harper Intranet Portal (HIP) in September 2018 and presented results to the Board of Trustees in November 2018. Sharing of results will continue in FY2020.</p>
<p>4. Ensure student learning outcomes assessment is conducted and results utilized to improve student success.</p>	<p>Complete the course-level assessment cycle for all departments by June 2019.</p> <p>Complete the program-level assessment cycle for all instructional programs and student support/administrative units by June 2019.</p> <p>Conduct a large-scale general education assessment of the Communication outcome by June 2019.</p> <p>Conduct a follow-up assessment of the Quantitative Reasoning general education outcome by June 2019.</p>	<p>Judy Marwick, Maria Coons, Darlene Schlenbecker, Faon Grandinetti, Kathy Bruce, Kimberly Chavis, Jamie Long, Mary Beth Ottinger, Travaris Harris</p>	<p>Yes – Target not met</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Completed the course-level assessment cycle for 96% (25/26) of departments by June 2019.</p> <p>Completed the program-level assessment cycle for 100% (39/39) of instructional programs and 100% (39/39) of student support/administrative units by June 2019.</p> <p>Conducted a large scale assessment of the Communication general education learning outcome, collecting nearly 900 student artifacts, by June 2019.</p> <p>Conducted a follow-up assessment of the Quantitative Reasoning general education learning outcome by June 2019.</p>

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
5. Review the College's core values to determine if they should be reaffirmed or changed.	Form a work group of the Strategic Planning and Accountability Committee to review the core values by July 2018.	Maria Coons, Michelé Smith, Mark Mrozinski	Yes	Formed a work group of the Strategic Planning and Accountability Committee to review the core values by July 2018.
	Complete input to determine relevancy of the current core values by September 2018.		Yes	The Core Values Task Force reviewed the core values and gathered input to determine relevancy of the current core values by September 2018.
	Make recommendation to affirm or revise the core values by December 2018.		Yes	Made recommendation to affirm the core values with new definitions. Recommendation was approved by the Board of Trustees in December 2018.

## Operational Plan

### Communications and Community Relations:

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

Goal	Target	Responsibility	Completed	Comment
6. Increase donor development and major gift fundraising for the Promise Scholarship Program.	Secure from donors an additional \$1,000,000 for the Promise Scholarship Program that would be matched by the Board of Trustees, resulting in an additional \$2,000,000 by June 2019.	Laura Brown, Ken Ender, Heather Zoldak	Yes	Secured from donors an additional \$1,166,074 for the Promise Scholarship Program that was matched by the Board of Trustees up to \$1,000,000 and resulted in an additional \$2,166,074 by June 2019.
7. Execute local, state and national media outreach.	Create and/or facilitate 36 local stories that incorporate one or more key messages related to institutional communication goals of awareness, accountability, and affordability by June 2019.	Laura Brown, Jeff Julian, Kim Pohl	Yes	Created at least 36 local stories that incorporated one or more key messages related to institutional communication goals of awareness, accountability, and affordability by June 2019.
	Ensure share of voice by exceeding local story count as compared to peer community colleges by June 2019.		Yes	Ensured share of voice by exceeding local story count as compared to peer community colleges by June 2019. <ul style="list-style-type: none"> <li>• Total mentions – exceed three peers and tied with one</li> <li>• Total reach – exceed three peers and trailed one</li> <li>• Total publicity value – exceeded all four peers</li> </ul>
	Place 18 trade journal articles by June 2019.		Yes	Placed 22 trade journal articles by June 2019.
8. Continue to build a strong support base with elected and public officials by implementing a legislative engagement plan and involving Board members and other key individuals.	Attend 12 legislative functions with elected officials by June 2019.	Laura Brown, Jeff Julian, Kim Pohl	Yes	Attended 18 legislative functions with elected officials by June 2019.

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
9. Support the work of the Community Task Force as they review long-term facilities' needs.	Develop a recommendation to the Board of Trustees on funding for future facilities improvement projects by August 2018.	Ken Ender, Maria Coons, Laura Brown, Michelé Smith, Jeff Julian, Mike Barzacchini, Kim Pohl	Yes	Developed a recommendation to the Board of Trustees on funding for future facilities improvement projects. This led to a successful \$180 million capital bond referendum campaign. The Board of Trustees approved the recommendation in August 2018.

## Operational Plan

### Diversity:

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

Goal	Target	Responsibility	Completed	Comment
10. Implement (in collaboration with Human Resources) a Job Coaching and Job Shadowing program for the College.	Begin pilot Job Shadowing program by October 2018.	Michel� Smith, Ron Ally, Pearl Ratunil, Roger Spayer	Yes – Target date not met	Began pilot Job Shadowing program with the campus launch in spring 2019.
	Review pilot for changes and recommendations by March 2019.		No	Pilot delayed due to lack of interest in fall 2018.
	Launch a campus-wide program by April 2019.		Yes	Launched a campus-wide job shadowing program with six pairs of shadowers and managers by April 2019.
11. Revise communication portal for the Office of Diversity and Inclusion.	Design and implement a communication and marketing plan to improve the branding/marketing of the Office of Diversity and Inclusion by October 2018.	Michel� Smith, Ron Ally, Laura Brown, Pearl Ratunil, Jeff Julian, Patrick Bauer	Yes	Designed and implemented a plan, in collaboration with Marketing and Communications, to improve the branding/marketing of the Office of Diversity and Inclusion by October 2018.
	Begin re-design of the Diversity and Inclusion pages on the HIP and external website by December 2018.		Yes – Target date not met	Began re-design of the Diversity and Inclusion pages on the HIP and external website in April 2018.
	Complete redesign of HIP and the website by June 2019.		Yes	Completed redesign of HIP and the website in May 2019.

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
12. Implement pilot for Social Justice Leadership Certificate.	<p>Onboard first cohort of faculty and staff by September 2018.</p> <p>Design an assessment and evaluation plan by December 2018.</p> <p>Recruit second cohort of faculty and staff by February 2019.</p> <p>Evaluate the first-year pilot and make recommendations for year two by June 2019.</p>	Michelé Smith, Pearl Ratunil	<p>Yes</p> <p>Yes</p> <p>Yes – Target date not met</p> <p>Yes</p>	<p>Onboarded first cohort of faculty and staff by September 2018.</p> <p>Designed an assessment and evaluation plan, in collaboration with Outcomes Assessment, in December 2018.</p> <p>Recruited second cohort of faculty and staff in March 2019.</p> <p>Evaluated the first-year pilot and made recommendations for year two by June 2019.</p>
13. Administer Cultural Values Assessment (CVA).	<p>Administer CVA in February 2019.</p> <p>Report results by April 2019.</p>	Michelé Smith, Pearl Ratunil, Kathy Coy	<p>Yes – Target date not met</p> <p>Yes – Target date not met</p>	<p>Administered CVA in March 2019. An institutional decision was made to delay administration until March due to other all-employee surveys.</p> <p>Reported results to President’s Cabinet in June 2019.</p>

## Operational Plan

### Employee Relations:

Ensure employee recruitment, development, and retention through appropriate processes.

Goal	Target	Responsibility	Completed	Comment
14. Finalize a mutually satisfactory collective bargaining agreement with the Professional-Technical Unit, Cook County College Teachers Union.	Complete contract and present contract for Board approval by June 2019.	Ron Ally, Roger Spayer, Patrick Bauer	In Progress	As of June 30, 2019, teams have held six meetings and progress continues.
15. Develop Flight of the Hawks orientation as part of new employee onboarding and employee training.	Review and select appropriate format for development of training program by September 2018.  Select instructional designer by September 2018.  Identify pilot group and conduct first cycle of training and development by December 2018.  Implement modifications or new modules by June 2019.	Ron Ally, Judy Marwick, Roger Spayer, Sheryl Otto, Matt McLaughlin, Vicki Atkinson	Yes – Target date not met  Yes – Target date not met  Yes – Target date not met  Yes	Reviewed and selected appropriate format for development of training program by December 2018.  After discussion with and consideration of external instructional designers, a decision was made to complete the project with in-house experts.  Identified pilot group and conducted first cycle of training and development in February 2019.  Implemented modifications and ran an additional onboarding session by June 2019.
16. Implement the new performance review forms for classified and administration/ management.	Select performance management software by October 2018.  Recommend software to President’s Cabinet by November 2018.  Implement software by January 2019.  Conduct training on use of new system for classified and administration/management by March 2019.	Ron Ally, Roger Spayer, Patrick Bauer	Yes  Yes  Yes – Target date not met  Yes – Target date not met	Selected performance management software by October 2018.  Recommended PageUp People as the software vendor in November 2018.  Implemented software in June 2019.  Conducted training on use of the new system for classified and administration/management by June 2019.

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
17. Review Human Resources structure, services and resources and make recommendations for improved alignment.	<p>Review and consider consultant's report and any recommendations for change by August 2018.</p> <p>Make recommendations for change by February 2019.</p> <p>Implement changes by June 2019.</p>	Ron Ally, Roger Spayer	<p>Yes</p> <p>Yes – Target date not met</p> <p>Postponed</p>	<p>Reviewed and considered consultant's report and recommendations for change by August 2018.</p> <p>Recommendations submitted that focus on increasing strategic and consultative services.</p> <p>Recommended changes deferred until presidential leadership transition.</p>
18. Select vendor for online delivery of leadership training.	<p>Form a committee to develop criteria for online leadership training by July 2018.</p> <p>Review vendors that offer online training options and select the best option for Harper by December 2018.</p> <p>Implement online leadership training by January 2019.</p>	Ron Ally, Roger Spayer	<p>Yes – Target date not met</p> <p>Yes</p> <p>Yes – Target date not met</p>	<p>Formed a committee to develop criteria for online leadership training by October 2018.</p> <p>Reviewed vendors that offer online training options and selected Franklin/Covey as the best option for Harper in October 2018.</p> <p>Implemented online leadership training program in March 2019.</p>
19. Develop Supervisor/ Manager Toolkit.	<p>Form a committee to develop content modules for the Supervisor/Manager Toolkit by August 2018.</p> <p>Choose an instructional designer to work with content experts and develop the structure and content of modules by March 2019.</p> <p>Pilot the Supervisor/Manager Toolkit with new managers by June 2019.</p>	Ron Ally, Roger Spayer	<p>Yes – Target date not met</p> <p>Postponed</p> <p>Postponed</p>	<p>Formed a committee to develop content modules for the Supervisor/Manager Toolkit. The committee's work will begin in FY2020.</p> <p>The work to develop structure and content of modules for the Supervisor/Manager Toolkit will occur in FY2020. Work was postponed due to training and implementation of the new online performance management system.</p> <p>Pilot of the Supervisor/Manager Toolkit will occur in FY2020.</p>

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>20. Implement the Level II Adjunct Faculty Engagement Program.</p>	<p>Enroll at least 15 adjunct faculty into the required Reflective Educator Course by July 2018.</p>	<p>Judy Marwick, Brian Knetl, Mike Bates</p>	<p>Yes</p>	<p>Enrolled 23 adjunct faculty into the required Reflective Educator Course by July 2018.</p>
	<p>Form Cross-Functional Review Committee to review e-portfolio submissions by July 2018.</p>		<p>Yes</p>	<p>Formed a Cross-Functional Review Committee to review e-portfolio submissions by July 2018. The Committee recommended Level II designation for 29 adjunct faculty across 22 college departments.</p>
	<p>Ensure that appropriate procedures and communications are in place to accommodate Level II incentives by October 2018.</p>		<p>Yes</p>	<p>Ensured that appropriate procedures and communications, including pay increase, priority course assignment, and guaranteed phone interview for a full-time faculty position, were in place to accommodate Level II incentives by October 2018.</p>
	<p>Evaluate pilot year of program with Adjunct Faculty Advisory Team, Provost, and Review Committee by January 2019.</p>		<p>Yes</p>	<p>Evaluated pilot year of program with Adjunct Faculty Advisory Team, Provost, and Review Committee by January 2019. Improvements implemented as a result of the evaluation included: rubric redesign, incorporation of a final presentation to the review committee, clarity of the dean's role in approving entry into the program, and criteria for selecting cohort members should more than 24 applicants be approved by deans.</p>

## Operational Plan

### Enrollment and Financial Aid:

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

Goal	Target	Responsibility	Completed	Comment
21. Increase the adoption of Open Educational Resources (OER) to reduce textbook costs.	Audit current OER implementation by August 2018.	Judy Marwick, Ron Ally, David Richmond, Kathy Bruce, Kimberly Chavis, Jamie Long, Mary Beth Ottinger, Travaris Harris, Mike Bates, Bret Bonnstetter	Yes	Audited current implementation and based on fall 2018 bookstore data, an estimated 39 course sections were using OER.
	Develop an OER strategic plan by September 2018.		Yes	Developed an OER strategic plan with eight tactics. The primary tactic implemented during FY2019 was an OER Transformation Grant for faculty to adopt/adapt OER and no-cost or low-cost course materials.
	Increase number of students impacted by OER by 50% by June 2019.		Yes	Increased the number of students impacted by OER by an estimated 94%. Impacted an additional 877 students in 36 course sections during the spring 2019 semester (fall 2018 baseline: 39 course sections and an estimated 936 students).
	Provide professional development and support for at least 10 faculty to convert fully to OER in one or more course sections by June 2019.		Yes	Provided professional development and support for 30 faculty, with 19 faculty implementing OER in one or more course sections in spring 2019.

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>22. Manage overall College enrollment.</p>	<p>Maintain enrollment at a flat level by targeting the following audiences by June 2019:</p> <ul style="list-style-type: none"> <li>• Persistence: Increase fall to spring persistence of new degree-seeking students by 1% via introduction of advisors to new degree-seeking students.</li> <li>• Apprenticeship Programs: Increase enrollment by 30 FTEs.</li> <li>• AcceleratED Pathways Partnership: Increase enrollment by 90 FTEs.</li> <li>• Hispanic Population: Increase enrollment by 25 annualized FTEs via new efforts promoting targeted activities to students of Hispanic background.</li> <li>• New with Prior College: Increase enrollment by 15 annualized FTEs via new efforts promoting transfer credit or credit for prior learning.</li> </ul>	<p>Judy Marwick, Michelé Smith, Claudia Mercado, Mike Barzacchini, Bob Parzy, Rebecca Lake, Maggi Franks, Kathy Bruce, Kimberly Chavis, Jaime Long, Travaris Harris, Mary Beth Ottinger, Sheryl Otto, Kris Hoffhines, Darice Trout, Mark Mrozinski, Jennifer Brennan</p>	<p>No</p> <p>Yes – Target not met</p> <p>Yes – Target not met</p> <p>No</p> <p>Yes</p> <p>Yes – Target not met</p>	<p>The projected flat enrollment was not achieved. The College experienced a 2.2% decrease in enrollment for FY2019.</p> <p>Experienced a 1% decrease in fall 2018 to spring 2019 persistence of new degree-seeking students.</p> <ul style="list-style-type: none"> <li>• Increased apprenticeship enrollment by 15 FTEs.</li> <li>• AcceleratED Pathways Partnership was determined unsustainable by the College and discontinued.</li> <li>• Increased Hispanic enrollment by 82 annualized FTEs via new efforts promoting targeted activities to students of Hispanic background.</li> <li>• Enrollment of new students with prior college decreased by 37 FTEs.</li> </ul>

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
22. Manage overall College enrollment (continued).	<ul style="list-style-type: none"> <li>Continue collaboration with Elgin Community College at the Education and Work Center (EWC) in Hanover Park. Review the findings of the Community Survey and develop a plan for credit and non-credit offerings that will serve the needs of local employers and community members</li> </ul>		Yes	<ul style="list-style-type: none"> <li>Continued collaboration with Elgin Community College at the EWC in Hanover Park. Reviewed the findings of the Community Survey and developed a two-year plan to offer Certified Nursing Assistant and computer classes at EWC.</li> </ul>
23. Manage the transition of high school Promise Scholars.	<p>Pilot Promise Program processes with early high school graduates by August 2018.</p> <p>Conduct search, hire, and onboard the new Promise Program Manager by September 2018.</p> <p>Develop and begin implementation of an onboarding plan for the first full Promise cohort by September 2018.</p> <p>Ensure Harper areas are informed of Promise requirements and have the resources needed to serve these students by November 2018.</p> <p>Ensure new Promise Program Manager has fully transitioned into the role by January 2019.</p>	<p>Michèle Smith, Carolynn Muci</p> <p>Michèle Smith, Carolynn Muci</p>	<p>Yes</p> <p>Yes – Target date not met</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Piloted Promise Program processes with one student in fall 2018 and an additional two students in spring 2019.</p> <p>Conducted search, hired, and onboarded the new Promise Program Manager by October 2018.</p> <p>Developed and began implementation of an onboarding plan for the first full Promise cohort by September 2018.</p> <p>Created a Promise Operational Team to ensure Harper areas are informed of Promise requirements and have the resources needed to serve these students by November 2018. Additionally, presentations to inform faculty were conducted in spring 2019.</p> <p>Ensured new Promise Program Manager has fully transitioned into the role by January 2019.</p>

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
23. Manage the transition of high school Promise Scholars (continued).	Identify employer engagement opportunities for Promise Scholars by June 2019.		Yes	Identified employer engagement opportunities for Promise Scholars by June 2019. Opportunities include meeting with employers regarding job shadowing, internships, and potential job placement.
24. Implement recommendations of the Hispanic Strategic Enrollment Management Task Force.	<p>Grant Opportunities: Research grant opportunities to assist with funding Latinx activities by December 2018.</p> <ul style="list-style-type: none"> <li>• Identify two grant opportunities by June 2019.</li> </ul> <p>Parent University (ParentU):</p> <ul style="list-style-type: none"> <li>• Develop infrastructure to collect data on Latinx influencers by December 2018.</li> <li>• Use data to develop a plan for a ParentU by March 2019.</li> <li>• Launch ParentU by June 2019.</li> </ul>	<p>Maria Coons, Judy Marwick, Laura Brown, Michélé Smith, Claudia Mercado, Kathy Coy, Susanne Brock, Brian Knetl, Bob Parzy, Laura McGee, Lauren Chilvers, Michael Bates, Pearl Ratunil</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Researched grant opportunities to assist with funding Latinx initiative by December 2018.</p> <ul style="list-style-type: none"> <li>• Identified two grants opportunities and submitted grant applications by June 2019. One grant was awarded to help serve Project Achievement Surpassing Obstacles (PASO), a program focused on engaging Latinx families. PASO was formerly known as Parent University.</li> <li>• PASO Committee developed infrastructure to collect data of Latinx influencers by December 2018.</li> <li>• PASO Committee used data to develop a plan by March 2019.</li> <li>• Launched PASO in April 2019 during the spring open house. A second event, to celebrate and welcome admitted Latinx students, was held in June 2019.</li> </ul>

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
24. Implement recommendations of the Hispanic Strategic Enrollment Management Task Force (continued).	<ul style="list-style-type: none"> <li>Develop a First Year Seminar course for students placing in developmental education by February 2019.</li> </ul>		Yes	<ul style="list-style-type: none"> <li>Developed two First Year Seminar pilots to help advance students through developmental education and increase the number of Latinx students entering college-level courses by February 2019.</li> </ul>
	Increase the number of Latinx students who apply for federal aid and/or scholarships and receive aid and/or scholarships by 5% over FY2018.		Yes – Target not met	Increased the number of Latinx students who apply for federal aid and/or scholarships by 3.8%, from 1,172 completing the FAFSA in FY2018 to 1,217 completing the FAFSA in FY2019.
	Facilitate cultural awareness opportunities through dialogues/presentations to faculty on Latinx and Hispanic Serving Institutions by June 2019.		Yes	Facilitated cultural awareness opportunities through multiple presentations to faculty and staff during the Diversity Symposium, the spring faculty orientation, and the faculty retreat.
	Develop a predictive part-time scheduling model by June 2019.		Yes	Developed a predictive part-time scheduling model for Health Sciences by June 2019. Additional part-time scheduling models are needed and will be developed in FY2020.

## Operational Plan

### Facilities:

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

Goal	Target	Responsibility	Completed	Comment
25. Create Canning Center in Buildings A/K for “One Stop” and other services.	Complete construction documents by June 2019 pending release of current hold on project by State of Illinois by July 2018.	Ron Ally, Darryl Knight, Steve Petersen	No	The Canning Center project was not funded by the State and therefore did not go forward during FY2019.
26. Complete Building M renovation.	Achieve substantial completion by July 2018. Open building by August 2018.	Ron Ally, Ken Ender, Laura Brown, Judy Marwick, Michelé Smith, Darryl Knight, Travaris Harris, Mark Mrozinski, Kathy Bruce, Steve Petersen	Yes Yes	Achieved substantial completion by July 2018. Opened Building M, named the Foglia Foundation Health and Recreation Center, on August 20, 2018.

## Operational Plan

### Financial:

Effectively develop, plan, and manage our financial resources.

Goal	Target	Responsibility	Completed	Revised Comment
27. Issue General Obligation Limited Bonds.	Issue General Obligation Limited Bonds up to the allowable amount under the Debt Service Extension Base by March 2019 (approximately \$5 million).	Ron Ally, Bret Bonnstetter	Yes	Issued General Obligation Limited Bonds, allowable under the Debt Services Extension Base with a principal amount of \$4.6 million, on March 5, 2019.
28. Evaluate dining services agreement prior to the initial term expiration in December 2018.	Evaluate vendor performance and recommend an annual contract extension or RFP process by August 2018.	Ron Ally, Bret Bonnstetter, Rich Seiler	Yes	Evaluated vendor performance and gathered feedback resulting in a recommendation to extend the existing agreement with the current dining services provider for one additional year.
	If RFP process is recommended, complete the RFP process for operation of dining services and select a vendor by October 2018.		Yes	The RFP process was not needed.
29. Develop strategies that help contain the cost/credit hour.	Increase the average class fill rate to 80% by June 2019.	Judy Marwick, Bret Bonnstetter, Kathy Bruce, Kimberly Chavis, Jamie Long, Mary Beth Ottinger, Travaris Harris	Yes – Target not met	The average class fill rate was 78.2%, below the target of 80%. The number of sections offered will continue to be monitored.

## Operational Plan

### Safety:

Ensure the safety of the Harper Community.

Goal	Target	Responsibility	Completed	Revised Comment
30. Exercise the College's Emergency Operations Plan (EOP) by conducting an emergency exercise and drill.	Hold a fire evacuation drill by October 2018.	Ron Ally, Claude Casaletto, Sara Gibson	Yes	Held a fire evacuation drill in October 2018.
	Hold an active shooter drill by March 2019.		Yes	Held an active shooter drill in March 2019.
	Hold a campus-wide tornado drill by June 2019.		Yes	Held a campus-wide tornado drill in April 2019.
31. Prevent sexual harassment on campus and ensure compliance with state and federal regulations on sexual harassment amongst both students, faculty, and staff.	Develop a faculty professional development opportunity by June 2019.	Ron Ally, Judy Marwick, Sara Gibson, Bev Riley, Travaris Harris	Yes	Developed a faculty professional development opportunity (seminar), facilitated by Robbin Schwartz, held on April 2, 2019 and attended by 17 faculty.
	Conduct a workshop addressing legal issues on Title IX between the federal and state regulations by June 2019.		Yes	Conducted a seminar, facilitated by Robbin Schwartz, addressing legal issues on Title IX. Seminar was offered on April 2, 2019 and attended by 52 administrators and supervisory staff.
32. Develop roof safety program per OSHA regulations.	Complete Phase 1 installation of roof guards and fall protection by June 2019.	Ron Ally, Darryl Knight, Sara Gibson	In Progress	Roof guard installation project start delayed by rain and is in progress. Projected completion date is September 2019.
	Complete roof access written program with training by June 2019.		Yes	Completed roof access written program in May 2019 with training in June 2019.

## Operational Plan

Goal	Target	Responsibility	Completed	Revised Comment
33. Reduce the risk to minors on campus.	Establish a procedure with Palatine Park District and Centers for minors using the pool and fitness center by June 2019.	Judy Marwick, Ron Ally, Michelé Smith, Travaris Harris, Mark Mrozinski, Sara Gibson	Yes	Established procedures with Palatine Park District and Centers for minors using the Foglia Foundation Health and Recreation Center by June 2019. Procedures were implemented and included the installation of a drop-off parking location for those escorting youth to activities.

## Operational Plan

### Student Success:

Operationalize student success initiatives.

Goal	Target	Responsibility	Completed	Comment
34. Complete the ICCB program review process.	Conduct 21 program reviews resulting in program improvement plans by June 2019: <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Financial Management</li> <li>• Interior Design</li> <li>• Heating Ventilation and Air Conditioning</li> <li>• Graphic Arts Design</li> <li>• Package Design/Print Production/Web Design</li> <li>• Digital Photography</li> <li>• Fashion</li> <li>• Computer Numerical Control</li> <li>• Welding</li> <li>• Phlebotomy</li> <li>• Developmental English</li> <li>• Continuing Education</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physical Science/ Engineering</li> <li>• Integrative Learning</li> <li>• Office of International Education</li> <li>• Student Development Courses</li> <li>• Center for New Students and Orientation</li> <li>• Financial Aid</li> </ul>	Judy Marwick, Maria Coons, Michelé Smith, Kathy Bruce, Kimberly Chavis, Jamie Long, Mary Beth Ottinger, Travaris Harris, Njambi Kamoche, Claudia Mercado, Sheryl Otto, Darlene Schlenbecker, Kathy Coy, Mike Bates, Rich Johnson, Darice Trout, Vicki Atkinson, Mark Mrozinski	Yes	Conducted 21 scheduled program reviews resulting in program improvement plans by June 2019.

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>35. Implement new programming in credit and non-credit areas.</p>	<p>Admit 20 students into the Surgical Technology program by August 2018.</p> <p>Enroll 10 students in the Personal Trainer Certificate Program by August 2018.</p> <p>Enroll 30 students in the Physical Therapy Assistant (PTA) Program by January 2019.</p> <p>Offer one-to-three new programs in Continuing Education by June 2019.</p>	<p>Judy Marwick, Michelé Smith, Kathy Bruce, Kimberly Chavis, Rebecca Lake, Mark Mrozinski, Mary Beth Ottinger, Travaris Harris</p>	<p>Yes – Target not met</p> <p>Yes – Target not met</p> <p>No</p> <p>Yes</p>	<p>Admitted nine students into the Surgical Technology program by August 2018.</p> <p>Enrolled three students in the Personal Trainer Certificate Program by August 2018.</p> <p>PTA program will begin in fall 2019 due to delays in accreditation by the Accreditation in Physical Therapy Education. As of June 30, 2019, 24 students have been admitted into the program and will begin in fall 2019.</p> <p>Offered 17 new programs in Continuing Education by June 2019:</p> <ul style="list-style-type: none"> <li>• Online Pharmacy Technician</li> <li>• Dementia Care Specialist Training</li> <li>• Barber 1 Foundation</li> <li>• Barber Cosmetology Crossover</li> <li>• Beauty Consulting 101</li> <li>• Commercial Electrical Inspector</li> <li>• Electrical Plan Review</li> <li>• Security Officer Training</li> <li>• Residential Mechanical Inspector</li> <li>• Agile Sigma Fundamentals</li> <li>• Lean Training</li> <li>• Forklift Operator Training</li> <li>• Tableau Desktop</li> <li>• Social Media for Professionals</li> <li>• Workplace Communications</li> <li>• CompTIA Server+</li> <li>• Basics of Blockchain</li> </ul>



## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>39. Implement Areas of Interest (AoI) program.</p>	<p>Deliver at least one First Year Seminar (FYS) course or Start Smart experience for each AoI by June 2019.</p>	<p>Judy Marwick, Brian Knetl, Kathy Bruce, Darice Trout</p>	<p>Yes – Target not met</p>	<p>Delivered FYS or Start Smart experiences for each of the AoIs, except for Manufacturing and Construction, by June 2019. A Start Smart experience will be offered for Manufacturing and Construction AoI during the 2019-2020 academic year.</p>
	<p>Increase the percentage of first time in college degree-seeking students who develop an electronic plan by 5% over the FY2018 baseline of 70% by June 2019.</p>		<p>Yes</p>	<p>Increased the percentage of first-time in college degree-seeking students who develop an electronic plan to 83%, surpassing the goal of 75%, by June 2019.</p>
	<p>Maintain a rate of 90% of students completing a Start Smart experience (fall 2018 and spring 2019) who develop an electronic educational plan to completion in Degree Works by June 2019.</p>		<p>Yes – Target not met</p>	<p>74% of all students who successfully passed a Start Smart course in fall 2018 or spring 2019 completed an electronic educational plan. For new, first-time in college, degree-seeking students, 90% who successfully passed a Start Smart course in fall 2018 or spring 2019 completed an electronic educational plan.</p>
	<p>Develop a plan (Core Teams) to assess the effectiveness of the Areas of Interest structure by June 2019.</p>		<p>Yes</p>	<p>Developed a plan to assess the effectiveness of the AoI structure. An assessment was given to the Core Team members in late spring 2019.</p>

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>40. Design a system to improve online courses.</p>	<p>Identify opportunities to increase summer online offerings by December 2018.</p>	<p>Judy Marwick, Brian Knetl, Michael Bates</p>	<p>Yes</p>	<p>Identified opportunities to increase summer online offerings by December 2018. Offered an additional 20 online sections targeted to potential reverse transfer students as well as current students.</p>
	<p>Continue to implement the course design review process for 15% of total online course sections by June 2019.</p>		<p>Yes – Target not met</p>	<p>Continued to implement the course design review progress with 22 courses (60 sections) reviewed by June 2019, constituting approximately 14% of distance format sections. The course design review process will continue in FY2020.</p>
	<p>Train at least 20 new online instructors by June 2019.</p>		<p>Yes</p>	<p>Trained 40 instructors, through the Teaching Online Successfully professional development course, by June 2019.</p>
	<p>Schedule and advertise the Associates in Arts degree and other certificates identified by partners in the AcceleratEd Pathways Program by June 2019.</p>		<p>No</p>	<p>The partnership with Pearson AcceleratEd Pathways Program was determined unsustainable by the College and discontinued.</p>

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>41. Re-envision the operational focus of the Learning and Career Center (LCC) towards an Integrated Career and Academic Preparation System (ICAPS) Model.</p>	<p>Create an LCC Task Force by August 2018.</p>	<p>Judy Marwick, Michelé Smith, Brian Knetl, Darice Trout, Mary Beth Ottinger, Andrea Fiebig, Jennifer Brennan, Melissa MacGregor</p>	<p>Yes</p>	<p>Created an LCC Task Force by August 2018 that included representatives from Career and Technical Programs, Adult Educational Development, Student Development, Continuing Education, Workforce Solutions, Marketing, and Admissions.</p>
	<p>Gather information from campus stakeholders on processes/relationships needed for strengthening cross-divisional connections and around LCC certificates by September 2018.</p>		<p>Yes</p>	<p>Gathered information from campus stakeholders on programs, enrollment, assessment material, and preliminary recommendations to enhance the LCC certificate model by September 2018.</p>
	<p>Recommend and schedule two additional ICAPS cohorts at LCC for spring 2019 by October 2018.</p>		<p>Yes – Target not met</p>	<p>Recommended and scheduled an ICAPS cohort in Early Childhood for spring 2019. A second ICAPS cohort is begin identified for fall 2019.</p>
	<p>Train needed faculty on the ICAPS Model by November 2018.</p>		<p>Yes</p>	<p>Trained faculty from Adult Education and Early Childhood Education on the ICAPS Model by November 2018.</p>

## Operational Plan

### Technology:

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

Goal	Target	Responsibility	Completed	Comment
42. Evaluate the potential replacement of the Oracle EBS Financial and Human Resources systems.	Investigate and evaluate replacement options by April 2019. Select a replacement product by June 2019.	Ron Ally, Patrick Bauer, Bret Bonnstetter, Roger Spayer	Yes  Yes	Investigated and evaluated replacement options by April 2019.  Selected a replacement product, approved by the Board of Trustees, in June 2019.
43. Upgrade and improve the Student Information System through implementation of Banner 9 modules.	Implement Student Self-Service and self-service modules by June 2019.	Ron Ally, Judy Marwick, Patrick Bauer, Claudia Mercado	Yes	Implemented the Banner 9 Self-Service Registration module in August 2018, the Banner Student Self-Service module in March 2019, and the Banner 9 Extensibility Tools in April 2019.

## Operational Plan

### Workforce Development/Economic Development:

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

Goal	Target	Responsibility	Completed	Comment
44. Complete implementation of Phase II of the University Center concept.	Develop and implement a collaborative database for partner student prospecting by December 2018.	Michèle Smith, Judy Marwick, Mark Mrozinski, Bob Parzy	In Progress	A database solution was provided to partner schools but was declined due to fit. New solutions will be examined in FY2020.
	Develop and implement a joint integrated marketing and communication campaign to promote the University Center programs by December 2018.		Yes	Developed and implemented a joint integrated marketing and communication campaign with Northern Illinois University (NIU) and Roosevelt University to promote the University Center programs by December 2018.
	Secure 500 new student inquiries by June 2019.		Yes	Secured more than 1,000 new student inquiries by June 2019.
	Enroll 50 new student participants in University Center programs by June 2019.		Yes	Enrolled 50 new student participants in University Center programs by June 2019.
	Pilot Seamless Transfer Pathways Initiative within the University Center by June 2019.		Yes	Piloted Seamless Transfer Pathways Initiative within the University Center with District 211 and NIU. Initiative to continue in FY2020 with the target of starting a new cohort in fall 2020.

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>45. Re-envision the operational focus of the Job Placement Resource Center (JPRC) toward job placement.</p>	<p>Review Job Placement Task Force report and 2018 program review document by October 2018.</p>	<p>Michelé Smith, Mark Mrozinski, Rebecca Lake</p>	<p>Yes</p>	<p>Reviewed Job Placement Task Force report and 2018 program review document by October 2018.</p>
	<p>Conduct focus groups with students to understand their needs regarding job placement by November 2018.</p>		<p>Yes – Target date not met</p>	<p>Conducted three focus groups with nine students to understand their needs regarding job placement.</p>
	<p>Conduct focus groups with employers to envision how job placement should function by December 2018.</p>		<p>Yes – Target date not met</p>	<p>Conducted interviews with two employers to envision how job placement should function.</p>
	<p>Conduct focus groups with faculty to envision how job placement should function by February 2019.</p>		<p>Yes</p>	<p>Conducted two focus groups with nine faculty members to envision how job placement should function.</p>
	<p>Redesign the mission of JPRC (if necessary) by May 2019.</p>		<p>Yes</p>	<p>Redesigned the mission of the JPRC by May 2019. A new JPRC Operational Plan was developed and will be implemented in FY2020.</p>

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>46. Develop processes for strengthening pathways to careers based on Achieving the Dream Pathways to Careers Summit.</p>	<p>Share follow-up report from Summit by August 2018.</p>	<p>Michelé Smith, Judy Marwick, Mark Mrozinski, Travaris Harris, Mary Beth Ottinger</p>	<p>Yes</p>	<p>Shared follow-up report from Summit by August 2018.</p>
	<p>Gather information from campus stakeholders on processes for strengthening pathways to careers by September 2018.</p>		<p>Postponed</p>	<p>Strategy deferred to FY2020 due to staff transitions in the positions of Dean of Business and Social Science and Dean of Career and Technical Programs as well as the temporary assignment of the Assistant Vice President of Workforce Development as the Interim Dean of Business and Social Science.</p>
	<p>Gather information from employers by November 2018.</p>		<p>Postponed</p>	
	<p>Develop pilot to move students through non-credit to credit pathways by January 2019.</p>		<p>Postponed</p>	
	<p>Develop pilot for curriculum development across credit and non-credit modalities by March 2019.</p>		<p>Postponed</p>	
	<p>Develop marketing program for credit/non-credit programs via continuing education catalog by April 2019.</p>		<p>Yes</p>	

## Operational Plan

Goal	Target	Responsibility	Completed	Comment
<p>47. Implement a Workforce Engagement Plan.</p>	<p>Develop work group of campus stakeholders who work directly with business and industry by September 2018.</p>	<p>Michelé Smith, Mark Mrozinski, Rebecca Lake, Mary Beth Ottinger</p>	<p>Postponed</p>	<p>Strategy deferred to FY2020 due to staff transitions in the positions of Dean of Business and Social Science and Dean of Career and Technical Programs as well as the temporary assignment of the Assistant Vice President of Workforce Development as the Interim Dean of Business and Social Science.</p>
	<p>Create a plan of engagement for business and industry by December 2018.</p>		<p>Yes – Target date not met</p>	<p>Created a plan of engagement for business and industry by June 2019.</p>
	<p>Recommend options for supporting the work of the Workforce Engagement Plan with customer relationship management (CRM) software by March 2019.</p>		<p>Yes</p>	<p>Recommended options for supporting the work of the Workforce Engagement Plan with CRM software by March 2019. Recommendation was to align with Enrollment Services and Admissions Outreach to leverage a single CRM for the College.</p>